LONDON SCHOOL®
OF MANAGEMENT EDUCATION

LSME RESEARCH BOOK 2020

PUBLICATION OF RESEARCH PAPERS

PRESENTED AT THE
6TH LSME INTERNATIONAL RESEARCH CONFERENCE ON

'RESPONSIBLE RESEARCH AND INNOVATIONS IN MANAGEMENT AND HUMAN SCIENCES'

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6TH LSME INTERNATIONAL RESEARCH CONFERENCE ON

'RESPONSIBLE RESEARCH AND INNOVATIONS IN MANAGEMENT AND HUMAN SCIENCES'

Held on the 31st July to 2nd August 2019
at the Leonardo Royal Hotel, London City
8-14 Cooper's Row, London EC3N 2BQ
United Kingdom

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FOREWORD

LSME organised its 6th successful annual international conference on 'Responsible Research and Innovations in Management and Human Sciences' in July/August 2019. The success of this conference was attributed to the contribution of all the delegates that attended and shared their research work, promoting the spirit of collaboration and networking.

The conference proceedings and research presentations have been carefully compiled into a research book and it was reviewed by the Peer Review Group of the conference. This is meant to be disseminated to all our conference delegates and participants and the electronic version will be available on the LSME website for the wider public.

The conference proceedings were previously compiled and the full research manuscripts were subsequently peer reviewed by the members of the conference Peer Review Group. The amended full manuscripts were then compiled into the research book. In addition to the full research papers on subject areas such as Education, Social Sciences, Humanities and Medicine, the book also contains extracts from speeches, keynote lectures, special lectures and summaries of presentations.

Publishing this book is aimed at continuing the dialogue amongst renowned and experienced academics from several continents on issues affecting Education, Health and Social Care, the Environment, Business Leadership and how research can respond to the actual needs of society as a whole. The presented work aligns with the concept of Responsible Research and Innovations (RRI), which is the underlying theme for all LSME conferences.

Hopefully, publishing and disseminating this book will create a network of collaborating partners, to enhance the experiences of higher education students and budding researchers. It will also transform academic researchers in the early stages of their career development with knowledge acquired from a combination of ideas from other academic researchers around the world.

We hope you enjoy reading all the excellent research ideas covered in this book.

Dr Sarita Parhi
Principal, London School of Management Education (LSME)

CONFERENCE COMMITTEE MEMBERS

- Professor Stephen McKinney, University of Glasgow, UK – Conference Chairman
- Dr Ravi Kumar, London School of Management Education, UK – Conference Convener
- Dr Peter Gray, Norwegian University of Science & Technology, Norway
- Professor Suresh Kumar Sharma, Panjab University, Chandigarh, India
- Professor Mokgale Makgopa, University of Venda, South Africa
- Professor Margaret Solomon, La Sierra University, USA
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- Dr Amandeep Singh Marwaha, Panjab University, Chandigarh, India
- Professor Heather A. D. Mbaye, University of West Georgia, USA
- Martin McAreavey, University of Bolton, UK

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- Professor Stephen McKinney, Praxis and Faith School of Education, University of Glasgow, UK
- Dr Peter Gray, Research Adviser, NTNU, Norway
- Professor Mokgale Albert Makgopa, University of Venda, South Africa
- Professor Suresh Kumar Sharma, Panjab University, Chandigarh, India
- Dr Tejinderpal Singh, Panjab University, Chandigarh, India
- Dr Nitin Arora, Panjab University, Chandigarh, India
- Professor Biju Kumar Thapaliya, Purbanchal University, Nepal
- Martin McAreavey, University of Bolton, UK

EDITORIAL BOARD

- Dr Ravi Kumar
- Professor Stephen McKinney
- Dr Sarita Parhi
- Dr Dolly Jackson-Sillah
- Hassan Shifau
- Professor Suresh Kumar Sharma
- Dr Peter Gray

LIST OF PARTICIPANTS, GUESTS OF HONOUR, GUEST LECTURERS AND RAPPORTEURS

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The Lord and Lady Sheikh	House of Lords	UK
GUESTS OF HONOUR		
Cllr Zulfiqar Hussain	Mayor, London Borough of Redbridge	UK
H.E. Dr Durga Bahadur Subedi	Ambassador Extraordinary and Plenipotentiary Embassy of Nepal	UK
H.E. Mr Sugeeshwara Gunaratne,	Deputy High Commissioner of Sri Lanka	UK
Ms Janet Charles	Acting High Commissioner for the Dominican Republic	UK
Professor Stephen McKinney	Leader of Creativity Culture and Faith (Research and Teaching Group) School of Education, University of Glasgow	UK
Dr Peter Gray	European Projects Advisor Norwegian University of Science and Technology	Norway
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Professor Stephen McKinney	University of Glasgow	UK
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Professor Biju Kumar Thapaliya	Purbanchal University	Nepal
Professor Suresh Kumar Sharma	Panjab University, Chandigarh	India
Professor Devinder Kumar Dhawan	Panjab University, Chandigarh	India
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Professor Stephen McKinney	University of Glasgow	UK
Professor Suresh Kumar Sharma	Panjab University, Chandigarh	India
Professor Mokgale Makgopa	University of Venda	South Africa
Dr Nand Relan	Stony Brook University Medical Center, New York	USA
Dr Peter Gray	Norwegian University of Science & Technology	Norway
Dr Heather A. D. Mbaye	University of West Georgia	USA
Dr Amandeep Singh Marwaha	Panjab University, Chandigarh	India
Professor Suresh Kumar Chadha	Panjab University, Chandigarh	India
Martin McAreavey	University of Bolton	UK
Professor Devinder Kumar Dhawan	Panjab University, Chandigarh	India
Professor Biju Kumar Thapaliya	Purbanchal University	Nepal
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Dr Fathimath Thaufeega	Freelance	Maldives

INTRODUCTION

This Conference follows on from the successful International Conferences on 'Responsible Research and Innovations organized by LSME, on an annual basis which draws several academic researchers and professionals from different parts of the world to learn from examples of global excellence in research and share best practice. Approximately 60 guests, delegates and participants from South Africa, UK, Norway, India, Saudi Arabia, Nepal, Maldives, and the USA, attended the Conference. About seventy (70) researchers responded to the call for Abstracts and after review, thirty-three (33) Abstracts were shortlisted for presentation at the conference.

The other highlights from the Conference were speeches and Special Remarks from the Chief Guest, The Lord Sheikh, from the House of Lords, H.E. Dr Durga Bahadur Subedi, Ambassador of Nepal, Cllr Zulfiqar Hussain, the Mayor of the London Borough of Redbridge, Dr Kish Bhatti-Sinclair of the University of Chichester, Dr Ajay Bhamare, Ramanand Arya DAV College, Mumbai, India and Dr Peter Gray, European Research Adviser, NTNU, Norway. Keynote and special lecturers were delivered by Professor Stephen McKinney of the School of Education, University of Glasgow, Dr Peter Gray, Professor Biju Kumar Thapaliya, PhD Program Director, Purbanchal University School of Management, Nepal, Professor Suresh Kumar Sharma of the Panjab University, Chandigarh, India, Professor Devinder Kumar Dhawan of Panjab University India and Dr Nand K Relan of Stony Brook University Medical Center, Stony Brook, New York USA.

By organising these Conferences, LSME provides a platform for presentation, discussion and engagement with scholarly research and the dissemination of this research to local and international society. In education, this process is especially important, because the effects of research may directly affect the life chances of children and young people, and the possibilities of transformation through adult learning. Currently, educational research, whilst diverse and motivated by sound intentions, is fragmented and has little impact on policy and practice.

We interpret 'Management and Human Sciences' broadly to mean not only the specific core areas but also areas of other disciplines relevant to Management: Marketing, Finance, Human Resources and Operations and Human Sciences such as Economics, Psychology, Sociology, Health and Information Technology.

The overall theme of the Conference has been designed to appeal particularly to academics and practitioners of management science at all levels of their career development. By 'practitioners' we mean persons in commerce and industry who work with management science and are therefore the potential 'end-users' of research and innovation that can be applied in operations within specific industries. Significantly, our conferences are also aimed at capacity building and development of younger and emerging researchers and to assist them in promoting Corporate Social Responsibility or working with the non-governmental sector in sustainable development projects.

We believe that Responsible Research and Innovation in Management and Human Sciences will:

- Promote social justice, inclusion and equity.
- Increase the influence of research on policy and practice.
- Increase the commitment of participants through active involvement in research.

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MISSION STATEMENT: RESPONSIBLE RESEARCH AND INNOVATIONS AT LSME

Following previous LSME Conferences, it appears that research could pay more attention to elements of Responsible Research and Innovation (RRI), such as public engagement, open access, gender, ethics and governance. Taking wider perspectives and creating a dialogue between researchers and society is very important in democratizing the research process. All too often, very little is known outside of research circles as to what exactly is involved in research, and there is restricted access to research findings.

The concept of Responsible Research and Innovation represents a transparent and interactive process by which citizens and researchers co-create research agendas and discuss potential risks and benefits during the whole process of research and development. Scientist and non-scientists reflect together on the applications of research and the implications of innovations for society. This process should be inclusive, interactive, anticipatory and transparent, and should be based on societal needs, expectations and ethical values, so as to better align research and innovation outcomes.

In planning the selection of research, the following questions have been considered: "Why do it? For what purpose and goals? Are these desirable? What are the motivations? Who could benefit and how? Who might not benefit? Is this ethical? Do the researchers have the required competency and knowledge regarding the field of study?

The characteristics of good research include:

- A clearly defined purpose.
- A clearly outlined research process.
- A thoroughly planned research design.
- High ethical standards.
- Limitations explained.
- Adequate analyses for decision-makers' needs.
- Clearly presented findings.
- Justified conclusions.
- Good reflection on the researchers' experiences.

SCOPE OF RESEARCH PAPER SUBMITTED

Papers accepted for this conference were on a wide range of topics connected to Responsible Research and Innovations in Management and Human Sciences, including, but not limited to:

- Management.
- Population growth and ageing.
- Ethnic and cultural diversity.
- Disease and nutrition.
- Biological and social disciplines, human diversity and sustainability.
- Other multidimensional human problems.
- Responsible research policy.

OBJECTIVES

The main objectives of this conference were:

- To encourage researchers, especially research degree students and early career researchers, to develop new ways of thinking about dissemination, impact and social responsibility.
- To provide examples of Responsible Research as an inspiration to others.
- To recognise participants as 'responsible and transformational researchers.

CRITERIA FOR ACCEPTANCE

The Conference provided an opportunity for researchers to showcase the practical application of results to serve the public good. Papers were reviewed using the following criteria:

- If the researchers actively engaged with their potential stakeholders, such as teachers, students, patients or workers.
- If the study actively served the needs of these stakeholders.
- If the study showed evidence of reflection on its own purpose and methods.
- Whether the new knowledge generated provide benefits for society.
- Whether the authors consulted researchers from other disciplines, who may bring new insights to the problem.
- Whether the study took a critical approach to the literature and to previous studies in the area.
- Whether the research took account of gender perspectives, including consideration of the cultural or economic situation in which the research is embedded.
- If the results of the research are open and accessible to stakeholders and the wider public.

Although it was difficult for researchers to meet all these criteria, we believe that asking the above questions will be of long-term benefit to researchers and their stakeholders. Taking this approach made the outputs and processes of research more valuable to society, and we were hopeful it will also help attract increased recognition and funding for researchers.

All accepted papers were presented in plenary sessions and stimulated inter-disciplinary debate. All the conference documents including this proceedings booklet are openly available on the LSME website.

ABOUT LSME

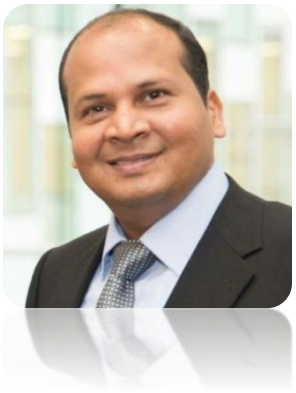
LSME is an innovative training organisation with a global vision: "to play a leading role in the delivery of global education services in partnership through radical Lifelong Learning training, equipping managers, health and social care professionals, tutors, teachers and trainers, with modern and transformational standards".

Our mission is to provide affordable and high-quality training for aspiring and practising managers, health and social care professionals and educationalists, which is innovative and global in perspective and abides by the United Nation's Principles of Responsible Management Education (PRME). To achieve this mission, the institution seeks to nurture and sustain a creative and supportive academic environment based upon an ethos of respect and transparency, high-quality learning experience, developing and sharing expertise to strengthen our capacity, and valuing equality and diversity.

The institution's philosophy is enshrined in its slogan: "transforming people with skills'' as we aim to facilitate in our students, the innovative skills required for their careers in business, education or health and social care. LSME currently delivers Further Education and Higher Education courses at undergraduate and postgraduate level. All qualifications are awarded by UK national awarding bodies such as Pearson or are validated by the University of Chichester. The College is regulated by the Office for Students (OfS), while its academic quality is reviewed by the Quality Assurance Agency for Higher Education (QAA).

As a Signatory to the UN PRME since October 2017, LSME is focusing on becoming a research-led institution that strives to advance knowledge about education, policy, and other relevant fields in academia. It aims to achieve this by being a facilitator for encouraging scholarly inquiries that examine education and the learning processes and human attributes, interactions, organisations and institutions that shape education and its outcomes. We continue to work towards the achievement of our overall mission which incorporates aspects of the Sustainable Development Goals of the United Nations. As a Signatory to the UN PRME, the College has agreed to abide by certain practical activities to affirm its commitment to the six principles which include research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value. This principle underpins our desire to facilitate the development of Responsible Research and Innovations.

MESSAGE FROM THE CONFERENCE CONVENER



I am delighted to affirm LSME's continuing commitment to research as integral to our teaching and learning strategy, student engagement, our association with the local business community, local and international engagement with other higher educational institutions and public engagement strategies.

In July/August 2019, LSME organised its 6th successful annual international conference on Responsible Research and Innovations in Management and Human Sciences in this very premises. The success of this conference was attributed to the contribution of all the delegates that attended and shared their research work, promoting the spirit of collaboration and networking.

The conference proceedings and research presentations have been carefully compiled into a research book for 2020 by the management of LSME and the peer-review committee of the conference for dissemination to all our conference delegates and participants and the electronic version will be available on the LSME website.

The main conference proceedings were compiled by LSME management and the research manuscripts were peer-reviewed, and compiled by the peer review committee of the conference. The book contains extracts from speeches and keynote lectures as well as summaries of presentations and full research papers on subjects including Education, social sciences, humanities and medicine.

Publishing this book is aimed at continuing the dialogue amongst renowned and experienced academics from several continents to discuss contemporary issues affecting education, health and social care, the environment, business leadership and how research can respond to the actual needs of society as a whole.

Although we are a small and young institution, we strive to part of a huge network of collaborating partners, to enhance the experiences of our learners and to transform them with the skills and knowledge acquired from the culmination of best ideas from around the world. We also aim to create an enabling environment for learners to put their skills and knowledge into practice for social benefit and a better future.

I would like to use this opportunity to express our sincere appreciation to all the delegates of the conference and those who contributed to the compilation of the research book in one way or another. Our heartfelt gratitude goes to Lord Sheikh of the House of Lords, Cllr Zulfiqar, the Mayor of Redbridge and the members of the Peer-review Committee.

A warm thank you to you all!

Dr Ravi Kumar
Executive Director of LSME & Conference Convener

MESSAGE FROM THE LORD SHEIKH OF CORNHILL IN THE CITY LONDON

It was indeed a pleasure for me to address delegates at the 6th International Conference on 'Responsible Research and Innovations in Management and Human Sciences'.

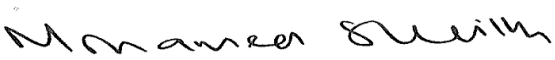
I have a profound interest in Higher Education and my Coat of Arms as a member of the House of Lords reflects the importance of education. In my younger days I used to be a university lecturer and I am now an adviser to a university in England. I do value importance of research and as a businessman I do feel that there is a need to be innovative in management.

The Conference theme was very appropriate and I certainly enjoyed participating in the proceedings which also enabled me to interact with able delegates from UK and overseas. The conference was held in the City of London and I have a strong connection with the City and also have the honour of being a Freeman of the City.

In the past decade, the Higher Education landscape has gone through major changes in form, shape and size. These changes constitute the transformation and restructuring programme of Higher Education proposed by many educational leaders for the benefit of all. LSME has recognised these transformations and is working towards playing a leadership role in the expansion of access, improved quality and increased diversity of provision and in building a stronger and more cooperative relationship between educational institutions and employers. These research conferences organised by LSME are undoubtedly a very relevant way of meeting the institution's educational agenda. LSME has also taken a bold step in targeting researchers at the early stage of their career development and to provide a unique platform for dissemination of research findings and promote dialogue between researchers.

There are still challenges regarding the need to build a larger, more diverse, and yet highly articulated and innovative research that includes but goes beyond higher educational institutions. All members of the research community should reflect on these challenges as we navigate the pages of this brilliant publication of the compilation of the full research manuscripts of the papers presented at the international conference. I do hope that the contents have practical applications and are of benefit to the attendees of the Conference as well as readers of the papers and any other person.

Kind regards and best wished to everyone.



MESSAGE FROM THE PROFESSOR STEPHEN MCKINNEY CONFERENCE CHAIRMAN

I am writing this message in the period of lockdown enforced by the Coronavirus in Spring 2020. The date is the 29th of April and this is the sixth week of lockdown in Scotland. Most of the buildings of the (normally bustling) University of Glasgow are closed and my academic work is being conducted at home and my contact with students and colleagues is online. My contact with the LSME is by phone and by electronic means. I am not able to visit the LSME and discuss progress and developments and plan future events. Nor am I able to spend time enjoying the company of the staff and students. This is source of genuine sadness. These highly unusual circumstances are, of course, for the public good and for the safety and wellbeing of the people. Ironically, the absence of the planned and impromptu interactions which make our working lives so enjoyable allow some more time for reflection. I have been engaged in academic research for most of my adult life. This has taken many forms and I have learned a great deal from different projects, processes and research directions. I have engaged with national and international research associations and networks, many of which are highly prestigious. It becomes clear to me that the research ambitions of the LSME are among its greatest strengths and the LSME makes an invaluable and unique contribution to national and international academic research.

The crisis instigated by the outbreak of the Coronavirus has prompted a renewed understanding of the interconnectedness of people in neighbourhoods, wider communities and society. We have rediscovered our responsibility for each other, a more selfless human care and respect for the needs and safety of the other. The LSME is committed to the principles and practice of Responsible Research. We do not see research as an end in itself, nor confined to introspective academic discussion and debate, but as something that must contribute to the wider community and to a variety of different groups of people. This approach has been championed by Dr Gray and Dr Kumar and I have been privileged to collaborate with them in this endeavour. In the current context, this approach to research is timely. It is of the present and for the future and, as such, is more urgently required and more important than ever.

The LSME is dedicated to encouraging and supporting early career researchers. The 6th LSME International Research Conference in 2019 featured many interesting and challenging presentations by new and emerging academics. This allowed them to disseminate their research to the lively and vibrant academic community that developed at the conference. One of my measures of the success of an academic conference is that an academic community quickly develops to engage with the ideas of others and to adapt ideas and research findings to different contexts. This academic community will only emerge if the leadership and the planning committee of the conference are well organised, focussed and able to construct a programme that stimulates the participants and allows them to flourish - and enables intellectual engagement. Once again, the leadership and staff of the LSME demonstrated their high level of expertise in planning and preparing the conference in 2019.

One of the overriding concerns of the LSME conferences is that participants feel welcome. Hospitality is of paramount importance and this is reflected in the warm and friendly welcome at the reception tables, and throughout the days of the conference. The venue is carefully chosen to provide comfortable and attractive conference rooms and areas for relaxation. Further the catering is always of the highest quality. The 2019 conference was no exception and the welcome, the venue and catering all made a significant contribution to the enjoyment and success of the conference.

It is unclear when we will be able to arrange the next LSME conference but, once this is clarified, we will be working very hard towards preparing the next conference. In the meantime, we offer this collection of papers presented at the 2019 conference. We hope these fascinating papers will provide you with some insight into the variety, depth and detail of the scholarly discussions and debates and the high quality of the academic talent highlighted at the conference.

Thanks to all who participated in the conference and helped to prepare this book. It remains for me to offer my heartfelt thanks to the staff and students of the LSME and to the Conference Committee: Dr Kumar, Dr Parhi, Dr Gray, Professor Sharma, Mr Shifau, Professor Mbaye, Mr McAreavey, Dr Apotheker, Professor Makgopa, Dr Singh and Professor Solomon. We are very grateful to our keynote speakers, guest speakers, guests of honour, chairpersons and rapporteurs. It is always a risk to single anybody out, but I offer a very special thanks to our chief guest, Lord Sheikh, who was generous with his time, very energetic in his thoughtful contributions to the conference and has been a loyal friend and supporter of LSME.

With very best wishes

Professor Stephen McKinney
University of Glasgow & Conference Chairman

MESSAGE FROM THE AMBASSADOR OF NEPAL
H.E. DR DURGA BAHADUR SUBEDI

It was an honour and pleasure for me to attend the 6th International Conference on 'Responsible Research and Innovations in Management and Human Sciences' organised by the London School of Management Education and was quite impressed by the number of academic papers presented at the Conference. I noticed that there were many papers from the developing countries and particularly on topics related to education and management. This is very promising, as the developing countries need creative and innovative solutions to the hurdles, they face in perfecting their education and management systems. I was so delighted to meet a distinguished researcher from Nepal, Prof. Dr. Biju Thapaliya as a presenter at the Conference. Prof. Dr. Thapaliya has recently been appointed as the Dean of the Faculty of Management at the Purbanchal University by the Government of Nepal.

I believe that this series of international research conferences organised by the LSME present a great opportunity for both the developed and developing countries, to come together with their research works, cross-fertilise their ideas and return home with further enriched visions and missions. This is an invaluable platform for young researchers as well, they need a credible avenue to present their papers, interact with international experts and receive peer views and reviews. I saw that happening at this Conference.

I have no doubt that this compilation of research papers presented at the Conference would add value to the knowledge base of Social Sciences and Humanities, especially in the area of Education sector. I have the confidence that this Conference would trigger many interventions and further research in the areas opened up by the prominent and rising researchers.

I wish to congratulate the organiser of the Conference, the LSME and the participants of the Conference for their sincere efforts and great achievements. I wish every success in the future endeavours of the London School of Management Education.

Dr Durga Bahadur Subedi
Ambassador Extraordinary and
Plenipotentiary of Nepal to the United Kingdom

MESSAGE FROM CLLR. ZULFIQAR HUSSAIN
MAYOR OF THE LONDON BOROUGH OF REDBRIDGE

It was a privilege to address the conference of renown academics and researchers in London and was delighted to learn about the LSME's platform for international researchers to share and discuss their academic and research achievements and network with each other. I was extremely impressed with the quality of the research presented which I believe is useful for the benefit of all stakeholders including the research participants.

It is reasonable to propose that higher education providers have to engage with communities and be active in them, by developing and disseminating research, collaborating with local businesses and ensuring they are in a position to produce the required workforce with the relevant skills for the development of local communities. LSME is doing just that as it continues to make a significant contribution in supporting higher education. Its initiatives are not only implemented in the classrooms but have also supported the facilitation of networking and dialogue among professionals. This conference has strengthened our support for the institution and it is my sincere hope that the research publication will be disseminated among a wider audience.

The London Borough of Redbridge, the Borough in which LSME is currently located, is poised to support the institution with its research agenda and community engagement initiatives for a foreseeable future.

With very best wishes.

Cllr. Zulfiqar Hussain
Mayor of the London Borough of Redbridge

MESSAGE FROM PROFESSOR D. K. DHAWAN

Growth of any society is intimately linked to the progression of education. Conferences form an integral part of higher education and provide an opportunity for exchange of thoughts and sharing of experiences that help in the dissemination of benefits to society. It was indeed a moment of pride that "6th LSME International Conference on Responsible Research and Innovation Management and Human Sciences", was held in London at the Leonardo Royal Hotel London City (Previously Knowns as the Grange City Hotel) and the organising committee deserves an applaud for roping in social scientists of eminence across the globe as well as ensuring the participation of young minds. It was quite an encouraging experience to listen to talks delivered by distinguished scientists on varied subjects that might have proved a step forward in updating the knowledge of young social scientists. I am sure the deliberations during the conference would have generated fresh perspectives which would prove to be immeasurably beneficial in exploring the new avenues for the welfare of mankind. Further, I express my heartfelt gratitude to Dr Ravi Kumar, Executive Director London School of Management Education for extending invitation to me and providing me this excellent platform to share my research work in the field of cancer. I wish that in future too, London School of Management Education under the dynamic leadership of Dr Ravi Kumar and Dr Sarita, the management committee shall keep on organising such valuable events in the furtherance of knowledge in the field of social sciences for the larger benefit of society.

I do understand that to commemorate such an important event, the management committee is releasing the Research Book of "6th LSME International Conference on Responsible Research and Innovation Management and Human Sciences", held in London at the Leonardo Royal Hotel London City (Previously Knowns as the Grange City Hotel). I am confident that this research book would prove to be pivotal in disseminating the knowledge engraved to looming scientists working with a mission to accomplish the task of serving the humanity. I also believe that anyone from the civic polity, if happens to read this document, would enrich oneself with treasure of knowledge, that may mark a swing in the chain of thoughts with better discourse.

Professor D. K. Dhawan
Panjab University, Chandigarh, India

CONFERENCE PROGRAMME

The 6th LSME International Conference on 'Responsible Research and Innovations in Management and Human Sciences', organised by the London School of Management Education (LSME), UK was held from 31st July – 2nd August 2019 at the Leonardo Royal Hotel London City (Formerly the Grange City Hotel) 8-14 Cooper's Row, London EC3N 28Q, UK.

DAY ONE: OVERVIEW

The first day of the conference began with the registration of participants followed by an announcement by the MC on procedural and house-keeping protocols with respect to the events over the three days and an Opening Ceremony chaired by Professor Stephen McKinney. In the Chairman's Opening Remarks, Professor Stephen McKinney extended a warm welcome to all delegates, encouraging them to share their findings to facilitate a collective discussion on how to tackle particular challenges in their research.

The Welcome Address was delivered by Dr Ravi Kumar, the Executive Director of LSME and the Conference Convener. In his address, he highlighted the historical background of LSME conferences and the importance of responsible research given that innovations and research development are key drivers of economic growth worldwide. He also reiterated the theme for the conference, with emphasis on contemporary research activities taking on a global dimension and the importance of discussions on positive approaches towards inculcating best research practices, and the role of research in management and human sciences. This he said would promote social justice, inclusion and equity and influence policy and practice. A warm welcome was extended to all delegates, particularly the representatives from the University of Chichester, our Partner University, RA DAV College in Mumbai India, Lord Sheikh of the House of Lords, the Mayor of the London Borough of Redbridge and the Members of the LSME Board of Directors. He extended special gratitude to the Conference Organising Committee, chaired by Professor Stephen McKinney for their hard work and effort in planning and coordinating this event.

The Welcome Remarks was followed by an introduction to the LSME's research agenda by Professor Peter Gray, who rightly indicated that the institution is more interested in people and their practice in relation to education rather than reaching a summit of academic publications that may not be meaningful to the end-users of the research.

Dr Kish Bhatti-Sinclair of the University of Chichester (UoC) expressed her delight for the involvement of UoC with LSME's operations and also commended the Conference organizing Committee for the amazing job of putting together, detailed programme, which she is positive will stimulate interesting and meaningful discussion among participants. She expressed her desire to share her own research in social science/policy or on teacher education in the near future.

H.E. Dr Durga Bahadur Subedi, Ambassador of Nepal in London considered global society as a generator of problems with fewer solutions. This he said challenges social scientists to undertake inclusive research as part of their role and responsibility in redefining the way we find solutions to real problems in the society. He added that a new generation of researchers completely, immersed in the idea of social inquiry that is ethical, responsible, accountable and most importantly result-oriented or outcome-based can be developed by encouraging children to have a questioning mind right at the onset. He pleaded to all researchers present to start taking a leading role in inculcating the knowledge, values and ethics of research early in the minds of young people as the primary means of initiating a change in the society. He commended LSME for taking this noble cause to spread the idea of responsible research and innovations to different parts of the world and pledged that he will ensure future conferences witness more research papers from Nepal.

Dr Ajay M. Bhamare, the Principal of Ramanand Arya D.A.V. College, Bhandup in Mumbai India, shared his experience on working in partnership with LSME since signing an MoU between the two institutions earlier in the year. He expressed his enthusiasm about taking home a rich experience from the conference to share with the approximately 5000 research students in Mumbai.

Mr Hassan Shifau, the Chief Research and Innovations Officer of LSME, presented a brief overview of LSME's ambitious research agenda, stating that the institution aims to become a research-led higher education provider from its inception in 2007 and proposes to accomplish this aim by strengthening the capacity of its staff and students and organize international conferences that would provide opportunities for young and budding researchers to share their ideas and interests.

The Mayor of Redbridge, Cllr Zulfiqar Hussain also added an introductory remark on the role of educational institutions in London boroughs. He commended LSME for its efforts and for using its unique ability to contribute to the betterment of society through research, innovations and offering relevant qualifications that meet the needs of the general public. He added that very few private institutions can or will successfully and simultaneously carry out all its obligations to their external regulators, provide high-quality academic qualifications and introduce academic research as an integral part of the provision. Undoubtedly the institution is poised for continuous growth and success in its future endeavours both locally and internationally.

Professor McKinney introduced the Chief Guest, Lord Sheikh, of the UK Parliamentary House of Lords. He formally launched the Research Publications Booklet of the 5 International Conference of LSME, held in India at the Panjab University in Chandigarh. Lord Shiekh, reiterated the need for educational research which directly engages societies and policymakers at its inception since it results in a more effective uptake and utilisation of new interventions from research and ultimately improves the quality of educational systems. Thus education could be transformed into a more dynamic and evolving process of assisting learners to develop knowledge, skills and creativity which then fuels human and social capital for greater individual and societal economic wellbeing and productivity. He praised the organisers for the opportunity provided to emerging researchers to showcase their work.

Lord Sheikh's speech was followed by a Vote of Thanks by Dr Sarita Parhi, the Principal of LSME. After the Opening Ceremony, the delegates assembled by the 'Roman Wall' for a group photograph followed by a tea break for 30 minutes. The delegates then convened at the Conference Hall for the Plenary Sessions, with Keynote addresses and Special Guest Lectures.

The first Plenary Session of day one was an insightful Keynote Address by Professor Stephen McKinney from the University of Glasgow, entitled 'What is Responsible Research and Innovation (RRI)?' This address took a practical look at the Concept of RRI, the Effect of Poverty on School Education and some of the Access and Participating Strategies delivered by the Nurture Group in the University of Glasgow. The session was chaired by Professor Mokgale Makgopa of School of Human and Social Sciences, University of Venda, South Africa.

This was followed by the first set of paper presentations chaired by Dr Peter Gray consisted of presentations from Rajbir Singh Malhi on the Role of Educational Initiatives for Promoting Global Peace, Dr Heather A. D. Mbaye - The Development of Critical Activities of Regions of Europe in Brussels and Professor Hue Ming Tak - Special Educational Needs Coordinators' (SENCOs) definition of their role and experience in the promotion of the integrated education in Hong Kong Schools. The Conference then adjourned for a lunch break and delegates then returned to the Main Conference Hall for the resumption of the Plenary Sessions with started with a Special lecture chaired by Dr Nand Relan. The Lecture on Management and Human Sciences was delivered by Professor Biju Kumar Thapaliya.

The Chairperson of the 2nd Plenary Session was Dr Amandeep Singh Marwaha and the Rapporteur was Dr Minakshi Kishore of LSME. Presenters included Dr Fathimath Thaufeega presenting a Study on the Readiness for e-Learning in the Maldives and Dr Anjali Puri & Dr Rajeev Puri on the Effect of E-teaching on Divergent Production Abilities.

After the Chairperson's Closing Remarks and a short tea break, the delegates convened for another paper presentation session. Professor Suresh Kumar Chadha chaired the session and Sarabjit Kaur Nagra was the Rapporteur. Papers were presented by Dr Tarannum Siddiqui and Dr Rakesh Chandra Tyagi on Problem of Dropout Children in Elementary Education: A Study of Two Districts in India and S. Kanthimathi, how does the School Climate Affect the Academic Achievement of Students in India? – A Case Study.

The final Paper presentation session was chaired by Dr Heather Mbaye. Papers were presented by Dr Santwana G. Mishra on Study of Academic Achievement in relation to Teaching Aptitude, Attitude towards Teaching and Anxiety, Dr Madhab Ghosh on Trends of Research on Teacher Education in India and Nishtha Puri and Dr Anjali Puri on Research Attitude and Style of Learning and Thinking.

The Conference then broke up into several groups for another forty-five minutes of networking.

An overview of the first day's conference programme is shown below:

DAY 1: PROGRAMME (31ST JULY 2019)

TIME	PROGRAMME LOCATION: MAIN CONFERENCE HALL	
09:00-09:45	**Registration**	
09:45-09:55	**All Delegates are Seated**	Announcements by MC
09:55-10:00	**Arrival of Chief Guest & VIPs**	Housekeeping Announcements by MC
10:00-11:15	**Opening Ceremony** **Chair: Professor Stephen McKinney**	Introductions to the Conference by the Conference Chairman: **Professor Stephen McKinney**
		Welcome Address: **Dr Ravi Kumar, Conference Convener**
		LSME Research Agenda: **Dr Peter Gray**
		Special Remarks: **University of Chichester**
		Special Remarks: **Guest of Honour**
		Special Remarks: **Guest of Honour**
		Special Remarks: **RA DAV College, Mumbai, India**
		Research and Innovation: **CRIO, LSME**
		Address by Guest of Honour, **Mayor, London Borough of Redbridge**
		Launch of LSME Research Book by **Chief Guest**
		Address by **Chief Guest**
		Vote of Thanks: **Dr Sarita Parhi, Principal, LSME**
11:15-11:30	**Group Photographs**	Proceed to 'Roman Wall' for Group Photographs
11:30-11:50	**TEA BREAK - REFRESHMENTS LOUNGE**	
11:50-12:15	**Keynote Address** **Chair: Professor Mokgale Makgopa**	Keynote Address by: **Professor Stephen McKinney** Title: *What is Responsible Research and Innovation?*
12:15-12:25	**Rapporteur: Sarabjit Kaur Nagra**	Chairperson's Remarks

12:25-13:10	**Paper Presentation Session 1** **Chair: Dr Peter Gray** **Rapporteur: Dr Kishori Bhagat** **Presenters:** 1. Rajbir Singh - *Role of Educational Initiatives for Promoting Global Peace* 2. Professor Heather A. D. Mbaye - *The Development of Critical Activities of Regions of Europe in Brussels* 3. Professor Hue Ming Tak - *Special Educational Needs Coordinators' (SENCOs) definition of their role and experience in the promotion of the integrated education in Hong Kong Schools*	
13:10-13:20	**Q & A Session** and Chairperson's Closing Remarks	
13:20-14:10	**LUNCH BREAK**	
14:10-14:40	**Special Lecture 1** **Chair: Dr Nand Relan** **Rapporteur: Dr Minakshi Kishore**	Special Lecture by: Professor Biju Kumar Thapaliya Title: *Management and Human Sciences*
14:40-14:50	**Q & A Session** and Chairperson's Closing Remarks	
14:50-15:35	**Paper Presentation Session 2A** **Chair: Dr Amandeep Singh Marwaha** **Rapporteur: Dr Tarannum Siddiqui** **Presenters:** 1. Dr Fathimath Thaufeega - *A Study on the Readiness for e-Learning in the Maldives* 2. Dr Anjali Puri and Dr Rajeev Puri - *Effect of E-teaching on Divergent Production Abilities*	
15:35-15:45	**Q & A Session** and Chairperson's Closing Remarks	
15:45-15:55	**TEA BREAK - REFRESHMENTS LOUNGE**	
15:55-16:40	**Paper Presentation Session 2B** **Chair: Professor Suresh Kumar Chadha** **Rapporteur: Sarabjit Kaur Nagra** **Presenters:** 1. Dr Tarannum Siddiqui and Dr. Rakesh Chandra Tyagi - *Problem of Drop-out Children in Elementary Education: A Study of Two Districts in India* 2. S. Kanthimathi - *How does the School Climate Affect the Academic Achievement of Students in India? – A Case Study*	
16:40-17:00	**Q & A Session** and Chairperson's Closing Remarks	
17:00- 17:30	**Paper Presentation Session 3** **Chair: Professor Heather Mbaye** **Rapporteur: S Kanthimathi** **Presenters:** 1. Dr Santwana G. Mishra - *Study of Academic Achievement in relation to Teaching Aptitude, Attitude towards Teaching and Anxiety* 2. Dr Madhab Ghosh - *Trends of Research on Teacher Education in India* 3. Nishtha Puri and Dr Anjali Puri - *Research Attitude and Style of Learning and Thinking*	
17:30-17:40	**Q & A Session** and Chairperson's Closing Remarks	

DAY ONE: SPEECHES

WELCOME ADDRESS BY DR RAVI KUMAR EXECUTIVE DIRECTOR OF LSME & CONFERENCE CONVENER

Distinguished speakers, Colleagues, Ladies and gentlemen, a very good morning to everyone and thank you for joining us for the 6th LSME International Conference on Responsible Research, Innovations in Management and Human Sciences.

To our eminent speakers and delegates, I bid you a very warm welcome to London. We are indeed honoured to have you here with us. We have about 60 participants from eight countries gathered here today, making our conference a truly international one.

Our first international conference was organised by LSME in collaboration with the International Forum of Research in Education (IFORE) in January 2015 in this venue. It was an opportunity for us to discuss key points of educational research and to begin to strategise how we should inculcate responsible conduct in research. Following the success of that inaugural conference, it was agreed by the Conference Planning Committee that we should meet again at a second conference but this time, adopt the theme of Responsible Research and Innovations, given that innovations and research development are key drivers of economic growth worldwide. LSME was proud to be the lead organiser and host for this event since then LSME has held annual international conferences either in London or in India bringing together renowned experts in their respective fields to address the vital issues surrounding Responsible Research and Innovations. Cutting across all disciplines, responsible research has become increasingly important today, and LSME has facilitated useful discussions on public engagement, open access, gender, ethics and research governance.

The theme of this year's conference is 'Responsible Research, Innovations in Management and Human Sciences'. With many research activities now taking on a global dimension, it is imperative to discuss positive approaches towards inculcating best research practices, including examining the role of research in management and human sciences in promoting promote social justice, inclusion and equity; and influence on policy and practice.

We have with us today representatives from the University of Chichester, our Partner University, RA DAV College in Mumbai India, Lord and Lady Sheikh from the House of Lords, the Mayor of the London Borough of Redbridge , the Members of the LSME Board of Directors and I hope that this three-day conference, a platform for leading academics and researchers to share their ideas and views on common research issues – will challenge all delegates, to think more about responsibility in research which may, in turn, inspire new and practicable standards in the field.

I sincerely hope that this conference, will not be just another "talk shop". By the end of the event, I hope all researchers will formulate a set of recommendations, to be utilised in improving their research agenda based on the discussions during the conference in promoting our key objectives:

- To encourage researchers to develop new ways of thinking about dissemination, impact and social responsibility;
- To provide examples of Responsible Research as an inspiration to others;
- To recognise participants as 'responsible and transformational researchers.

All conference delegates are encouraged to get involved in the discussion on responsible research and innovations, through open dialogue and by publishing credible research papers. Creating a platform for discussion will be especially important for educators and educational institutions growing rapidly as major research universities. It will provide some guidelines against which we can assess how we conduct research and educate our students. Indeed, it is important to impact good values and practices early on in our young researchers, starting at the undergraduate

level. Not only should we guide them on what is inappropriate behaviour, but more positively, we must educate them about how research can engage the public.

But beyond educators and university leaders, it is equally important that the leaders of funding agencies, as well as research institutions, are committed to the best practice in responsible research. Indeed, I am very pleased and heartened to see many delegates holding leadership positions attending this conference. This bodes well for the future of responsible research.

At this juncture, I would like to take the opportunity to thank the Organising Committee, chaired by Professor Stephen McKinney for their hard work and effort in planning and coordinating this event and Dr Peter Gray and Professor Makgopa who are widely acknowledged as experts in this area, for their endearing support.

I would also like to thank the Chief Guests Lord and Lady Sheikh, Guests of Honour Mayor of London Borough of Redbridge, Ambassadors and senior Diplomats present, as well as our representatives from the UoC and DAV College, for taking time off their busy schedules to attend the opening ceremony. In closing, I encourage delegates to participate actively in the interesting discussions over the next three days. I wish everyone a successful and fruitful conference.

Thank you.

Dr Ravi Kumar

ADDRESS BY CHIEF GUEST THE LORD SHEIKH, HOUSE OF LORDS, UK

Excellencies, Guests of Honour, Mayor of Redbridge, Chairperson of the Conference, Professor Stephen McKinney, Conference Convener, Dr Ravi Kumar, Principal of LSME, Dr Sarita Parhi, the Conference Organising Committee, distinguished delegates, ladies and gentlemen.

It is a matter of joy and privilege for me to be standing in front of you all here today. I have spent great deal of my life in business and setup some and being part of several successful companies. I have turned to politics but remained a businessman and now devoting great deal of my time in helping people and writing. Through all the turns in my life, I have always given a special place in my heart for supporting and encouraging education. This is not for just saying; you can see the word 'Iqra' in my 'Coat of Arm' of the House of Lords. That means 'read' in Arabic signifying knowledge and education. I have great respect for teachers and immense love for those with open hearts to learn. So, standing in front of prominent scholars, academics and researchers from around the world is an honour and yet an opportunity to learn something new.

I have spoken at the House of Lords on the Higher Education and Research Bill and debated on several education-related matters in the House. I used to be a visiting lecturer at various colleges, just to satisfy my desire to be constantly engaged with the academic world. Out of my personal interest, I have published a book called 'Emperor of the Five Rivers: The Life and Times of Maharajah Ranjit Singh' through years of my research, done not only sitting here in London but by travelling to Punjab, India and resourcing the material wherever I can. I am working on my next publication.

Some may think that there is not much relation between academic research and politics, but it is not necessarily true. Politicians and policy makers need research, probably more than anybody else. The government and politicians need accurate research to base their policies and make informed decisions and not doing so may have dire consequences to the development of the country and its future generations.

The point I want to make here today is that, you as social scientists and researchers keep questioning and challenging the systems: the systems of politics, governance, market, economy, education, society, environment etc. with your research. And let that be backed up with scientific enquiry and facts and figures. Sometimes you may be able to save your country or society billions in costs and save many lives.

Humans, being the most intelligent amongst the animals and with continuously evolving intelligence, do you wonder why we still need to learn and study about our behaviour and societies and how we govern ourselves.

In an era of continuous technological developments, it is vital for the humanity and for its survival to learn more about our own behaviour and do health checks on our societies. Our social scientists must be adequately resourced, and every support extended to continuously conduct research on human, its societies as we know of us. I know that I am treading into the area of philosophers, but we need to keep expanding our horizons and learning about humans as to ensure that we continue to maintain our morals and values of what makes us human.

Ladies and gentlemen, I mean to offer no teachings in your areas of research but wish to say something about some of how serious we, as politicians are on formulating research informed policies. The papers that I submit to the House of Lords or other forums, I ensure that proper research and information gathering precedes the drafting of the papers. But I cannot promise this for every politician, thus I believe there is room for us to work with politicians in sensitising the importance of social research in understanding the problems in our society, finding solutions and improving lives of people.

I find myself most often attracted to institutions that are learning and research-based and this is my connection with London School of Management Education.

It is a small College but with a great vision and high ambition of research. Dr Kumar and his team managed to put together an international conference of this magnitude and brought you all to London, it is indeed a praiseworthy feat that I wish to recognise and congratulate them for. I stand to be guided by researchers and am seeking to leave this room today, better informed and with greater knowledge than I walked into this room with. And I expect that to be same for all of us present here. This is the reason we need to bring together great minds from across the globe, who could rise above all man-made boundaries and let them do free thinking and sharing ideas and thoughts.

I see that LSME has taken this initiative of Responsible Research and Innovation and wish them great success in this noble endeavour. I for one, am looking forward with much eagerness to see the output of this important conference.

Let me conclude by wishing you all a very fruitful conference and time to enjoy this historical and inviting city, where there is something for everyone!

Thank you

The Lord Sheikh

ADDRESS BY GUEST OF HONOUR – CLLR ZULFIQAR HUSSAIN MAYOR OF THE LONDON BOROUGH OF REDBRIDGE

Chief Guests, Lord and Lady Sheikh, fellow dignitaries, Ladies and Gentlemen, I am deeply honoured to address this special gathering of renowned academics and researchers gathered for the 6th LSME International Conference on 'Responsible Research and Innovations in Management and Human Sciences. I would like to thank Dr Ravi Kumar, the Director of the London School of Management Education for inviting me to address this gathering.

As the Mayor of Redbridge, the more I learn from my work, the more strongly I feel about the role of educational institutions in the Borough and their unique ability to contribute to the betterment of society through research, innovations and offering relevant qualifications that meet the needs of the general public. So, I truly welcome this opportunity to share with you some of my thoughts on the theme of this conference, Responsible Research and Innovations in Management and Human Sciences.

I will, however, start by commending LSME for creating this unique platform for international researchers to share and discuss their research achievements and challenges and to network and collaborate with each other on this important research agenda. Very few private institutions can or will successfully and simultaneously carry out all its obligations to their external regulators, provide high-quality academic qualifications and introduce academic research as an integral part of the provision. Undoubtedly the institution is poised for continuous growth and success in its future endeavours both locally and internationally.

As a public servant, the theme of this international conference is of paramount importance since it seeks to establish procedures to better integrate societal needs in the process of research development and it is centred on the equal roles and responsibility of all stakeholders including societal actors and innovators. The keyword and phrases for me here are 'impact', 'Securing the future' and 'Acceptance of Change'. I will discuss this one after the other.

IMPACT Societal impact is key to all research activities. Any research that will not have a short or long-term impact on society is probably not worth doing. In the UK it is obvious that an enormous amount of government funding for research now centres on demonstrating impact. The impact can be demonstrated easily depending on the subject being researched. It is easy to show that a research project has an impact if, for example, you are pioneering a technique in automobiles for roadworthiness… but it is not quite as easy to show the immediate impact of the work of a philosopher or a linguist. Would this suggest the need to reduce research funding for subjects that do not have an immediate impact?

In the face of government policies that expect us to demonstrate the economic value of research, one has to defend their core principles of autonomy, freedom of enquiry and research excellence. Indeed –I strongly believe researchers can only realise the economic and societal impact of their work if they are committed to autonomy, freedom of enquiry and excellence. Management and Human sciences as broad topics, for example, can fit both long and short term impact on society and can also demonstrate autonomy, freedom of enquiry and excellence. The theme is therefore relevant in today's society and I am very much excited to discover what the researchers have in store for us today.

SECURING THE FUTURE

Responsible research follows the European policy framework that seeks to anticipate future implications and current societal expectations of research and innovation. It is a sound political attempt to militate against the risks of 'failure' in the future by preparing society for the acceptance of future research developments. As such, responsibility and innovation in research is a form of governance in which sustainable investment is secured in the future through ongoing enrolment, engagement, and acceptance of society.

ACCEPTANCE OF CHANGE Responsibility in research and innovation should continually evolve as countries, organisations, and multidisciplinary teams' attempts to be responsive to changing educational, technological and societal issues of the day.

As we progress through the next 3 days of intense debate and discussions, we should consider these three broad concepts and make use of this outstanding opportunity to learn from each other, develop new networks and future research collaborations that would be relevant to society and incorporates ethical principles, gender equality and excellent research governance.

Ladies and Gentlemen,

I speak to you today as a guest who knows of and is impressed by the efforts of academic researchers and is not under any illusion about the tremendous tasks that lie ahead for you –and indeed for all of us in designing relevant future research that will continue to meet societal needs.

To successfully address these tasks, institutions will need to develop its most valuable asset: the talent of its human resources.

We also need to meet the global challenges that confront us all by not only relying on scientists and engineers but also experts in the humanities and social sciences, as they can translate these challenges in a human perspective.

In the many years, ahead, higher education institution's academic population will continue to be the direction in which countries will respond to challenges and satisfy societies' quest for equality, development and growth through research. And although academic researchers such as yourselves may not always hold all the answers, you must be bound by your duty to society to articulate the right questions.

Thank you for your attention.

Cllr Zulfiqar Hussain

SPEECH OF GUEST OF HONOUR – H.E. DR DURGA BAHADUR SUBEDI AMBASSADOR OF NEPAL, LONDON

Chief Guest Lord Sheikh, Hon Lady Sheikh, Mayor of Redbridge, Excellencies, Former Mayors, senior Academics, Ladies and Gentlemen,

This is another interesting day at an event organised by London School of Management Education. The more familiar I become with this College, the more enriched I become in terms of the knowledge that I gain. No doubt this is an institute dedicated to education and focused on spreading that light the knowledge as far as it can go. I have attended a few events of LSME including its Convocation last year, every time I get to learn something new. So, I believe they are doing a good job.

Distinguished Delegates and Ladies and Gentlemen,

I had the opportunity to take a quick glance at some of the abstracts submitted by the researchers to this conference and felt moved by the fascinating choice of topics and the range of areas covered in this conference. Topics of e-learning, medical sciences, societal issues such as mental health of students, effectiveness of learning environment, special needs, test of innovative ideas in commerce etc have completely captivated my attention.

Moreover, these topics have made me wonder how important it is to encourage research in our education system. Not just for the purpose of fulfilling the academic requirements of completing a course of study but truly for the purpose of unearthing growing issues in our society and finding solutions to those. Our societies have increasingly become generators of problems and less and less of solutions. It has an under belly, which our societies are good at concealing and these wounds keep festering and eventually erupts with serious consequences and often with hefty cost to the governments. If you look around, you would feel that societal problems are becoming similar irrespective of which part of the world you live in. School dropouts are on the rise in the East and West as well; substance abuse among young people is at its highest in the history, finding its way into every society; growth of violence and gang related activities are becoming prevalent on every street irrespective of North or South. Consequences of negligence of caring for environment is affecting every shore or mountain. I feel these critical areas of societal issues challenges social scientists present here and all those at home with a lot of work.

Should we wait and leave the matter to our enforcement authorities to come out on the street and address the symptoms or rather understand the issues in its social context through inclusive research, studies and analysis. Do we find solutions to address the real cause or attend to the symptoms? I believe this is where Responsible Research plays a crucial role in redefining the way we find solutions to real problems in the society rather than finding hypothetical solutions to hypothetical issues.

This brings me to the topic that I wanted to discuss with you today; that is teaching children from early ages to be inquisitive and develop a questioning mind. This is a way to develop a force of young researchers. A new generation of researchers completely, immersed in the idea of social inquiry that is ethical, responsible, accountable and most importantly result oriented or outcome based. A lot of experiments have been conducted into developing questioning attitude and inquisitive minds in young people and many schools already have put those in practice and action.

My plea is that researchers such as yourselves, start taking a leading role in inculcating the knowledge, values and ethics of research early in the minds of young people rather than waiting for the system to put it in place. Education should be the primary means of initiating a change in the society. We can change the society and help the society through catching them young, shaping the future of their generation and arming them with necessary ethical and responsible tools to do research and find solutions themselves. While a lot of delegates here are in education, it is not a long shot to find ways to reach to young people and plant the idea of conducting ethical research. Those in

other sectors may need to join hands with those in education to find ways to do so. Let this conference be a starting point to spread responsible research.

I am very glad that LSME has taken this noble cause to spread the idea of responsible research and innovations to different parts of the world. Being a small College, they have very high ambitions and they are making it a reality by reaching to different corners of the world. I think, we should all support this idea and join forces. As for my part, I will ensure that you will get to witness more research papers from Nepal for the next conference.

Allow me to congratulate and thank Dr Ravi Kumar and his very able team for organising this important conference and creating this platform for interaction amongst research communities across the world. I am sure this would gradually build momentum and lead to a great initiative in the future, benefiting the society at large. I wish this endeavour very best and all the delegates who have travelled from afar a very successful conference and an enjoyable stay.

Thank you.

H.E. Dr Durga Bahadur Subedi

VOTE OF THANKS BY DR SARITA PARHI, PRINCIPAL OF LONDON SCHOOL OF MANAGEMENT EDUCATION

Honourable Chief Guest Lord Sheikh, Honourable Lady Sheikh, Mayor, Guests of Honour, members of LSME Board, Conference Committee, distinguished delegates, ladies and gentlemen.

Though vote of thanks appears to be the least of the items on the Programme, it is the item which weighs heaviest on the shoulders of the person who is entrusted with the job. It's a walk on a sword's edge!

LSME International Research Conference is one of our biggest event in the year. A lot of preparations, tremendous amount of logistics, huge volumes of communications, goes behind it and sometimes in unearthly hours spent owing to the time difference between the regions.

Ladies and Gentlemen,

Allow me to turn to my rightful duty to thank all those wonderful people who helped and supported putting this Conference together.

It is always a great honour and a privilege to have Lord Sheikh and Lady Sheikh amongst us. Lord and Lady Sheikh have always been a tremendous source of energy for LSME and we are indebted for their kindness. We are extremely grateful for gracing our important event.

Though this is the first meeting with our new Mayor of Redbridge Cllr Zulfiqar Hussain, we are very close to your office and are committed to be part of the development of the Borough. We extend our sincere gratitude for taking time out of your busy schedule to be with us today.

Ambassador of Nepal, H.E Dr Durga Subedi is a great friend of LSME, he would be greatly missed if we didn't see him at this event. Thank for your continued patronage of LSME. Look forward to seeing more of you.

Acting High Commissioner of Dominca, H.E Janet Charles, your gracious presence here today, has made a great difference in making this event very special. We are growing international and are very ambitious to reach the Caribbean shores. Thank you for being with us today.

Today we have a very special guest amongst us, who is Dr Mahmood Shougee. He has filled two very important ministerial portfolios in the Maldives. Education - which is very close to our heart and Tourism - needless to say how keen we are! Thank you Sir for kindly filling an important seat for us.

Mr Christy Ruben from the Sri Lankan High Commission is representing our friend Deputy High Commissioner Mr Sugeeshwara Gunaratne. We are grateful for honouring us today with your kind presence.

We are extremely fortunate to have a wonderful academic partner. Representing our partner institute, University of Chichester is Dr Kish Bhatti-Sinclair. Thank you for your kind support and being with us all the way through.

I notice that we have AdvanceHE very closely observing us today! Thank you, Victoria Holbrooke, for being with us today despite your very hectic schedule. We work with AdvanceHE to ensure we hold on to the top of professionalism in higher education.

Cllr Sunil Chopra, is a well-wisher of LSME and we have greatly benefited from his wisdom. Thank you Sir for your support.

Before I get too tired, let me quickly thank members of the Conference Organising Committee and the Peer Review Group, who enabled us conceiving and making the conference a reality. Special thanks goes to the Convener Dr Ravi Kumar and the Conference Chairperson Professor Steven McKinney for their leadership. Let me make a mention of

Dr Peter Gray and Professor Sharma from the Peer Review Group, who had put in extra effort to get the reviews done on it. Allow me to recognise the cooperation of LSME Board, especially their generosity when the Conference budget overshot.

It is my duty to thank the two Keynote Speakers and all the Presenters of the Special Lectures for making this conference intellectually stimulating.

Distinguished delegates and participants allow me to extend my sincere thanks for taking long journeys to be part of this experience and sharing your interesting work with all of us.

And I thank all those who I have missed but helped and supported us in making this conference a great success.

Thank you all.

Dr Sarita Parhi

DAY ONE: SUMMARIES OF THE FIRST PRESENTATION SESSION

CHAIR: PROFESSOR MOKGALE MAKGOPA RAPPORTEUR: SARABJIT KAUR NAGRA

TITLE: WHAT IS RESPONSIBLE RESEARCH AND INNOVATION (RRI)?

PRESENTER: PROFESSOR STEPHEN MCKINNEY, UNIVERSITY OF GLASGOW, UNITED KINGDOM

The presentation was divided into 3 sections, viz: 1. Responsible Research and Innovation (RRI), 2. The effects of poverty on school education, 3. Concrete examples emphasing on the work of the Nurture Group.

Responsible Research and Innovation (RRI) is an umbrella term which covers ethics, governance, open access, public engagement and science education etc in research. It reduces the distance between science and other forms of research, and society. It should not be confused with ethical approval. The whole process should be considered as a dialogue - two-way, and iterative process. The researchers, policymakers, education, business, civil society organisations, users of the research, are the different stakeholders of this approach.

The various societal challenges were covered, next, in the presentation. The challenges such as health (physical and psychological), demographic changes and well-being, clean and efficient energy, etc, were discussed briefly. The presentation covers the process of RRI and suggested that it should be diverse, inclusive responsive and adaptive. The issues covered include global warming, food security sustainability, energy supply, antibiotics resistance, and inclusive education of migrant children, disabled children and gender equality in education etc.

The presentation further dealt with the effects of child poverty on school education. It was highlighted by the speaker that one in every four children are living in poverty, in the world's richest countries. Child poverty is considered as gender issue as women are usually designated with the role of childbearing. Instability in family, absence of home learning, children less ready for school, etc, were considered as effects of poverty in school education.

The presentation ended on a positive note, by highlighting the role of Nurture Group for the education of most vulnerable children. The three themes of nurture Group were listed by the speaker and they are: schools as a safe space for vulnerable children, the quality of the relationship between different stakeholders of Nurture Group, and positive outcomes such as preparing children for classes boosting their confidence.

The presentation was enriching and provided an overview of the Responsible Research and Innovation, through the use of concrete examples. This stimulated discussion around how the impact of these initiatives are evaluated and there were suggestions to use evidence-based approaches in evaluation.

DAY ONE: SUMMARIES OF THE FIRST PAPER PRESENTATION SESSION

CHAIR: DR PETER GRAY RAPPORTEUR: DR KISHORI BHAGAT

The first paper presentation session of the morning featured presentations from Rajbir Singh Malhi on "Role of Education initiatives for Promoting Global Peace", Professor Heather A D Mbaye on "The development of critical activities of regions of Europe in Brussels", and Professor Hue Ming Tak on "Special educational needs coordinators' (SENCOs) definition of their roles and experience in the promotion of the integrated education in Hong Kong schools".

TITLE: ROLE OF EDUCATIONAL INITIATIVES FOR PROMOTING GLOBAL PEACE

PRESENTER: RAJBIR SINGH, DIPS COLLEGE OF EDUCATION, PUNJAB, INDIA

Using a descriptive method of educational research, especially content analysis and trend analysis, the study is an attempt to explore the various educational initiatives such as human rights education, education about gender parity, universalization of education and education of disadvantaged children, and the respective role of these initiatives in promoting global peace in the world. The interconnection between education and development is also discussed to highlight the role of peace in economic and human development of people and nations. The presenter, Rajbir Singh, introduced the topic with reference to positive change and negative change, pillars of positive peace and global peace. The educational initiatives like human skills and attitude, education to all, no discrimination, and human rights were emphasised. He also deliberated on education and development which could be achieved by developing the country and that depends on its educational system, having skilled capital, integrating children of different classes and castes, education to all and gender parity. He also drew the attention on universalisation of education through compulsory education to all, providing school meals, transport and uniforms. Further emphasis was placed on life skills training for conflict resolution and various international organisations that are working for peace; concluding that education acts as an important tool to maintain global peace.

TITLE: THE DEVELOPMENT OF CRITICAL ACTIVITIES OF REGIONS OF EUROPE IN BRUSSELS

PRESENTER: PROFESSOR HEATHER A D MBAYE, UNIVERSITY OF WEST GEORGIA, GEORGIA, USA.

The rationale for this paper was to ascertain if the younger EU countries behaved differently from their western counterparts. The presenter introduced the topic with two hypotheses; H1 - sub-national representation have become more generalist since 1999 - 2000, and H2 - Eastern and western office will behave differently, with Eastern offices more focused on informational and networking activities. She then deliberated on the activities and goals of Brussels regional and local offices. A comparative survey of the year 1999 - 2000 and 2008 was done and was observed that there was hardly any difference in the mean of the different aspects covered in the questionnaire. The result of the factor analysis proved the first hypothesis, that the officers have become more generalist. The factors identified were generalist, symbolic pursuits, liaising, information gathering and anti-COR (Community of Region), where the highest percentage was a generalist. The second hypothesis was proved by making a comparative study of Eastern and Western offices. It was concluded that they were not interested in networking but on information gathering.

TITLE: SPECIAL EDUCATIONAL NEEDS CO-ORDINATORS' (SENCOS) DEFINITION OF THEIR ROLES AND EXPERIENCE IN THE PROMOTION OF THE INTEGRATED EDUCATION IN HONG KONG SCHOOLS

PRESENTER: PROFESSOR HUE MING TAK, THE EDUCATION UNIVERSITY OF HONG KONG, HONG KONG

The paper reports the initial findings of an on-going interview study, with the involvement of 20 SENCOs and 20 teachers who co-work closely with SENCOs from 20 schools. It aims to explore the roles and responsibilities of SENCOs and to examine the discrepancy between policy and practice and the functioning of the carrying system for SEN support. The presenter introduced the concept of SEN and SENCO, emphasising educational policy on inclusion, developing potential and inclusive school culture. He highlighted the history of SENCO over a period of time, along with the role and elements of SENCO. He believed that the framework for transformation is pedagogy, partnership and leadership. He talked on the key elements of transformation mainly including school culture and leadership interview study, emphasising the challenges for pedagogy (too many subjects, hence the SENCO finds it difficult to be conversant with all the subjects' requirements), partnership (challenges in building partnerships with lecturers, parents and principals in schools) and leadership (difficulty in getting people to share the values of SENCOs). He further suggested the model of transformation that included the process of negotiation, support from the Principal, the Vice-Principal, the balance between academic and career, allocation of resources, build team approach and team commitment. He concluded that there is no one formula, rather it should be inclusive, evidence-based and student-centred. Following the question and answer session, the Chair summed up the session.

SPECIAL LECTURE – 1

CHAIR: DR NAND RELAN **RAPPORTEUR: DR MINAKSHI KISHORE**

TOPIC: MANAGEMENT AND HUMAN SCIENCE

PRESENTER: PROFESSOR BIJU KUMAR THAPALIYA

Keeping the broader theme in mind, the researcher introspected on whether the research conducted by the researchers addresses the problems faced by the small organisations and find solutions to them or is it only for the few elite organisations in the wider community? He questioned himself if his research was contributory to the society to which the researcher questioned his friends - ten different people (friends) running different businesses in his country, Nepal.

The researchers found that his research results were not contributory to the community as he says the results could not be usable by the target population. According to the researcher, people are smart so the organisation are strong. The researcher mentioned that better decision for humans leads to a better social life for all and improved Society.

To conclude, the researcher says that research facts, as the results for the same, are unusable, so it is always better to simplify the research and the findings in the language which is understood by the people on which the research is conducted, and hence the results can be used for their betterment.

DAY ONE: SUMMARIES OF THE SECOND PAPER PRESENTATION SESSION

PAPER PRESENTATION SESSION 2A

CHAIR: DR AMANDEEP SINGH MARWAHA **RAPPORTEUR: DR TARANNUM SIDDIQUI**

TITLE: A STUDY ON THE READINESS FOR E-LEARNING IN THE MALDIVES

PRESENTER: DR FATHIMATH THAUFEEGA

The researcher considered the fact that a country with dispersed islands, such as the Maldives, e-Learning would be an ideal form of delivery of higher education for the students living in the remote islands. The first specific objective of the study was to assess the level of e-Learning readiness among Maldivian higher education students in two institutions. In this assessment, the following e-Learning readiness domains were assessed: (1) access to technology (2) technological skills, (3) study habits and skills and (4) lifestyle factors. The second objective was to assess higher education lecturers' readiness to engage in facilitating e-Learning using the domains of (1) Access, (2) technological skills, (3) teaching styles and (4) time management. The third objective of this study is to explore the level of readiness of the institutes with respect to: (1) infrastructure, (2) human resources and (3) access and connectivity.

The presenter used mixed-method research using a Likert scale questionnaire to collect quantitative data and semi-structured interviews to collect qualitative data. Two private higher education colleges in Male' were selected for the study. One hundred and eleven students from different levels of study and 45 lecturers answered the respective questionnaires. Nine students selected from both colleges and 2 senior personnel from each college participated in the interview. The questionnaires were analysed and a guide for the interviews was formed. The interviews were recorded digitally and thematically analysed after transcription.

The quantitative data was analysed, and the findings were presented in tabular and graph format while the qualitative data findings were presented thematically. Both sets of data revealed that the students and the institutes are ready when access and connectivity, as well as technological skills, are considered. However, students were not ready for self-directed learning or taking initiative in their own learning, which are essential factors for e-Learning. The lecturers were not ready to venture into e-Learning as most of them are part-time lecturers and they did not have time to engage in online learning activities and it was concluded that the Institutes lacked learning platforms due to lack of financial and human resources.

TITLE: EFFECT OF E-TEACHING ON DIVERGENT PRODUCTION ABILITIES

PRESENTERS: DR ANJALI PURI AND MR RAJEEV PURI (VIDEO PRESENTATION)

The purpose of their research is to study the effect of e-teaching on divergent production abilities of adolescents. A pre-test consisting of divergent production abilities test was administered to the sample of 70 adolescents. 60 adolescents a divergent production ability score were selected and divided into two groups of 30 adolescents each forming control and experimental arm of the research. Self-made e-teaching modules were taught to the experimental group for fifteen days and traditional teaching capsule was given to the control group for fifteen days. After 15 days, a post-test was administered to the experimental and control group using divergent production abilities tool by Sharma (2011) to verify the learning outcomes among adolescents of both the groups. The results showed a significant difference between the mean scores of the control group and experimental group and emphasized the role of e-teaching on learners. The study results highlighted the importance of incorporating e-teaching in teaching, as it helps in creating divergent production abilities, which in turn, needs more research to gain better pedagogical insights.

PAPER PRESENTATION SESSION 2B

CHAIR: PROFESSOR SURESH KUMAR CHADHA **RAPPORTEUR: SARABJIT KAUR NAGRA**

TITLE: PROBLEM OF DROPOUT CHILDREN IN ELEMENTARY EDUCATION: A STUDY OF TWO DISTRICTS IN INDIA

PRESENTERS: DR TARANNUM SIDDIQUI AND DR RAKESH CHANDRA TYAGI

The presenters introduced the topic using the gross enrolment ratio in India, as a whole. The development of education was discussed briefly, and the main objectives were to find the factors contributing to dropout of students and also to control these factors.

The presenter discussed the sample with the help of diagrams and highlighted that both primary and secondary data sources were used to generate data for the study. The data revealed that various reasons were responsible for the dropout of the children, such as taking care of siblings, illness of students, death of parents etc. The harsh reality of government schools in India was depicted using pictures, showing a lack of infrastructure, and poor and dilapidated infrastructure in the school.

The presenter highlighted the particular issue of girls dropping out of school, and concluded by suggesting that the government should provide more facilities to the students, proper infrastructure at the school, polite behaviour of teachers towards students and provide separate toilet facilities for boys and girls.

The presenter introduced the topic by highlighting the importance of school in the lives of children. The rationale provided by the presenter for selecting this topic is that learning takes place, effectively, only when the proper and congenial environment is provided to the students. The recommendations focused on the improvement of the school environment, and to improve the treatment of the students. The school management, teachers, students, parents, school system, were listed as important factors affecting school climate while emphasizing the role of the teacher in students' academic achievements. The various classroom strategies were discussed, to improve the achievements of students, recommending certain changes to improve the school climate.

PAPER PRESENTATION SESSION 3

CHAIR: PROFESSOR HEATHER MBAYE **RAPPORTEUR: S KANTHIMATHI**

TITLE: STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO TEACHER APTITUDE, ATTITUDE TOWARDS TEACHING AND ANXIETY

PRESENTER: DR SANTWANA G MISHRA, DBAM UNIVERSITY, AURANGABAD, INDIA

The study looked at the relationship between academic achievement and teacher aptitude and attitude towards teaching and anxiety. Partial and multiple correlations, and regression analyses were employed to investigate these relationships.

It was observed that the academic achievement of students was not significantly affected by teaching aptitude and attitude of teachers, regardless of the gender of the student, male or female. However, the study revealed that the academic achievement of the students was significantly, inversely, correlated with the anxiety of the students, regardless of the gender of the student. That means that the higher the anxiety of students, the lower their academic achievements and vice versa, which equally applied to male and female students.

The presenter, therefore, recommended that concerted efforts should be made to alleviate student anxiety to improve their performance and achievement. The participants felt that it was an insightful presentation.

TITLE: TRENDS OF RESEARCHES ON TEACHER EDUCATION IN INDIA

PRESENTER: DR MADHAB GHOSH, RAMMOHAN COLLEGE, KOLKATA, INDIA

Dr Ghosh presented his paper on teacher education in India, looking at the trends of research in this area from 1967 to 2018. It was revealed that 1967-1972 recorded only 82 studies in six areas, increasing to 11,122 studies on teacher education as at September 2018. The presenter pointed out that, currently, over 200,000 theses have been uploaded on Shodhganga project, a reservoir of Indian theses website. He further mentioned that in recent years, there have been major changes in the views and methods employed in teacher education research, focusing more on the impact of teachers' beliefs and practices on students' achievements.

It was commented that he has done the research, thoroughly, and sincerely, and hopefully, it will be useful for the society.

TITLE: RESEARCH ATTITUDE AND STYLE OF LEARNING AND THINKING

PRESENTERS: NISHTHA PURI, THAPAR UNIVERSITY, PUNJAB, INDIA AND DR ANJALI PURI, GOVERNMENT COLLEGE OF EDUCATION, CHANDIGARH, INDIA

The presentation explored the relationship between research attitude and style of learning and thinking of students of technical education, using 100 students of Premier Engineering Colleges, Punjab, India as the sample population.

The study found a positive significant correlation between research attitude and style of learning and thinking of the students. He further suggested that the students that have a high level of research attitude are more likely to have a better style of learning and thinking.

The presenter recommended that the educational administrators, educators and students should work towards developing a research attitude to improve the style of learning and thinking of the students. That will facilitate improved overall learning and research experiences and outcomes for the students.

DAY TWO: OVERVIEW

The first part of the second day of the conference took place at the same venue. The sessions started with a Keynote address by Dr Peter Gray on "Climate Change and Education: Time for a Revolution" chaired by Professor Stephen McKinney.

This was followed by the paper presentation session 4, chaired by Professor Stephen McKinney. The Rapporteur was Dr Santwana Mishra and presenters for this session was Sarabjit Kaur Nagra whose presentation was on Comparative analysis of universal primary education in the developing countries of South Asia, D.M. Gupta and H.R. Lapashia whose presentation was on a Study of the impact of monetary and non-monetary motivational factors on employees' performance with respect to Mumbai city, India and Rishika Bhojwani who presented a paper on Corporate image and service quality perception of public and private sector banks among generation X and generation Y.

Following an enlightening question and answer session, Professor Stephen McKinney gave the concluding remarks and expressed his profound gratitude to the researchers for sharing their interesting and thought-provoking research. The delegates then proceeded for a short tea break followed by Paper Presentation Session 6 Chaired by Dr Peter Gray. The Rapporteur was Dr Minakshi Kishore. The presentations were Dr Sushama Patil on Symbolic and nutritional significance of dairy products with special reference to milk in our daily lives and Professor Harjeet Kaur Bhatia on Teaching with (out) technology: A study of the use of assistive technology by teachers. This was followed by the question and answer session with concluding remarks from the Chair and a formal networking session hosted by the LSME student ambassadors.

The delegates had a lunch break and proceeded for Special Lecture 2, delivered by Professor Suresh Kumar Sharma and chaired by Dr Ajay Bhamare. The rapporteur was Dr Kishori Bhagat and the lecture was entitled Predictive modelling and its applications.

The conference adjourned for a tea break after the question and answer session and the concluding remarks from Dr Ajay Bhamare.

The second and final Plenary Session of day two (Paper Presentation Session 7) was chaired by Professor Devinder Kumar Dhawan and reported by Dr Kanniappan Jayaraman. The session contained presentations from Dr D. P. Raverkar on Dimensions of work culture among industrial workers with special reference to Roha industrial area, Dr S. B. Lalchandani on the Use of digital wallets by auto-rickshaw drivers in Mumbai, India and Dr Kishori Jagdish Bhagat & Dr Ajay Bhamare on the Application of green work-life balance by degree colleges to teaching faculties in Mumbai and suburbs of Mumbai.

After a short tea break, day two of the conference came to an end. For the rest of the evening, delegates were invited for the tour of London which was sponsored by LSME.

An overview of the second day's conference programme is shown in a schematic form below:

DAY 2: PROGRAMME (1ST AUGUST 2019)

<table>
<tr><th>TIME</th><th colspan="3">PROGRAMME LOCATION: MAIN CONFERENCE HALL</th></tr>
<tr><td>09:00-09:15</td><td colspan="2">The arrival of All Delegates</td><td>Greetings and Announcements by MC</td></tr>
<tr><td>09:15-09:40</td><td colspan="2" rowspan="2">Keynote Address
Chair: Professor Stephen McKinney
Rapporteur: Dr Tarannum Siddiqui</td><td>Keynote Address by: Dr Peter Gray
Title: Climate Change and Education: Time for a Revolution</td></tr>
<tr><td>09:40-09:45</td><td>Chairperson's Remarks</td></tr>
<tr><td>09:45-10:30</td><td colspan="3">Paper Presentation Session 4
Chair: Professor Stephen McKinney
Rapporteur: Dr Santwana Mishra
Presenters:
1. Sarabjit Kaur Nagra - Comparative Analysis of Universal Primary Education in the Developing Countries of South Asia
2. D.M. Gupta and H.R. Lapashia - A Study of Impact of Monetary and Non-Monetary Motivational Factors on Employees' Performance with Respect to Mumbai city, India
3. Rishika Bhojwani - Study of Corporate Image and Service Quality Perception of Public and Private Sector Banks among Generation X and Generation Y</td></tr>
<tr><td>10:30-10:40</td><td colspan="3">Q & A Session and Chairperson's Closing Remarks</td></tr>
<tr><td rowspan="2">10:40-11:25</td><td colspan="2">Parallel Session I</td><td>Parallel Session II</td></tr>
<tr><td colspan="2">Paper Presentation Session 5
Chair: Martin McAreavey
Rapporteur: Dr Fathimath Thaufeega
Presenters:
1. Dr Rakesh Chandra Tyagi and Dr Tarannum Siddiqui - Micro, Small and Medium Enterprise Development in India: With Special Reference to Women and SCs/ STs Entrepreneurs
2. Dr Shelly Aggarwal and Dr Dazy Zarabi - Transgender Citizenship Gaps being Bridged: Indication of Paradigm Ideological Shift at Cognition Level for the Third Gender Compeer among the Students of Panjab University Chandigarh
3. Sandeep Kaur and Dr Amandeep Singh Marwaha - Exploring the Effects of Social Media Use on the Mental Health of Young Adults: An Empirical Research in Bathinda District of Punjab</td><td>London School of Management Education and Ramananda Arya DAV College, Mumbai Collaborative Dialogue on Furthering Responsible Research and Innovations (RRI)</td></tr>
<tr><td>11:25-11:35</td><td colspan="2">Q & A Session and Chairperson's Closing Remarks</td></tr>
</table>

11:35-11:50	**TEA BREAK - REFRESHMENTS LOUNGE**	
11:50-12:20	**Paper Presentation Session 6** **Chair: Dr Peter Gray** **Rapporteur: Dr Minakshi Kishore** **Presenters:** 1. Dr Sushama Patil - *Symbolic and Nutritional Significance of Dairy Products with Special Reference to Milk in our Daily Lives* 2. Professor Harjeet Kaur Bhatia - *Teaching With (out) Technology: A study of Use of Assistive Technology by Teachers*	
12:20-12:30	**Q & A Session** and Chairperson's Closing Remarks	
12:30-13:00	Formal Networking: Facilitated by LSME Ambassadors	
13:00-14:00	**LUNCH BREAK**	
14:00-14:30	**Special Lecture 2** **Chair: Dr Ajay Bhamare** **Rapporteur: Dr Kishori Bhagat**	Special Lecture: Professor Suresh Kumar Sharma Title: *Predictive Modelling and Its Applications*
14:30-14:40		**Q & A Session** followed by Chairperson's Remarks
14:40-15:35	**Paper Presentation Session 7** **Chair: Professor Devinder Kumar Dhawan** **Rapporteur: Dr Kanniappan Jayaraman** **Presenters:** 1. Dr D P Raverkar - *Dimensions of Work Culture among Industrial Workers with Special Reference to Roha Industrial Area* 2. Dr S. B. Lalchandani - *A Pragmatic Study on Use of Digital Wallets by Auto Rickshaw Drivers in Mumbai, India* 3. Dr Kishori Jagdish Bhagat and Dr Ajay Bhamare - *Application of Green Work-Life Balance by Degree Colleges to Teaching Faculties in Mumbai and Suburbs of Mumbai*	
15:35-15:45	Q & A Session and Chairperson's Closing Remarks	
15:45-16:00	**TEA BREAK - REFRESHMENTS LOUNGE**	
16:00-20:30	**Sightseeing: Coach Tour**	

DAY TWO: KEYNOTE ADDRESS BY DR PETER GRAY

Dr Peter Gray presented a Keynote address on “Climate Change and Education: Time for a Revolution”. The session was chaired by Professor Stephen McKinney. Dr Gray started by emphasizing the need to acknowledge that climate change is real and for research to respond quickly to the new order. The presenter stressed the need to strengthen research with teaching and learning since research is in most cases unstable and volatile. His lecture stressed that although climate change is a crisis for everyone, it is also an opportunity for sustainable development and should be the focus of current responsible research and innovations. This conclusion was generated as follows. A revolution in education/ research is necessary because research has been divorced from education.

All kinds of actors are politically engaged in research, usually by default but there should be a particular relationship between science and society for science to be responsible.

Climate change represents a new world order which requires the exercise of power on a grand scale and transnational action on equality. Climate change is indifferent to borders and the worst effects are on those least able to respond and will require ingenious ways of learning how to survive.

DAY TWO: SUMMARIES OF THE PAPER PRESENTATIONS SESSIONS

PAPER PRESENTATION SESSION 4

CHAIR: PROFESSOR STEPHEN MCKINNEY **RAPPORTEUR: DR SANTWANA MISHRA**

TITLE: COMPARATIVE ANALYSIS OF UNIVERSAL PRIMARY EDUCATION IN THE DEVELOPING COUNTRIES OF SOUTH ASIA

PRESENTER: DR SARABJIT KAUR NAGRA, PUNJABI UNIVERSITY, PATIALA, PUNJAB, INDIA

An introduction to the topic was given by the presenter. The first slide had arguments emphasising the importance of education, and the United Nations Declaration on Education was shared. Growth and development of Elementary education in India was discussed, citing article 45 which states that the state will provide free and compulsory education. The presenter argued that the outcome of this article is not yet achieved, while the recommendations of the Kothari Commission were discussed. The presenter argued that the recommendations are yet to be regularised. The National Policy on Education (1986) and Programme of Action (1992) were discussed during the presentation. The signing of the World declaration in 1990 and several schemes initiated by the government of India were discussed. Right to education (2009) was discussed in detail, as was the latest development in primary education.

The presenter further discussed the educational policy of Sri Lanka. She charted the development of education in Sri Lanka, presenting details of year-wise milestones of commissions and policies implemented in Sri Lanka including 1978, 1987, 1992, etc. National Education Commission (1992) emphasised the importance of primary education in the growth of the country. The national policy on education and regulations on compulsory education in 1997, were major policy developments. Many education reforms recommendations were discussed in detail.

The progress of India and Sri Lanka towards Basic Universal Education was compared and statistics were discussed. The figures were compared directly and gender disparity was emphasised, for India, as compared to Sri Lanka. The gross enrolment ratio and dropout rates were also discussed. The years for comparison were 2000-2015. The researcher pointed out that out-of-school children are more in India as compared to Sri Lanka.

The human development index (HDI) is lower for India as compared to Sri Lanka. The presenter concluded that despite India being a fast-growing economy, it lags behind in female literacy rate and poverty-related educational issues.

TITLE: A STUDY OF THE IMPACT OF MONETARY AND NON-MONETARY MOTIVATIONAL FACTORS ON EMPLOYEES PERFORMANCE WITH RESPECT TO MUMBAI CITY, INDIA

PRESENTERS: D M GUPTA, RAMANAD ARYA DAV COLLEGE, MUMBAI, INDIA AND H R LAPASHIA, RAMANAD ARYA DAV COLLEGE, MUMBAI, INDIA

“Money is not everything in life, love is, but unfortunately I love money.” The presenter began the presentation with this quote. The presenter first defined the term motivation, and two theories of motivation - Maslow’s Hierarchy of Needs and McGregor’s Theory X and Theory Y were discussed. The importance of motivation for the organisation as well as to employees was discussed.

The monetary and non-monetary factors of motivation were discussed, giving appropriate examples. The objective of the study was to study the effect of monetary and non-monetary factors on employees’ motivation. The limitations of this study were discussed. The second presenter took over the presentation from there, giving the sample size for the study which was 200 employees from Mumbai City.

The major motivation factor was identified to be money, while the major non-monetary factors were flexible working hours and better working environment. The data were presented graphically, showing that the maximum number of people wanted to work from home. They argued that the contributing factor for higher productivity was good working environment while concluding that both monetary and non-monetary factors are necessary for a job motivation.

TITLE: STUDY OF CORPORATE IMAGE AND SERVICE QUALITY PERCEPTION OF PUBLIC AND PRIVATE SECTOR BANKS AMONG GENERATION X AND GENERATION Y

PRESENTER: DR RISHIKA BHOJWANI, SIMSREE, MUMBAI, INDIA

An outline was given for the presentation introduction, and the introduction to the study was discussed in detail. The presenter classified the various generations in the popular categories - Gen-X born between 1965 and 1980, Gen-Y born between 1980 and 1996, and Gen-Z born after 1996. The purpose of the research study was given, which was to identify the factors affecting customer satisfaction. A pictorial representation of the literature review was given. The variables for the study were two given as independent, dependent and moderate. The hypothesis and sub-hypotheses were discussed. The study was exploratory, sampling 40 customers for this study. The questionnaire used for the collection of data was tested for reliability. From the results, which were discussed, it was concluded that service quality was good for private sector banks as compared to public sector banks. It was also concluded that Gen-Y was less satisfied with service quality as compared to Gen-X. The presenter also computed that customer perception of private banks, which is significantly higher than public banks.

Also, the Gen-Y is less satisfied with customer perception as compared to Gen-X. The contribution of the paper and its implications were discussed, with the presenter emphasising that the service quality of the banks should be improved.

The questions and comments session was conducted after the presentation of papers, with the questions and comments mainly relating to the first paper, and were answered by the presenter.

PAPER PRESENTATION SESSION 5

CHAIR: MARTIN MCAREAVEY, UNIVERSITY OF BOLTON RAPPORTEUR: DR FATHIMATH THAUFEEGA

TITLE: MICRO, SMALL AND MEDIUM ENTERPRISE DEVELOPMENT IN INDIA: WITH SPECIAL REFERENCE TO WOMEN AND SCS/ STS ENTREPRENEURS

PRESENTERS: DR RAKESH CHANDRA TYAGI AND DR TARANNUM SIDDIQUI, CAREER CONVENT GIRLS P.G. COLLEGE, UTTAR PRADESH, LUCKNOW, INDIA

The presenters stressed that economic development of India is only possible when all the section of society especially women come forward to involve themselves in production activities through Micro, Small and Medium Enterprises (MSMEs). Women entrepreneurs can benefit from the initiatives of the MSMEs sector which contribute significantly to the manufacturing output, employment and economic growth of the country. Women entrepreneurship can foster the economic empowerment of women, particularly through the MSMEs sector by helping them to become successful entrepreneurs. The presentation stressed that such entrepreneurs are increasing in the country due to the introduction of electronic facilities like mobile phones, internet services short-circuit cameras, video conferencing etc. The roles of women and other socially deprived section of society i.e. SC/ST are increasing, with a very slow but sure pace in MSMEs as entrepreneurs, requiring more support from government and financial institutions. Both primary and secondary data has been used to prepare this paper. The researchers have examined the pattern of ownership of private enterprises among social groups such as gender and caste, state-wise employment in registered and un-registered sectors of MSMEs in India. The presenter concludes that all sort of facilities i.e. land, capital, technological support, training and marketing etc. should be provided to promote female and SCs/ STs entrepreneurship by the government.

TITLE: TRANSGENDER CITIZENSHIP GAPS BEING BRIDGED: INDICATION OF PARADIGM IDEOLOGICAL SHIFT AT COGNITION LEVEL FOR THE THIRD GENDER COMPEER AMONG THE STUDENTS OF PANJAB UNIVERSITY, CHANDIGARH

PRESENTERS: DR SHELLY AGGARWAL, PANJAB UNIVERSITY, CHANDIGARH, INDIA AND DR DAZY ZARABI, PANJAB UNIVERSITY, CHANDIGARH, INDIA (VIDEO PRESENTATION)

The primary objective of the study was to assess the level of acceptance at the cognition level, for the third gender co-fellows, among the students of Punjab University, Chandigarh.

