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Yours sincerely

Er.S. Lakshmanan
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INSTRUCTION FOR AUTHORS

The **SHANLAX INTERNATIONAL JOURNAL OF EDUCATION** publishes general Articles, case reports, short communications and review papers once in three months. It covers all fields of Eduction. Only original unpublished manuscripts may be accepted for the review process. Manuscripts should be written in English and submitted to the Editor. All authors are expected to approve the paper and to sign a cover letter to confirm that the manuscript has been prepared according to the journal's instructions for authors, and checked for all possible inconsistencies and typographical errors. **Declaration of the authors** must be signed by all authors.

Write the paper in a past-tense style. Number all pages in the upper right corner, starting with the title page. The first page shall contain the full title of the article, full names of all authors and full titles of the institution concerned. If the authors belong to several institutions, insert corresponding numbers after the author's name and provide the details as foot note. At the bottom of the first page insert the full postal address (including phone and fax numbers, E-mail address) of the corresponding author.

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References in the text and Reference section should be given according to the style used in recent issues. Quote only those references cited in the text.

NOTE OF EDITOR-IN-CHIEF

I consider it as a great honour to highlight a few salient aspects of articles contributed to the special issue of education entitled "Education in India: Changes and Challenges".

There are, here and there some scintillating process on the Sunnyside of Education. At the same time the authors have tortured portrayed. They have not minced their words. At the same time they have identified the frailties of educational policies. Explicit opinion, frank criticism, candid treatment of the subject when to it of the subject dealt with are highly commendable.

One could decipher pithy remarks of the authors. The authors have brought to lime light vital on burning issues. The articles appeal more to the intellect opening new vistas in education it is to be lauded.

The initiatives and enterprise evinced by the authors should not cease merely with this venture of bringing out the seminary issues. There are more problems related to education to be addressed in proper perspectives. There is still a long path to be tread on to consequent a glorious and grand India.

More countries bank on India to take the lead and show them a shiny path. Let the efforts of the contributors and organizers of the event continue to cherish innovative ideas meliorate the existing conditions in educational context.

On behalf of *Shanlax International Journal of Education*, I thank the contributors of the articles.

My special appreciation goes to *Dr.S. Balakrishnan* and *B.P. Pereira* Editors of this Special Edition for their effort to bring out this Issue in a successful journey.

Dr.S. Rajagoalan
Editor-in-Chief

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J.Krishnamurti's Philosophy of Education in Practice

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Introduction

Krishnamurti called on people to become aware of the totality of existence. The individual in Krishnamurti's philosophy can never be isolated from the environment. The personality of an individual can develop and blossom fully only when he is integrated with the rest of the world. This philosophy of life when applied to education presents interesting dimensions to philosophy of education.

The Aim of Education

In Krishnamurti's Philosophy of Education, education is much more than information gathering and technical expertise. Krishnamurti says, 'education in the real sense of that word; not to transmit from the teachers to the students some information about mathematics or history or geography, but in the very instruction of these subjects to bring about a change in mind' (Krishnamurti, 1974:18). In his opinion, the aim of education is to bring about the flowering of human personality to the fullest extent.

'The right kind of education', Krishnamurti says, 'while encouraging the learning of a technique, should accomplish something which is of far greater importance; it should help man to experience the integrated process of life. It is this experiencing that will put capacity and technique in their right place' (Krishnamurti, 1984:21). Krishnamurti feels that Technical Knowledge, however necessary, will in no way resolve man's inner, psychological pressures and conflicts; and it is because people have acquired technical knowledge without understanding the total process of life that technology has became a means of destroying themselves.

According to Krishnamurti, present day education is a complete failure because he says that it has given over importance to technique. Krishnamurti says, 'Life is pain, joy, beauty, ugliness, love, and when we understand it as a whole, at every level, that understanding creates its own technique. But the contrary is not true; technique can never bring about creative understanding' (Krishnamurti, 1984:21). One of the aims of education is of course acquiring information and skills. But Krishnamurti goes beyond this conventional level of education. He would rather stress on the birth of intelligence as the hallmark of education. His idea of intelligence is different from the conventional one. For him, the right kind of education means the awakening of intelligence, the fostering of an integrated life, and only such education can create a new culture and a peaceful world; but to bring about this new kind of education, he suggests to make a fresh start on an entirely different basis.