The study was conducted among 260 students as well as the research scholars from various departments of Punjab University, Chandigarh. Their perception, behaviour and thinking about the transgender students were mapped via a self-constructed questionnaire. Surprisingly, a broad-minded scenario was witnessed, as the majority of the respondents came out with positive and constructive responses. A few students from the transgender community were also interviewed and it was analyzed that despite their unhappiness with the section 377 of IPC which criminalize them and curtails their citizenship status, they had lesser behavioural complaints with respect to their co-fellows and the educationists. The presenters used different case studies of transgender students who have experienced positive attitudes that has boosted their confidence in progressing with their education and are hopeful for a brighter future.

This journey from resistance to steady acceptance, indeed indicated a paradigm shift in the apprehension of the upcoming generation, whether influenced by the role played by the visionary social media, intellectual plays, relevant researchers, responsible writers, the stakeholders and the enlightened literature being incorporated in the curriculum. The presenter concluded that it is still unclear as to whether societal views will improve.

TITLE: EXPLORING THE EFFECTS OF SOCIAL MEDIA USE ON THE MENTAL HEALTH OF YOUNG ADULTS: AN EMPIRICAL RESEARCH IN BATHINDA DISTRICT OF PUNJAB

PRESENTERS: SANDEEP KAUR, PUNJABI UNIVERSITY, PATIALA AND DR AMANDEEP SINGH MARWAHA, PANJAB UNIVERSITY, CHANDIGARH, INDIA

The presenter's research seeks to map and explore the impact of social media on psychological states (stress anxiety) of individuals. The purpose of the study was to determine the perception of stress levels of students in relation with type and rate of social media use, to analysis the relationship between types and rate of social media use and perception of anxiety level of students and to examine the relationship between type and rate of social media use and perception of insufficient self-efficiency. Also, the researcher explored how the levels of stress and anxiety vary by social media type. Data was collected from a survey of 200 students completing their post-graduate studies in a college using a questionnaire. The scale developed by Cohen et al. (1983) was used to determine the level of stress perceived by the students. Continuous Anxiety Inventory developed by Speilberger et al. (1970) was used in order to determine the levels of anxiety perceived by the students. The validity of the scales used was tested through the confirmatory factor analysis and a reliability analysis was conducted. Cronbach Alpha statistics was used in order to determine the internal consistency of the scales. Path analysis which is an extension of the regression model was used to determine the impacts of duration and frequency of using social media and average time spent in using social media on stress, anxiety levels and insufficient self-efficacy. In conclusion, the researcher found that higher social media usage increases the concerns of stress and anxiety amongst students.

PAPER PRESENTATION SESSION 6

CHAIR: DR PETER GRAY **RAPPORTEUR: DR MINAKSHI KISHORE**

TITLE: SYMBOLIC AND NUTRITIONAL SIGNIFICANCE OF DAIRY PRODUCTS WITH SPECIAL REFERENCE TO MILK IN OUR DAILY LIVES

PRESENTER: DR SUSHAMA S PATIL, RAMANAND ARYA DAV COLLEGE, MUMBAI, INDIA

The research is conducted by the researcher keeping India and Indian culture in context, as to how milk remains an important nutritional health beverage, which is also the objective of the research.

The researcher used both primary and secondary methods to conduct the research, employing two sets of questions, one for the children and the other for the parents. This is to understand the concepts and objectives on the basis of the intake of milk. The assessment concluded that the Indian mother has a strong belief that milk remains to be an important dietary component to support their children in their growth.

Recommendations were made, that all the children should take milk and mother should facilitate this for the children's growth. It was also suggested that health, nutrition, environmental protection, goodness, social justice, goodness, rationality are the reasons behind the increase in the number of Vegans.

TITLE: TEACHING WITH OR WITH(OUT) TECHNOLOGY - A STUDY ON THE USE OF ASSISTIVE TECHNOLOGY BY TEACHERS.

PRESENTER: PROFESSOR HARJEET KAUR BHATIA, JAMIA MILLIA ISLAMIA, NEW DELHI, INDIA

The researcher referred to the Indian census of 2011 where the data reflects as 61% of disabled children aged between 5 and 9 and those who were attending school. According to one of the constitutional acts of India, there has to be an inclusive educational system which would be inclusive of all, including the children with special needs. Assistive technology was introduced to support children belonging to this category.

The rationale for this study was hinged on the argument that, as human beings are seen as an important resource, there should be deliberate efforts to create situations that are inclusive and able to accommodate everyone. This was explored using a sample of 45 teachers, of varying ages who had all the technological devices and they know how to operate it. This sample was questioned about assistive technology and the devices to be used for the children with special needs to impart the knowledge. The teachers responded that they were aware of the assistive technology devices but were not sure about how to use them, as they also mentioned some of the barriers to this, which include, lack of time and resources, funding for the training and resources, and interventional material.

The study revealed that there was a readiness amongst teachers to use the assistive technology to impart knowledge to the children with special needs, however, they expressed their desire for an inclusive face-to-face training to get acquainted with the assistive technology and devices, to align them and use them in their teaching, to make a significant difference in the teaching and learning of students with special needs.

SPECIAL LECTURE – 2

CHAIR: DR AJAY BHAMARE **RAPPORTEUR: DR KISHORI BHAGAT**

TITLE: PREDICTIVE MODELLING AND ITS APPLICATIONS P

RESENTERS: PROFESSOR SURESH KUMAR SHARMA, PANJAB UNIVERSITY, INDIA, DR SARITA PARHI & DR RAVI KUMAR, LSME, UK.

Professor Sharma started the after-lunch session with a special lecture on predictive modelling and its applications. He introduced the topic with examples of structured and unstructured data. He focused on predictive models like exit polls, ball tracking and disease diagnoses. Further, he elaborated on the predictive modelling process, with a diagrammatic presentation. The types of common and also important predictive models were discussed with examples in various areas, for applications in the areas of banking, insurance etc.

He elaborated on the exit poll prediction model, the Naive Bayes model explained the main ingredients for the statistical model for an exit poll, and the difference between opinion poll and exit poll. This model was explained with examples of London poll and Indian poll results.

The second model was the ball tracking predictions, for example, the Cricket World Cup which is being done by the Hawk-eye system, the parameter for a leg before wicket (LBW) decision.

The third model was disease prediction model - the logistic model, which was explained logistic function/logistic regression with example and formulae comparing three patients taking three factors like age, sex and electrocardiogram (ECG) and explained how disease and life fatality was predicted.

The last model was the generalized additive model (GAM) and its applications, with examples from pollutants and meteorological parameters, explaining the effects of air pollution with a diagnostic plot. He summed up the presentation by giving predictive analytics software, some of which can be acquired for free, for example, R, statistica, MATLAB, SAS, Mathematica, epi- info etc.

The session concluded with questions and answer session and very well answered by the resource person, and summed by the Chair, Dr Ajay Bhamare.

PAPER PRESENTATION SESSION 7

CHAIR: PROFESSOR DEVINDER KUMAR DHAWAN **RAPPORTEUR: DR KANNIAPPAN JAYARAMAN**

TITLE: DIMENSIONS OF WORK CULTURE AMONG INDUSTRIAL WORKERS WITH SPECIAL REFERENCE TO ROHA INDUSTRIAL AREA

PRESENTER: DR DEEPAK P RAVERKAR, COMMERCE AND SCIENCE COLLEGE, MAHARASHTRA, INDIA

The research of Dr Raverkar is especially resourceful and helpful to entrepreneurs. The presentation gives an insight into how the work culture had the potential to lead to job satisfaction and to help the working community to work with satisfaction. On the basis of literature, survey and pre-testing of questionnaires, 22 were made statements in the questionnaire. The workers of the twenty industries in Roha industrial estate were asked to rate these statements on a six-point Likert scale ranging from 1 to 6. According to that scale 6 being very much satisfied, 5 Much satisfied, 4 Somewhat satisfied, 3 Somewhat dissatisfied, 2 Much dissatisfied and 1 Very much dissatisfied. The questionnaire was given to 404 workers in different twenty industrial units from Roha industrial area and their responses were collected.

The presenter concluded that work culture can have potential effects on employee motivation and behaviour, and can affect outcomes such as productivity, performance, commitment, self-confidence and ethical behaviour. They suggested that a new work culture will have to focus on the creation of loyalty and discipline at all hierarchical levels, promotion of cooperative teamwork and motivation to improve the activation levels of all employees and to make the employees more responsive to the challenges and responsibilities.

TITLE: A PRAGMATIC STUDY ON THE USE OF DIGITAL WALLETS BY AUTO-RICKSHAW DRIVERS IN MUMBAI, INDIA

PRESENTER: DR S.B. LALCHANDANI, SMT. CHANDIBAI HIMATLAL MANSUKHANI COLLEGE, INDIA

The presenter had an innovative study, which sought to investigate the knowledge of the illiterate auto rickshaw community (a common form of urban transportation, generally meant for hire use) of e-wallet and its usage, using a sample size of 500 individuals. The study was conducted in two phases. The first was a survey to find out why e-wallets were not popular amongst the Auto-rickshaw drivers. The next step analyzed the unacceptability of digital wallets among the auto-rickshaw drivers in Mumbai and set out a training programme to make them aware and generate confidence among them to use digital wallets. Once the training programme is concluded, the second phase of research began where the change in behaviour of the respondents was recorded regarding the use of digital wallets. The outcome of this study resulted in 98% of the auto-rickshaw operators opening bank accounts and started using the technology, by the end of the study.

TITLE: APPLICATION OF GREEN WORK-LIFE BALANCE BY DEGREE COLLEGES TEACHING FACULTIES IN MUMBAI AND SUBURBS OF MUMBAI.

PRESENTER: DR KISHORI JAGDISH BHAGAT, PRAGATI COLLEGE OF ARTS AND COMMERCE, DOMBIVLI, INDIA AND DR AJAY BHAMARE, RAMANAND ARYA D.A.V. COLLEGE BHANDUP, INDIA

Dr Kishori's presentation discussed how an individual in a working community can balance the green work life and personal life. She explained the expectations as from the point of view of teachers and lecturers in Mumbai and its suburbs and carried out the study on randomly selected 200 individuals administering structured questionnaire via google form and hard copies. Qualitative analysis was done by finding the average percentage opinion of the questions asked in the questionnaire and quantitative analysis was done using the SPSS package for ANOVA F-test. The findings from the research suggested that the majority of respondents were not aware of the concept of green work-life balance and many of the management did not provide any facilities to make the balance easy. Although the

concept was not a priority for many colleges, a few colleges did provide some of the facilities to their teaching faculties.

The researchers included useful suggestions for improvement to the Management and teachers of institutions.

DAY THREE: OVERVIEW

The third day of the conference took place in the main conference hall of the Leonardo Royal City Hotel in London. The first session opened with two interesting Guest Lectures from Professor Devinder Kumar Dhawan entitled "Cancer: Still a Threat in 21st Century" and Dr Nand K Relan on "Medical Imaging and its Applications in Clinical Management of Disease Processes".

These lectures highlighted how cancer continues to threaten the lives of individuals to date and suggested relevant lifestyle changes including the advances in medical imaging techniques for prompt and effective diagnosis of cancer. Summaries of these lectures are provided below.

This was followed by the first plenary session (Paper Presentation Session 8) chaired by Professor Biju Kumar Thapaliya. The Rapporteur was S Kanthimathi and presenters for the session included Dr Zeeniya Kamil presenting a paper on Multi-drug Resistant Acinetobacter Species Isolated from Patient Samples at a Tertiary Care Hospital in the Maldives, Dr Ajay M Bhamare presenting A Study of Job Satisfaction of Self Finance Courses Teachers in Mumbai and Dr Anupreet Kaur Mavi presenting a paper on Assessing the Service Quality of Higher Education Using Modified SERVQUAL Scale. After a question and answer session with concluding remarks from Professor Biju Thapaliya, the delegates had a short tea break and proceeded for another special lecture.

The Special Lecture by Professor Suresh Kumar Chadha on Building a Strategic Plan for Excellence in Higher Education was chaired by Dr Martin McAreavey. The next plenary session followed shortly with presentations from Dr Anjali R Macarenhas on Study of the Ritual Drama with Special Reference to Death Rituals of the Adivasi Tribes of Palghar District of Maharashtra in India, Dr Kanniappan Jayaraman on Tour Based Teaching for Promoting the UNESCO Aims of Education: Improving the Learning of Primary School Students: Report of an Ongoing Field Study, Professor Mokgale Makgopa - The Challenges of Tradition versus Modernity: From a Social Work Perspective and Emad Alotaibi - Exploring School Leaders' and Teachers' Experiences of Working in Rural Schools in Saudi Arabia. The session was chaired by Dr Rakesh Chandra Tyagi and the Rapporteur was Dr Zeeniya Kamil.

After a brief question and answer session and the chairperson's closing remarks, the Conference adjourned for lunch.

The closing ceremony started soon afterwards with all special guests and VIPs seated by 2:00 pm. After a few announcements by the MC, Professor Stephen McKinney, as the Conference Chair provided a short summary of the proceedings highlighting some of the take-home messages from the presentations discussed in the last three days. He thanked all delegates for their participation and for sharing their research experience with us. This was closely followed by a brief Remark from Dr Ravi Kumar, the Conference Convener and the Executive Director of LSME. In his Remarks, he expressed his sincere appreciation for the hard work and dedication of the Conference Organizing Committee as well as researchers and delegates. He emphasized some challenges faced in the organization of the conference including late submission of abstracts, request for extension of the deadline for the submission of full papers and for video conferencing, delays in obtaining UK entry clearance and many more. He announced the publication of the conference papers and the venue for the next international conference. He appreciated all the verbal and written feedback received and extended a special thanks to all chairpersons who kept to the allowed time for paper presentations. The highlight of the closing ceremony was the valedictory speech by the Guest of Honour and Former Minister of Education and Minister of Tourism, Dr Mahmood Shougee. In his address, Dr Mahmood Shougee commended the team for pulling it off once again despite their numerous engagements. He emphasized the importance of the event and urged all delegate to work towards sustaining the sharing of research expertise periodically. He commented on global warming as a serious problem particularly for places like the Maldives and hoped that over time, through RRI we would be able to mitigate the situation. He also expressed his appreciation for Dr Ravi Kumar and Dr Sarita Parhi for their remarkable achievement which he believes has come about as a result of

an incredible vision, hard work and commitment. He also considered research as a powerful tool which can yield both positive and negative outcomes with some notable examples. The tenets of responsible research, including inclusivity, open access and its responsiveness to the community needs were addressed. He urged all researchers to ensure that their work is useful and fits the context of their local environment and the relevance of the transformational message is always discussed more in-depth.

Professor Suresh Sharma provided a brief overview of the historical context of the LSME conferences and encouraged participants to continue to support LSME's international conferences.

Certificates were presented to eligible delegates by Lord Sheikh and assisted by all special guests. In his Closing Remarks, Lord Sheikh reiterated on the importance of education. He also encouraged participants to believe in themselves and be extremely passionate about what they do. He commended the entire delegation for their contribution to a well-rounded research conference.

The Conference concluded with a Vote of Thanks delivered by Dr Dolly Jackson Sillah, followed by a group photograph session.

An overview of the programme for day three is shown in the table below:

DAY 3: PROGRAMME (2ND AUGUST 2019)

TIME	PROGRAMME LOCATION: MAIN CONFERENCE HALL	
09:00-09:15	**Delegates Arrival**	Greetings and Announcements by MC
09.15-09.45	**Special Lecture 4**	Special Lecture by Professor Devinder Kumar Dhawan Title : *Cancer: Still a Threat in the 21st Century*
09:45-09:55		**Q & A Session** followed by Chairperson's Remarks
09:55-10:25	**Special Lecture 5** **Chair: Professor Suresh Kumar Chadha**	Special Lecture by Dr Nand K Relan Title : *Medical Imaging and its Applications in Clinical Management of Disease Processes*
10:25-10:35	**Rapporteurs: Dr Dolly Jackson-Silah & Dr Sushama Patil**	**Q & A Session** followed by Chairperson's Remarks
10:35-11:05	**Paper Presentation Session 9** **Chair: Professor Biju Kumar Thapaliya** **Rapporteur: S Kanthimathi** **Presenter:** 1. Dr Zeeniya Kamil - *Multi-drug Resistant Acinetobacter Species Isolated from Patient Samples at a Tertiary Care Hospital in the Maldives* 2. Dr Ajay M Bhamare - A Study of Job Satisfaction of Self Finance Courses Teachers in Mumbai 3. Dr Anupreet Kaur Mavi - *Assessing the Service Quality of Higher Education Using Modified SERVQUAL Scale*	
11:05.11:15	**Q & A Session** and Chairperson's Closing Remarks	
11:15-11:30	**TEA BREAK - REFRESHMENTS LOUNGE**	
11:30-12:00	**Special Lecture 6** **Chair: Martin McAreavey**	Special Lecture: Professor Suresh Kumar Chadha Title: *Building a Strategic Plan for Excellence in Higher Education*
12:00-12:10	**Rapporteur: Dr Santwana Mishra**	**Q & A Session** followed by Chairperson's Remarks

12:10-12.50	**Paper Presentation Session 10** **Chair: Dr Rakesh Chandra Tyagi** **Rapporteur: Dr Zeeniya Kamil** **Presenters:** 1. Dr Anjali R Macarenhas - *Study of the Ritual Drama with Special Reference to Death Rituals of the Adivasi Tribes of Palghar District of Maharashtra in India* 2. Dr Kanniappan Jayaraman - *Tour Based Teaching for Promoting the UNESCO Aims of Education: Improving the Learning of Primary School Students: Report of an Ongoing Field Study* 3. Professor Mokgale Makgopa - *The Challenges of Tradition versus Modernity: From a Social Work Perspective* 4. Emad Alotaibi - *Exploring School Leaders' and Teachers' Experiences of Working in Rural Schools in Saudi Arabia*	
12.50-13.00	**Q & A Session followed by Chairperson's Remarks**	
13:00-14:00	**LUNCH BREAK**	
14:00-15:30	**Valedictory Session** **Chair: Professor Stephen McKinney**	Summary of the Conference: **Professor Stephen McKinney**
		Valedictory Speech by **Chief Guest**
		Presentation of Certificates by **Chief Guest**
		Vote of Thanks: **Dr Dolly Jackson-Sillah** and Conference Close
15:30-16:00	**TEA & PHOTOGRAPHY SESSION**	

SPECIAL LECTURE – 3

TITLE: CANCER: STILL A THREAT IN 21ST CENTURY BY PROFESSOR DEVINDER KUMAR DHAWAN

Professor Dhawan commenced with an explanation of the nature of cellular structures and the process of cell division which is physiologically controlled by our DNA. Mutations of normal genes lead to an uncontrolled multiplication of cells which eventually develops into tumours. The presented highlighted the fact that some of the tumour cells are cancerous and others are not. Cancerous cells may be hereditary or may have occurred from exposure to carcinogens such as radiation, pesticides heavy metals, pollutants, some viruses and even sunlight. These carcinogenic substances lead to the alteration in DNA and mutations. When this happens, cells are overloaded with free radicals and the uncontrolled lack of correction can lead to continuous division and lack of cell death or apoptosis. Cancerous cells can invade other cells and cause excessive damage and can take over the whole body.

The presenter highlighted Breast Cancer as being caused by altered genes which are transferred to the offspring and are usually expressed at the age of 45 when the estrogen cycle is suboptimal. He also gave examples of other cancers in the human body such as cervical, thyroid and colon cancer highlighting some of the immunological changes occurring in the body as a result of cancer.

The presenter also highlighted some lifestyle factors such as having a sedentary lifestyle, dietary risk factors such as eating red meat, exposure to benzopyrene in smoke, stress. He proposed that diet containing turmeric, garlic broccoli, kale grapefruit etc. are high in antioxidants and are helpful for the prevention of cancer. The presenter gave a brief overview of how cancers are diagnosed and the forms of therapy available including proton therapy, cell-based immunotherapy. He added that gene therapy is not an option once cancer has developed. The presentation stimulated a lot of interest and questions were asked from the layperson's point of view. These included the effect of sleeping pills on the development of cancer. The explanation was that if the medications are capable of binding DNA then a constant exposure to such medications may be problematic but this will not apply to many regular medications. Another question is how chemotherapy can help control metastatic cancers. The answer is that it depends on the quantity of the chemotherapy and that the amount given is usually tailored to the individual's ability to withstand chemotherapy. The presentation also highlighted the return of cancer cells after a period of remission.

SPECIAL LECTURE – 4

CHAIR: PROFESSOR SURESH KUMAR CHADHA RAPPORTEURS: DR DOLLY JACKSON-SILAH & DR SUSHAMA PATIL

TITLE: MEDICAL IMAGING AND ITS APPLICATIONS

PRESENTER: DR NAND K. RELAN, STONY BROOK UNIVERSITY MEDICAL CENTRE, NEW YORK, USA

Professor Relan enumerated applications of medical imaging to include such imaging modalities including X-ray - eg. bones and soft tissues, fluoroscopy - surgery, mammography - breast checkup, computerized tomography (CT) scans - e.g liver, ultrasound - physiological function, nuclear imaging - functional changes.

He expressed concern about the radiation exposure of some of the imaging techniques and procedures and mentioned that some of the techniques use non-ionising radiation - like the ultrasound. Ionising radiation is particulate in nature, and this is overcome by the none particulate access for CT scans.

Imaging modalities, for example, nuclear medicine provides physiological and functional information, and it is a part of molecular imaging. X-rays, which can be used for cancer diagnosis, are achieved by colliding electrons into a target, for example, chest X-ray is about 50-52 electrons, CT scan can give out more than 100 times exposure to radiation that X-rays, however, MRI gives better information without the risk of radiation but can cost over $700, much more than the others.

He mentioned that nuclear medicine has evolved giving rise to the use of gamma camera for medical imaging. This gamma camera, also known as single-photon emission tomography (SPECT), positron emission tomography (PET) technology uses a particle called a positron, which is of the same mass as the electron but of opposite charge. It is more informative and detailed to do separate PET, SPECT, CT scans and the do a fusion of their various combinations, PET-CT, SPECT-CT, PET-MRI, SPECT-MRI etc. He noted that PET imaging provides quantitative information about physiological processes, and is of the highest accuracy and precision. The major advantages of PET-MRI imaging combinations are that they are complementary to each other, the combination overcomes each other's limitations, has a synergistic effect, and is an excellent tool in molecular imaging. The combination also reduces time and exposure, as a PET-MRI scan takes just about 45 minutes when done in combination, and that has added value to brain study or whole-body imaging.

In conclusion, it was noted that nuclear imaging is a process that occurs at the cellular level, and that changes are rapidly occurring as progress is made in imaging technology. There is a current development where the use of CT-MRI combination scan will soon be widely available. That will provide the alternatives to avoiding the use of ionizing radiation in medical imaging, where necessary, and reduce the levels of exposure to ionizing radiation as a result.

PAPER PRESENTATION SESSION 8

CHAIR: PROFESSOR BIJU KUMAR THAPALIYA **RAPPORTEUR: S. KANTHIMATHI**

TITLE: MULTIDRUG-RESISTANT ACINETOBACTER SPECIES ISOLATED FROM PATIENTS' SAMPLES AT A TERTIARY CARE HOSPITAL IN THE MALDIVES

PRESENTER: DR ZEENIYA KAMIL, UNIVERSITY OF WEST ENGLAND

The presentation by Dr Kamil was based on a retrospective analysis of culture and sensitivity test results on clinical samples of an Acenobacter spp, a type of bacteria. The study tested the resistance of the microorganism to some antibiotics. Microorganisms are simple organisms which can cause serious infections when the conditions are favourable. The paper was a retrospective analysis of culture and sensitivity test results collected on all clinical isolates of Acinetobacter spp. received by the microbiology laboratory in the Maldives from January 2016 to December 2016. Clinical samples were processed as per standard microbiological techniques. The antimicrobial susceptibilities of the isolates were determined by the Kirby-Bauer disc diffusion method. All Acinetobacter isolates resistant to three or more classes of antibiotics were classified MDR. 276 non-repetitive isolates of Acinetobacter spp from both inpatient and outpatient clinics were collected from males and females and the presenter found that more than 70% of the isolates were resistant to the majority of the 14 antibiotics tested and among the 276 isolates, 246 (89 %) isolates were MDR. Isolates showed lower resistance to ampicillin-sulbactam (37.1%) and colistin (1.1%). Conclusions: The high rate of antibiotic resistance and high MDR shown by Acinetobacter isolates in this study demonstrates the need for enhanced infection control measures, antibiotic stewardship and surveillance of Acinetobacter species to reduce the widespread resistance to antibiotics in this facility.

TITLE: JOB SATISFACTION - A SOURCE OF ETERNAL JOY? THE MILLION-DOLLAR QUESTION

PRESENTER: DR AJAY BHAMARE, RAMANAND ARYA D.A.V. COLLEGE, MUMBAI, INDIA

The presenter identified various factors that influence work devolvement, which is mainly extrinsic and intrinsic. Extrinsic factors include communication, appreciation, targets to achieve, and security. The intrinsic factors include, in different traits, likes and dislikes, analytical capabilities, psychological and physical abilities. Teacher-student job satisfaction may be affected by the level of education or study that the teacher is providing. Teachers working at college find satisfaction teaching different courses. The students are not satisfied with the self-financing, high fees, college management, many courses not linked with industry and better job opportunities or career prospects of the students. From this study, it was observed that job satisfaction is influenced by infrastructure, hygiene, mode of payment and regularity. Job satisfaction of teachers in government work is higher as salary is higher, conversely, self-financing, reluctance to give a pay rise, delays in payment, may affect job satisfaction. So when conditions are up to the mark, ultimately this translates to giving job satisfaction. The teacher-student relationship is affected by rapport, academic problems, students' willingness and ability to open up, respect from students and maintaining healthy professional relationships.

TITLE: ASSESSING THE SERVICE QUALITY OF HIGHER EDUCATION USING THE MODIFIED SERVQUAL SCALE

PRESENTER: DR ANUPREET KAUR MAVI, PANJAB UNIVERSITY, CHANDIGARH, INDIA

This study was undertaken to assess the service quality of the hospital, health services and educational services, of the Higher Education sector, using Punjab University as a case study. Service qualities identified viz - tangibles, reliability, responsiveness, assurance, empathy. The study, which was aimed at capturing the perceptions and expectations of the students in the University, reveals that perception of service quality in higher education was

mostly predicated on the reliability, responsiveness, assurance, and empathy which are significant drivers of service quality in higher education.

In conclusion, these drivers should be emphasised, and service quality management should be improved in order to gain a competitive advantage. This is even more to improve service quality which also places the institution on higher customer satisfaction and also strengthens their leadership position.

SPECIAL LECTURE – 5

CHAIR: MARTIN MCAREAVEY **RAPPORTEUR: DR SANTWANA MISHRA**

TITLE: BUILDING A STRATEGIC PLAN FOR EXCELLENCE IN HIGHER EDUCATION

PRESENTER: PROFESSOR SURESH KUMAR CHADHA, PANJAB UNIVERSITY, CHANDIGARH, INDIA

The speaker initiated the session sharing two stories. The first was about a fox, a lion and a wolf. Moral of the story is that behind the successful manager is a team of hard-working people. He emphasised that superiors should respect their subordinates. He cited the example of the Mumbai Dabbawalas to point out the importance of consistency in quality of delivery. Vision and mission are very important for the institution. He gave suggestions for the vision and mission of the London School of Management Education (LSME). He emphasised that teachers teach what they know and not what the student wants to know but that it will be useful to teach what is relevant.

Research plays a very important role in this aspect. If you are teaching only from books it becomes irrelevant. Academic values are very important and the students should understand why it is important and should know the relevance. Truth is also very important and the teacher needs to be transparent in his conduct.

Schools should have centres for research in relevant areas like economics, globalisation etc. He pointed out that academic research over complicates the reality and solutions provided. That is the reason why graphical information is now usually asked by the industry and other organisations in the Western world. Research on demographics is the need of the hour. Deep learning laboratories technology was shared in this session.

The teacher should be a learner, principles are important, and the curriculum needs to be updated, with 20% of the syllabus based on local needs. Flexibility and global best practices should be in the curriculum. Policies need to be framed, strategies properly defined, and faculty development is important. Professor Chadha gave an example of Mr Humpty, in British Library, who asked a boy to attend his sessions and he went on to become the great poet, William Wordsworth.

A SWOT analysis should be done and taken into account while initiating any course. The outcomes and results should be reviewed and analysed. All the plans and resources should be taken into account. Policies should be made to focus on the quality of it of the teachers, the students coming to the colleges and classes where they get value, and as such no compromise on teacher selection. The biggest strength is to get the best teacher. There should be a deliberate policy to always strive to get the best Faculty. The top 10 faculty should be from 10% of top faculty, and cost-cutting should be undertaken, where necessary.

He further opined that we are lacking in ethics, examples of which were discussed. It is essential to prepare action plans, have clearly defined targets and work with colleagues to provide quality teaching, which actually makes a difference. For example, Donald Trump is focusing on education, quality, research and entrepreneurship. We can follow the same and create new entrepreneurs.

The session was concluded by summarising the major points and the future trends of research were discussed. During the interaction session, examples were cited by the speaker to give a more realistic touch with your session and suggestions given.

The Chairperson emphasised the importance of embedding values and culture in the whole system of education - teaching and learning, noting that mentoring is a vital aspect and teachers need to be counsellors and facilitators.

PAPER PRESENTATION SESSION 9

CHAIR: DR RAKESH CHANDRA TYAGI **RAPPORTEUR: DR ZEENIYA KAMIL**

TITLE: STUDY OF THE RITUAL DRAMA WITH SPECIAL REFERENCE TO DEATH RITUALS OF THE ADIVASI TRIBES OF PALGHAR DISTRICT OF MAHARASHTRA IN INDIA

PRESENTER: DR ANJALI R MACARENHAS

The speaker highlighted the fact that research on Folklore, Folksongs and Folktales is abundant but there is minimal research done on Adivasi Ritual Drama especially in the region of Palghar District (dominated by the Scheduled Tribe) which is a part of Maharashtra State in India. She argued that Liberalization, Modernization and Globalization is ruining the religion, customs, traditions and beliefs of the tribal people in India. The research was carried out to bring about awareness among the present generation and conserve their customs and traditions. The presenter used a field survey, personal interview and structured methods to collect information that studies the influence of folklore on the culture and the society, different rituals including death rituals and the impact of modernization and globalization on these practices. The researcher has concluded that the district is dominated by ignorance, poverty, blind belief and lack of education and due to modernization and globalization, there is a lot of distraction among the tribal community and is diminishing their customs. It is necessary to identify their cognitive life and to preserve and conserve the folk culture and documentation of their folk literature.

TITLE: TOUR-BASED TEACHING FOR PROMOTING THE UNESCO AIMS OF EDUCATION: IMPROVING THE LEARNING OF PRIMARY SCHOOL STUDENTS - REPORT OF AN ONGOING FIELD STUDY

PRESENTER: DR KANNIAPPAN JAYARAMAN

The speaker presented a preliminary exploratory study on tour-based learning as a means of promoting UNESCO's aim of education and improved learning. They used a fully curriculum-centred picnics and excursions as a teaching and learning tool to achieve knowledge, practical application and learning to live together. This was a random sample of students who were allocated to either receive Tour-based learning or be in a control group. 40 pupils of Class V of Angel Matriculation Higher Secondary School, Thiruninravur, a suburb of Chennai City, India, were divided into two groups of 20 each after their names were arranged as per overall marks in the last annual examinations. The odd numbers and even numbers were made into one group each: one of them was chosen at random as the experimental group to be taken for the field trip for TBL. The Lesson Our Green Cover, Fractions and Food was chosen. The village Nathambedu Village, Pakkam Village Panchayat, Thiruvallur district was selected as the tour-site for this lesson which apparently comes from a renowned textbook. The presenter then evaluated the teaching by administering a test to both groups after the lesson noticing a statistically significant difference on the free-response questions pertaining to the integration of curricular elements and positive, but not statistically significant difference in the mean of the aggregate sociometric scores for the two groups. In both cases, the experimental group scored higher than the control group suggesting that the TBL is more effective.

TITLE: THE CHALLENGES OF TRADITION VERSUS MODERNITY: FROM A SOCIAL WORK PERSPECTIVE

PRESENTER: PROFESSOR MOKGALE MAKGOPA

Professor Makgopa explains Globalization as a concept that has brought more harm than good for folklore as an academic discipline. Daily, African culture and tradition is questioned and tested on whether it fits to be part of the changing world diminishing the importance of folklore, cultural beliefs and traditions. These are said to be outdated in modern society and tradition and modernity seem to conflict. He considered a male dominant African tradition where women are made to keep quiet in comparison to their roles in Western societies which involve serious

decision making, leadership and other key roles in the society. The speaker is proposing a change in society to align with modernity to bring out the potential in women.

The paper has explored the cultural beliefs and practices as per the social work values and principles. According to these values and principles transformation is a sine qua non. However, what is fascinating, and challenging is that some members of society who claim to be in tune with globalised thinking are still stuck on some of the cultural beliefs and practices, which affect social change. The presentation was based on this statement “mmapoo ga a nyalwe”, that communicate orality and social change.

TITLE: EXPLORING SCHOOL LEADERS' AND TEACHERS' EXPERIENCES OF WORKING IN RURAL SCHOOLS IN SAUDI ARABIA

PRESENTER: EMAD ALOTAIBI

Emad Alotaibi explores the perceptions of teachers on school leadership and their personal experiences in working in rural areas in Saudi Arabia. Using a qualitative Research Design for 6 case studies, a semi-structured interview with school leaders (n=12) and Focus group discussions with teachers (n=30) is conducted to assess school leaders’ and teachers’ experiences of working in rural secondary schools in the Kingdom of Saudi Arabia (KSA), their challenges and opportunities of working in rural schools and how the leadership practices enable student learning in such contexts as well as the impact of national, local and organizational culture. The speaker indicated that the project is at the preparatory phase and is based on the fact that although there is a growing body of research into school leadership very little published research specifically explores rural schools. By using an in-depth case study approach and adopting an analytical framework based on the interlinking concepts of leadership practices, culture and CPD this study offers a significant and original contribution to knowledge in this area.

ABSTRACTS OF PAPERS PRESENTED AT THE CONFERENCE

ABSTRACT – 1

MICRO, SMALL AND MEDIUM ENTERPRISE DEVELOPMENT IN INDIA: WITH SPECIAL REFERENCE TO WOMEN AND SCS/ STS ENTREPRENEURS

Dr R. C. Tyagi, Ex. Asst. Professor, Giri Institute of Development Studies, Lucknow, Uttar Pradesh, India
Dr Tarannum Siddiqui, Asst. Professor, Career Convent Girls P.G. College, Lucknow, Uttar Pradesh, India

The Honorable Prime-Minister of India, Mr Narendra Modi has given a slogan 'Make India Made India', in one of his speeches on Republic Day 26th Jan. 2015. Since India is a developing country needs a faster rate of development in all sphere. The overall development of the country depends on the economic growth of the society irrespective of gender, caste, creed and religion. It is only possible when all the section of society especially women should come forward to involve themselves in production activities through Micro, Small and Medium Enterprises (MSMEs). Women entrepreneurs can benefit from the initiatives of the MSMEs sector which contribute significantly to the manufacturing output, employment and economic growth of the country. Women entrepreneurship can foster the economic empowerment of women, particularly through MSMEs sector by helping them to become successful entrepreneurs. However, women entrepreneurs are increasing in the country due to the introduction of facilities electronic facilities like mobile phones, internet services short-circuit cameras, video conferencing etc. The roles of women and other socially deprived section of society i.e. SC/ST are increasing with a very slow but sure pace in MSMEs as an entrepreneur, requiring more support from government and financial institutions. Both primary and secondary data has been used to prepare this paper. Paper examines the Pattern of ownership of private enterprises among social groups such as gender and caste, state-wise employment in registered and un-registered sectors of MSMEs in India. Paper suggests that all sort of facilities i.e. land, capital, technological support, training and marketing etc. should be provided to promote female and SCs/ STs entrepreneurship by the government under the single umbrella or roof system.

Keywords: Enterprise Development in India, Private enterprise development, Women Entrepreneurship, SCs/ STs Entrepreneurship.

ABSTRACT – 2

TRANSGENDER CITIZENSHIP GAPS BEING BRIDGED: INDICATION OF PARADIGM IDEOLOGICAL SHIFT AT COGNITION LEVEL FOR THE THIRD GENDER COMPEER AMONG THE STUDENTS OF PANJAB UNIVERSITY CHANDIGARH

Dr Shelly Aggarwal, Department of Community Education and Disability Studies, Panjab University, Chandigarh, India
Dr Dazy Zarabi, Department of Community Education and Disability Studies, Panjab University, Chandigarh, India

"There would be haters, there would be doubters, there would be non-believers, and then there will be you proving them wrong," the saying has been proven apt by the transgender students of Panjab University, Chandigarh, as per the pilot study conducted, among the students and the research scholars, with respect to their third gender compeer. The primary objective of the study was to assess the level of acceptance at the cognition level, for the third gender co-fellows, among the students of Panjab University, Chandigarh.

Despite the legislative gaps and the struggle for 377 corrections, the coveted cognitive and affective citizenship status is steadily being attained by the transgender community, precisely at the educational pivots. This paradigm shift, i.e. from reluctance to acceptance, in the ideology and perception of the students concerning their transgender co-fellows, has been indicated by the present study. The study was conducted among 260 students as well as the research scholars from various departments of Panjab University, Chandigarh. Their perception, behaviour and thinking about the transgender compeers were mapped via a self-constructed questionnaire, and to the authors' surprise, a broad-minded scenario was witnessed, as the majority of the respondents came out with the positive and constructive responses. A few students from the transgender community were also interviewed and it was analyzed that despite their rage for section 377 of IPC which criminalize them and hinders their complete citizenship status, they had lesser behavioural complaints with respect to their co-fellows and the educationists.

One of the interviewee, Dhananjay Chauhan, the most active transgender student, who earlier left the Panjab University in 1996, after being sexually abused, recollected the courage and rejoined in the year 2016, to pursue the master's degree. She admitted that the University campus had become an open, congenial, friendly and safe for them as the student's behaviour was warmer and acceptive with them as compared to the previous years. During the talk, she said, "I am the right gender but in the wrong body." These words made the researchers ponder over the optimistic mindset of the interviewee. Chauhan's successful efforts for exclusive transgender restrooms in Punjab University and hundred per cent tuition fee waiver for the third gender paved the way for the admission to three new students in the university, which signifies a huge revolution.

Another transgender, Divya Panwar, pursuing masters in Hindi department, responded that they feel secure and comfortable inside the University and they aspire that the degree would provide them with a chance for employment and help them in raising their status."

This journey from resistance earlier to steady acceptance, indeed indicated a paradigm shift in the apprehension of the upcoming generation, whether influenced by the role played by the visionary social media, intellectual plays, relevant researchers, responsible writers, the stakeholders and the enlightened literature being incorporated in the curriculum, which contribute as an eye-opener as per the need of the hour.

When asked, 'Do you vision the changed society for you?', there was a pin drop silence for a while and they recalled an incident when a few days back a woman in the lavish car came to them and asked for the blessings as she could not have a child. After such incidents the foremost question that arises is that, can we expect, things would change at society level too? If we can reach the stars, we can surely deal with social taboos!

ABSTRACT – 3

DIMENSIONS OF WORK CULTURE AMONG INDUSTRIAL WORKERS WITH SPECIAL REFERENCE TO ROHA INDUSTRIAL AREA

Dr Raverkar D P, Principal, S. M. Arts, Commerce and Science College, Poladpur-Raigad, Maharashtra, India

INTRODUCTION

Work culture has recently emerged as one of the key areas of research in organizational behaviour. The type of work culture that exists within the industry influences the employee. Organizational work culture has a potential influence on production, satisfaction, absenteeism, motivation, turnover and overall prosperity of the business. The impact of work culture on productivity, profits and organizational effectiveness has, in recent years, drawing the attention of top management.

The organization has to depend upon its work culture to attain its objectives. In other words, we can say that the effectiveness and extent of attainment depend upon the work culture of the organization. Hence, productivity, efficiency and prosperity are the outcomes of the work culture.

STATEMENT OF THE PROBLEM

Roha is one of the Talukas in the Raigad district. In 1973, the State Government has established Maharashtra Industrial Development Corporation in Dhatav-Roha. Many small and medium scale industries have started industrial units and running successfully over the last forty years. The total number of workers in this industrial area is near about 3000. Work culture plays a very important role in productivity, industrial peace, work behaviour, accidents, and employee satisfaction. Therefore, I have undertaken to study work culture among workers in selected industries in Roha industrial. area. Hence, the present study examines the work culture of industrial workers in Roha industrial area.

OBJECTIVES OF THE STUDY

This study is undertaken especially with the following objectives.

a) To study the various dimensions of work culture.

b) To study the work culture among employees in selected industries in Roha.

c) To suggest the measures for improving employee satisfaction.

METHODOLOGY ADOPTED

In order to identify the items of work culture in industries, an exhaustive literature survey was done. On the basis of literature survey and pre-testing of the questionnaire, a total of 22 items were chosen for the study. These items were made statements in the questionnaire. The workers of the twenty industries in Roha industrial estate were asked to rate these statements on a six-point Likert scale ranging from 1 to 6. According to that scale 6 being very much satisfied, 5 Much satisfied, 4 Somewhat satisfied, 3 Somewhat dissatisfied, 2 Much dissatisfied and 1 Very much dissatisfied.

The questionnaire was personally given to 404 workers in different twenty industrial units from Roha industrial area and their responses are collected. A table enlists all the 22 items that were made statements in the questionnaire and were used for factor analysis.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.904
Bartlett's Test of Sphericity	Approx. Chi-Square	2632.641
	Df	231
	Sig.	.000

STATISTICAL TOOLS FOR ANALYSIS

The factor analysis was done to extract and club the items as the inter-related items of work culture are in large number. The method used for the factor analysis is Principal component Analysis and Varimax with Kaiser Normalization Rotation method.

CONCLUDING REMARKS

Work culture can have potential effects on employee motivation and behaviour, so it has long affects on outcomes such as productivity, performance, commitment, self-confidence and ethical behaviour.

The mouldings of a new work culture will have to focus on the following important steps.

- Creation of loyalty and discipline at all hierarchical levels.
- Promotion of cooperative teamwork
- Motivation to improve the activation levels of all employees
- Make the employees more responsive to the challenges and responsibilities.

In the end, it can be concluded that the development of positive work culture is the most vital issue that must be tackled if the Indian organized sector wants to reverse the current trend of erosion of productivity, lack of innovations and the rising cost of end products.

Keywords: Work Culture, Soft and Synergic work culture, Productivity

ABSTRACT – 4

THE CHALLENGES OF TRADITION VERSUS MODERNITY: FROM A SOCIAL WORK PERSPECTIVE

Professor Mokgale Albert Makgopa, University of Venda, South Africa

The advancement of Africa as a continent through globalization has brought more harm than good for folklore as an academic discipline. Daily, African culture and tradition is questioned and tested on whether it fits to be part of the changing world. Eventually, this makes folklore an endangered species as most if not all the cultural beliefs and traditions are seen to be out-dated. The instruments that are used to measure these cultural beliefs and traditions are transformation and globalisation. It, therefore, becomes a tug of war between tradition and modernity which affect other parties that are involved.

Folklore which is a discipline that is currently treated as an appendage within the disciplines such as language, indigenous knowledge systems and anthropology is now targeted. The presentation would like to demonstrate synergy between folklore and social work in which the principles of social work will then be applied and analysed in terms of the figurative language; mmapoo ga a nyalwe.

Keywords: folklore, social work, tradition, modernity, globalization, transformation interdisciplinarity.

ABSTRACT – 5

STUDY OF CORPORATE IMAGE AND SERVICE QUALITY PERCEPTION OF PUBLIC AND PRIVATE SECTOR BANKS AMONG GENERATION X AND GENERATION Y

Rishika Bhojwani (Research Scholar), R K Srivastava Institute, SIMSREE, Mumbai, India

INTRODUCTION

One of most the important asset of an organization is the corporate image. Corporate image is critical as it makes brand image and reputation. In a competitive market, it is necessary for banks to develop a customer- centric approach for survival and growth by focusing on customer service. The evaluation of banking service quality in both Public and Private sectors has become extremely important. (Banerjee,2012). The study of 'Banking services indicates Customer expectations and perceptions' s to analyze the service quality of public and private sector banks in terms of customers' expectations and perceptions. As there will be an increase in competition between existing and newly set up banks, therefore it would be interesting to study what image the new customers' Generation X and Y have of public and private sector banks.

PURPOSE

The purpose of the study is to look at the corporate image of public and private sector banks among Generation X and Y. And how consumer perception affects banking transactions. Customer expectation from services from banks and how they have adopted new banking applications.

Methodology: Type of research is primary and secondary. Data has been collected from 40 Respondent who is having Bank Accounts in Public and Private Sector Banks. Among them, 20 are from X Generation and 20 Y Generation

Results: The analysis was done to find out the reliability of the questionnaire and reduce the questionnaire factors. The Cronbach's alpha test came to 0.895 indicating the reliability of the questionnaire. The questionnaire was based on incorporated variables like Independent variables: Corporate image, Brand image, Banking transaction, Customer perception, Adoption of mobile banking applications. Dependent variables: ROI among customers, reassurance feelings towards financial products, Customer relationship management, Customer expectation. Moderate variables: Customer satisfaction, Service quality, Customer loyalty, Emotional and social benefit, Customer perceived value.

Contribution: This study is specifically about The perception of Generation X and Generation Y towards banking services.

Keywords: Corporate Image, Generation X, Generation Y, Public and Private Sector Banks

ABSTRACT – 6

THE PROBLEM OF DROP-OUT CHILDREN IN ELEMENTARY EDUCATION: A STUDY OF TWO DISTRICTS IN INDIA

Dr Tarannum Siddiqui, Asst. Professor, Career Convent Girls P.G. College, Lucknow, Uttar Pradesh, India

Dr Rakesh Chandra Tyagi, Ex- Asst. Professor, Giri Institute of Development Studies, Lucknow, Uttar Pradesh, India

The rate of development of any society and country depends on the educated population living in the country. Education starts from an elementary level which is the starting point of any kind of higher education. It is necessary that the base of education must be deep and strong so that higher education can be continued up to a further level of higher studies. For this, it is necessary that every child of the country should continue his/ her education smoothly and without any hindrance and should not drop-out from any stage of education. Education and family financial status is currently similar to "two aspects of a coin". While education encourages society to move forward; on the other hand, the good economic situation of the family gives a proper and fast pace to education. The absence of one becomes a barrier in the pace to the development of the country. Moreover, there are many reasons for dropping-out school at elementary level altogether. These reasons have been critically evaluated and then drawn concrete solutions to stop drop-out at the elementary level of education. Since Sarva Shiksha Abhiyan (SSA), one of the biggest programmes, which is running in every state of the country for students to achieve hundred per cent enrolment of children with the provision of all possible facilities for students like- free books, free uniforms and mid-day-meal (MDM) etc. However, a lot has been achieved in case of enrolment target but in case of drop-out children in elementary level has to be still addressed and for that all factors those influencing drop-out students must be traced out. Hence through this research, the economic difficulties in the field of elementary education have been analysed and described. Both primary and secondary data has been utilised to prepare this paper. This paper will suggest some vital measure to check the problem of drop-out students at the elementary level. This research paper would make an attempt in the same direction and would be useful for the educationalist, researchers, government, policy planner and society as a whole.

Keywords: Drop- out Rate, Reasons of Drop-outs, Family Economic Status, Elementary Education.

ABSTRACT – 7

HOW DOES THE SCHOOL CLIMATE AFFECT THE ACADEMIC ACHIEVEMENT OF STUDENTS IN INDIA?- A CASE STUDY

S. Kanthimathi, PhD Scholar, M.S. University, Tirunelveli, Tamil Nadu, India

RATIONALE

School climate refers to the combination of the environment provided by the school management and the environment created by the faculty members and students. Along with this, the school environment also includes safety settings and education level provided to the students. Furthermore, discipline, school curriculum and the leadership style followed by the management of the school also have a significant role in creating the overall climate of the school. The interaction level of teachers with the students also shapes the school environment and hence it might affect the performance of the students (Schroeder, 2015).

In this research study, the impact of various elements of school which contribute in the development of school climate, on the performance or achievement of students will be evaluated and hence it will be determined what factors lead to a positive development of students and which elements of school environment adversely affect the achievement level of students. In this regard, Bharath Montessori Matric Hr Sec School, Tamil Nadu has been selected as the case for this research. The climate of this school will be evaluated in order to determine school performance. Bharath Montessori Matric Hr Sec School is a private school in India.

AIMS/OBJECTIVES

- To identify the factors contributing to the development of school climate
- To investigate the factors which can facilitate improvement in the academic performance of the students
- To analyse the impact of school climate on the academic achievement of students studying in the school.
- To give recommendations to the school on how to improve the school climate so that the academic performance of the students may improve

RESEARCH QUESTION

"What is the impact of school climate on the academic achievement of students in Bharath Montessori Matric Hr Sec School, Tamil Nadu, India?"

Sub Question:

- What are the factors that contribute to the development of school climate?
- What factors can have a positive impact on the academic performance of the students?

METHODOLOGY

Three research designs are available to the researcher which includes exploratory, descriptive and experimental. Descriptive design is used to investigate the current position of a particular event. Along with this, it should also be noted that this design does not answer the "why" part of a problem statement (University of South California, 2018). Moreover, this research design cannot be used when the researcher intends to use quantitative data along with qualitative data. This is why, in this study, exploratory research design will be used so that qualitative and quantitative data can be collected by the researcher (Mackey & Gass, 2015). The approach that has been selected is deductive. This approach is selected as it will help the researcher in drawing a specific conclusion to the problem statement as this approach moves from top to bottom (Sekaran & Bougie, 2016). The research method options that are available to the researcher include a mixed-method approach. In this study, the researcher intends to use both

qualitative and quantitative data (mixed method) and hence it would help the researcher to improve the credibility and reliability of the study.

The data collection tool that is used is survey questionnaire, interview, case study and observation. The researcher will use a survey questionnaire and interview to collect primary data. The questionnaire will help in collecting quantitative data and interview method will help in collecting secondary data (Neuman & Robson, 2014).

Secondary data will be collected using books and journals (Taylor, Bogdan & DeVault, 2015). Survey questionnaire method has been selected because it helps in collecting a large amount of data which increases the credibility and hence the relevance of the study. In order to collect data using a survey questionnaire method, random sampling technique will be used. It will help in collecting unbiased data. The sample size for survey respondents will be 150 students from the selected school. Interview method has been used because it helps in collecting detailed information, however, it does not help in collecting a large amount of data. Purposive sampling technique will be used for this method. The sample size for the interview will be 5 teachers from the school.

The data is analysed in the light of literature and meaningful and new findings are obtained by the researcher (Best & Kahn, 2016). The findings and discussion are aligned with the research aim, objectives and research questions. The data analysis technique that will be used to analyze the primary data collected via the survey questionnaire will be using SPSS (Statistical Package for the Social Sciences). This is a statistical tool which will help in obtaining accurate results for the problem statement. The data collected via interview will be analysed using the thematic analysis technique. The primary data obtained from the interview will be compared with the findings obtained from the literature review and answer to the research questions will be developed accordingly.

ABSTRACT – 8

A PRAGMATIC STUDY ON USE OF DIGITAL WALLETS BY AUTO RICKSHAW DRIVERS IN MUMBAI, INDIA

S. B. Lalchandani, Head, Department of Management Studies, Smt. Chandibai Himathmal Mansukhani College, Maharashtra, India

One of the phenomenal steps taken by the Government in India was demonetization which took place in November 2016. The two highest denomination currency notes viz. Rupees 500 and Rupees 1,000 were withdrawn from use as legal tender. The government claimed the objective of demonetization to restrict the black money that runs a parallel economy and to stop the use of cash for funding of several crimes like money laundering and terrorism. The government also boosted the aim of demonetization to put the economy on the digital phase, by placing more importance on emerging modes of payment. In the light of changes introduced in money circulation, the monetary authority of India, i.e. Reserve Bank, has released its reports in the recent times, where it is flaunted that public of India has shifted their transaction mode from cash to digital. Banking facilities like RTGS, NEFT, internet and mobile banking, along with the advent of e-wallets has brought a marvellous transformation in the exchange transactions made by the people of India.

E-Wallet also called as a digital wallet, is a safe way to transact where this wallet is linked with the bank account of a user and then can be used for buying the goods and services or making bill payments. Many digital wallets have recently gained popularity in the Indian market. PayTM, PhonePay, MobiKwik, mPesa, Airtel Money are some common names in the list. However, the scope of usage of all these digital wallets is confined to a narrow segment of the population only. A large number of people are still not familiar with the concept of digital wallets. Thus, they remain refrained from using such simple and lucid technology that can make their life easier.

The present study is undertaken on the popularity of digital wallets among the auto-rickshaw drivers in Mumbai, the financial capital of India. Auto Rickshaw is a common form of urban transportation, generally meant for hire use. There are more than three lakh auto-rickshaws in Mumbai alone. For short distances especially, people prefer to travel by Auto rickshaws as they are cheaply and easily available. Today auto-rickshaws have become a lifeline of Indian urban population. Auto-rickshaw drivers in India possess good driving skills but they have little awareness regarding technology that can be used by them in everyday life. Use of digital wallets by auto-rickshaw drivers is not an exception to this.

The research aims at understanding the reasons behind the lack of popularity of digital wallets among the auto-rickshaw drivers in Mumbai. The research is conducted in two phases. In its first phase, a survey is conducted wherein responses of auto-rickshaw drivers are recorded and the reasons for digital wallets, not being popular are noted. The next step after the initial survey is to analyze the unacceptability of digital wallets among the auto-rickshaw drivers in Mumbai and set out a training program to make them aware and generate the confidence among them to use digital wallets. Once the training program is concluded, the second phase of research begins where the change in behaviour of the respondents is recorded regarding use of digital wallets.

Studies conducted in the past on digital wallets have explained various reasons for acceptance and non- acceptance of mobile wallets by the users. Some of the studies focus on the satisfaction level of users using digital payments. While few of them have also emphasized on benefits that can be derived by the users. These research findings are fundamental to the present study.

The aim of the present research study is to find out the reasons for the unpopularity of digital wallets among the defined group of stakeholders i.e. autorickshaw drivers in Mumbai. The research also holds its responsibility by critically analyzing the reasons of unpopularity and conducting the training program for them. Ultimately the aim is to make them tech-savvy through which they can use the digital wallets and alike applications for the purpose of completing transactions. The research is also momentous for the general public who commutes by auto-rickshaws as they will be able to pay conveniently to these auto-rickshaw drivers as hiring charges.

ABSTRACT – 9

ROLE OF EDUCATIONAL INITIATIVES FOR PROMOTING GLOBAL PEACE

R.S. Malhi, Assistant Professor in Education, DIPS College of Education, Rarra Morr-Jalalpur, Hoshiarpur, Punjab, India

Education is a powerful tool to shape the world as well as individuals. Education confers a spectrum of benefits on individuals, families, societies and countries. It is recognized across the world as a powerful and indispensable tool to enhance the process of human development and social progress. The need for education is specifically expanded in this globalized society as the success of economies like China depends upon well- educated and skilful labour force. The economic conditions of an individual as well as countries improve with the achievement of education. Parallel to it, education is critical for the functioning of a democratic society; education provides political voice and social empowerment to the people. The role of education is critical in developing requisite kind of knowledge, skills, values and attitudes for the social, economic and political development of any nation. Education is a must for creating a safer, peaceful, just and sustainable environment in the world.

Peace is one of the most important universal values needed at this hour. The word 'Peace' has a broader meaning. It is a stress-free state in which there is harmony with oneself and harmony with others. Peace represents a period in which there are harmony and freedom. In its narrow sense, it means the absence of war. From an economic point of view, it means eradication of poverty. In the political sense, peace is considered as the outcome of democracy and it results from good governance. Peace is law and order. Presence of happiness, health, content and good economy, social justice, support for personal growth, freedom for expression, creativity etc. are elements of peace. Global peace means an ideal state of freedom and happiness among and within all countries and people. The term 'Global Peace System' was coined by Robert Johansen in his work 'Toward a Dependable Place' in 1978. According to Johansen, in global peace system, the conflict is resolved through non-violent, political, social and judicial processes. This kind of system can be created with the help of governments and people in which there is no chance of war. The global peace today is facing a number of obstacles. The growing disparity in global peace index of various world regions gives a disturbing picture in maintaining global peace system. The recent Global Peace Index 2018 depicted that the global level of peace has been deteriorated by 0.27 per cent due to the unresolved tensions, conflicts and crisis. The global peace index 2016 report highlighted the historic ten-year deterioration in peace all over the world. The report described the complexities of peace and its uneven distribution by pointing out that over the last decade, the average country score has deteriorated by 2.44 per cent. The specific case of terrorism and conflicts in the Middle East and North Africa has been highlighted in creating global inequality in peace within various nations. The different measures at the international level have been taken by various international organizations and individual countries to promote global peace across the world. The most important and efficient method for promoting and maintaining a peaceful environment on this earth is education. In the process of education, peace is integrated at all levels through various policies and curriculum planning.

This study is an attempt to explore the various educational initiatives such as human rights education, education about gender parity, universalization of education and education of disadvantaged children, and the respective role of these initiatives in promoting global peace in the world. The interconnection between education and development is also discussed to highlight the role of peace in economic and human development of the people and nations. The role of life skill training for resolving conflicts and creating a peaceful environment is mentioned as an important initiative. The Descriptive Method of Educational Research, especially content analysis and trend analysis, is followed in this study. The critical reviews of the related studies in this direction have utilized to support the discussions. Based on the results and discussions of these initiatives, the paper suggests some important measures to be taken by

the government, international organizations, communities, teachers, parents etc. for developing right kind of knowledge and skills among the children to promote peaceful and harmonious living with each other. The study highlights the need for a paradigm shift in education for developing programs that focus on the maximum realization of individual potential and active participation of the individual in their societies. The changes urgently required in curriculum, pedagogy and evaluation methods for the development of global peace among the younger generation have been highlighted in the last sections of the paper.

ABSTRACT – 10

COMPARATIVE ANALYSIS ON UNIVERSAL PRIMARY EDUCATION IN THE DEVELOPING COUNTRIES OF SOUTH ASIA

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Education is considered as a great equaliser due to its intrinsic, instrumental and positional benefits for an individual. It is critical for enhancing the quality of life of an individual, enabling access to meaningful employment and raising the opportunities for educated individuals as compared to those who lack it. The social, economic and cultural progress and overall development of a nation also depend upon its education system. Universal and equitable basic education acts as a base for building the superstructure of higher levels of education and also for developing the essential skills for this knowledge-driven society. And so, education is recognised as a fundamental human right as well as a conduit for the realisation of other rights. When education is considered as a fundamental human right, the very purpose of education is the development of conscious and humanistic citizens to build a democratic, secular, egalitarian and just society. It is considered as an end in itself and not merely a means for achieving other ends.

The term globalization refers to an ideology which encourages markets over the state and its regulations and individual interest over the collective or public well-being. Therefore, education under the influence of neoliberal policies is defined as an efficient means to produce human capital and to make it more in line the economic demands of the emerging global economy. This emphasis on the economic value of education has led to the major involvement of the World Bank in the education sector. The developed nations and international organizations, more importantly, World Bank is taking a lot of interest in the education of developing nations for the purpose of having more skilled workforce for the growing economy and other long-term economic benefits. This economic interest is translated into many international treaties for achieving universal primary education. The neo-liberal policies deplete the foundation of education and change the concept of education from a fundamental human right to a developmental objective. In line with these international treaties and goals, the national governments are also directed to plan their educational policies with special emphasis on the achievement of the goal of universal elementary or basic education.

The term globalization and comparative education are closely related to each other as compared to other academic fields. In most of the comparative education studies, nations are the most preferred units of study. So, in this study also, two important nations namely India and Sri Lanka from the South Asian region have been selected. Both countries are considered developing countries having emerging markets and developing economies. Universal primary education is free and compulsory in these countries. But even then, South Asia is facing a learning crisis at this time and over half of children leave school without learning basic skills to become productive members of the society. If the current trends continue then this region may experience serious challenges in the future like stunted economic growth, poverty, gender inequality and also diminished overall development of these nations. The national governments and international organizations are working towards the improvement of education in this region. The study is focused to ascertain the common as well unique issues regarding the provision of universal elementary education and also offer insights into what has worked out and what has not in the implementation of programmes for universalization of elementary education in these countries.

The main objectives of this paper include to study the country-specific growth and development of elementary education in selected developing countries in the era of globalization and to compare the data in order to ascertain the common as well as unique issues and problems pertaining to the universalization of primary education in these countries. For achieving these objectives, the method of document analysis and trend analysis has been used. The country-specific policy documents have been analysed to determine the pattern of educational development in

these countries and the data pertaining to elementary education has been tabulated from the year 2000 to 2017 to examine it systematically. The findings of the study indicate that both nations have achieved the universal enrolment in primary education, but the main issues, which needs immediate attention from all the stakeholder of education, include poor quality of education, drop-out numbers, high number of out of school children, educational inequalities, exclusion of children from the disadvantaged sections of the society etc. The specific measures required to tackle these problems have been discussed in the concluding remarks of the study.

Keywords: Developing countries, Globalisation, India, Sri Lanka, Universal Primary Education

ABSTRACT – 11

STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO TEACHING APTITUDE, ATTITUDE TOWARDS TEACHING AND ANXIETY

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The present study is related to the psychological aspect of education. 193 students were selected randomly for this study. There were 121 female and 72 male students in the selected sample. The data was collected using a self-made form for academic achievement and standardized tests were used for teaching aptitude, attitude towards teaching and anxiety. The data were analysed using partial correlation, multiple correlations and regression analysis. Partial correlation between Academic Achievement and Teaching Aptitude as well as between Academic Achievement and Attitude towards Teaching was found to be weak. This was true for both male and female students. It was found that partial correlation between academic achievement and anxiety of students was negative and significant for both male and female students. The joint contribution of Teaching Aptitude, Attitude towards Teaching & Anxiety in predicting Academic Achievement of students was found to be low but significant. The best individual predictor of Academic Achievement of students was found to be Anxiety. This was true for both male and female students. It was recommended that several measures should be implemented to alleviate the level of anxiety of students in order to maximize academic achievement.

Keywords: Teaching Aptitude, Attitude towards teaching, Anxiety, Academic Achievement, teacher education.

ABSTRACT – 12

A STUDY OF THE IMPACT OF MONETARY AND NON-MONETARY MOTIVATIONAL FACTORS ON EMPLOYEES' PERFORMANCE WITH RESPECT TO MUMBAI CITY, INDIA

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"Money is not the most important thing in the world. Love is. Fortunately, I love Money" – Jackie Mason. As the above quote stated by An American Comedian, Mr Jackie Mason tells how money is not that important yet it is too important in life.

In today's competitive business environment, where there are job losses due to automation and introduction of robotics, also prevails a fact that despite machines being used everywhere, we need humans to work in the organisation and control machinery. Business cannot afford to lose talented and performing employees due to a decrease in job satisfaction, lack of motivation and non-alignment of employees' goals with organisational goals. If the company expects employee commitment towards them, companies will also have to work on similar commitments towards the employees. This can be achieved by creating a work environment that is healthy and promotes the development and growth of any employee in the company. Here comes the role of HR who can act as a bridge between the management and the employees. He is responsible for taking care that the objectives of both are met equally and timely. Though it is not easy for any HR to address this, as every employee will define personal objective in his or her own way. In such a scenario it is necessary for HR to design common objectives which will try to create a win-win situation for both. Job analysis or motivation of employees is studied to reduce turnover and also to understand the side effects of dissatisfaction level of employees resulting to low morale, absenteeism, lower productivity, less contribution towards team targets, decreased coordination with intra-team and inter teams and non-alignment of self with company goals and objectives, will have a direct impact on the company's bottom line in this competitive business scenario. Thus, HR has to introduce an environment in the organisation's culture which will take care of the current needs of the employees. The employee needs to be motivated. Motivation can act as a driving force which may help the employee to get job satisfaction. The needs of any employee would just not be in terms of monetary, there are factors that motivate employees other than money too. Therefore, it is very crucial for any HR to create a balanced motivational factor, between monetary and non - monetary. Keeping in mind the needs of different employees, the HR will have to design various motivating schemes such as awards/ recognition, flexible job timings, incentives/commission. It is observed that organisational performance has a direct relationship with the level of motivation of employees.

RESEARCH METHODOLOGY

In this research paper, we are trying to study the impact of motivation on performance. To study this we will be using the questionnaire method as our instrument to collect primary data. A sample size of 200 corporate employees will be considered for the study. For better analysis, two variables will be considered, the dependent variable which is performance and the independent variable that is employee's motivation. Different hypotheses will be formed and tested using descriptive statistics, correlation coefficient and regression techniques, to know if there is a relationship between motivation (monetary and/ non-monetary factors) and performance and the strength of the relationship.

OBJECTIVES

- To study the effect of monetary factors like salary, bonus, promotion, etc. on employee performance.
- To study the effect of non-monetary factors like awards/recognition, flexible job timing, working condition, etc. on employee performance.

OUTCOMES

- The study will help to identify the monetary factors which may lead to employee satisfaction.
- The study will help to identify the non-monetary factors which may lead to employee satisfaction.

BENEFICIARIES

- The outcome of the research may be used by employers to know the factors that may help to improve their employees work performance.
- The outcome of the research may help the employers to understand the reason behind the high employee attrition rate and thereby help them to make changes required in the motivational factors.

Keywords: Employee motivation, Employee performance.

ABSTRACT – 13

EFFECT OF E-TEACHING ON DIVERGENT PRODUCTION ABILITIES

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The purpose of the present investigation is to study the effect of e-teaching on divergent production abilities of adolescents. Effective teachers maximize the potential of the technology to develop students understanding and stimulate their interest to improve subject proficiency. Technology can be used strategically to provide better access for learning and concept clearance and significantly improve their creative potential. In the present study, the tools employed to collect the data are Instructional material based on e-teaching modules prepared by the investigator and Test of Divergent Production Abilities by Sharma, K. N. (2011). A pre-test consisting of divergent production abilities test was administered to the sample of 70 adolescents. The adolescents constituting sample were nearly equated on the basis of divergent production abilities score. 60 adolescents were selected and incomplete questionnaires were rejected. This sample of 60 adolescents was further divided into two groups of 30 adolescents each forming control and experimental group. Self-made e-teaching modules were taught to the experimental group for fifteen days and traditional teaching capsule was given to the control group for fifteen days. In the end, a post-test was administered to the experimental and control group using divergent production abilities tool by Sharma (2011) to verify the learning outcomes among adolescents of both the groups. The result showed that the adolescents taught through E-teaching modules were having better divergent production abilities than those who were taught through the traditional method of teaching. The results which showed a significant difference between the mean scores of the control group and experimental group are evident enough to prove the same. It emphasized on the role of E-teaching on learners. The study demonstrates the positive effect of E-teaching on divergent production abilities so as to regulate their own learning, thereby rejecting the null hypothesis that there exists no significant effect of E-teaching on divergent production abilities of adolescents. The result highlights the importance of incorporating the e-teaching in teaching, as it helps in creating divergent production abilities, which is in turn, in need of more research to gain better pedagogical insights. The more learners learn through e-teaching, the more mentally cognizant they are of their learning process, which helps them to recognize their strengths and weaknesses. In other words, the adolescents' divergent production abilities can be significantly improved with the help of e-teaching.

Keywords: E-teaching, Divergent Production Abilities, Adolescents

ABSTRACT – 14

RESEARCH ATTITUDE AND STYLE OF LEARNING AND THINKING.

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This study aims to study the relationship between Research attitude and Style of Learning and Thinking of Students of technical education institutions. Students of Premier Engineering Colleges of Punjab constitute the population of this study. The study was conducted on 100 Students of engineering colleges in Punjab who act as the sample for the study. Two Premier Engineering Colleges of Punjab were selected using purposive sampling and out of these two colleges, 100 students were randomly selected. So as to ensure the reliability of the results, triangulation was done wherein both the quantitative and qualitative methods of data collection were used. Using quantitative method, for testing the Style of Learning and Thinking, a test by Dr. D Venkataraman was used and for testing the Research attitude a tool by Ms. Preslee D. Kharsati was revalidated. Both these tools were administered on the students individually. Qualitative means for collecting data was observation and Interview of the students studying in these institutions. Group of students were interviewed regarding their Research attitude and its relationship with Style of Learning and Thinking. Data collected using both the qualitative and quantitative means were analyzed subsequently. For quantitative data analysis, Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis and their standard errors were calculated. The data came to be normally distributed. Coefficient of Correlation was also calculated to infer the Correlation between Research attitude and Style of Learning and Thinking of Students of technical education institutions. The Coefficient of Correlation between Research attitude and Style of Learning and Thinking of Students of technical education institutions is 0.754 which is greater than the table values at 0.05 and 0.01 levels of significance respectively. This means that it is significant at both 0.05 and 0.01 levels of significance. For qualitative analysis responses of the students during Interview were subjectively analysed. Both the techniques generated the similar conclusions. There exists a significant correlation between Research attitude and Style of Learning and Thinking of Students of technical education institutions. It further means that the students having high level of Research attitude will tend to have better style of learning and thinking. Thus this study holds importance for administrators, students as well as students. The administrators and students can work for developing a research attitude for the better Style of Learning and Thinking in their respective institutions. This research attitude and better Style of Learning and Thinking can act as a catalyst for improving the overall learning and research experiences of the students. So technical education institutions should work proactively for providing the research facilities and enhancing the research experiences of the students as it will contribute significantly towards improving the cognitive dimensions i.e. style of learning and thinking of a student's personality and can contribute towards the better educational and vocational experiences.

Keywords: Research attitude, Style of learning and thinking, Students of technical education institutions, Triangulation, overall learning experience

ABSTRACT – 15

APPLICATION OF GREEN WORK-LIFE BALANCE BY DEGREE COLLEGES TO TEACHING FACULTIES IN MUMBAI AND SUBURBS OF MUMBAI

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Teaching is a privilege. All the hard work put into preparation, planning and assessment are forgotten when the students are engaged in learning and when they physically move towards their teachers to participate more. Students can only blossom if the ground that is feeding them is well nourished and refreshed. Teaching is a challenging job that can impact negatively on teacher wellbeing; (Turner and Braine, 2016). Understanding and supporting teacher wellbeing in colleges, and enabling teachers to support themselves, is essential for a sustained healthy learning environment.

Green Work-life balance refers to Green HR initiatives that are aimed at creating a sound occupational health and organizational health. These holistic approaches are designed to create a comfortable workplace for teaching employees so that they can be more efficient and productive in their ways of working and in turn improve their health in particular and the health of the educational institutions at large. The emphasis on improving work-life balance for teaching employees using Green HR practices at no extravagant costs will help mitigate problems of absenteeism and help create motivated teaching employees who can essentially improve productivity. Green work-life balance practices are highly commendable in the present context to sustain the intellectual capital in the organization and it can be instrumental in creating a win-win situation for both the employee and the employer.

Keywords: Teaching Employees, Work-life balance, Green HR, Teacher well-being

ABSTRACT – 16

SYMBOLIC AND NUTRITIONAL SIGNIFICANCE OF DAIRY PRODUCTS WITH SPECIAL REFERENCE TO MILK IN OUR DAILY LIVES

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Milk is white fluid formed by the mammary glands of mammals. Every mammal, comprising of human beings as well, customarily produce milk to nourish their offspring till the time they are ready for solid food intake. It comprises of valued nutrients and it can also provide a large number of health benefits.

The Indian dairy sector is the largest contributor to the agricultural Gross Domestic Product (GDP). As per a report by FnBnews.com; in terms of output, milk is now the only major agricultural commodity in India. Presently, around 46% of the milk is consumed in the form of liquid milk, 47% as traditionally dairy products and 7% as Western dairy products. Total milk production worldwide is estimated to be over 756 million tons.

Traditionally, milk (especially cow's milk) has been associated with good health. A huge variety of food product is made from cow's milk, such as cheese, cream, butter, and yoghurt. Infants all over the globe are encouraged to consume milk regularly to ensure optimum calcium intake, to build strong bones along with growth. It is believed to be one of the most consumed beverages across the country. Nevertheless, milk consumption has been decreasing steadily since 1970s. As per a report by Brandon Gaille Small Business & Marketing Advice, it is stated that in 1978, 76% of households reported that they drank milk at least once per day. In 2010, only 42% of households reported daily milk consumption. The following research attempt to understand why this is the case.

However, according to recent trends, it is seen that there has been an increase in the vegan population. The following study seeks to understand the underlying causes of this shift, respectively. The following research deals deeper in this subject by exploring and trying to realize the contribution of the lactose-intolerant populations towards the rise of the vegan population, at the same time garnering knowledge about the function of lactase in digesting milk.

The above-mentioned data i.e. concerns related to lactose intolerance and milk allergies further helps us uncover the high and common availability of animal milk substitutes available in the market today. These include soya milk, coconut milk and almond milk. The appealing taste of these milk substitutes may factor in towards the change in the animal milk consuming population, successively.

Cow's milk is often stimulated with vitamin D, which supports the production of serotonin, a hormone associated with mood, appetite, and sleep. Vitamin D deficiency has been associated with depression, chronic fatigue, and Pre Menstrual Syndrome (PMS), respectively.

The research further intends to uncover the myths that exist related to milk consumption, in language and culture. This includes its nutritional aspects as well as its side-effects. Furthermore, the moisturizing and hydrating effects of milk are also believed to be quite effective in administration.

Here, we also try to understand the reliance that milk advocates in Indian society, from dusk to dawn, its constructive benefits and its flexible yet adaptive nature. Further, there are certain effective physical, psychological, emotional and social aspects to milk that affect its consumption among the masses. In this research, we shall study these factors and ensure its relevance, correspondingly. In many households, milk as an everyday requisite holds a sentimental value associated with it. These memories and experiences of individuals may alter their acceptance or

rejection of milk in their daily diets. Additionally, milk is said to possess extraordinary medical properties, which is another avenue that this paper looks to uncover.

Qualitative research with interview method shall be used for constructive results by way of collecting the responses from school children and mothers (primarily, housewives), respectively.

Keywords: Milk, Health, Nutrition, Vegan.

ABSTRACT – 17

TRENDS OF RESEARCHES ON TEACHER EDUCATION IN INDIA

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That the teacher occupies a pivotal position in the educational process is generally accepted by all educationists. Improvement in teaching can be effected only by a clear knowledge of the factors that are important in successful teaching. This in its turn can be achieved only through research (Kundu, 1985. P. 339). 'A Survey of Research in Education' (1974) observed that educational research in India was of recent origin and that it had yet to attain its maturity. This was about some decades back. The categorization of Indian Research in Education might be true in 1974. The position has now changed considerably (Buch, 1974, P. 1). The main objective of research in teacher education ought to be the improvement of programs in departments of education of our universities, teacher education institutions concerned with the preparation of teachers and personnel at various levels, and specialized areas like physical education, home science, music, technical school etc. The major end of research in teacher education should be to help us know our students (student-teachers) and ourselves and to improve upon our performance (Mehrotra, 1985, P. 326). There is an urgent need in this country for taking up research in teacher education which has a definite social and educational objective and is relevant to our present-day needs, and whose results can be generalized over a reasonably large population. It needs hardly be mentioned that sound practices in teacher education must emanate from educational research which has been based on sound theoretical assumptions and has been carried out with care and precision. Hence in the present study an attempt to analyzed that an overview of teacher education in India after independence, area wise research trends and status of research in teacher education, comparative analysis between the teacher education with others different areas, and the unexplored research areas in teacher education as suggested by the researchers. The content analysis and evaluative survey methods were adopted for the present study. For the present study first to sixth 'A Survey of Research in Education' and other books, journals and websites were consulted and analysis.

This study revealed that the first survey (1967-72) showed 82 studies under six areas, second survey (1972-78) mentioned 123 studies under these areas contextual approach, input, process, and output variables in teacher education. Potential problems for research in teacher education can be classified in different ways. Lulla and Singh (1976) classified research in this area as follows – (a) Selection criteria, abilities and qualities of a teacher, (b) Preservation and in-service training of teachers, (c) Workload, job expectations and difficulties experienced by teachers, (d) Procedures and practices, and (e) Personality variables of teachers. Jangira (1986) focused 234 studies under these categories like context, presage, process and product in the third survey (1978-83). Mehrotra (1979) used the classification based on analysis of teacher education by systems approach in the following manner – (a) contextual approach, (b) input variables, (c) process (d) the output means evaluation, follow up problems, job satisfaction. Research of high quality and utility cannot always be done by an individual researcher or only be teacher educators. It should be a cooperative endeavour of teacher educators and professional research organizations. Fourth, the fifth and sixth survey showed 410, 307 & 319 respectively in the teacher education field. In 21st century, all university has uploaded different theses in 'Shodhganga a Reservoir of Indian Theses' INFLIBNET Centre. From the year of 2010 to 2018 total 406 Indian universities and 14 CFTI are sign a Memorandum of Understanding (MOU) with the INFLIBNET Centre to participate in the Shodhganga project. Now present time total more than 200000 theses have uploaded on Shodganga a reservoir of Indian theses website, out of that the researcher has found 11,122 studied (29th September 2018) on teacher education. It also describes the decade- wise quantitative enumeration of an overview of researches in education in India. And suggested some unexplored research areas in teacher education for better development of the field of teacher education. Over recent decades there have been major changes in the way educational research is viewed and the methods used to carry out research. Recent research in teacher

education has come closer to addressing the central issue of the impact of teachers' beliefs and practices upon their students' achievement.

Keywords: Trend, Research, Teacher Education, Survey of Research in Education, Shodhganga, INFLIBNET.

ABSTRACT – 18

A STUDY OF JOB SATISFACTION OF SELF FINANCE COURSES TEACHERS IN MUMBAI

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Job satisfaction has always been one of the most debated topics in the last quarter of a century. Everybody has to work in order to survive and lead a socially compliant life. But can one have the right kind of satisfaction and can work become a source of eternal joy is million-dollar question which work philosophers have pondered upon and have been trying to find a comprehensively acceptable answer. Happiness, feeling of fulfilment, sense of accomplishment and similar states of mind are only a subjective explanation of the influence and impact of the work upon the human. Is it the actual process of work or is it the end result of a financial gain that brings into the human these positive states of mind. There are again the various factors which make up the work environment that need to be taken into consideration. The work environment can include the communication between the employer and the employee, appreciation of the work done, targets to be achieved, team spirit, incentives and promotions, relationship between the co-workers, freedom of communication, entertainment at work place, security of being retained in the job, and so on and so forth. All these factors individually contribute to job satisfaction and happiness. On the other hand the employee's own inherent traits, likes and dislikes, analytical capabilities, psychological and physical abilities to perform, also have an equal impact of the job satisfaction and happiness of the employee.

In the field of teaching job satisfaction and happiness is a prime feature not just for the teachers, it is in a way of greater importance for the students as it has a direct influence and impact upon the students. There is a positive correlation between the satisfaction and happiness of the teacher and the satisfaction and happiness of the student. In this paper I have made an attempt to study the job satisfaction levels of the teachers in the degree colleges in Mumbai. The teachers selected are from the self-financed courses. The staff in the educational institutions in Mumbai can be classified into the ones who receive their salaries from the government and are protected by powerful trade unions and the ones who are paid salaries by the college managements basically funded by fees collected from the students. I have tried to cover all the features using different methods to collect and analyse the data and that includes interviewing the teachers, students and authorities and also by collecting information from various authentic sources.

Keywords: Job Satisfaction, Work Environment, Positive Inter-relation

ABSTRACT – 19

PREDICTIVE MODELLING AND ITS APPLICATIONS

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Predictive modelling is a process that uses data and statistics to predict outcomes with data-driven models. Predictive modelling is useful because it gives accurate insight into any question and allows users to create forecasts. To maintain a competitive advantage, it is critical to have insight into past and future events and outcomes that challenge key assumptions. Analytics professionals often use data from various sources to develop predictive models. Some of these data sources include; Transaction data, Customer service data, Survey or polling data, Digital marketing and advertising data, Economic data, Demographic data, Machine-generated data (for example, telemetric data or data from sensors), Air pollution data, Epidemiological data, Geographical data and Web traffic data. Predictive models can be used to predict exit polls, sports outcomes, TV ratings, trend, disease, environment, stock, traffic congestion etc. There is a difference between predictive modelling and predictive analytics. Predictive analytics most often refers to commercial applications while predictive modelling is a more general term used for a specific or a particular task. Machine learning is also distinct from predictive modelling and it is used to train a machine to learn relevant features which are helpful to construct predictive models. In practice, machine learning and predictive modelling are often used interchangeably. However, machine learning is a branch of artificial intelligence, which refers to intelligence displayed by machines. Despite the methodological and mathematical differences among the model types, the overall goal of each is similar, that is, to predict future or unknown outcomes based on data about past outcomes. In this paper, various predictive models related to the exit poll, ball tracking (cricket), disease prediction, mortality and air pollution predictions will be discussed. Once a model is build based on the available data/information, it should be subjected to proper planning for continuous improvement based on the additional data or information.

Keywords: Predictive analytics, telemetric data, sensor data, machine-learning, air-pollution, ball tracking, time series

RESEARCH PAPERS

PAPER – 01

MICRO, SMALL AND MEDIUM ENTERPRISE DEVELOPMENT IN INDIA: WITH SPECIAL REFERENCE TO WOMEN AND SCS/ STS ENTREPRENEURS

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ABSTRACT

The Honorable Prime-Minister of India, Mr. Narendra Modi gave a slogan *'Make India Made India'*, on Republic Day 26th January 2015. The overall development of the country depends on the economic growth of the society irrespective of gender, caste, creed and religion. It is only possible when all the section of society especially women should come forward to involve themselves in production activities through Micro, Small and Medium Enterprises (MSMEs).Women entrepreneurs can benefit from the initiatives of the Micro, Small and Medium Enterprises sector, which contribute significantly to the manufacturing output, employment and economic growth of the country. Women entrepreneurship can foster the economic empowerment of women, particularly through Micro, Small and Medium Enterprises sector by helping them to become successful entrepreneurs. The roles of women and other socially deprived section of society i.e. Schedule Caste/ Schedule Tribe (SCs/STs) are increasing with a very slow but sure pace in Micro, Small and Medium Enterprises as an entrepreneur, requiring more support from government and financial institutions. Both primary and secondary data has been used to prepare this paper. Paper examine the Pattern of ownership of private enterprises among social groups such as gender and caste, state wise employment in registered and un-registered sectors of Micro, Small and Medium Enterprises in India. Paper suggests that all sort of facilities i.e. land, capital, technological support, training and marketing etc. should be provided to promote female and SCs/ STs entrepreneurship by the government under the single umbrella or roof system. This paper has been abstracted from a research report conducted by the authors sponsored by ICSSR New Delhi, which has been submitted and accepted.

Keywords: *Private Enterprise Development, Women Entrepreneurs, SCs/ STs Entrepreneurship, MSMEs in India.*

1. INTRODUCTION

The role of micro, small and medium enterprises (MSMEs) in the economic and social development of the country is well known. It is the nursery for entrepreneurship, often driven by the individual creativity and innovation, with a significant contribution in the countries' GDP, manufacturing output, exports and employment generation. MSMEs in the country manufacture over various products. In view of the MSME sector's role in the economic and social development of the country, the government has emphasized on its growth and development. The labour intensity of the MSMEs sector is much higher than that of the large enterprises, facilitating more absorption of the work force. This sector has emerged as a highly vibrant and dynamic sector of the Indian economy over the years. It also plays a crucial role in providing large employment opportunities at comparatively lower capital cost than large industries but also help in industrialization of rural and backward areas, thereby reducing regional imbalances, assuring more equitable distribution of national income and wealth. The performance of the MSMEs sector in the years (2006-07 to 2012-13) is given in Table-1. As for as the performance of MSMEs sector in the recent years (2013-14 to 2018-19) is concern, the data of these years are not available due to the awaited report of V-round MSMEs survey. However, projected data of these years has been published in the report of 'Reserve Bank of India – Publications (05/04/2020)', which has been given in (Table-1).

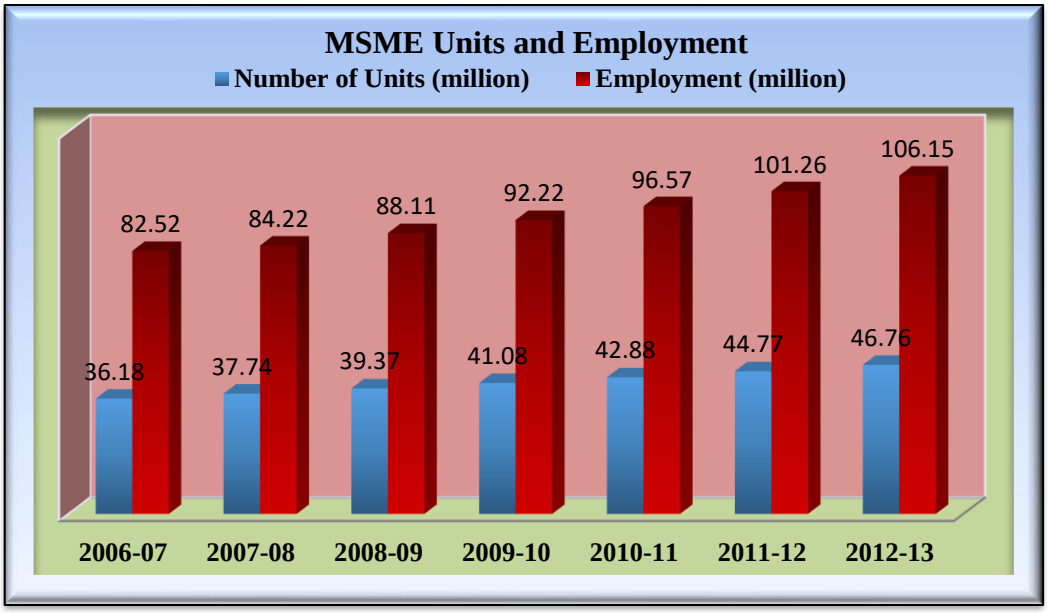
Table-1: Importance and Performance of Micro, Small and Medium Enterprises

Year	Number of Units (million)	Production (₹crore) at current price	Employment (million)	MSMEs exports	
				₹crore	US$ million
2006-07	36.18	13,51,383	82.52	1825.38	40,309
2007-08	37.74	14,35,179	84.22	2020.17	50,202
2008-09	39.37	15,24,235	88.11	-	-
2009-10	41.08	16,19,356	92.22	3911.53	22,494
2010-11	42.88	17,21,553	96.57	5077.39	111,403
2011-12	44.77	18,34,332	101.26	6301.05	131,483
2012-13	46.76	19,26,048*	106.15	6973.18	128,162
2013-14*	48.86	20,22,350	111.43	8068.78	133,364
2014-15*	51.06	21,23,467	117.83	8492.48	138,804
2015-16*	52.96	22,29,640	122.95	8553.52	130,651
2016-17*	54.09	23,41,122	128.22	8975.25	139,590
2017-18*	55.75	24,58,178	133.25	9422.20	144,530
2018-19*	58.25	25,81,086	139.95	9975.50	149,775

Source: RBI, Handbook of Statistics on Indian Economy, 2013-14, Table 35 (excerpted), Ministry of Micro, Small & Medium Enterprises, Government of India and Reserve Bank of India – Publications (05/04/2020)

*= Projected

Figure-1: Number of Units and their employment



The emergence of women entrepreneurs and women owned firms and their significant contribution to the economy is visible in India. There is a change in scenario from majority of women being in economically non- productive activities that are financially remunerative to large number of women showing interest to be economically independent creative and innovative ideas to start the small and medium sized enterprises. Women entrepreneurs can benefit from the initiatives of the MSMEs sector, which contribute significantly to the manufacturing output, employment and economic growth of the country. Women entrepreneurship can foster the economic

empowerment of women, particularly through MSMEs sector by helping them to become successful entrepreneurs. The Honorable Prime-Minister of India, Mr. Narendra Modi gave a slogan 'Make India Made India', in one of his speeches during Obama's Visit to India on Republic Day (26th Jan. 2015). India is one of the biggest markets in the world for investment, production and marketing because India has three-D; Democracy, Demography and Demand, he said. For a newcomer in entrepreneurship, especially women and SCs/STs those never being in this sector, need greater motivation and encouragement from government and support from financial institutions.

Now in India women are making dent in all sphere of development processes of the country. The roles of women are increasing with a very slow pace in Micro, Small and Medium Enterprises as an entrepreneur. They are involved in production, manufacturing and service sectors. In the 3rd round census of MSMEs (year 2001-02) 1374.97 thousand enterprises in registered sector were there in the country. Out of which 114.36 thousand registered enterprises were owned by the women and was only 8.31 percent of the total registered enterprises. While, 1,260.69 thousand (91.69 per cent) were owned by the male candidates. The ownership of MSMEs registered enterprises among women has been increased to 156.05 thousand (10.12 per cent) during the two rounds of MSME census (2001-02 to 2006-07). The total Compound Annual Growth Rate of MSMEs in register sector has been computed to 2.33 per cent during the two points of time 3rd and 4th round of MSMEs census. In case of ownership of females in registered sector of enterprise Compound Annual Growth Rate was 6.41 per cent while in case of male CAGR was only 1.92 per cent during the same period. This paper is based on a project 'Private Enterprise Development among Schedule Castes and Schedule Tribes in India: A Comparative Study of Ownership, Productivity and Policy Implications', conducted by the authors in Giri Institute of Development Studies, Lucknow.

2. OBJECTIVES

The main objectives of this paper are to examine the following issues towards developing a pro-women policy for the enterprise development in the country:

1. Examine the Pattern of ownership of private enterprises among social groups such as gender and caste
2. Analyze the characteristics of women entrepreneur in respect of nature of enterprises, employment across U. P. and Tamil Nadu.
3. Examine State-wise Number of Women entrepreneurs in registered and un- registered sectors of MSMEs in India.
4. Examine gender and state-wise employment in registered and un-registered sectors of MSMEs in India.
5. Suggestions for the pro-poor policy including procurement by government departments for promoting enterprises among women and SCs/ STs.

3. METHODOLOGY

The study is an attempt to bring out the inequalities in the pattern of ownership of private enterprises among women and SCs/STs as compared to Others across different size groups of enterprises; across industrial categories of enterprises; and analyze employment therein by type of enterprise[1]; by source of finance[2]; and by nature of

[1]The fourth economic census provided information on employment by age and sex for private enterprises for both agricultural and non-agricultural enterprises. However, the employees were not classified by social groups. One may, nonetheless, estimate the employment figures from OAEs by social groups as this category of workers is household based.

[2] Major sources of financial assistance are various poverty alleviation programmes, borrowing from institutions, non-institutions, self-financing and others (not specified).

operation[3] based on the data brought out by the Economic Census, NSSO and MSME Census. The focus of the study is to analyze the relative situation of the deprived social groups in comparison to the 'others' with respect to ownership of business and employment. For this purpose, a parity index/ratio has been used to reflect the relative deprivation of the social groups in comparison to the others. Further, variation in the ownership of business has been analyzed by working out the growth rates between 1990, 1998 and 2004-05.

4. SAMPLE SIZE

The study has taken a sample of 290 entrepreneurs by using random sampling technique in different industrial locations in urban areas in Uttar Pradesh and Tamil Nadu. The sample consists 38 women owned enterprises and 252 men owned enterprises taken. Further sample consists of 147 SC, 83 OBC and 60 other entrepreneurs. For the purpose a well-structured schedule/ questionnaire has been developed. The objective is to analyze the nature and forms of discrimination, which SCs/STs face in business ownership and role of social networks in business development in a comparative framework.

5. DATA ANALYSIS

5.1. Number of Women Enterprise in Registered Sector

The total number of registered enterprises in India in 3rd round of MSME census, were 13, 48,451 out of which 1, 35,028 (10.01 per cent) were owned by female entrepreneurs and 12, 13,423 (89.99 per cent) were owned by male entrepreneurs. The highest numbers of enterprise owned by women were in Kerala in the country in 3rd MSMEs census followed by Tamil Nadu 19.70 per cent and Uttar Pradesh 5.29 per cent. In 4th round of MSME census, the number of women registered entrepreneurs increased to 15, 42,492 out of which 2,12,870 (13.80 per cent) were owned by female entrepreneurs and 13, 29,556 (86.20 per cent) were owned by male entrepreneurs. The highest numbers of enterprise owned by women were in Tamil Nadu and were 25.63 per cent of the total enterprise owned by women in the country in 4th MSMEs census followed by Kerala and Uttar Pradesh 3.91 per cent. The Compound Annual Growth Rate (CAGR) of ownership among women entrepreneurs during the two periods of time 2001-02 to 2006-07 (3rd& 4th round of MSMEs Census) was 9.53 per cent in India. The highest growth was observed in the State of Gujarat, which was 36.86 per cent (Table-2).

Table-2: Number of Women Enterprise (Registered Sector)

State/ UTs	3rd Registered Sector			4th Registered Sector			Compound Annual Growth Rate (%)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Delhi	561 (0.42)	6716 (0.55)	7277 (0.54)	332 (0.16)	2870 (0.22)	3202 (0.21)	-9.96	-15.64	-15.14
Uttar Pradesh	7142 (5.29)	155536 (12.82)	162678 (12.06)	8320 (3.91)	177996 (13.39)	186316 (12.08)	3.10	2.73	2.75
Gujarat	4871 (3.61)	132656 (10.93)	137527 (10.20)	23391 (10.99)	206244 (15.51)	229635 (14.89)	36.86	9.23	10.80
Tamil Nadu	26604 (19.70)	152781 (12.59)	179385 (13.30)	54555 (25.63)	178918 (13.46)	233473 (15.14)	15.45	3.21	5.41
All India	135028 (100.00)	1213423 (100.00)	1348451 (100.00)	212870 (100.00)	1329556 (100.00)	1542492 (100.00)	9.53	1.84	2.73

Source: MSMEs Census III & IV Round (Figures in bracket shows percentage)

[3] Based on the nature of operation, enterprises are classified into two groups, namely, perennial and non-perennial.

5.2. Number of Women Enterprise in Unregistered Sector

The total number of, unregistered enterprises in India in 3rd round of MSMEs census were 1,97,80,445 out of which 18,06,002 (9.13 per cent) were owned by female entrepreneurs and 12,13,423 (90.87 per cent) were owned by male entrepreneurs. The highest numbers of enterprise owned by women were in Kerala, in 4th round of MSMEs census followed by Tamil Nadu 11.13 per cent and Uttar Pradesh 7.07 per cent. In 4th round of MSME census the number of women registered entrepreneurs increased to 1,97,80,445 out of which, 18,06,002 (9.13 per cent) were owned by female entrepreneurs and 1,79,74,443 (90.87 per cent) were owned by male entrepreneurs. The highest numbers of unregistered enterprise owned by women were in Tamil Nadu and were 16.75 per cent of the total enterprise owned by women in the country in 4th MSMEs census followed by Uttar Pradesh 4.13 per cent. The Compound Annual Growth Rate (CAGR) of ownership among women entrepreneurs during the two periods of time 2001-02 to 2006-07 (3rd& 4th round of MSMEs Census) was 14.29 per cent in India (Table-3).

Table-3: Number of Women Enterprise (Unregistered Sector)

State/ UTs	3rd Unregistered Sector			4th Unregistered Sector			Compound Annual Growth Rate (%)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Delhi	13816 (1.49)	155904 (1.90)	169720 (1.86)	19066 (1.06)	149026 (0.83)	168092 (0.85)	6.65	-0.90	-0.19
Uttar Pradesh	65516 (7.07)	1479523 (18.00)	1545039 (16.89)	74636 (4.13)	2156099 (12.00)	2230735 (11.28)	2.64	7.82	7.62
Gujarat	48791 (5.27)	342985 (4.17)	391776 (4.28)	56600 (3.13)	1246011 (6.93)	1302611 (6.59)	3.01	29.43	27.16
Tamil Nadu	103107 (11.13)	504826 (6.14)	607933 (6.65)	302549 (16.75)	1515259 (8.43)	1817808 (9.19)	24.02	24.59	24.49
All India	926187 (100.00)	8220034 (100.00)	9146221 (100.00)	1806002 (100.00)	17974443 (100.00)	19780445 (100.00)	14.29	16.94	16.68

Source: MSMEs Census III & IV Round

(Figures in bracket shows percentage)

5.3. Gender wise Employment in Registered Sector

The Micro, Small and Medium Enterprises sector is one of the most vital sectors of the Indian Economy in terms of employment generation, the strong entrepreneurial base it helps to create and its share in production. To generate employment opportunity in different sectors of the country for growing labour force is a big challenge all over the world especially in developing countries like India. In India the employment through MSMEs is one of the biggest sources for creating jobs just after the agriculture. MSME is providing employment to both the gender in the country. According to 3rd round of MSMEs Census a total number of 61,63,438 persons were employed in MSMEs registered sector. Out of this 51, 88,726 (84.18 per cent) were male and 9, 74,712 (15.82 per cent) were female. After a gap of five years in the year 2006-07, (in 4th round MSMEs census) a total number of employments rose to 90, 74,733 persons, which was a rise of 67.92 per cent over this period. Out of these total employees, 71, 99,636 (79.33 per cent) were male and 18, 75,559 (20.67 per cent) were female (Table-4).

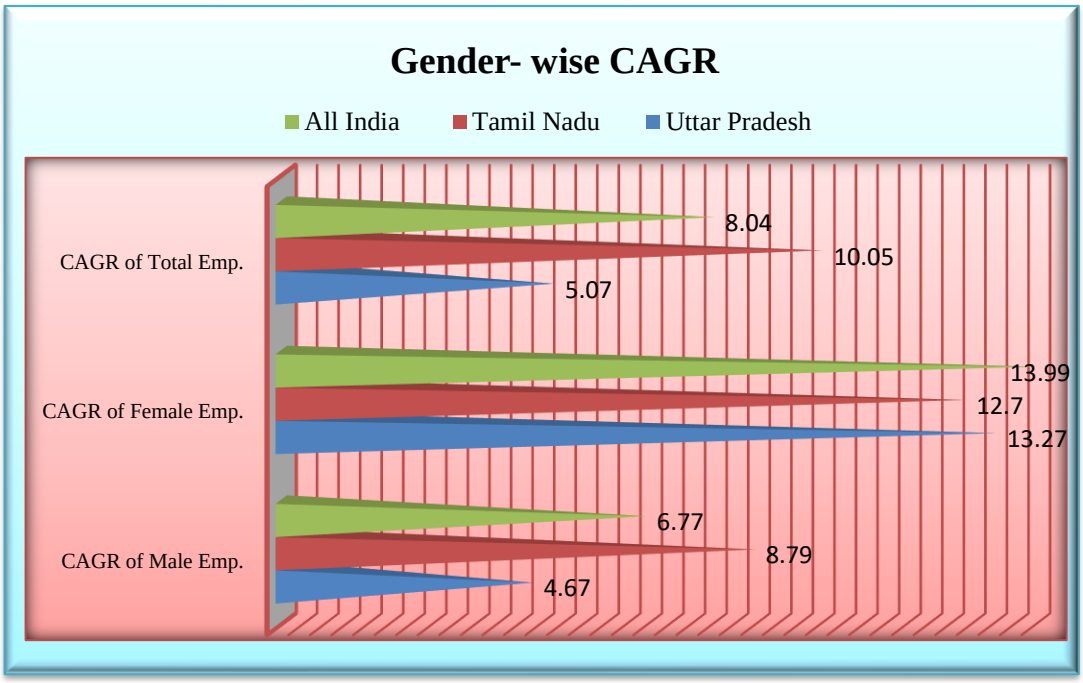
Table-4: Gender wise Employment (Registered Sector)

State/ UTs	3rd Round Registered Sector			4th Round Registered Sector			Compound Annual Growth Rate (%)		
	Male Emp.	Female Emp.	Total Emp.	Male Emp.	Female Emp.	Total Emp.	Male Emp.	Female Emp.	Total Emp.
Delhi	80173 (1.55)	6306 (0.65)	86480 (1.40)	44842 (0.62)	2530 (0.13)	47372 (0.52)	-10.97	-16.69	-11.34
Uttar Pradesh	558304 (10.76)	23506 (2.41)	581810 (9.44)	701287 (9.74)	43834 (2.34)	745121 (8.21)	4.67	13.27	5.07
Gujarat	537575 (10.36)	41188 (4.23)	578763 (9.39)	966123 (13.42)	277801 (14.81)	1243924 (13.71)	12.44	46.48	16.54
Tamil Nadu	611140 (11.78)	270934 (27.80)	882074 (14.31)	931334 (12.94)	492601 (26.26)	1423935 (15.69)	8.79	12.70	10.05
All India	5188726 (100.00)	974712 (100.00)	6163438 (100.00)	7199636 (100.00)	1875559 (100.00)	9074733 (100.00)	6.77	13.99	8.04

Source: MSMEs Census III & IV Round

(Figures in bracket shows percentage)

Figure-2: State & Gender- wise Employment in Registered Sector



The overall employment in MSMEs registered sector has been increased in India with a Compound Annual Growth Rate (CAGR) of 8.04 per cent. The growth rate of employment in this sector was higher among female and was 13.99 per cent as compare to male, which was 6.77 per cent during 3rd and 4th round of MSME Census. In 4th round of MSME census the number of female employees in absolute numbers increased but the percentage share among total female employee of the country has been reduced to 26.26 per cent (figure 2).

5.4. Gender wise Employment in Unregistered Sector

The unregistered sector of MSMEs is providing more employment as compare to registered sector of MSMEs. This is due to the reason that most of the MSME units (around 90 per cent) are not registered. According to 3rd round of MSMEs Census a total number of 1, 87, 69,284 persons were employed in unregistered MSMEs sector. Out of this 1, 64, 26,503 (87.52 per cent) were male and 23, 42,781 (12.48 per cent) were female. After a gap of five years in the year 2006-07, (in 4th round MSMEs census) a total number of employments rose to 4,08,83,881 persons, which was a rise of 45.91 per cent over these two-census period. Out of these total employees, 3, 55, 60,075 (86.98 per cent) were male and 53, 23,806 (13.02 per cent) were female (Table-5).

The overall employment in MSMEs unregistered sector has been increased in India with a Compound Annual Growth Rate (CAGR) of 16.85 per cent. The growth rate of employment in this sector was more or less similar among males and females. It was 16.70 per cent of male and 17.84 per cent during 3rd and 4th round of MSME Census. The growth rate of employment in this sector during these two Census periods was even negative in case of male employment in States/ UTs, like Delhi (-1.35 per cent).

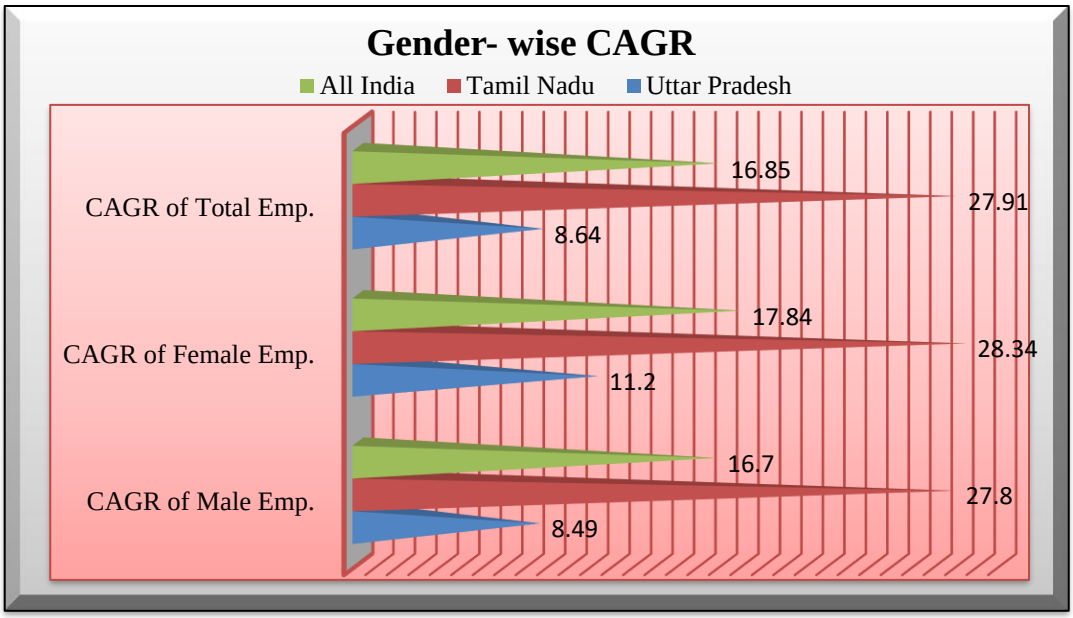
Table-5: Gender wise Employment (Unregistered Sector)

State/ UTs	3rd Round Unregistered Sector			4th Round Unregistered Sector			Compound Annual Growth Rate (%)		
	No. of Male Emp.	No. of Female Emp.	No. of Total Emp.	No. of Male Emp.	No. of Female Emp.	No. of Total Emp.	Male Emp.	Female Emp.	Total Emp.
Delhi	504633 (3.07)	35798 (1.53)	540431 (2.88)	471489 (1.33)	122835 (2.31)	594324 (1.45)	-1.35	27.97	1.92
Uttar Pradesh	3239646 (19.72)	180919 (7.72)	3420565 (18.22)	4867997 (13.69)	307572 (5.78)	5175569 (12.66)	8.49	11.20	8.64
Gujarat	607922 (3.70)	79990 (3.41)	687912 (3.67)	2090598 (5.88)	106372 (2.00)	2196970 (5.37)	28.02	5.87	26.14
Tamil Nadu	913004 (5.56)	223049 (9.52)	1136054 (6.05)	3112859 (8.75)	776618 (14.59)	3889477 (9.51)	27.80	28.34	27.91
All India	16426503 (100)	2342781 (100)	18769284 (100)	35560075 (100)	5323806 (100)	40883881 (100)	16.70	17.84	16.85

Source: MSMEs Census III & IV Round

(Figures in bracket shows percentage)

Figure- 3: State & Gender- wise Employment in Unregistered Sector



5.5. Gender wise Percentage of Entrepreneurship in India

According to Sixth Economic Census released by the Ministry of Statistics and Programme Implementation, women constitute around 14% of the total entrepreneurship i.e. 8.05 million out of the total 58.5 million entrepreneurs, noted the Vice President of India, M. Venkaiah Naidu. Out of this, 2.76 million women constituting 13.3% of women entrepreneurs work in agriculture sector whereas 5.29 million women constituting more than 65% work in non-agriculture sector. The average employment in women-owned enterprises is meagre 1.67.

He said further that empowerment of women is central to achieving the objective of inclusive, equitable and sustainable development and it is not only a national goal but also a global agenda. He was addressing the gathering after inaugurating the International Conference on 'Empowering Women: Fostering Entrepreneurship, Innovation and Sustainability'.

6. PRIMARY DATA BASED INFORMATION ON MSMES

6.1. Gender- Wise Owners of Sampled Enterprises in India

A total number of 240 enterprises from six districts namely Agra, Barabanki, Ghaziabad, Kanpur, Lucknow and Noida (40 from each district) in Uttar Pradesh and 50 enterprises from Coimbatore of Tamil Nadu have been surveyed. Altogether, 290 enterprises have been concerted to procure primary data and information through well structure schedule. Out of which 252 (86.90 per cent) of owners of the enterprises were male and 23 (13.10 per cent) were female. In U.P. Kanpur was the district, which was having maximum number of female owners of the enterprise and was 15 per cent out of total units. In Noida we could be able to contact only 2.50 per cent of the total units those were owned by female. From Tamil Nadu we have taken surveyed one district- Coimbatore as our sample district and we have concerted 50 enterprises over there. Out of these total enterprises 40 per cent were owned by female owners table-6.

Table-6: Gender-wise Owners of Sampled Enterprise in U. P. and Tamil Nadu

District Name	Gender of Owners		Total
	Male	**Female**	
Agra	38 (95.00)	2 (5.00)	40 (100.00)
Barabanki	37 (92.50)	3 (7.50)	40 (100.00)
Ghaziabad	38 (95.00)	2 (5.00)	40 (100.00)
Kanpur	34 (85.00)	6 (15.00)	40 (100.00)
Lucknow	36 (90.00)	4 (10.00)	40 (100.00)
Noida	39 (97.50)	1 (2.50)	40 (100.00)
Coimbatore	30 (60.00)	20 (40.00)	50 (100.00)
Total	252 (86.90)	38 (13.10)	290 (100.00)

Source: Field Survey 2014-15

(Figures in bracket shows percentage)

6.2. Gender- Wise Employees in Sample Enterprise

The total numbers of 4,920 employees in 290 sampled enterprises of seven districts were working. Out of these 4533 (92.13 per cent) were male employee and only 387 (7.87 per cent) were female employee. The percentage-wise (33.72 per cent of the district) highest female employees were employed in Coimbatore district of Tamil Nadu. In the district of Uttar Pradesh, employment percentage of female workers as compare to male workers was found very poor in the comparison of district Coimbatore of Tamil Nadu. Percentage-wise Lucknow district was providing highest employment (9.73 per cent of the district) to female worker in the enterprises followed by Agra 8.85 per cent, Kanpur 7.47 per cent, Ghaziabad 6.76 per cent, Noida 5.71 per cent and in Barabanki 4.23 per cent female were employed in MSME sectors.

Table-7: Gender- Wise Employees in Sample Enterprise in U. P. and Tamil Nadu

District Name	Male Employee	Female Employee	Total
Agra	731 (91.15)	71 (8.85)	802 (100.00)
Barabanki	612 (95.77)	27 (4.23)	639 (100.00)
Ghaziabad	965 (93.24)	70 (6.76)	1035 (100.00)
Kanpur	644 (92.53)	52 (7.47)	696 (100.00)
Lucknow	427 (90.27)	46 (9.73)	473 (100.00)
Noida	1040 (94.29)	63 (5.71)	1103 (100.00)
Coimbatore	114 (66.28)	58 (33.72)	172 (100.00)
Total	4533 (92.13)	387 (7.87)	4920 (100.00)

Source: Field Survey 2014-15

(Figures in bracket shows percentage)

6.3. Gender-wise Number of Managerial Employees

A total number of 290 managerial staff is appointed in different enterprises of the sampled units of the seven sample districts. In Agra 39, in Barabanki 28, in Ghaziabad 53, in Kanpur 46, in Lucknow 36, in Noida 72 and in Coimbatore 16 managers were employed. Only in 50 (17.24 per cent) females were holding managerial positions in the enterprises and also managing all kinds of managerial activities. 240 (82.76 per cent) male candidates were working on managerial position in the enterprises. The highest numbers of females 14 were employed on managerial position in Noida district, 11 in Ghaziabad of Uttar Pradesh followed by 9 in Coimbatore of Tamil Nadu, 6 in Kanpur, 4 each in Agra and Lucknow and 2 in Barabanki of Uttar Pradesh. The highest numbers of males 58 were employed on managerial position in Noida followed by 42 in Ghaziabad, 40 in Kanpur, 35 in Agra, 32 in Lucknow and 26 in Barabanki district of Uttar Pradesh. The least number of 7 males on managerial position were employed in Coimbatore district of Tamil Nadu Table-8.

Table-8: Gender-wise Number of Managerial Employees in U. P. and Tamil Nadu

District Name	Managerial Employee Male	Managerial Employee Female	Total
Agra	35 (89.74)	4 (10.26)	39 (100.00)
Barabanki	26 (92.86)	2 (7.14)	28 (100.00)
Ghaziabad	42 (79.25)	11 (20.75)	53 (100.00)
Kanpur	40 (86.96)	6 (13.04)	46 (100.00)
Lucknow	32 (88.89)	4 (11.11)	36 (100.00)
Noida	58 (80.56)	14 (19.44)	72 (100.00)
Coimbatore	7 (43.75)	9 (56.25)	16 (100.00)
Total	240 (82.76)	50 (17.24)	290 (100.00)

Source: Field Survey 2014-15

(Figures in bracket shows percentage)

6.4. Gender-wise Number of Owner's Family Member Employees

A total number of 347 family members of owners of the enterprises were also employed on full time and part time basis. Out of these 275 were full time and 72 were part time basis employed. Among full time basis employed 250 were male and 25 were female and those were part time basis employed 61 were male and 11 were female employee Table-9.

Table-9: Owner's Family Members Employee in U. P. and Tamil Nadu

District Name	Full Time Basis		Total	Part Time Basis		Total
	Male	**Female**		**Male**	**Female**	
Agra	54 (91.53)	5 (8.47)	59 (100.00)	4 (100.00)	--	4 (100.00)
Barabanki	45 (95.74)	2 (4.26)	47 (100.00)	11 (91.67)	1 (8.33)	12 (100.00)
Ghaziabad	40 (93.02)	3 (6.98)	43 (100.00)	5 (83.33)	1 (16.67)	6 (100.00)
Kanpur	24 (82.76)	5 (17.24)	29 (100.00)	8 (88.89)	1 (11.11)	9 (100.00)
Lucknow	57 (91.94)	5 (8.06)	62 (100.00)	5 (100.00)	--	5 (100.00)
Noida	28 (93.33)	2 (6.67)	30 (100.00)	11(100.00)	--	11 (100.00)
Coimbatore	2 (40.00)	3 (60.00)	5 (100.00)	17 (68.00)	8 (32.00)	25 (100.00)
Total	250 (90.91)	25 (9.09)	275(100.00)	61 (84.72)	11 (15.28)	72 (100.00)

Source: Field Survey 2014-15

(Figures in bracket shows percentage)

6.5. Caste and Gender-wise Number of Full Time Employees in Sample Units

In 290 sampled enterprises a total number of 4306 employees were working in full time capacity. Out of these 3760 were male employee and 546 were female employee. Among male fulltime employees 1268 (33.72 per cent) were SC, 24 (0.64 per cent) were ST, 1338 (35.59 per cent) were OBC, 522 (13.88 per cent) were Muslim and 608 (16.17 per cent) were belonging to general caste. Among full time female employee 182 (33.33 per cent) were SC, 2 (0.37 per cent) were ST, 152 (27.84 per cent) were OBC, 94 (17.22 per cent) were Muslim and 116 (21.25 per cent) were found general caste Table- 10.

Table-10: Number of Full Time Employees in U. P. and Tamil Nadu

District Name	Full Time Employees- Male					Total
	SC	**ST**	**OBC**	**Other**	**Muslim**	
Agra	286 (46.20)	--	191 (30.86)	59 (9.53)	83 (13.41)	619 (100.00)
Barabanki	116 (35.26)	7 (2.13)	98 (29.79)	39 (11.85)	69 (20.97)	329 (100.00)
Ghaziabad	284 (31.87)	--	348 (39.06)	196 (22.00)	63 (7.07)	891 (100.00)
Kanpur	178 (40.64)	--	153 (34.93)	47 (10.73)	60 (13.70)	438 (100.00)
Lucknow	103 (24.24)	1 (0.24)	155 (36.47)	77 (18.12)	89 (20.94)	425 (100.00)
Noida	224 (23.43)	15 (1.57)	374 (39.12)	187 (19.56)	156 (16.32)	956 (100.00)
Coimbatore	77 (75.49)	1 (0.98)	19 (18.63)	3 (2.94)	2 (1.96)	102 (100.00)
Total	1268 (33.72)	24 (0.64)	1338 (35.59)	608 (16.17)	522 (13.88)	3760 (100.00)
Full Time Employees- Female						
Agra	24 (33.33)	--	19 (26.39)	16 (22.22)	13 (18.06)	72 (100.00)

Barabanki	34 (27.64)	1 (0.81)	32 (26.02)	29 (23.58)	27 (21.95)	123 (100.00)
Ghaziabad	17 (26.98)	--	24 (38.09)	12 (19.05)	10 (15.87)	63 (100.00)
Kanpur	31 (29.52)	--	28 (26.67)	22 (20.95)	24 (22.86)	105 (100.00)
Lucknow	16 (35.56)	--	17 (37.78)	8 (17.78)	4 (8.89)	45 (100.00)
Noida	27 (29.67)	--	26 (28.57)	25 (27.47)	13 (14.29)	91 (100.00)
Coimbatore	33 (70.21)	1 (2.13)	6 (12.77)	4 (8.51)	3 (6.38)	47 (100.00)
Total	182 (33.33)	2 (0.37)	152 (27.84)	116 (21.25)	94 (17.22)	546 (100.00)

Source: Field Survey 2014-15

(Figures in bracket shows percentage)

6.6. Caste and Gender-wise Number of Part Time Employees in Sample Units

In 290 sampled enterprises a total number of 614 employees were working in part time capacity. Out of these 318 were male employee and 296 were female employee. Among male part time employees 89 (27.99 per cent) were SC, 77 (24.21 per cent) were OBC, 74 (23.27 per cent) were Muslim and 78 (24.53 per cent) were belonging to general caste. Among part time female employee 96 (32.43 per cent) were SC, 2 (0.68 per cent) were ST, 78 (26.35 per cent) were OBC, 58 (19.59 per cent) were Muslim and 62 (20.95 per cent) were found general caste female Table- 11.

Table-11: Number of Part Time Employees in U. P. and Tamil Nadu

District Name	Part Time Employees- Male					Total
	SC	**ST**	**OBC**	**Other**	**Muslim**	
Agra	14 (24.56)	--	16 (28.07)	13 (22.81)	14 (24.56)	57 (100.00)
Barabanki	26 (27.66)	--	24 (25.53)	22 (23.40)	22 (23.40)	94 (100.00)
Ghaziabad	11 (25.58)	--	9 (20.93)	13 (30.23)	10 (23.26)	43 (100.00)
Kanpur	18 (23.68)	--	15 (19.74)	22 (28.95)	21 (27.63)	76 (100.00)
Lucknow	1 (50.00)	--	1 (50.00)	--	--	2 (100.00)
Noida	9 (32.14)	--	8 (28.57)	6 (21.43)	5 (17.86)	28 (100.00)
Coimbatore	10 (55.56)	--	4 (22.22)	2 (11.11)	2 (11.11)	18 (100.00)
Total	89 (27.99)	--	77 (24.21)	78 (24.53)	74 (23.27)	318 (100.00)

Part Time Employees- Female						
Agra	17(31.48)	--	13(24.07)	11(20.37)	13(24.07)	54(100.00)
Barabanki	26(27.96)	2(2.15)	25(26.88)	19(20.43)	21(22.58)	93(100.00)
Ghaziabad	14(36.84)	--	9(23.68)	7(18.42)	8(21.05)	38(100.00)
Kanpur	24(31.17)	--	22(28.57)	19(24.68)	12(15.58)	77(100.00)
Lucknow	1(100.00)	--	--	--	--	1(100.00)
Noida	11(39.29)	--	8(28.57)	5(17.86)	4(14.29)	28(100.00)
Coimbatore	3(60.00)	--	1(20.00)	1(20.00)	--	5(100.00)
Total	96(32.43)	2(0.68)	78(26.35)	62(20.95)	58(19.59)	296(100.00)

Source: Field Survey 2014-15

(Figures in bracket shows percentage)

7. POLICY FRAME FOR THE DEVELOPMENT OF WOMEN ENTREPRENEURS IN MSMES

The role of the MSME is primarily to assist the States/Union Territories in their efforts to promote growth and development of MSMEs. The main focus of the schemes/ programmes undertaken by the organizations of the Ministry is thus to provide/facilitate provision of a wide range of services and facilities required for accelerating the growth of MSMEs. The schemes/programmes generally focus on capacity building in State/ Regions; nevertheless, there are a few schemes/programmes, which are individual beneficiary oriented. While, there are no specific reservations for women, in the latter, there are some concessions/incentives available under these programmes for the benefit of women entrepreneurs. In respect of entrepreneurship/ skill development training programmes, under the National Awards for Entrepreneurial Development (Quality Products) and Trade Related Entrepreneurship Assistance & Development (TREAD) Programme for Women, the necessary guidelines have been issued and specific reservation provided for women. The industrial policies of the Government announced from time to time, have laid considerable emphasis on promotion of women entrepreneurship, particularly among first generation women entrepreneurs, through various training and support services. Special attention is being given by organizing exclusive Entrepreneurship Development Programmes (EDPs) for women.

The scheme envisages economic empowerment of women through development of their entrepreneurial skills in non-farm activities. The Government's grants up to 30% of the total project cost is provided to the Non-Government Organizations (NGOs) for promoting entrepreneurship among women. The remaining 70% of the project cost is financed by the lending agency as loan for undertaking activities as envisaged in the project. Further, Government grants up to Rs.1 lakh per programme is provided to training institutions/ NGOs for imparting training to the women entrepreneurs. Besides, need-based grants up to Rs. 5 lakhs may also be provided to national level EDIs and other reputed institutions, for undertaking field surveys, research studies, evaluation studies, designing of training modules etc. Mahila (Woman) Coir Yojana is a woman-oriented self-employment scheme in the coir industry, which provides self-employment opportunities to the rural women artisans in regions producing coir fiber. The scheme envisages distribution of motorize spinning wheel for spinning coir yarn to women artisans after giving training. Women spinners are trained for two months in spinning coir yarn on motorized spinning wheel at the Coir Board's training centres. A stipend of Rs. 500/- p.m. is also paid to the trainees. The Coir Board provides motorize spinning wheel / motorized traditional spinning wheel at 75% cost subsidy, subject to a maximum ceiling of Rs. 7,500/- for motorized spinning wheel and Rs. 2,925/- for traditional spinning wheel.

8. SUGGESTIONS

MSMEs sector is providing opportunity to all persons those are willing to start their own business and to become an entrepreneur particularly in case of females and SCs/ STs. This sector open gate for better life and provides

opportunity to become a job provider instead of job seeker. To promote micro and small enterprises (MSEs), government has taken an initiative (NSS 68th Round July 2011- June 2012), to procure 20 per cent of its total purchases from these enterprises. It also earmarks 20 per cent of such procurements from the MSESs owned by women and SCs/STs. This policy initiative is being considered a major milestone in promoting the development of enterprises among the female and SCs/STs. However, centrally sponsored schemes are playing role to promote MSME in general but to promote female and SCs/STs entrepreneurship is still required more support from central and state government particularly at local level. All sort of facilities i.e. land, capital, technological support and training, marketing etc. should be provided to promote female and SCs/STs entrepreneurship by the government under the single umbrella or roof system.

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PAPER – 02

TRANSGENDER CITIZENSHIP GAPS BEING BRIDGED: INDICATION OF PARADIGM IDEOLOGICAL SHIFT AT COGNITION LEVEL FOR THE THIRD GENDER COMPEER AMONG THE STUDENTS OF PANJAB UNIVERSITY CHANDIGARH – A QUALITATIVE STUDY

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ABSTRACT

INTRODUCTION

“There would be haters, there would be doubters, there would be non-believers, and then there will be you proving them wrong," the saying has been proven apt by the transgender students of Panjab University Chandigarh India. The increasing number of Transgender students in the University campus, captured the attention of the researchers and they got urge to peep into their life and to study the Challenges faced by the transgender students of Panjab University Chandigarh. The researchers also desired to get insight about the level of acceptance at the cognition level, for the third gender co-fellows, among the students of Panjab University Chandigarh.

OBJECTIVES

The objectives of the study was to study the Challenges faced by the Transgender individuals, the Provisions made by Chandigarh Administration and the University Campus, the attitude of the Students of the University towards their Transgender Compeer and to study the opinion of the Transgender students of Panjab University Chandigarh.

METHODOLOGY

A pilot study was conducted in which five transgender students of the University were interviewed personally to fetch the valuable information with respect to the desired objectives and the information from the two hundred and sixty students of Panjab University Chandigarh with respect to their opinion about the Transgender compeer was collected with the help of self constructed questionnaire.

DATA ANALYSIS AND INTERPRETATION OF RESULTS

To the authors' surprise, a broad-minded scenario was witnessed among the students of the University as majority of the respondents came out with the positive and constructive responses. After the interview with the transgender students, it was analyzed that in spite of their rage for section 377 of IPC which criminalize them and hinders their complete citizenship status, they had lesser behavioral complaints with respect to their co-fellows and the educationists. The responses obtained from the students of Panjab University reflected the positive and receptive attitude towards their transgender compeer. This signified a paradigm shift at Cognition level for the third gender compeer among the students of Panjab University Chandigarh. This journey from resistance earlier to steady acceptance, indeed indicated a paradigm shift in the apprehension of the upcoming generation, whether influenced by the role played by the visionary social media, intellectual plays, relevant researchers, responsible writers, the stake holders and the enlightened literature being incorporated in the curriculum, which contribute as an eye-opener.

Keywords: Transgender, Cognition, Paradigm Shift, Panjab University, Chandigarh.

1. INTRODUCTION

The term Transgender is an Umbrella term, which is generally used to portray those people, whose gender individuality that is their sense of being male or female and the expression of gender is different from that of their birth sex, assigned to them. They feel that they are in the wrong body. The foremost problem they encounter is the dilemma they encounter while revealing their individuality before the social order.

“They tried to burry us but we were the seed”,the statement have been made the motto of life, by MxDhananjay Chauhan, the first Transgender Ph.D research scholar at Panjab University Chandigarh, Social and Human Rights Activist, Director at Saksham Trust NGO, Senior president at SamasyaSamadhaan Team, Member at All India De-Notified and Nomadic Tribes Welfare Sangh, Convener at the Non official members of the Executive Council at Chandigarh Transgender Welfare Board and many more. Yes these are the designations earned by a Transgender individual, though passion and determination to uplift their status and respect through education. There is a strong historical presence of transgender individuals in the Indian religious context. The several classifications under which the transgender community has been grouped are Hijras, Kinnars, Eunuchs, Kothis, Jogappas, Shiv Shakthis, Aravanis etc. The Hijras are Male Biologically, who feel themselves to be a woman and like to lead the life of a female. In Tamil Nadu region the term used for Hijras is Aravanis and in Northern India they are referred to as Kinnars. Shiv Shakthis term is used for them in Andhra Pradesh. Since Vedic period the concept of TrityaPrakrti has been the integral part of literatures. Even in the great epics The Ramayana and The Mahabharata much importance has been given to the transgender community. According to Article 14, the constitution of India guarantee, all the Citizens the Right to Equality before law. The article 15 Prohibits against any kind of discrimination. The article 21 provides the law for protection of personal life and liberty. For the transgender Community the light has come up the horizon after the Supreme Court, in the year 2014, provided the lawful recognition to the third gender in India which was a crucial step towards amplified acceptance for the large but marginalized transgender population in India. In the year 2018, Supreme Court of India made a landmark decision, which ruled that the gay sex in India would no longer be a criminal offence. This judgment overturned the judgment of 2013, that had upheld the law under which the gay sex was considered as an unnatural offence. The Supreme court of India also ruled that the discrimination on the basis of sexual orientation would be the fundamental violation of rights and would be punishable. But acceptance in the mind of the people is still awaited.

A rigorous review of literature related to transgender was done, out of which a few studies have been mentioned. Gagne, Tewksbury, and McGaughy (1997) studied the social pressure that influence the transgender individuality formation through investigation of the coming out experiences for the transgender population. The extension of this study (1998) explored the social perspective in which transgender persons resist the norm-based expectations of gender and sex. The reason of the study was to observe the ways in which transgender individuals challenge the assumption of the connection between gender and sex. Sureshkrishna and Babu (2018) examined the diversity and the quality of life among the transgender population in India and how to augment their life from isolation, so that they get involved in the social life without any kind of fear in their mind. Drew(2018) asserted that the women colleges would face an added obstacle with respect to giving admission to the transgender students as they would not be able to provide equal opportunities to them and accommodate their needs which would be gender specific. Ferfolja (2019) in the research paper entitled Transgender people and education, elucidated about what school administrators could do to ensure that the transgender students in education are able to engage and dedicate fully. As per the analysis it has beenillustrated that there was deficit of the required resources and the policy based guiding principle for the inclusion of transgender in schools.A lot of research has been done on the transgender individuals but research still need to done on the status of the transgender individuals at the educational institutes.

2. RATIONALE OF THE STUDY

The increasing number of Transgender students in thePanjab University campus, captured the attention of the researchers and they got urge to peep into their life and to study the Challenges faced by the transgender students of Panjab University Chandigarh. The researchers also desired to get insight about the level of acceptance at the cognition level, for the third gender co-fellows, among the other students of the University. After the review of related literature it was observed that ample research has been done on the transgender population but not much work has been done to highlight the situation at the Educational pivots. Researchers conducted a pilot study to get answers to the research questions which could contribute in a valuable way for the betterment of the society.

3. OBJECTIVES OF THE STUDY

The main objectives of the study were:

3.1 To study the Challenges faced by the Transgender individuals in the Social Scenario.

3.2 To study the Provisions in Chandigarh and Panjab University Campus for the Transgender Students.

3.3 To study the attitude of the Students of Panjab University towards their Transgender Compeer.

3.4 To study the opinion of the Transgender students of Panjab University Chandigarh.

4. RESEARCH DESIGN AND MEHODOLOGY

A pilot study was conducted in which five transgender students of the University were interviewed personally to fetch the valuable information with respect to the desired objectives and the information from the two hundred and sixty students of Panjab University Chandigarh with respect to their opinion about the Transgender compeer was collected with the help of self-constructed questionnaire. The study was carried over in a step wise process. In the first Step, the internet-based research including the social media, was done with respect to the transgender individuals, their living conditions, educational status, economic status, Constitutional laws, freedom and challenges they face each day. In the second Step, Personal interrogation and Interviews were organized with the five Transgender Students of Panjab University Chandigarh to get insight into their perspective and outlook towards the provisions and difficulties at Panjab University Chandigarh. In the third Step, the opinion and attitude of the Students of Panjab University towards their transgender compeer was gathered with the help of a self-constructed questionnaire, which contained the questions with respect to their opinion for the Transgender individuals. The collected data was analyzed and the results were Compiled and interpreted.

5. SAMPLING AND TOOLS USED FOR THE STUDY

The present study was delimited to all the five Transgender students of Panjab University Chandigarh. To collect the data from the other students of the University about their opinion towards their Transgender Compeer, the sample of 260 students was collected by purposive random sampling. The respondent students were mainly from the department of Human Rights, Hindi, Fashion Technology and the Social Sciences Department of the Panjab Universityas the Transgender students were studying in these departments of the University.The Interview method was used to fetch information from the Transgender students and self-constructed questionnaire was used to collect the data from the other students of the University about their opinion towards their Transgender Co-fellows in the departments of Panjab University Chandigarh.

6. THE CHALLENGES FACED BY THE TRANSGENDER INDIVIDUALS

The Transgender respondents revealed that they have to face Hetero sexist Harassment from family and relatives, Alienation from the Society and social gatherings, Lack of Specific Social Welfare Schemes and barriers to the existing Schemes, Verbal as well as Physical Abuse and Denial from the family property. Regarding the educational problems the respondents said that they have to face Bullying and Isolation in School, major Bathroom Issue, Safety on Campus, Low Enrolment and High Dropout rate. The Transgender students revealed that they are always short of the finances. Because of insufficient education and lack of opportunities for employment among transgender individuals, they are forced into begging and sex work. Some transgender persons manage to uphold their jobs in spite of disgrace and stigma at the workplace, while most of them resign due to unbearable state of affairs at the place of work.The transgender individuals face many mental health problems, like depression, anxiety and suicidal tendency. Sometimes they become the victim of Sexually Transmitted infections, viral hepatitis and HIV. They added that the life of a Transgender has been a struggle every day.

7. THE PROVISIONS MADE BY CHANDIGARH ADMINISTRATION AND PANJAB UNIVERSITY CAMPUS FOR THE TRANSGENDER STUDENTS

As per the responses of the Transgender Students of Panjab University Chandigarh a large number of provisions have been made by the Chandigarh Administration and at the Panjab University Campus to make the environment more congenial for the Transgender individuals in Chandigarh and to provide them with better educational facilities.Chandigarh has become the first Union Territory to have Transgender Welfare board.A fourteen member Transgender Welfare Board has been constituted by the Chandigarh Administration to safeguard the rights of the third gender and it would ensure that they do not face discrimination of any kind. The other states like Tamil Nadu, Kerala, Andhra Pradesh and West Bengal already had such welfare board.The administration of Chandigarh took the decision of providing transgender individuals with the option to have prefix Mx with their names at the time of filling the admission or the application forms. The applications and the admission forms now have an option for the third gender Mx along with the previous prefixes Mr, Ms and Mrs.TheLesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Pride Walk at Chandigarh is an annually held march, which is conducted as part of the festival named Garvotsava, which is celebrated as a pride week by theLesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) in Chandigarh. The aim of this particular event is to celebrate and to bring together the members of the community and their supporters. Chandigarh has been the first city in the North India after Delhi to have pride march every year since 2013.

The Administration of Chandigarh has stated the proposal of allotting stall to the transgender community, as a part of the awareness with respect to the Transgender Welfare Board.It also aims to spread awareness amongst the UT's strong transgender community that a welfare board exists for their convenience. The Postgraduate Institute of Medical Education and Research (PGIMER)have given the proposal for free of cost treatment for Transgender Community.The Transgender individuals who wish to get their sex reassignment surgeries done could come and seek support for it at the Postgraduate Institute of Medical Educations and Research.The Panjab University Chandigarh has approved the full fee concession for the transgender students**.** However, there is a clause that they cannot participate in any kind protests. The full fee waiver started from the session 2018-19.MxDhananjay Chauhan, an active transgender student of department of Human Rights Panjab University Chandigarh was invited by the High Commissioner for Canada to India Nadir Patel for a dinner reception celebrating Canada and India ties on the visit of Justin Trudeau, at the residence of the High Commissioner of Canada.Panjab University Chandigarh is the first university in India which have given the provision for a separate toilet for transgender people. This has been made possible by the efforts of MxDhananjay Chauhan, the transgender student, who has been uncompromisingly fighting for a separate toilet for many years.

8. THE ATTITUDE OF PANJAB UNIVERSITY STUDENTS TOWARDS THEIR TRANSGENDER COMPEER

A survey was done by the researchers, which included responses from two hundred and sixty students studying in various departments of Panjab University Chandigarh. The responses obtained from the students were tabulated and presented in the form of Graphs.

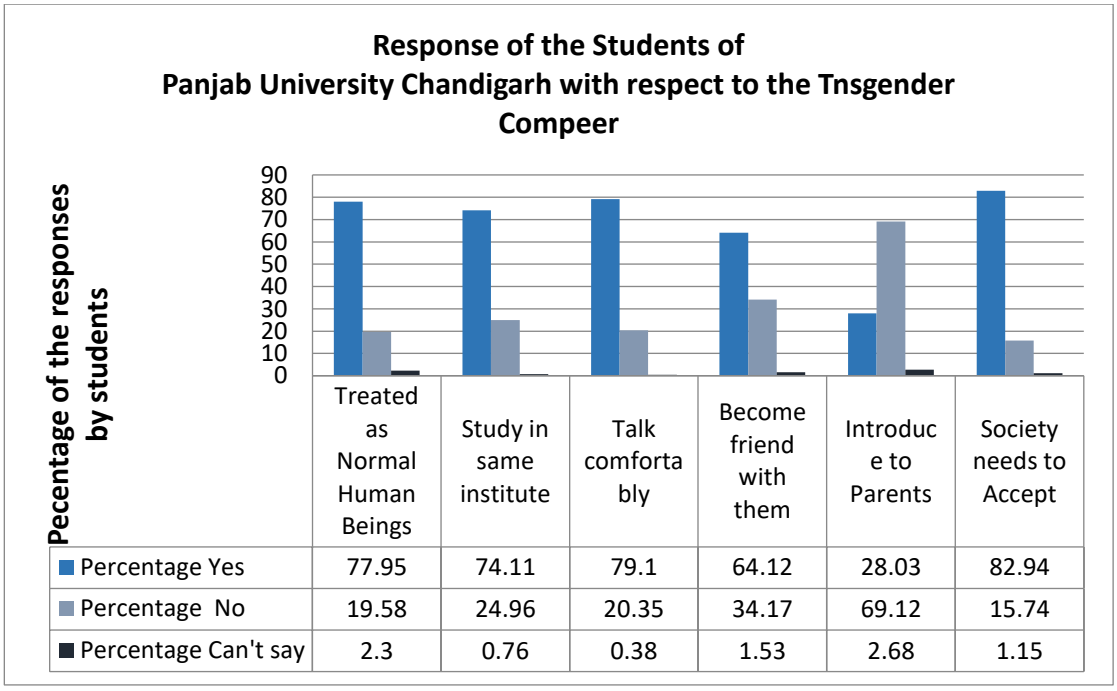
8.1 Data Analysis and Interpretation of Results:

The data collected from the students of Panjab University with respect to their opinion for Transgender co-fellows was analyzed and the results were interpreted.

Table 8.1 Showing the responses of the Students of Panjab University Chandigarh with respect to their Transgender Compeer.

Variables	*Yes Response*		*No Response*		*Can't Say*	
	Percentage	***Frequency***	***Percentage***	***Frequency***	***Percentage***	***Frequency***
Being Treated as Normal Human Beings	77.95	203	19.58	51	2.30	6
Study in same institute	74.11	193	24.96	65	0.76	2
Talk comfortably	79.10	206	20.35	53	0.38	1
Become friends with them	64.12	167	34.17	89	1.53	4
Introduce to Parents	28.03	73	69.12	180	2.68	7
Society needs to Accept	82.94	216	15.74	41	1.15	3

Figure 8.1 Graph showing the responses of the Students of Panjab University Chandigarh with respect to their Transgender Compeer.



As per the above data, collected from the students of Panjab University Chandigarh with respect to their opinion with respect to their transgender compeer, 77.9 percent of the students responded that they believe that Transgender Students are normal humans as them but 19.58 percent negated the same question and 2.3 percent were not sure about it. When asked the question that if the transgender students can study in regular educational institutes like schools and colleges, then 74.11 percent of the students responded positively, 24.96 percent believed that there should be separate institutes and 0.76 percent did not say anything. There were 79.1 percent of the respondent students who felt comfortable while talking to their transgender co-fellows whereas 20.35 percent of the respondent students were not comfortable in talking to their transgender compeer and 0.38 percent were silent for the same. When asked that if they would like to be friend with the transgender co-fellows then 64.12 percent of the respondent students were willing to be their friends but 34.17 percent students responded negatively and 1.35 percent did not answer the question. To the researchers surprise, when the respondent students were asked that if they would like to introduce their transgender co-fellows to their parents then only 28.03 percent said that they had no problem but 69.12 percent of the respondent students were not in favor. That clearly shows that eventhough as students they were in favor of accepting them as friends but where not sure about their parents approach. The ray of positivity arose when 82.94 percent students strongly believed that Social acceptance is must for the wellbeing of their transgender compeer but still 15.74 percent of the respondent students were of rigid mindset and were finding it difficult to accept the fact.

In nutshell the responses obtained from the students of Panjab University reflected the positive and receptive attitude towards their transgender compeer. Responses revealed that the majority of respondents were initially afraid of the transgender Students and were reluctant to talk to them but with the passage of time when they got to know more about them, the fear had vanished and now they feel comfortable in their company and treat them to be one of them only. They felt that the society should change the old mindset regarding transgender individuals and accept the revolutionary change which the Education has the potential to bring about. This signified a paradigm shift at Cognition level for the third gender compeer among the students of Panjab University Chandigarh.

9. TO STUDY THE OPINIONS OF THE TRANSGENDER STUDENTS OF PANJAB UNIVERSITY CHANDIGARH.

Personal interrogation and Interviews were organized with the five Transgender Students of Panjab University Chandigarh to get insight into their perspective and outlook towards the provisions and difficulties at Panjab University Chandigarh. The Opinion of the Transgender Students about the Provisions being provided by the Chandigarh Administration and Panjab University for the welfare of the Transgender Community is as under:

- **Pleased with the decision of prefix Mx. before the names of Transgender individuals.**

  The respondent transgender Students were glad that the Chandigarh administration acknowledged their demand and allowed the prefix Mx for the admission forms and applications.

- **Glad over the formation of Transgender Welfare Board:**

  The respondents were thankful to the Chandigarh Administration, director, social welfare and state legal services authority for providing equal rights to the Transgender community. The respondents find it to be a big accomplishment for their community in Chandigarh. The transgender individuals aim for the formation of similar boards in the states of Punjab and Haryana as well.

- **Always received the Support of Media:**

  The respondents said that they never protested, and the Media always supported them. It was preferred to portray their welfare activities through social media and have received much positive response.

- **A Biopic film on the life story of a Chandigarh based Transgender student:**

  The film entitled “Admitted”, isa biographical movie in which, the protagonist explains and narrates the journey in her own words, which is an eye opener movie and an accountable journey of Mx Dhananjay.

- **Demand for Separate Hostel:**

  For a long time, the transgender students had been struggling for separate hostel in Panjab University. The reason for the utmost need of the hostel as narrated by them was, that they were neither accepted by the males and nor by the females in the washrooms. Dhananjay, one of the transgender students, said that she was molested and exploited by the male students when she joined the university many years back and was subjected to ragging, therefore she had to quit her LLB course as it was difficult for her to stay in the hostel. So a separate hostel for the transgender students has been demanded.

- **Need of Transgender Cell:**

  The respondents said that they are in need of a special cell in Panjab University to deal with the cases of prejudice against them. Dhananjay, who is also the founder of an NGO, named “Saksham”, has been constantly working to reduce the troubles of the transgender individuals. Earlier she was invited to Netherlands in the year 2016 to participate in an International conference on rights of the transgender people.She has played the forward role in conducting the Pride Walk in the campus, 2017 and invited many high up personalities including Consul General of Canada, Sir Christopher Gibbins. The respondents strongly demand for the transgender cell to carry forward their activities in a smooth manner.

- **Difficulties faced by the Transgender students, when they got admission in Panjab University Chandigarh campus:**

  The respondent transgender students said that the situations were not congenial earlier especially for a person from the Trans community. They said that they had to face a lot of opposition in the beginning, but this never discouraged them. But with the passage of time they are getting more acceptance. They found more acceptances among the students of Social Science departments as compared to that of the sciences. Dhananjay, one of the respondants said that she was alone when she came here. But now there are five Trans students and next year, they have the target of ten students.

- **Kind of Struggle they face during Childhood:**

  One of the respondent transgender students, Dhananjay said that in her heart she was aware of her identity since the age of four. She added the problem was not much intense till her teenage. The struggle started when her parents started noticing and asked her to behave well and the society started behaving differently to her. Slowly the situation was suffocating, and she lived in a closet, wearing pants and shirts. The difficulties were getting added up every day. Thing were not at all easy, she said.

- **Motivation to continue the studies:**

  One of the respondent transgender students Mx Dhananjay stated that she started her college nearly at the age of 23 years due to social circumstances. Even today the people are not much receptive about transgender education, many years back the situation was worse. She said that she always felt that Education is the only tool which holds the potential to take them out of the Sufferings.She never broke the link with the education. She pursued many part time courses because it did not require her to stay in campus for long hours and she could escape the bullies. She said that now she has gathered much courage to face the world.

- **Opinion about Chandigarh as a place of living:**

  One of the respondent transgender student Dhananjay said that she had been residing in Chandigarh since her Childhood. She found it to be a far better city as compared to many other cities as the people are more educated. According to her experience the situation is really worse in the rural areas as the people there have not developed the receptive attitude towards them.

- **Perception regarding Better Life Ahead:**

  Affirmatively Dhananjay said Yes! Definitely! She said the women community in our society has also struggled a lot and now they have got their rights. She said in the same way the transgender community is struggling. According to her they got recognition only after 2014 and one cannot expect to be better in just a moment. They need to work at the grass root level. It would take time and the things will change, as they already have started, she added.

- **Upcoming Proposals**

  The respondents said that the authorities seem to be aligned towards their ideas. Now they were pitching for separate hostel for the Trans students. Proposal for the concession of fee has already been passed and they continued with the statement that, “There’s a lot more to do!”

- **Feelings of other students**

  Preet, other respondent, who is the student of Fashion and Technology Department of Panjab University, resides in a dera and the head of the derais KajalMukhi . According to her opinion they find much difficulty and face bullying at the time of elections, during which many outsiders also enter the University and they feel unsafe during that time. She added that they need reservation in various courses and departments. Also, she said that University should allocate two seats in each department for them. Another Transgender student Divya, who is the student of the Hindi Department, said that their demands are different from that of the other students. They are struggling with the identity crisis. They are seeking basic things like right to study, hostel and scholarships, as stated by Oshin, other respondent who is the student of German department, Panjab University Chandigarh. when asked, ‘Do you vision the changed society for you?', there was a pin drop silence for a while and they recalled an incident when a few days back a woman in the lavish car came to them and asked for the blessings as she could not have a child. After such incidents the foremost question that arises is that, can we expect, the things would change at society level too?

  After interacting with the Transgender Students and the other students of Panjab University Chandigarh, the researchers concluded that the change which was required urgently has started undoubtedly. But for the change to be fruitful, a number of positive inputs are required. The Change here refers to the Mind of the people. The majority of students of Panjab University opined that earlier they were afraid of the transgender Students but with the passage of time when they got to know more about them, the fear has vanished and now the feel comfortable in their company and feel them to be one of them only. Also, the Transgender individuals feel more acceptance and warmth, at Panjab University Campus as compared to the previous years. They perceive that the educated society is becoming more open minded towards them. They agree that Administration has given a lot of cooperation and support to them, but they wish for more policies in their favor.

10. THE EDUCATIONAL IMPLICATIONS

The present study has wide educational implications, some of which are as follows

(i) The present study indicates better and improved status of Transgender Students at Panjab University Chandigarh.

(ii) The present study holds implication for teachers as they get motivated by the broader outlook and thus feel more comfortable while teaching in an inclusive classroom.

(iii) The present study also holds implication for school administration. School authorities need accept the fact that the time is changing, and they need to be more receptive towards transgender students and also make other students aware about the third Gender.

(iv) The present study holds implication for curriculum framers, according to which they could frame the curriculum, providing insight about the life histories of transgender achievers.

(v) The present study holds highly useful implications for the parents as well as society as a whole, who need to have more holistic mindset and accept them as an integral part of the society.

(vi) The Present study holds implications for the policy framers as more number of policies ought to be made for the welfare of the Transgender individuals and the uplifting their educational status.

11. SUGGESTIONS FOR THE FURTHER RESEARCH

The study has been delimited with respect to the sample studied, factors controlled etc. These limitations points towards the necessity of conducting a series of research projects in the areas of research covered by the study.

(i) In the present study, the Transgender students of Panjab University were considered. The present study could be replicated on the wider sample.

(ii) This study may be extended to give adequate representation to all types of educational institutions like schools, colleges, professional degree colleges, Urban and Rural areas. There is possibility that the opinion may differ in respect to the environmental exposure and available learning conditions or opportunities.

(iii) Future research may focus on the status of job opportunities for the Transgender individuals, so that they could earn their livelihood in a respectable manner lead a dignified life in the society.

12. CONCLUSION

The receptive and empathetic mindset would create a better place for existence for the Third Creation of God, who seeks nothing more than love. We need not look at them as our deities or fear of them, but it would be enough we treat them as normal human beings and accept their individuality. One needs to acknowledge the role of transgender in each and every field so that they could come out of the bias and live a life with dignity.This journey from resistance earlier to steady acceptance, indeed indicated a paradigm shift in the apprehension of the upcoming generation, whether influenced by the role played by the visionary social media, intellectual plays, relevant researchers, responsible writers, the stake holders and the enlightened literature being incorporated in the curriculum, which contribute as an eye-opener as per the need of the hour.

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PAPER – 03

DIMENSIONS OF WORK CULTURE AMONG INDUSTRIAL WORKERS WITH SPECIAL REFERENCE TO ROHA INDUSTRIAL AREA

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INTRODUCTION

Organizations are collections of interacting and interrelated human and non-human resources working towards a common goal or set of goals within a framework of structured relationships. Work culture has recently emerged as one of the key areas of research in organizational behaviour. The organizational behaviour is concerned with all aspects of how organizations influence the behaviour of individuals and how individuals are in turn influence organizations. The question is always posed that in spite of human resources, trained manpower, technical feasibility, why our work system is so inefficient and unproductive when compared to some of the developed countries. The type of work culture that exists in within the industry influences the employee. Organizational work culture has potential influence on production, satisfaction, absenteeism, motivation, turnover and overall prosperity of the business. The impact of work culture on productivity, profits and organizational effectiveness has, in recent years, drawn the attention of top management. Work culture is unique in each organization like fingerprints and snow–flakes. Each has its own culture, traditions and methods of action.

SIGNIFICANCE OF WORK CULTURE

Sinha (1990) identified the two profiles of work culture in the Indian context, i.e. soft and synergetic work culture. In a soft work culture, work is displaced from its central place by non-work activities and interests. In general, most of the employees do not work hard and do not feel positive about work. On the contrary, in a synergetic work culture, managers believe that the organization rewards hard work, recognizes merit, and places appropriate importance on work. In such an environment, employees perform better and contribute to the organization.

For variety of reasons, organizations may not have a proper and inspiring work culture. Unhealthy work culture breeds conflict, effects on morale of the workmen and results in loss of production. No doubt, such organizations incur losses and its workmen lead a frustrated life.

STATEMENT OF THE PROBLEM

Roha is one of the Taluka place in the Raigad district. In 1973, the State Government has established Maharashtra Industrial Development Corporation in Dhatav-Roha. Many small and medium scale industries have started industrial units and running successfully over the last forty years. The total number of workers in this industrial area is near about 3000. Work culture plays a very important role in productivity, industrial peace, work behaviour, accidents, and employee satisfaction. Therefore, I have undertaken to study work culture among workers in selected industries in Roha industrial. area. Hence, the present study examines the work culture of industrial workers in Roha industrial area.

OBJECTIVES OF THE STUDY

This study is undertaken specially with the following objectives.

a) To study the various dimensions of work culture.

b) To study the work culture among employees in selected industries in Roha.

c) To suggest the measures for improving work culture among employees.

LITERATURE REVIEW

Culture is a continuous process it comes from past, adjust itself with present and prepares for future. Culture is the integrated system of learned behaviour patterns.

Shared beliefs, values norms and tradition are characteristics of the members of a particular group. It is a collective mental programming of the people in an environment and it is purely social, without even slightest element of biological inheritance. Culture consists of complex patterns explicit and implicit of and for learnt and shared behaviour acquired and transmitted by symbols.

"Sinha (1990) defines "work culture as the totality of the various levels of interacting forces around the focal concern of work". Work culture means work related activities in the framework of norms and values regarding work.

Work Culture in this context would include:

- Work related activities
- The cognitions, the affect and the values attached to them
- The normative structure within
- A setting

Work culture has been defined by *Walton (1979)* as 'the combination of attitudes, relationships, developed capabilities, habits and other behavioral patterns that characterize by dynamics of the organization'.

Peters and Waterman (1982) had stamped the casual association between culture and performance. They agreed that superior firm performance is possible only when a company moves from a pure technical and rationalist approach towards a more adaptive and humanistic approach.

According to Gandhian approach to work culture, Gandhiji was greatly influenced by the ideas of Leo Tolstoy and Ruskin. Tolstoy's emphasis on "Bread Labors" had a tremendous impact on the approach to work culture. The management and higher-level managers play a crucial role in creating and maintaining the culture. They provide a work ethic and a model.

While this may have been the case in the pre-liberalization period (1950-2001), wherein the manufacturing setups were more bureaucratic with concentration of power through central authority, the situation has vastly changed across the new manufacturing set ups of India. Faced with strong competition from MNCs entering India post liberalization, the concept of empowering its people and using them as strategic tools for survival has gained prominence (Rai 2012).

(Hofstede, 1991) in the earlier stage identified four dimensions of culture. These are individualism versus collectivism, power distance, uncertainty avoidance and masculinity and femininity.

O'Rielly, Chatman and Caldwell (1991) developed a model named as "Organizational profile Model" which is self-reporting tool which makes distinctions according seven categories: Innovation, Stability, Respect for People, Outcome Orientation, Attention to Detail, Team Orientation and Aggressiveness. The model was intended to measure association between the personalities of individuals in the organization and the organization's culture.

Pareek defines the eight dimensions relevant to ethos and root of culture for institution building. These dimensions are also known as "OCTAPACE". These dimensions are: Openness, confrontation, Trust, Authenticity, Proaction, Autonomy, Collaboration and Experimentation.

Jai B. P. Sinha (1990) was conducted the study on work culture in six organizations: a public sector fertilizer company, a co-operative fertilizer company. A public and private sector steel making company and two nationalized banking organizations. In this study, he found following aspects of work culture. 1) Centrality of Work, 2) Job Affect, 3) Time Distribution, 4) Job Clarity, 5) Hard Work and 6) Job and Life Satisfaction.

METHODOLOGY ADOPTED

From the review of literature, it is found that research scholars and authors have used a variety of dimensions to measure the work culture and study the relationship of culture and management. Some of the popular dimension that have been used in this regard are a Locus of control, Ambiguity Tolerance, Commitment to work, Loyalty to the organization, Collectivism vs. Individualism, Particularism vs. Inner directedness, Role clarity, Hard work, and Power-distance etc.

In order to identify the items of work culture in industries, exhaustive literature survey was done. On the basis of literature survey and pre testing of the questionnaire, total 22 items were chosen for the study. These items were made statements in the questionnaire. The workers of the twenty industries in Roha industrial estate were asked to rate these statements on a six-point Likert scale ranging from 1 to 6. According to that scale 6 being very much satisfied, 5 Much satisfied, 4 Somewhat satisfied, 3 Somewhat dissatisfied, 2 Much dissatisfied and 1 Very much dissatisfied.

The questionnaire was personally given to 404 workers in different twenty industrial units from Roha industrial area and their responses are collected. Table enlists all the 22 items that were made statements in the questionnaire and were used for factor analysis.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.904
Bartlett's Test of Sphericity	Approx. Chi-Square	2632.641
	Df	231
	Sig.	.000

The above table shows the Sampling Adequacy is .904 and it is significant as the value is .000.

Cronbach's alpha was calculated to measure the internal consistency and reliability of the instrument. The Cronbach alpha came as 0.894 as shown in Table 4.20, thus the instrument was considered reliable for the study.

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.894	.894	22

STATISTICAL TOOLS FOR ANALYSIS

The factor analysis was done to extract and club the items as the inter-related items of work culture are in large number. The method used for the factor analysis is Principal component Analysis and Varimax with Kaiser Normalization Rotation method.

RESULTS AND DISCUSSIONS

Factor analysis was done to extract and club the items of work culture. Principal component analysis was the method of extraction. Varimax was the rotation method. Factors and factor loading of each item are given below in Table. The table is followed by the explanation of all these five dimensions.

Factors of Work Culture with their loading

Item Sr. No.	Components				
	1	2	3	4	5
S4	.677				
S5	.655				
S6	.600				
S13		.626			
S14		.674			
S15		.772			
S20			.640		
S22			.730		
S1				.698	
S8				.669	
S2					.702
S19					.716

Source: Statistical analysis from Primary Data

DIMENSIONS OF WORK CULTURE

Factor 1: Centrality of Work

It emerged as a first factor and includes the items, the nature of your job, the degree to which you feel motivated by your job and career opportunities offered by your job. The 'centrality of work' means the importance given to work by workers. The factor loading of these both items are .677 and .600. It shows that the workers are satisfied with their job nature and career opportunities through the job. The degree to which you feel motivated by your job also reflected significant as the factor loading is .655. The feeling about the amount of work is asked through the statement whether they supposed the work is too much or less. The workers having hard working nature always keeps the work at the center and gives secondary importance to the other activities. The devotion to the work and organization can also be understood from the ratings given by the workers. 'The degree which feels extended in your job' means the level of involvement or busies in the work an employee. The rating given suggests that they think the job at a high priority and remains involved in the work.

Factor 2: Job Affect/Job Involvement

The second dimension of factor emerged from analysis is named as 'Job Affect'. Job Affect is a pure measure of how workers felt about their specific job. Out of the variety of work related measures, job affect emerged as the most significant dimension. It includes the scope your job provides to help you achieve your aspirations and ambitions, the manner in which conflicts are resolved in your organization and the amount of participation which you are given in important decision making. The ratings of workers on the scope your job provides for achieving the aspiration and ambitions are very significant as the factor loading is .674. It states that the workers are involved their job heartily and they are able to achieve the ambitions and aspirations.

The workers are also happy with the manner followed for resolving the conflicts by their organization. The loading reflected of this item is .626 which is significant. The analysis shows that the factor of participation in important decision making is very significant having the loading of .772. The opportunity for independent thought and action in the job, the opportunity of participating in the decision-making process and the encouragement from the seniors to be innovative make the participative work culture of any organization.

Factor 3: - Hard Work

'Hard work' is dimension resulted from the analysis which is the core aspect of synergic work culture. This includes the amount of work you are given to do, whether too much or too much little and the degree which feel extended in your job. These both the items show a significant feeling among the workers. If the workers like work and they have positive attitude they do feel the work allotted is too much little. The response on this feeling has a significant factor loading of .640. Secondly, the respondents were also asked about the degree which they feel extended in your job. It also shows the positive and significant value of .730 from the analysis. It means the workers have self-motivated and work centered culture which leads towards hard work.

Factor 4: - Job Clarity

'Job Clarity' is the dimension which measures the knowledge about one's job. Job knowledge involved with clarity of information about a worker's job, their duties, performance and expectation of the organization etc. This included the way information flows around in your organization and the extent to which you identify with the goals of your organization

In measuring the feeling about the way of information flows around in your organization, the workers have given very positive and significant response which has a factor loading value .698. This shows that the workers are getting the information about the happening in the organization through the various sources and they are very satisfied about this. Secondly, the extent to which you identify with the goals of your organization also has a significant value extracted from factor analysis which is .669. This suggests that the workers from are well familiar with the goals of their organizations. It is very important indicator of synergic work culture as the workers identifies the goals of organization which helps for achieving the targets given to them.

Factor 5: - Job and Life Satisfaction

This is an important and affective variable about work culture. It is a feeling of workers about the relationship between all that wants from job and life. It included your level of salary relative to the experience and your relationship with other people at work.

The most significant factor loading is shown by an item of salary level in relation with an experience having .716 factors loading. This shows that the workers very much satisfied about their monetary returns received from their organizations which results into job and life satisfaction.

This also includes the factor of relationship with other people at work. This is also very significant as its factor loading is .702. This item of work culture is very important for creating healthy or synergetic work environment. The relationship at work may be with the co-workers or with supervisors. Both the relationship at work are directly concerned with smooth operations and alternatively with growth and prosperity. The major reason people quit their jobs, according to a study, is their dissatisfaction with their supervisors. Therefore, if the relation with the co-workers and superiors are harmonious, they feel very much satisfied about their job and life too.

In brief, it is observed from the factor analysis that the above dimensions of the work culture are very significant in the Roha industrial area.

CONCLUDING REMARKS

Work culture can have potential effects on employee motivation and behaviour, so it has long been affected on outcomes such as productivity, performance, commitment, self-confidence and ethical behaviour.

Research reveals several salient factors that shape the synergic climate and work culture in an organization. The researcher has drawn some suggestions and recommendation on the basis of analysis of primary and secondary data. Review of literature also provided the inputs for recommendations. Work Culture refers to the general attitude of a group, especially the one which places high moral value on hard work. Work Culture depends on individuals and their personalities on the one side and socio-cultural environment on the other. In other words, work culture is a concept describing the subjective quality of work environment that influence the behaviour of employees within the environment. Soft work culture creates non-work atmosphere and breed conflict, affects the morale of the workmen and results in loss of production whereas synergetic or positive work culture motivates the persons, improves the morale of workmen and develops their sense of identification with the organization.

The empirical study has shown positive work culture among the workers in Roha industrial area which has resulted into higher employees' satisfaction in both the size of industries. The factors of organizational climate also supported for creating a good work culture and satisfaction among the workers except work pressures and relationship. Human resource developments through building leadership, positive attitude, creating productive work culture and innovation and use of technology have shown mixed responses by the workers. Though, there is a good work culture and high workers satisfaction which gives the higher productivity and positive workers attitude, it is necessary to have a team spirit and more devoted and hardworking approach to face the global challenges. Therefore, there is an urgent need to take some measures for human resource development and satisfaction of the workers to make the healthy work culture.

The molding of a new work culture will have to focus on the following important steps.

- *Creation of loyalty and discipline at all hierarchical levels.*
- *Promotion of cooperative teamwork*
- *Motivation to improve the activation levels of all employees*
- Make the employees more responsive to the challenges and responsibilities.

At the end, it can be concluded that the development of positive work culture is the most vital issue that must be tackled if the Indian organized sector wants to reverse the current trend of erosion of productivity, lack of innovations and the rising cost of end products.

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PAPER – 04

THE CHALLENGES OF TRADITION VERSUS MODERNITY: FROM A SOCIAL WORK PERSPECTIVE

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ABSTRACT

The advancement of Africa as a continent through globalization has brought more harm than good for folklore as an academic discipline. Daily, African culture and tradition is questioned and tested on whether it fits to be part of the changing world. Eventually, this makes folklore an endangered species as most if not all the cultural beliefs and traditions are seen to be out-dated. The instruments that are used to measure these cultural beliefs and traditions are transformation and globalisation. It, therefore, becomes a tug of war between tradition and modernity which affect other parties that are involved.

Folklore which is a discipline that is currently treated as an appendage within the disciplines such as language, indigenous knowledge systems and anthropology is now targeted. The presentation would like to demonstrate synergy between folklore and social work in which the principles of social work will then be applied and analysed in terms of the figurative language; *mmapoo ga a nyalwe.*

Keywords: Folklore, social work, tradition, modernity, globalization, transformation interdisciplinarity.

INTRODUCTION

This article seeks to explore the cultural beliefs and practices using the social work values and principles as an instrument to access considering tradition versus modernity. According to the values and principles of Social Work transformation is sin-quanon since it perpetuates the importance of treating a human being. However, what is fascinating, and challenging is that some members of society who claim to be in tune with a globalised thinking are still stuck on some of the cultural beliefs and practices, which affect social change and transformation. In this article the focus will be on the statement "***mmapoo ga a nyalwe***, with the loose translation, mother to the bull will never get married. This researcher intends working on the statement reflecting on the two different meanings that communicate orality and social change. The principles of Social Work will be applied to analyse the statement based on the following:

- The interdisciplinarity of Folklore which is in the humanities since it is an appendage in languages and social work which is in social sciences. The connection between the two disciplines breaks away the chains that existed before.
- The principles and values of Social Work raise certain arguments about the status of a human being particularly women in this case. The analysis would display as whether fairness and justice are applied to women considering what is being propagated by the principles and values of social work.

The phenomenological research approach shall be used in this article since description and interpretation are fundamental. Furthermore, the research displays itself to be a desk top research based on the research design and methodology to be used in the data collection and analysis.

OPERATIONAL CONCEPTS

The following concepts are essential in the analysis of the statement Mmapoo ga a nyalwe as it shall be presented in this article.

TRADITION

It has to do with the way or way members of a society or group of people focusing more on their behaviour. The behavioural pattern is always influenced by issues such as the belief systems and customs, looking on how people do things.

MODERNITY

It propagates for a new way of viewing as well as approaching things and issues. Modernity challenges the traditional way of doing things. It always questions how things were previously done with the intention of seeking answers and solutions on patterns and behaviour. What modernity encourages is the emancipation, total liberation which is closely associated and governed by freedom and democracy. The event of globalization makes modernity to be one of the strong pillars of social and political changes.

INTERDISCIPLINARITY

The idea of sharing and integrating knowledge is very common nowadays. In fact, the higher education sector through research and innovation strongly encourages interdisciplinarity. Through various and different approaches knowledge is shared within different disciplines. Gone are the days during which academics would claim space and ending up declaring their disciplines as a "no go zone or area." The sharing of knowledge through interdisciplinarity encourages emancipations of disciplines. As we are in the event of globalization, knowledge sharing is crucial.

SOCIAL WORK

Social work is a discipline that looks after the well-being of a human being. This is always guided by the promotion of a proper treatment of human being considering the social being and behaviour of a human being. As an academic discipline, Social work promotes social change and development, empowerment and liberation. Aspects such a fair treatment of a human being considering the various behavioural patterns are always given first preference.

THE STATUS OF WOMEN FROM TRADITIONAL AND CULTURAL POINT OF VIEW

In terms of African culture, practice, tradition and beliefs women are addressed in different ways within the society. To a large extent, women are treated as minors as compared to their counterparts. In Northern Sotho, there is a proverb that goes" Mosadi *ke ngwana*. "(A woman is a child). Children are always expected to carry out directives and instructions from their parents. Sometimes in their life stages, parents decide on their behalf on either what to eat or to put on in the form of attire. Another proverb that belittle the status of women says" *Mosadi ga a na lentšu kgorong*" (A woman cannot speak at a traditional court). Traditionally, traditional courts are meant to solve problems within the families and homesteads. Normally men dominate this traditional courts and end up passing judgement of cases. Unfortunately, a woman is not allowed to participate in this exercise, and they can only go to these courts per invitation. Another proverb to show how women are not fully recognised and treated like their counterparts who are men, it says; "Mosadi o hupa meetse" (A woman keeps water in her closed mouth). According to this proverb, a woman is supposed to keep quite even when things are not going on well within the family particularly on her side. For her is just to keep quiet and watch the space hence she is supposed to close her mouth since she opens it the water will spilt.

The three proverbs cited above shows how women were oppressed and not treated fairly within the society. Women experience a lot of condemnation which to a large extent display an element of being an oppressed member of the society. Unfortunately, men are not treated like them instead they find themselves having more privileges and end up using the opportunity as the agent of oppression. Men always find themselves on the upper edge as compared to women.

THE STATUS OF WOMEN FROM WESTERN POINT OF VIEW

The status of women from a western point of view displays a different view all together. The first distinct feature is that women are fully emancipated. Women are free to express their views and engage in various activities of their choice. Women are not in bondage, though the elements of culture and tradition sometimes attempts to bog them down. Women are given more opportunities and end up displaying their skills, abilities and knowledge in various sectors such education, politics, economics, leadership and societal changes. Women are given more opportunities and chances for development and empowerment. Always women are encouraged to perform more and challenge the view that gender is discriminatory, and it must not be allowed since it causes division within the society. The advent of globalization brought about another opportunity to women in terms of developing their skills. In attempting to support the liberation of women in the entire globe, let me cite some few feminists' quotations displaying the status and role of women within the society. The first quotation is the one by Margaret Thatcher as she says: *"If you want something said, ask a man; if you want something done, ask a woman".* Indeed, woman always want to see things happening not talk show. Woman would make sure that the family gets three meals per day by making thorough preparations despite the challenges that she might be faced with. The will always make sure that her children are clean including the garments they put on as they are going to school. Another thought-provoking quotation is by Eleanor Roosevelt supporting the good work performed by woman and it goes*:" A woman is like a tea bag- you never know how strong she is until she gets in hot water.".* Women always show their strength and personality when things are tough. Research has proved that women can live several years after the passing on of their partners something that men could not manage. When the situation they are confronted with changes and becomes hostile for her, thus when a woman would emerge very strong. This is also supported by the proverb "Mmago ngwana o swara thipa ka bogaleng". (A mother to the child holds the knife by its sharp edge/side). The risk that the mother takes for her family is compared to the ability of holding the knife by its sharp edge despite the consequences thereof. Women can go on with life, buy houses, cars and looks after their families after the divorce or the passing on of life partners.

RESULTS

ANAYLISIS OF THE FIRST VERSION OF MMAPOO GA NYALWE

The first meaning attached to the statement *Mmapoo ga nyalwe* refers to a bully woman. This woman does not respect men as she keeps on fighting them. The woman cannot stay in a marriage as she keeps on bulling the husband. Due to her canning behaviour, she is unable to survive in the marriage since she is compared to a bull which is an uncastrated bovine male animal. This animal has got a lot strength and power and can fight without any fear. Men run away from her due to her personality and character. Some women are so strong that the end up even fighting men without any fear. Mmapoo is a compound word made up of two nouns which are Mma(mother) and Poo (bull)> Mma+poo= Mmapoo (Mother to the bull). Viewing this from a cultural point of view, no man would ever dare and think of marrying a woman of this nature who is going to absolutely take power from him. Men always become free and comfortable if they are on the upper hand and not on the receiving side. Once it becomes the opposite, then no one would accept that since proverb such as *"Monna ke hlogo ya lapa*" (A man is the head of family) perpetuate the dominance of men within the family.

ANAYLISIS OF THE SECOND VERSION OF MMAPOO GA NYALWE

The second meaning attached to the statement *Mmapoo ga a nyalwe* refers to a woman who was married. Unfortunately, she came back home after lack of proper support by the husband. When this woman comes back from the marriage, she finds herself having some children and one of them happens to be a boy. The boy sees himself as a father figure in the family due to the absence of a man. How could his mother get a man to look after

her, to keep her busy while there is poo in her family. The mother ends up then referred to as mmapoo. Her son is compared to a bull, not castrated (poo) which emulates the character and behaviour of such an animal. Most bulls in different species are easily irritated, aggressive and very angry. The young man in the family of a divorced mother is seen as someone who might be possessing the characteristics of the bull. Though the young man may not be physically policing the house of the mother, the challenge is how does men visit her mother in his presence? Traditionally, when women of this nature return from their marriages, they are nicknamed a "return soldier". The woman joined the army which is marriage in this instance, unfortunately she could not cope with the challenges, toucher and trauma she went through. When a return soldier comes back home, normally the house which is the form of roundavel is the first in the entrance of the homestead. The reason for parents to allow the house to be the first is to allow any movement that comes to her without any hindrance.