Krishnamurti talks of two instruments available to the human being- -the instrument of knowledge which enables him to gain mastery over technical skills; and intelligence which is born out of observation and self knowing. In Krishnamurti's view, intelligence is a state in which there is no personal emotion involved, no personal opinion, prejudice or inclination. Intelligence is the capacity for direct understanding.

Intelligence is the quality of the mind that is very sensitive, very alert, very aware. Intelligence does not hold into any particular judgment or evaluation, but is capable of thinking very clearly, objectively (Krishnamurti, 1974:29). So intelligence is the attainment of total and intense awareness of one's own self and the world around. With this awareness the individual attains full freedom.

It is the freedom from the known. It is the kind of freedom in which the mind is spontaneously creative. The past is not destroyed; but it ceases to be burden. In Krishnamurti's view, education is not merely a matter of training the mind. Training makes for efficiency, but it does not bring about completeness. A mind that has merely been trained in the continuation of the past, and such a mind can never discover the new. That is why, to find out what is right education, he insists about the inquiry into the whole significance of life.Krishnamurti stresses that education should help man to discover the true values which come with unbiased investigation and self awareness.

Krishnamurti emphasized that Education should help people to discover lasting values. So that they do not merely cling to formulas or repeat slogans; it should help them to break down their national and social barriers, instead of emphasizing them, for they breed antagonism between man and man (Krishnamurti, 1984:14).

Instead of creating true values, present education emphasizes secondary values. He criticizes that it is merely making us proficient in some branch of knowledge. Through knowledge and efficiency are necessary, to lay chief emphasis on them, he feels, only leads to conflict and confusion.

To Krishnamurti, the right kind of education is not concerned with any ideology, however much it may promises a future, Utopia; it is not based on any system, however carefully thought out; nor is it a means of conditioning the individual in some special manner. To him, Education in the true sense is helping the individual to be mature and free, to flower greatly in love and goodness. But, he says that, fear prevents the flowering of mind, the flowering of goodness.

Freedom from Fear

According to Krishnamurti, most of us learn through fear. In Krishnamurti's view, fear is the essence of authority and obedience; parents and governments demand obedience. There is the authority of book. He says 'Most people are followers; they make the originator into an authority and through propaganda, through influence, through literature, they imprint on the delicate brain the necessity of obedience. What happens to you feel that the authorities know so much, are such powerful people, have so much money, can turn you out of the house, because they use the words "duty, love", you succumb, you yield, you begin to obey, and became a slave to an idea, to an impression, to influence' (Krishnamurti, 1974:52).

Krishnamurti is of the view that when the brain is conforming to a pattern of obedience, it is no longer capable of freshness, no longer capable of thinking simply and directly.

So he emphasizes that the function of education should be the elimination of fear. He says that learning is possible only when there is no fear, when there is no threatening of authority, when there is no competition. Fear he says, essentially involved in competition (Krishnamurti, 1984).

There are many fears ---fear of death, fear of darkness, fear of loosing a

job, fear of the husband or wife, insecurity, fear of not fulfilling, fear of not being loved, fear of loneliness, fear of not being a success. But Krishnamurti stresses that all these many fears are the expression of one central fear. He says that if we can deal with the central fact of fear, then we shall be able to resolve the particular fear.

To Krishnamurti, to be free of fear what is required is not resistance over a period of time but the energy that can meet this habit and dissolve it immediately; and that is attention. Attention is the very essence of all energy. To give one's attention means to give one's mind, one's heart, one's whole physical energy, to attend and with that energy to face, or to be aware of the particular habit (Krishnamurti, 1982:89). Fear is always in time, because time is thought. To eliminate fear, man has to consider thought as time and then enquire into this whole process of thinking. It is a little bit difficult. According to Krishnamurti, there are two kinds of time; one is time by the watch, another is created by the Psyche inside one, by thought. He explains that to understand chronological time by the watch and to understand time as thought and the watch and to understand time as thought and to beyond both, is really to be free of fear.