TRADITION VERSUS MODERNITY

The dawn of the new democracy in South Africa brought about changes in the various spheres of life. The political emancipation of most of the Black South African community resulted in various changes that affected the life of a Black South African in toto. Besides getting an opportunity to vote, the black South Africans had an opportunity to relocate to the areas that were initially declared as white areas. Blacks had an opportunity to relocate from the townships and homelands to towns, suburbs and cities. The migration brought about social, economic and political changes within the country. Historically white schools opened doors for the previously disadvantaged.

The total transition from rural areas characterised by traditional way of doing things had to infuse the advent of modernity. Blacks and white started to freely interact with other since they are now neighbours in the suburbs and cities. One other advent of change was globalization since other foreign nationals came to South Africa for various reasons such as business, education, employment and political asylum. All these factors affected the way things were done before since business was no longer as usual.

How did tradition versus modernity affects the lives of the black south African since they are the focus or centre of the presentation. The first observation made with the Mmapoo was that most of them are educated. By having education this makes them to be self sufficient and no longer rely that much from their husband. If a woman gets divorced, she would then look for site and develop it. Alternatively, the woman would apply for a subsidy either in the former township, towns, and suburbs. There is no need for this woman to go back to the village in the rural area and end up having a roundavel that would accommodate the entire family. Woman became more emancipated and end up leading the type of life interested in without any fear.

DISCUSSION

Social Work Principles and Values

Social work is a discipline that always strive to empower and address the human social functioning hence any conduct or behaviour that is contradictory to human dignity is not promoted, can it be traditional or modern. Social work as a profession grew out of humanitarian and democratic ideals (IFSW, 2000) and is committed to focusing on social change, problem solving in human relationships and the liberation of people to enhance wellbeing (Payne, 2006.) The discussion here is about the values and principles of social work which are used to analyse the expression mmapoo ga a nyalwe. Core values have been identified throughout the history of social work as a profession and have been articulated in the codes of ethics of different countries (Fereirra and Fereirra, 2015:502). The principles and values are normally have to be uphold by social workers in executing their jobs but are not excluded from being used in analysing mmapoo ga anyalwe, since from the narration there are several factors that are in line with these principles and values. Before analyse could be make it is proper to understand what these social work values and principles entails. Not all principles and values are going to be discussed, only the ones relevant to the presentation.

Social work core values are explained and described as follows:

Social justice

Social justice is about to uphold equal rights, protection, opportunity, social benefits to everyone. Social workers advocate for social justice and fight against social injustice. They offer social support and resources for vulnerable individuals and oppressed groups. Their social change efforts are primarily focused on poverty, education, housing, unemployment and discrimination. They promote public sensitivity to social justice issues and encourage the public to embrace cultural respect and genetic diversity. Social workers ensure that their clients have access to basic services, resources and information. They promote the equality of opportunity and wholesome engagement with clients

Human dignity

Every person is unique and worthwhile. Social workers value the dignity and worth of each person. They treat each client in a compassionate and respectful way that is mindful of individual differences, cultural norms and ethnic diversity. They promote clients' socially responsible self-determination based on their individual values. Social workers strive to increase their clients' capability to change, address their own needs and become self-reliant. Social workers are always aware that they are simultaneously responsible to their clients, the law and their organization. They resolve conflicts between clients and society in ways that are respectful and socially responsible

Human Relationships

Human relationships is about the value to exchange relationships or have relationships between people. Social workers recognize the primary importance of human relationships. They understand that relationships between people are important vehicles for change, advocacy and equity. Social workers engage clients, other professionals and community program staff as partners in the healing and helping process. They improve relationships among people in order to restore and promote the functionality of clients, their families and communities. Because social work depends on the ability to maintain positive relationships with individuals who may be hostile and unreliable, social workers must be patient and communicative.

Integrity

Maintain trustworthiness. Social workers must always act in trustworthy ways. They must maintain a continual awareness of their organization's mission, their profession's values and their individual ethical standards. Social workers must honestly and responsibly conduct themselves in public to encourage their coworkers and support their organization. In order to maintain their integrity, social workers improve their work expertise through continually increasing their career competency.

The Principles of social work are explained and described as follows:

According to The Ethics of Social Work, Principles and Standards (1994) outlines that social workers serve the development of human beings through adherence to the following basic principles:

- Every human being has a unique value, which justifies moral consideration for that person
- Each individual has the right to self-fulfilment to the extent that it does not encroach upon the same right of others and has an obligation to contribute to the well-being of society.
- Each society, regardless of its form, should function to provide the maximum benefits for all of its members.
- Social workers have a commitment to principles of social justice.

- Social workers have the responsibility to devote objective and disciplined knowledge and skill to aid individuals, groups, communities, and societies in their development and resolution of personal-societal conflicts and their consequences.
- Social workers are expected to provide the best possible assistance to anybody seeking their help and advice, without unfair discrimination on the basis of gender, age, disability, colour, social class, race, religion, language, political beliefs, or sexual orientation.
- Social workers respect the basic human rights of individuals and groups as expressed in the United Nations Universal Declaration of Human Rights and other international conventions derived from that Declaration.
- Social workers pay regard to the principles of privacy, confidentiality, and responsible use of information in their professional work. Social workers respect justified confidentiality even when their country's legislation is in conflict with this demand.
- Social workers are expected to work in full collaboration with their clients, working for the best interests of the clients but paying due regard to the interests of others involved. Clients are encouraged to participate as much as possible, and should be informed of the risks and likely benefits of proposed courses of action.
- Social workers generally expect clients to take responsibility, in collaboration with them, for determining courses of action affecting their lives. Compulsion which might be necessary to solve one party's problems at the expense of the interests of others involved should only take place after careful explicit evaluation of the claims of the conflicting parties. Social workers should minimise the use of legal compulsion.
- Social work is inconsistent with direct or indirect support of individuals, groups, political forces or power-structures suppressing their fellow human beings by employing terrorism, torture or similar brutal means.
- Social workers make ethically justified decisions, and stand by them, paying due regard to the IFSW International Declaration of Ethical Principles, and to the International Ethical Standards for Social Workers adopted by their national professional association.

Analysis of Mmapogo ga e nyalwe based on the social work values and principles both from cultural and modern point of view as well as looking at the two versions of Mmapogo ga e nyalwe. Looking at status of women in the traditional and cultural part of mmapogo ga e nyalwe one would say the women human's rights were violated as the women were regarded as less important or nothing, which is what social work values advocate for. Women were not liberated as were not able to raise their own voices. Their right to self-determination as one principle of social work was violated. Looking at the three proverbs cited that, women are supposed to keep quiet in traditional court, women are given instructions as children and women are expected to keep quiet even when things are out of line proves that their right to self-determination was violated and denied. Their human and dignity value was also not considered as they value nothing before the society which was patriarchy dominated. So what can be said is, the culture and traditional practices undermine the worth and dignity of women as they called them names and deny them opportunities. As per the principle of social work every human being has a unique value, which justifies moral consideration for that person. There are no people who are more valuable than others. Again as other social work principle highlight, each society, regardless of its form, should function to provide the maximum benefits for all of its members. But status of women in the cultural and traditional practice, the society which is man dominated do not protect and ensure that the women function as they are supposed to be, hence they are treated as minors like children. The element of oppression prevails, and this is what social justice as one of the social work values advocate for. Social justice is all about equal rights, protection, opportunity and social benefits to everyone.

Analysing from the status of women from the western point of view. According to social work core values social change is necessary and it is encouraged. Due to modernization and globalization women are enjoying the benefits of liberation. They are emancipated and empowered hence in the current era more women are in power and educated which sometimes are associated to the name mmapoo ga e nyalwe. Due to patriarchy system men used to be the one in power, but they are currently intimidated by more powerful women who can stand for their rights without any fear. Beside the issue of power women are more self-sufficient which most men are feeling threatened which sometimes when they think of marrying mmapoo they have to think twice because they fear that their voice might not be heard.

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PAPER – 05

STUDY OF CORPORATE IMAGE AND SERVICE QUALITY PERCEPTION OF PUBLIC AND PRIVATE SECTOR BANKS AMONG GENERATION X AND GENERATION Y

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ABSTRACT

One of most important assets of organization is corporate image. Corporate image is critical as it makes brand image and reputation. In a competitive market, it is necessary for banks to develop a customer-centric approach for survival and growth by focusing on customer service. The evaluation of banking service quality in both Public and Private sectors has become extremely important. (Banerjee,2012). The study of 'Banking services indicates Customer expectations and perceptions' to analyze the service quality of public and private sector banks in terms of customers' expectations and perceptions**.** As there will be increase in competition between existing and newly set up banks, therefore it would be interesting to study what image the new customers Generation X and Y have of public and private sector banks.

Purpose: The purpose of the study is to look at corporate image of public and private sector banks among Generation X and Y, and how customer perception affects banking transactions. Customer expectation from banking services and how they have adopted new banking applications**.**

Methodology: Type of research is primary and secondary. Data has been collected from 40 Respondents who are having Bank Accounts in Public and Private Sector Banks. Among them 20 are from X Generation and 20 are from Y Generation.

Results: The analysis was done to find out the reliability of questionnaire and reduce the questionnaire factors. The Cronbach's alpha test came to 0.895 indicating the reliability of the questionnaire.

Keywords: Corporate Image, Generation X, Generation Y, Public and Private Sector Banks

1. INTRODUCTION

One of most important asset of organization is corporate image. Corporate image is critical as it makes brand image and reputation. It is about how managers are concerned about reputation of the banks and adapt marketing strategy for reputation upgrade. Corporate image measure the overall position of organization in contrast with different organizations inside industry.

Banks are sufficiently well regulated and capitalized. RBI is central banking of India and also performs various functions. RBI also deals in shortcomings or discrepancies. The Reserve Bank of India (RBI) is the apex body monitoring the Banking Industry. The banking sector consist of public, private and foreign banks along with non banking finance companies. The advantages of banking Sector in India are robust demand, innovative services, policy support and business fundamental.

The structure of banking industry in India is divided into scheduled and non-scheduled banks. There are nearly 67,000 Scheduled banks. Banking structure consist of cooperative banks and commercial banks. The PSBs (Public sector banks) form the base of this sector in India.

It accounts for 78% of the assets in the banking sector. The Private Sector banking in making headway. They are leading in mobile banking, phone banking, ATMs, and Internet Banking sectors as per article Indian consumer market from India brand equity foundation (www.investinindia.com).

Additionally, the RBI has approved for small finance banks and payment banks which will further increase competition in the industry. RBI's new measures shall go a long way in helping the restructuring of the domestic banking industry. Indian banking industry has recently witnessed the innovative banking models such as payments and small finance banks.

Indian consumer market from India brand equity foundation. India's banking sector not only supports the world's fastest-growing large economy but also is grappling with challenges.

As banks are the major segment of the financial sector in India, reform measures are basic aim at improving the performance of the banking sector. In India financial sector reform were initiated since one and half decade ago. Government took major step in the 1969 and nationalized 14 private banks in the mentioned year. It also explains about the scheduled and non-scheduled banks in India as per Section 42 (6) (a) of RBI Act 1934 lays down the condition of scheduled commercial banks (Malyadri and Sirisha, 2015). As per liberalization policy and RBI's easy norms several private sector banks and foreign banks have entered in Indian overseas banking sector which has given birth to competition amongst banks for acquiring large customer base and market share. In this competitive market and in this era customer demands better and more efficient services, customer-focused and inventive offering to reconnect with their clients. Service quality, customer satisfaction, customer loyalty, customer retention, customer delight are now the major challenges in gripping the Indian banking sector.

The questionnaire was based on incorporated variables like: **Independent variables**: Corporate image, Brand image, Banking transaction, Customer perception, Adoption of mobile banking applications. **Dependent variables:** Return on Investment (ROI) among customers, Reassurance feelings towards financial products, Customer relationship management, Customer expectation. **Moderate variables:** Customer satisfaction, Service quality, Customer loyalty, Emotional and social benefit, Customer perceived value.

Contribution: This study is specifically about the perception of Generation X and Generation Y towards banking services.

1.1 Corporate image and service quality on perception of stakeholders

Corporate image is formed and it is based on the stakeholders' perceptions on nation issues. Corporate image includes information and conclusion about the company as an employee, employer, customer, community, supplier and as a corporate citizen and manage their image for many reasons, which are as follows: i. Establishing a corporate goodwill for the organisation. ii. Influencing investors and financial institutions and creating good identity for the employees thereby leading to their satisfaction. iii. Stimulating sales, thus influencing customer loyalty. iv. Promoting good relationship with the government, leaders and various interest groups, (Adeniji, Osibanjo and Abiodun, 2012). After reviewing corporate image and service quality on perception of stakeholders, in next chapter role of Generation of X and Y in banks is discussed.

1.2 Role of Generation of X and Y (millennial) in Banking

1.2.1 Definition

A definition of generation is "all of the people born and living at about the same time, and it is also described as, "the average period, in which children are born and grown up, become adults, and begin to have children of their own".(www.wikipedia.com)

Based on Year of birth, classifications are given as follows: Matures or Traditionals – born between 1909 and 1945, Boomers or Baby Boomers– born between 1946 and 1964, Generation X or Xers – born between 1965 and 1979, Generation Y, Millennial, or Next Generation – born 1980 or later. Generation Z, iGen, Centennial: born 1996 and after.

As per Census, 65% percent of population is below 35 years of age. (Srivastava,2018). The millennials (Generation Y) are a bit older and it is a mistake to lump them together with the centennials. Although people between 18 and 35 years of age grew up with the theory of pursuing their dreams now and worrying about the economy later. Rufus (Leonard, 2016) However, Generation Z are born after 1995 and they are considered as the future of global economy. In next chapter perception of customers towards banks is discussed.

1.3 Perception of customers towards banks

The study of 'Banking services indicates Customer expectations and perceptions' to analyze the service quality of public and private sector banks in terms of customers' expectations and perceptions**.** People working in banks or employees of the bank act as a bridge between the bank and the customer. Study done by Pandit Bilamge,(2011) about customer perception is that in so many industries, banks are working hard to become increasingly customer-centric in order to grow and survive.

Customer service quality is a important source of distinctive competence and often considered as a main success factor in sustaining competitive advantage in service industries (Palmer, 2001). Quality in service is unique from quality of goods. A highly satisfied and delighted customer is a very important non-financial asset for the banks.

Customer satisfaction and corporate image are the most powerful determinants of a marketer's success in the present era of stiff competition in the banking and financial services. Therefore, in today's banks interest has shifted from customer acquisition to their satisfaction and retention. In today's competitive environment, banking services plays a dominant role in customer satisfaction and service quality has emerged as one of the important aspect.

2. STATEMENT OF PROBLEMS AND NEED FOR STUDY

As in today's changing environment banking business has gone hay way and customers are bothered and tensed about their finance and savings as where to park them safely. (Kalagarsamy and Wilson,2013) had studied on Decade-Focus on Customers which are as follows; In the Year 1950-1960 - Serving the customer, Year 1960-1980 - Satisfying the customer, Year 1980-1990 - Pleasing the Customer, Year 1990-2000 - Delighting the customer, Year 2000 and beyond - Retaining the customer.

There is need for technological innovation in banking services is an opportunity to differentiate mature market. The technological innovation includes ATM, Internet banking, Phone Banking, Mobile banking etc. Customers have their own demands, needs and preferences in a particular segment. Marketers have to study customers in that particular segment. The aim is to get various problems or satisfaction of banking customers in India regarding physical resources, courteous services, committed services and assurance etc.

There is a difference in the attitude of Generation X and Y regarding assessment and perception of service offered by multinational banks. It is seen that Generation Y are open to the multinational banks and may prefer their flexible and modern facilities. The generation X accustomed to the traditional mode of transactions would still prefer the long waiting time and inefficient services offered by the Indian banks. The generation Y is more conscious about the Foreign bank's image and its effect on service delivery. Therefore, Foreign banks with their global operations are considered to be more efficient and responsive by generation Y as compared to Generation X.

The purpose of this paper is to identify the factors affecting service quality and customer perception in Banks and analyze their effects on the level of customer satisfaction.

How the corporate image of global banks and Indian banks are meeting the expectation of generation X and millennial. As there is a paucity of similar research in this area the present research will add information to the existing knowledge.

3. LITERATURE REVIEW

3.1 Customer perception of Generation X and Y (Millennial) affects the banking transaction

(Roig et al., 2013) found that perceived value of functional and emotional benefits affect positively customer satisfaction, whereas perceived social value has a positive effect on loyalty. The perception of customers for digital payment had positive and significant effect on adoption of digital payment among customers. (Rouibah, 2015) had showed that high charges, poor security and lack of trust were the major constraints that affected e-payments. However, security features of banking facilities, internet, privacy and quality of services were also affecting adoption of e-payments.

Summary of Literature review: Customer perception of Generation X and Y (Millennial) affects the banking transaction.

Table No.1

Author	Area of research	Gaps
Rouibah, K., (2015),	Service Quality, Customer Satisfaction	Corporate image, Customer Relationship Management
Roig et al. (2013)	Customer loyalty, customer satisfaction, emotional benefit, functional benefit.	Customer relationship management, banking services

3.2 Adoption of new applications among Generation X and Y (Millennial)

Mobile money is a service for transferring money that is mobile phone-based and it uses IT tools and channels that are non-banking for extending financial services to customers who cannot be reached by banks. (Upadhyay, P.,Jahanyan, S.,2016). When individuals are highly innovative, they can bear the uncertainty and have a more positive intention to use the innovation. Hence, they are less likely to perceive risks and more receptive to technological innovation. (Leicht, T.,Chtourou, A.,Youssef, K.B,2018).

FICO's research *Forging Lasting Banking Relationships with Millennials, Fair Isaac Corporation,2014,* indicates that the proportion of Millennials having a primary relationship with a national community bank, regional or credit union approaches 95 percent. They also have already amassed an average of 3.5 products with their primary organization, a fraction more than the average for Boomers and 21 percent of Millennials.

Summary of Literature review: Adoption of new applications among Generation X and Y (Millennial).

Table No.2

Author	Area of research	Gaps
Leicht, ,Chtourou,. and Youssef,.(2018)	New banking products, New technologies,customer perceive value	Customer satisfaction
Upadhyay, and Jahanyan, S.(2016)	Mobile banking,Consumer behavior.	Service quality
FICO, **(2014)**	Customer relationship, banking channels.	Customer satisfaction

4. IDENTIFICATION OF VARIABLE

As per literature review which have included following variables which are shown in theoretical construct. Variables are divided in three parts that is Independent variables, Moderate Variables and Dependent variables. The questionnaire was based on incorporated variables like: **Independent variables**: Corporate image, Brand image, Banking transaction, Customer perception, Adoption of mobile banking applications. **Dependent variables:** ROI among customers, reassurance feelings towards financial products, Customer relationship management, Customer expectation. **Moderate variables:** Customer satisfaction, Service quality, Customer loyalty, Emotional and social benefit, Customer perceived value.

5. DEVELOPMENT OF HYPOTHESES

As liberalisation and globalisation of financial institutions accelerate, competition among banks in offering products and services becomes more intense. The Expectation and perception of service quality in new and old generation banks was observed by Joshua and Koshi (2005) in their research study that the performance of all service quality dimensions of the new generation banks are much better than old generation banks. (Choudhury,2007) and Sudesh (2007), customers in India have become more educated and Indian economy have become more knowledge based, therefore customer can perceive differences in quality of service. However, current hypothesis linked with service quality parameters.

H01= There is no significant difference in service quality of public and private sector banks between Generation X and Generation Y.

H1= There is significant difference in service quality of public and private sector banks between Generation X and Generation Y

Customer perception is an independent concept that have impact in the decision-making process as mentioned by (Belch & Belch, 2009). The perception of the customer depends on internal factors such as beliefs, experiences, needs, moods and expectations. (Glass, 2007) have found that Generation Y is the first generation to grow up with constant supply of new technologies, and they are therefore willing to try and use new technologies to a larger extent than previous generations like Generation X. Therefore, current hypothesis is discussed with respect to customer perception.

H02= There is no significant difference in customer's perception of public and private sector banks between Generation X and Generation Y.

H2= There is significant difference in customer's perception of public and private section banks between Generation X and Generation Y.

6. RESEARCH METHODOLOGY

Research study has been done through two types of data i.e. Primary and Secondary data. Primary data consist of pilot study which was done by framing questionnaire and afterwards factor analysis and Chronbach test was conducted. This research is Exploratory Research.

7. SAMPLE DESIGN

About Sample size 40 explanation is that the Researcher collected primary data by personal interview by each respondent. Purpose of smaller sample size is to have intervention with respondents while collecting sample size. 40 (Forty) Customers of the banks have been selected to participate in the study. Banks consist of public sector banks and private sector banks. Customers consist of generation X and generation Y (millennial). Target Customers involved were 40. Among them 20 respondents were X generation and 20 respondents were from Y Generation. These 40 respondents had an account with private and Public Sector Banks. It is pilot study so sample size is justified as per Hair et al.2010.

8. QUESTIONNAIRE DESIGN

Based on the literature review, the variables are identified as independent, dependent and moderate variables. Independent variables are customer perception, corporate image and brand image. The dependent variables are Customer Relationship Management (CRM), Customer satisfaction and the service quality, customer loyalty are moderate variables. Keeping these variables in mind hypothesis is developed. Reliability, Cronbach's alpha test, Chi-square and descriptive test has been conducted to reduce the questionnaire factor and test reliability of the data. The result is 0.920 approximately of Cronbach's alpha test and this value is greater than 0.7, then this test is accepted and scale is reliable.

9. RESULTS

The data was analyzed by using IBM SPSS Statistics Package and excel sheets. Other than Reliability and Cronbach's alpha test, Chi Square and descriptive test has been conducted to accept or reject the hypothesis.

The analysis is based on two parts i.e descriptive and inferential analysis. The analysis is more focused on confirming the hypothesis which is as under:

H1= There is significant difference in service quality of public and private sector banks between Generation X and Generation Y

To test above hypothesis two sub hypotheses are designed. The above hypothesis for analysis is broken into two parts which are given below:

H01A= There is no significant difference in service quality of public and private sector banks.

H11A = There is significant difference in service quality of public and private sector banks

The descriptive analysis of H01A is given below

Table 1

Type of Bank	N	Mean	Std. Deviation
Private	17	79.9565	14.65540
Public	23	50.3326	17.70328
Total	40	62.9227	22.01963

Inference: Findings of hypothesis is mean score of service quality for all 40 respondents is 62.92. Mean score for private bank is 79.95 per cent as compare to mean score for public banks is 50.33 percent. **Service quality of private bank is significantly better than public bank.**

Inferential analysis of H01 is done using Chi-square test which is given in table 2. According to results obtained service quality is classified into three categories. These three levels are high, moderate and low level of service quality.

Independent Samples Test (T-Test)					
		t-test for Equality of Means			
		t	df	p-value	Mean Difference
Service quality score	Equal variances assumed	-5.617	38	.000	-29.62386
	Equal variances not assumed	-5.781	37.446	.000	-29.62386

Interpretation: Both p-values are less than 0.05. therefore null hypothesis is rejected and alternate hypothesis is accepted.

Conclusion: There is significant difference in service quality between public and private bank.

Findings: Service quality of private bank is better than public bank.

Table 2

Type of Bank	Service quality level			Total
	High	Low	Moderate	
Private	8	0	9	17
Public	0	9	14	23
Total	8	9	23	40

Above table indicate that out of 40 respondents, 8 belongs to high service quality level, 9 belongs to Low service quality level and remaining 23 belongs to moderate level of service quality.

For testing of hypothesis Chi-square test is applied. Results are as follows.

Table 3

Chi-Square Tests			
	Value	**df**	**p-value**
Pearson Chi-Square	17.583[a]	2	.000

Interpretation: Above table indicate that calculated p-value is 0.000. It is less than standard p-value 0.05. Therefore Chi-square test is rejected. Hence null hypothesis is rejected and alternate hypothesis is accepted.

H01B= There is no significant difference in service quality of Generation X and Generation Y.

H11B= There is significant difference in service quality Generation X and Generation Y

The descriptive analysis of H01B is given below

Table 1

Generation	N	Mean	Std. Deviation
Generation Y	20	59.2200	23.27735
Generation X	20	66.6255	20.60459
Total	40	62.9227	22.01963

Inference: Above table indicate that mean score of service quality for all 40 respondents is 62.92 per cent. Mean score of service quality of generation Y is 59.22 per cent and for generation X is 66.62 per cent. **This indicate that generation Y less satisfied about service quality as compare to generation X.**

Inferential analysis of H01 is done using Chi-square test which is given in table 2. According to results obtained service quality is classified into three categories. These three levels are high, moderate and low level of service quality.

Independent Samples Test (T-Test)					
		t-test for Equality of Means			
		t	df	p-value	Mean Difference
Service quality score	Equal variances assumed	-1.065	38	.293	-7.40550
	Equal variances not assumed	-1.065	37.448	.294	-7.40550

Interpretation: Both p-values are greater than 0.05. Therefore null hypothesis is accepted and alternate hypothesis is rejected.

Conclusion: There is no significant difference in service quality between Gen X and gen Y

Findings Service quality of Gen X and Gen Y are uniform.

Table 2

Generation	Service quality level			Total
	High	**Low**	**Moderate**	
Generation Y	3	7	10	20
Generation X	5	2	13	20
Total	8	9	23	40

Above table indicate that out of total 40 respondents, 20 are from generation X and remaining 20 are from generation Y. Out of 20 respondents from generation X, only 5 belongs to high service quality level. There are 2 respondents belong to low service quality and remaining 13 from moderate service quality. Out of 20 respondents of generation Y, 3 belongs to high service quality level. There are 7 belongs to low service quality level and remaining 10 belongs to moderate service quality level.

For testing of hypothesis Chi-square test is applied. Results are as follows.

Table 3

Chi-Square Tests			
	Value	**df**	**p-value**
Pearson Chi-Square	4.234[a]	2	.027

Interpretation: Above table indicate that calculated p-value is 0.027. It is less than standard p-value 0.05. Therefore Chi-square test is accepted. Hence null hypothesis is rejected and alternate hypothesis is accepted.

H2= There is significant difference in customer's perception of public and private section banks between Generation X and Generation Y.

To test above hypothesis two sub hypotheses are designed. The above hypothesis for analysis is broken into two parts which are given below.

H02A= There is no significant difference in customer's perception of public and private sector banks.

H12A= There is significant difference in customer's perception of public and private sector banks.

The descriptive analysis of H02 is given below

Table 1

Customer Perception			
Type of Bank	**N**	**Mean**	**Std. Deviation**
Private	17	66.8447	18.54426
Public	23	52.2617	17.46792
Total	40	58.4595	19.14441

Inference: Findings of hypothesis is mean score of customer perception for all 40 respondents is 58.45. Mean score for private bank is 66.84 per cent as compare to mean score for public banks is 52.26 percent. **Customer perception of private bank is significantly better than public bank.**

Inferential analysis of H02 is done using Chi-square test which is given in table 2. According to results obtained service quality is classified into three categories. These three levels are high, moderate and low level quality.

Independent Samples Test (T-Test)					
		t-test for Equality of Means			
		t	df	p-value	Mean Difference
Customer Perception score	Equal variances assumed	-2.543	38	.015	-14.58297
	Equal variances not assumed	-2.520	33.415	.017	-14.58297

Interpretation: Both p-values are less than 0.05. therefore null hypothesis is rejected and alternate hypothesis is accepted.

Conclusion: There is significant difference in perception between public and private bank.

Findings: Perception of private bank is better than public bank.

Table 2

Type of Bank	Customer perception level			Total
	High	**Low**	**Moderate**	
Private	5	1	11	17
Public	0	11	12	23
Total	5	12	23	40

Above table indicate that out of 40 respondents,5 belongs to high customer perception level, 12 belongs to Low customer perception level and remaining 23 belongs to moderate level of customer perception.

For testing of hypothesis Chi-square test is applied. Results are as follows.

Table 3

Chi-Square Tests			
	Value	**df**	**P-value**
Pearson Chi-Square	12.764[a]	2	.002

Interpretation: Above table indicate that calculated p-value is 0.002. It is less than standard p-value 0.05. Therefore Chi-square test is rejected. Hence null hypothesis is rejected and alternate hypothesis is accepted.

H02B= There is no significant difference in customer's perception of Generation X and Generation Y.

H12B= There is significant difference in customer's perception of Generation X and Generation Y.

The descriptive analysis of H02B is given below

Table 1

Customer Perception			
Generation	**N**	**Mean**	**Std. Deviation**
Generation Y	20	56.7710	20.04985
Generation X	20	60.1480	18.55554
Total	40	58.4595	19.14441

Inference: Above table indicate that mean score of customer perception for all 40 respondents is 58.454 per cent. Mean score of customer perception of generation Y is 56.77 per cent and for generation X is 60.14 per cent. **This indicate that generation Y less satisfied about customer perception as compare to generation X.**

Inferential analysis of H02 is done using Chi-square test which is given in table 2. According to results obtained service quality is classified into three categories. These three levels are high, moderate and low level of service quality.

Independent Samples Test (T-Test)					
		t-test for Equality of Means			
		t	df	p-value	Mean Difference
Customer Perception score	Equal variances assumed	-.553	38	.584	-3.37700
	Equal variances not assumed	-.553	37.774	.584	-3.37700

Interpretation: Both p-values are greater than 0.05. Therefore null hypothesis is accepted and alternate hypothesis is rejected.

Conclusion: There is no significant difference in Customer perception between Gen X and gen Y

Findings: Customers perception of Gen X and Gen Y are uniform

Table 2

Generation	Customer perception level			Total
	High	Low	Moderate	
Generation Y	1	9	10	20
Generation X	4	3	13	20
Total	5	12	23	40

Above table indicate that out of total 40 respondents, 20 are from generation X and remaining 20 are from generation Y. Out of 20 respondents from generation X, only 4 belongs to high

customer perception level.

There are 3 respondents belong to low customer perception and remaining 13 from moderate customer perception. Out of 20 respondents of generation Y, 1 belongs to high customer perception level. There are 9 belongs to low customer perception level and remaining 10 belongs to moderate customer perception level.

For testing of hypothesis Chi-square test is applied. Results are as follows:

Table 3

Chi-Square Tests			
	Value	df	P-value
Pearson Chi-Square	3.925[a]	2	.042

Interpretation: Above table indicate that calculated p-value is 0.042. It is less than standard p-value 0.05. Therefore Chi-square test is accepted. Hence null hypothesis is rejected and alternate hypothesis is accepted.

10. CONCLUSION

It is a Exploratory study, as there are many radiant questions based on data which are not relevant data because of millennials thinking is different**. Therefore, Revised questionnaire will be incorporating variable for future.** As,

Population is below 35 years, proper attention represented to Y and Z generation. These two different categories differ in terms of banks. There is significant difference in service quality of public and private sector banks among Generation X and Y. There is significant difference in Customer perception of public and private sector banks among Generation X and Y.

11. INFERENCE

The questionnaire is tailor made for generation X and Y and very well documented in view of analysis.

12. LIMITATION

It is exploratory research. It is restricted to certain area and people of different age groups are of different opinion as per perception of public and private sector banks. Results totally depend on opinion of respondents. More data will be required to extend the research.

13. MANAGERIAL IMPLICATION

Millennial are currently becoming a very attractive target segment for banks. Inside this segment we can find many difference of opinion regarding the technologies using, perceptions of banking services, using banking applications and so on. These habits are mostly in relation with the identifying factors as gender, educational attainment, age, status. That is why I have focused in this survey to find out the relations between Generations and two different sector banks. These factors can be considered as elements, which create the image of the banks.

14. ORIGINALITY AND CONTRIBUTION OF PAPER

The aim of my study is the perception of services offered by public and private sector banks among generation X and Y, and how customer perception affects the banking transactions. Customer expectation from banking services and how they have adopted new banking applications. The study implies that bank should reduce the service gap to deliver superior quality of service to retain existing customers as well as to attract new customers. The perception of Generation X and Generation Y towards banking services rendered by Public and Private Sector is specific. Sequence of Public and Private sector banks in the minds of generation X and Y is different. Therefore, reason after this questionnaire was to study perception of Generation X,Y (millennials) and Z, as comparison was not done in the past.

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PAPER – 06

PROBLEM OF DROPOUT CHILDREN IN ELEMENTARY EDUCATION: A STUDY OF TWO DISTRICTS IN U.P. STATE OF INDIA

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ABSTRACT

Education starts from elementary level, which is the starting point of any kind of higher education. It is necessary that base of education must be deep and strong so that higher education can be continue up to further level of higher studies. For this, it is necessary that every child of the country should continue his/ her education smoothly and without any hindrance and should not dropout from any stage of education. Education and family financial status are currently similar to "two aspects of a coin". While education encourages society to move forward; on the other hand, the good economic situation of the family gives proper and fast pace to education. The absence of one becomes a barrier in the pace to the development of the country. Moreover, there are many reasons for dropping-out school at elementary level altogether. These reasons have been critically evaluated and then drawn concrete solutions to stop dropout at elementary level of education. Since Sarva Shiksha Abhiyan (SSA), one of the biggest programmes, which is running in every state of the country for students to achieve hundred percent enrolments of children with the provision of all possible facilities for students' like- free books, free uniforms and mid-day-meal (MDM) etc. However, a lot has been achieved in case of enrolment target but in case of dropout children in elementary level has to be still address and for that all factors those influencing dropout students must be traced out. Hence through this research, the economic difficulties in the field of elementary education have been analysed and described. Both primary and secondary data has been utilised to prepare this research paper. This paper will suggest some vital measure to check the problem of dropout students at elementary level. This research paper would make an attempt in the same direction and would be useful for the educationalist, researchers, government, policy planner and society as a whole.

Keywords: Dropout Rate, Reasons of Dropouts, Elementary Education, Factors Effecting Student's Life, Professions of Dropout students.

1. INTRODUCTION

The rate of development of any country depends on the educated population living in the country. [i] Most of the developing countries have rapidly increasing population with a high proportion of children. The adult population in variably is not able to provide universal education to all children which results in high dropout. The country India is not an exception. In the year 1993, 27 million children entered school in Class 1 in India but only 10 million (37%) of them reached Class 10 in 2003. Dropout rates peak in the transition between Class 1 and 2 and again in Classes 8, 9 and 10. Dropout rates have remained negative between Classes 4 and 5. In the country a large variation persists in the condition of education differ state-to-state and district-to-district within state. It should be recognized that the Indian scenario is too complex and varied to effectively capture by aggregate national figure. Some states would move quite close to the target by the end of the plan period while some others would remain far behind.[ii] The state of Pondicherry improved its performance with regards to school dropouts from the fourth place in 1991 to the first in 2001, displacing Kerala as the best performing state in the country. The states of Uttar Pradesh, Bihar, Jharkhand, and Arunachal Pradesh perform poorly in this ranking. Government data indicate improvement in the rates of school enrolment. The gross enrolment ratio (GER) for the schooling aged children in 2004-05 for the country, as a whole was 93.5, which has risen from 32 in 1950-51 and 86 in 1990-91. Thus, between 1990-91 and 2004-05, the GER

improved only by 7.3 percentage points. The rate of dropouts from elementary schools in the same year remains as high 50.84%. Even at the primary levels in 2003-04, the dropout rate was 31%.[iii] However, there may be problems in looking at enrolment data without attention to attendance and retention rates. Thus, the actual rates of dropout from schools may be much higher than those depicted. The Right of Children to Free and Compulsory Education Act, 2009 promises free and compulsory education to all children in the age group of 6-14 years. [iv] The concept of compulsory education for all was an old concept. It is interesting to note that Central Advisory Board of Education on Post-war Educational Development concluded in the year 1944 "that a system of universal, free and compulsory education for all boys and girls between the age 6 and 14 should be introduced as quickly as possible.[v] Ultimately this concept of free education came in existence in 86th amendment to the Indian Constitution enacted in December 2002 made free and compulsory education a fundamental right for all children in the age group 6-14 years.[vi] At this stage it is not enough to talk only about the fundamental rights and fundamental duties of the citizens. It is equally necessary to give serious thought to the fundamental duties of the government. [vii] If the goal of universalization of elementary education is to be achieved there is a strong need for an enrolment drive and an action plan to ensure the attendance and retention of those enrolled. [viii]

This paper investigates the factors influencing the school dropouts at the elementary level in two sample districts of Uttar Pradesh in India. Lucknow district (State Capital) and Barabanki district has been taken as sample districts to find out the problems of these dropout children. The major factors influencing school dropouts were found to be household work, to look-after siblings at home, lack of parental guidance in studies, large family size, poor economic condition of the family, lack of time for study, punishment by teachers, terror of teachers, failure in examination, lack of interest in studies, lack of parental interest in continuation of studies, dislike of teachers, ill-health and illiteracy of parents were found to be the major reasons for dropping out of students from the schools in this study etc. Paper suggests some suggestions to retain students in schools and complete their education without hindrances. Moreover, the reason for dropping out varies between the rural and urban sectors and across economic classes. Three principal reasons in the rural areas are household atmosphere, financial constraints and quality of education. [ix] To stop the Dropout from elementary education and to improve the education of our children, only intension and efforts are not enough. We need the combination of vision, commitment and develop professional research orientation for nation building. [x] Paper suggests that more attempts or programmes should be brought forward to solve the problems of these children's education. In elementary education most of the children dropout from their classes at different stages of single or multiple reasons those are some time visible and some time in hidden mode. During their course of studies multiple causes affect their uninterrupted schooling resulting into dropout. This dropping out phenomenon makes hindrances in government educational programme and make slow down the rate of development of a country particularly in case of India, which is a developing country. At this juncture it is necessary to trace-out the causes of dropping out children from elementary education. In this context there are four factors those are basically responsible for the smooth and uninterrupted schooling of the children. These factors are- parents, teachers, government and government machinery/ Institutions. It requires regular monitoring and evaluation. Also, it is necessary to provide all required facilities to students of elementary education by the parents, teachers, government and government machinery well in time. Now the question arises that at what level of these factors creating obstacle during the study of children at elementary level of education and which factor are highly influencing dropout phenomena? It is important to look all these factors carefully and remove them specially those are highly influencing and effecting dropout students. Simultaneously, it should also find out whether dropout is higher in rural area or in urban area of a district and causes behind it. This is also important to find out whether dropping out from different classes of elementary education girls are dropping-out higher or boys are dropping-out higher as compare to girls. This should be drawn in the form of dropout rates. This paper has an attempt to solve all these questions by making a field survey in two districts of the state of India namely Uttar Pradesh.

2. OBJECTIVES

The main objectives of this paper are as follows:

1. To find out the influencing factors those are forcing students to dropout from elementary education.
2. To find out remedial major to stop dropping out students from elementary education.
3. To find out ways to take dropout students back in to the main stream of the education.
4. To suggest some measures to control dropout situation at elementary level.

3. HYPOTHESES

1. Girls dropout rate is higher as compare to boys.
2. High dropout rate is prevailing in 'socially backward and minorities' students.
3. High rate of dropout is there in backward districts as compare to advance districts.

4. SAMPLE DESIGN

Two districts have been selected from U. P. state of India, namely- Lucknow (State Capital) and Barabanki (Adjoining district) for the calculation of dropout children, to enquire their problems and to enquire the factors positively effecting dropping out students through triangulation data bases and enquiries i.e. Education Monitoring Information System (EMIS) data, school records data and household survey data. All together we have surveyed 36 schools. Out of which 26 schools were from rural areas and 10 schools from urban areas those have been randomly selected for survey. For the collection of household's data, we have taken 200 households (100 household from each district). The Table 1 given below shows a sample size.

Table-1: Sample Design

Particular	Area		School				
District	**Rural**	**Urban**	**Rural**		**Urban**		Household Survey
			PS	**UPS**	**PS**	**UPS**	
Lucknow	2	1	9	4	3	2	100
Barabanki	2	1	9	4	3	2	100
Total	4	2	18	8	6	4	200
Grant Total	**6**		**36**				**200**

Note: PS- Primary School, UPS- Upper Primary Schools

5. METHODOLOGY

This paper has been abstracted from the thesis work of the first author, which is based on both primary and secondary data and information. For the purpose, two districts of Uttar Pradesh, which is one of the highly populated states of India- has been selected on the bases that one district namely Barabanki is educationally backward and second Lucknow district which is educationally normal and is the state capital too. Both these districts are adjoining to each other. The data collected from these districts indicate gross enrolment ratio (GER) of student's up to the class 8th and also collected gender wise, caste wise and religion wise data of dropout students. For the collection of primary data, we have conducted a field survey of the household of dropout students after collecting secondary data and information from EMI data and school's data. For the collection of secondary data and information we have visited State Project Director (SPD) Office in Lucknow and also visited BSA office, DITE office of the concerning districts and consulted different library. Published sources on the problem of dropout have also been utilized. Hypothesis has also been checked through 'Chi Square Method'.

6. DATA ANALYSES

6.1. School Going and Not Going Children - According to Education Monitoring Information System (EMIS) data there were 7,77,842 children residing in Lucknow district and having the age group of 6 to 14 year in the year 2010-11. Out of these total children 7, 65,512 were going to school and 12,330 were not going to school. In the year 2011-12 there were 7, 22,714 children residing in Lucknow district. As compare to last year school going children increases and school not going children reduces. Similarly, in the next year 2012-13 and also 2013-14, school- going children's showing high number and school not going children is reduces. This is a healthier sign as school not going children reducing in numbers continuously since last three years. This is similar situation in Barabanki district was also observed in which school not going children are reducing and obviously school going children are increasing and is a healthy sign. If we talk about enrolment then the EMI data shows that gross enrolment ratio in the both districts was more than 99 per cent and was satisfactory in the connection of enrolment of the students in elementary education. These children are those children living in catchment areas of the primary and upper primary schools. The goal of universalization of education in India seems very near to achieve with these data of enrollment of children in schools. But weather all these enrolled students complete their elementary education smoothly or not is a big question. As a matter of fact, they are not able to continue their education up to class 8th due to various reasons and factors. During the course of their studies students leave their education from different classes as negative factors create hindrances during the course of their studies and them dropout from schools.

Table-2: School Going and Not Going Children (6 to 14 Years of Age Groups)

Year	Lucknow			Barabanki		
	SGC	NSGC	**TC**	SGC	NSGC	**TC**
2010-11	7,65,512	12,330	**7,77,842**	6,59,662	4,885	**6,64,547**
2011-12	7,17,189	5,525	**7,22,714**	6,39,999	1,589	**6,41,588**
2012-13	9,79,492	3,302	**9,82,794**	6,46,177	1,090	**6,47,267**
2013-14	9,98,922	2,212	**10,01,134**	6,49,004	945	**6,49,949**

Note: SGC- School Going Children, NSGC- Not School Going Children, TC- Total Children
Source: EMI Data

6.2. Total Dropout Students - Taking both Lucknow and Barabanki districts together we have found that 11,207 children were dropout from elementary education. Out of these dropout children 69.51 per cent were in Lucknow district and 30.49 per cent were in Barabanki district. Although in the year of 2011-12 the total number of dropout children reduces tremendously but the percentage dropout in Lucknow district was higher at side as compare to Barabanki district. This situation again appears in the year of 2012-13. The percentage dropout children in Lucknow district, was 79.99 per cent and percentage dropout in Barabanki district was only 20.01 per cent. But in absolute number the dropout students reduce during the year 2010-11 and 2012-13. It is interesting to note that in year 2013-14 higher rate of dropout in Barabanki district appears as compare to Lucknow district. In Lucknow district dropout rate reduces while in Barabanki district this rate increases more than double since last year. As this data of dropout children has been taken from EMI data which is indicating a sharp decline of dropout children may be due to the seriousness of teachers doing hard work to retain students in the school and parents are becoming more serious to words their wards for education and may be otherwise.

Table-3: Total Dropout Students (6 to 14 of Age Groups)

Year	Lucknow	Barabanki	Total
2010-11	7,790 (69.51)	3,417 (30.49)	**11,207 (100.00)**
2011-12	3,149 (77.49)	915 (22.51)	**4,064 (100.00)**
2012-13	2,242 (79.99)	561 (20.01)	**2,803 (100.00)**
2013-14	444 (58.73)	312 (41.27)	**756 (100.00)**

Source: EMI Data

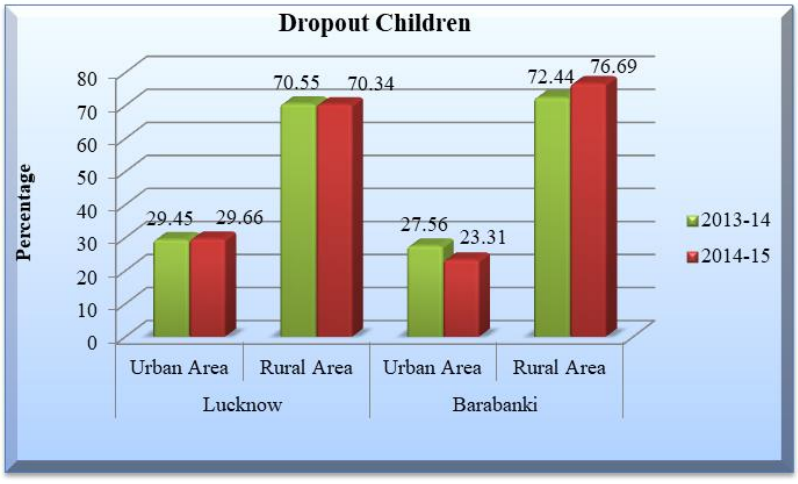
6.3. District and Area wise Dropout - According to our survey in the sample schools in both rural and urban areas of the Lucknow and Barabanki districts the dropout students in rural areas were more than 70 per cent in Lucknow district, while dropout in rural areas of Barabanki district was higher as compare to Lucknow rural areas and was 72.44 per cent in the year 2013-14 which increase to 76.69 per cent in the year 2014-15. But it was a reverse situation in urban area of Lucknow and Barabanki districts. In Lucknow urban area dropout students were higher (more than 29 per cent) as compare to urban areas of Barabanki district. This phenomenon has also been depicted in the graph form which is given below in figure 1.

Table-4: District wise Dropout Children (Both in Primary and Upper Primary Schools)

Year	Lucknow			Barabanki		
	Urban Area	Rural Area	**Total**	Urban Area	Rural Area	**Total**
2013-14	167 (29.45)	400 (70.55)	**567 (100)**	105 (27.56)	276 (72.44)	**381 (100)**
2014-15	113 (29.66)	268 (70.34)	**381 (100)**	107 (23.31)	352 (76.69)	**459 (100)**

Source: School Survey

Figure- 1: Year wise Dropout Children in Both the Sampled Districts



6.4. Gender-wise Dropout Students in both the districts- The table below shows three types of data i.e. EMI data of the year 2013-14, school survey and household survey data of the year 2014-15. Very first of fowl we have gather EMI data from BSA office of the concerning district. EMI data depicts that among the total dropout students' boys were having higher percentage in both the districts but according to school survey it has been found that among the

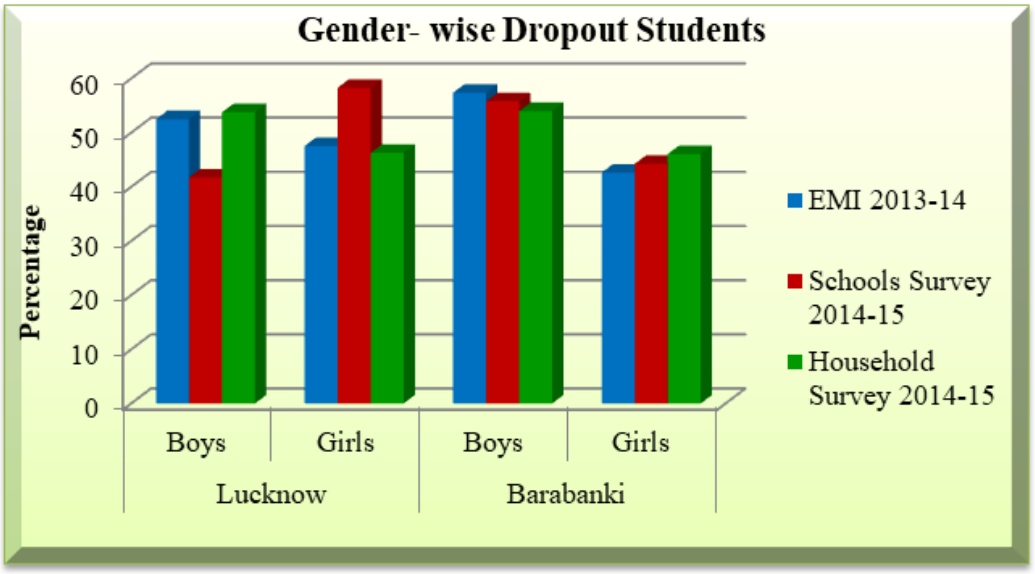
total dropout students in Lucknow district girls dropout were higher as compare to boys. On the other side in Barabanki district boys dropout were higher as compare to girls. But according to household survey boys' dropout were higher in terms of percentage in both the district. This is also clearly highlighted in the figure-2 given below.

In Table 5, According to my first hypothesis that girls dropout rate is highest as compare to boys. This hypothesis has been tested thought 'Chi Square Method' taken combaindly both the districts (Lucknow and Barabanki), which is statistically suitable method to check this hypothesis.

Table-5: Gender-wise Dropout Students

Source of Data	Lucknow			Barabanki		
	Boys	Girls	**Total**	Boys	Girls	**Total**
EMI 2013-14	233	211	**444**	179	133	**312**
	(52.48)	(47.52)	**(100)**	(57.37)	(42.63)	**(100)**
Schools Survey 2014-15	159	222	**381**	256	203	**459**
	(41.73)	(58.27)	**(100)**	(55.77)	(44.23)	**(100)**
Household Survey 2014-15	50	43	**93**	75	64	**139**
	(53.76)	(46.24)	**(100)**	(53.96)	(46.04)	**(100)**
Chi Square Value = 3.9400 **The P-Value is .139457**						
Interpretation: Here p value (0.139457) is greater than significance value (0.005). So, Null Hypothesis (Ho) is accepted. Therefore dropout rate between boys and girls are not significant. **Ho: There is no significance difference of dropout rate between boys and girls.** **H1: There is a significance difference of dropout rate between boys and girls.**						

Figure-2: Gender-wise Dropout Students in Sample Districts



6.5. Caste wise Dropout Rate in sample districts - If we look caste wise dropout rate among students of Lucknow district it has been found that highest dropout were among SC students followed by OBC, Minority and General Caste students which can be seen through EMI, school and household survey. Similarly, in Barabanki district SC students were highest dropout. In these districts it has been inform by BSA that OBC students were the next highest dropout after the SC students followed by Minority and General caste students. But in case of our school and household survey in Barabanki district SC students were highest dropout and followed by minority students, OBC and General students. In Table 6, the caste-based hypothesis has been tested by the 'Chi Square method'.

In Table 6, According to my second hypothesis that high dropout rate in 'socially backward and minorities' students as compare to general category students.

This hypothesis has been tested thought 'Chi Square Method' taken jointly both the districts (Lucknow and Barabanki).

Table-6: Caste wise Dropout Rate

Source of Data	Lucknow						Barabanki				
	SC	ST	OBC	Minority	General	**Total**	SC	OBC	Minority	General	**Total**
EMI 2013-14	172 (38.74)	5 (1.13)	116 (26.13)	69 (15.54)	82 (18.47)	**444 (100)**	109 (34.94)	101 (32.37)	96 (30.77)	6 (1.92)	**312 (100)**
Schools Survey 2014-15	143 (37.53)	-	106 (27.82)	98 (25.72)	34 (8.92)	**381 (100)**	170 (37.04)	109 (23.75)	134 (29.19)	46 (10.02)	**459 (100)**
Household Survey 2014-15	47 (50.54)	-	24 (25.81)	16 (17.20)	6 (6.45)	**93 (100)**	62 (44.60)	28 (20.14)	40 (28.78)	9 (6.47)	**139 (100)**
Chi Square Value = 0.00115 The P-Value is .9995											
Interpretation: Here p value (0.9995) is greater than significance value (0.005). So, Null Hypothesis (Ho) is accepted. Therefore dropout rate between socially backward class and general are not significant.											

6.6. District wise Dropout Rate - According to EMI data dropout rate in Lucknow district was higher (58.73 per cent) as compare to Barabanki district (41.27 per cent). According to school and household survey the dropout rate was higher in Barabanki district as compare to Lucknow district. These variations may be due to the reason that data of EMI belong to entire district and the data of school and household survey belongs to sampled school and household. Figure 3 also clearly depicts district wise dropout rate by EMI, school and household survey data. In Table 7, the district-based hypothesis has been tested by the 'Chi Square method'.

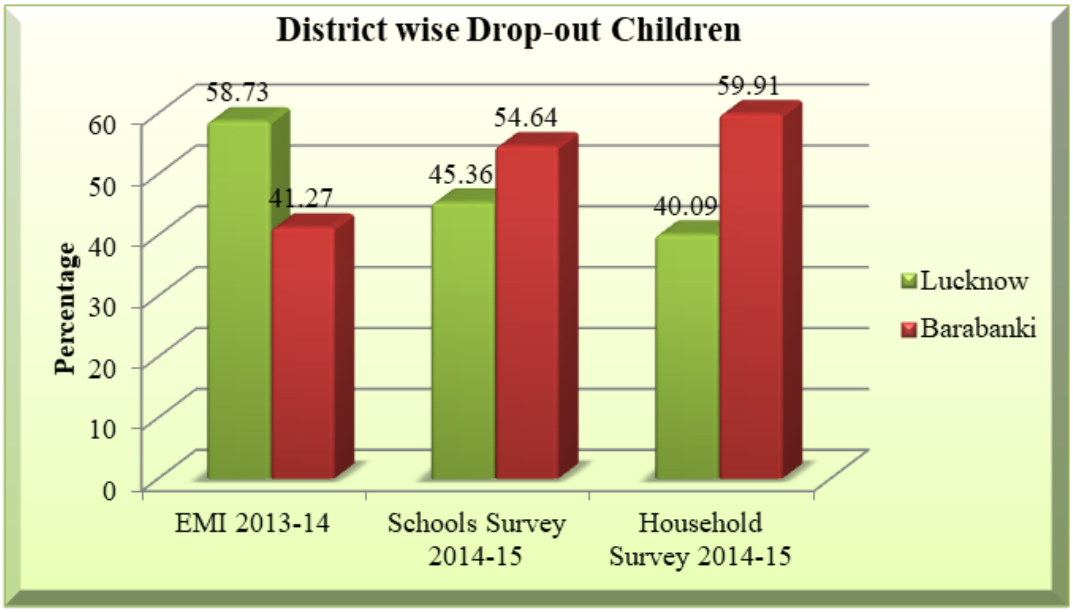
In Table 7, According to my third hypothesis that high rate of dropout in backward districts as compare to advance districts. This hypothesis has been tested thought 'Chi Square Method' for both the districts jointly (Lucknow and Barabanki).

Table-7: District wise Dropout Rate

Source of Data	Lucknow	Barabanki	Total
EMI 2013-14	444 (58.73)	312 (41.27)	**756 (100.00)**
Schools Survey 2014-15	381 (45.36)	459 (54.64)	**840 (100.00)**
Household Survey 2014-15	93 (40.09)	139 (59.91)	**232 (100.00)**

Chi Square Value = 2.81458
The P-Value is .245367
Interpretation: Here p value (0.245367) is less than significance value (0.005). So, Null Hypothesis (Ho) is accepted. Therefore dropout rate between backward districts as compare to advance districts are not significant.

Figure-3: District wise Dropout Children in Elementary Education



6.7. Reasons of Dropout - According to household survey conducted by us in the sampled schools of both the districts we have found that a number of reasons were there for leaving studies during the course of elementary education. We have broadly categories these reasons in two category- main reasons of dropout and other reasons of dropout. There were three main reasons of dropout students, those are- economic reasons, social reasons and religion causes or reasons. Most of the students left their studies from elementary education due to economic reasons. Social and religion reasons were found mostly in the rural areas of these districts. Due to social reasons girls are not permitted to continue their studies and forced for marriage. On the other side Children are not studying or left their formal education as their parents believe that they should have to complete their religious education first then they will read other school education. Due to economic reasons most of the dropout children from schools help their parents by doing some job at dhabas (road side small restaurants), tea stalls, domestic servants, on retail shops or in manufacturing units etc. and become child labour. This creates violation of two laws of the country: (a) Right to Education Act and (b) Child Labour Act. The second categories of reason of dropout include taking care of siblings at home, helping to parents in their business, less teaching in schools, misbehave of teachers in schools, sickness of some family member in the family, illness of student himself, less interest in studies, migration of parents, death of parents and illiterate parents. If we remove above causes or reasons of dropouts among students we would be able to stop dropout phenomenon from elementary education and dropout would be negligible.

Table-8: Reasons of Dropout

Reasons of Dropout	Lucknow		Barabanki		Total	
	Rural	**Urban**	**Rural**	**Urban**	**Rural**	**Urban**
Economic	12 (42.86)	7 (53.85)	16 (57.14)	6 (46.15)	**28 (100.00)**	**13 (100.00)**
Social	8 (57.14)	-	6 (42.86)	-	**14 (100.00)**	**-**
Religion	6 (46.15)	-	7 (53.85)	4 (100.00)	**13 (100.00)**	**4 (100.00)**
Other Reasons						
Take care of Sibling	2 (25.00)	3 (37.50)	6 (75.00)	5 (62.50)	**8 (100.00)**	**8 (100.00)**
Help in Parents Business	3 (37.50)	5 (45.45)	5 (62.50)	6 (54.55)	**8 (100.00)**	**11 (100.00)**
Less Teaching in School	12 (41.38)	6 (33.33)	17 (58.62)	12 (66.67)	**29 (100.00)**	**18 (100.00)**
Misbehaviors of Teacher's	-	-	4 (100.00)	-	**4 (100.00)**	**-**
Family sickness	-	1 (20.00)	1 (100.00)	4 (80.00)	**1 (100.00)**	**5 (100.00)**
Illness of Students	3 (60.00)	-	2 (40.00)	2 (100.00)	**5 (100.00)**	**2 (100.00)**
Not Interested in Study	9 (45.00)	4 (33.33)	11 (55.00)	8 (66.67)	**20 (100.00)**	**12 (100.00)**
Migrated	1 (50.00)	-	1 (50.00)	-	**2 (100.00)**	**-**
Death of Parents	2 (100.00)	-	-	-	**2 (100.00)**	**-**
Illiterate Parents	9	-	12	4	**21**	**4**

	(42.86)		(57.14)	(100.00)	**(100.00)**	**(100.00)**
Total	67	26	88	51	**155**	**77**
	(43.23)	(33.77)	(56.77)	(66.23)	**(100.00)**	**(100.00)**

Source: Household Survey 2014-15

Picture- 1: Students Cleaning School

Picture- 2: Garbage in Classroom

Picture- 3: Broken Floors of Classroom

Picture – 4: Preparation of MDM and High Number of Students in a Classroom

Picture –5: Broken Furniture and Handpump

Picture- 6: Poor Condition of School Toilets

6.8. Whereabouts of Dropout Students at Present - The present status of dropout students has been inquired by conducting a household survey of the dropout students in both Lucknow and Barabanki district. It has been found that most of the children were either staying at home or engaged in some work to earn money. Those are staying at home were helping parents in a way or other and sometime wandering here and there without any job.

Table-9: Whereabouts of Dropout Students at Present

Particulars	Lucknow		Barabanki		Total	
	Rural	Urban	Rural	Urban	Rural	Urban
At House	45 (44.55)	18 (32.14)	56 (55.45)	38 (67.86)	**101 (100)**	**56 (100)**
In Profession	22 (40.74)	8 (38.10)	32 (59.26)	13 (61.90)	**54 (100)**	**21 (100)**
Total	67 (43.23)	26 (33.77)	88 (56.77)	51 (66.23)	**155 (100)**	**77 (100)**

Source: Household Survey 2014-15

6.9. Professional Status of Dropout Students- It has been found that dropout cases were higher in rural areas as compare to urban areas in both the districts. Those children are in some profession after leaving studies from elementary level of education were working in Tea stall, Dhabas/ Restaurants or became vegetable vender but it was found that all they were boys in both rural and urban areas of the district. In most of the cases girls were engaged in the profession like chikan work and dardozi work especially in Lucknow district but dropout girls in Barabanki district were engaged in printing work of cloths Dholak/ Drum manufacturing works etc. Few children were doing welding work at welding shop and others were agricultural labour in rural areas of the both districts.

Table-10: Professional Status of Dropout Students

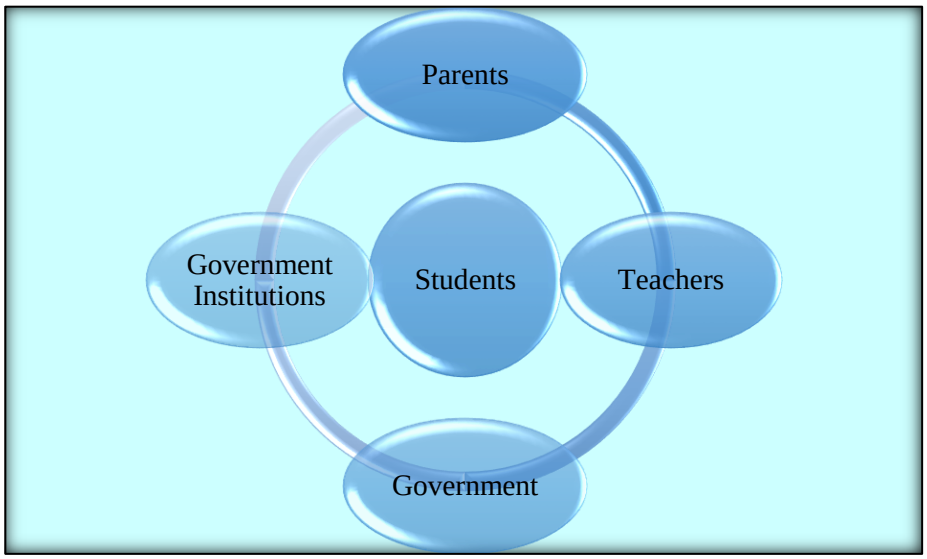
Name of Professions	Lucknow		Barabanki		Total	
	Rural	Urban	Rural	Urban	Rural	Urban
Tea Stall	2 (40.00)	-	3 (60.00)	-	**5 (100)**	**-**
Dhaba/ Restaurant	1 (33.33)	2 (50.00)	2 (66.67)	2 (50.00)	**3 (100)**	**4 (100)**
Vegetable vender	3 (42.86)	-	4 (57.14)	-	**7 (100)**	**-**
Printing/ of Cloths	-	-	9 (100)	8 (100)	**9 (100)**	**8 (100)**
Chikan Work	6 (100)	3 (100)	-	-	**6 (100)**	**3 (100)**
Dardozi Work	5	2	4	1	**9**	**3**

	(55.56)	(66.67)	(44.44)	(33.33)	**(100)**	**(100)**
Welding Work	1 (100)	1 (100)	-	-	**1** **(100)**	**1** **(100)**
Drum Manufacturing	-	-	5 (100)	2 (100)	**5** **(100)**	**2** **(100)**
Agricultural Labour	4 (44.44)	-	5 (55.56)	-	**9** **(100)**	**-**
Total	22 (40.74)	8 (38.10)	32 (59.26)	13 (61.90)	**54** **(100)**	**21** **(100)**

Source: Household Survey 2014-15

6.10. Factors Effecting Students' Life- There are four main factors those are most effective in the students' life. These factors are parents, teachers, government and government institutions. Parents are the first and foremost factors of a child responsible to start his/ her life as student and to start begin of their carrier. Without parents, will and wish, a child cannot approach to school for his/her school and then they have to take care of their ward throughout their study period. The second factor is teacher, those are responsible to provide education in such a way so that a student may understand and learn their course work easily and effectively. The behavior of the teacher should be very polite and affectionate with the students so that they can take interest in their studies instead of fear of the teacher. The teacher should be very polite with their students so that students may be enthusiasm to attain each class every day with interest, instead of discouraging and terrorize them. Government has a great role in the student life to provide them all sort of facilities for education and hassle free atmosphere. Government institutions have also equally responsible for creating atmosphere and extend all facilities regularly and effectively to all schools and students so that students can continue their studies without any problem and not a single student leave or dropout from the study.

Figure-4: Factors Effecting Students' Life



7. SUGGESTIONS

1. The main factor of dropout students is economic factor; due to this factor it is difficult to continue elementary education smoothly by the parents. So along with other facilities like- copy, pen, pencil, color and geometric box should also be provide by the government to the students so that parents may continue their ward's education without hindrances.

2. Dropout phenomenon is also due to social causes and believes of society particularly for girls. People especially in rural area's believe that girls should not go to school because they have to go other family after the marriage and she should learn only doing household activities i.e. cooking, cleaning of houses and take care of siblings. This is what a girl has to perform for her family in near future and most of the time their parents married their daughter in a early age just to complete their social duty. This should be stop forcibly and action should be taken against such parents according to country's law.

3. Third factor, which influence students to dropout from their studies is religious factor. Parents of such type of dropout students want to provide religious education prior to formal education and they stop sending their children to school and provide them religious education (deeni taleem). It is suggested that religious education should be provided along with formal education in the school and one period of such education should be there to those students opting such religious education so that children may continue their studies.

4. Teachers of elementary classes should be regular, polite with the students and must be trained to teach them. All facilities to the children with special need (CWSN) should be provided to them in every school by the government institutions with the help of teachers, which are documented and compulsory.

5. It is suggested that the teachers of such schools where dropout students are there must be approached to their residence and make a meeting with the parents of dropout students to convince them to send their ward back to school.

6. Government has a great role in the student life to provide them all sort of facilities for education and hassle free atmosphere. Government policy must be effective, as it should be facilitating to all schools at elementary level along with the regular monitoring and evaluation.

7. Government institutions have also equally responsible for creating atmosphere and extend facilities regularly and effectively to all schools and students so that students can continue their studies without any problem and not even a single student leave or dropout from the study.

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PAPER – 07

HOW DOES THE SCHOOL CLIMATE AFFECT THE ACADEMIC ACHIEVEMENT OF STUDENTS IN INDIA? – A CASE STUDY

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CHAPTER 1: INTRODUCTION

1.1. Introduction and Background

Academic achievement is impacted by many different factors, such as self-efficacy (Høigaard et al. 2015). At the same time, O'Malley et al. (2015) stated that school climate creates positive academic, social-emotional, and behavioral outcomes for students, finding that those students with more positive school climate perceptions had higher academic success, no matter the family structure. At the same time, school climate has been influenced by different factors, where one of the most influential has been globalization, which has made it necessary for organizations, including schools, to emphasize innovation, flexibility, and responsiveness for success and survival (Garg & Rastogi 2006).

India is composed of 29 states and 7 Union Territories. States have individual elected governments and Union Territories are ruled by the Government of India, with administrators appointed by the president. India's constitution states that school education is a state subject, where states have authority regarding policies over their areas. The Government of India was only involved to coordination and determining higher education standards. However, in 1976, this was changed through a constitutional amendment, so education is now in the 'concurrent list' (Kumar 2018). Under this standard, school education policies and programmes are suggested nationally, but state governments still have freedom in implementation. In 1985, the Central Advisory Board of Education (CABE) was set up and is responsible for monitoring educational policies, while the National Council for Educational Research and Training (NCERT) is responsible for developing educational policies. The primary policy is known as the National Curriculum Framework, but states have counterparts, known as the State Council for Educational Research and Training (SCERT) (Kumar 2018).

By the end of this research, the students and teachers of the chosen school would benefit from the present study because it may provide guidelines for improving academic achievement.

1.4.3. Research Questions and Hypotheses

The research questions (RQ), null hypotheses (Ho), and alternative hypotheses (Ha) are:

RQ1: What are the perceptions of educators regarding influencers of school climate?

RQ2: What are the perceptions of educators regarding influencers of student academic achievement?

RQ3: What are the perceptions of educators regarding the connection between school climate and student academic achievement?

RQ4: To what extent do students feel that school climate has an impact on their academic achievement?

Ho4: School climate has no impact on academic achievement.

Ha4: School climate has a statistically significant impact on academic achievement.

RQ5: What factors do students believe influence the school climate?

RQ6: What factors do students believe influence academic achievement?

RQ7: To what extent do students feel that school climate is related to academic achievement?

Ho7: School climate has no relationship with academic achievement.

Ha7: School climate has a statistically significant relationship with academic achievement.

CHAPTER 2: LITERATURE REVIEW

2.3. Factors Affecting School Climate

Jia et al. (2016) sought to test the association between high school dropout rates and school-wide measures of an authoritative climate though a sample of 315 schools using a regression model, finding that high school dropout rates could be predicted through disciplinary measures, academic expectations, and student support. When Jia et al. (2016) controlled for demographic information, such as enrolment size, low-income student percentages, minority student percentages, and urbanicity, it was found that student perceptions of teachers as supported, despite high academic expectations, there were lower dropout rates (Jia et al. 2016). Therefore, a supportive school environment is vital for student success.

The assessment of Jia et al. (2016) was supported by Voight and Nation (2016) through the assertion that school climate has become a topic of increased debate within education policy, prompting educators to seek strategies that lead to school climate improvement. Yet, prior to the Voight and Nation (2016) study, there had been no comprehensive synthesis of empirical literature regarding effective school climate improvement strategies. Using a systematic review of empirical literature through 66 studies, Voight and Nation (2016) found that there were 9 common elements that were used in multiple programs and practices, including elements of motivation.

Research shows that a positive school climate is connected with bigger measures of understudy responsibility and lower rates of partner hostility. In any case, less thought has been given to whether such disclosures are unsurprising transversely finished racial/ethnic social affairs.

2.4. Factors Affecting Student Achievement

According to Berkowitz et al. (2017), a supportive school and classroom climate is beneficial for positively influencing student academic achievement. In fact, it is argued that academic achievement gaps can be reduced through improved school climate. At the same time, there was no conclusive evidence regarding directional links and mechanisms between socio-economic status, academic performance, and school climate. The review by Berkowitz et al. (2017) was based on literature from 2000 to 2016 and examined if a positive school climate could disrupt associations low socio-economic status and poor academic achievement. The findings of the Berkowitz et al. (2017) study suggest that a positive school climate is beneficial in mitigating negative contributions found by week socio-economic status background on academic achievement, despite the failure of most reviewed studies at providing a basis for the directional influence and causal relation deduction.

Motivation is a critical part of learning and achievement (Lin-Siegler et al. 2016). Moreover, it is noted that motivation is impacted by different factors, such as school environment, external rewards, personal goals, and interests. The study by Lin-Siegler et al. (2016) argued that student beliefs were highly influential to academic achievement, especially in how they feel about themselves, their environment, and the reality of requirements to be successful. Ergo, it can be assumed that through shaping these beliefs, academic motivation and performance may be influenced (Lin-Siegler et al. 2016).

2.5. Relationship between School Climate and Student Achievement

Allen et al. (2015) conducted a correlational study to explain the relationship between transformational leadership, student academic achievement in reading and math, and school climate using survey data obtained from the Multifactor Leadership Questionnaire from a purposeful sample at the elementary level. This questionnaire was beneficial because it enabled the researchers to measure the degree to which transformational leadership factors were displayed by principals based on teacher perceptions and principal self-assessments. School climate through the perceptions of teachers was analysed using the School Climate Inventory-Revised survey (Allen et al. 2015). The researchers found that there was a positive relationship between school climate and transformational leadership, yet no relationship was found between student achievement and transformational leadership or between student achievement and school climate (Allen et al. 2015).

The reason for this paper is to look at the part of educator work fulfilment and school atmosphere in intervening the relative impacts of principals' instructional and transformational administration rehearses on understudy results. Vital administration practices were not related specifically with either instructor work fulfilment or school-accumulated understudy accomplishment (Dutta & Sahney 2016). Or maybe, the transformational pioneer conduct demonstrated an aberrant impact, through the social and full of feeling part of the school atmosphere, on instructor work fulfilment. The physical atmosphere, notwithstanding, seemed to assume a ruling part in intervening the instructional administration impacts on instructor work fulfillment. Contrasting the relative roundabout impact sizes of the instructional and transformational initiative practices on understudy accomplishment, principals seem to support the previous approach (Dutta & Sahney 2016).

2.6. Application to the Present Study

The studies discussed within this chapter led to the assertion for the need for this study through the contributions of the literature gap, as well as the understanding that most emphasis was on individual groups – educators or students – leading to the indication that a mixed-methods analysis would be beneficial in this construct because the few studies that do engage both groups tend to emphasize quantitative data. As a result, the prior studies guided the present study through providing an overview of school climate, academic achievement, and the relationship between school climate and academic achievement based on an understanding of primarily school level factors, as opposed to individual level factors.

CHAPTER 3: METHODOLOGY

3.2. Research Design and Methods

The present study was conducted as a mixed-methods concurrent triangulation study, utilising focus groups (educators) and surveys (educators and students). The mixed-methods approach combines quantitative and qualitative methods in order to establish a more comprehensive perspective of the research problem under investigation. In this approach, instead of focusing solely on one approach (quantitative or qualitative), the research problem is emphasized and all available approaches are utilised to increase understanding (Harwell 2011).

Mixed-methods research involves the collection and analysis of quantitative and qualitative data. Quantitative data involves closed-ended questions that is analysed using statistical analysis and is shown in numerical representation (Creswell & Zhang 2009). For the present research, educators completed a brief questionnaire to collect demographic data for sample descriptive purposes. Students completed a questionnaire to collect both demographic data and information relating to the study for descriptive and analysis purposes. Qualitative data, on the other hand, is based on open-ended questions and provides the ‘voice’ of the participants (Creswell & Zhang 2009). For the

present study, educators participated in focus groups for the collection of qualitative data. Within the present study, both qualitative and quantitative data are collected simultaneously to collaborate/refute each other.

3.3. Population and Sampling

As the present study is being considered a case study, one private school will be used.

The principal of the participating school agreed to provide an overview of the study to educators during the next staff meeting, as well as provide researcher contact information and obtain contact information for interested educators. Approximately 45% of all educators expressed interest in participating based on the provision of contact information to the researcher. Through contact with interested educator participants, about 15% of these participants were willing to distribute the invitation to participate and consent form to their students. Using the *randbetween*function of Microsoft Excel, an educator sample of 42 individuals (teachers and administrative officials) was selected for participation within the study and 5 individuals were selected for a pilot study to review the research instrument. The focus group division is shown in the following table.

Table 1: Educator Participant Division into Focus Groups

Focus Group						
1	2	3	4	5	6	7
P1	P7	P13	P19	P25	P31	P37
P2	P8	P14	P20	P26	P32	P38
P3	P9	P15	P21	P27	P33	P39
P4	P10	P16	P22	P28	P34	P40
P5	P11	P17	P23	P29	P35	P41
P6	P12	P18	P24	P30	P36	P42

The same function was repeated for students to obtain a sample size of 150 students, with 5 additional students selected for a pilot study to review the research instrument.

3.4. Research Instruments

3.4.1. Educators

The research instrument for educators was composed of two parts (see Appendix B). The first part consisted of a brief questionnaire to obtain demographic information, conducted in *Survey Monkey*. Following the completion of the questionnaire, the 42 participants were divided at random into 7 focus groups for a discussion that occurred through *FocusGroupIt*, an online platform for the purpose. Participants were requested to visit the focus group at least 3 times, where the first time was to provide initial responses to the questions asked and the other 2 times to respond to other participants.

3.4.2. Students

The research instrument in the form of a questionnaire through *Survey Monkey* for students was composed of 4 parts (see Appendix C). The first section asked students about demographic information. The second section

consisted of multiple choice questions about school climate. The third section consisted of multiple choice questions about academic achievement. The fourth section consisted of a Likert scale regarding the relationship between academic achievement and school climate. The Likert scale was based on a 6-point scale, where 1 = most disagreeable; 2 = disagreeable; 3 = slightly disagreeable; 4 = slightly agreeable; 5 = agreeable; and 6 = most agreeable.

3.5. Data Collection

Participants were requested to provide contact information of either an e-mail address or phone number. All participants in both groups provided e-mail addresses to which the researcher sent the respective links to the focus group assigned and for the demographic information questionnaire (for educators) and to the questionnaire (for students). In total, there were 7 focus group links and 2 questionnaire links provided. The questionnaire link for educators remained opened for 5 business days (Monday through Friday). The focus group links for educators and student questionnaire link remained open for 10 business days (Monday through Friday) for data collection purposes. All links for both groups were sent through individual e-mails over a weekend time period.

3.6. Data Analysis

3.6.1. Demographic Information

For both groups, demographic information was analysed based on frequency and percentages, both of which are descriptive statistics (Hebl 2015).

3.6.2. Educators

The focus group responses were analysed both individually and as a whole. To begin with, participant responses were read, and common themes were recorded for each focus group. Next, oppositional themes were recorded for each focus group. Once themes and oppositional themes were determined for the individual focus groups, common themes and oppositional themes were determined across all groups. The data was presented using thematic narrative analysis based on the prior procedures.

3.6.3. Students

First, sections 2 to 4 were analysed based on frequencies and percentages to determine overall opinions of the sample. Section 4 was also analysed based on the mean, variance, standard deviation, and coefficient of variation. The first hypothesis was tested through the chi square test of independence based on a significance level of 0.05. data for the first hypothesis will come from the second question of sections 2 and 3, whereas the data for the second hypothesis will come from the fifth question of sections 2 and 3. The second hypothesis was tested through the chi square test of independence based on a significance level of 0.05.

3.7. Data Reliability

Trustworthiness of the research instruments was established through a review by 5 educators and 5 students for the respective research instrument. The participants reviewed the research instruments for clarity, conciseness, comprehensiveness, structure, credibility, and consistency. Each of these categories were analysed based on a 1 to 4 scale, where 1 = no; 2 = unclear; and 3 = yes. The Cronbach's alpha was used for reliability. For the educator research instrument, the Cronbach's alpha was 0.838, signifying that the research instrument is reliable. For the student research instrument, the Cronbach's alpha was 0.896, signifying that the research instrument is reliable.

CHAPTER 4: PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Demographic Information

4.1.1. Educators

The following figure shows the gender division of the educator participants.

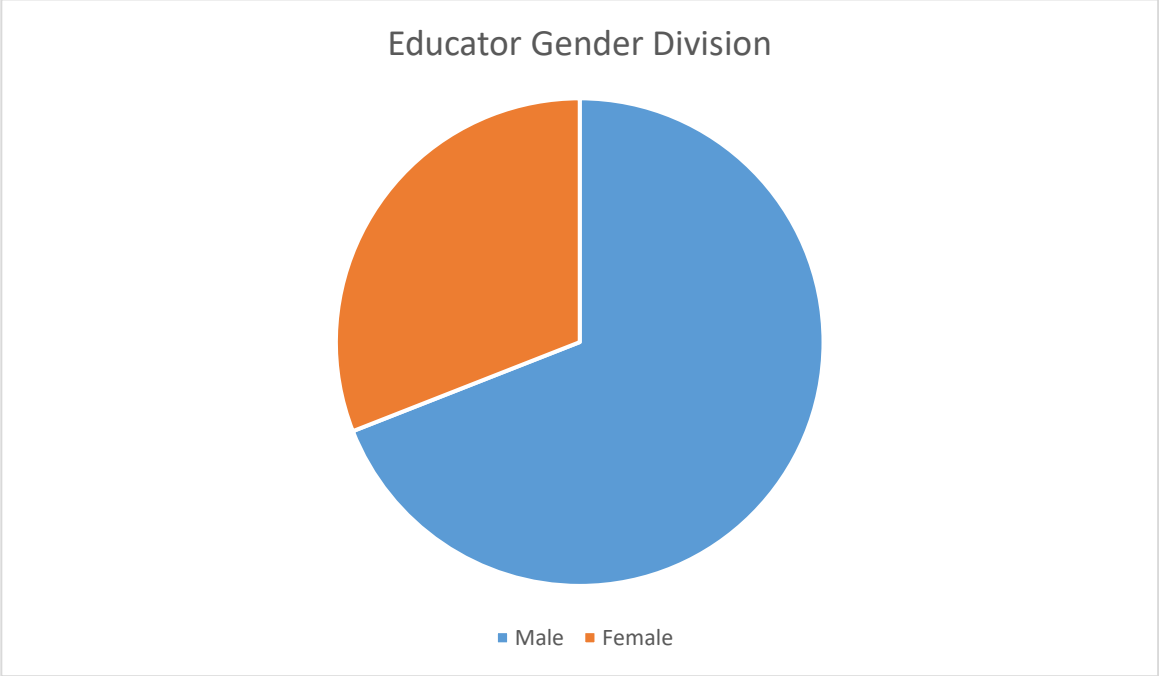

Figure 1: Educator Gender Division

Based on Figure 1, it was found that there were 29 male educators (69.05%) and 13 female educators (30.95%) participating in the study.

The following figure shows the age ranges of the educator participants.

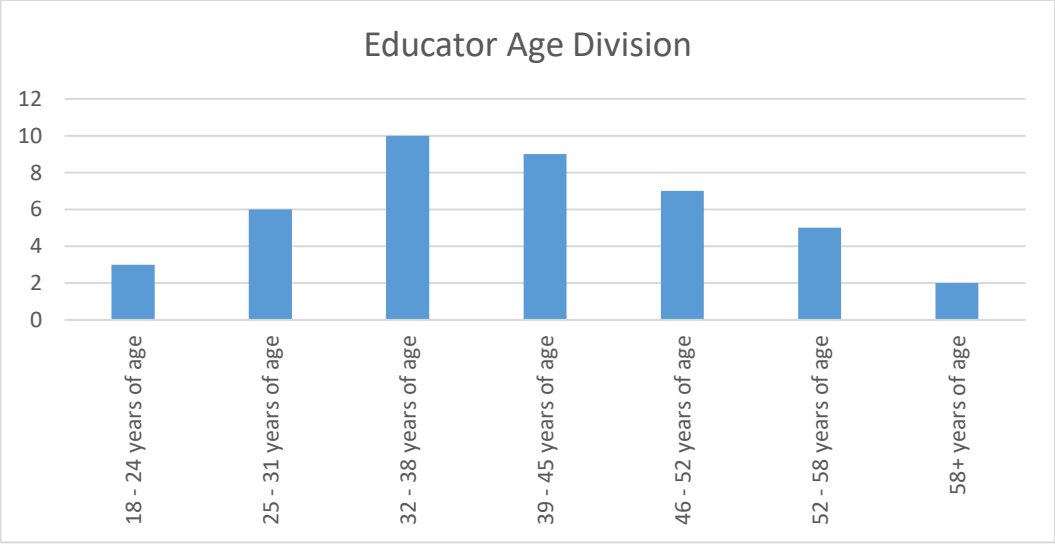

Figure 2: Educator Age Division

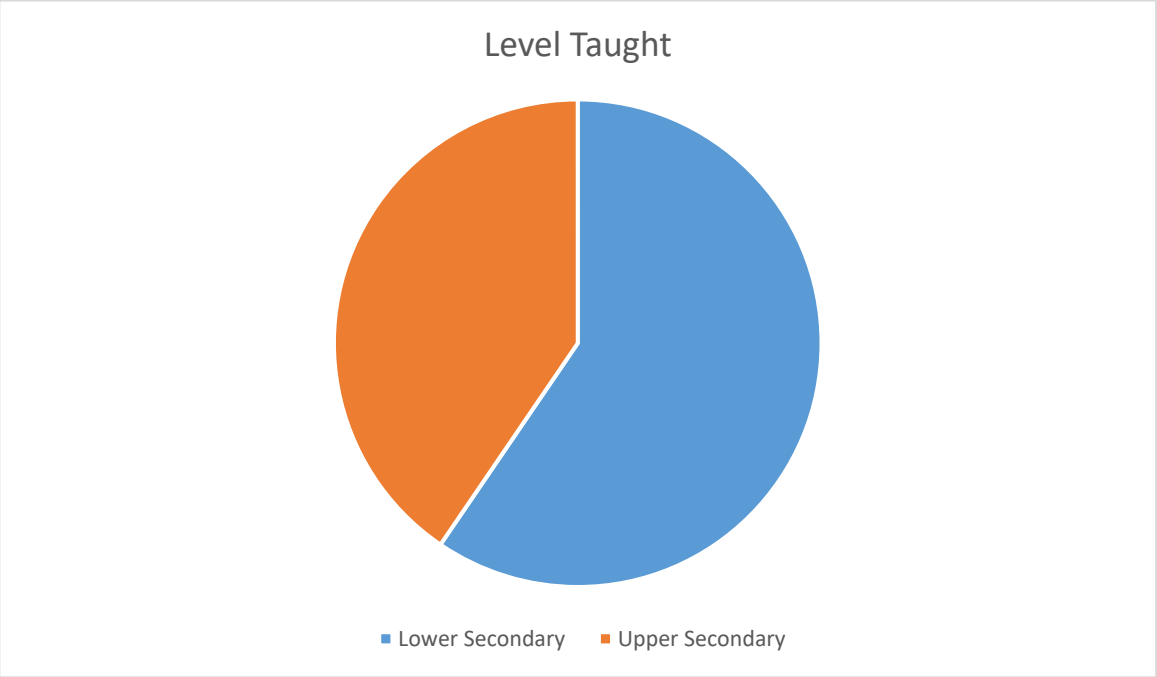

Figure 3: Level of Teaching by Educators

Based on Figure 3, it was shown that 25 educators (59.52%) teach at the lower secondary level and 17 educators (40.48%) teach at the upper secondary level.

The following figure shows the experience level of the educators.

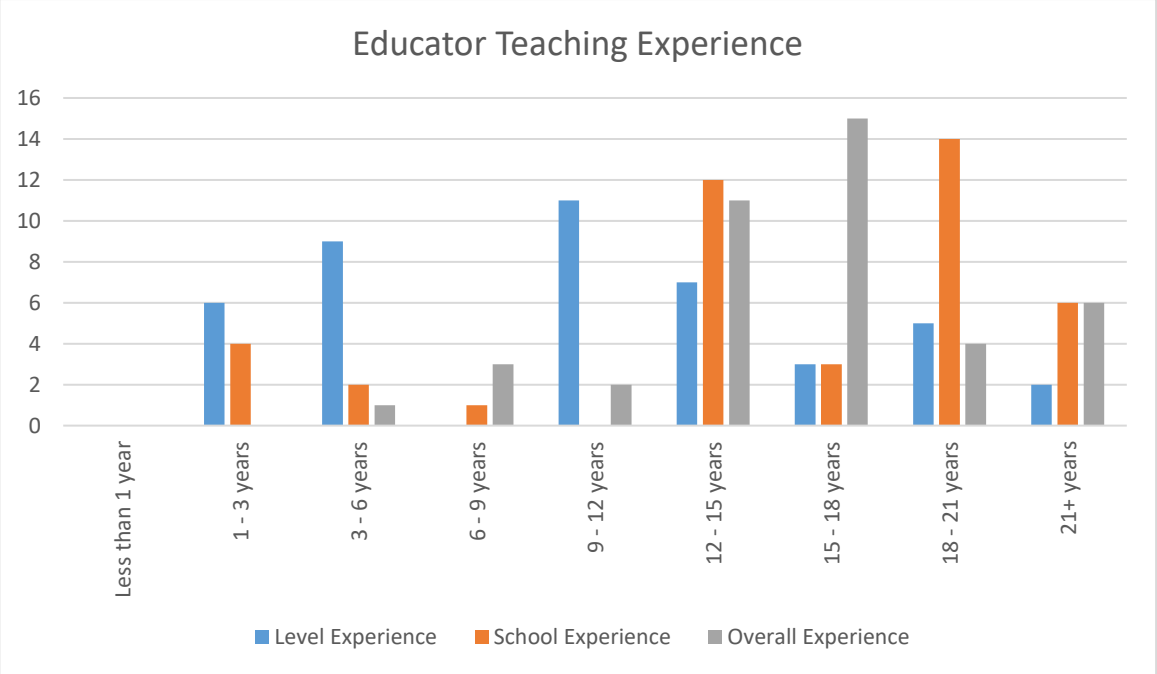

Figure 4: Educator Teaching Experience

The following figure shows if all of the teaching experience held by the educator has been earned in India.

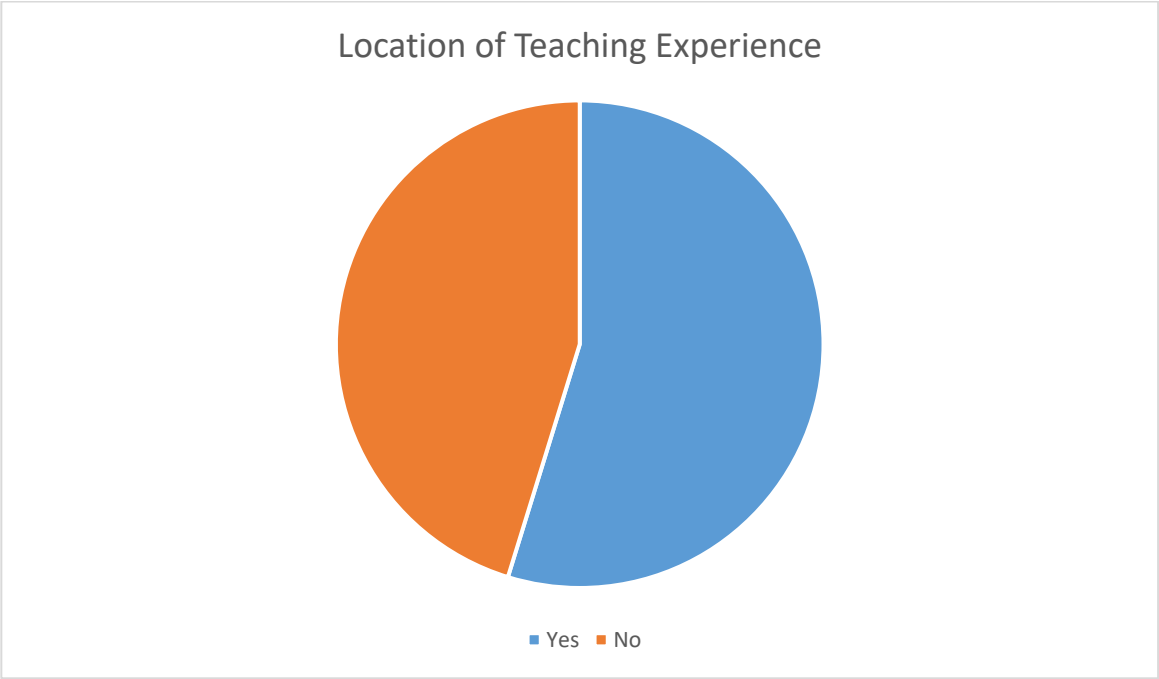

Figure 5: Location of Teaching Experience

Based on Figure 5, it was shown that 23 educators (54.76%) have only taught in schools in India, whereas 19 educators (45.24%) have taught in schools outside of India. The following figure shows the consistency in school type experience for educators.

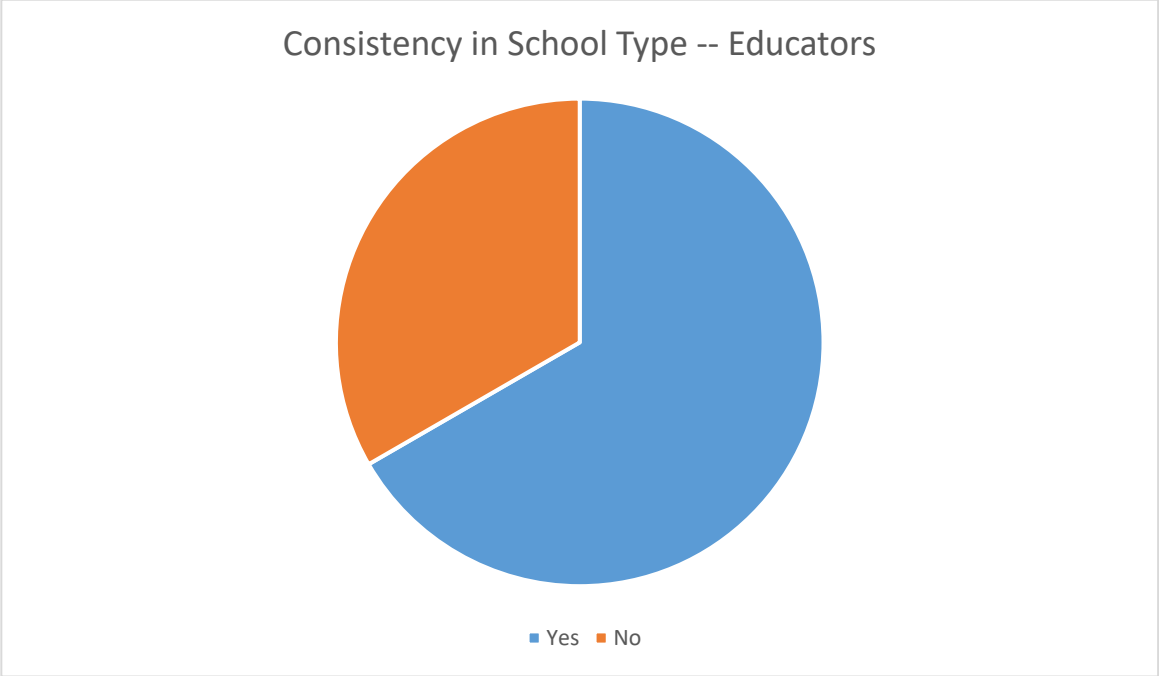

Figure 6: Consistency in School Type – Educators

Based on Figure 6, 28 educators (66.67%) have always taught at the same school type (public or private), whereas 14 educators (33.33%) have taught at the other type of school. The final figure in this sub-section shows the experience level held in the current school type by educators.

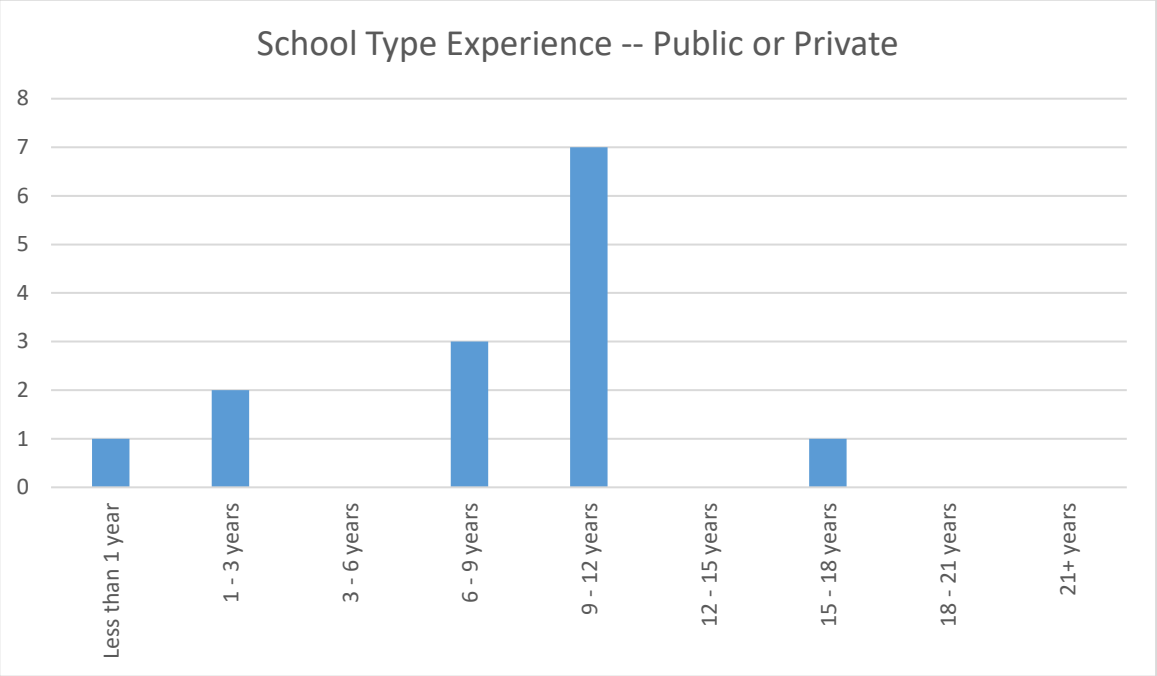

Figure 7: School Type Experience – Educators

Based on Figure 7, it was shown that 1 of the 14 educators with alternative experience (7.14%) each had less than 1 year of experience or 15 to 18 years of experience; 2 of the 14 educators with alternative experience (14.29%) had 1 to 3 years of experience; none of the 14 educators (0.00%) with alternative experience had 3 to 6 years of experience, 12 to 15 years of experience, 18 to 21 years of experience, or over 21 years of experience; 3 of the 14 educators (21.43%) with alternative experience had 6 to 9 years of experience; and 7 of the 14 educators (50.00%) with alternative experience had 9 to 12 years of experience.

4.2.2. Students

The following figure shows the gender division of the student participants.

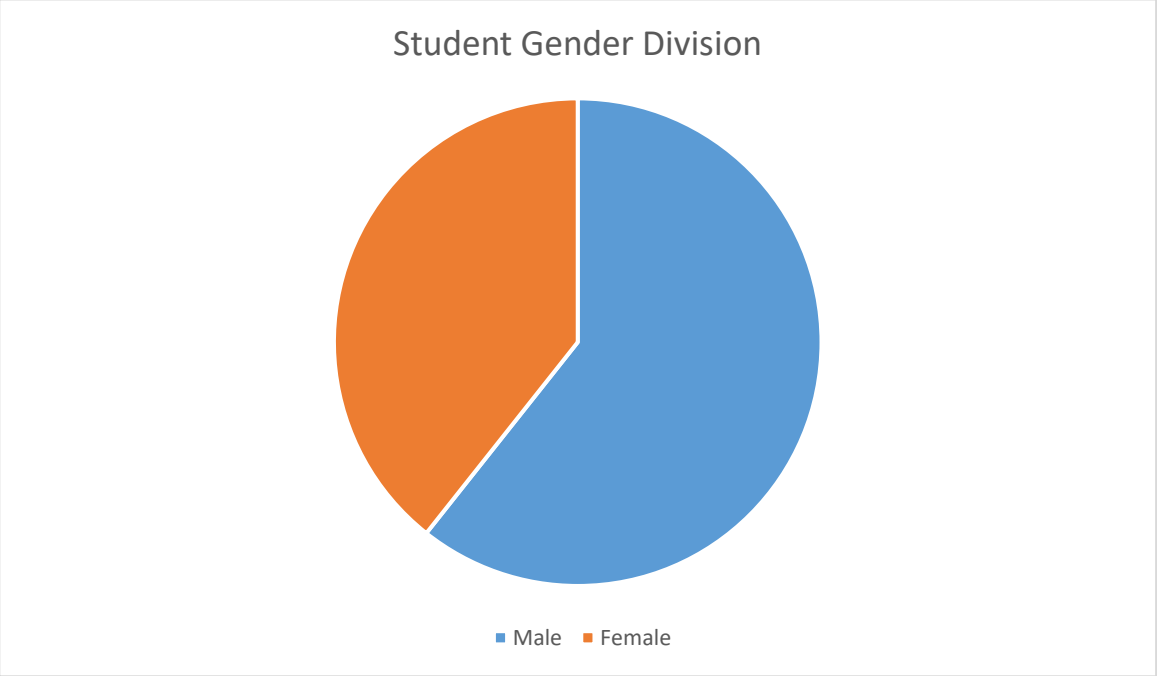

Figure 8: Student Gender Division

Based on Figure 8, there were 91 male student participants (60.67%) and 59 female student participants (39.33%). The following figure shows the student age division.

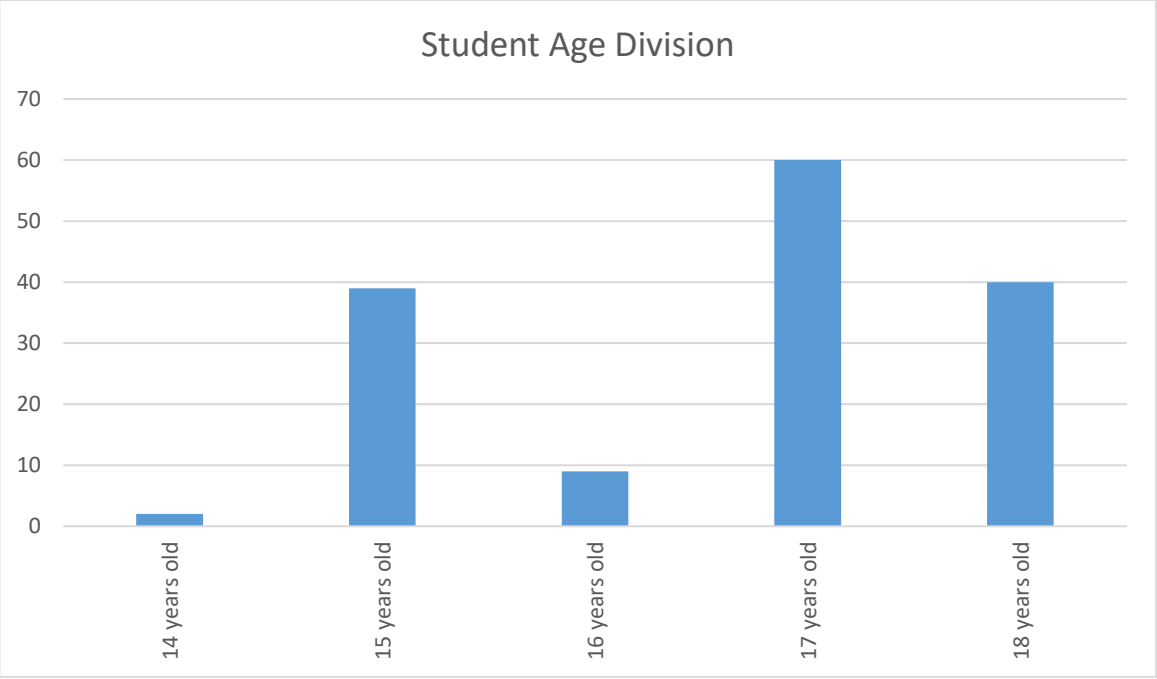

Figure 9: Student Age Division

Based on Figure 9, it was found that 2 students (1.33%) were 14 years of age; 39 students (26.00%) were 15 years of age; 9 students (6.00%) were 16 years of age; 60 students (40.00%) were 17 years of age; and 40 students (26.67%) were 18 years of age. The following figure shows the grade level of the student participants.

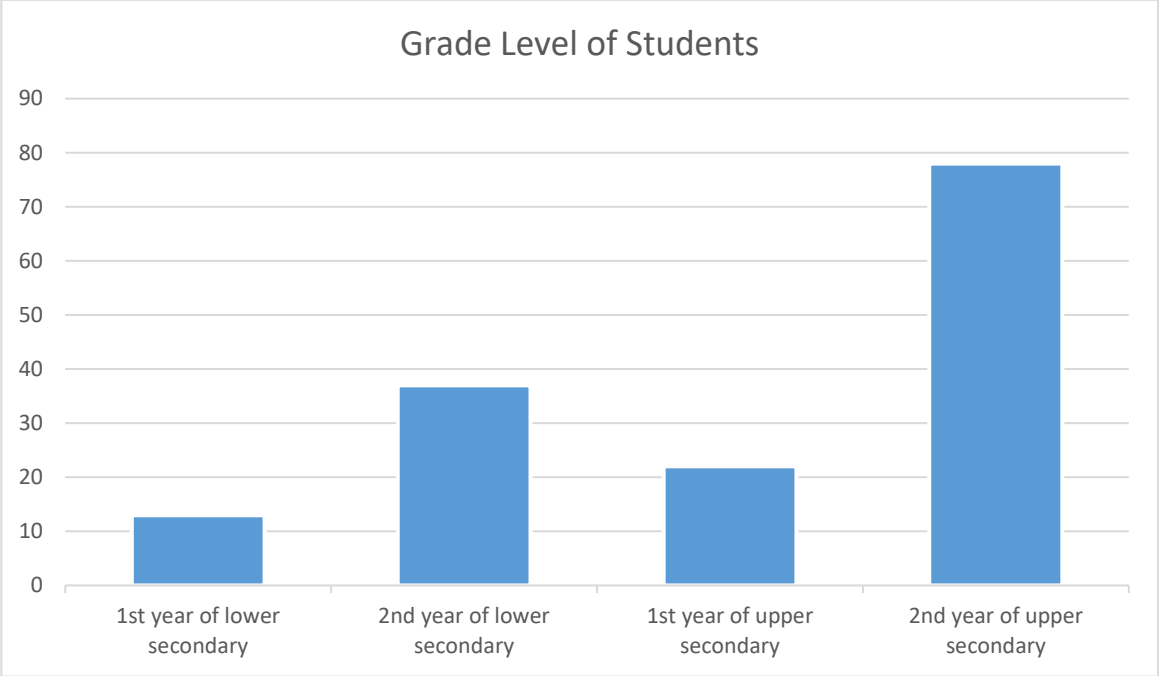

Figure 10: Grade Level – Students

Based on Figure 10, it was found that 13 students (8.67%) are in their first year of lower secondary; 37 students (24.67%) are in their second year of lower secondary; 22 students (14.67%) are in their first year of upper secondary; and 78 students (52.00%) are in their second year of upper secondary. The follow figure shows consistency in schools for students.

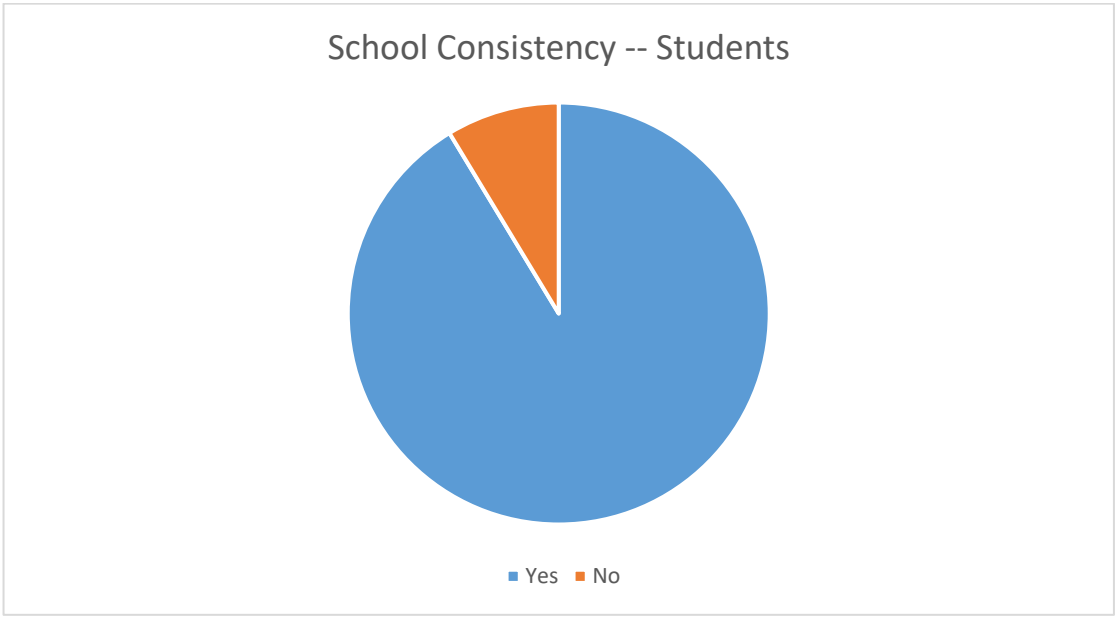

Figure 11: School Consistency – Students

Based on Figure 11, it was found that 137 students (91.33%) have attended the same secondary school for their entire secondary level education, while 13 students (8.67%) have attended other schools. The following figure shows if students have experience in schools in other countries.

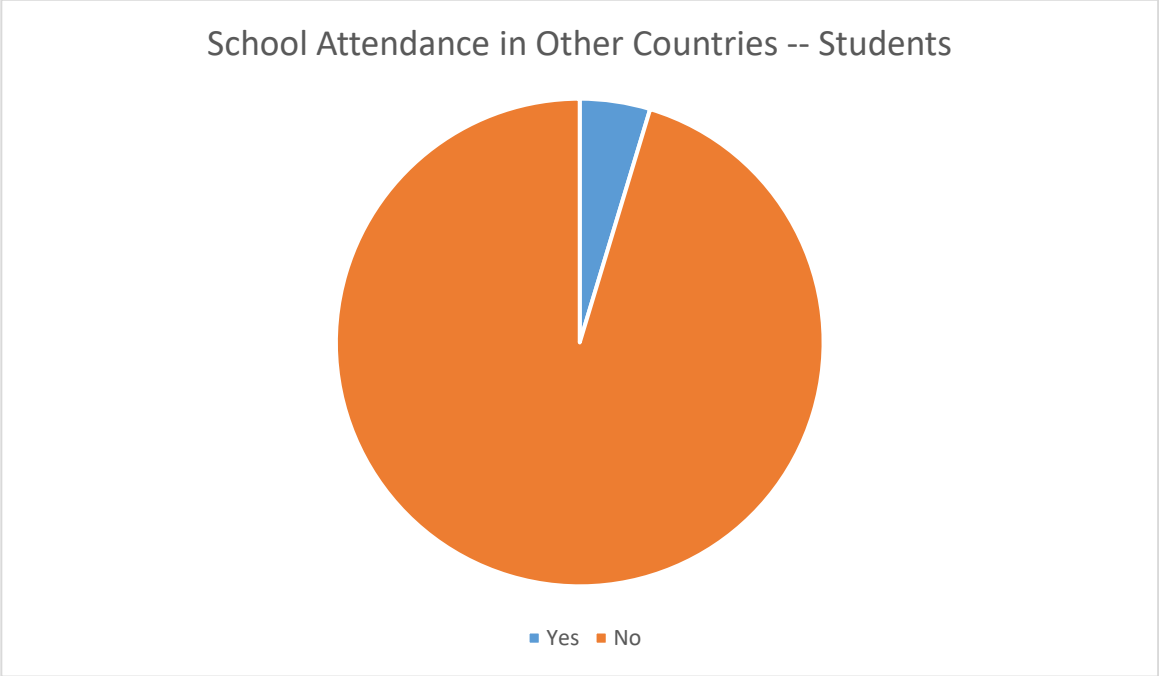

Figure 12: Student School Attendance in Other Countries

Based on Figure 12, it was found that 143 students (95.33%) had only attended school in India, whereas 7 students (4.67%) reported attending school outside of India. The following figure shows the private to public school relationship.

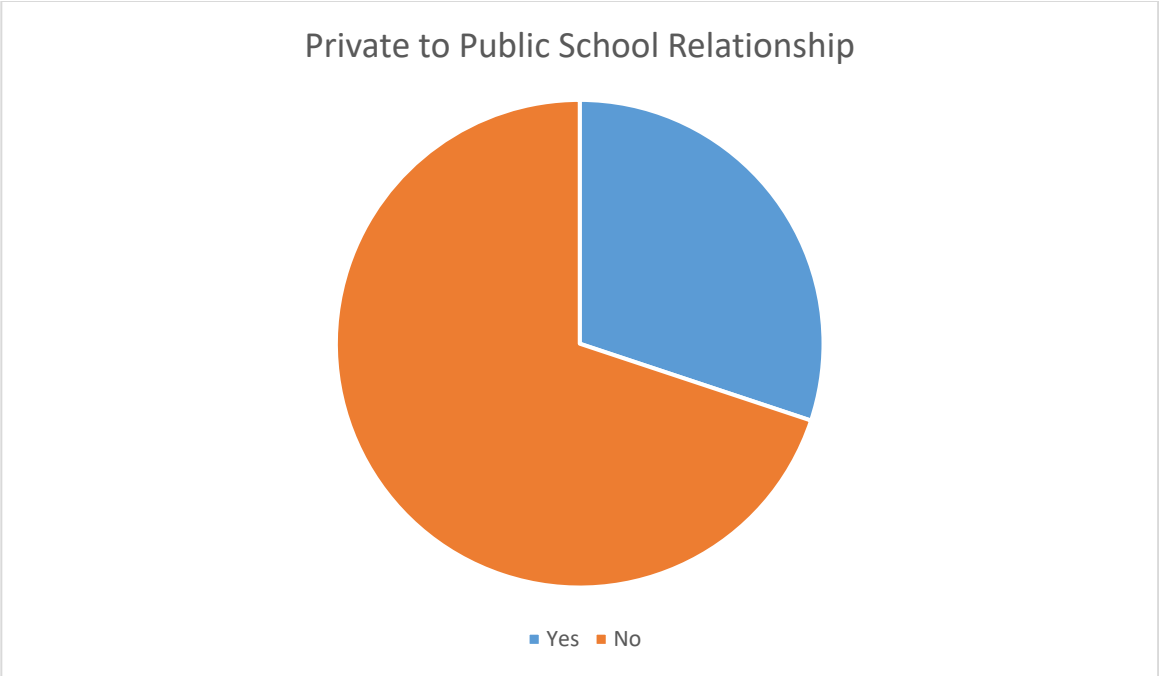

Figure 13: Private to Public School Relationship

Based on Figure 13, it was found that 28 of the 93 students (30.11%) with current private school experience have attended public school in the past, whereas 65 of the 95 students (69.89%) with current private school experience always attended private school. The following figure shows the length of time within the public school system for those students that were previously in private school.

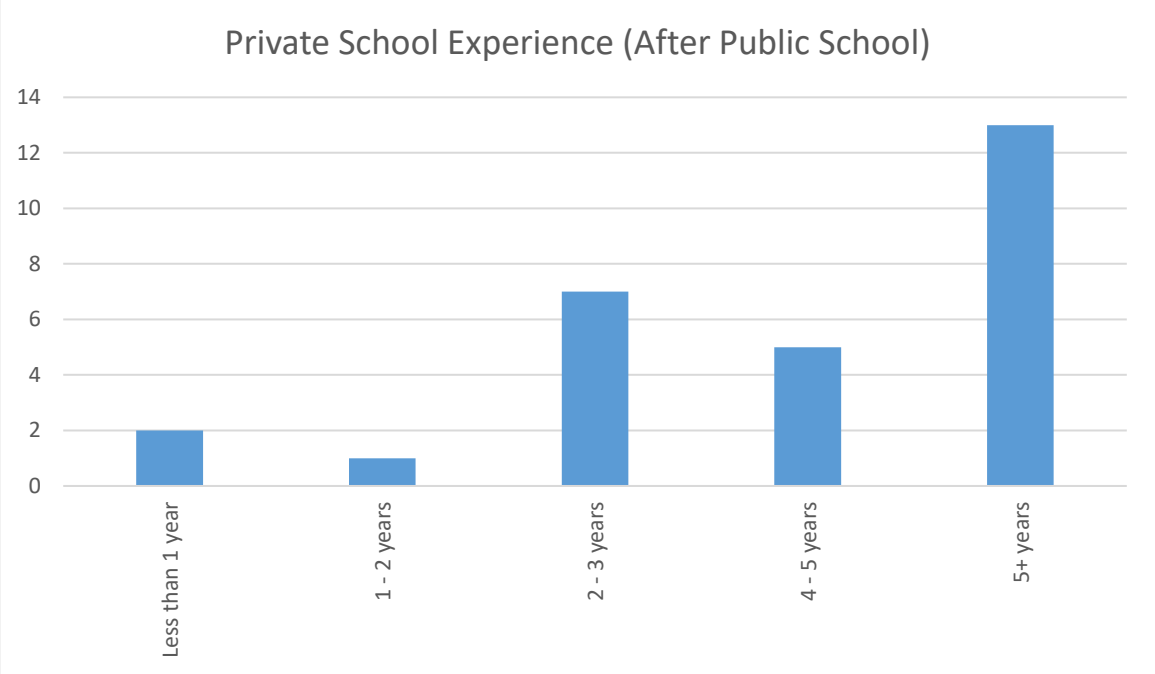

Figure 14: Amount of Private School Experience after Public School

The final figure in this sub-section shows the amount of familial support for students in secondary school.

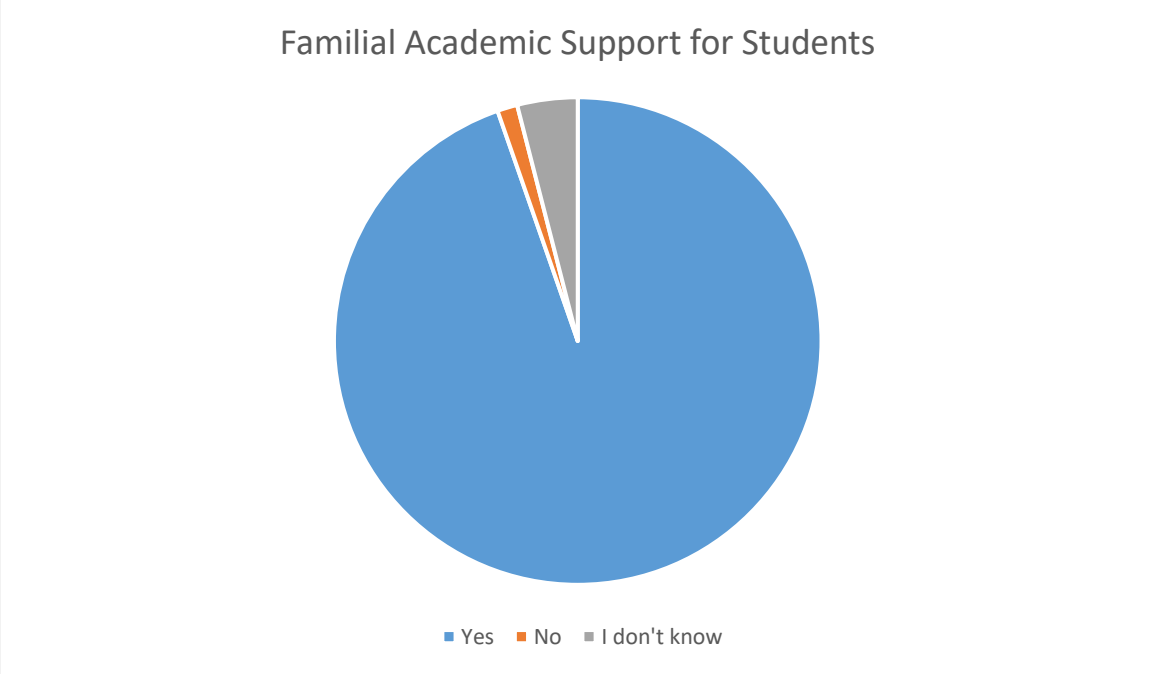

Figure 15: Familial Academic Support for Students

Based on Figure 15, it was found that 142 students (94.67%) had full familial support for pursuing secondary level education; 2 students (1.33%) had no familial support for pursuing secondary level education; and 6 students (4.00%) did not know the degree of familial support held for pursuing secondary level education.

4.3. School Climate

Section 2 of the student questionnaire focused on 5 questions relating to school climate perceptions. The following table shows the results of the first question regarding the definition of school climate.

Table 2: Student Definition of School Climate

Definition	Frequency	Percentage
School climate is defined as the atmosphere that I feel when I walk into the school.	49	32.67%
School climate is defined as the environment that is provided by teachers and other students.	54	36.00%
School climate is defined as how principals lead the school.	30	20.00%
School climate is based on the rules of the school.	17	11.33%

Per students, the most common definition of 'school climate' is the environment that is provided by teachers and other students. The focus groups were also asked to define 'school climate' and came up with similar, yet distinct definitions. For example, the first focus group stated *school climate refers to all of the factors that impact all senses held by all individuals within the school, including emotional and mental. Although it is recognised that emotions and the mind are not actual senses, they are highly influential to the perception of school climate. Therefore, school climate is commonly analysed by individuals within the environment based on their emotional and mental state.* This is similar as to the situation when Jia et al. (2016) controlled for demographic information, such as enrolment size, low-income student percentages, minority student percentages, and urbanicity, finding that student perceptions of teachers as supported, despite high academic expectations, there were lower dropout rates. Therefore, a supportive school environment is vital for student success. The second focus group, on the other hand, stated that *school climate may be defined as the physical environment in which the student learns, and the teacher teaches. Yet, the critical component of the school climate are those programs that are utilised by educators to create the atmosphere that leads to school success.* The third focus group stated that *school climate may be defined as all characteristics that compose the school environment – seen and unseen*. The fourth focus group stated that *school climate may be best defined as the attitude of the educators and students, which provide some of the most influential factors affecting both educator success, student success, and school success.* The fifth focus group stated that *school climate is defined by mental, emotional, attitudinal, and physical characteristics in which the teacher teaches, and the student learns. These different characteristics has different influences on different individuals, dependent on their personal perceptions*. The sixth focus group stated that *school climate is based on resources and may be defined by resources and demographics. For example, a school with a primarily low-income study body may define their school climate as 'poor' or 'unworthy.' Therefore, school climate is a give-and-take atmosphere, where all participants 'give' (attitude, knowledge, etc.) and 'take' (attitude, knowledge, etc.).* This definition was related to motivation, as described by Fidan and Oztürk (2015), who found that private school teachers were more intrinsically motivated and created as compared to public school teachers. The seventh focus group defined school climate as *the environment that is developed by staff members, teachers, parents/guardians, community members, school leaders for the*

purpose of student learning. This finding is similar to the one by Gage et al. (2016), who recognised prior research arguing that student climate is an influencer of the academic, behavioural, and social outcomes of students, concluding that school climate improvement is critical to preventing difficulties in these areas. The next table shows the most significant factors that impact school climate, based on the point of view of students.

Table 3: Most Significant Factors Impacting School Climate – Students

Factors	Frequency	Percentage
Teacher attitude	73	48.67%
Student attitude	51	34.00%
Principal attitude	30	20.00%
Personal attitude	69	46.00%
Testing anxiety	49	32.67%
Personal anxiety	74	49.33%
School expectations of performance	30	20.00%
Personal goals	46	30.67%
Peer pressure and/or bullying	63	42.00%
Teacher pressure and/or bullying	65	43.33%

It was found that the most influential factors of school climate based on the perceptions of students themselves was personal anxiety and teacher attitude. The following table shows the factors chosen by educators as being most impactful for school climate.

Table 4: Educator Perceptions of School Climate Factors

Factors	Frequency	Percentage
School leadership	30	71.43%
Teacher self-efficacy	32	76.19%
Student self-efficacy	24	57.14%
Community support	23	54.76%
Availability of required/needed resources	16	38.10%
Student attitudes	6	14.29%
Peer support	12	28.57%
Teacher support	27	64.29%

Demographic characteristics	3	7.14%

The majority of the educators (71.43%) stated that school leadership was a major driver of school climate. However, this perception was viewed both positively and negatively. For example, P15 stated *school leadership is the single most positive influencer of school climate. If the school is being run ineffectively, the school climate diminishes. Essentially, the setting of the school climate is based on the school leadership.* There are some educators (76.19%) that believe that teacher self-efficacy was impactful to school climate, while 57.14% of the educators believed that student self-efficacy was impactful to school climate. According to P24, *if teachers do not have positive self-efficacy, it is impossible to expect the school climate to be positive. The opposite is also true. However, it has been seen that school climates may turn from positive to negative quickly, yet the reverse is not fast.* Other educators (54.76%) noted that school climate was most influenced by community support, while 47.62% believed that peer pressure was a significant factor of school climate. P19 stated *pressure in the school environment can be good and bad. In some cases, it leads to improved outcomes and, in others, bad outcomes. However, the most pressure tends to come from the community and if the school doesn't have support from its local community, the school climate will be bad for both students and educators.* It was noted that certain educators (38.10%) stated that availability of required/needed resources impacted school climate, which was supported by P40, stating *if teachers don't have what they need, they can't teach effectively, which leads to boredom and a dwindling school climate.* It was found that 14.29% of educators believed that student attitudes impacted school climate, while 28.57% of the educators felt that peer support and 64.29% of the educators felt that teacher support were influential to school climate. Finally, 7.14% of the educators noted that demographic characteristics were impactful to school climate. The following table shows opinions of students regarding the impact of pressure from peers and/or teachers on school climate.

Table 5: Agreement of Impact of Pressure on School Climate

	Impact of Pressure from Peers on School Climate		**Impact of Pressure from Teachers on School Climate**	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Yes	121	80.67%	98	65.33%
No	29	19.33%	43	28.67%
Unsure	3	2.00%	9	6.00%

The final question in this section for students involved ranking the factors based on the level of most impactful for school climate. For simplicity and space conservation, the average ranking[1] for the individual items was found. The items and average ranking is shown in the following table.

Table 6: Average Ranking of School Climate Impact Factors

Factors	Ranking
Teacher attitude	7
Student attitude	10
Principal attitude	2

Personal attitude	3
Testing anxiety	1
Personal anxiety	5
School expectations of performance	9
Personal goals	8
Peer pressure and/or bullying	6
Teacher pressure and/or bullying	4

The order of ranking was: (1) testing anxiety; (2) principal attitude; (3) personal attitude; (4) teacher pressure and/or bullying; (5) personal anxiety; (6) peer pressure and/or bullying; (7) teacher attitude; (8) personal goals; (9) school expectations of performance; and (10) student attitude.

4.4. Student Achievement

Section 3 of the student questionnaire focused on 5 questions relating to academic achievement perceptions. The following table shows the results of the first question regarding the definition of academic achievement.

Table 7: Student Definition of Academic Achievement

Definition	Frequency	Percentage
Academic achievement refers to getting high test scores.	41	27.33%
Academic achievement refers to getting a high GPA.	20	13.33%
Academic achievement refers to getting high grades in all classes.	57	38.00%
Academic achievement refers to getting into preferred classes.	32	21.33%

Most frequently, students stated that achieving high grades was the epitome of academic achievement. Educators were asked to define academic achievement in their own words within the focus groups. The individual results within the individual groups were remarkably similar, but each focus group had different definitions of academic achievement. According to the first focus group, *academic achievement may be defined as simply scoring well on standardised testing. However, this is not the only component of academic achievement. Essentially, academic achievement is based on the student reaching his/her individual goals.* Interestingly, the second focus group noted that *academic achievement varies based on the environment, where technical classes that rely on computers and other technologies, may have different expectations. Generally, though, academic achievement is based on the student achieving the best possible scores in the chosen classes.*The definition by the third focus group was also especially interesting as this group defined academic achievement as *the way that the student is motivated to learn new things*, which corresponds with the arguments held by Lin-Siegler et al. (2016), who argued that student motivation is a key component of academic achievement. Per the fourth focus group, *academic achievement is*

defined by the willingness of students to achieve goals that go beyond the classroom and educators must be aware and supportive of these goals. In many ways, the Tennant et al. (2015) study can be related to this definition because commonly, goals differ based on gender. Therefore, per Tennant et al. (2015), educators must be able and willing to offer support for their students, which could increase academic achievement. The fifth focus group suggested that *academic achievement is related to the willingness of students to do their best and meet mandated goals set forth both by the school and by teachers.* According to the sixth focus group, *academic achievement is defined as student and teacher self-efficacy. In other words, in order to meet their goals, student must be confident in their abilities to actually take the steps, successfully, to meet the aforementioned goals. At the same time, teachers must be confident in their ability to assist their students in meeting their goals – hence, the accomplishment of student academic achievement.* The seventh focus group concluded that *academic achievement is based on different student characteristics and abilities and refers to goals held by these students in consideration of the prior characteristics and abilities.*The next table shows the most significant factors that impact academic achievement, based on the point of view of students.

Table 8: Most Significant Factors Impacting Academic Achievement – Students

Factors	Frequency	Percentage
Pressure from other students	26	17.33%
Pressure from teachers	7	4.67%
Pressure from families	53	35.33%
Pressure from principals	75	50.00%
Personal expectations	37	24.67%
Preferred subject(s)	32	21.33%
Post-secondary school goals	55	36.67%
Career goals	28	18.67%
Familial expectations	57	38.00%
Desire to fit in with friends	15	10.00%

It was found that the most influential factors of student achievement based on the perceptions of students themselves was pressure from principals and career familial expectations. The following table shows the factors chosen by educators as being most impactful for student academic achievement.

Table 9: Educator Perceptions of Student Academic Achievement Factors

Factors	Frequency	Percentage
Peer-peer pressure	40	15.56%
Personal expectations and goals	26	10.12%
Familial expectations and goals	12	4.67%

Testing anxiety	39	15.18%
Bullying	23	8.95%
Enjoyment of school	7	2.72%
Home life problems	33	12.84%
Being perceived as 'different'	42	16.34%
Overwhelming responsibilities	13	5.06%
Employment expectations	22	8.56%

Based on the individual responses in the focus groups, the factors that impact student academic achievement can be summarised, as shown in Table 9 above

Many of the educators (95.24%) stated that peer-peer pressure among students was a significant problem for student academic achievement, arguing that students desire to fit in to their environments and so achievement is based on what they see other students do. However, 26 educators (61.90%) argued that academic achievement was impacted by personal expectations and goals, while 12 educators (28.57%) argued that academic achievement was impacted by familial expectations and goals. P13 stated *personal expectations of academic achievement are a major problem because if the student doesn't meet this expectation, s/he may feel as if they have failed, which could hinder further achievement*, which was in opposition to the viewpoint of P29, who stated *familial expectations of academic achievement suggest that the family expects the student to achieve the goals and dreams of the family, not necessarily that of the student. As a result, the student may not live up to expectations in order to prevent having to follow the path set forth by the family.* Jia et al. (2016) argued that dropout rates increased based on the environment in which the student lives, which provides supporting evidence to the perception established by P29. Most educators (92.86%) believed that testing anxiety was a problem associated with academic achievement, where P12 stated that *students experience testing anxiety due to pressure from different sources, which influences the ability of the student to meet specific expectations*. Interestingly, over half of the educators (54.76%) perceived bullying as a major influencer of academic achievement, where the common theme for this assertion is that *students do not want to be where they are not wanted or accepted, so when students are bullied, they are less likely to desire to attend school and learn, which decreases their academic achievement*. Conversely, only a few educators (16.67%) believe that enjoyment of school has an impact on academic achievement, but those educators that do have this belief assert that enjoyment of school is a positive factor of academic achievement, which is supported by research by Jacob and Parkinson (2015), showing that executive function is important for successful academic achievement. It was shown that 78.57% of educators felt that home life problems impacted academic achievement, but for different reasons. For example, according to P3, *if the student has a poor home environment, they are less likely to care about their school environment*. Conversely, P41 stated that *in cases where the home environment is not supportive or is poor, students may be more likely to be dependent upon their school environment and strive harder to earn the praise and gratitude at school that may not be provided at home.* P8 stated *some students have outside responsibilities which may influence their academic achievement levels. For example, if the parents/guardians operate a business, the student may be expected to help there and/or at home. This could create additional pressure that makes these students focus more on these responsibilities, as opposed to their education.* On the other hand, P42 stated that *students may be overwhelmed by their extracurricular activities, which may make it harder to meet academic achievement expectations.* These opposing views were interesting because P8 focused on responsibilities that may

be, in a sense, required for the student to even be able attend secondary school, whereas P42 focused on optional activities. Finally, it was shown that 52.38% of educators felt that employment expectations may be influential to academic achievement, where it was recognised that certain educational outcomes were required to pursue certain careers. The following table shows opinions of students regarding the impact of pressure from peers and/or teachers on academic achievement.

Table 10: Agreement of Impact of Pressure on Academic Achievement

	Impact of Pressure from Peers on Academic Achievement		Impact of Pressure from Teachers on Academic Achievement	
	Frequency	**Percentage**	**Frequency**	**Percentage**
Yes	103	68.67%	65	43.33%
No	47	31.33%	83	55.33%
Unsure	9	6.00%	2	1.33%

Students were more likely to agree (68.67%) that peer pressure impacts academic achievement and less likely to agree (55.33%) that teachers impacted academic achievement. Throughout the focus groups, few statements were made regarding pressure from educators. P1 stated *admittedly, when it comes time for standardised testing, most teachers are stressed, which conveys to students, influencing academic achievement*. At the same time, P21 stated *teachers should not and, in the case of my school, do not pressure students directly. However, it is also recognised that students are aware of the expectations held on teachers, which impacts their abilities to meet standardised goals.*

The final question for students in this section involved ranking the factors based on the level of most impactful for academic achievement. For simplicity and space conservation, the average ranking[1] for the individual items was found. The items and average ranking is shown in the following table.

Table 11: Average Ranking of Academic Achievement Impact Factors

Factors	Ranking
Pressure from other students	4
Pressure from teachers	8
Pressure from families	1
Pressure from principals	5
Personal expectations	9
Preferred subject(s)	3
Post-secondary school goals	6
Career goals	10

Familial expectations	2
Desire to fit in with friends	7

Pressure from families ranked high in the list of factors influencing academic achievement, and it ranked as most impactful per Table 11. Focus group participants also appeared to recognise this impact, generally stating *students want to make their families happy. As a result, it is necessary to be aware of this pressure placed on students by families and work with all parties to mitigate these pressures to enable students to achieve the best possible academic achievement outcome.* Per students, career goals ranked the least important (see Table 11); however, educators noted more importance based on the conclusion drawn by some of the participants, stating *students are often driven towards specific careers – either through personal goals or familial expectations – which means that academic achievement is impacted by meeting these expectations and the failure to meet these expectations may hinder alternative career choices for the student*.

4.5. Likert Scale Descriptive Statistics

The following table shows the descriptive statistics (mean[1] (M), variance[1] (V), standard deviation[1] (SD), and coefficient of variation[1] (CV)) of the Likert scale.

Table 12: Likert Scale Descriptive Statistics

	M	V	SD	CV
School climate has a significant impact on my academic achievement level.	4.23			19.50%
School climate and academic achievement are related.	4.59			17.97%
School climate and academic achievement influence each other.	3.27			25.19%
My teachers pressure me to achieve high test scores, which makes it harder to meet my personal academic goals for academic achievement.	4.81			17.13%
My peers pressure me to achieve high test scores, which makes it harder to meet my personal academic goals for academic achievement.	4.82			17.10%
My teachers seem to be pressured by school leaders.	4.46			18.48%
I feel like a failure when I don't meet certain academic expectations.	4.19			19.69%
My school climate is positive.	4.90			16.82%
My school climate is negative.	2.25			36.59%
I don't think my level of academic achievement is influenced by anything but my own work.	4.27			19.32%
Overall Average	**4.18**	**0.680**	**0.824**	**20.78%**

Overall, students were slightly agreeable to agreeable to the concepts set forth within the Likert scale. Students were slightly agreeable to agreeable, with an emphasis on the slightly agreeable side, to the concept that school climate has a significant impact on academic achievement level. Students were slightly agreeable to agreeable, with an emphasis on the agreeable side, to the concept that school climate and academic achievement are related. Students were slightly disagreeable to slightly agreeable, with an emphasis on the slightly disagreeable side, to the concept that school climate and academic achievement influence each other. Students were slightly agreeable to agreeable, with an emphasis on the agreeable side, to the concept that teachers pressure students to achieve high test scores, which makes it harder to meet personal academic goals for academic achievement. Students were slightly agreeable to agreeable, with an emphasis on the agreeable side, to the concept that peers pressure students to achieve high test scores, which makes it harder to meet personal academic goals for academic achievement. Students were slightly agreeable to agreeable, with an emphasis on the slightly agreeable side, to the concept that teachers seem to be pressured by school leaders. Students were slightly agreeable to agreeable, with an emphasis on the slightly agreeable side, to the concept that some students feel like failures when they do not meet certain academic expectations. Students were slightly agreeable to agreeable, with an emphasis on the agreeable side, to the concept that their school climate is positive. Students were disagreeable to slightly disagreeable, with an emphasis on the disagreeable side, to the concept that their school climate is negative. Students were slightly agreeable to agreeable, with an emphasis on the agreeable side, to the concept that their level of academic achievement is influenced by anything but their own work.

Individual focus groups began discussing the differences in school climates, both positive and negative, as well as discussed, the impact of these different climates, as well as their impacts on academic achievement. P39 stated *positive school climates lead to an improvement in academic achievement.* However, P20 stated *the school climate impacts the academic achievement of students, but this impact is based on the degree of influence that the school climate holds. Some students are able to ignore negative influencers associated with school climate and still have positive academic achievement.*

4.6. Hypothesis Testing

Hypothesis testing is being conducted using the chi square test of independence with a significance level of 0.05. If the critical value, which is based on the degrees of freedom,[1] observed value ((OV) the observation), expected value (EV),[1] and test statistic (TS).[1]

4.6.1. Hypothesis 1

The first hypothesis is based on the importance of factors presented by students for school climate and academic achievement. There were 10 options (rows) for 2 categories (columns). As a result, the degrees of freedom is 9. At a 0.05 significance level, the critical value is 16.919. If the test statistic is higher than the critical value, the null hypothesis will be rejected, and the alternative hypothesis accepted. If the test statistic is lower than the critical value, the null hypothesis will be accepted, and the alternative hypothesis rejected. These are shown below.

Ho4: School climate has no impact on academic achievement.

Ha4: School climate has a statistically significant impact on academic achievement.

The calculation is shown in the following table.

Table 13: Chi Square Test of Independence – Hypothesis 1

School Climate		Academic Achievement		TS		
OV	**EV**	**OV**	**EV**	**Total**		
73	58.235	26	40.765	99	3.743	27.967
51	34.118	7	23.882	58	8.354	8.070
30	48.824	53	34.176	83	7.257	30.294
69	84.706	75	59.294	144	2.912	53.446
49	50.588	37	35.412	86	0.050	33.440
74	62.353	32	43.647	106	2.176	34.220
30	50.000	55	35.000	85	8.000	19.314
46	43.529	28	30.471	74	0.140	16.571
63	70.588	57	49.412	120	0.816	38.140
65	47.059	15	32.941	80	6.840	25.427
550		385		935	31.710	

In Table 13, it was shown that the test statistic was 31.710, which is higher than the critical value of 16.919. As a result, the null hypothesis is rejected, and the alternative hypothesis is accepted. Therefore, school climate has a statistically significant impact on academic achievement.

4.6.2. Hypothesis 2

The second hypothesis is based on the ranking of factors presented to students regarding school climate and academic achievement. There were 10 options (rows) for 2 categories(columns). As a result, the degrees of freedom is 9. At a 0.05 significance level, the critical value is 16.919. If the test statistic is higher than the critical value, the null hypothesis will be rejected, and the alternative hypothesis accepted. If the test statistic is lower than the critical value, the null hypothesis will be accepted, and the alternative hypothesis rejected. These are shown below.

Ho7: School climate has no relationship with academic achievement.

Ha7: School climate has a statistically significant relationship with academic achievement.

The calculation is shown in the following table.

Table 14: Chi Square Test of Independence – Hypothesis 2

School Climate		Academic Achievement			TS	
OV	**EV**	**OV**	**EV**	**Total**		
7	6.471	4	4.529	11	0.043	0.062
10	10.588	8	7.412	18	0.033	0.047
2	1.765	1	1.235	3	0.031	0.045
3	4.706	5	3.294	8	0.618	0.883
1	5.882	9	4.118	10	4.052	5.789
5	4.706	3	3.294	8	0.018	0.026
9	8.824	6	6.176	15	0.004	0.005
8	10.588	10	7.412	18	0.633	0.904
6	4.706	2	3.294	8	0.356	0.508
4	6.471	7	4.529	11	0.943	1.348
55		55		110	0.105	

In Table 14, it was shown that the test statistic was 0.105, which is lower than the critical value of 16.919. As a result, the null hypothesis is accepted, and the alternative hypothesis is relationship. Therefore, school climate has no relationship with academic achievement.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.2. Response to the Research Questions

5.2.1. Research Question 1

The first research question was: What are the perceptions of educators regarding influencers of school climate? Per students, the most common definition of 'school climate' is the environment that is provided by teachers and other students. The first focus group stated *school climate refers to all of the factors that impact all senses held by all individuals within the school, including emotional and mental. Although it is recognised that emotions and the mind are not actual senses, they are highly influential to the perception of school climate,* which was similar to the assertion by Jia et al. (2016) that a supportive school environment is vital for student success. The second focus group, on the other hand, stated that *school climate may be defined as the physical environment in which the student learns, and the teacher teaches.* This definition was similar to the assertion of Voight and Nation (2016), where there were elements of motivation utilised in different programs and practices. The third focus group stated that *school climate may be defined as all characteristics that compose the school environment – seen and unseen*. This is remarkably similar to existing literature where Lester and Cross (2015) described school climate as the quality and characteristics of school life. The fourth focus group stated that *school climate may be best defined as the attitude of*

the educators and students, which provide some of the most influential factors affecting both educator success, student success, and school success. This finding was similar to that in the Malinen and Savolainen (2016) study, where the researchers asserted that perceptions of school climate also impacts educator job satisfaction and burnout, which influences student academic achievement. The fifth focus group stated that *school climate is defined by mental, emotional, attitudinal, and physical characteristics in which the teacher teaches, and the student learns.* Aldridge and Fraser (2016) found that job satisfaction and self-efficacy of educators were related to dimensions of school climate. The sixth focus group stated that *school climate is based on resources and may be defined by resources and demographics.* This definition was related to motivation, as described by Fidan and Oztürk (2015), who found that private school teachers were more intrinsically motivated and created as compared to public school teachers. The seventh focus group defined school climate as *the environment that is developed by staff members, teachers, parents/guardians, community members, school leaders for the purpose of student learning.* This finding is similar to the one by Gage et al. (2016), who recognised prior research arguing that student climate is an influencer of the academic, behavioural, and social outcomes of students, concluding that school climate improvement is critical to preventing difficulties in these areas.

5.2.2. Research Question 2

The second research question was: What are the perceptions of educators regarding influencers of student academic achievement? Prior to understanding these influencers, it was important to understand the definition, in the opinion of educators, of student academic achievement. The results were similar to existing literature. The definition of the first focus group drew parallels with Berkowitz et al. (2017) regarding the impact of multiple components within the concept of academic achievement, where the first focus group argued that *academic achievement is based on the student reaching his/her individual goals.* The second focus group drew parallels from Broadbent and Poon (2015) regarding the consideration that the learning environment impacted the student outcomes, where the second focus group argued that *academic achievement varies based on the environment, where technical classes that rely on computers and other technologies, may have different expectations.* Lin-Siegler et al. (2016), who argued that student motivation is a key component of academic achievement, which corresponded with the third focus group, which defined academic achievementas *the way that the student is motivated to learn new things*, which corresponds with the arguments held by. Tennant et al. (2015) argued that goals differ among students based on gender, which relates to the definition of student achievement by the fourth focus group, finding that *academic achievement is defined by the willingness of students to achieve goals that go beyond the classroom*. On the other hand, the fifth focus group defined academic achievement as *the willingness of students to do their best and meet mandated goals*, which could be associated with executive function, impacting academic success (Jacob & Parkinson 2015). The sixth focus group stated that *academic achievement is defined as student and teacher self-efficacy,* which is closely related the Zee and Koomen (2016) study, which found that educator self-efficacy is associated with both student and educator achievement. The seventh focus group concluded that *academic achievement is based on different student characteristics and abilities and refers to goals held by these students in consideration of the prior characteristics and abilities*, which relates to the Marschark et al. (2015) study, secondary diagnoses impact the rate of academic achievement.

5.2.3. Research Question 3

The third research question was: What are the perceptions of educators regarding the connection between school climate and student academic achievement? Individual focus groups began discussing the differences in school climates, both positive and negative, as well as discussed, the impact of these different climates, as well as their impacts on academic achievement. P39 stated *positive school climates lead to an improvement in academic achievement.* However, P20 stated *the school climate impacts the academic achievement of students, but this impact*

is based on the degree of influence that the school climate holds. Some students are able to ignore negative influencers associated with school climate and still have positive academic achievement.

5.2.4. Research Question 4

The fourth research question was: To what extent do students feel that school climate has an impact on their academic achievement? Based on the chi square test of independence, it was found that school climate has a statistically significant impact on academic achievement.

5.2.5. Research Question 5

The fifth research question was: What factors do students believe influence the school climate? It was noted that the most significant factors impacting school climate was teacher attitude (48.67%); student attitude (34.00%); principal attitude (20.00%); personal attitude (46.00%); testing anxiety (32.67%); personal anxiety (49.33%); school expectations of performance (20.00%); personal goals (30.67%); peer pressure and/or bullying (42.00%); and teacher pressure and/or bullying (43.33%). Educators had somewhat similar outcomes, with school leadership (71.43%); teacher self-efficacy (76.19%); student self-efficacy (57.14%); community support (54.76%); peer pressure (47.62%); availability of required/needed resources (38.10%); student attitudes (14.29%); peer support (28.57%); teacher support (64.29%); and demographic characteristics (7.14%). In relation to school climate, students agreed that peer pressure (80.67%) was influential and teacher pressure (65.33%) was influential to the school climate. The order of ranking was: (1) testing anxiety; (2) principal attitude; (3) personal attitude; (4) teacher pressure and/or bullying; (5) personal anxiety; (6) peer pressure and/or bullying; (7) teacher attitude; (8) personal goals; (9) school expectations of performance; and (10) student attitude.

5.2.6. Research Question 6

The sixth research question was: What factors do students believe influence academic achievement? The results showed that, based on a list of possible influencers, 7 students (4.67%) recognised pressure from other students as a factor of academic achievement; 13 students (8.67%) recognised pressure from teachers as a factor of academic achievement; 3 students (2.00%) recognised pressure from families as a factor of academic achievement; 41 students each (27.33%) recognised pressure from principals and career as factors of academic achievement; 15 students (10.00%) recognised personal expectations as a factor of academic achievement; 12 students (8.00%) recognised being engaged in a preferred subject as a factor of academic achievement; 28 students (18.67%) recognised post-secondary school goals as a factor of academic achievement; 1 student (0.67%) recognised familial expectations as a factor of academic achievement; and 18 students (12.00%) recognised the desire to fit in with friends as a factor of academic achievement. It was noted that educators had similar assessments, including peer-peer pressure, personal expectations and goals, familial expectations and goals, testing anxiety, bullying, enjoyment of school, home life problems, being perceived as 'different,' overwhelming responsibilities, and employment expectations as being influential to student academic achievement. Students were more likely to agree (68.67%) that peer pressure impacts academic achievement and less likely to agree (55.33%) that teachers impacted academic achievement. Throughout the focus groups, few statements were made regarding pressure from educators. Per students, the ranking of academic achievement factors was: (1) pressure from families; (2) familial expectations; (3) preferred subject(s); (4) pressure from other students; (5) pressure from principals; (6) post-secondary school goals; (7) desire to fit in with friends; (8) pressure from teachers; (9) personal expectations; and (10) career goals.

5.2.7. Research Question 7

The seventh research question was: To what extent do students feel that school climate is related to academic achievement? Based on the chi square test of independence, school climate has no relationship with academic achievement.

5.3. General Conclusions and Recommendations

To begin with, it may be concluded that educators and students had similar viewpoints regarding academic achievement, but different viewpoints regarding school climate. Therefore, academically, *it is recommended that future studies be conducted to develop a more comprehensive and clear picture of how both groups view school climate, which may be conducted through the use of either a solely quantitative or solely qualitative study using the same questions*. Practically, *it is recommended that current knowledge regarding academic achievement be analysed in an effort to develop programs that may be implemented within the school to improve school climate.*

Second, it may be concluded that there is a significant impact held on academic achievement as a result of school climate and vice versa. Therefore, academically, *it is recommended that future studies be developed to analyse the extent of this impact using different school climate situations.* Practically, *it is recommended that further knowledge be developed among school leaders and teachers regarding factors impacting school climate and develop programs that will mitigate negative factors to create a positive school climate.*

Finally, it may be concluded that there is a greater impact held on academic achievement and school climate as a result of pressure (personal, peer, familial, teacher, and principal) than previously thought. Therefore, academically, *it is suggested that further studies be conducted – both quantitative and qualitative – regarding pressure and the impact held on academic achievement and school climate.* Practically, *it is recommended that schools develop policies to decrease/eliminate pressure, especially when it turns to bullying, placed on students to meet certain expectations.*

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PAPER – 08

A PRAGMATIC STUDY ON USE OF E-WALLETS BY AUTO RICKSHAW DRIVERS IN MUMBAI, INDIA

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ABSTRACT

One of the remarkable reforms introduced by Government in India was demonetization which occurred in November, 2016. The two most astounding division money notes viz. Rupees 500 and Rupees 1,000 were pulled back from use as lawful delicate. Government asserted the goal of demonetization to confine the dark cash that run a parallel economy and to stop the utilization of money for subsidizing of a few wrongdoings like tax evasion and psychological warfare. Government additionally bragged the point demonetization to put the economy on computerized stage, by putting more significance on rising methods of installment. In the light of changes presented in cash flow, the money related specialist of India, for example Save Bank, has discharged its reports in the ongoing occasions, where it is displayed that open of India has moved their exchange mode from money to advanced. Banking offices like RTGS, NEFT, web and portable banking, alongside approach of E-Wallets has acquired a magnificent change the trade exchanges made by the general population of India. (Padiya and Bantwa, 2018).

E-Wallet likewise called as computerized wallet, is a protected method to execute where this wallet is connected with the bank account of a client and after that can be utilized for purchasing the merchandise and services or making charge installments. (Thulasiram, 2017). There are numerous advanced wallets that have as of late increase fame in Indian market. PayTM, PhonePay, MobiKwik, mPesa, Airtel Cash are some regular names in the rundown. However, the scope of usage of all these E-Wallets is confined to a narrow segment of population only. A large number of people are still not familiar to the concept of E-Wallets. Thus, they remain refrained from using of such simple and lucid technology that can make their life easier. (Sinha, 2016).

The present study is undertaken on the popularity of E-Wallets among the auto rickshaw drivers in Mumbai, the financial capital of India. Auto Rickshaw is a common form of urban transportation, generally meant for hire use. There are more than three lakh auto rickshaws in Mumbai alone. For short distances specially, people prefer to travel by Auto rickshaws as they are cheaply and easily available. Today auto rickshaws have become a life line of Indian urban population. Auto rickshaw drivers in India possesses good driving skills but they have little awareness regarding technology that can be used by them in everyday life. Use of E-Wallets by auto rickshaw drivers is not an exception to this.

The research aims at understanding the reasons behind lack of popularity of E-Wallets among the auto rickshaw drivers in Mumbai. The research is conducted in three phases. In its first phase, a survey is conducted wherein responses of auto rickshaw drivers are recorded and the reasons for E-Wallets, not being popular are noted. The next step after the initial survey is to analyze the unacceptability of E-Wallets among the auto rickshaw drivers in Mumbai and set out a training program to make them aware and generate the confidence among them to use E-Wallets. Once the training program is concluded, the third phase of research begins where the change in behavior of the respondents is recorded regarding use of E-Wallets.

Keywords: E-Wallets, Digital Payments, Smart Phones, Mumbai Auto Rickshaw drivers

1. INTRODUCTION

1.1 E-Wallets

E-Wallet is a kind of electronic card which is utilized for exchanges made online through a PC or a cell phone. Its utility is same as Plastic money. An E- Wallet should be connected with the person's Bank Account to complete the transactions. E-wallet is a kind of prepaid record where a client can store his/her cash for any future online exchange. An E-wallet is secured with a secret word. With the assistance of a E-Wallet, one can make installments for staple goods, online buys, and flight tickets, among others. (Kalyani, 2016).

E-wallet has for the most part two segments, programming and data. The product segment stores individual data and gives security and encryption of the information. The data part is a database of subtleties given by the client which incorporates their name, shipping address, installment strategy, add up to be paid, credit or platinum card subtleties, and so forth. For setting up an E-wallet account, the client needs to introduce the product on his/her gadget, and enter the important data required. Subsequent to shopping on the web, the E-Wallet naturally fills in the client's data on the installment structure. To initiate the E-Wallet, the client needs to enter his secret word. When the online installment is made, the buyer isn't required to take care of the request structure on some other site as the data gets put away in the database and is refreshed naturally.

1.2 E-Wallets in India

Considering the growing use of online shopping and online payments in India a handful of E-Wallet services have been started in India during last few years. Particularly during post demonetization period, the use of E-Wallets for online payments is growing at very high rate. 'E-Wallets' in India can be classified into three categories. (Chauhan and Shingare, 2017).

Closed E-Wallets: Closed E-Wallets issued by a substance for empowering the purchase of product and undertakings from it. These instruments don't permit cash withdrawal or recovery. Thusly, RBI support isn't required for issuing them. For instance Taxi organizations (Like Ola Cabs), online business (like Jabong, First Cry, Flipkart) and compact associations make E-Wallets for making portions towards purchase of things from them/for utilization of their organizations.

Semi-Closed E-Wallets: Semi-Closed E-Wallets which can be utilized for buying of merchandise, including money related administrations at shipper areas/foundations which have a particular contract with the backer to acknowledge them. These wallets don't allow money withdrawal or recovery by the holder. MobiKwik, PayU, PayTM, Citrus, and Airtel Cash are the best models under this class of E-Wallet.

Open E-Wallets: Open wallets are one which can be used for purchase of merchandise, including financial services inluding funds transfer at any card accepting merchant locations [point of sale (POS) terminals] and also permit cash withdrawal at ATMs / Banking Correspondents (BCs). However, cash withdrawal at POS is permitted only up to a limit of Rs.1000/- per day subject to the same conditions as applicable to debit cards (for cash withdrawal at POS).E.g. Vodafone in partnership with ICICI Bank runs an open wallet named as M-Pesa. Airtel Money is a semi-open wallet, which allows user to transact with merchants that have a contract with Airtel. One can't withdraw cash or get it back. One need to spend what he loads.

1.3 Auto-Rickshaws - the Indispensable Passenger Transportation Mode in India

Since the inception of auto-rickshaws in India in the late 1950s, these vehicles have turned into an irreplaceable part of urban versatility for many individuals. Auto rickshaws play a fundamental and dynamic job in India's urban vehicle frameworks. Auto rickshaws are utilized in urban areas and towns for short separations; they are less fit to long separations since they are moderate and the carriages are available to air contamination. Specialists accept that 3-wheelers would dependably remain a shoddy and solid method of last mile network, even in urban communities like Mumbai and Delhi which have strong mass vehicle frameworks set up. Hailed as the most conservative and nearby approach to drive, automobiles assume a urgent job in India's transportation organize.

Bajaj Auto presented the nation's absolute first auto rickshaw in 1959. The administration at first authorized the organization to make 1,000 automobiles every year. Legend Motocorp, TVS Engine and Atul Auto are a portion of different players that are right now making 3-wheelers in India. As indicated by a report by appraisals organization ICRA, India has developed as the biggest 3-wheeler industry with industry volumes of 9.4 lakh units in money related year 2014-15. In the most recent decade or thereabouts, the Indian 3-wheeler industry developed at an aggravated yearly development rate (CAGR) of 8.9% in unit deals driven by relentlessly rising fares just as local interest, the report included. According to the keep going distributed report on the auto rickshaws in India for example EMBARQ India in 2012, cars comprise only 2-3% of all out urban vehicle in India; yet represent near 20% of travelers voyaging intra-city. The report said creation of auto rickshaws has multiplied somewhere in the range of 2003 and 2010. It proposed that techniques to improve urban vehicle must incorporate an arrangement vision for this part.

As per EMBARQ information, the market size of auto-rickshaws in urban areas differs from 15,000 to 30,000 in level II urban areas (populace somewhere in the range of 1 and 4 million) to more than 50,000 in level I urban areas (populace more noteworthy than 4 million). The auto-rickshaw division gives work to an expected 5 million drivers in India. A few doubters accept that not a lot has changed for the auto rickshaws and some have even scrutinized its security viewpoint particularly in thickly populated metro urban communities which think about traffic growls every day. Be that as it may, the three-wheeler has stood the trial of time and is relied on by dominant part of the city tenants, for them the auto rickshaw keeps on being the quintessential method of vehicle.

1.4 Significance of the Present Research

As far as traits of these auto-rickshaw drivers are concerned, it is observed that most of them belong to lower to middle income group of population. They are not much literate and they drive autorickshaws mostly not by choice but by chance. As stated earlier also, auto-rickshaws are used by millions of people for local commuting on daily basis. As in the recent times, we have been discussing about digitalization and cashless transactions, the present research aims to find out the impact of these modern buzzwords on autorickshaw drivers and the commuters also. The present study aims at understanding whether auto rickshaw drivers have implemented digital payment system for their passengers with the use of E-Wallets or still they conduct their business on cash basis. Research further aims at providing grounds for training these auto rickshaw drivers if still they have not been using E-Wallets as preferred mode of payment. Thus, significance of research lies in encouraging auto rickshaw drivers to use E-Wallets for receiving payments and making things easy and convenient for them as well as passengers.

2. RESEARCH FRAMEWORK:

The Research is conducted into three phases. These three phases are:

1) Pre-Training Research (25th April, 2019 to 18th May, 2019)
2) Training (30th May, 2019 to 15th June, 2019)
3) Post Training Research (20th June, 2019 to 28th June, 2019)

2.1 Pre-Training Phase:

The Pre-Training phase was concerned with finding out the factors that influence the usage of E-Wallets among auto rickshaw drivers. With this aim, a pre designed questionnaire was framed and a survey was conducted with auto rickshaw drivers from Mumbai. Sample size was 500. The method of sampling used was Cluster Random Sampling. Data was collected from five belts in Mumbai and its suburban areas. Five clusters consisting of (i) Kalyan, Dombivali and Ulhasnagar, (ii) thane, Mulund and Bhandup, (iii) Ghatkopar and Kurla, (iv) Bandra, Khar, Santacruz and Vileparle and (v) Kandivali and Borivali. From each belt (cluster), 50 respondents were selected on random basis.

In order to understand the factors affecting usage of E-Wallets by auto rickshaw drivers in Mumbai, following hypothesis were framed:

H0: There is no significant relationship between having bank account and using E-Wallets

H1: There is significant relationship between having bank account and using E-Wallets

H0: There is no significant relationship between having smart phones and using E-Wallets

H2: There is significant relationship between having smart phones and using E-Wallets

Following is the summary of data collected from respondents in the Pre-training phase:

1) Total Number of Respondents: 500

2) Age Profile of Respondents:

18% of respondents belong to the age group of 18 to 30 years

38% of respondents belong to the age group of 31 to 45 years

Another 38% of respondents belong to the age group pf 46 to 59 years

6% of respondents belong to the age group of 60 years or above

3) Years of Driving Rickshaw:

8% of respondents have been driving rickshaw for < 3 years

21% of respondents have been driving rickshaw in between 3 to 5 years

40% of respondents have been driving Rickshaw in between 6 to 10 years

31% of respondents have been driving rickshaw for more than 10 years.

4) Having Bank Account

76% of respondents have Bank Account

24% of respondents does not have Bank Account

5) Having Smart Phone

70% of Respondents have smart phones

30% of respondents does not have smart phones

6) Heard About E-Wallets

91% of respondents have heard about E-Wallets

9% of respondents have never heard about E-Wallets

7) Using E-Wallets for collecting money from passengers

18% of Respondents use E-Wallets

82% of Respondents does not use E-Wallets

8) Reasons for not using E-Wallets

The major reason for not using E-Wallet was Lack of knowledge followed by security threat, not using smart phone and not having Bank account.

Hypothesis Testing:

First Hypothesis: -

H0: There is no significant relationship between having bank account and using E-Wallets

H1: There is a significant relationship between having bank account and using E-Wallets

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Do You have Bank Account * Do you use E-Wallets for your business?	500	100.0%	0	0.0%	500	100.0%

Do You have Bank Account * Do you use E-Wallets for your business? Crosstabulation					
			Do you use E-Wallets for your business?		Total
			Yes	No	
Do You have Bank Account	Yes	Count	90	290	380
		Expected Count	68.4	311.6	380.0
	No	Count	0	120	120
		Expected Count	21.6	98.4	120.0
Total		Count	90	410	500
		Expected Count	90.0	410.0	500.0

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	34.660[a]	1	.000		
Continuity Correction[b]	33.074	1	.000		
Likelihood Ratio	55.360	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	34.591	1	.000		
N of Valid Cases	500				
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 21.60.					
b. Computed only for a 2x2 table					

Result: As $p<0.05$, null hypothesis is rejected and alternate hypothesis is accepted.

Thus, we can say that There is a significant relationship between having bank account and using E-Wallets

Second Hypothesis:-

H0: There is no significant relationship between having smart phones and using E-Wallets

H2: There is significant relationship between having smart phones and using E-Wallets

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Do You have Smart Phone * Do you use E-Wallets for your business?	500	100.0%	0	0.0%	500	100.0%

Do You have Smart Phone * Do you use E-Wallets for your business? Crosstabulation					
			Do you use E-Wallets for your business?		Total
			Yes	No	
Do You have Smart Phone	Yes	Count	90	258	348
		Expected Count	62.6	285.4	348.0
	No	Count	0	152	152
		Expected Count	27.4	124.6	152.0
Total		Count	90	410	500
		Expected Count	90.0	410.0	500.0

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	47.939[a]	1	.000		
Continuity Correction[b]	46.203	1	.000		
Likelihood Ratio	73.553	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	47.844	1	.000		
N of Valid Cases	500				
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 27.36.					
b. Computed only for a 2x2 table					

Result: As p<0.05, null hypothesis is rejected and alternate hypothesis is accepted.

Thus, we can say that there is a significant relationship between having smart phones and using E-Wallets.

INTERPRETATION:

From the above data and hypothesis testing some major findings that have come into picture are:

1) More than 80% of respondents does not use E-Wallets.

2) There are more chances of using E-Wallets when respondents have bank account

3) There are more chances of using E-Wallets when respondents have smart phones

4) One of the major issues in using E-Wallet by respondents is lack of knowledge.

5) There is quite a big number of respondents who don't have bank account and some of them don't have even smart phones.

2.2 Training Phase

Considering the responsibility, a training program was conducted in order to encourage the auto rickshaw drivers to use E-Wallets. Training was conducted for half a day aimed at :

i) Encouraging respondents to open Bank Accounts.

ii) Encouraging respondents to use smart phones.

iii) Imparting knowledge to respondents to use E-Wallets.

From phase – I of research, in all there were 410 respondents who were not using E-Wallets. Training program was basically focused at these respondents only. It was certainly a challenging task to gather all these respondents and conduct a training program. Thus, in order to facilitate these respondents. Training program was conducted at 10 different locations in the Central and Western suburbs of Mumbai. However out of target audience of 410, the training session was attended by only 327 respondents.

Training program had three sessions viz: 1) Importance of Banking, 2) Importance of Smart Phones and 3) Importance of E-Wallets and their Usage. At each venue, training program lasted for almost 2.5 to 3 hours. These training programs at different locations were conducted by researcher in association with his students from UG Management program – BMS (Bachelor of Management Studies). Mr. Anil Rochlani, Manager - Dena Bank and Mr. Manish Lahrani, Manager – IDBI Bank were special invitees who encouraged the respondents to open the bank accounts and link their accounts with E-Wallet for carrying out day to day transactions.

2.3 Post Training Phase

In the post-training phase, again a survey was conducted with the respondents who attended the training program. This time the survey was conducted telephonically using structured questionnaire. Of total 327 respondents who attended the training program, only 285 respondents could be contacted.

Following are the results of the survey:

1) No. of Respondents: 286

2) Having Bank Account

98% of respondents have Bank Account

2% of respondents does not have Bank Account

3) Having Smart Phone

94% of Respondents have smart phones

6% of respondents does not have smart phones

4) Using E-Wallets for collecting money from passengers

of Respondents use E-Wallets

91% of respondents use E-Wallets

9% of respondents does not use E-Wallets

5) Use of E-Wallets

Apart from using E-Wallets to collect money from passengers, respondents also use E-Wallets for buying goods and services from stores and or online, paying utility bills, mobile recharge, transferring money, etc.

3. DISCUSSION AND CONCLUSION

Modi Led Government has introduced many reforms in India in past five years. One of the major initiatives taken by the ruling government, putting their power at stake was demonetization. On 8 November 2016, in a televised address to the nation, Prime Minister Narendra Modi declared that all INR 500 and INR 1,000 notes, which together accounted for 86% of the currency in circulation, would no longer be legal tender. In India's largely cash-based economy, this was a momentous decision. Modi claimed that demonetization was needed to break the back of terrorism and corruption by eliminating black money from the system. As the queues continued to spill out of banks weeks after the announcement, demonetization began to take on new roles. Government claimed that in addition to curbing black money, demonetization was an "economic reform" that was key to promoting digital payments and financial inclusion. Demonetization paved the way for digitalization of monetary transactions in the country. (Padiya and Bantwa, 2018). Digitalization is certainly the convenient and easy way to handle.

Digital transactions offer various advantages including easy payment and transfer of funds, growth of cashless economy, increasing use of advanced technology in banking sector and more particularly inculcating banking habits among the users. With the advent of digital payments mechanism, it has been observed that more and more people rely on cashless mode. However, in a country like India there is a huge and considerable number of populations who refrain themselves from using such modern methods of payments like E-Wallets in their day to day life. There is a

large group of people in India who are not privileged to use banking services including E-Wallets. Many of such people belong to unorganized sector like private contract labor, hawkers, street vendors, maid servants, auto rickshaw drivers, etc. This population belong low income to lower middle-income group of families.

Such people have hardly heard and used the concept of E-Wallets in their daily life. Considering the need of an hour. Present research study was planned in the same context as discussed in the previous section. The present research study was undertaken just with the auto rickshaw drivers. It is very well understood with the research findings that people don't use E-Wallets because of lack of knowledge or because of not having bank account which can be actually linked with E-Wallets or because of not having smart phone to actually carry out the digital transactions through mobile apps. It was observed during the survey that most people were reluctant to use cash-based transactions because of long usage of the same. Thus, reason for not using E-Wallets was more of psychological kind also. In the next phase of research wherein training was carried out, it was ensured to change the mind set and attitude of respondents towards the usage of E-Wallets by providing them necessary knowledge and resources. Finally, in the last phase again the respondents' choice was taken into consideration and thus it is concluded that if proper training is imparted to the people, they can easily switch from cash to cashless system causing convenience to themselves as well as their customers.

The present study has a huge scope further. The study can be extended with more people from society who don't use E-Wallets. No doubt it is the duty of government to train the people and make them aware about modern methods of carrying out purchase and sell transactions, but government alone cannot do everything. Researchers can join their hands together, come forward and carry out similar research in order to extend the knowledge of the public and make them aware about such innovative financial services in the nation.

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PAPER – 09

ROLE OF EDUCATIONAL INITIATIVES FOR PROMOTING GLOBAL PEACE

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ABSTRACT

Education is a powerful tool to shape the world as well as individuals. Education confers a spectrum of benefits on individuals, families, societies and countries. It is recognized across the world as a powerful and indispensable tool to enhance the process of human development and social progress. The need of education is specifically expanded in this globalized society as the success of economies like China depends upon well-educated and skillful labor force. The economic conditions of an individual as well as countries improve with achievement of education. Parallel to it, education is critical for functioning of democratic society; education provides political voice and social empowerment to the people. The role of education is critical in developing requisite kind of knowledge, skills, values and attitudes for the social, economic and political development of any nation. Education is must for creating safer, peaceful, just and sustainable environment in the world.

Peace is one of the most important universal values needed at this hour. The word 'Peace' has a broader meaning. It is a stress-free state in which there is harmony with oneself and harmony with others. Peace represents a period in which there is harmony and freedom. In its narrow sense, it means absence of war. From economic point of view, it means eradication of poverty. In political sense, peace is considered as outcome of democracy and it results from good governance. Peace is law and order. Presence of happiness, health, content and good economy, social justice, support for personal growth, freedom for expression, creativity etc. are elements of peace. Global peace means an ideal state of freedom and happiness among and within all countries and people. The term 'Global Peace System' was coined by Robert Johansen in his work 'Toward a Dependable Place' in 1978. According to Johansen, in global peace system, the conflict is resolved through non-violent, political, social and judicial processes. This kind of system can be created with the help of governments and people in which there is no chance of war. The global peace today is facing a number of obstacles. The growing disparity in global peace index of various world regions gives a disturbing picture in maintaining global peace system. The recent Global Peace Index 2018 depicted that global level of peace has been deteriorated by 0.27 percent due to the unresolved tensions, conflicts and crisis. The global peace index 2016 report highlighted the historic ten-year deterioration in peace all over the world. The report described the complexities of peace and its uneven distribution by pointing out that over the last decade, the average country score has deteriorated by 2.44 percent. The specific case of terrorism and conflicts in Middle East and North Africa has been highlighted in creating global inequality in peace within various nations. The different measures at international level have been taken by various international organization and individual countries to promote global peace across the world. The most important and efficient method for promoting and maintaining a peaceful environment on this earth is education. In the process of education, peace is integrated at all levels through various policies and curriculum planning.

This study is an attempt to explore the various educational initiatives such as human rights education, education about gender parity, universalization of education and education of disadvantaged children, and the respective role of these initiatives in promoting global peace in the world. The interconnection between education and development is also discussed to highlight the role of peace in economic and human development of the people and nations. The role of life skill training for resolving conflicts and creating peaceful environment is mentioned as an important initiative. The Descriptive Method of Educational Research, especially content analysis and trend analysis, is followed in this study. The critical reviews of the related studies in this direction have utilized to support the discussions. Based on the results and discussions of these initiatives, the paper suggests some important measures to be taken by

the government, international organizations, communities, teachers, parents etc. for developing right kind of knowledge and skills among the children to promote peaceful and harmonious living with each other. The study highlights the need of paradigm shift in education for developing programs that focus on the maximum realization of individual potential and active participation of individual in their societies. The changes urgently required in curriculum, pedagogy and evaluation methods for the development of global peace among younger generation have been highlighted in the last sections of the paper.

Keywords: Peace, Global Peace, Global Peace Index, Educational Initiatives.

1. INTRODUCTION

Education is a powerful tool to shape the world as well as individuals. Education confers a spectrum of benefits on individuals, families, societies and countries. It is recognized across the world as a powerful and indispensable tool to enhance the process of human development and social progress. The need of education is specifically expanded in this globalized society as the success of economies like China depends upon well-educated and skillful labor force. The economic conditions of an individual as well as countries improve with achievement of education. Parallel to it, education is critical for functioning of democratic society; education provides political voice and social empowerment to the people (Dreze & Sen, 2013). The role of education is critical in developing requisite kind of knowledge, skills, values and attitudes for the social, economic and political development of any nation. Education is must for creating safer, peaceful, just and sustainable environment in the world (UNESCO, 2002).

Peace is one of the most important universal values needed at this hour. The word 'Peace' has a broader meaning. It is a stress-free state in which there is harmony with oneself and harmony with others. Peace represents a period in which there is harmony and freedom. In its narrow sense, it means absence of war. From economic point of view, it means eradication of poverty. In political sense, peace is considered as outcome of democracy and it results from good governance. Peace is law and order. Presence of happiness, health, content and good economy, social justice, support for personal growth, freedom for expression, creativity etc. are elements of peace. Peace can be classified as Negative Peace and Positive Peace. Negative Peace means absence of violence or fear of violence. On the other hand, positive peace means attitudes, institutions and structures that create and sustain peaceful societies and help to build an environment in which human potential flourishes. The positive peace comprises of well-functioning government, sound business environment, acceptance of basic human rights of others, good relationships with other neighboring countries, free flow of information, low level of corruption, high level of human capital and equitable distribution of resources such as income (Richmond, 2005). For achieving high level of human capital, education play a critical role as it acts as a building block through which the societies can build resilience and develop mechanism to learn and adapt. And peaceful countries ensure equity in the access of education.

Global peace means an ideal state of freedom and happiness among and within all countries and people. The term 'Global Peace System' was coined by Robert Johansen in his work 'Toward a Dependable Place' in 1978. According to Johansen, in global peace system, the conflict is resolved through nonviolent, political, social and judicial processes. This kind of system can be created with the help of governments and people in which there is no chance of war (Johansen, 1978). The global peace today is facing a number of obstacles. The recent Global Peace Index 2018 depicted that global level of peace has been deteriorated by 0.27 percent due to the unresolved tensions, conflicts and crisis. The growing disparity in global peace index of various world regions gives a disturbing picture in maintaining global peace system (Institute of Economics and Peace, 2018). The global peace index 2016 report highlighted the historic ten-year deterioration in peace all over the world. The report described the complexities of peace and its uneven distribution by pointing out that over the last decade, the average country score has deteriorated by 2.44 percent. The specific case of terrorism and conflicts in Middle East and North Africa has been highlighted in creating global inequality in peace within various nations (Institute of Economics and Peace, 2016). The

different measures at international level have been taken by various international organization and individual countries to promote global peace across the world. The most important and efficient method for promoting and maintaining a peaceful environment on this earth is education. In the process of education, peace is integrated at all levels through various policies and curriculum planning.

2. FOCUS OF THE STUDY

This study is an attempt to explore the various educational initiatives such as human rights education, education about gender parity, universalization of education and education of disadvantaged children, and the respective role of these initiatives in promoting global peace in the world. The interconnection between education and development is also discussed to highlight the role of peace in economic and human development of the people and nations. The role of life skill training for resolving conflicts and creating peaceful environment is mentioned as an important initiative. The Descriptive Method of Educational Research has been followed in this study. The paper suggests some important measures to be taken by the government, international organizations, communities, teachers, parents etc. for developing right kind of knowledge and skills among the children to promote peaceful and harmonious living with each other. The study highlights the need of paradigm shift in education for developing programs that focus on the maximum realization of individual potential and active participation of individual in their societies. The changes urgently required in curriculum, pedagogy and evaluation methods for the development of global peace among younger generation have also been highlighted.

3. EDUCATIONAL INITIATIVES

"Since wars begin in the minds of men, it is in the minds that the defences of peace must be constructed". (UNESCO Constitution, 1945).

Education is considered as an instrument for creating peaceful and sustainable environment. The socialization function of education can shape the personal and collective identities, lead to the awareness of human rights, help to develop critical thinking, to form responsible citizens and aids in critical participation into political and social activities. With the help of various educational initiatives such as education for all, equitable distribution of educational facilities, human rights education, life skill training and changes in the curriculum, changes in the pedagogy etc. can result in just, peaceful and sustainable environment. Few of these initiatives are listed below:

3.1 Human Rights Education

Human rights are the foundations for freedom, justice and peace. The United Nations in its Universal Declaration of Human Rights 1948 well recognized various Human Rights for peaceful living of all human beings. The document listed thirty basic human rights which includes equality on the basis of being human. The various laws such as being free, freedom for expression, equality before law, no discrimination on the any basis, right to move, freedom to stay at safer places and various such laws are labeled as basic right of every human being (United Nations General Assembly, 1948). This recognition of human rights is based on the inherent value of every human being. The education of these fundamental rights helps various people in meaningful living but if these laws are not well known to people then the problems such as discrimination, intolerance, injustice, oppression, slavery etc. can arise. So, the right kind of knowledge and awareness of human rights is must for maintaining and promoting global peace at national and international level. The educated and awareness of human rights will enable the citizens to stand against corruption and increases their political participation.

The awareness of human rights of others also act as a pillar for developing positive peace and the fulfillment of human rights is a basic condition for building the peaceful society. Human rights and peace are interrelated to each other and there is no short cut to peace without human rights. Equitable access to education and economic equality

are must for the realization of human rights. Under the impact of globalization, the transnational corporations sometimes abuse the local communities and this kind of abuse pose a threat to the human rights of that community. So, the governments should empower and involve local communities in the development planning of the country and a right based approach needs to followed in the development policy perspective. Sustainable and peaceful society can be created by providing opportunities to all persons to achieve their rights. The formal laws of countries should be modified to address the concerns related to human rights. Besides this, the international organizations such as United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations, UNICEF etc. are also working for providing human rights education to all. The United Nations Decade for Human Rights Education was celebrated from 1995 to 2004 and December 10 is celebrated annually as a human right day (Abdi & Shult, 2008).

3.2 Education and Development for peace building

It has been recognized that peace is must for the development and even for the achievement of Millennium Development Goals. The education acts as a constituent component of development because of its direct and indirect contribution to lives of individuals as well as to the growth of industrialization. Education reduces poverty and the increase in earning of an individual increased with additional years of education. The economic prosperity of an individual improves his or her standard of living. An educated individual survives in a better way by avoiding illness and other health problems, and contribute his or her best towards the progress of the society. Education helps the individuals to improve their lives. It empowers people and strengthens nations. Education is considered as the most important tool for human development and eradication of poverty, it is a means through which younger generations develop the values, knowledge, skills and attitudes for participation in social, cultural, political and economic development. Education enhances development and development reduces poverty, promote prosperity and also help planet (Ohakamike & Agwu, 2016).

Education is used for developing human capital and the skilled human capital base for any country can contribute a lot for its economic development. High levels of human capital of any country can boost its economic productivity, social participation, critical political participation and overall human development by equalizing the resources within all the members of the society. The development of China as a super-power is based on its education system. The performance of Sri Lanka is better in human development index as compared to India due to its sound education system. The provision of quality basic education for all irrespective of their color, creed, social and economic status, caste etc. can result in peace building in the society. Besides its direct benefits, education also helps to remove social ills indirectly, such as the role of education is also instrumental for displacing the negative process of child labor. The various empirical studies have indicated that education plays a critical role in the empowerment of the disadvantaged groups especially women. Education is also valuable for integrating the children belonging to different caste or races in one classroom (UNESCO, 2002). The role of education is also important for solving the conflict by non-violent and peaceful manners and for developing a humane society in which the all the human beings are respected and justice is ensured for everyone (UNESCO, 2011).

3.3 Equity in Education and Gender Parity

Various international treaties and national level formal laws have been formulated to ensure equity in education. The equitable education for all acts a base for the development of equality of income and other resources among the various members of the society. The poor and marginalized sections are able to avail the educational facilities with other sections of the society without any discrimination. When the education system is inclusive, it can foster attitude for mutual respect, understating and tolerance and make societies less susceptible to violent conflict.

Ensuring equity in the access of education can help different social and economic groups and thereby helps in developing more equal and peaceful societies (UNICEF, 2011). Females can contribute more towards peace building if they get equal opportunities in education and income generation. Gender parity means when women and men both enjoyed same kind of rights and opportunities across all the walks of life. Gender parity is important for peaceful living as it eliminates discrimination on the basis of gender. When both males and females will contribute equally in economic growth of the family and nation, then there will be no violence and injustice towards any female. The major problem in global peace is gender inequality. In most of the cases, girls and women face discrimination in health facilities, education, employment and decision making. Such kind of problems poses a threat to global peace by increasing the violence and injustice towards females. Education about gender equality should aim at removing traditional prejudices related gender for promoting human dignity irrespective of gender, caste, creed etc.

3.4 Universalization of Education

Recognizing the fact that education is directly related to the growth and development and in the light of the UN Declaration of Human Rights, there has been increased international emphasis on the universalization of elementary education. The major milestone in international efforts regarding universalization of primary education was The Jomtien Conference. It was held in Jomtien, Thailand from 5-9 March 1990. Approximately 1500 participants were gathered and discussed the major aspects of Education for All. The conference has been considered as a major turning point in the provision of basic education for all. The result of the discussions in this conference are World Declaration on Education for All and the Framework for Action to Meet Basic Learning Needs. This conference affirmed education as a fundamental right of all people of all ages across the world. It recognizes that role of basic education in human development and emphasizes the countries to take consistent measures in this direction (Inter-Agency Commission, 1990).

After this, various measures such as Dakar Framework, Millennium Development Goals and Sustainable Developmental Goals are the important milestones towards universalization of primary education. The Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs) recognized that education is essential for realizing the other development objectives and investment to education especially basic education can yield profound benefits. Universalization of primary education can contribute a lot for promoting peace by integrating children from different strata into one and common classroom. The different countries take serious measures to ensure free and compulsory education for all. The students, teachers, parents, communities and all the other stakeholders of education have been involved in the achievement of this goal. The governments in the developing countries are taking various initiatives and programmes such as school meals, school uniforms, transportation, cash transfers to the families fulfilling certain conditions etc. to realize the goal of universal basic education for all. The quality basic education has proven to be beneficial for building sustainable and peaceful societies (Kaur, 2018). Many international organizations, donor countries and even the Peace Building Fund (PBF) which was created by United Nations are helping and contributing for education for all in the developing countries.

3.5 Life Skills Training

Life skills-based education promotes the development of knowledge, skills, attitudes and values needed for behavior change in individuals for avoiding conflict and violent and for resolving various kinds of conflicts. This kind of education or training will be quite helpful for creating conducive environment for world peace. Life skill training will identify and implement peaceful solutions for resolving conflicts, avoid dangerous situation by critical thinking, reduce or even remove violent behaviors and prevent harmful crimes in the community. Intrapersonal relation will be helpful for stress free living and meaningful life. This kind of education will be beneficial for promoting peace at world level by improving interpersonal, intrapersonal, national and international relations. Within the international

development policy planning, there has been a strong emphasis on the life skills training as means of providing child protections, social and health education and peace building.

Many such initiatives have been started by UNICEF and UNESCO to bring children together to learn without the fear of violence and resolve the conflict in non-violent ways. The life skills training is must for building peaceful societies. According to Mahatma Gandhi, if true peace is desired, it should start with children. So, it is important that life skills training should be imparted in the schools and this training should be based on the principles such as equality, justice, democracy, human rights, trust in non-violent means to resole conflict, tolerance and freedom. The children should be trained to respect each other and social adaptation skills, communication skills, empathy skills, cooperation, tolerance and problem-solving skills. At the same time, violence should be prevented in the school environment and measures should be taken to avoid any kind of child abuse in the schools. Life skills education will contribute a lot in developing more peaceful societies (UNICEF, 2011).

4. CONCLUDING REMARKS

- Education confers a spectrum of benefits on individuals, families, societies and countries. It provides the freedom to understand the world, to lead an informed life and to communicate well with others. Peace is one of the most important universal values needed at this hour. It is a stress-free state in which there is harmony with oneself and harmony with others. Peace represents a period in which there is ideal harmony and freedom. In its narrow sense, it means absence of war. Presence of happiness, health, content and good economy, social justice, support for personal growth, freedom for expression, creativity etc. are some elements of peace. Various international organizations most notably United Nations, UNESCO and UNICEF are working to ensure peaceful future for all.
- Global peace means an ideal state of freedom and happiness among and within all countries and people. To maintain and promote global peace in this world, education acts as an important tool. The curriculum, pedagogy and evaluation method also determine the future of the society, what has been taught, the method of teaching and how the education system has been organized can make societies more or less peaceful. All the subjects should be taught with a humane touch in them and measures should be taken to ensure child friendly schools. The violence in schools by teachers, other students, rape of girls in schools, bullying of students, violence in the text books, and other such incidents must be avoided. In this third world era, the schools, the teachers and the government must ensure that children should be educated and trained so that they must realize that the single most important skill for survival is to live peacefully with other people.
- Equitable and quality education should be made available for all irrespective of the color, creed, race, sex etc. If the international organizations and national governments work towards the equitable education for all, many of the problems or conflicts present in this world can be resolved. Education can reduce poverty, develop independent thinking among people, help in the development of respect towards the social and cultural differences. Besides this, quality education will enable the people to think critically and speak for their rights. Education will enhance political participation of the people and all these factors will make governments more accountable in their actions.

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PAPER – 10

COMPARATIVE ANALYSIS ON UNIVERSAL PRIMARY EDUCATION IN THE DEVELOPING COUNTRIES OF SOUTH ASIA

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ABSTRACT

Education is considered as a great equaliser due to its intrinsic, instrumental and positional benefits for an individual. It is critical for enhancing the quality of life of an individual, enabling access to meaningful employment and raising the opportunities of educated individual as compared to those who lack it. The social, economic and cultural progress and overall development of a nation also depends upon its education system. Universal and equitable basic education acts as a base for building the superstructure of higher levels of education and also for developing the essential skills for this knowledge driven society. And so, education is recognised as a fundamental human right as well as a conduit for the realisation of other rights. When education is considered as a fundamental human right, the very purpose of education is development of conscious and humanistic citizens to build a democratic, secular, egalitarian and just society. It is considered as an end in itself and not merely a means for achieving other ends.

The term globalization refers to an ideology which encourages markets over the state and its regulations and individual interest over the collective or public well-being. Therefore, education under the influence of neo-liberal policies is defined as efficient means to produce human capital and to make it more in line economic demands of the emerging global economy. This emphasis on the economic value of education has led to the major involvement of the World Bank in education sector. The developed nations and international organizations more importantly World Bank are taking a lot of interest in the education of developing nations for the purpose of having more skilled workforce for the growing economy and other long-term economic benefits. This economic interest is translated into many international treaties for achieving the universal primary education. The neo-liberal policies deplete the foundation of education and change the concept of education from a fundamental human right to a developmental objective. In line with these international treaties and goals, the national governments are also directed to plan their educational policies with special emphasis on achievement of goal of universal elementary or basic education.

The term globalization and comparative education are closely related to each other as compared to other academic fields. In most of the comparative education studies, nations are most preferred units of study. So, in this study also, two important nations namely India and Sri Lanka from the South Asian region have been selected. Both the countries are considered developing countries having emerging markets and developing economies. Universal primary education is free and compulsory in these countries. But even then, South Asia is facing learning crisis at this time and over half of children leave school without learning basic skills to become productive members of the society. If the current trends continue then this region may experience serious challenges in the future like stunted economic growth, poverty, gender inequality and also diminished overall development of these nations. The national governments and international organizations are working towards the improvement of education in this region. The study is focused to ascertain the common as well unique issues regarding the provision of universal elementary education and also offer insights into what has worked out and what has not in the implementation of programmes for universalization of elementary education in these countries.

The main objectives of this paper include to study the country specific growth and development of elementary education in selected developing countries in the era of globalization and to compare the data in order to ascertain the common as well as unique issues and problems pertaining to universalization of primary education in these countries. For achieving these objectives, the method of document analysis and trend analysis has been used. The country specific policy documents have been analysed to determine the pattern of educational development in these countries and the data pertaining to elementary education has been tabulated from the year 2000 to 2017 to

examine it systematically. The findings of the study indicate that both nations have achieved the universal enrolment in primary education, but the main issues, which needs immediate attention from all the stakeholder of education, include poor quality of education, drop-out numbers, high number of out of school children, educational inequalities, exclusion of children from the disadvantaged sections of the society etc. The specific measures required to tackle these problems have been discussed in the concluding remarks of the study.

Keywords: Developing countries, Globalisation, India, Sri Lanka, Universal Primary Education

1. INTRODUCTION

Education is considered as a great equaliser due to its intrinsic, instrumental and positional benefits for an individual. It is critical for enhancing the quality of life of an individual, enabling access to meaningful employment and raising the opportunities of educated individual as compared to those who lack it. The social, economic and cultural progress and overall development of a nation also depends upon its education system. Universal and equitable basic education acts as a base for building the superstructure of higher levels of education and also for developing the essential skills for this knowledge driven society. And so, education is recognised as a fundamental human right as well as a conduit for the realisation of other rights. When education is considered as a fundamental human right, the very purpose of education is development of conscious and humanistic citizens to build a democratic, secular, egalitarian and just society. It is considered as an end in itself and not merely a means for achieving other ends.

The United Nations in its Universal Declaration of Human Rights 1948 well recognized right to education as basic human right due to intrinsic human value of education which means that it adds meaning and value to an individual's life without any discrimination. Article 26 of this declaration states:

(i) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary Education shall be compulsory. Technical and professional education shall be equally accessible to all on the basis of merit.

(ii) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding. Tolerance and friendship among all nations, racial or religious group and shall further the activities of the United Nations for the maintenance of peace (United Nations General Assembly, 1948:6).

In the light of the above Declaration, elementary education is considered as a universal human right and that is why it is made compulsory and free for every child. It is an empowerment right and a primary vehicle to reduce poverty. The various empirical studies have indicated that education plays a critical role in the empowerment of the disadvantaged groups especially women. Education is also valuable for integrating the children belonging to different castes or races in one classroom (UNESCO, 2002: 33). The access to basic education will enable the people to enhance their capabilities and contribute towards sustainable growth and development. The right to basic education is critically important to make people's life more meaningful and worthwhile. This intrinsic human value of education makes right to education as a basic human right. Besides this, education is also an essential condition to unveil and protect other human rights (ibid.: 30).

South Asia is a term used to represent the southern region of the Asian continent and it includes eight countries namely India, Pakistan, Bangladesh, Afghanistan, Nepal, Sri Lanka, Bhutan and Maldives in it. All these countries have developing economy and under the major influence of globalization. The term globalization refers to an ideology which encourages markets over the state and its regulations and individual interest over the collective or public well-being. Therefore, education under the influence of neo-liberal policies is defined as efficient means to produce human capital and to make it more in line economic demands of the emerging global economy. The main capital of

this globalised society is intellectual capital and this is the reason that makes education a concern of managers and not of educators (Lehar, 2004). This emphasis on the economic value of education has led to the major involvement of the World Bank in education sector. The developed nations and international organizations more importantly World Bank are taking a lot of interest in the education of developing nations for the purpose of having more skilled workforce for the growing economy and other long-term economic benefits. This economic interest is translated into many international treaties for achieving the universal primary education. The neo-liberal policies deplete the foundation of education and change the concept of education from a fundamental human right to a developmental objective. In line with these international treaties and goals, the national governments are also directed to plan their educational policies with special emphasis on achievement of goal of universal elementary or basic education. The developing nations namely India and Sri Lanka from the South Asian region under the influence of international policy planning also changed their national policy perspective regarding universal elementary education, and these two nations have been selected for this study. Both the countries are considered developing countries having emerging markets and developing economies. Universal primary education is free and compulsory in these countries. But even then, South Asia is facing learning crisis at this time and over half of children leave school without learning basic skills to become productive members of the society.

From the recent data, it has been found that this region is ranked after Southern Africa having second highest number of children not getting education. It has also been found that 27 million children between the ages of 5 to 13 years are out of school in this region and majority of them in India (UNICEF, 2014). If the current trends continue then this region may experience serious challenges in the future like stunted economic growth, poverty, gender inequality and also diminished overall development of these nations. The national governments and international organizations are working towards the improvement of education in this region. The study is focused to ascertain the common as well unique issues regarding the provision of universal elementary education and also offer insights into what has worked out and what has not in the implementation of programmes for universalization of elementary education in these countries. The main objectives of this paper include to study the country specific growth and development of elementary education in selected developing countries in the era of globalization and to compare the data in order to ascertain the common as well as unique issues and problems pertaining to universalization of primary education in these countries. For achieving these objectives, the method of document analysis and trend analysis has been used. The country specific policy documents have been analysed to determine the pattern of educational development in these countries and the data pertaining to elementary education has been tabulated from the year 2000 to 2017 to examine it systematically.

2. GROWTH AND DEVELOPMENT OF ELEMENTARY EDUCATION IN INDIA AND SRI LANKA

The educational policy planning in the developing countries has been influenced by the international policy development like Jomtien Conference, Dakar Framework, Millennium Development Goals, Sustainable Development Goals etc. The policy development in both these countries undergone a transformation under the impact of globalization and this can be traced from the history of policy development in both the countries.

2.1 Growth and Development of Elementary Education in India

The Republic of India is a vast country in South Asia with 1.2 billion people. The economy of India is growing rapidly but the challenges such as poverty, superstitions, violence, poor public health care facilities and illiteracy are also growing side by side. India got independence in 1947 and a few months later in January 1950 the constitution of the federal Republic of India came into force. And in this constitution the importance of education was well recognized and so the principle of free and compulsory education was declared through Article 45 of the constitution. This article states that

The State shall endeavour to provide free and compulsory education to children up to the age of fourteen years within a period of ten years from the commencement of the constitution.

By setting a time limit to achieve the goal of free and compulsory education, India became first country to set time frame for the attainment of educational goals (King, 2016). This goal of free and compulsory education in India was to be achieved by 1960, but even today India fails to do so due to growing population and scarcity of resources. Time to time different education commissions and committees were appointed to make recommendations to realise the goal of universalising the basic education. The first commission namely Education Commission appointed by Government of India to examine comprehensively almost all aspects of education was set up in 1964 under the chairmanship of Prof. D.S. Kothari. The Commission realised the critical role of education in social and economic development and so suggested a Common School System of public education to provide equitable education to all children irrespective of the caste, creed and economic status of the individuals. As early as the 1960s, the Commission had observed that there is segregation in the education system in the country and for quality education in public school, it was recommended that allocations of national income towards education must be increased to realize the Constitutional promise of Education for All. Including this, other recommendations of this Commission were also of a far-reaching nature and if implemented in a holistic manner, they would have had a transformative impact on the society. However, no Central Government have had a political will to implement them holistically and even the Plan allocations to education after 1966 actually went down in real terms (Jain, 2015: 68). This recommendation of increased investment in education by the Commission was accepted by Government of India in its National Policy on Education in 1968. However, the expenditure on education increased very slowly. The other accepted recommendation of the Commission in this Policy was free and compulsory education for all children up to the age of 14 years, equalizing educational opportunity and acceptance of common structure of education throughout the country (GOI, 1966).

The National Policy on Education 1986 and Programme of Action (1992) proved to be comprehensive statements which lay down the objectives and features of education policy of India. These include equality in education, common educational structure, education for women's equality, adult education and other such efforts for the development of education system in India (Mondal & Mete, 2013:20). With the formulation of National Policy on Education, India intensified the efforts to achieve the goal of universal elementary education. The highest priority in this policy is given to the participation of children especially girls from the schedule caste and schedule tribe families, the problem of dropping out of school and also to the working children. So, it has been stated that the non-formal education for school drop-outs, for children from habitations which lack schools, working children and girls who cannot attend whole-day schools, will be strengthened and enlarged (GOI, 1992). For this reason, the policy is criticised for introducing multi-track and discriminatory education system in the country (Jain, 2015: 88-89).

The major turning point in the history of development of education in India is signing the 'World Declaration on Education for All' held at Jomtien, Thailand in 1990. This international conference on education has been organized by World Bank in association with UNDP, UNESCO and UNICEF. The Indian Government signed this document even without consulting Parliament on its major Constitutional implications. By signing this document, Indian Government agreed to reduce expenditure on education and to privatize the education sector. At the same time, this document marked a transformation in the education policy formulation in India as from now onwards this Jomtien Declaration Policy Framework would determine educational policies of Government of India. This policy transformation coincided with the beginning of New Economic Policy as the Government of India accepted that 'Structural Adjustment Loan' from WB-IMF in mid-1991 and indicated its willingness to reduce its expenditures on essential services including education (Sadgopal, 2006).

After the Jomtien Conference, many programmes and initiatives such as Sarva Shiksha Abhiyan, District Primary Education Programme (DPEP), Education Guarantee Scheme, Shiksha Karmi Project, Mahila Samakhya Programme (Education for Women's Equality), Lok Jumbish (People's Movement for Education for all), National Programme of Nutritional Support to Primary Education (NP-NPSE), Kasturba Gandhi Balika Vidyalaya (KGBV) etc have been started with the help of international assistance to implement the fundamental right to free and compulsory education. And then most of these programmes has been merged with the Sarva Shiksha Abhiyan. The 'Education for All' or Sarva Shiksha Abhiyan is a flagship programme started by Government of India to improve the quality of elementary education in the country. It has been operational since 2000-2001 and the main aim of the programme is to bridge the social, gender and regional facets of education. The programme has been considered as a national movement for qualitative and comprehensive elementary education by providing interventions such as universal access and retention, eliminating gender and social gaps in elementary education and also for improving the quality of learning at this level of education. It is considered as a vehicle to operationalise the RTE Act (Jha & Parvati, 2014). The Right of Children to Free and Compulsory Education Act, 2009, popularly known as RTE Act, was legislated on August 4th, 2009 and comes into force on April 1st,2010. The Government of India notify the 86th Constitutional Amendment by passing this legislation in 2009 and this is a significant development in the education system of the country. With this Act, the country joined other 135 countries in the world, having education as a fundamental right to every child. The Act gives right to all children aged between six to fourteen years for free and compulsory education in the neighbourhood school till the completion of the elementary education. It states that,

3.(1). Every Child of the age of six to fourteen years shall have a right to free and compulsory education in the neighbourhood school till the completion of elementary education.

(2) For the purpose of sub-section (1), no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her for pursuing and completing the elementary education (GOI, 2009).

The Act has been critically analysed and it has been pointed out that the Act made a dent to the education rights of the children in the country after its implementation due to the glaring gaps in the most of provisions of the Act like defining a child, ambiguous provisions on teacher eligibility, lack of critical parameters to check the quality of education etc. (Jha & Parvati, 2014).

The latest development in India in the school education is **Samagra Shiksha Abhiyan**. This scheme perceives school education as holistic and in continuum from pre-school to Senior Secondary levels. The main purpose of this approach is to ensure equitable and quality education in schools in accordance with the Sustainable Development Goals. The major objectives of the scheme incudes:

i. Provision of quality education and enhancing leaning outcomes of students

ii. Bridging social and gender gaps in school education

iii. Ensuring equity and inclusion at all levels of school education

iv. Ensuring minimum standards in schooling provisions

v. Promoting Vocationalisation of education

vi. Support states in implementation RTE Act, 2009 (GOI, 2018)

2.2 Growth and Development of Elementary Education in Sri Lanka

Sri Lanka, officially known as the Democratic Socialist Republic of Sri Lanka is a neighbouring country of India. It is an island country in South Asia with a population of 20.26 million (Census 2011). Sri Lanka gained independence in 1948

and at that time it has well developed education system. Education was free in vernacular medium government school and in 1945 the Free Education Act made education free in English medium schools for poor children. The Education Ordinance 1939 and subsequent amendments provide the legislative framework on equality of educational opportunity and also to implement the right to education. The Free Education Bill was passed in 1940s and it paved the way for free and compulsory education in vernacular medium from kindergarten to university. After that the Free Education Act 1945 came and it was intended to provide education in English Medium to the children from poor families. In 1946, Sri Lanka had literacy rate of 57.8 percent.

The government has made education one of its top priorities and played a larger role in its development and amelioration. From 1945-1977, the education system in Sri Lanka flourished as the Government has given due importance to the democratization of education at all levels and proper public investment in education sector. The education reforms in 1972 gave priority to democratization of education, improving the quality of learning, restructuring the school system etc. In 1978, the principle of Universal and Compulsory Education is built into the chapter on Directive Principles of State Policy and Fundamental Duties in the Constitution of the Democratic Socialist Republic of Sri Lanka. The 13th Amendment to Constitution in 1987 emphasized decentralization in education so that the administrative structure of education should be restructured according the local needs and requirements to increase the efficiency of the system.

National Education Commission was established after youth unrest and its main purpose was to recommend and advice President on continuous educational policy planning keeping in view the changing needs of the society. It was established under the National Education Commission Act No. 19 of 1991 and a Presidential Task Force has been appointed to address the critical issues and problems of education. The first report of Commission came out in 1992, in this National Education Commission (NEC) gave much importance to improve the quality of education at primary level of education. It has been observed that participation in primary education is quite high but there is need of efforts to make participation to 100 percent. The report set out nine national goals regarding the planning of education in the country and these goals emphasised the role of primary education (Peiris, 2000).

The Regulations on Compulsory Education enacted in 1997 and enforced with effect from 1 January, 1998 under the education reforms has been considered as an important piece of legislation in the education system of the country. These regulations compel all children between the age group of 5 to 14 years to attend a school or an alternative educational institution recognized by Ministry of Education. The upper age limit has been extended from 14 to 16 years from the year 2016 by the new regulations and parents will be considered guilty if they fail to send their children to the school. The School Attendance Monitoring Committees have been established under these regulations and these committees have the power to summon parents who fail to send their children to school or to visit such parents to counsel and advise them regarding the need to send their children to school (Kirinde, 2016).

In 1995, National Policy on Education was formulated and in 1996 Presidential Task Force (PTF) has been established to implement National Policy on Education. This PTF has twelve sub-committees to translate the policy into workable plans and out of these one committee worked on primary education and early childhood development. The work of these committees was presented to President in 1997 and this work has been resulted in reforms in general education. The General Education Reforms reviewed the education system of the country and highlighted that approximately 14 percent of children of 5-14 years of age were out of school and several regional disparities in this number also exist. The education system is failed to produce pupils with right kind of knowledge, understanding, skills and attitude required to become productive members of the society. That is why restructuring of education system and reforms become an urgent priority. The major objective of these reforms is to create an education system that will enable the citizens to become well-informed, knowledgeable and practically skilled. By 2003,

primary education system of the country will be developed according the 21st century needs (National Education Commission, 1997).

National Education Commission 2003 has formulated these policy proposals to recommend government regarding general education. NEC 2003 identified eight goals of education and emphasised the linkage of education with world of work. The age limit for compulsory education in school has been amended from 5 to 14 to 5 to 16 years. The quality of education and learning outcomes are considered unsatisfactory and these need urgent attention from policy makers. These policy proposals stressed the promotion and development of skills such as disciplined work, decision making, problem solving, team work, communication etc. for effective adjustment of individual in the world of work. It has been pointed that the general education played a critical role in the development of these skills. In 2003, NEC made recommendations to amend legislation regarding the establishment of private school and international schools in the country. It is further suggested that this kind of private investment in education will prove helpful to increase the percentage of GDP expenditure on education. It has been suggested that establishment of private schools for basic education will be proved to be additional investment in this level of education and will be helpful for the recovery of general education system. These proposals strongly recommend private sector investment and foreign aid in the development of education sector in the country (National Education Commission,2003).

The New Education Act, 2009 recognized that free and compulsory education is fundamental right and also a constitutional right. It has set the different education goals and guiding principles for a development-oriented education system in the country. Regarding compulsory education, the guiding principles of the Act states that State should ensure free education from kindergarten to university and compulsory education to all children aged 5-16 years making it available, accessible, acceptable and adaptable for them. This state should adopt this principle and should be allowed to continue without any limitation. The provision of Education for All should cover the education to all including children from socio-economically backward groups, displaced children and children having physical and mental disability. Education should be interconnected with the world of work. The Act re-emphasised the role of private sector in the education system and the public-private partnership in the state enterprise of education has been recognized.

3. PROGRESS OF INDIA AND SRI LANKA TOWARDS UNIVERSAL BASIC EDUCATION

The comparison of progress towards the goals of universal basic education in India and Sri Lanka can be made by comparing their Literacy Rates, Gross Enrolment Ratio, Net Enrolment Ratio, Drop-out Rates, out-of-school children, their expenditure on elementary education as a percentage of total expenditure on education and Human Development Index value. The following discussion and tabular data compare the progress of India and Sri Lanka on the various dimensions listed below:

3.1 Literacy Rates of India and Sri Lanka

In the year 2001, the literacy rate of India was 64.8 whereas the literacy rate of Sri Lanka was 91.1 percent. The literacy rate of Sri Lanka has been reported to be 95.6 percent in 2012 and there has been a minor difference between the literacy rate of male and female. On the other hand, literacy rate of India was quite low as compared to Sri Lanka and the difference between male and female literacy rate was of 16 percent. From the data, it can be concluded that India needs immediate efforts to eliminate the gap between male and female literacy rate and also to achieve literacy rate as comparable to Sri Lanka. If India achieve high literacy rate among female population, it can control population growth in India.

Table 3.1: Literacy Rates of India and Sri Lanka

Country	2001			Year		
	Total	Male	Female	Total	Male	Female
India *	64.8	75.3	53.7	73.00(2011)	80.9	64.6
Sri Lanka**	91.1	92.6	89.7	95.6 (2012)	96.8	94.6

Source: * Educational Statistics at a Glance, 2014

** Website of Department of Census and Statistics, Sri Lanka (Data for 10 years of age and over)

India still has vast mass of illiterates. The literacy level of India is only 73 percent. More than half of the children were deprived of primary education in the country. These include the children who never get enrolled in the formal schooling and also the ones who drop-out before completing the cycle of primary education. Despite the expansion in the primary education, about a third of children who should have been in school had no access to schooling. Approximately third of the children who enrolled in first grade left the school before completing fifth grade (Ahmed & Govinda, 2010)

3.2 Enrolment Ratio in Primary Education of India and Sri Lanka

Gross Enrolment Ratio of Sri Lanka was high in the year 2000 and in 2015 it is less than GER of India. High GER of India shows that over age children enrolled in elementary schooling. The trends in GER of India shows an increase from 2001 to 2010 and then a decrease in value in 2015. On the other hand, GER of Sri Lanka was 107.77 and followed a descending trend till 2010 and then there is a rise in 2015 with a value of 101.68.

Table 3.2: Gross Enrolment Ratio in Primary Education of India and Sri Lanka

Country	2001	2005	2010	2015
India	94.41	-	109.18	108.60
Sri Lanka	107.77	99.63	99.7	101.68

Source: UNESCO Institute of Statistics

Net Enrolment Ratio in Sri Lanka represents a stable and nearly universal enrolment in primary education as compared to India's performance in this aspect. The Net Enrolment Ratio of India shows an upward trend form the year 2000 onwards but even in 2013 the value is only 92.26.

Table 3.3: Net Enrolment Ratio in Primary Education of India and Sri Lanka

Country	2000	2005	2010	2013	2015
India	79.77	-	91.02	92.26	-
Sri Lanka	-	97.25	94.93	96.38	98.94

Source: UNESCO Institute of Statistics

In India, the enrolment rates vary in rural and urban population, usually rural areas have less enrolment ratio as compared to urban areas (Tilak, 1999). The enrolment ratio is also less for children from SC or ST households. In addition to these, there has been regional disparities in the provision of basic education in different states of the

country and these disparities can be clearly seen in the performance of Kerala and Uttar Pradesh in providing school education (Dreze & Sen, 2005:146-147). Enrolments in governments schools have been decreased and private schools registered increase in enrolments. The Private-public partnership (PPP) is promoted by the government to supply education through private schools. The idea of PPP is viewed as a subtle way to induce privatisation in the elementary education (Kumar, 2006).

3.3 Drop-out Rates

Drop-out rate means the percentage of students who drop out from a given level of education in a given school year. The major challenge in universal elementary education in India is its high drop-out rates. As per the data available, the drop-out rate is quite high in India as compared to Sri Lanka. Sri Lanka has almost universal retention rate. In India, the drop-out rate to the last grade of primary education shows an impressive decrease from 2013 to 2015, but still to maintain universal retention of children in universal primary education more efforts are required at immediate basis.

Table 3.4: Drop-out Rates to the last Grade Primary Education in India and Sri Lanka

Country	2013	2015
India	18.16	9.83
Sri Lanka	1.79	1.61

Source: UNESCO Institute of Statistics

The drop-out rate in India decreased from 53.7 percent in 2000-2001 to 36.3 percent in 2013-14 for classes I-VIII, but even today the problem of drop-out rate in India is quite challenging. Most of the students who drop out are from the low-income families and this high drop-out rate is a major obstacle in the goal of universal elementary education in India. The drop-out rate for students from disadvantages groups like SC or ST has been reported to be higher than the national average (GOI, 2013)

3.4 Out-of-School Children

Most of South Asia's out-of-school children lives in India due to its high population. The reasons for this are many like child labour, children with disabilities, children from Muslim families or socially disadvantaged sections of the society, rural areas etc. On the other hand, the out-of-school children number was quite less in Sri Lanka in 2010 and many of these resides in the districts facing any kind of conflicts or children living in tea estates (UNICEF, 2014).

Table 3.5: Out-of-School Children in India and Sri Lanka

Country	2001	2010
India	19170670	4808268
Sri Lanka	1949	85544

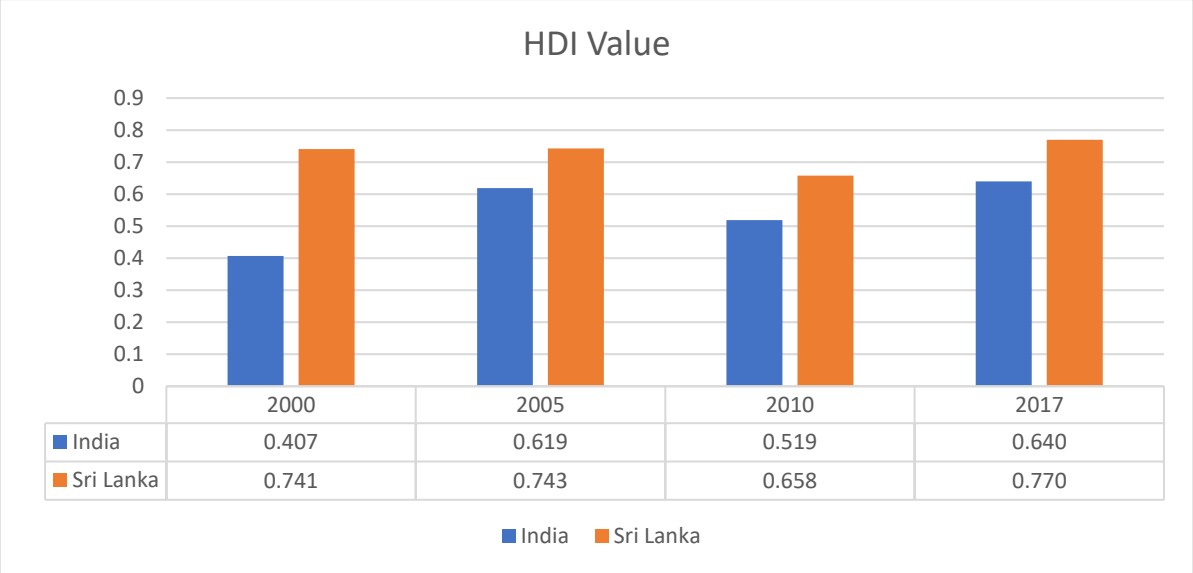
Source: World Bank

In India, out-of-school children pose a great challenge in the way of realising the goal of universal elementary education and the children from Muslim, Schedule Caste (SC) and Schedule Tribe need focused attention in this case. Besides these, the proportion of physically and mentally challenged children who were out of school remained almost unchanged from 2005 to 2009. So, there is dire need of concerted and flexible efforts to reach the uncovered and under-covered children (GOI,2013).

3.5 HDI Value of India and Sri Lanka

The Human Development Index (HDI) is a composite statistic of life expectancy, education, and per capita income indicators, which are used to rank countries into four tiers of human development. It is known as best known composite index of social and economic well-being. Sri Lanka with its HDI value of 0.766 falls under 'high human development' category with Human Development Index Rank of 73 while India falls under 'medium human development category on rank 131. Sri Lanka's HDI value is higher than the average HDI value of South Asia region which is 0.621.

Table 3.6: HDI Value, Ranks and Category of India and Sri Lanka



Source: Human Development Reports (Various Years)

The mean year of schooling in India was only 5.12 years in 2010 and this value was significantly below the value of mean years of schooling for developing nations i.e. 7.09 years (GOI, 2013). In the year 2017, the mean year of schooling was 6.4 for India and 10.9 for Sri Lanka. The value of India has been significantly less than the world average value i.e. 8.4 years and value of Sri Lanka was impressive and significantly above the average value of mean value of schooling (UNDP, 2018).

4. CONCLUSION

From the data, it can be observed that India is facing problem of low female literacy rate, high drop-out rates and school exclusion. As compared to India, the current scenario of universal elementary education is better in Sri Lanka, and most of the educational policy development in Sri Lanka is concerned with the quality improvement in the elementary education. India has a fast-growing economy, but at the same time the problems such as rising poverty, low female literacy rate, high drop-out rate, out-of-school children, high rate of population growth etc. may cause a dent to the overall development of the country. The Government of India has started many programmes and

initiatives to achieve the goal of universal elementary education in the country, but due to the lack of strong political will and gaps in the implementation of these programmes, it is still struggling to achieve the goal of universal elementary education. India may learn from the experiences of Sri Lanka and can implement these experiences in realisation of this goal.

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PAPER – 11

A STUDY OF IMPACT OF MONETARY AND NON-MONETARY MOTIVATIONAL FACTORS ON CORPORATE EMPLOYEES PERFORMANCE WITH RESPECT TO MUMBAI CITY, INDIA.

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INTRODUCTION

- **Berelson and Steiner**

"A motive is an inner state that energizes, activates, or moves and directs or channels behaviour goals."

- **The Encyclopaedia of Management**

"Motivation refers to degree of readiness of an organism to pursue some designated goal and implies the determination of the nature and locus of the forces, including the degree of readiness."

The word Motivation itself is so motivating. This word is derived from various words from various language, one of them is the word 'motive', which indicates ones needs, desires, wants or driving factor within an individuals. The other is from the Latin word 'emover' which means 'to move'. It is the process of instigating people to do actions to accomplish their goals. There is a need behind every action that a human does. In an organization, goals can be the psychological factors stimulating people's behaviour which can be need for money, opportunities in job, recognition, satisfaction of job, better facilities, promotion etc. These drivers are called as motives.

One of the most difficult tasks for any manager is to create a willingness amongst the employees to utilise their abilities to the best while performing any job. This process of motivating employees can be bifurcated into three phases:-

1. A need or driving factor
2. Stimulate to fulfil the desired need
3. When needs are fulfilled, the satisfaction of achieving the goals.

Hard work and honest efforts of any employee help an organisation in achieving the goal of high productivity, beating competition, and growing in the market. Being involved in the job or feeling of belongingness encourages people to put in their best efforts in the development of the establishment. It's an internal feeling - a psychological phenomenon which grows within an individual. Every individual in organisation is a self-sufficient and capable to all his needs which create continuity in human behaviour.

Therefore, we would not be wrong to say that say that motivation is a psychological phenomenon which indicates that needs and wants of any individual have to be encouraged by making a plan, usually and incentive structure.

It will not be a hyperbole to say that in recent times of miserable economic sentiment, the expansion plans of many an organization and its employees is in stagnations.

THEORIES OF MOTIVATION

There are many theories of motivation by many authors, researchers and management philosophers. Of those many, we have taken the most commonly used 2 theories, explained below.

- **Maslow's Hierarchy of Need Theory**

Human behaviour is goal oriented. Motivation will lead to goal oriented behaviour. It is through motivation that needs can be handled and managed purposely. To understand the importance and priorities of needs, it is necessary to understand the human psychology which is well explained in this theory. This theory was coined by Abraham Maslow in his 1943 paper "A Theory of Human Motivation" in Psychological Review. This theory has to be understood by every HR professional and by managers too. Maslow's theory is divided into five parts explaining each of human needs at every stage of life.

1. The first and foremost is the Physical or Physiological needs which includes food, clothing, shelter. These needs are the basic needs that any human wants for his or her survival and maintenance of life.
2. The second is Safety and Security needs which includes safety for self's and family's life, security of personal property, etc. Also security of job, i.e. no one would want temporary job, each and every individual would want a stable job which is satisfying.
3. The third is Social or Societal needs, which is the need of belongingness in the society. Humans cannot stay in isolation and wants family, friends, relatives, loved ones nearby.
4. The next is Esteem needs, which says that every individual desires respect and recognition, whether it is personal or professional life. The need for self-respect, respect from juniors and recognition from seniors.
5. And the last is Self-actualization needs, that is at the highest level and this need is found only in that person whose previous four needs are satisfied. This include desire to do something for inner peace, like social service, meditation etc.

- **McGregor's Theory X and Theory Y**

The next theory is McGregor's Theory X and Theory Y. This theory was coined by Douglas McGregor, while he was working at the MIT Sloan School of Management in the 1950s, and developed further in the 1960s. In his theory he identified two distinctive personalities of human being. The first was named as Theory X or the negative, and the other was named as Theory Y or the Positive.

Theory X is based on the following assumptions:

- People need closed supervision and tight control.
- They will avoid work when needed, or will work very little.
- They are not willing to take up responsibilities.
- Their only need is money.
- They are forced to perform better.
- They are selfish and would work only for personal goals and not for organization.
- They are not very sharp or intelligent, at times would also lack common sense.

On the contrary, Theory Y is based on the following assumptions:

- People want independency at work.
- They will ask for more work and if not provided with, will find time for creativity and innovation.
- They willing to take up responsibilities.
- Their not only work for money but also self-development.
- They will drive themselves to perform better.
- They are helpful and would not mind going an extra mile to help others for organizational goals.
- They are intelligent and brilliant.

IMPORTANCE OF MOTIVATION

Motivation is very important for an organization because of the following benefits it provides:

1) Optimum utilization of Human Resources
2) Increases the level of employees efficiency
3) Increase in productivity
4) Reduces cost of operation
5) Helps to achieve the organizational goals
6) Builds healthy working relationship

Motivation is important to an individual as well:

1. Motivation helps him to achieve his personal goals.
2. Motivated individual will have job satisfaction.
3. Motivated employee will strive for self-development.
4. Motivated employee will be a dynamic team member.

Similarly, motivation is important to a business organisation as well:

1. Motivated employees mean empowered team.
2. Motivated employees work efficiently, contributing to the profitable and successful of the business.
3. Motivated employees are more adaptability and creativity during the time of changes in the organization.
4. Motivated employees will have positive and challenging attitude at work place.

TYPES OF MOTIVATION

When a manager wants to get better performance from his employees, he will have to motivate them to do better. And for that, employees will have to be given incentives, rewards, or he may even have to install fear in them or use force for getting desired work.

Following are the two divisions of motivation

- **Positive Motivation**

Positive motivation or also known as incentive motivation is based on reward system. The employees are offered incentives or rewards for achieving the desired objectives. These incentives/ rewards may be in the form of higher pay, promotion, recognition of his work, etc. The employees are offered incentives and rewards to improve their performance willingly.

- **Negative Motivation**

Negative motivation also known as fear motivation is based on force of fear. Fear of punishment forces employees to act in a desired way. In case, they do not perform accordingly, then they may be punished with demotions, cut in salary, warnings or even lay-offs. The fear acts as a push mechanism. The employees do not readily co-operate, rather they want to avoid the punishment so they have to work.

Employees would generally want to avoid such punishments but this type of motivation could cause anger and frustration. It also becomes a cause of industrial unrest. Despite of having drawbacks of negative motivation, this method is commonly used to achieve desired results. There is hardly any organization which has not used negative motivation at some given point of time.

FACTORS OF MOTIVATION

Motivational factors can be broadly classified into two parts, i.e. Monetary factors, also known as Financial factors and Non-Monetary factors, also known as Non-Financial factors.

- **Monetary Factors**

Monetary benefits are rewards where money is directly involved and is offered to employees to encourage goal oriented behaviour or actions. Here cash is directly involved in form of cheque or direct deposit. Monetary factors are extrinsic to work, such as the following:

1) Salary and Wages

It is one of the most important motivating factors in any organization. Increment in salaries and wages, their fixation and timely payment is what motivates any employee in the company.

2) Bonus

Bonus is extra payment over and above salary that an employee gets once a year, it also acts as an incentive to perform better. It is linked to the profitability of the organization. Even if the company runs into losses, a bare minimum amount or percentage has to be given to workers.

3) Incentives

Most of the organizations provide additional monetary incentives to their employees such as medical allowance, travelling allowance, house rent allowance, over time, children educational allowance, etc. Some of these components are to maintain their standard of living and some of them are tax saving components.

4) Promotion

Promotion not only includes raise of designation but also comes with increment in salary. This motivates the employee to perform more efficiently.

5) Profit sharing

A part of company's profit is distributed amongst selected employees who have helped the company to generate huge profits. This is an additional way of motivating an employee so that he performs the same way in coming future too.

6) Stock option (ESOP)

Employee Stock Ownership Plan (ESOP) is an additional method of motivating employees, where the equity shares of the company are given to employees are preferential rates or even free at times. This gives a sense of ownership to them, motivating them to perform better.

- **Non-Monetary Factors**

Non-Monetary benefits are rewards where money is involved indirectly, not in form of cash or cheque but equivalent valuation is compensated to employees. Such rewards can consist of almost any product such as jewellery, technological gadgets or an automobile, etc. It can also include service such as maintenance made or repairs done on a car, booking of hotels for holiday, gym or club membership, payment of higher education, etc. For non-monetary rewards, the list is endless. Here, cafeteria approach is also used which means the user, ie the employee can decide what and how does he wants his rewards. Some of them are stated below:

1) Designation

Most of the employees are motivated by the status and designation they hold in the department. It gives them a sense of power and authority. It is a psychological factors that pushes they towards better performance.

2) Appreciation and Recognition

This is one of the most commonly used techniques in any organization, also a cost effective method. And this is what any employee wants, his good work should be recognised and must be appreciated by the seniors.

3) Work-life balance

One of the most important factor in today's hectic schedule and stressful life that any employee would want is Work-life balance. Employees should be able to balance the two important segments of their life –"Work and Life". A balanced employee is a motivated employee.

4) Delegation

Delegation of authority promotes liberty to do work his own way. This brings dedication and commitment among employees. Employees feel satisfied that their employer trusts them and this motivates them to perform even better.

5) Working conditions

More than salary, employee would want appropriate working condition. Proper conditions such as ventilation, sufficient lighting, hygienic sanitation, clean drinking water, etc. improves the work performance of any employees.

6) Job enrichment

This method provides employees chance of taking up more challenging tasks and responsibilities in the department. The job of an employee becomes more meaningful and satisfying as he learns new things. It is good for his personal growth and for the company as well.

7) Job security

No employee would ever want a temporary job. The feeling of unsecured job will never allow an employee to perform efficiently. Job security is an important motivating factor for anyone to perform better. No employee should be kept on temporary basis for a long period.

REVIEW OF LITERATURE

- Philosophers and novelists have always been attracted towards the relationship between man and job. The researcher has a wide scope to study this relationship.
- Turner and Lawrence (1965) opined that jobs which had diversity, accountability, autonomy, etc would help in reducing absenteeism and increasing satisfaction in the job. They also supported Herzberg's view that job enrichment is also one of a motivating variable.
- Salary has been found to be positively related to organizational commitment and negatively to turnover intentions among IT personnel (e.g. Igbaria and Greenhaus 1992).

- Meyer and Allen (1990) found continuance commitment and lack of alternative job offers to be positively associated. Different remuneration variables like salary, annual bonus, recruitment bonus are examined in this study.
- K. Davis and J. W. Newstrom classified Job Content and Context Factors as Motivational and Maintenance Factors. They also classify the difference between Job Content and Context as similar to the difference between Intrinsic and Extrinsic motivators in Psychology.
- Bullock defined Job Satisfaction as an attitude which results from balancing and adding up of many explicit likes and dislikes experienced in connection with the Job and their evaluations may depend largely upon one's success or failure in the Achievement of the Personal objectives.
- Based on personal experiences and innumerable anecdotes, the researcher feels that pay is considered one of the most important factors influencing employee turnover in Indian setup. Indians, especially the younger IT professionals, are thought to be very materialistic, and as a result they are believed to hop from one job to the other for a little extra money. (Campbell & Campbell, 1997).

OBJECTIVES OF THE STUDY

1) To study the effect of monetary factors like salary, bonus, promotion, etc. on employee performance.
2) To study the effect of non-monetary factors like awards/recognition, flexible job timing, working condition, etc. on employee performance.

RESEARCH METHODOLOGY

In this research, we have tried to study the impact of motivation on performance. To study this we have used questionnaire method as our instrument to collect primary data. A sample of 200 corporate employees has been surveyed for the study. For better analysis, two variables have been considered, the dependent variable which is performance and the independent variable that is employee's motivation. We have also used secondary method to collect data, i.e. research work done by other researchers and books by management philosophers and experts.

LIMITATIONS OF THE STUDY

The present study has the following limitations:

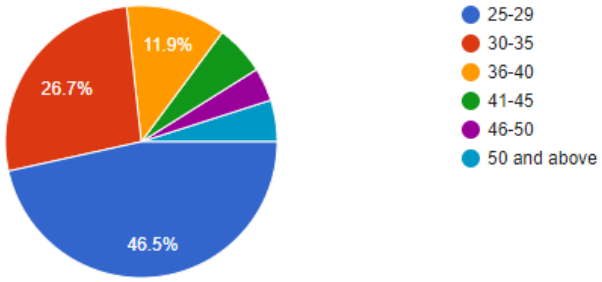
The scope of study was restricted to employees of Mumbai only. The analysis of the study is based on the responses collected from limited number of respondents.

The conclusion is drawn on the basis of the information given by the respondents.

DATA ANALYSIS

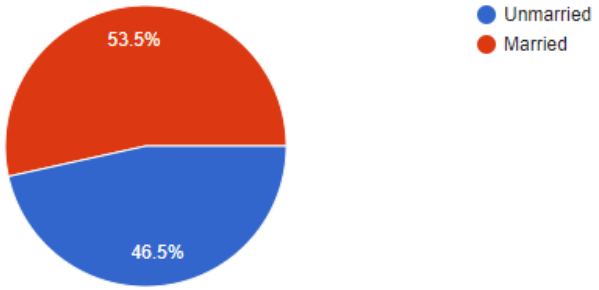
We surveyed 200 corporate employees and asked them few questions, their responses are as follows:

- **Age**



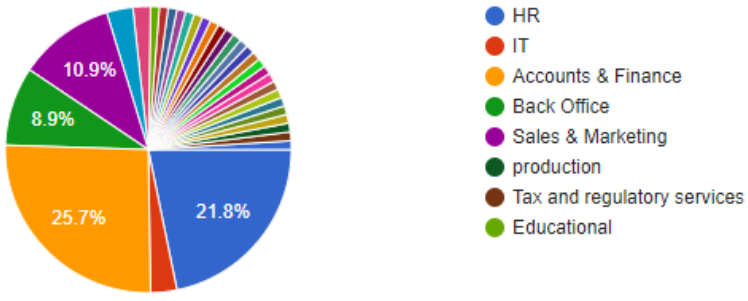
Majority of the working population is younger generation, comprising of 46.5% between the age group of 25-29 and 26.7% between the age group of 30-35

- **Marital Status**



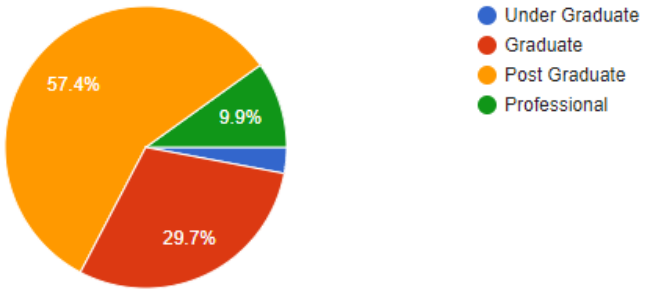
Most of the respondents are married. We asked this question to understand their job stability and their needs, as monetary needs differ as responsibility changes.

- **Department**



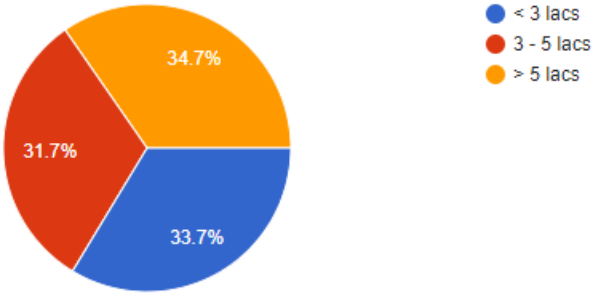
We surveyed employees from various departments of the organization. In few companies some departments were called by different names but the functioning remained the same.

- **Education Qualification**



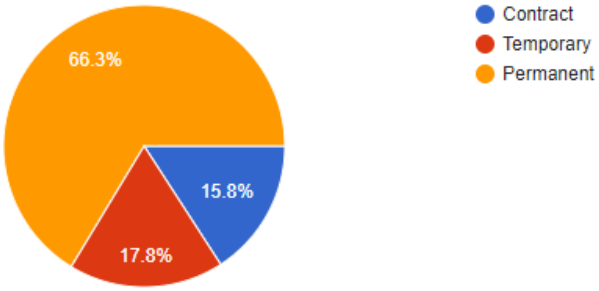
It is observed that 57.4% of the sample population is Post graduate and 29.7% is Graduate, only 3% is under graduate, working as junior executives. 9.9% of the sample population have completed professional education, qualifying for upper management positions.

- **Annual Salary**



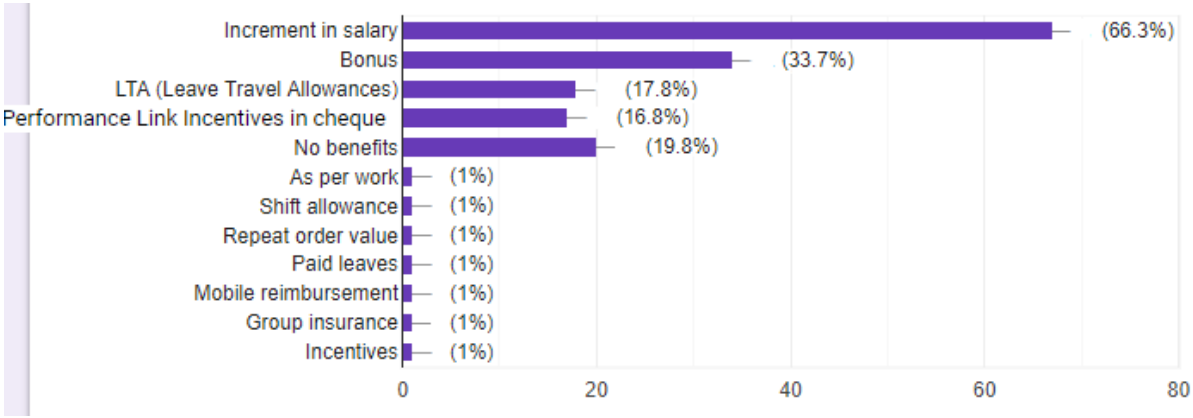
When we look at the salary structure, co-incidentally the salary earning levels are almost evenly distributed, which means at each level of hierarchy, there are equal number of employees earning similar pay cheques.

- **Nature of Employment**



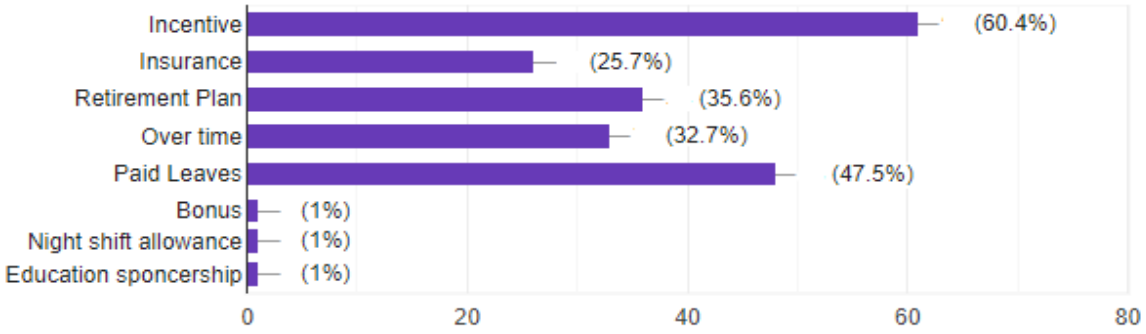
It is seen that majority of the employees i.e. 66.3% have permanent job, but 33.7% of the sample population is still working on contractual and temporary basis. This is also one of the major reasons why employees are not motivated to work.

- **Which of the following you get as monetary rewards?**



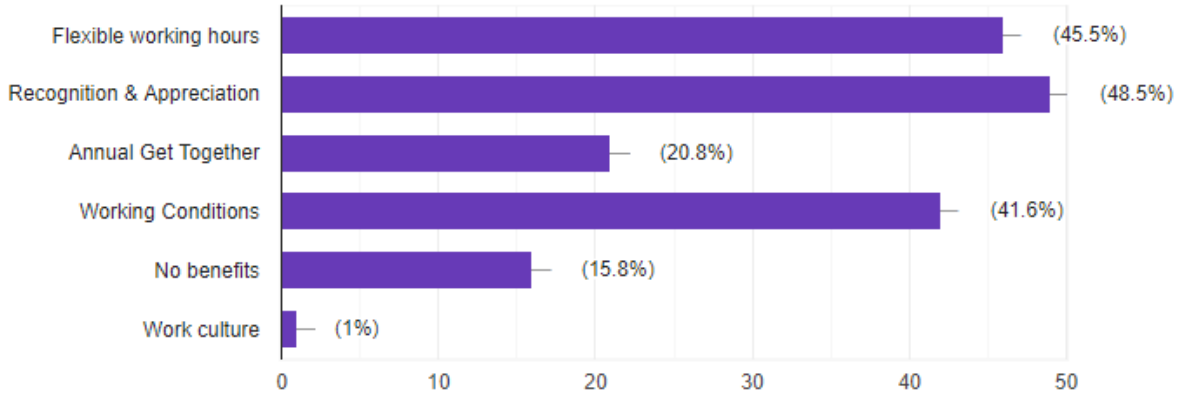
As the research shows clearly that most of the employees get only increment in salary as monetary benefits along with bonus, LTA and PLI. Surprisingly 19.8% of the sample population does not gets any benefits.

- **Monetary Incentives that are expected by you**



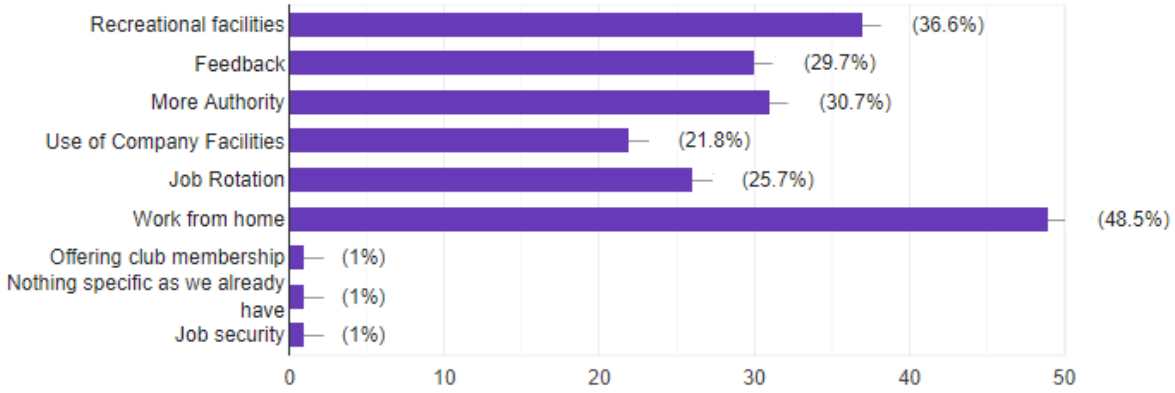
When asked them about their expectation, hardly 1% said they want bonus, instead they want to be rewarded for what they actually work, i.e. incentives for their performance and security after job in the form of retirement plans and benefits. They also expect paid leaves so that they can try to maintain their work life balance.

- **Which of the following you get as non-monetary rewards?**



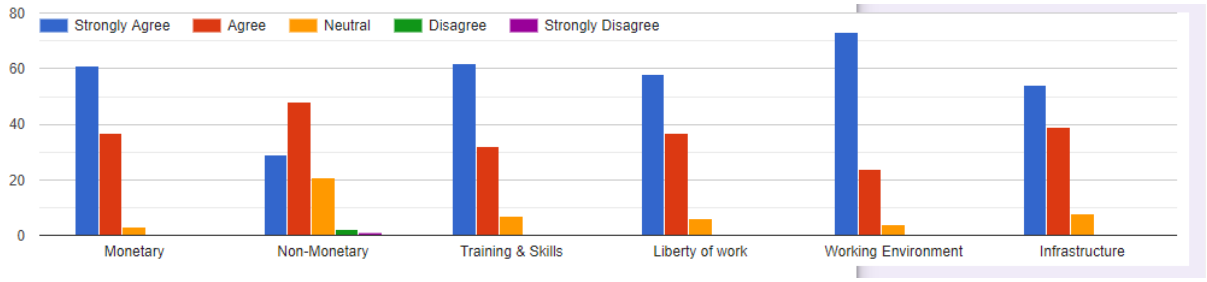
When it came to non-monetary rewards, many employees receive Appreciation and recognition as rewards; also they receive flexible working hours. The working conditions too have improved in today's time, making it easier for any employee to work efficiently. Organizations have understood the importance of non-monetary rewards and improvised on it.

- **Non-Monetary Incentives that are expected by you**



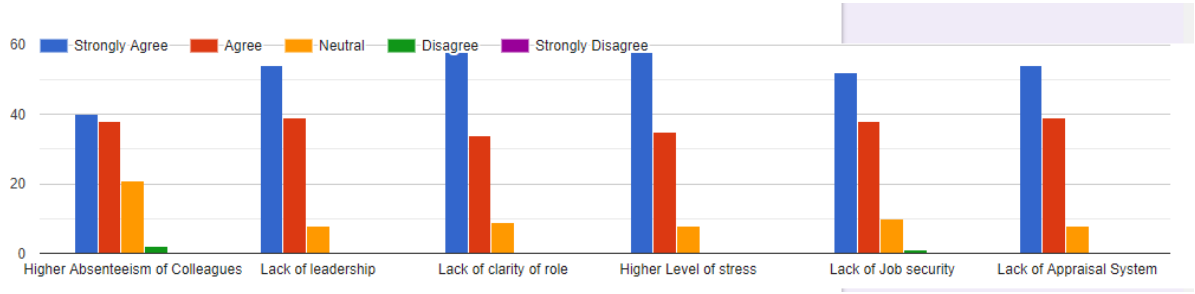
When it came to employee expectations most of them wanted work from home facility as it is difficult for them to travel either long distance or they want to avoid travelling because of traffic. They also expect recreation facilities at work place itself, so that boredom can be easily converted to fun. The above expectations are closely followed by more authority and autonomy to work independently.

- **What are the factors that contribute to Higher Productivity?**



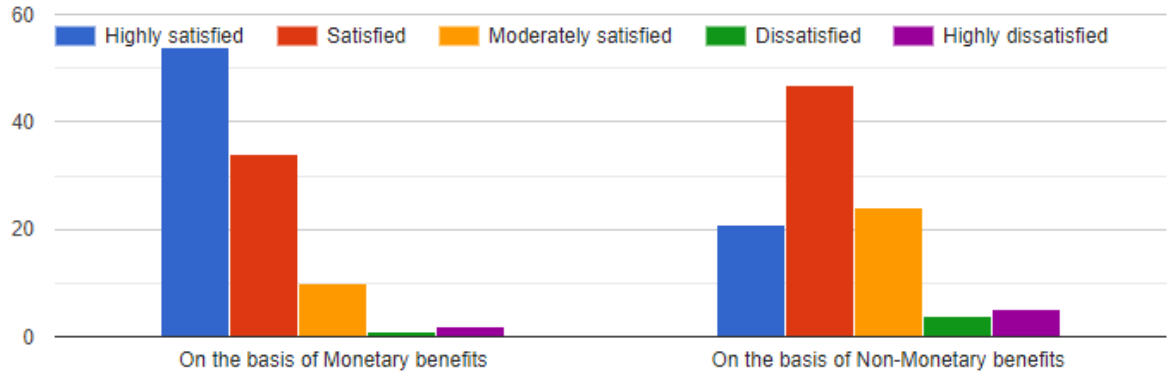
From the research it is clearly seen that most of the respondents wants better working conditions. It is a proven fact that if working conditions are appropriate for any employee to work, the productivity is much higher. Along with this employees also want monetary rewards for them to be motivated. The responses also show that training plays a significant role in higher productivity.

- **What are the factors that contribute to Lower Productivity?**



From the research it is clearly seen that almost all the factors i.e. Lack of leadership, Lack of clarity in role, Higher Level of stress, Lack of Job security and Lack of Appraisal System contribute majorly in lower productivity of any employee. Improvement in these factors will help the company to increase productivity substantially.

- **Satisfaction Level of Employees**



When made a comparison between the satisfaction level of employees on the basis of Monetary and Non-Monetary benefits, it was clearly seen that employees felt more satisfied when they received monetary rewards, but at the same time there are employees who feel almost equally satisfied when they receive non-monetary rewards. So it's difficult to identify the preference between two as both of them have more or less similar satisfaction levels.

OBSERVATION

From the above research, we have observed that employees working in corporate have somewhat better facilities as compared to others which lead to higher productivity. At the same time monetary benefits also plays equally important role in employee's performance. A combination of monetary and non-monetary rewards is what employees expect. There are many parameters on the basis of which the preference of employees for rewards changes, such as age, income, education, marital status, size of family, designation, etc. also what motivates them is work life balance, authority at work place, and role clarity.

However, there are still some factors that need to be improved to increase employees' motivation. For example, according to research strong leadership qualities, lack of authority in making decisions, job rotations, job security are some of the factors, if improved will add more value to employees work life and will lead to higher productivity from them.

CONCLUSION

Present study has made an attempt to understand impact of monetary and non-monetary motivational factors on corporate employees' performance with respect to Mumbai city, India.

From the study it is concluded that more than 50% of the respondents are Post graduate with an average income between 3 – 5 lakhs. More than 60% of them are permanent employees which satisfies one of their basic needs of job security.

It was observed that more than 65% of employees wanted increased salary as monetary incentive and more that 45% of employees wanted work from home as non-monetary incentives.

More than 50% of the employees felt satisfied when they received monetary benefits.

The researcher finds that Blend of both the factors is must, but one should keep in mind that non- monetary factors start working only after monetary factors are taken care of. Monetary and non-monetary appreciation both are equally important for respectful and satisfactory job environment which affects the productivity.

Researcher also found that Employees needs to feel safe and secure at workplace with ample benefits provided to them apart from routine salary. Work culture and training are very important for sustainability of employees.

This research has been conducted for corporate sector employees and can be extended to other sectors as well. Also the research has been undertaken only for Mumbai city and the results can be extrapolated to other metropolitan cities of India.

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ANNEXURE

A study of impact of monetary and non-monetary motivational factors on corporate employees' performance with respect to Mumbai city, India.

1) Name

2) Your Email

3) Your Phone number

4) Age *

- 25-29
- 30-35
- 36-40
- 41-45
- 46-50
- 50 and above

5) Marital Status *

- Unmarried
- Married

6) Department *

- HR
- IT
- Accounts & Finance
- Back Office
- Sales & Marketing
- Other:

7) Education Qualification *

- Under Graduate
- Graduate
- Post Graduate
- Professional

8) Annual Salary *

- < 3 lacs
- 3 - 5 lacs
- > 5 lacs

9) Nature of Employment *

- Contract
- Temporary
- Permanent

10) Which of the following you get as monetary rewards? *

- Increment in salary
- Bonus
- LTA (Leave Travel Allowances)
- Performance Link Incentives in cheque
- No benefits
- Other:

11) Monetary Incentives that are expected by you *

- Incentive
- Insurance
- Retirement Plan
- Over time
- Paid Leaves
- Other:

12) Which of the following you get as non-monetary rewards? *

- Flexible working hours
- Recognition & Appreciation
- Annual Get Together
- Working Conditions
- No benefits
- Other:

13) Non-Monetary Incentives that are expected by you *

- Recreational facilities
- Feedback
- More Authority
- Use of Company Facilities
- Job Rotation
- Work from home
- Other:

14) What are the factors that contribute to Higher Productivity? *

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Monetary					
Non-Monetary					
Training & Skills					
Liberty of work					
Working Environment					
Infrastructure					

15) What are the factors that contribute to Lower Productivity? *

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Higher Absenteeism of Colleagues					
Lack of leadership					
Lack of clarity of role					
Higher Level of stress					
Lack of Job security					
Lack of Appraisal System					

16) Satisfaction Level of Employees *

	Highly satisfied	Satisfied	Moderately satisfied	Dissatisfied	Highly dissatisfied
On the basis of Monetary benefits					
On the basis of Non-Monetary benefits					

17) Any Suggestions or Comments *

SUBMIT

PAPER – 12

EFFECT OF E-TEACHING ON DIVERGENT PRODUCTION ABILITIES

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ABSTRACT

The purpose of the present investigation is to study the effect of e-teaching on divergent production abilities of adolescents. Effective teachers maximize the potential of the technology to develop student's understanding and stimulate their interest to improve subject proficiency. Technology can be used strategically to provide better access for learning and concept clearance and significantly improve their creative potential. In the present study, the tools employed to collect the data are Instructional material based on e-teaching modules and Test of Divergent Production Abilities by Sharma, K. N. (2011). A pre-test consisting of divergent production abilities test was administered to the sample of 70 adolescents. The adolescents constituting sample were nearly equated on the basis of divergent production abilities score. 60 adolescents were selected and incomplete questionnaires were rejected. This sample of 60 adolescents was further divided into two groups of 30 adolescents each forming control and experimental group. e-teaching modules were taught to the experimental group for fifteen days and traditional teaching capsule was given to the control group during fifteen days. At the end post test was administered to the experimental and control group using divergent production abilities tool by Sharma (2011) to verify the learning outcomes among adolescents of both the groups. The result showed that the adolescents taught through E-teaching modules were having better divergent production abilities than those who were taught through traditional method of teaching. The results which showed significant difference between the mean scores of control group and experimental group are evident enough to prove the same. The study demonstrates the positive effect of E-teaching on divergent production abilities, thereby accepting the hypothesis that there exists significant effect of E-teaching on divergent production abilities of adolescents. The result highlights the importance of incorporating the e-teaching during regular teaching as well, as it helps in creating divergent production abilities, which is in turn, in need of more research to gain better pedagogical insights. The more learners learn through e-teaching, the more mentally cognizant they are of their learning process, which helps them to recognize their strengths and weaknesses. In other words the adolescents' divergent production abilities can be significantly improved with the help of e-teaching.

Keywords: E-teaching, Divergent Production Abilities, Adolescents

INTRODUCTION

Effective teachers maximize the potential of the technology to develop student's understanding and stimulate their interest to improve subject proficiency. With the pioneering of digitalization, education sector should take complete advantage of the opportunity of e - education. With E –teaching, teachers can devote their time to prepare lessons comfortably the same way students can watch the videos at their choice of time. The approach teachers take has freedom over the way they teach different topics. Not only do teachers prepare lessons but also solve doubts, covering all the benefits of classroom learning.

Adrion, Kurose, Woolf (2019) defined that E-Teaching involves computational systems that communicate and cooperate with learners at many levels. These systems might use the World Wide Web or CD/DVD-ROM and asynchronous learning environments to provide lectures. They might provide customized responses and on-demand advice through intelligent interfaces, inference mechanisms and cognitive models of the learning. Baqai (2018) stated that through e-teaching, teachers aim not only at students gaining from the video lessons they provide but also whatever teachers want to convey through their teaching is absorbed the very same way by students. The moral

responsibility of imparting education to underprivileged students who are unable to afford expensive coaching is greatly solved by e- teaching. Teachers can reach out to places where it is otherwise physically difficult to teach. It aims to provide education to all and to uplift students who can't afford expensive coaching and travelling costs.

Sometimes it is not possible for institutions to hire the best teachers due to financial problems and sometimes the teachers do not like being associated to coaching classes. In fact even the age factor can be ignored when you teach online because you don't have to consider the long hours of staying in school or giving continuous coaching classes for hours together. There is no spoon-feeding and hence students have to think on their own, try problem-solving without any help which benefits what they have been taught. The constant increase in popularity of e teaching among students are making teachers take the path of e-teaching as their main job and due to technology getting more and more accessible and comfortable to use, there is no looking back for e- teaching profession.

The ability to think differently, also called divergent thinking, is the foundation stone of today's rapidly changing world. Divergent thinking typically occurs in a spontaneous, free-flowing manner, where many creative ideas are generated and evaluated. Multiple possible solutions are explored in a short amount of time, and unexpected connections are drawn. Guilford's Structure of the Intellect model proposed that what he called "divergent production"—thinking of a wide variety of ideas in response to an open-ended question or prompt—was a significant contributor to creativity (Guilford 1968). In defining divergent thinking (a term Guilford also used and the more commonly used term today), Guilford contrasted divergent thinking with convergent thinking.

After the process of divergent thinking has been completed, ideas and information are organized and structured. Convergent thinking to decision making strategies are used leading to a single-best, or most often correct answer. Examples of divergent thinking include using brainstorming, free writing and creative thinking at the beginning of the problem solving process to generate possible solutions that can be evaluated later. Once a sufficient number of ideas have been explored, convergent thinking can be used. Knowledge, logic, probabilities and other decision-making strategies are taken into consideration as the solutions are evaluated individually in a search for a single best answer which when reached is unambiguous.

Dhingra and Sharma (2015) carried out a study to assess the divergent thinking ability of 1000 school children selected randomly from various schools from urban areas of Jammu Province (J&K), India. The results of the study revealed that both boys and girls showed a declining trend in mean value scores of Associational Fluency, Expressional Fluency, Adaptive Flexibility, Originality and Elaboration component with an increase in academic grades. It was also found that girls scored higher on the components of Word Fluency, Ideational Fluency, Spontaneous Flexibility, Associational Fluency and Elaboration as compared to boys across academic grades. Statistically, no difference was found on creativity scores of all the three academic grades. Yamada and Nagai (2015) in their work showed that a positive mood enhances divergent thinking, but does not affect convergent thinking. The results of study showed that participants in the positive-mood group generated more unconventional or divergent ideas than did those in the neutral-mood group. No differences were found in conventional or convergent ideas between the two mood groups. Anderson (2018) stated that E-learning has several benefits when it comes to aspiring teachers. They can use eLearning platform to assess their subject knowledge, create a roadmap, and enhance their interactivity. Before you adopt any Learning Management System with your teaching skills, it is advisable to research about it and compare it with others available in the market. This way, you will be able to find out the LMS which is hugely beneficial for your teaching career. Zhou, Zhang, Hommel and Zhang (2017) provided systematic convergent evidence that participants generate more and newer ideas when standing up than when either lying down or sitting, while the lying or sitting did not make a difference. Nehzad and Shokrpour (2013) suggested that divergence is an advantage both as a task type and as a cognitive style. Moreover, results suggest that the ideal outcome was achieved when divergent thinkers are taught through divergent task type whereas the worst

result is obtained when convergent thinkers receive instruction through convergent task type. A further result shows that a mixed situation in both cases results in a mediocre result. In other words, divergent thinkers of the convergent task type group and the convergent thinkers of the divergent task group performed statistically similar and received moderate scores. Rosenblit (2018) explained on the basis of his research that in most higher education institutions, the new technologies are used mainly for add-on functions and not for substituting face-to-face encounters or for an intensive web-enhanced teaching. He further delved why most students, particularly at the undergraduate level, are unable and/or unwilling to study by themselves without expert teachers to guide their knowledge construction, discusses the problematic of digital literacy of teachers, examines the main reasons for the reluctance of many academics to utilize the technologies more fully in their teaching, and concludes by recommending some strategies for incorporating more fully the huge array of the technologies' capabilities in higher education institutions. Thus we can infer that technology can be used strategically to provide better access for learning and concept clearance and significantly improve their creative potential.

OBJECTIVE OF STUDY

To study the effect of E-teaching on Divergent Production Abilities of adolescents.

HYPOTHESIS

There exists significant effect of E-teaching on Divergent Production Abilities of adolescents.

RESEARCH DESIGN

Experimental design consisting of controlled and experimental group was used in this study. The purpose of the present investigation was to study the effect of E-teaching in English language teaching on Divergent Production Abilities. For this purpose pre-test was given to the IX class students regarding Divergent Production Abilities by Sharma (2011). They were further divided into two groups i.e. Experimental group and Control group. E-teaching modules were taught to the experimental group for fifteen days and ordinary teaching capsule was given to the control group during these fifteen days.

At the end of the experiment post-test was given of Divergent Production Abilities by Sharma (2011) to verify the learning outcomes among the students of both the groups.

SAMPLE

A representative sample of 70 students was drawn at the initial stage from IX class of a government school in Chandigarh based on stratified randomized sampling techniques. The students constituting sample were nearly equated on the basis of their Divergent Production Abilities score in the subject of English. A sample of 60 students nearly equating on these score were selected for future study. These chosen 60 students were divided into two groups of 30 each forming control and experimental group.

TOOLS

To conduct the study, following tools were used-

1. Divergent Production Abilities Test Battery by Sharma (2011) testing following divergent production abilities
    - Word Fluency---- Word Production
    - Ideational fluency----Uses of things
    - Associational fluency----Similarities
    - Expressional fluency-------Sentence Construction
    - Spontaneous flexibility------ Uses of things
    - Adaptive flexibility--------Titles
    - Originality----------Titles
    - Elaboration--------Solutions/Completions
2. E-teaching modules of English literature and language

DATA COLLECTION

The data from the selected sample was collected personally by the investigator after taking due permission from the principal of the school. Pre-test was given to the sample of 70 students. The data was collected in three stages.

PRE-TEST- At this stage, pre-test was administered to 70 students in Divergent Production yAbilities by Sharma (2011). A sample of 60 students was selected out of this sample. The students constituting sample nearly equated on the basis of their Divergent Production Abilities scores.

TEACHING SESSIONS- At this stage, ordinary teaching was resorted to the control group for 15 days in English literature and language. During those days, E-teaching was followed for teaching the same content to the students of Experimental group.

POST-TEST– The same test of Divergent Production Abilities by Sharma (2011) was administered to the students of both the groups as was done at pre-test stage.

The testing conditions for all the students were kept as constant and uniform as possible before the teaching session. It was ensured that the subject was seated comfortably and there was no disturbance.

STATISTICAL TECHNIQUES

The data collected was analyzed by employing elementary statistical computations namely mean, standard deviation, standard error and t-test. T test results are given as under:

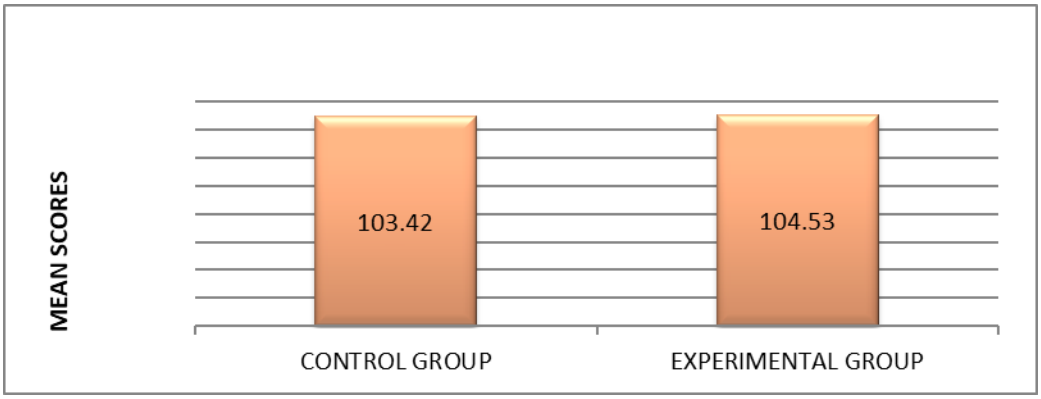
Analysis and Interpretation of Results

TABLE 1

	MEAN SCORES		t-Value
	CONTROL GROUP	EXPERIMENTAL GROUP	
PRE-TEST	103.42	104.53	0.49
POST-TEST	102.62	129.18	12.40**

Significance of Difference between Mean Scores of Divergent Production Abilities (Pre-Test)

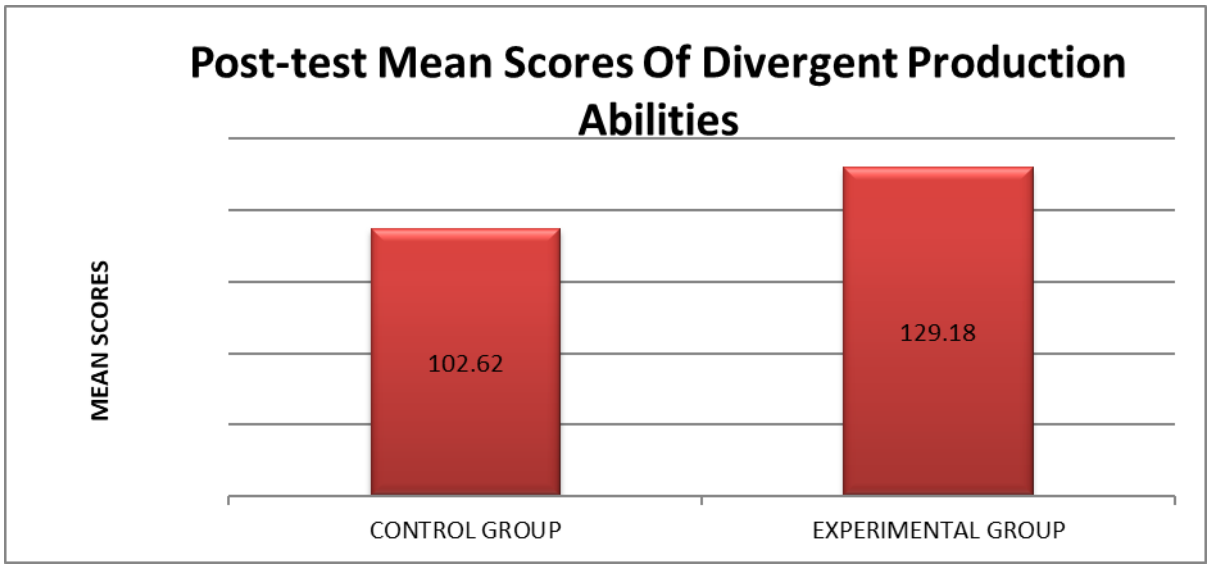
The difference between pre-test mean scores on Divergent Production Abilities between control and experimental group was found to be 1.11 in favor of experimental group.



The t-value for the pre-test was found to be 0.49 which was not significant at any level of significance. Thus the two groups shared equal Divergent Production Abilities level thus creating a perfect condition for the study to take off.

Significance of Difference between Mean Scores of Divergent Production Abilities (Post-Test)

The difference between post-test mean scores on Divergent Production Abilities between control and experimental group to be 26.56 in favor of the experimental group.



On the post-test, the Control Group depicted of the Mean Score of 102.62 whereas the experimental group had the mean score of 129.18 having the advantage of 26.56 points in the favor of the experimental group at 0.01 level of significance. The t-value for the post-test was 12.40 which were significant at 0.01 level of significance thus exhibiting a pronounced improvement in the Divergent Production Abilities scores of the experimental group therefore accepting the hypothesis that there exists significant effect of E-teaching on Divergent Production Abilities of Adolescents.

FINDINGS AND CONCLUSIONS

The purpose of the present investigation was to study the effect of E-teaching in English language teaching on Divergent Production Abilities. The study demonstrates the positive effect of E-teaching in English on divergent production abilities and the ability of students to regulate their own creative processes, thereby accepting the hypothesis that there exists significance effect of E-teaching in English on Divergent Production Abilities of adolescents.

However, this study used a scale to measure student's divergent production abilities. Therefore, future research need to include data triangulation using different methods such as use of interview, students journals, think aloud protocols in order to have more broader outlook of this study.

If readers possess higher language knowledge through E-teaching, his/her divergent production abilities operate at a higher level. Therefore, sufficient knowledge of vocabulary and grammar is a pre-condition for any reader to divergent production abilities. They could be encouraged to keep a journal of the divergent production abilities they use when they learn through E-teaching outside the classroom and use the strategies taught in the class and to keep a record of what they do when the failure of comprehension or how they resolve the problems. They could seek help from their instructors in the classroom when a difficulty in comprehension occurs so that they will also improve their confidence in themselves in requesting clarifications for their problems encountered.

The results can also help learners focus and engage, allowing them to activate their prior knowledge with the help of E-teaching to process text more interactively by employing appropriate strategies indicating they understand the

"when, how, what and why" of strategic learning. Learners increase their potential and they can independently manage learning outcomes by developing their divergent production abilities across learning contexts.

The result highlights the importance of incorporating the e-teaching, as it helps in creating divergent production abilities, which is in turn, in need of more research to gain better pedagogical insights. The more learners learn through e-teaching, the more mentally cognizant they are of their learning process, which helps them to recognize their strengths and weaknesses. In other words the adolescents' divergent production abilities can be significantly improved with the help of e-teaching.

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PAPER – 13

RESEARCH ATTITUDE AND STYLE OF LEARNING AND THINKING

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ABSTRACT

This study aims to study the relationship between Research attitude and Style of Learning and Thinking of Students of technical education institutions. Students of Premier Engineering Colleges of Punjab constitute the population of this study. The study was conducted on 100 Students of engineering colleges in Punjab who act as the sample for the study. Two Premier Engineering Colleges of Punjab were selected using purposive sampling and out of these two colleges, 100 students were randomly selected. So as to ensure the reliability of the results, triangulation was done wherein both the quantitative and qualitative methods of data collection were used. Using quantitative method, for testing the Style of Learning and Thinking, a test by Dr. D Venkataraman was used and for testing the Research attitude a tool by Ms. Preslee D. Kharsati was revalidated. Both these tools were administered on the students individually. Qualitative means for collecting data was observation and Interview of the students studying in these institutions. Group of students were interviewed regarding their Research attitude and its relationship with Style of Learning and Thinking. Data collected using both the qualitative and quantitative means were analyzed subsequently. For quantitative data analysis, Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis and their standard errors were calculated. The data came to be normally distributed. Coefficient of Correlation was also calculated to infer the Correlation between Research attitude and Style of Learning and Thinking of Students of technical education institutions. The Coefficient of Correlation between Research attitude and Style of Learning and Thinking of Students of technical education institutions is 0.754 which is greater than the table values at 0.05 and 0.01 levels of significance respectively. This means that it is significant at both 0.05 and 0.01 levels of significance. For qualitative analysis responses of the students during Interview were subjectively analysed. Both the techniques generated the similar conclusions. There exists a significant correlation between Research attitude and Style of Learning and Thinking of Students of technical education institutions. It further means that the students having high level of Research attitude will tend to have better style of learning and thinking. Thus this study holds importance for administrators, students as well as students. The administrators and students can work for developing a research attitude for the better Style of Learning and Thinking in their respective institutions. This research attitude and better Style of Learning and Thinking can act as a catalyst for improving the overall learning and research experiences of the students. So technical education institutions should work proactively for providing the research facilities and enhancing the research experiences of the students as it will contribute significantly towards improving the cognitive dimensions i.e. style of learning and thinking of a student's personality and can contribute towards the better educational and vocational experiences.

Keywords*:* Research attitude, Style of learning and thinking, Students of technical education institutions, Triangulation, overall learning experience

INTRODUCTION

Research is defined as a careful consideration of study regarding a particular concern or a problem using scientific methods. According to the American sociologist Earl Robert Babbie, “Research is a systematic inquiry to describe, explain, predict and control the observed phenomenon. An attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols"(Hogg & Vaughan, 2005)

According to Bhat (2019) research exhibits few characteristics which can also be seen in the research process and the research attitude of the researcher.

- A systematic approach is followed in research. Rules and procedures are an integral part of research that set the objective of a research process. Researchers need to practice ethics and code of conduct while making observations or drawing conclusions.
- Research is based on logical reasoning and involves both inductive and deductive methods.
- The data or knowledge that is derived is in real time, actual observations in the natural settings.
- There is an in-depth analysis of all the data collected from research so that there are no anomalies associated with it.
- Research creates a path for generating new questions. More research opportunity can be generated from existing research.
- Research is analytical in nature. It makes use of all the available data so that there is no ambiguity in inference.
- Accuracy is one of the important character of research, the information that is obtained while conducting the research should be accurate and true to its nature. For example, research conducted in a controlled environment like a laboratory. Here accuracy is measured of instruments used, calibrations, and the final result of the experiment.

Amin (2017) compared the attitude towards research of Internet-users and Internet non-user university students on the basis of their stream differences. The sample of 600 post graduate students (300 Internet-users and 300 Internet non-users) were selected through simple random sampling technique from various departments of three faculties (faculty of Science, faculty of Social science and faculty of Arts) of University of Kashmir, (J&K)INDIA. The results concluded that Internet-users and Internet Non-users from all the three streams were found significantly different. Internet-user group of subjects from all the three streams viz. Science stream, Social science stream and Arts stream found with a favourable Attitude towards Research as against to their comparable group.

Vengopal and Mridula (2007) elucidated that of all the factors that influence an individual, his styles of learning and thinking play a major role. One individual may perform tasks in an orderly and systematic pattern and another may perform tasks in an unsystematic pattern. This is due to individual differences in their style of learning and thinking. In academic institutions, learning and teaching processes are mismatched. Teaching and thinking styles of the teachers and learning and thinking styles of students differ because learning differences are not tied up to the understanding and thinking abilities of students.

There is evidence that the cognitive and affective components of behavior do not always match with behavior. This is shown in a study by LaPiere (1934).

For the effective teaching and strong student teacher relationship it is very important to teachers that they should have knowledge about Styles of Learning and Thinking and they should interact with students related to these. Garg, R. (2015) investigated the influence of Styles of Learning and Thinking on Creativity of high school students of Jabalpur. Results show the significant influence of styles of Learning and Thinking on Creativity.

In today's era when the world is progressing at a fast pace, academic and professional excellence are the milestones desired to be achieved by the scholars, academicians and students of today. In order to reach these milestones research attitude and style of learning and thinking are the major components. The students studying in technical education institutions who are studying science and technology in its respective streams are expected to possess a positive attitude towards research and innovation along with sound style of learning and thinking. These students are the future of the world and this study endeavours to find the correlation between these two variables which in spite of their relative importance have not been studied together showing an interplay. Therefore this study holds significance as it will unveil the relationship between these variables of prime importance.

METHODOLOGY

Triangulation was done during this study wherein both the quantitative and qualitative methods were used to overcome the limitations of any single method and increase the reliability of the results. These are the questions which will be answered by the present study:

1. What is the research attitude of Students studying in Institutions of Technical education institutions?
2. What is the state of style of learning and thinking of students studying in Institutions of Technical education?
3. What is the relationship between research attitude and style of learning and thinking of students studying in Institutions of Technical education?

PROCEDURE

The study was conducted on 100 Students studying in Technical education institutions in Chandigarh who act as the sample for the study. Out of the all existing colleges in the Punjab region, two colleges were selected purposely and the students studying in these colleges were randomly selected using systematic random sampling technique. Triangulation was done wherein both the quantitative and qualitative methods of data collection were used. Then the data collected using both the techniques were analyzed and interpreted independently.

INSTRUMENTATION

Using quantitative method, for testing the Style of Learning and Thinking, a test by Dr. D Venkataraman was used and for testing the Research Research attitude a tool by Ms. Preslee D. Kharsati was revalidated. Both these tools were administered on the students individually. Later on Scoring and analysis were done and results were interpreted.

Qualitative means for collecting data was Focus Group Interview of the Students studying in these institutions. Group of Students were interviewed in each institution regarding their research attitude and their perceptions about their Style of learning and thinking. Initial Survey of availability of resources for studying and research in every institution was done before starting with the interview. A Semi-structured Interview questionnaire was used in which questions were included related to the following areas:

- Studying methodology for classroom studying

- Orientation towards research and its implementation
- Knowledge and implementation of technology in studying
- Preferred sources of content or knowledge material for studying
- Students' Response with regard to the use of traditional and latest methods of Studying
- Resourcefulness of Students in case of non availability or physical resources or passive research attitude of administrator

During this interview, students were also observed for the consistency of verbal and non-verbal expressions, intensity of responses and uniformity of responses within a group.

Students were also interviewed about the style of learning and thinking covering the given broader areas:

- Use of latest methodology of studying
- Orientation towards Metacognition
- Problem Solving and Reflective Strategies
- Process of Analysis and Synthesis
- Use of Visualization/Visual Techniques in learning
- Auditory assistance during learning
- Their attitude towards 'Learning by Doing' and its usage for individual learning
- Classrooms and Laboratories equipped for using latest technology in studying
- Use of latest content or knowledge material

ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS

The data collected using both quantitative and qualitative methods were analyzed and interpreted independently and thereafter consistencies in the findings were figured out.

The data came to be normally distributed. Coefficient of Correlation was also calculated to infer the Correlation between Research attitude of Students and their Style of learning and thinking. The value of coefficient of correlation came out to be 0.754 which is greater than the table values of 0.195 and 0.254 at 0.05 and 0.01 levels of significance respectively at 98 degree of freedom (Table 1). It means that there exists a correlation between Research attitude of Students and their Style of learning and thinking. Therefore the results show that students having high Research attitude will tend to have better Style of learning and thinking.

Table 1

Table showing coefficient of correlation of Research Attitude and Style of learning and thinking

Variable	Coefficient of correlation	Significance at 0.01 level	Significance at 0.05 level
Research Attitude and Style of learning and thinking	0.754	Significant	Significant

For the analysis of data collected using qualitative method, responses of the students during Focus group interview regarding their research attitude and their style of learning and thinking were subjectively analysed. The following points were considered while analysing the data:

- Relevance of responses with respect to the context
- Frequencies of the responses
- Extensiveness of the responses
- Intensity of the comments
- Internal consistency within a group
- Specificity of responses

It was observed that the students who were having a positive research attitude were trying to use latest cognitive methodology in their studying, were techno savvy and were using metacognitive strategies while learning. Many among those exhibited a positive inclination towards research and its implementation. They were seen to be enjoying more satisfaction regarding their academic content learning, establishing good teacher taught relations, creating a positive style of learning and thinking in their classrooms and therefore contributing in the improvement of overall academic environment of the institutions in which they were studying. Some of them were seen to be desirous of improvements in the knowledge content availability in their institutions.

On the other hand the students, who were not having a positive research attitude, were seen using traditional methods of studying with minimal or no use of technology. They advocated that at technical education level, lecture method is the best method as majority of the content involved abstract reasoning and comprehension. Some of them showed inclination towards research but they were not using the latest techniques of research but many among them were not research oriented. This category of Students was also observed to be complaining about the research attitudes of teachers, non- availability of resources and lack of interest among the students.

Thus quantitative data generated a positive relationship between Research attitude of Students and their style of learning and thinking. The results obtained through qualitative method supplemented the findings and provided a detailed insight into the situation.

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PAPER – 14

APPLICATION OF GREEN WORK-LIFE BALANCE BY DEGREE COLLEGES TO TEACHING FACULTIES IN MUMBAI AND SUBURBS OF MUMBAI.

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ABSTRACT

Teaching is a privilege. All the hard work that the teachers put into preparation, planning and assessment are forgotten when the students are engaged in learning. Students can only blossom if the ground that is feeding them is well nourished and refreshed. Teaching is a challenging job that can impact negatively on teacher's wellbeing; (Turner and Braine, 2016). Understanding and supporting teacher wellbeing in colleges, and enabling teachers to support themselves, is essential for a sustained healthy learning environment.

Green Work life balance refers to Green HR initiatives that are aimed at creating sound occupational health and organizational health. A comfortable workplace for teaching employees can be more efficient and productive in their ways of working and in turn improve their health in particular and the health of the educational institutions at general. Green work life balance practices are highly commendable in the present context to sustain the intellectual capital in the organization and it can be instrumental in creating a win-win situation for both the employee and the employer. The emphasis on improving work life balance for teaching faculties using Green human resources practices at no extravagant costs will help mitigate problems of absenteeism and help create motivated teaching employees who can essentially improve productivity. Amongst the many parameters like facilities provided, inter-personal relationship, stress management, etc. that contribute to work-life balance; this paper focus on only one parameter that is the facilities provided by the colleges to their teaching faculties.

Keywords: Teaching Employees, Work-life balance, Green HR, Teacher well-being

INTRODUCTION

Work -life balance denotes to the equilibrium between an individual's work and personal life. It does not imply that we divide our time equally for personal and professional commitments. Work routines cannot be rigid and unchangeable; this means the ability to bring in flexibility in juggling between work and personal space. The perfect balance today will probably be very diverse than tomorrow. This is so because life is very dynamic and priorities and responsibilities change accordingly. Work-life balance is changing on a daily basis, and there is no universal formula on how to achieve a perfect balance between work and life. Rather, the work-life balance is focused more on how to achieve something in order to enjoy something.

Green Human Resource refers to using every employee interface to promote sustainable practices and increase employee awareness and commitments on the issues of sustainability. Through Green HR activities for work life balance help teachers to gain personal pleasure and helps them to focus in their workplace better, moreover they imbibe a feeling of belonging for the organization and they tend to be more productive since happy employees are more productive employees. Green work life balance practices are highly commended in the present context to sustain the intellectual capital in the organization and it can be instrumental in creating a win-win situation for both the employee and the employer (Sireesha Rani Vasa, 2018).

India is heading towards a green economy where the concept of going green is no longer a fad or a mere public relations tool in organizations. It has become a way of life in most organizations because it contributes the feel good factor at work. Jyorden T Mishra, Managing Director Spearhead InterSearch aptly opines," ecoconsiousness " or the color 'green' is rapidly emerging in every dimension of our lives and workplaces are increasingly displaying an organized response to this challenge by bringing in ' professional consciousness' at an institutional level as well as individual employee level. Green HR practices for work life balance help employees to gain personal gratification, and help them to concentrate in their workplace better, Moreover, they imbibe a feeling of belonging for the organization and they tend to be more productive since happy employees are more productive employees.

REVIEW OF LITERATURE

Any imbalance in the work and family of an individual can hamper the quality of life thoroughly for the individual. Kofodimos (2003) suggests that imbalance—in particular work imbalance—arouses high levels of stress, detracts from quality of life, and ultimately reduces individuals' effectiveness at work.

Work–life balance is defined as an employee's perception that multiple domains of personal time, family care, and work are maintained and integrated with a minimum of role conflict (Clark, 2000; Ungerson & Yeandle, 2012). Work–family balance reflects an individual's orientation across different life roles, an inter-role phenomenon (Marks and MacDermid, 2006). Work-life balance is a key issue in all types of employment as dual-career families have become common and high work demands with long working hours have become the norm. The importance of helping employees achieve a balance between the demands of their work and their home lives has been emphasized. Demographic changes as seen in the increasing number of women in the workplace and dual career families have generated an increasingly diverse workforce and a greater need of employees to balance their work and non-work lives (Bharat, 2003; Komarraju, 2007; Rajadhyaksha&Bhatnagar, 2000; Ramu, 2009; Sekharan, 2002).

According to Peters, Montgomery, Bakker and Schaufeli (2008), pressures from the job and family domains are often incompatible, giving rise to imbalance. Therefore, the concept of work life balance, along with its implications, is a core issue that must be investigated as the number of working women is on the rise and the problems they face because of it is without doubt quite serious.

Through the review of literature gathered from the secondary data, various factors pertaining to facilities that are required and are considered to be a part of giving the employees a green work life balance were considered for the questionnaire. The responses were considered for exploratory factor analysis to find out which factors and in which priority list affect the green work life balance of the teaching staff in degree colleges of Mumbai and suburbs of Mumbai.

RATIONALE OF THE STUDY

This study is basically for assessing the work life balance of teachers of degree colleges. Amongst the many parameters like facilities provided, inter-personal relationship, stress management, etc. that contribute to work-life balance; this paper focus on only one parameter that is the facilities provided by the colleges to the teachers. The aim is to find out the different facilities expected by the teaching fraternity at the workplace and those provided by the employers/ management of the degree colleges to their teaching faculties to provide them quality work-life and help them in the process of balancing their work and family life. This is an attempt to find the gap between the expected and actual facilities provided by the college management to help maintain their personal and professional life balance.

OBJECTIVES OF STUDY

- To understand the concept and importance of green work-life balance
- To explore the facilities contributing to the green work life balance.
- To study the teacher's expected and perceived/actual facilities provided by the management of degree colleges towards their teaching employees/ faculties for green work-life balance.

HYPOTHESIS

The management of the colleges falls short to provide various facilities to the teaching faculties as per their expectations.

In addition to the above hypothesis and to test and prove the same seven Null Hypotheses were framed and tested.

RESEARCH METHODOLOGY

The study is empirical. The Research is descriptive and analytical in nature. As the population is large, the study is indicative in nature.

Data Collection: Both Primary & Secondary data was collected. Primary data was collected by floating the structured questionnaire on google form along with that some hard copies were also filled. The questionnaire was framed with 45 questions with five point Likert scale. The Secondary data was collected from books, articles in journals and websites.

Population and Sample: The population covered the teachers working in degree colleges in Mumbai and suburbs of Mumbai. There are approximately 781 degree colleges with approximately 40000 teachers affiliated to the University of Mumbai spreading over Mumbai, Thane, Raigad, Ratnagiri and Sindhudurg districts. The population for the study was approximately 500 plus degree colleges and 25000 plus teachers in Mumbai and Suburbs of Mumbai. The sample size calculator was used to find the sample size, however attempt was made to collect data from more teachers, but due to the constraints of time the sample size was freezed at 518 respondents. The Sampling technique was Simple Random Sampling Method. The KMO test was conducted to check the data adequacy.

Ho : The data is not Adequate

H1 : The data is adequate

The results are stated in Table 1

Table 1

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.851
Bartlett's Test of Sphericity	Approx. Chi-Square	24945.354
	Df	990
	Sig.	.000

The table 1 clearly indicates that the significant value is 0.000 which is less than 0.05 therefore the Null hypothesis fails to accept or is rejected that means the alternate hypothesis is accepted, so the data is adequate.

Data Processing: The steps of data processing was followed. The questionnaire was subject to editing, incomplete questionnaires were removed and complete questionnaires were taken into consideration which resulted into 518 responses. It was classified and tabulated and summarized and gets incorporated in the flow of the paper.

The **Data Analysis** was done through qualitative and quantitative analysis. Qualitative analysis was done by finding the average percentage/ Mean to understand the opinion of the respondents which are reflected in the findings. The quantitative analysis was done by using the SPSS package and AMOS. Exploratory factor analysis was done to find out the factors affecting green work life balance. Seven factors were identified and reported. The normality test was conducted to understand expected and perceived facilities provided by colleges to teachers by using Kolmogorov-Shapiro-Wilk Test. The data was found to be in non normal pattern and therefore the null hypotheses were tested by using non parametric test through Wilcoxon Signed Ranks Test, which is similar to paired sample t test in parametric test. The testing of null and alternate hypotheses is reported in detail.

SCOPE OF THE STUDY

The study covered Degree College teachers affiliated to University of Mumbai; it also included the teachers from Autonomous colleges. The study covers the teacher respondents of Arts, Commerce, Science or Self-financing programmes in Mumbai and suburbs.

LIMITATIONS OF STUDY

The study does not cover the teachers affiliated to University of Mumbai but in Raigad, Ratnagiri and Sindhudurg districts. It covers only 518 respondents. Time is a constraint with respect to meeting different respondents. Few respondents denied being part of study. All the responses given by respondents are assumed true.

CONTRIBUTION OF RESEARCH

The present research study would go a long way in the coming future. India, is marching towards a major change in the education system. With the advent of New Education Policy draft and soon to be implemented there would not be any colleges affiliated to any University, institutions would be autonomous. These autonomous institutions would survive and grow only with good students with good results and this is possible only with good teachers. With autonomy the concept of permanent teachers will be abolished and it will purely depend on the management. Here comes the need for the management to understand and give best of the facilities to the teachers so the best of the teachers are retained to accomplish their institutional goals.

DATA ANALYSIS

The data analysis was done by using the SPSS package and AMOS. The questionnaire was framed with 45 questions with five point Likert scale. The data analysis was considering all the questions. The questions asked were related to different facilities expected by the teachers from their respective colleges and the facilities provided by colleges to them. Exploratory factor analysis was done to find out the factors affecting green work life balance. The results are presented in the Table no 2 and 3

Table 2 - Total Variance Explained									
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	18.522	41.160	41.160	18.522	41.160	41.160	7.100	15.778	15.778
2	3.289	7.309	48.469	3.289	7.309	48.469	5.464	12.143	27.921
3	2.938	6.529	54.999	2.938	6.529	54.999	5.050	11.222	39.143
4	2.046	4.547	59.546	2.046	4.547	59.546	4.294	9.542	48.685
5	1.634	3.631	63.177	1.634	3.631	63.177	3.216	7.146	55.831
6	1.478	3.284	66.461	1.478	3.284	66.461	2.970	6.601	62.432
7	1.183	2.851	69.312	1.183	2.851	69.312	2.240	4.977	67.409
8	.998	2.834	72.146						
9	.872	2.590	74.736						
10	.856	2.216	76.952						
11	.841	2.045	78.996						
12	.836	1.858	80.854						
13	.747	1.660	82.514						
14	.707	1.571	84.085						
15	.659	1.464	85.548						
16	.607	1.350	86.898						
17	.540	1.201	88.099						
18	.511	1.135	89.234						
19	.437	.971	90.205						
20	.419	.930	91.135						
21	.394	.876	92.011						
22	.372	.827	92.838						
23	.335	.745	93.583						
24	.293	.651	94.234						
25	.276	.614	94.849						
26	.259	.576	95.424						
27	.233	.519	95.943						
28	.208	.462	96.405						
29	.192	.428	96.833						
30	.186	.412	97.245						
31	.169	.376	97.621						
32	.143	.318	97.939						
33	.124	.276	98.215						
34	.113	.251	98.466						
35	.096	.214	98.680						
36	.091	.202	98.882						
37	.082	.181	99.064						
38	.075	.167	99.231						
39	.066	.147	99.378						
40	.064	.142	99.520						
41	.056	.125	99.644						
42	.054	.121	99.765						

43	.043	.096	99.861
44	.035	.078	99.939
45	.028	.061	100.000
Extraction Method: Principal Component Analysis.			

Table 3

Rotated Component Matrix[a]							
	Component						
	1	2	3	4	5	6	7
Oven facility in pantry/staff room	.773						
Clean toilets	.761						
Spacious staffrooms	.735						
Drinking water	.720						
Pick and drop services/ Bus/Transport facilities	.716						
Separate lift facility	.685						
Departmental cabinets in staff room for individual staff	.673						
Separate canteen seating arrangement	.665						
AC staff room	.648						
Computers in staff room	.637						
Wi fi facility	.623						
Separate Cabinet in staff room	.609						
Paternity leave		.794					
Free health check-up camps		.775					
Maternity leave		.766					
Tea coffee vending machines		.679					
Grievance handling cell		.665					
Restrooms		.634					
Education assistance/leave		.611					
Legal assistance			.793				
Insurance products			.784				
Saving plans			.659				
Wellness programme			.615				
Team outings							
Fitness centre							
Reward and recognition				.713			
Opportunity to pursue hobbies				.704			

Work-alcoholism	.652			
Performance incentives	.628			
Flexible working hours	.627			
Mental fatigue				
Timely performance appraisal				
Excessive work load				
Time out zone/Meditation/ Yoga rooms		.747		
Intellectual growth		.673		
Suggestion box		.618		
Deadlines/Targets			.899	
Constant stress			.853	
Work communication on Phone/ Watsapp				
Child care leaves				.685
Birthday and Anniversary Wishes				.624
Smart classrooms				
Gym facilities				
Direct access to Principal				
Sports day				

Note: For better understanding and to avoid confusion All variables which have factor loading less than 0.60 have been removed from list in above table purposefully.

Table 2 and Table 3 indicate the results of exploratory factor analysis. Table 2 indicates the total variance and their factor loading. Table 3 gives the end results of the factor loading that is all the variables that have similarity and contribute to one factor and also some variables that does not play an important role and does not contribute to any factor and therefore to avoid confusion their values have been removed.

The end results were seven factors were identified which played an important role in maintaining green work life balance as far as the facilities provided are concerned. The results are given in table 4.

Table 4

Factors -variables

Factors	No. of variables
Infrastructure - E	12
Leaves - E	07
Assistance - E	04
Motivation - E	05
Self Time - E	03
Targets - E	02
Others - E	02

The seven factors identified by the technical analysis as in Table no 4 were named as 1. Infrastructure, 2. Leaves, 3. Assistance, 4. Motivation, 5. Self-Time, 6. Targets and 7. Others. There were some variables like direct access to the principal; sports time for teachers, etc., that the respondents felt that did not contribute to facilities affecting green work life balance.

The seven factors consisted of various parameters. The priority-wise parameters of each factors as per their factor loading is explained as follows.

1. **Infrastructure**: This included in the order of priority: Oven facility in pantry/staff room, clean toilets, Spacious staffrooms, drinking water, Pick and drop services/ Bus/Transport facilities, separate lift facility, Departmental cabinets in staff room for individual staff, Separate canteen seating arrangement, air-conditioned staff room, Computers in staff room, wifi facility and separate cabinets.
2. **Leaves**: This included in the order of priority: Paternity leaves, free health check-up camps, Maternity leave, Tea coffee vending machines, Grievance handling cell, Restrooms and Education leave.
3. **Assistance**: This included in the order of priority: Legal assistance, Insurance products, Saving plans and Wellness programme.
4. **Motivation**: This included in the order of priority: Reward and recognition, Opportunity to pursue hobbies, Work alcoholism, Performance incentives and Flexible working hours.
5. **Self-Time**: This included in the order of priority: Time out zone/Meditation/ Yoga rooms, Intellectual growth and Suggestion box.
6. **Targets**: This included Deadlines and Constant stress.
7. **Others:** This included Child care leaves and Birthday and Anniversary Wishes.

After identifying the seven factors through factor analysis, it was pertinent to understand whether the priority of factors of all the respondents was similar. Normality test was conducted.

Normality Testing

H_0: Data Follows Normal Distribution Pattern

H_1: Data does not follow Normal Distribution Pattern

Table 5 - Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Infrastructure - E	.085	518	.000	.964	518	.000
Infrastructure - P	.093	518	.000	.963	518	.000
Leaves - E	.097	518	.000	.981	518	.000
Leaves - P	.088	518	.000	.970	518	.000
Assistance - E	.132	518	.000	.950	518	.000
Assistance - P	.116	518	.000	.970	518	.000
Motivation - E	.098	518	.000	.962	518	.000
Motivation - P	.114	518	.000	.960	518	.000
Self Time - E	.103	518	.000	.968	518	.000
Self Time - P	.124	518	.000	.970	518	.000
Targets - E	.111	518	.000	.960	518	.000
Targets - P	.119	518	.000	.962	518	.000
Others - E	.181	518	.000	.937	518	.000
Others - P	.136	518	.000	.965	518	.000
a. Lilliefors Significance Correction						

E=Expectations P=Perceived

Table 5 clearly indicates that for all the variables p value is less than 0.05, so the Null hypothesis is rejected that means the alternate hypothesis is accepted. Thus as the data follows non normal pattern non parametric test was applied for inference.

TESTING OF HYPOTHESES

As per the test results indicated in table 5, the testing of hypotheses was done by Wilcoxon Signed Ranks Test. The seven factors identified were put to test to know whether there was any difference between the expected and actual or perceived facilities provided by the colleges to the teachers. Each of the seven factors formed seven null hypotheses.

The testing and results are as follows:

1) Infrastructure

H_0: There is statistically no significant difference between "Expectations" and "Perceived Facilities" by the employees with reference to Infrastructure factor of green work life balance.

Table 6 - Descriptive statistics (Ranks)

		N	Mean Rank	Sum of Ranks
Infrastructure - P - Infrastructure - E	Negative Ranks	401[a]	240.59	96475.00
	Positive Ranks	58[b]	156.81	9095.00
	Ties	59[c]		
	Total	518		
a. Infrastructure - P < Infrastructure - E				
b. Infrastructure - P > Infrastructure - E				
c. Infrastructure - P = Infrastructure - E				

Table 7- Test Statistics[a]

	Infrastructure - P - Infrastructure - E
Z	-15.419[b]
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks	

As per the descriptive statistics given in Table 6 and significant test in Table 7, it is clearly indicated that the significant value is 0.000 which is less than 0.05 hence the null hypothesis stands Rejected that means there is significant difference between the expected and actual infrastructure facilities.

2) Leaves

H_0: There is statistically no significant difference between "Expectations" and "Perceived Facilities" by the employees with reference to Leaves factor of green work life balance.

Table 8 - Ranks

		N	Mean Rank	Sum of Ranks
Leaves - P - Leaves - E	Negative Ranks	286[a]	241.20	68983.50
	Positive Ranks	165[b]	199.65	32942.50
	Ties	67[c]		
	Total	518		
a. Leaves - P < Leaves - E				
b. Leaves - P > Leaves - E				
c. Leaves - P = Leaves - E				

Table 9 - Test Statistics[a]	
	Leaves - P - Leaves - E
Z	-6.514[b]
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks	

As per the descriptive statistics given in Table 8 and significant test in Table 9, it is clearly indicated that the significant value is 0.000 which is less than 0.05 hence the null hypothesis stands Rejected that means there is significant difference between the expected and actual Leaves facilities.

3) Assistance

H_0: There is statistically no significant difference between "Expectations" and "Perceived Facilities" by the employees with reference to Assistance factor of green work life balance.

Table 10 - Ranks				
		N	Mean Rank	Sum of Ranks
Assistance - P - Assistance - E	Negative Ranks	343[a]	257.51	88326.00
	Positive Ranks	149[b]	221.15	32952.00
	Ties	26[c]		
	Total	518		
a. Assistance - P < Assistance - E				
b. Assistance - P > Assistance - E				
c. Assistance - P = Assistance - E				

Table 11 - Test Statistics[a]	
	Assistance - P - Assistance - E
Z	-8.821[b]
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks	

As per the descriptive statistics given in Table 10 and significant test in Table 11, it is clearly indicated that the significant value is 0.000 which is less than 0.05 hence the null hypothesis stands Rejected that means there is significant difference between the expected and actual Assistance facilities.

4) Motivation

H_0: There is statistically no significant difference between "Expectations" and "Perceived Facilities" by the employees with reference to Motivation factor of green work life balance.

Table 12 - Ranks				
		N	Mean Rank	Sum of Ranks
Motivation - P - Motivation - E	Negative Ranks	151[a]	155.83	23531.00
	Positive Ranks	159[b]	155.18	24674.00
	Ties	208[c]		
	Total	518		
a. Motivation - P < Motivation - E				
b. Motivation - P > Motivation - E				
c. Motivation - P = Motivation - E				

Table 13 - Test Statistics[a]	
	Motivation - P - Motivation - E
Z	-.371[b]
Asymp. Sig. (2-tailed)	.710
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

As per the descriptive statistics given in Table 12 and significant test in Table 13, it is clearly indicated that the significant value is 0.710 which is more than 0.05 hence the null hypothesis stands Accepted that means there is no significant difference between the expected and actual Motivation facilities.

5) Self Time

H_0: There is statistically no significant difference between "Expectations" and "Perceived Facilities" by the employees with reference to Self Time factor of green work life balance.

Table 14 - Ranks				
		N	Mean Rank	Sum of Ranks
Self Time - P - Self Time - E	Negative Ranks	348[a]	224.54	78141.50
	Positive Ranks	84[b]	183.17	15386.50
	Ties	86[c]		
	Total	518		
a. Self Time - P < Self Time - E				
b. Self Time - P > Self Time - E				
c. Self Time - P = Self Time - E				

Table 15 - Test Statistics[a]	
	Self Time - P - Self Time - E
Z	-12.132[b]
Asymp. Sig. (2-tailed)	.000
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks.	

As per the descriptive statistics given in Table 14 and significant test in Table 15, it is clearly indicated that the significant value is 0.000 which is less than 0.05 hence the null hypothesis stands Rejected that means there is significant difference between the expected and actual Self Time facilities.

6) Targets

H_0: There is statistically no significant difference between "Expectations" and "Perceived Facilities" by the employees with reference to Targets factor of green work life balance.

Table 16 - Ranks				
		N	Mean Rank	Sum of Ranks
Targets - P - Targets - E	Negative Ranks	175[a]	151.41	26496.50
	Positive Ranks	151[b]	177.51	26804.50
	Ties	192[c]		
	Total	518		
a. Targets - P < Targets - E				
b. Targets - P > Targets - E				
c. Targets - P = Targets - E				

Table 17 - Test Statistics[a]	
	Targets - P - Targets - E
Z	-.092[b]
Asymp. Sig. (2-tailed)	.927
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

As per the descriptive statistics given in Table 16 and significant test in Table 17, it is clearly indicated that the significant value is 0.927 which is more than 0.05 hence the null hypothesis stands Accepted that means there is no significant difference between the expected and actual Targets facilities.

7) Others

H_0: There is statistically no significant difference between "Expectations" and "Perceived Facilities" by the employees with reference to other factor of green work life balance.

Table 18 - Ranks				
		N	Mean Rank	Sum of Ranks
Others - P - Others - E	Negative Ranks	155[a]	181.92	28197.00
	Positive Ranks	189[b]	164.78	31143.00
	Ties	174[c]		
	Total	518		
a. Others - P < Others - E				
b. Others - P > Others - E				
c. Others - P = Others - E				

Table 19 - Test Statistics[a]	
	Others - P - Others - E
Z	-.821[b]
Asymp. Sig. (2-tailed)	.412
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

As per the descriptive statistics given in Table 18 and significant test in Table 19, it is clearly indicated that the significant value is 0.412 which is more than 0.05 hence the null hypothesis stands Accepted that means there is no significant difference between the expected and actual other facilities.

FINDINGS

From testing of Null Hypotheses

- There is significant difference between the expected and actual facilities with respect to infrastructure, leaves, assistance and self time.
- There is no significant difference between the expected and actual facilities with respect to motivation, targets and other facilities.
- It was found that, out of the seven factors the facilities that affected the green work life balance were infrastructure, leaves, assistance and self time. The teachers were self motivated as their incentives and other promotions were same and fixed. The targets as to completion of syllabus, paper setting, assessments etc., had to be completed in the stipulated time and other factors thus did not play a very significant role in work life balance.

Other findings through observation and informal interview with the respondents:

- Majority of the respondents were not aware of the concept of green work-life balance.
- Most of the respondents found it difficult to manage institutional responsibilities and manage household tensions.

- Most of the colleges did not provide many of the facilities to make the balance easy.
- Colleges didn't have any mechanism or exercise to find out the psychological health of the employees and were least interested to find out what the teachers expected.

SUGGESTIONS/ MEASURES

To the Management

Specific suggestions:

- Infrastructure plays and very important role for an institution as a whole. Basic infrastructure like clean drinking water facility clean toilets, clean and spacious classrooms, and computers in staff room would serve a conducive environment to work.
- Leaves are an important factor to the teaching staff. As per the rules that they are eligible for, the leaves should be sanctioned by the authorities without much of stress and formalities.
- Assistance is yet another important aspect. The teachers should feel a sense of belongingness as the colleges are there to help them and provide legal and academic consultancy and assistance as and when needed.
- Motivation is very influential in job satisfaction. As the requirement and suitability of the nature of job; rewards, flexi-timing, flexi- working hours, appropriate and timely performance appraisal can be done by the higher authorities to motivate the staff. Child care initiatives, admission to their ward in the same college with some concession, etc. can be a great initiative and motivation.
- Depending on the pressure of work and nature of work; some self time can be made available to the staff for releasing the mental and physical health and stress by providing a separate meditation room, counseling and keeping a suggestion box which is checked timely and action taken.
- Employee welfare schemes like canteen coupons, discount, Health Initiatives, etc can be provided. Informal communication and extra facilities like birthday greeting and wifi facilities would enhance the espirit-de-corps amongst the staff.

To the Teachers

- Depending on what and whom the teachers teach, they must prioritize the to-do things, workload priority and put aside what can wait.
- Leave Work at Work, Work really needs to stay at work as all working parents know; when they get home there are too many other things that need their attention in a short amount of time.
- Organize the day. Make a list for just that day, and try to complete everything on it. Cross out whatever gets one so the progress made and feel a sense of accomplishment.

SIGNIFICANCE OF THE STUDY

The study is significant to the society at large as teachers and students form major constituents of the same. It is also significant to the further researchers as the concept is a recent upcoming trend in Human Resources Management. It would also be significant to the employers/ management of colleges in particular and any organization in general to retain good teachers and create loyal employees for sustainable organizational growth, specifically in self financing courses where there are no permanent teachers and they switch their jobs or institutions very often.

DISCUSSION

In this fast moving world, everyone is time-tied. Each and every one has to run around to complete the various tasks at the same time. Mumbai, in particular is one of the fastest moving cities in India. People staying here have to be on their toes and try to reach the desired results at the earliest no matter what. Teachers in general and Assistant Professors teaching in degree colleges in particular are assigned various jobs and have to fight on various fronts at the same time. Apart from teaching and completing the syllabus, setting examination papers, supervision, assessment of answer books; they need to complete their training courses at the right time to get the scheduled promotion. They are also required to publish research papers, attend and organize national and international seminars. They are also instrumental in putting all the documents rights, preparation of reports for assessment and accreditation. At the same time also upgrade their qualities and qualifications by doing some certificate course or acquiring degrees. Apart from meetings and organizing programmes at college, inter-collegiate, university, state and national level. This is at the professional front; where the teachers attribute through their hectic schedule, meeting deadlines and at the same time finalizing the domestic chores at home front. Take care of their kids as unlike foreign countries, here the children stay with their parents. Hence left with little or no personal time for themselves.

The aim of this paper is to provide the general idea about the concept of green work life balance, to understand the factors that would contribute to make this sustainable and making the management aware about the need for the same; for creating a better environment friendly behavior in both life (personal and professional) domains. As the famous quote “You will never feel truly satisfied by work until you are satisfied by life” -Heather Schuck.

CONCLUSION

The objectives of the study were achieved and the hypotheses were tested. The study could attempt to find out the factors affecting and influencing the green work life balance for the teaching staff of the degree colleges affiliated to the University of Mumbai. Educational institutions, should address the Work Life Balance related issues among their staff, specifically the teaching staff and take a holistic approach to design and implement policies to support the teaching staff to manage their work life balance which would add to their performance. Though this concept is popular in the corporate world, it is not new to colleges either, as many of the educational institutions are run like corporate by the management. It is therefore important for the management of the colleges/ educational institutions to understand the fact and not treat the teachers like any other employees working in companies or factories. They must try to provide the teachers with the best of the facilities to help them strike a balance between their work and personal life. The better facilities they are provided, the better would be their performance and hence their productivity in turn results of the students. So, in light of the New Education Policy and on the eve of every other college/ educational institution already going for autonomous status; it is the need of the hour to give the best of the facilities to the teachers to get the best out of them. With the qualifications and qualities should match with the facilities and compensation. There are few challenges that both employees and employers would face in this process, but if well looked into it will take the institution into a totally different level with well motivated staff. It will help them for the survival and growth of their institution and therefore, “the earlier, the better”.

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PAPER – 15

SYMBOLIC AND NUTRITIONAL SIGNIFICANCE OF DAIRY PRODUCTS WITH SPECIAL REFERENCE TO MILK IN OUR DAILY LIVES

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ABSTRACT

Milk is a white fluid formed by the mammary glands of mammals. Every mammal, comprising of human beings as well, customarily produce milk to nourish their offspring till the time they are ready for solid food intake. It comprises of valued nutrients and it can also provide a large number of health benefits.

The Indian dairy sector is the largest contributor to the agricultural Gross Domestic Product (GDP). As per a report by FnBnews.com; in terms of output, milk is now the only major agricultural commodity in India.[1] Presently, around 46% of the milk is consumed in the form of liquid milk, 47% as traditionally dairy products and 7% as Western dairy products. Total milk production worldwide is estimated to be over 756 million tons.

Traditionally, milk (especially cow's milk) has been associated with good health. A huge variety of food products are made from cow's milk, such as cheese, cream, butter, and yogurt. It is believed to be one of the most consumed beverages across the country. Nevertheless, milk consumption has been decreasing steadily since the 1970s. As per a report by Brandon Gaille Small Business & Marketing Advice it is stated that in 1978, 76% of households reported that they drank milk at least once per day. [2] In 2010, only 42% of households reported daily milk consumption. The following research attempt to understand why this is the case.

However, according to recent trends it is seen that there has been an increase in the vegan population. The following study seeks to understand the underlying causes of this shift, respectively. The following research dwells deeper in this subject by exploring and trying to realize the contribution of the lactose intolerant populations towards the rise of the vegan population, at the same time garnering knowledge about the function of lactase in digesting milk.

The above mentioned data i.e. concerns related to lactose intolerance and milk allergies further helps us uncover the high and common availability of animal milk substitutes available in the market today. These include: soya milk, coconut milk and almond milk. The appealing taste of these milk substitutes may factor in towards the change in the animal milk consuming population, successively. The research further intends to uncover the myths that exist related to milk consumption, in language and culture. This includes its nutritional aspects as well as its side-effects.

Here, we also try to understand the reliance that milk advocates in Indian society, from dusk to dawn, its constructive benefits and its flexible yet adaptive nature. In this research we shall study these factors and ensure its relevance, correspondingly. In many households milk as an everyday requisite holds a sentimental value associated with it. These memories and experiences of individuals may alter their acceptance or rejection of milk in their daily diets. Additionally, milk is said to possess extraordinary medical properties, which is another avenue that this paper looks to uncover.

Quantitative as well as qualitative research with interview method shall be used for constructive results by way of collecting the responses from school children and mothers (primarily, housewives), respectively.

Keywords: milk, health, nutrition, vegan

1. INTRODUCTION

The following research paper titled, “Symbolic and Nutritional Significance of Dairy Products with Special Reference to Milk in our Daily Lives” seems to understand the reliance of individuals, particularly mothers and children; on milk as an health beverage. Further, through a extensive survey of the specified target audience the authors aim to study the increase in the vegan population, the substitutes available in the market for animal milk and to understand, recognize the symbolic significance of milk in the cultural heritage of society. The results of the conducted survey and the analysis of the same along with the recommendation from the authors with the inferences drawn are further elucidated in the paper.

2. HEADINGS AND FOOTNOTES

2.1 Objectives

1. To understand the reliance on milk as an effective health beverage

2.To study the increase in vegan population and shifting demand towards other substitutes.

3.To identify the symbolic significance of milk in the cultural heritage of society

2.2 Hypothesis

Milk has retained its nutritional and cultural importance.

2.3 Review of Literature

I] Tanja Kongerslev Thorning, Anne Raben, Tine Tholstrup, Sabita S. Soedamah-Muthu, Ian Givens, and Arne Astrup in their research paper titled, “Milk and dairy products: good or bad for human health? An assessment of the totality of scientific evidence”[3] explore the relativity and scientific evidence of the health benefits that dairy products possess in retrospect to the increased intake of plant based drinks.

It further looks to uncover the truth behind the rising scepticism among media stories and organisations who claim that dairy products increased risk of chronic diseases including obesity, type 2 diabetes, cardiovascular disease, osteoporosis, and cancer. Such talks create confusion and chaos among general consumers who are clueless about the science behind the same, and thus are in a dilemma as what to believe and buy. About the course of action. The following study through its research helps uncover the truth and in guiding the public appropriately through scientific evidence and facts.

II] Singhal, Sarita, Baker, Robert D, Baker, Susan S through their research paper titled, “A Comparison of the Nutritional Value of Cow's Milk and Non-dairy Beverages”[4] seek to understand and differentiate between the nutrition of cow’s milk as compared to the other non-dairy substitutes that are prevalent in the market.

Here, it is observed that non-dairy beverages are marketed in the media industry or brands as a healthy alternative to cow’s milk, the following study uncovers the truth and vitality behind said statement. The researchers undertook a study of the nutritional contents and ingredients of each of these products on shelves as well as online to determine and understand the same. The authors concluded the study stating that the nutritional profile of these products are not parallel. Thus, essentially they should not be treated as substitutes for cow’s milk, until its nutritional quality and bioavailability are known.

3. MATERIALS AND METHODS

The Researcher has followed primary and secondary methods for research purposes. Moreover, for first hand responses primary data collection was conducted through structured questionnaire and webliography as a secondary tool for reference and study respectively. Qualitative research with interview method is used for constructive results by way of collecting the responses from 55 school children and 55 mothers (primarily, housewives), respectively. The sampling technique employed by the research was random sampling, correspondingly.

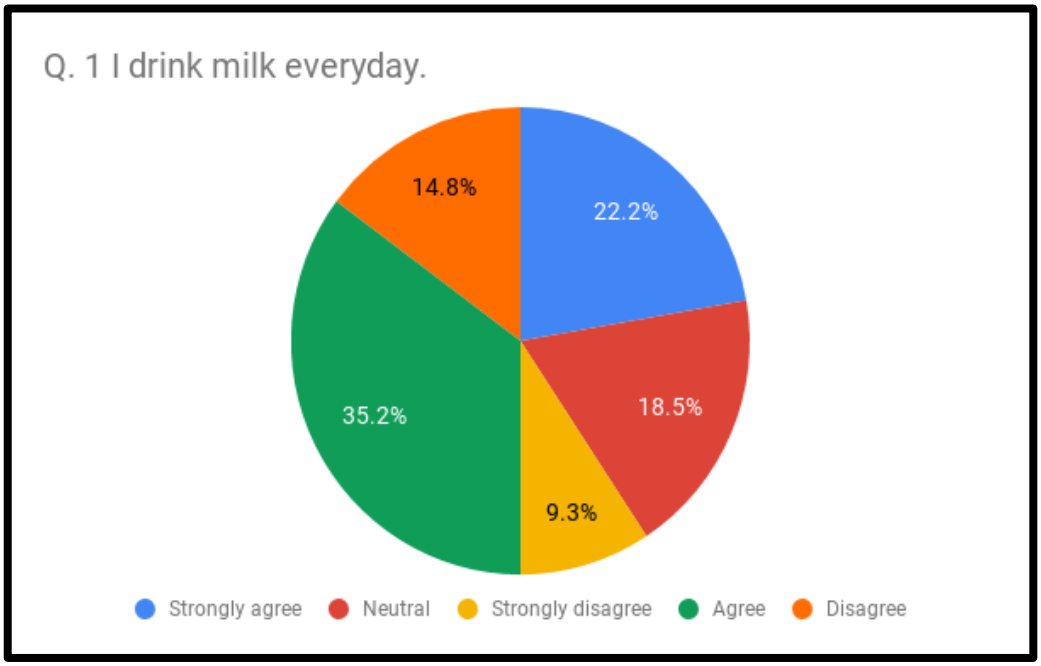
4. RESULTS AND DISCUSSION

According to the data analysis and interpretation that has been elaborated in the next section of the paper it is observed and realised that Milk has retained its image of holding nutritional and cultural importance. The aforementioned has been aimed towards proving that 'Milk has retained its nutritional and cultural importance'. In accordance, the following research report thus proves the lining functionality of the said statement through the results derived from the survey conducted on both kids and mothers, respectively.

5. FIGURES

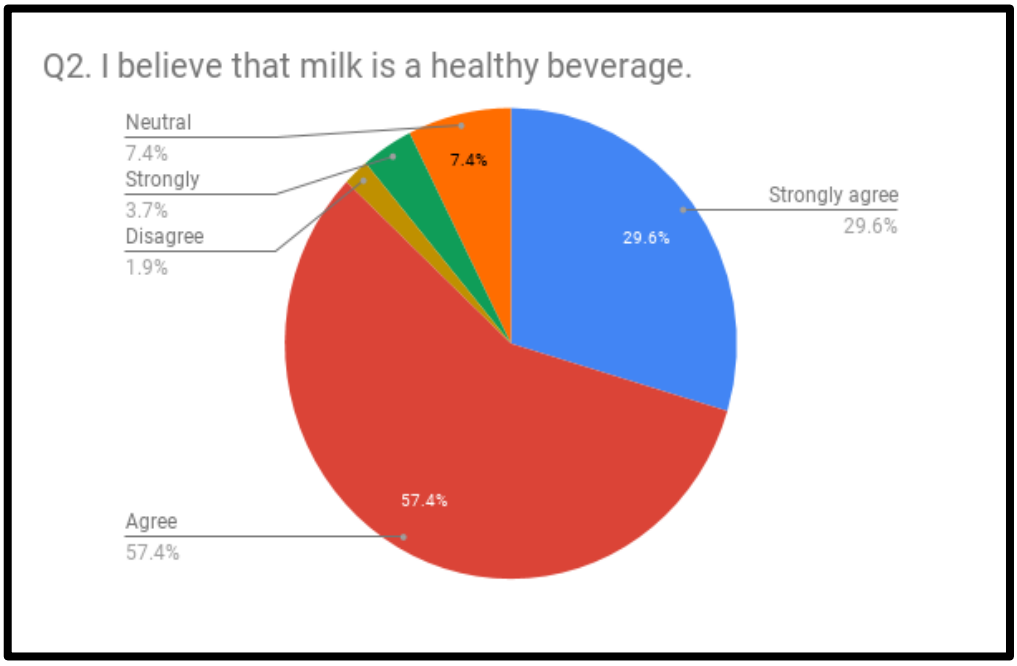
I] Data Analysis for Kids

Figure 5.1.1



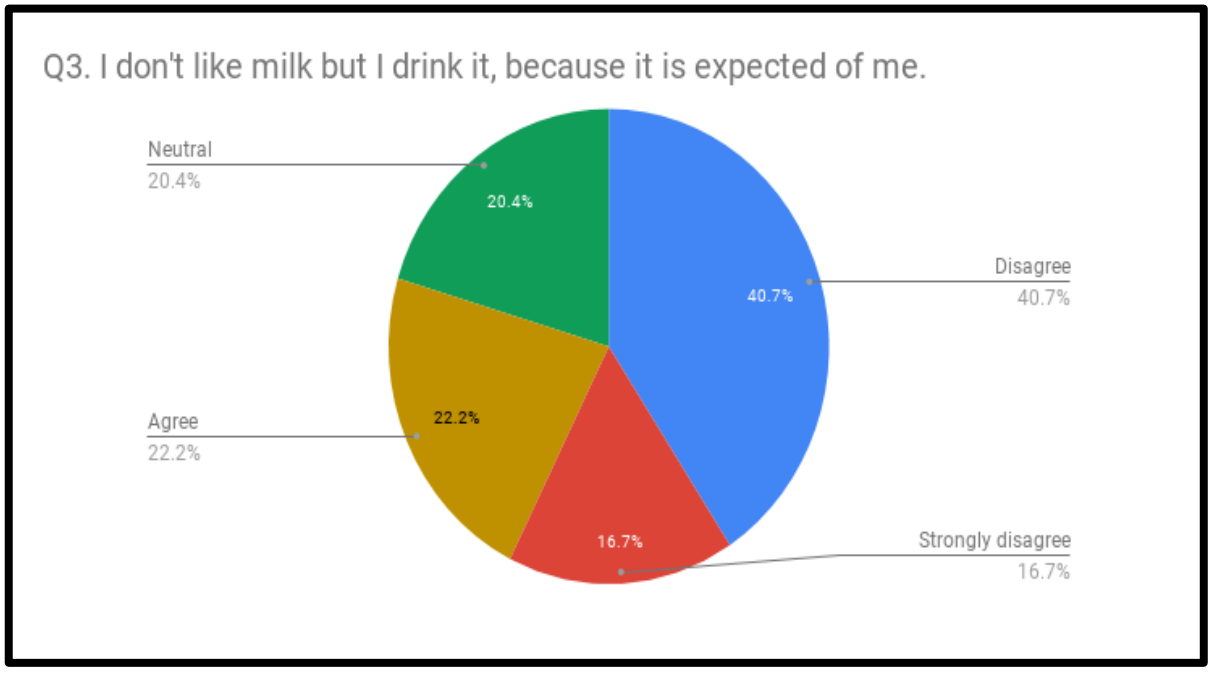
The above depicted graph focuses on the factor, 'I drink milk everyday' from the survey questionnaire drafted for Kids as respondents. The researcher collected responses from 55 respondents out of which 22.2% respondents strongly agreed on the same mind. 35.2% respondents agreed with the factor too in the survey. 18.5% respondents responded with a neutral approach when enquired. 14.8% and 9.3% of the respondents disagreed and strongly disagreed with the statement, respectively.

Figure 5.1.2



The above graph exhibits that 29.6% respondents out of the total 55 respondents, strongly agreed with the factor and 57.4% of respondents also agreed with the factor that 'I believe that milk is a healthy beverage'. Furthermore, 7.4% of the respondents were not clear about it. 1.9% of the respondents disagreed with the given factor. Furthermore, 3.7% kids strongly disagreed with the same.

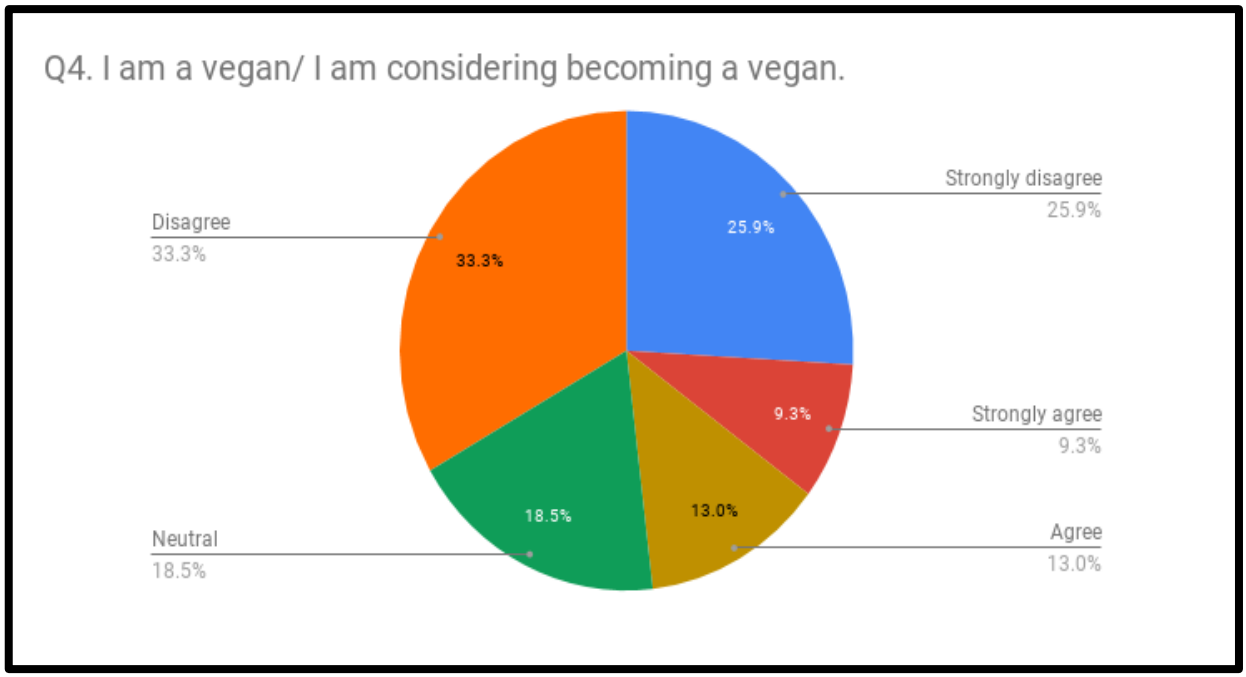
Figure 5.1.3



The present study reveals that none of the respondents strongly agreed, while 22.2% respondents out of 55 total respondents affirm that 'I don't like milk but I drink it, because it is expected of me'. 20.4% respondents were

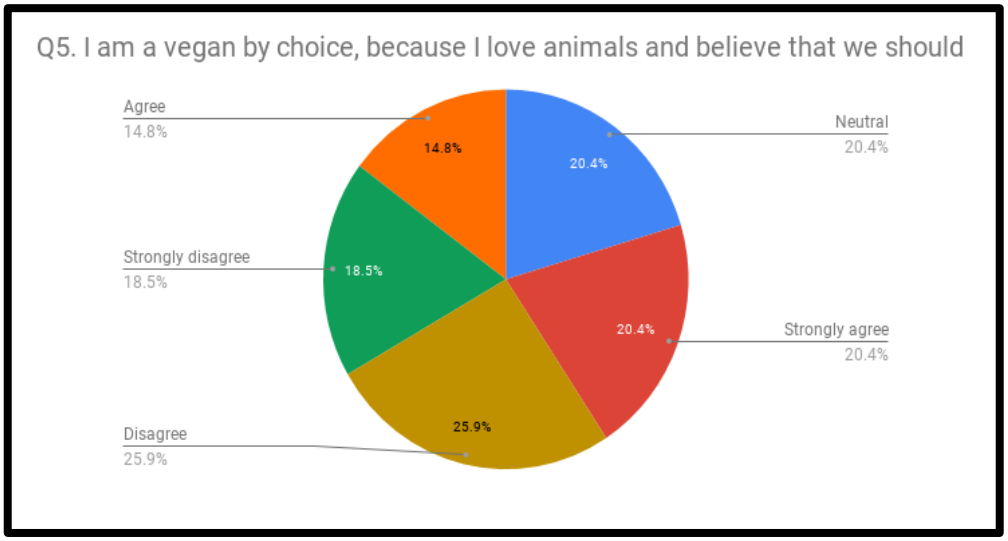
toneless and neutral in approach. In addition, 40.7% respondents' responses were negative. Further, 16.7% of the respondents strongly disagreed with the factor.

Figure 5.1.4



The above depicted graph focuses on the factor, 'I am a vegan/ I am considering becoming a vegan'. The researcher collected responses from 55 respondents out of which 9.3% respondents strongly agreed on the same mind. 13% respondents agreed with the factor too, in the survey. 18.5% respondents responded with a neutral approach when enquired. 33.3% and 25.9% of the respondents disagreed and strongly disagreed with the statement, respectively.

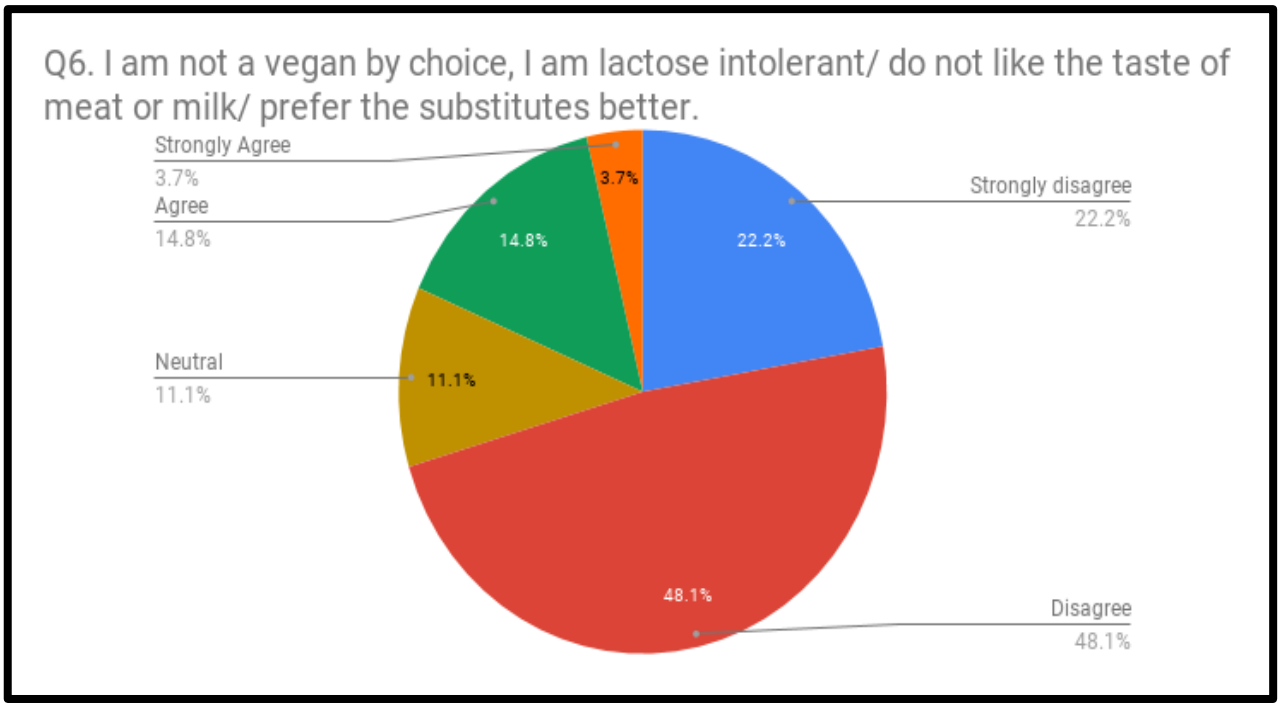
Figure 5.1.5



The above graph exhibits that 20.4% respondents out of the total 55 respondents, strongly agreed with the factor and 14.8% of respondents also agreed with the factor that 'I am a vegan by choice, because I love animals and believe that we should not hurt or use them for our selfish human needs'. Further, 20.4% respondents were not clear

about it. Whereas, 25.9% of the respondents disagreed with the given factor, Furthermore, 18.5% respondents strongly disagreed with the same.

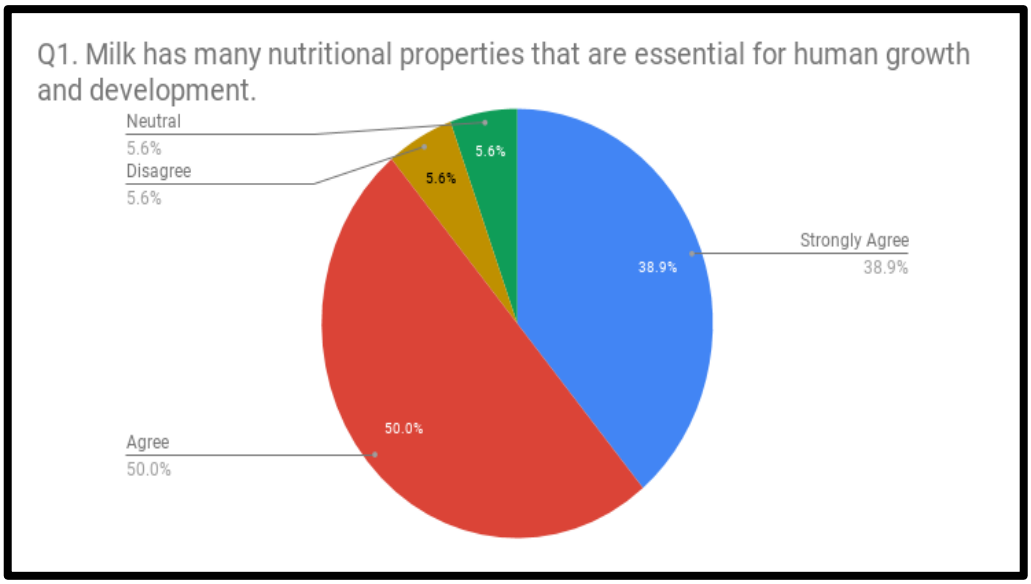
Figure 5.1.6



The present study reveals that 3.7% of the respondents strongly agreed, while 14.8% respondents out of 55 total respondents affirm that 'I am not a vegan by choice, I am lactose intolerant/ do not like the taste of meat or milk/ prefer the substitutes better'. 11.1% respondents were toneless and neutral in approach. In addition, 48.1% respondents' responses were negative. Remarkably, 22.2% of the respondents strongly disagreed with the factor.

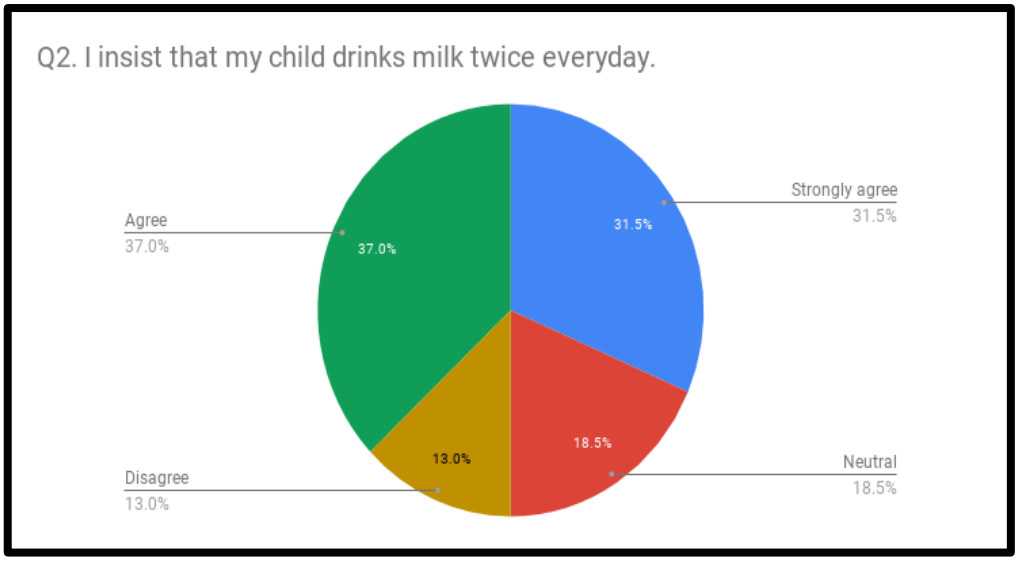
II] Data Analysis for Mothers:

Figure 5.2.1



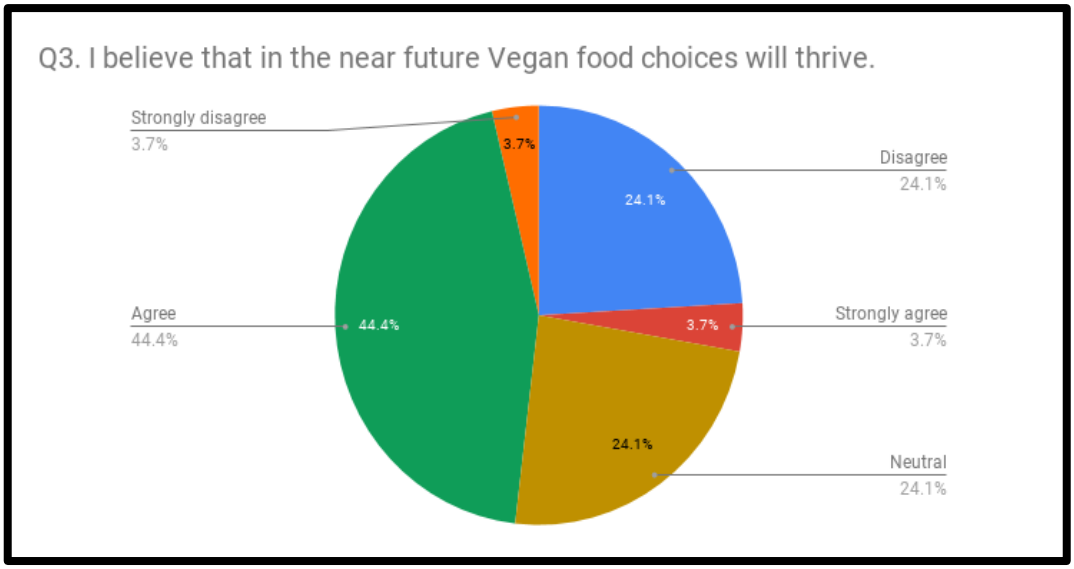
The above graph focuses on the factor, 'Milk has many nutritional properties that are essential for human growth and development' from the questionnaire drafted for Mothers as respondents. The researcher collected responses from 55 respondents out of which 38.9% respondents strongly agreed on the same mind. 50% respondents agreed with the factor too in the survey. 5.6% of the respondents responded choose a neutral approach. Whereas, 5.6% disagreed with the factor upon enquiry. None of the respondents strongly disagreed with the statement.

Figure 5.2.2



The above graph exhibits that 31.5% respondents out of the total 55 respondents, strongly agreed with the factor and 37% respondents also agreed to disclose that 'I insist that my child drinks milk twice everyday'. Further, 18.5% respondents were not clear about it. Whereas, 13% respondents disagreed with the above mentioned statement. None of the respondents strongly disagreed with the factor.

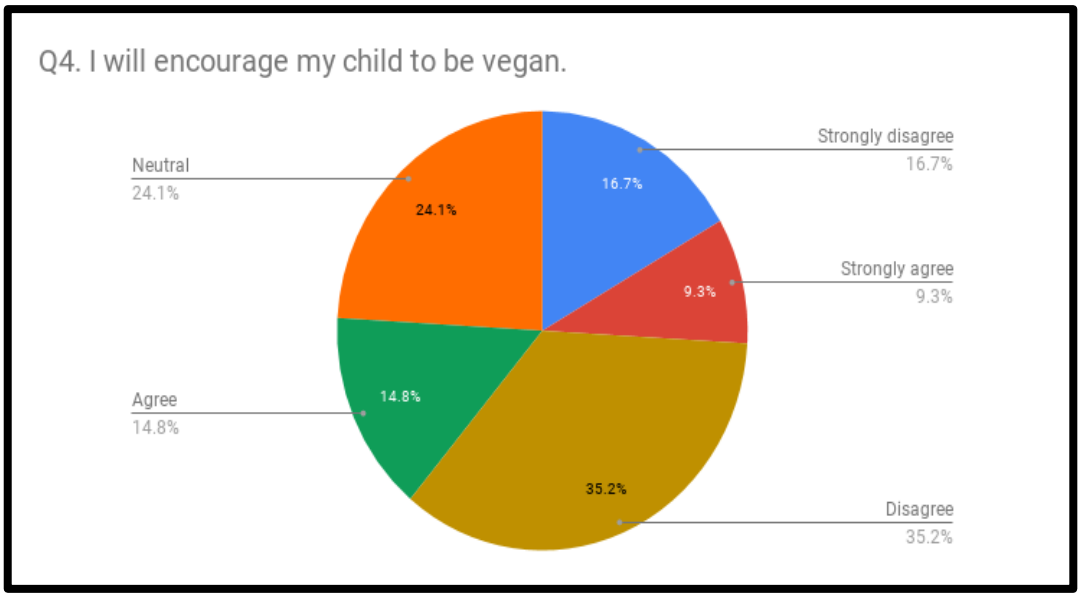
Figure 5.2.3



The present study reveals that 3.7% respondents strongly agreed and that 44.4% respondents out of 55 total respondents affirmed that 'I believe that in the near future Vegan food choices will thrive'. 24.1% respondents were

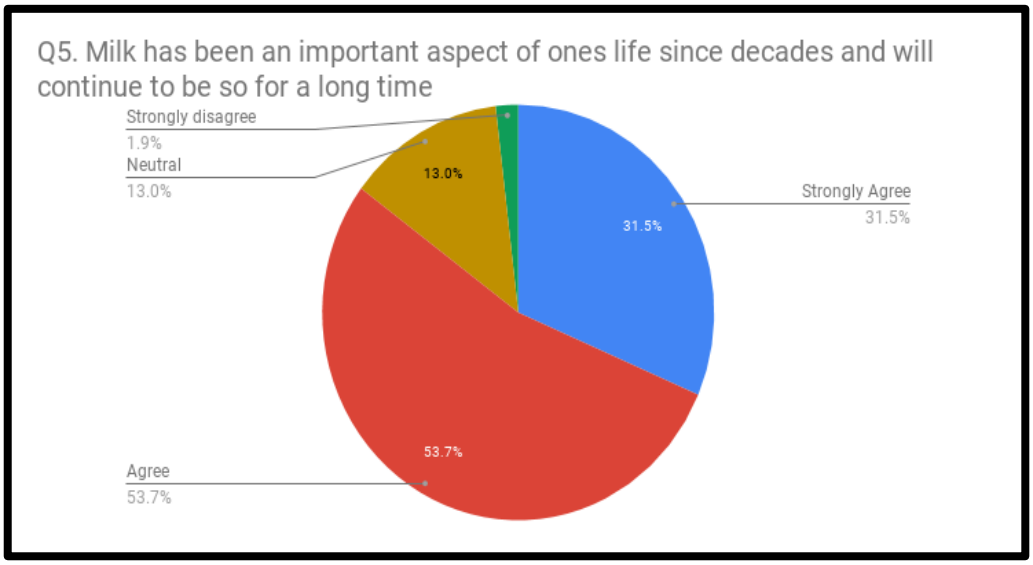
toneless and neutral in approach. In addition, 24.1% respondents' responses were negative. Remarkably, 3.7% of the respondents strongly disagreed with the same.

Figure 5.2.4



The above graph focuses on the factor, 'I will encourage my child to be vegan'. The researcher collected responses from 55 respondents out of which 9.3% respondents strongly agreed on the same mind. 14.8% respondents agreed with the factor too in the survey. 24.1% respondents responded with a neutral approach when enquired. Furthermore, 35.2% respondents disagreed with the factor. Whereas, 16.7% of the respondents strongly disagreed with the statement.

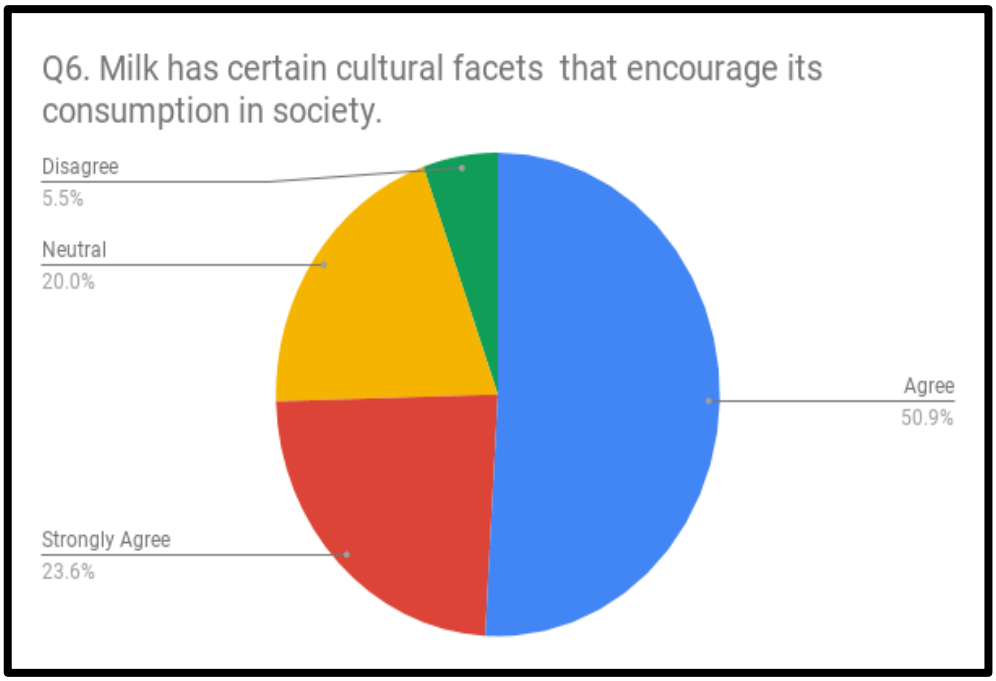
Figure 5.2.5



The above graph exhibits that 31.5% respondents out of the total 55 respondents, strongly agreed with the factor and 53.7% respondents also agreed to disclose that 'Milk has been an important aspect of one's life since decades and will continue to be so for a long time'. Further, 13% respondents were not clear about it. None of the

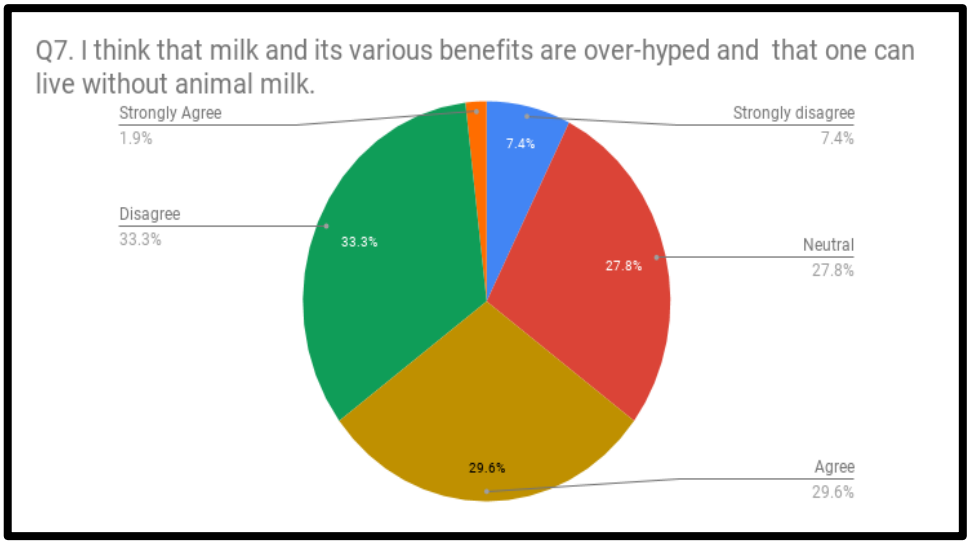
respondents disagreed with the factor. Whereas, 1.9% respondents strongly disagreed with the above-mentioned statement.

Figure 5.2.6



The present study reveals that 23.6% respondents strongly agreed and that 50.9% respondents out of 55 total respondents affirmed that 'Milk has certain cultural facets that encourage its consumption in society'. 20% respondents were toneless and neutral in approach. In addition, 5.5% respondents' responses were negative. None of the respondent's strong disagreement towards the above-mentioned factor.

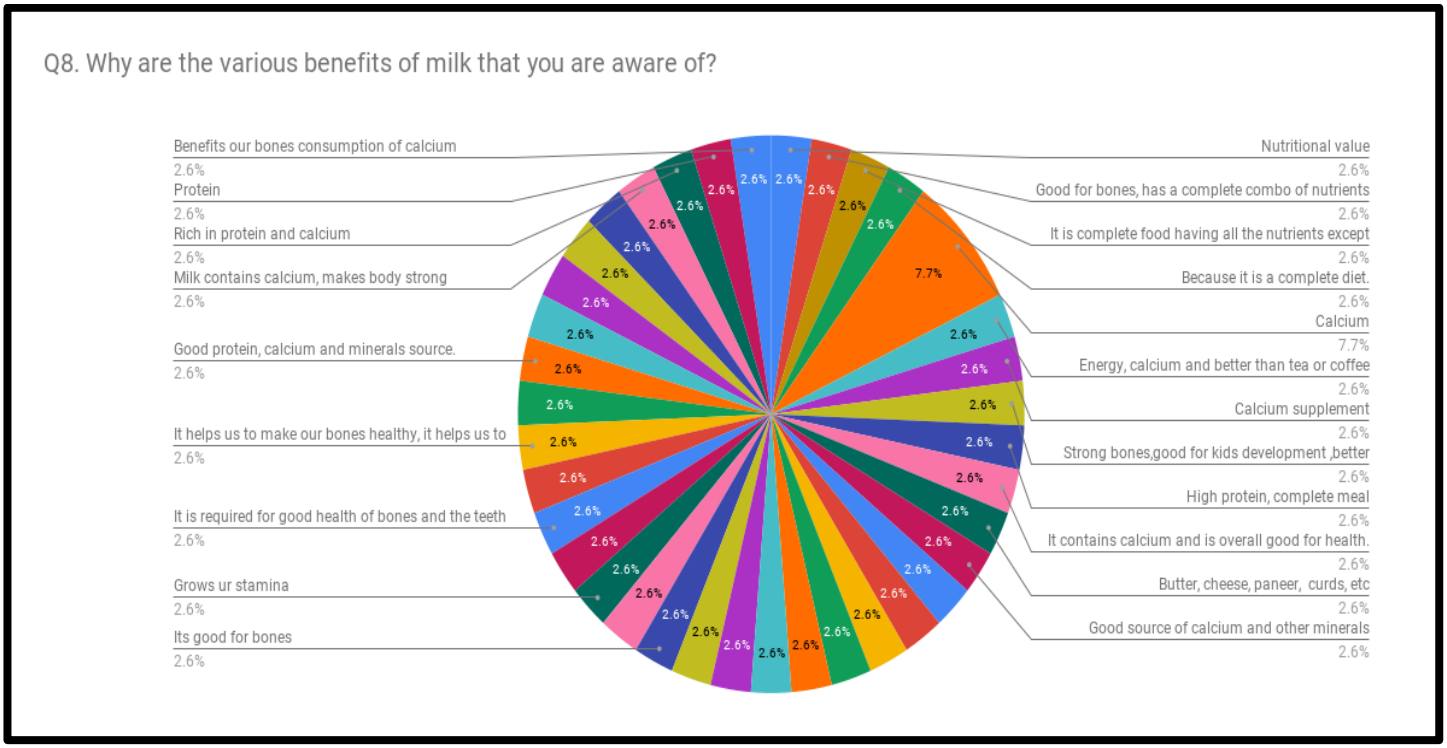
Figure 5.2.7



The above graph focuses on the factor, 'I think that milk and its various benefits are over-hyped and that one can like without animal milk'. The researcher collected responses from 55 respondents out of which 7.4% respondents

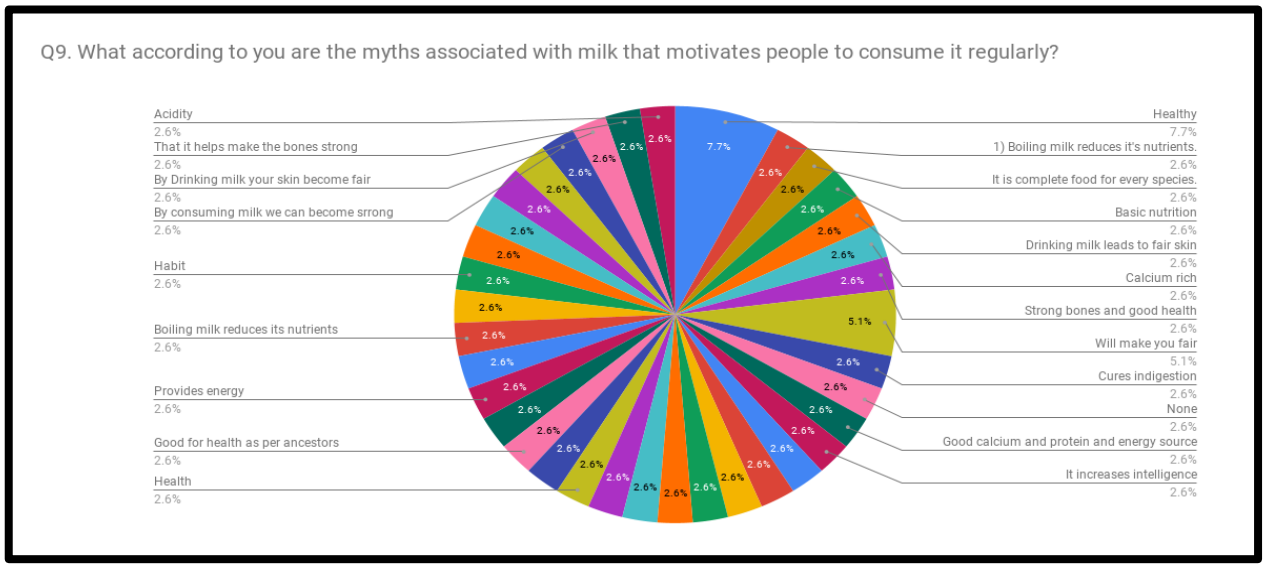
strongly agreed on the same mind. 29.6% respondents agreed with the factor in the survey too .27.8% respondents responded with a neutral approach when enquired. Furthermore, 33.3% respondents disagreed with the factor. Whereas, 7.4% of the respondents strongly disagreed with the statement.

Figure 5.2.8



The above graph focuses on the descriptive factor, 'Why are the various benefits of milk that you are aware of?'. As depicted in the graph it is seen that out of all the answers given by the 55 respondents i.e. mothers most of them were unique and varied, occupying a small percentage of 2.6% each on the above chart. Whereas, 'Calcium' was the one answer that repeated itself in more than one answer i.e. 7.7%.

Figure 5.2.9



The above graph focuses on the descriptive factor, 'What according to you are the myths associated with milk that motivates people to consume it regularly?'. As depicted in the graph it is seen that out of all the answers given by the 55 respondents i.e. mothers most of them were unique and varied, occupying a small percentage of 2.6% each on the above chart. However, there seem to be two exceptions here, that is these answers were repeated more than once. These are 'Will make you fair' at 5.1% and 'Healthy' at 7.7%.

6. CONCLUSION

I] Kids as Respondents:

It is concluded that majority of the kids agreed that they drink milk regularly. Further, it was surmised that more than fifty percent of kids believed that milk is a healthy beverage. Surprisingly most of the kids don't like the milk, but they drink out of expectations. As a matter of fact, there are few kids consider becoming a vegan. Quite a few kids agreed with the factor that 'I am a vegan by choice, because of love animals and believe that we should not hurt or use them for our selfish human needs'. Apparently, in conclusion few kids affirmed that 'I am not a vegan by choice, I am lactose intolerant/ do not like the taste of meat or milk/ prefer the substitutes better'.

II] Mothers as Respondents:

In the conclusion it is clear that mothers certainly feel that future vegan food choices will thrive. Majority of the Mothers don't want their kids to be vegan. Most of the mothers affirmed that 'I am not a vegan by choice, I am lactose intolerant/ do not like the taste of meat or milk/ prefer the substitute's better 'respectively. Milk has certain cultural facets that encourage its consumption in society is accepted by a good majority of Mother Respondents. There are a few mothers who think that milk benefits are over hyped and that one call live without animal milk.

Milk is believed to be a universal beverage which has nutritional and cultural importance and relevance. As per the survey research conducted by the researcher it is seen that a majority of the kids opined that milk is a healthy drink which they choose to drink every day. In fact, the survey research found that vegan is an unpopular concept for adoption not only among the kids, but the mothers as well who were not keen on encouraging their kids to turn vegan. In fact, it was observed that most Mothers believed that milk is nutritional, and that it has a certain cultural relevance to the same. Similar to a quote by Erwin W Lutzer, 'Milk many cows but make your own butter'[5], it can be noted that while quite a few mothers are accepting of the vegan culture they are not yet ready to adapt it.

6.1. Recommendation

Disciplined Dairy Diets is the moral policy recommended to all kids and followed by Mothers and kids in the family under the guidance of mothers or any other senior member who nurtures the future of the family. Health and Nutrition, Environmental Protection, Goodness, Social Justice, Rationality are the reasons behind the increase in the number of vegans. Further, there's no dearth of typecasts about vegans, but the truth is, we're a diverse flock and we all have our own reasons why we decide to take the step to change our lifestyle, no matter how thought-provoking it may have seemed at the spell.

ACKNOWLEDGEMENTS

I would like to appreciate the constant support and backing of the College Management, esteemed Principal, the Vice Principal, the office staff and off course the library with its unbridled resources, that helped aid towards the completion of this paper. I would like to thank the mothers and children who helped build the foundation of this research with their honest and reliable answers. I further express my gratitude towards my family, friends and colleagues who have graciously helped me in the data collection process.

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PAPER – 16

TRENDS OF RESEARCHES ON TEACHER EDUCATION IN INDIA: A REVIEW

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ABSTRACT

That the teacher occupies a pivotal position in the educational process is generally accepted by all educationists. Improvement of teaching can be effective only by the factors of clear knowledge. A teacher full of knowledge can pertain a successful teaching in all respect. This, in its turn can be achieved only through research (Kundu, 1985. P. 339). 'A Survey of Research in Education' (1974) observed that educational research in India was of recent origin and that it yet to be attain its maturity. This was about some decades back, the categorization of Indian Research in Education might be true in 1974 and the position has now changed considerably (Buch, 1974, P. 1). The main objective of research in teacher education ought to be the improvement of programs in departments of education of our universities, teacher education institutions concerned with preparation of teachers and personnel at various levels, and specialized areas like physical education, home science, music, technical school etc. The major end of research in teacher education will help us to know our students (student-teachers) and ourselves and to improve upon our performance (Mehrotra, 1985, P. 326). There is an urgent need in this country for taking up research in teacher education which has a definite social and educational objective and is relevant to our present day needs, and whose results can be generalized over a reasonably large population. It needs hardly be mentioned that sound practices in teacher education must emanate from educational research which has been based on sound theoretical assumptions and has been carried out with care and precision. Hence, in the present study an attempt to analyze an overview of teacher education in India after independence, area wise research trends and status of research in teacher education, comparative analysis between the teacher education with others different areas, and the unexplored research areas in teacher education as suggested by the researchers. The content analysis and evaluative survey methods was adopted for the present study. For the present study of first to sixth 'A Survey of Research in Education' and other books, journals and websites where consulted and analyzed.

This study revealed that the first survey (1967-72) showed 82 studies under six areas, second survey (1972-78) mentioned 123 studies on teacher education. Jangira (1986) focused 234 studies under these categories like context, presage, process and product in third survey (1978-83). Mehrotra (1979) used the classification based on analysis of teacher education by systems approach in the following manner – (a) contextual approach, (b) input variables; (c) process (d) the output. Fourth, fifth and sixth survey showed 410, 307 & 319 respectively in the field teacher education. In 21st century all university has uploaded different theses in 'Shodhganga a Reservoir of Indian Theses' INFLIBNET Centre. Now, present time total 225254 theses has uploaded on Shodganga - A Reservoir of Indian Theses Website, out of that the researcher has found 5,127 studies (29th March, 2019) on teacher education (www.shodhganga.inflibnet.ac.in). It also described the decade-wise quantitative enumeration of an overview of researches in education in India. And suggested some unexplored research areas in teacher education for better development on the field of teacher education in India. Recent research in teacher education has come closer to addressing the central issue of the impact of teachers' beliefs and practices upon their students' achievement.

Keywords: *Trend, Research, Teacher Education, Survey of Research in Education, Shodhganga, INFLIBNET.*

1. INTRODUCTION

"The aim of Teacher Education should be to turn out true servants of people who will live and die for the country's freedom" ***– Gandhiji***

Teaching is a profession – indeed a noble one, conceptually and ideally. And it is also different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities. Only in the case of teaching there is much more that is required to be accomplished than in the case of other professions. Training of the practitioners is considered to be one of the important characteristics of a profession. Training to teachers is an important component of teacher education. Teacher education has come a long way to reach the present destination. There were many important landmarks which need to be headed to really understand the present position (Reddy & Dayakar, 2012, P. 160). Teacher education is undergoing rapid changes in India in keeping pace with the demands of learning and expectations of learners, community and society as a whole. And these changes were effected on the educational research in teacher education. The main objective of research in teacher education ought to be the improvement of programs in departments of education of our universities, teacher education institutions concerned with preparation of teachers and personnel at various levels. The major aim of research in teacher education should help us to know our student-teachers and ourselves and to improve upon our performance. In India most of the investigations have also been limited in scale, in that they have often been confined to a small proportion of the students within it. They, tend, too, to be short term studies. They also betray, in many instances, deficiencies in design other than those that stem from the limitations we have just listed. (Mehrotra, 1985, P. 326-327).

Need for Research in Teacher Education: Teacher education is an important field for research since the quality of teacher education has been regularly questioned by government at the same time as teacher quality is increasingly being identified as crucial to educational outcomes and pupil gains (Mohan,2011, P.245). Consequently, teacher education researchers need to work together in order to:

i. Share emerging research findings.

ii. Disseminate innovative pedagogical methods and develop innovative research methodologies within teacher education.

iii. Support colleagues in institutions with underdeveloped research profiles.

v. Find new publishing outlets within an overcrowded academic field.

2. OBJECTIVES:

1. To have an overview of educational research on teacher education in India since independence.
2. To find out the status of research and area wise research trends of teacher education in India.
3. To pursue a comparative analysis between the teacher education with others different areas of educational research.
4. To find out the unexplored research areas in teacher education.

3. SIGNIFICANCE

In consonances with the principles of Responsible Research, this study has some significance in related to research in teacher education. These are - This study help to understand the status of research and area wise research trends of teacher education in India. It is significantly contribute to the field of teacher education by suggestive measures to be taken for changing/improving the scenario of teacher education and quality of teachers in our country. It may help to increase the influence of research on policy and practice on teacher education, and it also help to increase the commitment of participants through active involvement in research on teacher education. This study is very useful for policy makers, teachers, teacher educators, students and other stake holders of teacher education.

4. METHODOLOGY

The content analysis method with critical approaches was adopted for the present study.

4.1 Sources of Data:

For the present study 'A Survey of Research in Education' Volume I to VI, and other Books, Journals and Websites where consulted and analyzed.

4.2 Research Design:

Phase I: Selection of area and Sub areas (Research in Teacher Education)

Phase II: Review of related Literature

Phase III: Formulation of problem and statement

Phase IV: Formulation of Objectives of the study

Phase V: Mentioned the Significance of the study

Phase VI: Choose the appropriate Methodology and Sources of Data

Phase VII: Reading and Recording of the data and information related with research work

Phase IX: Content Analysis and interpretation of the collected data and information

Phase X: Findings and Conclusion.

5. RESULTS AND DISCUSSION

5.1 An overview of educational research and area wise Research Trends on Teacher Education in India (Reference Objective 1):

Research in teacher education can be categorized into several areas. Researching teacher education in changing times and with current national policies is the need of the day. In the light of National Curriculum Framework for Teacher Education (NCFTE), 2009, the innovations to be incorporated into teacher education provide an excellent basis for research.

(i) First Survey (1967-72):

Lulla & Singh (1974), Mehrotra (1979), Das & Jangira (1983), and Pillay (1987) showed the different information of the field and scope of research in teacher education. From these sources we can easily know the nature of different field of research in teacher education. The NCERT list of dissertations on teacher education (1967-72) and the two surveys of Research in Education (Lulla & Singh, 1974) and (Mehrotra, 1979) clearly substantiate this lack. In the first

"A Survey of Research in Education" (Buch, 1974) shown the different fields of research in teacher education in India upto 1972. In this period's researches were not characterized by high quality.

(ii) Second Survey (1972-78):

The second "A Survey of Research in Education" (1972-78) report prepare and submitted to NCERT by Mehrotra (1979). The trend analysis in Second survey (1979) brings out that "there is yet no evidence of entirely new contribution with regard to methodology, techniques, sampling, analysis and other aspects of research. There is great need for incisive studies in the area of pedagogy-methods of teaching. Researchers with deep understanding and analysis should offer guidance in this regard". Mehrotra (1979) used the classification based on analysis of teacher education by systems approach in the following manner – **(a) Contextual Approach:** Including history and development of teacher education, survey of its present status and future plans. **(b) Input Variables:** Student teacher and teacher characteristics, social origins and status of teachers, aptitude and occupational choice, selection, prediction of abilities, intellectual abilities, personality characteristics, attitudes and values, teacher roles, needs and problems of teachers, and work load. **(c) Process:** Teacher education institution – overall studies, environment for learning, curriculum, teaching practice, educational technology, micro teaching, programmed learning, and teaching methods. And **(d) The Output:** Evaluation, follow up problems, job satisfaction.

(iii) Third Survey (1978-83):

Jangira (1986) submitted the third "A Survey of Research in Education" (1978-83) to the NCERT and it published on 1987. The systems models of clarifying variables is the most important side in this research survey reports on teacher education. He has mentioned some categories in this survey report for research in teacher education. These were – (a) Context, (b) Presage, (c) Process, and (d) Product.

(iv) Fourth Survey (1983-88):

On the depend on first, second and third trend report L.C. Singh and S.P. Malhotra prepared one research trend report and submitted to NCERT. This is the fourth "Survey of Research in Education" (1983-88) and it was divided into two volumes. This three trend report prepare depend on three survey report like 1st – Buch (1974), 2nd – Buch (1979), and 3rd – Buch (1986). For additional studies there is no classification. This study mainly depends on three formulas – (a) Nature of study, (b) Methodology of research, and (c) A system approach to teacher education.

(v) Fifth Survey (1988-92):

There is natural tendency among teacher education, in indentifying and analyzing the issues and problems they are confronting, to treat them as distinctive to their own sphere of activity, if not unique. Thus in the fifth "Survey of Research in Education" (1988-92) mentioned some major issues in teacher, teaching, and teacher education fields. These issues are - Job satisfaction, professional burnout, commitments of teachers, adjustment problem, teachers' value, teaching aptitude & competency, classroom communication, accountability of teachers, organizational climate and institutionalization of an innovation. J.N. Joshi (1992) has mentioned two important areas in teacher educational research viz. (a) Pre-service and (b) In-service teacher education programme.

(vi) Sixth Survey (1993-2000):

In this sixth "Survey of Research in Education" (1993-2000) clearly mentioned teacher, teaching and teacher education are closely linked, their interrelation and interconnectedness in almost axiomatic. Besides, this volume of the survey of research in education does not have a separate chapter for teacher education. The studies on teachers were divided into 11 and teaching into 8 sub-groups. Teacher education was firstly broadly divided into two – pre-service and in-service, and then further divided into five sub-groups each.

(a) Teacher: 124 studies are spread over different parts of India and cover various levels of education pre-primary to higher and teachers of different subjects. The population studied includes male, female, and areas – rural, urban, tribal, and non-tribal. The adult education and special education teachers have also been the subjects of study. **(b) Teaching:** The 97 studies under teaching have been further sub-divided into 8 sub-groups. Some studies have attempted compare lecture method with other methods for teaching different subjects and different classes. Some studies in using different methods to improve teaching of mathematics to primary school classes. Other studies in application of educational technology in teaching have encompassed multimedia, audio-video, computer assisted instruction, programmed instruction, and system approach, programmed instruction has been an area for very long time, but in practice, it has been very little used. Teaching competency has covered both conceptual and behavioral aspects. NCERT's teacher empowerment campaign has resulted in researchers on MLL approach. **(c) Teacher Education:** All 98 studies have divided into two groups - pre-service and in-service. Rigorous systematic studies about the curriculum, the course, the practices, and the work culture in the institutions should be the concern of research. The in-service educations are mostly in primary education and pertain to the functioning of DIETs, the DPEP programmes and teacher empowerment. Distance education should have been studied more thoroughly be the Distance Education Institutions themselves.

5.2 The Status and area wise trends of Research in Teacher Education in India (Reference Objective 2):

5.2.1 The status of research in Teacher Education on 20th Century (1947-2000):

1947 to 2000 all educational research information is available in First to Sixth Survey of Research in Education which survey books are edited by M.B. Buch. The details of studies in teacher education are given below.

Table 1. Details of studies in Teacher Education

First Survey of Research in Education (1967-72)	
Area	**Total no of Studies**
Selection criteria, Abilities and qualities of the teacher, Pre-service and in-service training of teachers, Workload, Job satisfaction, Procedures and practices of teacher education in India, and Personality variables of teachers, etc.	**62** (**Ph.D. studies**: Teacher Education–23, and Teaching & Teaching Behaviour–14. **Non Ph.D. studies:** Teacher Education–19, and Teaching & Teaching Behaviour–6)
Second Survey of Research in Education (1972-78)	
Area	**Total no of Studies**
Contextual Approach, Input Variables, Process, and The Output	**446** (**Ph.D. & M.Ed. studies)**: Effectiveness of teaching-133, Methods & problems of teaching-79, Syllabi & teacher training programme-61, Evaluation & assessment-23, Teaching aids-13, In-service education & extension programmes-11, Admission & selection procedure-6, Status studies-73, Problems in teacher education-38, other studies-9.
Third Survey of Research in Education (1978-83)	
Area	**Total no of Studies**
Context, Presage,	**Total 326** (NCERT Dept.-158, & Financed by NCERT other institutions-168) (**Ph.D.**: Teacher education-129, & Teaching & Teaching behavior-68, **Non Ph.D.:** Teacher education-107, &

Process, and Product	Teaching & Teaching behavior-22)

Fourth Survey of Research in Education (1983-88)	
Area	**Total no of Studies**
Nature of study, Methodology of research, and A system approach to teacher education	**410** (Ph.D. studies and Non Ph.D. studies)

Fifth Survey of Research in Education (1988-92)	
Area	**Total no of Studies**
(a) Teaching Strategies, (b) Pre-service and (c) In-service teacher education programme. Like - Professional burnout and commitments of teachers, Adjustment problem, Teachers' value, Teaching proficiency & competency, and institutionalization of an innovations etc.	**307** (Ph.D. studies)

Sixth Survey of Research in Education (1993-2000)

Teacher			**Teaching**			**Teacher Education**		
Sl. No.	**Area**	**No.**	**Sl. No**	**Area**	**No.**	**Sl. No.**	**Area**	**No.**
1	Role	13	1	Methods	23	**A. Pre-Service:**		
2	Characteristics	30	2	Models	18	1	Admissions	3
3	Competence	8	3	Affective Domain	2	2	Programmes	18
4	Effectiveness	19	4	Educational Technology	24	3	Teacher Trainees/Educators	16
5	Aptitude	1	5	Teaching/Learning Problems	4	4	Affective Domain	4
6	Motivation	7	6	Competency	7	5	Outcome/Output	9
7	Attitude	15	7	Curriculum	4	**B. In-Service:**		
8	Satisfaction	17	8	Strategies/Approaches	15	6	Programmes and their Evaluation	22
9	Stress	6				7	Training Needs	14
10	Mental Health	2				8	Higher Education-Academic Staff Colleges	5
11	Problems	6				9	Miscellaneous	7

Total	**124**	**Total**	**97**	**Total**	**98**
Grand Total = 319					

Source: 1st to 6th Survey of Educational Research

5.2.2 The status of Research in Teacher Education on 21st Century (2001-2019):

The UGC Notification (Minimum Standards & Procedure for Award of M.Phil./Ph.D. degrees, Regulation, 2009 and 2016) mandates submission of electronic version of theses and dissertations by the researchers in universities with an aim to facilitate open access to Indian theses and dissertations to the academic community world-wide. Online availability of electronic theses through centrally-maintained digital repositories, not only ensure easy access and archiving of Indian doctoral theses but will also help in raising the standard and quality of research. This would overcome serious problem of duplication of research and poor quality resulting from the 'poor visibility' and the 'unseen' factor in research output. As per the Regulation, the responsibility of hosting, maintaining and making the digital repository of Indian Electronic Theses and Dissertation (called 'Shodhganga'), accessible to all institutions and universities, is assigned to the INFLIBNET Centre (www.shodhganga.inflibnet.ac.in). 'Shodhganga' is the name coined to denote digital repository of Indian Electronic Theses and Dissertations set-up by the INFLIBNET Centre. The word 'Shodh' originates from Sanskrit and stands for research and discovery. The 'Ganga' is the holiest, largest and longest of all rivers in Indian subcontinent. The Ganga is the symbol of India's age-long culture and civilization, ever changing, ever-flowing, ever-loved and revered by its people, and has held India's heart captive and drawn uncounted millions to her banks since the dawn of history. Shodhganga stands for the reservoir of Indian intellectual output stored in a repository hosted and maintained by the INFLIBNET Centre (www.shodhganga.inflibnet.ac.in).

According to Shodganga report from 2001 to 2019 (29th March) total 5,127 studies were uploaded on teacher education and its related areas. 1,468 studies are there which were studied from 2001 to 2010 and 2011 to 2019 (March) 3,659 studies are there. These studies areas are teachers, management, teaching, academic achievement, methodology, intelligence, learning, development, effectiveness, personality, motivation, curriculum, job satisfaction, administration, organizational or institutional climate, student-teachers, emotional intelligence, anxiety, teaching strategies, stress, comparative, behaviour, perception, technology, adjustment, leadership, communication, professional, and economics etc. (www.shodhganga.inflibnet.ac.in).

5.3 A Comparative Analysis between the Teacher Education with others different Areas of Educational Research (Reference Objective 3):

When the investigator survey the researches on education of the last decades, it found that the main interest of investigation had been centered in the practical problems, in which teachers had to face in their class-room, the supervisors in their daily routine duties, and plan makers in drafting their repetitive five year plans. Even in those rare instances where a research worker succeeds in resisting, temporarily at least, the allurement of applied research, we find that ultimately utilitarian considerations infiltrate more into the high level investigations and pollute the spirit of pure research (Kundu, 1985, p. 189). Teacher education is one of the hoariest of the educational disciplines in the western tradition. In Indian scenario, it would be evidently assumed that teacher educational research should aim at obtaining by experimental methods, knowledge about the educational practices and processes which could be used for reconstructing the educational programme of our country.

Education being a multidisciplinary subject, inimitable in its crossing point with that of natural sciences and social sciences and many other disciplines belonging to humanities, and as a subject of research, is still in a state of flux and evasiveness (Seshadri, 1991. P. 13). Hence, in all the educational studies conducted mainly in the departments of education of various Indian universities and institutes since 1944, schemes of division of the research areas had to be

revised consequentially, and as a result, various new areas of research had to emerge, some at the cost of certain other areas, while a few areas, perhaps, lost their relevance, and thus, as if disappeared from the picture or they might have been incorporated in some other areas (Swami Tattwasarananda & Biswas, 2016, P. 113). In the proceeding to give a brief review of the studies conducted in the field of teacher education, mostly at the doctoral level in the universities in India ranging from 1944 to 2019 (29th March), which has been depicted in table no 2, that only 6,179 researches.

Table 2: Quantitative Enumeration of an overview of Researches in Education in India

Area of Research	1941-50	1951-60	1961-70	1971-80	1981-90	1991-2000	2001-2010	2011-2019	Total
Philosophy of Education	2	12	13	42	78	31	510	1380	**2068**
History of Education	3	9	38	86	40	5	1274	2502	**3957**
Sociology of Education	0	9	79	290	235	327	597	1109	**2646**
Personality, Learning & Motivation	0	16	51	231	71	2	0	-	**371**
Guidance & Counselling	0	7	42	67	40	169	178	341	**844**
Tests & Measurement	0	20	87	102	60	0	0	-	**269**
Curriculum studies & Textbooks	5	15	45	139	89	15	0	-	**308**
Educational Technology	0	0	13	52	115	83	2434	7576	**10273**
Correlates of achievement evaluation & exam	0	11	39	116	180	52	0	-	**398**
Teacher Education	**0**	**7**	**47**	**291**	**329**	**378**	**1468**	**3659**	**6179**
Economics of Education	0	3	17	44	50	77	1633	3170	**4994**
Educational Administrations	0	13	51	227	208	27	2067	4823	**7415**
Adult education	1	5	18	6	100	28	0	-	**158**

Comparative education	0	0	0	32	68	4	0	-	**104**
Educational surveys	0	4	23	4	0	0	0	-	**31**
Higher education	0	3	5	45	76	9	2127	6224	**8489**
Non-formal education	0	0	6	32	31	0	0	-	**69**
Language education	0	0	7	48	146	185	1666	3915	**5967**
Psychology of education	0	0	9	24	267	340	669	1784	**3093**
Creative education	0	0	0	9	94	23	0	-	**126**
Social science education	0	0	0	0	21	2	0	-	**23**
Mathematics education	0	0	1	2	46	80	0	-	**129**
Science education	0	0	0	9	94	133	0	-	**236**
Pre-primary education	0	0	1	11	42	22	0	-	**76**
Primary education	0	0	1	10	58	69	5	-	**143**
Vocational & technical education	0	0	0	1	66	40	83	283	**473**
Women education	0	0	0	2	50	70	2269	5420	**7811**
Special education	0	0	0	2	41	18	3047	6931	**10039**
Education of the disadvantaged	0	1	3	3	107	98	7	-	**219**
Mental health	0	0	0	0	23	17	0	-	**40**
Cognitive process	0	0	0	0	30	15	0	-	**45**
Social process	0	0	0	0	23	12	0	-	**35**

Secondary education	0	0	0	0	22	9	0	-	**31**
Physical & health education	0	0	0	0	26	251	0	-	**277**
Moral, Arts & Aesthetic education	0	0	0	0	14	17	0	-	**31**
Open & Distance education	0	0	0	0	4	19	216	910	**1149**
Population education	0	0	0	0	25	116	1734	4300	**6175**
Ecology & environmental education	0	0	0	0	7	4	0	-	**11**
Educational policy research	0	0	0	0	6	2	0	-	**8**
Inclusive education	0	0	0	0	4	44	310	1652	**2006**
Value education	0	0	0	0	0	90	2510	6917	**9517**
Total	**12**	**155**	**687**	**2010**	**3061**	**2896**	**24804**	**62896**	**96521**

Source: *1st to 6th Survey of Educational Research as cited in Swami Tattwasarananda & Biswas (2016, pp. 114-117) and* www.shodhganga.inflibnet.ac.in.

Thus, when individual areas are concerned, teacher education has one of the biggest share comprising 6.40% of the total researches and in comparison to others like sociology of education (2.7%), psychology of education (3.20%), philosophy of education (2.14%), history of education (4.10%), educational technology (10.64%), economics of education (5.18%), educational administration (7.68%), higher education (8.79%), special education (10.39%), inclusive education (2.07%), women education (8.09%), language education (6.18%), educational administration (7.68%) and value education (9.85%).

Lack of authenticate sources of information the researcher didn't mention the number of research work from 2001 to 2019 on different major areas of educational research like Personality, Learning & Motivation, Curriculum studies & Textbooks, Creative Education, pre-primary education, and social process. Most of the studies under reference were undertaken for the Ph.D. degree. Degree research has its constraints. It is time-bound, deals with isolated themes, seldom taking a holistic view. The dominant motive is its evaluation and acquiring the degree and not necessarily generation of knowledge. Individual research is bound to cover only limited points of any phenomenon. The national organizations, e.g., NCERT, NCTE, UGC should commission and fund national level, holistic, comprehensive themes for research. They may be designed centrally and be conducted by involving, if need be, various individuals/institutions. The trends show some practical steps taken by these organizations to initiate comprehensive research (Mehrotra, 2000, pp. 13-34).

5.4 Unexplored Research Areas in Teacher Education (Reference Objective 4):

It is clear from the review of the available studies that several areas remain unexplored by the research workers in the field. Some of the areas suggests for further research in teacher education are – (a) Identification of the goals of teacher education in India in view of the new social order, (b) Medium of instruction in training colleges and performance of trainees, (c) Effectiveness of teacher education programme in view of new goals of education in free democratic India, (d) Laboratory/Demonstration/Professional development schools, (e) Relationship of community expectations and the programme of teacher education, (f) Self-image of trained teachers in schools and teacher educators as professional workers, (g) Selection criteria of teacher educators in India, (h) Correlation of financial provision with the quality of teacher preparation at the elementary and the secondary levels, (i) Innovations and practices, (j) Preparation of effective evaluation techniques in view of new goals of teacher education, (k) Evaluation of effectiveness of correspondence courses for teacher preparation, (l) Significance of incentives following in-service training institutions and the performance of trainees, (m) Evaluation of instructional materials used in teachers education institutions, (n) Admission procedures, and (o) Evaluation of role and function of professional organization of teachers and teacher educators, etc.

6 CONCLUSION

To sum up, research in teacher education should serve to give us clearer insight through three needs of initial training of teachers, viz. (i) a course of education which will develop him as a person, nature of which will depend on his abilities and aptitudes; (ii) equipped with sufficient knowledge for what he is going to teach; and (iii) practical expertise in the art of teaching to enable him to start on his teaching career without too great a measure of incompetence so that neither he nor his pupils shall suffer too much from his inexperience. Teacher education as a separate field of educational research integrated the potency to make its prominence felt very much on the research agenda, there remained opinions against accepting teacher education as a real and important research field in the educational research domain. According to their judgment researchers in this field may be considered as scholarship but not as research proper due to it's not having the 'empirical flavors' (Swami Tattwasarananda & Biswas, 2016, P. 272). As it is known to all that the inter-disciplinary approach and the multidimensional phenomenon is the academic demand of the day and researches in teacher education is no exception to it. Hence, the present study entitled "Trends of researches on Teacher Education in India" supposed to be a humble effort on the part of the present researcher to propose how in the coming days a deeper level of understanding of the aims and objectives of the research projects followed by a rigorous philosophically sophisticated methodologies which tends to be free from ambiguity and which will be made to remain open to addition, alteration, modification and even zero audit and an all-out effort for creating a congenial ambiance for teacher education its rightful place for which we can be proud of. Teacher education is, indeed, faced with many challenges in present time. Research in teacher education currently suffers from many shortcoming and maladies. If quality control is desired efforts have to be made to devise ways and means of eradicating these defects pointed out in this paper. It may be difficult; yet developing an awareness of these defects and other undesirable trends through workshops and conferences may go a long way in improving the present state of affairs.

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PAPER – 17

A STUDY OF JOB SATISFACTION OF SELF FINANCE COURSES TEACHERS IN MUMBAI

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ABSTRACT

Job satisfaction has always been one of the most debated topics in the last quarter of a century. Everybody has to work in order to survive and lead a socially compliant life. But can one have the right kind of satisfaction and can work become a source of eternal joy is million-dollar question which work philosophers have pondered upon and have been trying to find a comprehensively acceptable answer. Happiness, feeling of fulfilment, sense of accomplishment and similar states of mind are only a subjective explanation of the influence and impact of the work upon the human. Is it the actual process of work or is it the end result of a financial gain that brings into the human these positive states of mind. There are again the various factors which make up the work environment that need to be taken into consideration. The work environment can include the communication between the employer and the employee, appreciation of the work done, targets to be achieved, team spirit, incentives and promotions, relationship between the co-workers, freedom of communication, entertainment at work place, security of being retained in the job, and so on and so forth. All these factors individually contribute to job satisfaction and happiness. On the other hand the employee's own inherent traits, likes and dislikes, analytical capabilities, psychological and physical abilities to perform, also have an equal impact of the job satisfaction and happiness of the employee.

In the field of teaching job satisfaction and happiness is a prime feature not just for the teachers, it is in a way of greater importance for the students as it has a direct influence and impact upon the students. There is a positive correlation between the satisfaction and happiness of the teacher and the satisfaction and happiness of the student. In this paper I have made an attempt to study the job satisfaction levels of the teachers in the degree colleges in Mumbai. The teachers selected are from the self-financed courses. The staff in the educational institutions in Mumbai can be classified into the ones who receive their salaries from the government and are protected by powerful trade unions and the ones who are paid salaries by the college managements basically funded by fees collected from the students. I have tried to cover all the features using different methods to collect and analyse the data and that includes interviewing the teachers, students and authorities and also by collecting information from various authentic sources.

Keywords: Job Satisfaction, Work Environment, Positive Inter-relation

INTRODUCTION

Self-finance courses were introduced in the year 2000. These are the courses for which state government or the University Grants Commission (a higher education regulatory and funding government body) does not provide any financial aid. The colleges have to manage all the expenses to run these courses from the fees collected from the students. The fees for these courses are quite high since the college managements have to spend on infrastructure, academic activities, teachers and non-teaching staff salary through it. Mumbai University introduced many such courses. These courses provide better job opportunities to the graduates than the conventional degree courses since the curriculum of these courses is linked to the industry and other professions. The curriculum set for these courses requires a number of projects to be completed and completing each project involves a lot of practical work. The practical approach to studying helps the students develop skills which are actually required in the work place and thus the students have better career prospects. The trends show a greater number of students opting to join these courses after completing their higher secondary education. As they have to focus not only on the qualifications

possessed by the teacher but more so on the ability of the teacher in equipping the students with the best of the skills in a particular job.

To sum up we have two sides of the coin. On one hand the attitude and ability of the college managements and on the other the attitude and the ability of the teachers. There has always been a conflict between the employer and the employee since times of yore. Almost all employers work on the principle of more work and less pay and the employees work on their principle of less work and more pay. This traditional conflict between the attitudes of the employer and the employee has always been studied and worked upon by philosophers, industry experts and the governments. The comprehensive solution seems to evade all. The various features and factors discussed above decide the levels of satisfaction of a teacher. It is seen that many of the colleges don't follow the guidelines of UGC which are set for traditional aided courses. Had the managements done that, the educational environment in the self-financed courses would have been ideally regarded as just and favourable social cause.

REVIEW OF LITERATURE

Anju K.J. studied Job satisfaction of employees in BPCL Kochi Refinery Ltd. She suggested that job satisfaction is a complex summation of a number of discrete job elements. The job satisfaction study was a procedure by which employees report their feelings towards their job and work environment. It was to a powerful diagnostic instrument for assessing employee problems. The study proves that the employees are satisfied with the medical facilities, pension packages, club facilities and canteen facilities provided by the BPCL Koch iRefinery Ltd.

Dr Lalita Mishra concluded that it has been found that the employees of business school of management are considerably satisfied with jobs and their satisfaction level is high. The result shows the relationship between the organisational commitment and employee satisfaction because if employees are satisfied then their commitments are also high.

Sashikanta Khuntia and Subhodip Adhikaryin study of job satisfaction and performance of management Guru's of Management colleges with reference to Odisha concluded that job satisfaction level of the Gurus was highly affected by the work pressure and salary package. Working hard with the production of future corporate leaders, they are not compensated financially what they deserve. This became one of the great dimensions for job satisfaction. It also indirectly influences the performance of management features. Another important factor is job security. It is also observed from the study that private college teachers have the fear of losing job.

Abdul Raziq & Raheela Maulabakhsh studied the impact of working environment has the on job satisfaction. Working environment has a positive impact on the job satisfaction of the employees. Working environment where employees are made a part of the overall decision making process, been given flexible working hours, less workload, a team work approach and a supportive top management have positive impact on performance of employees. This leads to high level of employee job satisfaction thus making the employees more committed.

OBJECTIVES OF THE STUDY

1. To study the concept of job satisfaction.
2. To study the level of job satisfaction of teachers of self- finance courses in Mumbai.
3. To study factors influencing job satisfaction.

HYPOTHESES OF THE STUDY

H_o- The percentage of respondents who are satisfied with job in self- finance courses is 50%

H_1- The percentage of respondents who are satisfied with job in self- finance courses is more than 50%.

RESEARCH METHODOLOGY OF THE STUDY

As far as perception for job satisfaction of teachers in self-finance courses are concerned, following factors are taken into consideration viz, Infrastructure, Mode of payment and regularity, Teacher student rapport, Fair policies and practices, Employer employee relationship etc.

The methods used are:

1. **Observation:** Naturalistic method of observation to enable the study of the participants in their environment.
2. **Survey Method:** In this method the participants answer questions administered through interviews and questionnaire.
3. The secondary data was collected from various articles, research papers from websites and journals and books.

DATA ANALYSIS

In research study theoretical framework has several variable of interest and one has to come to sample size by considering all the factors of the study. Here researcher have taken top 10 course providing institutes which contributes around 80% in number of students admissions and selected 10 respondents from every institute with simple random sampling method.

TESTING OF HYPOTHESIS

H_0: The percentage of respondents who are satisfied with job in self-finance courses is 50%

H_1: The percentage of respondents who are satisfied with job in self-finance courses is more than 50%

Mathematically

$H_0 : p=0.5$

vs

$H_1 : p\neq0.5$

Sr No	Issue	Proportion of respondents who stated the aspects as either very important or important	S.D.	Z_cal	Z_table	p_value	Decision
1	**Employer employee relationship**	0.90	0.03	13.33	1.64	0.0000	**Reject H_0 (i.e. P>0.5)**
2	**Infrastructure**	0.80	0.04	7.50	1.64	0.0000	**Reject H_0 (i.e. P>0.5)**
3	**Teacher student rapport**	0.80	0.04	7.50	1.64	0.0000	**Reject H_0 (i.e. P>0.5)**
4	**Fair policies and practices**	0.80	0.04	7.50	1.64	0.0000	**Reject H_0 (i.e. P>0.5)**
5	**Mode of payment and regularity**	0.70	0.05	4.36	1.64	0.0000	**Reject H_0 (i.e. P>0.5)**

****Here level of significance is 0.05**

It is observe from data analysis that 90% respondents are agreed that yes there is positive relationship between employer and employee. Because of good and strong communication between employer employee relationship. It becomes the duty of the employer to take the first step towards building positive relation between them. The employer needs to balance between being firm on one hand and good and cooperative on the other.

80 % respondents said that having an amiable and beautiful environment boosts the efficiency at the work place. Beauty has always been a source of happiness but along with it good infrastructure, spacious classrooms, hygienic restrooms, well equipped labs, internet facility along with multimedia screens, peaceful seating arrangement adds to the efficiency and high satisfaction.

Teacher- student relation is the most important feature in the teaching profession remark by 80% respondents. Keeping all the factors constant, there is a positive correlation in a good rapport between teachers and students on one hand and the learning potential of the students on the other. When students like the teacher they also like the class room activity. Liking for the classroom activity leads to better performance of the students and it also positively influences their social and personal life

80% respondents agreed that the growth of any organisation depends upon the employer employee relationship. Fair policies and practices foster a productive work environment and an atmosphere of trust among the employees and employers. An equal opportunity policy helps to avoid discrimination among the employees

70% respondents said that money brings purchasing power and with that comes the satisfaction and joy through necessities, comforts and luxuries. Though we may talk of social causes money is somewhere at the bottom of it. Keeping all factors in a person's life positive and constant a good amount of income leads to a happy personal and family life, which in turn positively reflects upon efficiency and high degree of satisfaction at work place.

Thus, our null hypothesis. The percentage of respondents who are satisfied with job in self-finance courses is 50% is rejected. Alternatively we accept our alternative hypothesis The percentage of respondents who are satisfied with job in self- finance courses is more than 50%.

FINDINGS

1. The most vital factor among the respondents' perception is that, "**Employer employee relationship".**
2. The more important issue is come out from this analysis in which there is interesting results found is; the respondents are still not sure about the Fair policies and practices from existing scenario.

CONCLUSION

Governments have been trying to reduce their educational expenditure by introducing self-financed courses. The amount of money spent by students on the private tutorials in Mumbai may have been one of the factors which has led to this situation. An element of complacence has creeped into the government financed institutions and this again may be one of the reasons leading to self-financed institutions. All said and done self-financed courses are doing pretty good and are going to stay and in due course of time they may over take government financed institutions. Therefore, studying the conditions of the teachers in the self-financed courses has gained importance. The factors which contribute to the well being of the teachers need to be re-examined. A comprehensive study needs to be undertaken to include all levels of the social strata. Only then will concrete solutions be found and implemented. Infrastructure, salaries, teacher student rapport, fair policies and practices and employer employee relationship are some of the areas this study has been limited itself to. In each of the criteria the teacher satisfaction with regards their job in the self-financed course has been very high. There may have been an element of bias in the feedback given by the teachers because even though confidentiality was assured to the teachers some amount of fear may always be there as it is a matter of survival for them. But in the end to conclude the data collected is original and genuine. The factors that define this system and determine its limits and performance have been studied in a complete manner. The conclusions drawn are based on the data collected and it leaves no room for any doubt. Though job satisfaction levels are high there can always be scope for improvement. Everything that is relation to time and space can change and job satisfaction of the teachers in the self-financed courses is no exception

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PAPER – 18

PREDICTIVE MODELLING AND ITS APPLICATIONS

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ABSTRACT

Predictive modelling is a process that uses data and statistics to predict outcomes with data driven models. Predictive modelling is useful because it gives accurate insight into any question and allows users to create forecasts. To maintain a competitive advantage, it is critical to have insight into past and future events and outcomes that challenge key assumptions. Analytics professionals often use data from various sources to develop predictive models. Some of these data sources includes; Transaction data, Customer service data, Survey or polling data, Digital marketing and advertising data, Economic data, Demographic data, Machine-generated data (for example, telemetric data or data from sensors), Air pollution data, Epidemiological data, Geographical data and Web traffic data. Predictive models can be used to predict exit polls, sports outcomes, TV ratings, trend, disease, environment, stock, traffic congestion etc. There is a difference between predictive modelling and predictive analytics. Predictive analytics most often refers to commercial applications while predictive modelling is a more general term used for a specific or a particular task. Machine learning is also distinct from predictive modelling and it is used to train a machine to learn relevant features which are helpful to construct predictive models. In practice, machine learning and predictive modelling are often used interchangeably. However, machine learning is a branch of artificial intelligence, which refers to intelligence displayed by machines. Despite the methodological and mathematical differences among the model types, the overall goal of each is similar, that is, to predict future or unknown outcomes based on data about past outcomes. In this paper, various predictive models related to exit poll, ball tracking (cricket), disease prediction, mortality and air pollution predictions will be discussed. Once a model is build based on the available data/information, it should be subjected to a proper planning for continuous improvement based on the additional data or information.

Keywords: Predictive analytics, telemetric data, sensor data, machine-learning, air-pollution, ball tracking, time series.

INTRODUCTION

Predictive modeling is the branch of advanced analytics which is used to make predictions about the unknown future events. It uses many techniques from statistics, data mining, machine learning and artificial intelligence to analyze current data to make predictions about future. Predictive Modeling is also concerned with forecasting probabilities and trend. Predictive modelling finds applications in the areas of Analytical customer relationship management (CRM), Health care (Disease Prediction), Environment predictions, Collection analytics, Fraud detection, Risk management, Insurance, Exit polls, Banking, Marketing financial services. Telecommunication, Oil gas and many more.

Predictive modelling is useful because it gives accurate insight into any question and allows users to create forecasts. Analytics professionals often use data from various sources to feed predictive models. Important things to consider when integrating predictive models into business practices include; benchmark analysis, data-gathering, data-cleansing, evaluating goals, statistical analysis, creating action plans based on analysis and executing of plans. The data modeling process either takes historical data or new data to develop a model for prediction (Figure 1).

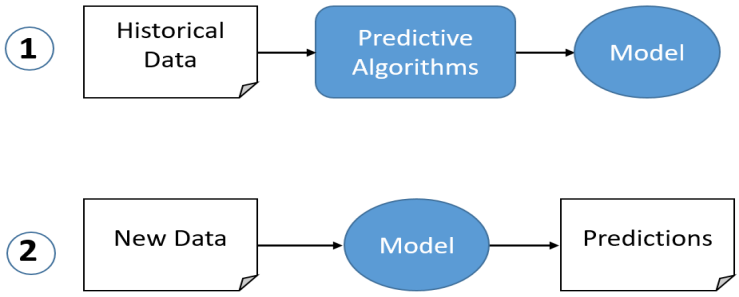

Figure 1: Data Modeling Process

Predictive models generally fall into two categories: Parametric and Nonparametric. Parametric models make more specific assumptions about the characteristics of the population used in creating the model. It is a learning model that summarizes data with a set of parameters of fixed size (independent of the number of training examples). Specifically, some of the different types of parametric predictive models are: Ordinary Least Squares (OLS), Generalized Linear Models (GLM), Logistic Regression (LR), Naive Base (NB) etc. Nonparametric methods are good when we have a lot of data with no prior knowledge about fixed number of parameters, and our interest lies in just choosing the right features. Some examples of nonparametric models are: Decision Trees, K-Nearest Neighbour, Random Forests, Support Vector Machines with Gaussian Kernels, Artificial Neural Networks, and Multivariate Adaptive Regression Splines (MARS) etc.

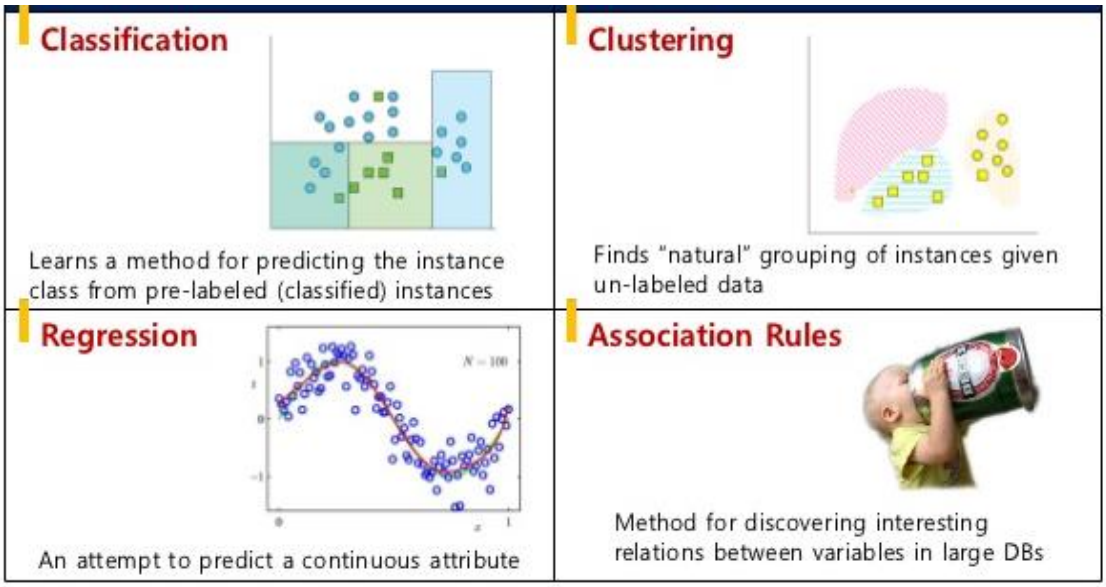

Figure 2: Commonly used Predictive Models

Swing Model for Exit polls predictions uses two types of random sampling techniques i.e. simple random sampling or systematic sampling. Basic probability laws including Bayes' theorem and Bayesian analysis (to include additional information like previous year's results for different parties etc.) are used to predict the outcome of final polls based on a representative sample taken from the entire population. The change in the percentage of votes is called swing**.** Under this model, all we need to do via sampling is to estimate the swing for each party in each state (province or county) and then using the past data we will have an estimate of percentage votes for each party in each state.

The other type of model discussed in this paper is a disease prediction model which is of utmost importance in epidemiological studies. The most frequently used model for disease prediction is logistic model. Logistic Regression

is used when the dependent variable (target) is categorical. For example, whether the tumour is malignant (1) or not (0). Logistic regression describes and explain the relationship between one dependent binary variable say coronary heart disease yes (1) or no (0) and one or more nominal, ordinal, interval or ratio-level independent variables (e.g. ECG status, Age, hypertension, Cholesterol level etc.). After applying logistic regression, the answer to the following question can be easily obtained, e.g. what are the important factors which may cause coronary heat disease, how does the probability of getting heart attack (yes vs. no) change for every additional pound a person is overweight and for every pack of cigarettes smoked per day? Do body weight, calorie intake, fat intake and age have an influence on the probability of having a heart attack (yes vs. no)?

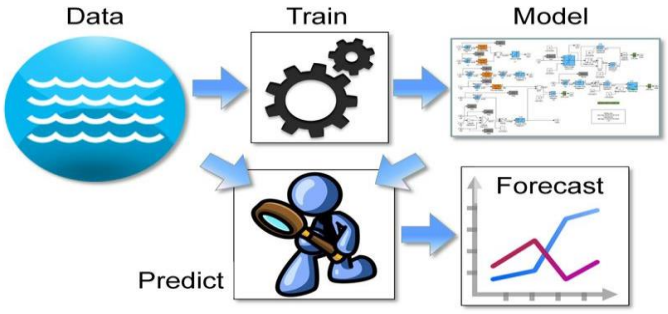

Figure 3: Prediction Process

The environmental prediction model which is developed by using the applications of Generalized Additive Model (GAM) will also be discussed in this paper, with practical illustration.

EXIT POLL PREDICTIONS

The exit polls are post-vote polls, which are conducted after voters have cast their votes. The polls aim to predict the final result on the basis of the information collected from the voters after they walk out of the polling booth. Unlike an opinion poll, which asks the voter whom they plan to vote for, the exit poll asks the voter whom they actually voted for.

The polls are conducted by private firms and media organizations such as Today's Chanakya, ABP-Cvoter, News18, India Today-Axis, Times Now-CNX, NewsX-Neta, Republic-Jan KiBaat, BBC, ITV, Sky, Republic-CVoter and ABP-CSDS. Most of the agencies carry out exit polls through the method of random sampling. Some also opt for systematic sampling to predict the actual result. The agencies ask people from different age groups, gender, caste, religion and region whom they voted for. While exit polls largely predict the outcome of the entire election, region or constituency specific exit polls are also released. There is difference between opinion polls and exit polls:

Opinion Polls	Exit Polls
They are conducted before the elections	They are conducted after the elections
They forecasts the results of voting based on an assessment of public opinion	They predict the final result based on the votes already cast
They are less accurate	They are more accurate

The statistical methods used since 2001 are described in full technical detail in a peer-reviewed research paper that was discussed at the Royal Statistical Society in 2007. The key ingredients of exit poll process are:

The results of previous elections

Previous election results tell us more about voting behaviour at constituency level than any realistic amount of pre-election polling possibly could. The essence of the exit-poll prediction methodology is therefore to estimate the likely changes in voting behaviour in every constituency and then apply the estimated changes to the previous election results.

Local-level data from previous exit polls

To measure changes in voting behaviour (since the previous general election) reasonably accurately with an exit poll, it is most helpful to be able to compare directly with the results of previous exit polling at the same locations. The main reasons for this are:

Careful planning and execution of the exit poll itself

It is not only important to re-visit those locations that were exit-polled at the previous election, but also to include new ones for upcoming patterns. The care and expertise in obtaining responses from electors and delivering high-quality data is crucial to the success of the whole enterprise.

Measurement of electoral change in a multi-party contest

When two or more parties are contesting the elections, it is essential to get sufficient number of respondents for each party for better predictions. This helps us to have an idea about change and swing in a particular constituency.

Sampling techniques

Most of the time simple random sampling or systematic sampling is used to collect responses. Simple random sampling gives same chance to sample units from the population and is useful when population is more or less homogeneous. Systematic sampling is useful for large sample surveys. It is used when complete list of N items (1, 2..., N for population) is available and is based on the sampling interval (S.I.) which is calculated as follows. Let our population size be N and we want to sample n items from N, then the S.I. will be N/n. For example, if N=100,000 and n=1000, then S.I=N/n=100. First, we take any random between 1 to 100 (our sample size), say it is 25. Then the first item selected out of N (numbered 1 to N) will be 25. The rest of the items will get selected automatically according to the increment of S.I, which is 100 in our case. Thus the next and subsequent items will be 125, 225, 325 and so on (100 added to each previous number) till we get a sample of size 1000.

Statistical modelling

The prediction of seats that each party may win in the election is based on a swing model. The current poll makes an estimate of vote shares for political parties and alliances by interviewing selected respondents, and the seat forecast is made based on the result of the previous election.

Naïve base model

If $E_1, E_2, \ldots, E_k$ are disjoint events with $P(E_i) > 0$, i=1,2,…,k, then for any Event A which is subset of

$\bigcup_{i=1}^{k} E_i$, we have

$$P(E_i|A) = \frac{P(E_i)P(A|E_i)}{P(A)}, \text{ where}$$

$$P(A) = \sum_{i=1}^{k} P(E_i)P(A|E_i).$$

Here E_1, E_2 ,…, E_k are the events related to exit polls which we want to predict and A is the event which is a subset union of E_i. This model is used for party's prediction. Some other approaches which are used in prediction of Exit polls are sentiment analysis, regression models, steaming, clustering and Lexicon based approach.

BALL TRACKING (CRICKET) PREDICTION MODEL: HAWK-EYE

Hawk-Eye is a computer system used in numerous sports such as cricket, tennis, Gaelic football, badminton, hurling, rugby union, association football and volleyball, to visually track the trajectory of the ball and display a profile of its statistically most likely path as a moving image. It uses six specially placed cameras around the ground to track the path of the ball, from when it was released from the bowler's hand right up until when it's dead. The images captured by the camera are then turned into a 3D image by a special computer to show how the ball will travel on an imaginary cricket pitch. It is efficient and it can track any types of bounce, spin, swing and seam. So we can see on the TV whether the ball would have gone on to hit or miss the stumps on an lbw decision. But while the viewers get to see the replay of an LBW decision several times, the umpires only get to see it once - and they have to make their minds up instantly. Because of the six cameras tracking the ball, Hawkeye picks up the exact spot where the ball pitches. It can also create a "grouping" on a pitch to show exactly where a bowler has bowled to a batsman. Hawkeye also measures the speed of the ball from the bowler's hand, so it will tell us exactly how much time the batsman has to react to a ball. This is how it works:

- In each frame sent from each camera, the system identifies the group of pixels which corresponds to the image of the ball
- It then calculates for each frame the position of the ball by comparing its position on at least two of the physically separate cameras at the same instant in time
- A succession of frames builds up a record of the path along which the ball has travelled
- It also "predicts" the future flight path of the ball and where it will interact with any of the playing area features already programmed into the database.

Parameters considered for a LBW decision:

- Location where the ball is pitched
- The location of impact with the leg of the batsman
- Speed of the ball
- Velocity and Direction
- Angle of impact
- The projected path of the ball past the batsman.

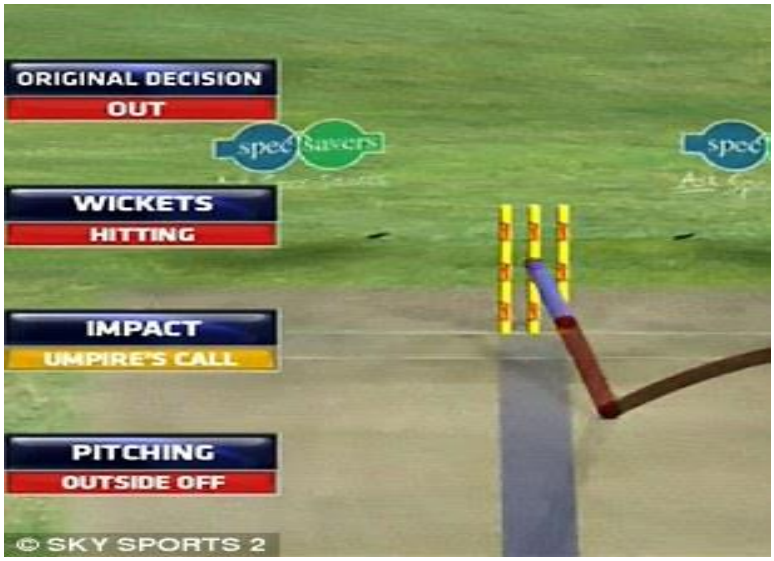

Figure 4: Ball tracking predictions

Based on these parameters, a simulated model, based on Bayesian statistical approach, using applications of machine learning & Artificial Intelligence is developed to predict whether the ball will hit the stumps or not.

DISEASE PREDICTION MODEL: LOGISTIC REGRESSION

Logistic regression is useful for situations in which we want to predict the presence or absence of a characteristic or outcome based on values of a set of predictor variables. It is similar to a linear regression model but is suited to models where the dependent variable is dichotomous. Logistic regression coefficients can be used to estimate odds ratios for each of the independent variables in the model.

Logistic model is derived from the logistic function written as

$$f(Y) = \frac{1}{1+e^{-Y}}, \text{ where}$$

$$Y = \beta_0 + \beta_1 X_1 + \ldots + \beta_k X_k = \beta_0 + \sum_{j=1}^{k} \beta_j X_j.$$

Note that Y is dichotomous response variable (taking value 1, if event occurs, and 0, if don't occur), and $X_1, X_2, \ldots, X_k$ is the set of predictor variables, may be in the form of risk factors like; smoking, age, hypertension etc. The shape of the logistic function is S-curve as given in figure 5.

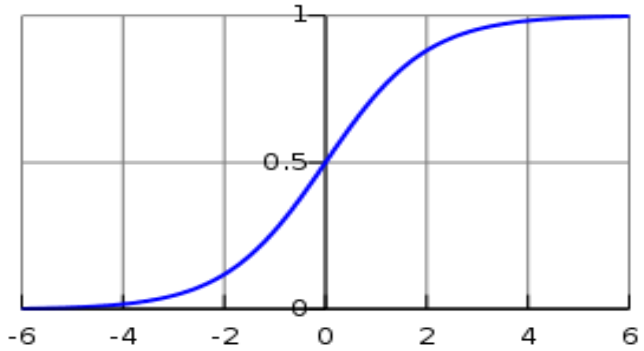

Figure 5: S-Curve shape of the Logistic function

The model is designed to describe a probability, which is always some number between 0 and 1.

Let us define

$$P(X) = \frac{1}{1 + e^{-(\beta_0 + \sum_{j=1}^{k} \beta_j X_j)}}.$$

Therefore, logit *P(X)* = $\log \frac{P(X)}{1-P(X)} = \beta_0 + \sum_{j=1}^{k} \beta_j X_j = Y$.

This is the link known as log odds transformation, the logit, which converts this into linear form. The coefficients $\beta_j' s$ are estimated from the given data through maximum likelihood technique.

It is used to predict the result of a categorical dependent variable based on one or more continuous or categorical independent variables.

Logistic regression is based on Maximum Likelihood (ML) Estimation which says coefficients should be chosen in such a way that it maximizes the probability of Y given X (likelihood). With ML, the computer uses different "iterations" in which it tries different solutions until it gets the maximum likelihood estimates. Fisher Scoring is the most popular iterative method of estimating the regression parameters.

For example, one may be interested in knowing how variables, such as age, sex, body mass index (BMI), affect blood pressure (SBP). In this case, there are two possible categories in the value of dependent variable are "High Blood Pressure" and "Normal Blood Pressure". The independent variables will be age, sex and BMI.

Example: To illustrate the use of the logistic regression model, suppose the disease of interest is Coronary Heart Disease (CHD), denoted by Y, which takes value 1, if a person has CHD and 0, if not. We have three independent variables say X_1 = Catecholamine level (CAT), it's value is 1 if High and 0, if Low. X_2 = AGE, X_3 = Electrocardiogram (ECG) status and is 1 if abnormal and 0, if normal.

The data set of 609 patients was analyzed, and the following equation was obtained

$$Y = -3.911 + 0.652 * X_1 + 0.029 * X_2 + 0.342 * X_3$$

Then,

$$\hat{P}(X) = \frac{1}{1 + e^{-3.911 + 0.652 * CAT + 0.029 * AGE + 0.342 * ECG}}$$

Thus, for given values of CAT, AGE and ECG, probability of developing a CHD can be estimated for any individual. For example, consider two individuals with following information:

Table 1: Individual Information

Person	**CAT**	**AGE**	**ECG**
Individual-1	1	40	0
Individual-2	0	40	0

After substituting these values, the predicted risk for

- Individual-1 : $\hat{P}_1(X) = 0.1090\ (11\%)$
- Iindividual-2 : $\hat{P}_2(X) = 0.0600\ (6\%)$.

Thus, using the fitted model, person with high CAT level has predicted risk of 11% and with low CAT level has a risk of 6%. Note that in this example, if we divide the predicted risk of the person with high CAT by that of the person with low CAT level, we get Risk Ratio denoted by RR, of 1.82, because:

$$RR = \frac{\hat{P}_1(X)}{\hat{P}_2(X)} = 1.82 \approx 2.$$

Thus, the Individual-1 (with high CAT) is at double the risk as compared to Individual-2 (with low CAT), while both have same age and same ECG level.

AIR POLLUTION MODEL: EFFECT OF AIR POLLUTANTS ON MORTALITY

Several time-series studies have established the association of air pollution with cardio-respiratory mortality. Short-term exposure to outdoor air pollution has been linked to adverse health effects, including increased mortality, increased rates of hospital admissions and emergency department visits, and decreased lung function. These acute effects are attributed to the exacerbation of pre-existing cardio-respiratory conditions. Cross-sectional studies have also reported the association of respiratory symptoms with poor ambient air quality. Cohort studies have shown deterioration in lung function with air pollution. Recent multicity analyses conducted in USA, Canada, and Europe provide further provide evidence supporting the validity and plausibility of this association. Most of the studies on air pollution and health have been conducted in industrialized countries of the North. The climatic conditions, characteristics of the population, and the composition of air pollutants may have important bearing on the health effects of air pollution. Not only do the physical form and properties of the air-borne particles influence their distribution in the environment, but their concentration also depends upon the wind-speed and the stability of the atmosphere which is responsible for the upward diffusion of the pollutants. Thus, studies need to be conducted in developing countries also, where the characteristic of outdoor pollution, meteorological conditions, and socio-demographic patterns differ from North America and Western Europe. In India, many cities are experiencing heavy air pollution. An ecological study carried out recently among the residents of an industrial town of Punjab has shown an association of outdoor air pollution with chronic respiratory morbidity. Acute effects also need to be studied so that a comprehensive policy can be evolved for the prevention of the health effects of air pollution. Therefore, a time-series study was carried out to determine the association of air quality with mortality in the Ludhiana city, which is one of the critically polluted areas in India.

Punjab Pollution Control Board (PPCB) monitors air quality for reparable suspended particulate matter (RSPM), NOx, and SO_2 using a high-volume air sampler. A gravimetric method is used for RSPM (equivalent of PM_{10}) and a chemical method for NO_x and SO_2. Eight-hour averaging is done for RSPM and 4-hour average is done for NOx and SO_2. Bureau of Indian Standard (BIS) thresholds are used for monitoring these air pollutants.

The Indian Meteorological Department, New Delhi, records meteorological data at the airport of the Ludhiana city. Temperature, relative humidity, dew point, wind-speed, and wind direction are recorded daily at 8.30 am, 11.30 am, and 5.30 pm. Visibility is measured (in meters) 13 times daily at 1-hour intervals from 6.30 am to 6.30 pm. The visibility of fixed landmarks at distances starting from 0 to 100 meter with a 10-meter gap, then from 100 meter to 2000 meter with a 100-meter gap and then from 2000 meter to 6000 meter with a 500 meter gap is recorded manually. Meteorological data were available for all the 365 days in a year.

Municipal Corporation records mortality data at two centres which register deaths for zone A and B, and C and D of the city, respectively. Government and private hospitals report deaths that occur in their premises and heads of families register deaths which happen at home or places other than hospitals. The data available in the registers by registration number, name of the deceased, father's name, age, sex, date of death, cause of death, place of death, and address of the deceased were entered in the computer. Standard operating procedures were developed for maintaining the quality of data entry. During data entry, 1% of the entries were randomly compared with the records, each week in each of the two data entry centres. A sample of 2% records from the death register was compared with the original death forms. At the end of data entry, a 100% recheck was again done. Sex and age were not mentioned in 21 (0.1%) and 207 cases (0.7%).

STATISTICAL ANALYSIS

The data were examined for quality and consistency. Descriptive statistics, i.e., mean, standard deviation, median, and range were computed. A generalized additive model (GAM) was fitted in R- statistical software with the quasi-Poisson function for mortality due to all natural causes (excluding accidents) as the dependent variable and daily average visibility at midday (at 12.30, 1.30, and 2.30 pm) as the independent variable with penalized or natural spline smoothers for meteorological parameters (i.e. temperature and relative humidity). The model also takes into account the effect of the day of the week (i.e. dichotomous variables for each day of the week from Monday through Friday), temperature and relative humidity, using 3-12 degrees of freedom (df). The adopted model was

Log(E(mortality))=air-quality(visibility)+s(day-effect)+s(temperature)+s(relative-humidity).
where,
E(mortality) stands for expected mortality; air-quality(visibility) is the main exposure variable, and 's' stands for smoothers for day-effect, temperature and relative humidity. Basically, this model determines the impact of air-pollutant on mortality in presence of meteorological parameters.

After the base core model was developed, sensitivity analysis was also conducted. The generalized cross-validation (GCV) score did not vary much between the natural spline at (6, 3, 3) and (8, 4, 4) degrees of freedom (df) and between penalized spline at (6, 3, 3) and (8, 4, 4) df. As there were large numbers of missing observations for RSPM, hence, the analysis was done using visibility as a proxy measure for RSPM. Separate analysis was carried out for deaths in the 65+ year age group.

RESULTS

Air quality monitoring days for different monitoring stations ranged from 86 to 138 per year. The annual mean RSPM ranged from 226.7 to 269 µg/m3 , SO_2 from 11.6 to 20.9 µg/m3, and NOx from 32.2 to 46.3 µg/m3. The mean (SD) temperature was 25.6 (7.9)°C, relative humidity was 58.1 (19.3)%, and visibility was 3398 (1418) meter. Overall 28,007 deaths were registered, with an average of 25.4 deaths (SD 5.8) per day. The association between air quality as indicated by visibility (haze) and daily mortality was found to be statistically significant. For every 1 km decrease in visibility at midday, mortality due to natural causes increased by 2.4%. It has been observed that in Ludhiana city, air pollution levels were quite high. The air quality (as measured by visibility) was significantly associated with mortality.

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PAPER – 19

STUDY OF ACADEMIC ACHIEVEMENT IN RELATION TO TEACHING APTITUDE, ATTITUDE TOWARDS TEACHING AND ANXIETY

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ABSTRACT

The present study is related to the psychological aspect of education. The researcher tries to study the impact of some personality parameters on the student achievement in the teaching and learning process. It is seen that, various teaching techniques and methodologies have been developed for the purpose of alleviating anxiety in order to maximize learning. Although some studies have indicated that positive aptitude and attitude tend to facilitate learning process, but the results are inconclusive. Also, there are very few quantitative researches which help to understand and generalize the role of personality parameters like teaching aptitude, attitude towards teaching and anxiety in academic achievement specifically in the field of teacher education and training. In this study, the researcher gathered data on academic achievement, teaching aptitude, attitude towards teaching and anxiety of the M.Ed. students. 193 students were selected randomly for this study. There were 121 female and 72 male students in the selected sample. The data was collected using self-made form for academic achievement and standardized tests were used for assessment of teaching aptitude, attitude towards teaching and anxiety. The data was analyzed using partial correlation, multiple correlation and regression analysis. Partial correlation between academic achievement and teaching aptitude as well as between academic achievement and attitude towards teaching was found to be weak. This was true for both male and female students. It was found that partial correlation between academic achievement and anxiety of students was negative and significant for both male and female students. The joint contribution of teaching aptitude, attitude towards teaching & anxiety in predicting academic achievement of students was found to be low but significant. The best individual predictor of academic achievement of students was found to be anxiety. This was true for both male and female students. It was recommended that several measures should be implemented to alleviate the level of anxiety of students in order to maximize the academic achievement.

Keywords: *Teaching aptitude, attitude towards teaching, anxiety, academic achievement, teacher education.*

INTRODUCTION

In the recent years, there has come to be a gradual recognition of the fact that personality and motivational variables are important correlates of scholastic achievement along with the intellectual aptitudes (Rao, 2007). The researches related to academic achievement of teachers had indicated that teaching aptitude had a positive correlation with academic achievement (Kaur, 2007 & Arya, 2013) and a significant relationship with academic achievement (Ushakumari, 2008). Also, it was seen that the relationship between teaching attitude and academic achievement was not significant (GCPI, 1981 and Garg & Gakhar, 2009). The relationship between test anxiety and scholastic achievement was found to be negative and significant i.e., the more anxious the student is, the less was his/her performance in the examination. This finding was true for statistics, mathematics and medical students (Ilangovan & Rangaraj, 2001; Yeh et al., 2007 and El-Anzi, Freih & Owayed, 2005). In summarizing numerous studies on the effects of teacher adjustment on child development, William U. Synder states that the teacher's state of mental health influences the behavior of children under his care (Glen, Myers & Blair, 1975). Another study concluded that there was a significant difference in the anxiety of intermediate arts and science students and the anxiety was negatively correlated to academic achievement (Talwar, 2013). Academic achievement could be enhanced by manipulating the levels of anxiety, emotional maturity and social maturity; also anxiety showed negative relationship with academic achievement (Singh, 2013). In a study to examine pre-service teachers' practicum-based mathematics classroom

teaching experiences and its contribution to their anxiety, it was found that locus of control played an integral part in increasing vs. decreasing mathematics teaching anxiety (Brown, Westenskow & Moyer-Packenham, 2012). The teaching effectiveness and anxiety were negatively correlated with each other in the case of teacher educators working in government as well as self-financed teacher education institutions (Satish, 2013).

RATIONALE OF THE STUDY

There were many studies on relationship of attitude towards teaching and teaching aptitude on student's academic achievement at various levels of education, but very less importance was given to studying the correlates of Academic Achievement in teacher training. The researches related to academic achievement of teachers had indicated that teaching aptitude had a positive correlation with academic achievement (Kaur, 2007 & Arya, 2013) and had a significant relationship with academic achievement (Ushakumari, 2008). Also, it was seen that the relationship between teaching attitude and academic achievement was not significant (GCPI, 1981 and Garg & Gakhar, 2009).

The relationship between test anxiety and scholastic achievement was found to be negative and significant i.e., the more anxious the student is, the less was his/her performance in the examination. This finding was true for statistics, mathematics and medical students (Ilangovan & Rangaraj, 2001; Yeh et al., 2007 and El-Anzi, Freih & Owayed, 2005).

In summarizing numerous studies on the effects of teacher adjustment on child development, William U. Synder states that the teacher's state of mental health influences the behavior of children under his care (Glen, Myers & Blair, 1975). Another study concluded that there was a significant difference in the anxiety of intermediate arts and science students and the anxiety was negatively correlated to academic achievement (Talwar, 2013). Academic achievement could be enhanced by manipulating the levels of anxiety, emotional maturity and social maturity; also anxiety showed negative relationship with academic achievement (Singh, 2013).In a study to examine pre-service teachers' practicum-based mathematics classroom teaching experiences and its contribution to their anxiety, it was found that locus of control played an integral part in increasing vs. decreasing mathematics teaching anxiety (Brown, Westenskow& Moyer-Packenham, 2012). The teaching effectiveness and anxiety were negatively correlated with each other in the case of teacher educators working in government as well as self-financed teacher education institutions (Satish, 2013).

In the preview of the related literature while understanding the rationale behind this research certain points needs to be considered. Firstly, most of the researches cited above were on the scholastic achievement of students and there were very less number of studies which highlight the role of the personality parameters in academic achievement of teacher education and training. In order to help the teacher educators to improve their academic achievement, it was important to study their academic achievement in relation to their personality parameters. The present study would provide an insight in the relationship of teaching aptitude, attitude towards teaching and anxiety with academic achievement of teachers and would help in establishing these variables in the field of teacher education and training.

Secondly, in most of the researches reviewed by the researcher; the academic achievement was studied in relation to either one or more of the parameters like teaching aptitude, attitude towards teaching, anxiety and other personality parameters. Thus, there were research studies on the individual relationships of teaching aptitude, attitude towards teaching and anxiety on academic achievement; but there were very few studies which help in understanding the joint contribution of these variables. Also, there were inconsistencies in the findings of these researches. So, generalization cannot be made. In order to reach to the state of generalization, more researches were required. Hence the present study was undertaken. Finally, the present research would add to the body of research knowledge on personality parameters by investigating its role in Academic Achievement in teacher

education and training. This will help in designing the entrance tests, curriculum and innovative evaluation system in the field of teacher education and training. In the present study, the researcher had studied the relationship between teaching aptitude, attitude towards teaching and anxiety with academic achievement.

PROBLEM STATEMENT

The Problem is worded as given below:

This research is a study of the relationship of academic achievement of M.Ed. students studying under Dr. Babasaheb Ambedkar Marathwada University jurisdiction to their teaching aptitude, attitude towards teaching and general anxiety.

OBJECTIVES OF THE STUDY

The objectives of this study were as follows:

1. To study the correlation between academic achievement and teaching aptitude by partialling out the effect of attitude towards teaching and anxiety of students.
2. To study the correlation between academic achievement and teaching aptitude by partialling out the effect of attitude towards teaching and anxiety of male students.
3. To study the correlation between academic achievement and teaching aptitude by partialling out the effect of attitude towards teaching and anxiety of female students.
4. To study the correlation between academic achievement and attitude towards teaching by partialling out the effect of teaching aptitude and anxiety of students.
5. To study the correlation between academic achievement and attitude towards teaching by partialling out the effect of teaching aptitude and anxiety of male students.
6. To study the correlation between academic achievement and attitude towards teaching by partialling out the effect of teaching aptitude and anxiety of female students.
7. To study the correlation between academic achievement and anxiety by partialling out the effect of teaching aptitude and attitude towards teaching of students.
8. To study the correlation between academic achievement and anxiety by partialling out the effect of teaching aptitude and attitude towards teaching of male students.
9. To study the correlation between academic achievement and anxiety by partialling out the effect of teaching aptitude and attitude towards teaching of female students.
10. To study the joint contribution of teaching aptitude, attitude towards teaching and anxiety in predicting academic achievement of students.
11. To study the individual contribution of teaching aptitude, attitude towards teaching and anxiety in predicting academic achievement of students.
12. To study the joint contribution of teaching aptitude, attitude towards teaching and anxiety in predicting academic achievement of male students.
13. To study the joint contribution of teaching aptitude, attitude towards teaching and anxiety in predicting academic achievement of female students.
14. To study the individual contribution of teaching aptitude, attitude towards teaching and anxiety in predicting academic achievement of male students.
15. To study the individual contribution of teaching aptitude, attitude towards teaching and anxiety in predicting academic achievement of female students.

RESEARCH METHODOLOGY

The present research was descriptive in nature and uses survey method. The population for this study was the students enrolled for the M.Ed. (Master of Education) course (Post-Graduate program in Education) in various institutes under jurisdiction of (affiliated to) Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Maharashtra, India. The population for this research was homogenous in nature as all the M.Ed. students that were a part of the population for this research have completed their B.Ed. (Bachelor of Education) degree from different institutes affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad, Maharashtra, India. The curriculum and examinations were similar for all the M.Ed. students. The researcher used simple random sampling technique for selecting the sample of 193 M.Ed. students. There were 121 female and 72 male students in the selected sample.

The following standardized tools were used for the collection of data:

1. Teacher aptitude test developed by Jai Prakash and R.P. Shrivastava was used for assessing the aptitude towards teaching profession. This test had a high validity coefficient of 0.672 and reliability coefficient of 0.91.
2. Teacher attitude inventory developed by S.P. Ahluwalia was used for the assessment of teaching attitude. This scale had a high validity and reliability coefficients of 0.79.
3. Comprehensive anxiety scale developed by R. L. Sharma, Bharadwaj and M. Bhargava was used to assess anxiety. This scale had a high validity coefficient of 0.82 and reliability coefficient of 0.94.

Academic achievement was collected using a self-made form. It included the demographic variables like student's name, sex, age, final percentage of marks obtained in B.Ed. course, name and affiliation of the institute from which the student had passed B.Ed. and academic year for passing B.Ed. This was also verified and cross checked through office records and mark sheets of students.

Data was collected personally from the selected sample. The researcher established rapport with the students and they were told the purpose of administering the standardized psychological tests. Initially, students were given the self-made form to record their academic achievement and personal information; then the tool to assess the teaching aptitude was given and the students were given 30 minutes to complete it. After the break of an hour, the tool to access attitude towards teaching was given and the students were given 30 minutes to complete it. Lastly the tool to access anxiety was given after the lunch break and the students were given 20 minutes to complete it. Before administering any of the above tools detailed instructions were given as specified in the user manual The students were asked to record their responses in the response-sheet provided and it was collected after completion. The response sheets were grouped for each student to further ease the process of data analysis. The same procedure was followed in all the institutes. The scoring was done as per the procedure given in the respective manual provided with the standardized tests.

DATA ANALYSIS RESULTS

The collected data was tabulated and tested for normality and homoscedasticity. The normal probability plot for the residuals was approximately straight line so it was concluded that residuals are normally distributed. The residuals vs variable(s) did not have any pattern so regression equation established over is appropriate. The data was analysed using partial correlation coefficient, multiple correlation coefficient and regression analysis. The results are shown in the tables below:

Table 1: Partial Correlation Coefficients

Detail of partial correlation between variables	Partial correlation	Level of significance
Academic achievement and teaching aptitude by partialling out the effect of attitude towards teaching and anxiety of students ($r_{12.34}$)	0.022	Not significant
Academic achievement and teaching aptitude by partialling out the effectof attitude towards teaching and anxiety of male students ($r_{12.34}$)	0.015	Not significant
Academic achievement and teaching aptitude by partialling out the effect of attitude towards teaching and anxiety of female students ($r_{12.34}$)	0.034	Not significant
Academic achievement and attitude towards teaching by partialling out the effect of teaching aptitude and anxiety of students ($r_{13.24}$)	0.14	Not significant
Academic achievement and attitude towards teaching by partialling out the effect of teaching aptitude and anxiety of male students ($r_{13.24}$)	0.18	Not significant
Academic achievement and attitude towards teaching by partialling out the effect of teaching aptitude and anxiety of female students ($r_{13.24}$)	0.125	Not significant
Academic achievement and anxiety by partialling out the effect of teaching aptitude and attitude towards teaching of students ($r_{14.23}$)	-0.35	Significant [0.01 level]
Academic achievement and anxiety by partiallingout the effect of teaching aptitude and attitude towards teaching of male students ($r_{14.23}$)	-0.33	Significant [0.01 level]
Academic achievement and anxiety by partiallingout the effect of teaching aptitude and attitude towards teaching of female students ($r_{14.23}$)	-0.36	Significant [0.01 level]

1: Academic Achievement
2: Teaching Aptitude
3: Attitude towards Teaching
4: Anxiety

As it is evident from the table 1, the partial correlation coefficient value is positive but not significant between academic achievement and teaching aptitude when the effect of attitude towards teaching and anxiety of students were partialled out. Also, the partial correlation coefficient value is positive but not significant between academic achievement and attitude towards teaching when the effect of teaching aptitude and anxiety of students were partialled out. The results were true for both male and female students. Only the partial correlation between academic achievement and anxiety of students was found to be significant. The partial correlation coefficient was found to be negative and significant for both male and female students as well, when the effects of their teaching aptitude and attitude towards teaching were partialled out.

Table 2: Multiple Correlation coefficient

Detail of multiple correlation between variables (Joint Contribution)	Multiple Correlation	Level of significance
Multiple correlation coefficient in predicting academic achievement on the basis of teaching aptitude, attitude towards teaching & anxiety of students [$R_{1(234)}$]	0.427	Significant [0.01 level]
Multiple correlation coefficient in predicting academic achievement on the basis of teaching aptitude, attitude towards teaching & anxiety of male students [$R_{1(234)}$ M]	0.402	Significant [0.01 level]
Multiple correlation coefficient in predicting academic achievement on the basis of teaching aptitude, attitude towards teaching & anxiety of female students [$R_{1(234)}$ F]	0.441	Significant [0.01 level]

As seen in the table 2, the joint contribution of teaching aptitude, attitude towards teaching & anxiety in predicting academic achievement of students was found to be low but significant. This was found to be true for both male and female students.

Table 3: Individual Contribution of the variables in academic achievement

Sample	Predictor	Beta Coefficient	t-value	% contribution
All students	Teaching aptitude	0.23	0.30	0.47%
	Attitude towards teaching	0.14	1.95	3.16%
	Anxiety	-0.36	5.15*	14.57%
Male	Teaching aptitude	0.015	0.13	0.22%
	Attitude towards teaching	0.171	1.50	3.87%
	Anxiety	-0.333	2.86*	12.09%
Female	Teaching aptitude	0.037	0.37	0.89%
	Attitude towards teaching	0.129	1.36	3.06%
	Anxiety	-0.372	4.10*	15.52%

*Significant at 0.01 level

From Table 3, it can be seen that Beta coefficient for teaching aptitude, attitude towards teaching are positive but not significant. The Beta coefficient for anxiety is negative and significant at 0.01 level of significance. This indicates that anxiety individually contributes significantly in the prediction of academic achievement of students. The result holds true for the male and female students as well. Since Beta coefficient was negative in case of anxiety, it shows that lower anxiety leads to higher academic achievement. Further the percentage individual contribution of anxiety in predicting academic achievement is highest as compared to other research variables. It may, therefore, be said that the best predictor of academic achievement of students was found to be anxiety.

FINDINGS OF THE STUDY

The correlation between academic achievement and anxiety by partialling out the effect of teaching aptitude and attitude towards teaching of students was studied for overall sample, male students and female students separately. The correlation was moderate, negative and significant. It was found that higher anxiety may lead to lower academic achievement of the students. The joint contribution of teaching aptitude, attitude towards teaching & anxiety in predicting academic achievement of students was found to be significant but low. This was true for overall sample and for both male and female students. The individual contribution of teaching aptitude, attitude towards teaching & anxiety in predicting academic achievement of students was studied. The best predictor of academic achievement of

students was found to be anxiety. The result was true for overall sample, for male students and also for female students. In the research studies under review, it was found that the relationship between test anxiety and scholastic achievement was negative and significant i.e., the more anxious the student was, the less achievement was his/her performance in the examination for statistics, mathematics and medical students (Ilangovan & Rangaraj, 2001; El-Anzi, Freih, &Owayed, 2005 and Yeh, 2007). Overachieving students tended to be less anxious than the underachievers (Bhaduri, 1971) but, low level of anxiety helped in achieving high, whereas very high level of anxiety was detrimental to achievement (Rai, 1974). The relationship between test anxiety and scholastic achievement as far as the total sample was concerned, was negative and significant at 0.05 level (Ilangovan & Rangaraj, 2001). Academic achievement could be enhanced by manipulating the levels of anxiety, emotional maturity and social maturity and anxiety showed negative relationship with academic achievement (Singh S., 2013). Nadeem et al. (2012) studied anxiety in relationship with academic achievement across three groups having different ranges of IQ level. The present study showed that when anxiety increased, academic achievement decreased both in male and female students. Also, it was concluded that anxiety had its impact on students' academic achievements but when we see male and female students separately, then it showed impact of anxiety on both type of students but there was more impact on female students as compared to male students.

CONCLUSION & IMPLICATIONS

The present study clearly established that anxiety is detrimental to academic achievement; so it was recommended that the University and colleges must have programs to control anxiety of the students by organizing extracurricular activities like sport events, educational trips, social work camps and cultural programs at regular interval. Anxiety management program can also be developed and implemented. The authorities can also assess the level of anxiety of the students at regular interval and modify the program accordingly to enhance its effectiveness. The head of department/ principal / supervisor can organize interaction sessions at regular interval to understand and manage the anxiety of the students. Students' grievance cell should be made a mandatory functional body in all the departments and colleges affiliated with the University to handle the students' grievances in order to alleviate anxiety.

Students get more anxious when they are unable to understand the concepts. Visual interactive tools help in understanding the concepts better and develop the interest of the students in the subject. Understanding the concepts better will boost the confidence and alleviate the anxiety of the students. Teachers should create a learning environment that arouses and sustains students' curiosity and intrinsic motivation to build a context where learning is enjoyable and sustainable. The teacher education curriculum still follows the traditional methods of education and training. The new methods of knowledge transfer and innovations have not been included. The teacher education curriculum should be revised and implemented.

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