Attention

To Krishnamurti, paying attention is to see things much clearly. He states that attention is something different from concentration. When anyone is concentrating, he cannot see everything. But when he is paying attention, he sees a great deal. Krishnamurti says, 'Pay attention. Look at that tree and see the shadows, the slight breeze among the leaves, see the shape of the tree. See the proportion of the tree in relation to other trees. See thequality of the light that penetrates through the leaves , the light on the branches and the trunk. See the totality of the tree. Attention is very important in the class, as well as when you are outside, when you are eating,

when you are walking. Attention is on extraordinary thing' (Krishnamurti, 1974:16).

Krishnamurti believes that this kind of attention will give the sharp, clear analytical an d precise mind which in turn highten the critical awareness of the inner and outer world, a refusal to accept authority at any level and will help to get a harmonious balance of intellect and sensitivity. Krishnamurti suggests that to be conscious of inattention will help to be attentive. Through understanding in attention, attention comes.

The religious mind and the scientific mind

Krishnamurti also would look upon a really scientific mind as one that moved from fact to fact. That scientific mind is totally free from prejudice and predilections. The scientific mind is very factual. Everything is to be seen actually as it is from that perception, science draws conclusions, build up theories. Such mind moves from fact to fact. The spirit of science has nothing to do with nationalism, with rare, with prejudice … But the scientific mind and its discoveries are used and exploited by the nationalist mind (Krishnamurti, 1974:25).

Krishnmurti equates the scientific mind to religious mind. He says 'true religious mind does not being to any cult, to any group, to any religion, to any organized church. The religious mind is not the Hindu mind, the Christian mind, the Buddhist mind, or the Muslim mind. Nor is it religious mind that holds to certain forms of beliefs, dogmas. The religious mind is completely alone. It is a mind beliefs, traditions. Not being nationalistic, not being conditioned by its environment, such a mind has no horizons, no limits. It is explosive, new, young, fresh innocent' (Krishnamurti, 1974:25). In this manner, Krishnamurti brings religion and science together and finds no contradiction between the two. He believes that a human being is true human being when the scientific spirit and religious spirit go together.

Krishnamurti is for the cultivation of science and scientific temper. The intellect in its freedom and intense awareness can be authentically scientific as well. It is extraordinarily difficult to be religious and to have a clear and precise, scientific mind. It is also difficult to have a mind that is not afraid, that is unconcerned with its own security, its own fears. But Krishnamurti strongly believes that it is possible to educate the student to go beyond all lables and find out, experience that something which is not measured by the mind, which no books contain, to which no guru can lead. Further, he feels that it is worthwhile to create such a school. So in his approach to education, modern science is not decried but in the contrary is emphasized when, it is taken into its true spirit.

The role of the educator
The right kind of education begins with the educator. Krishnamurti stresses that the educator must understand himself and be free from established patterns of thought. Krishnamurti emphasizes that 'Attention' is possible only when the teacher and taught have a drive to learn and to teach. Teachers have to create a feeling, an atmosphere, in the room. He says that the teachers are bound to create the atmosphere. And he feels that atmosphere, the attention, is the essential quality of teaching and learning.

There is a departure in Krishnamurti's teachings from the traditional approach of the relationship between the teacher and the taught, the guru and the shishya. The traditional approach is hierarchical, there is the teacher who knows and the student who does not know and has to be taught. To Krishnamurti, the teacher and the student function at the same level— communicating through questioning and counter-exposed and understanding is revealed, illuminating the mind of the both. To create self, the journey is made both by the teacher and the taught in this system of education.

Krishnamurti stresses that every teacher should regard each student as an unique individual and should not compare them with any other. If it is so, he will not be concerned with system or method. In such a situation, Krishnamurti feels that the major concern of the teacher would be helping the student to understand the conditioning influences about him and within himself, so that the student can face intelligently, without fear, the complete process of living and not add more problems to the already existing mess.

In learning, the individual student and the teacher re involved in an unique relationship. The barrier between the student and teacher falls off. Both the student and the teacher are involved in the creative process of learning.

Freedom and order
One of the unsolved problems and challenges to education all over the world is the problem of Freedom and Order. Order is the very root of freedom. Freedom, to Krishnamurti, has no terminal point but is renewed from moment to moment in the very act of living. To Krishnamurti, a free mind is an orderly mind. It is naturally disciplined. This discipline is not externally imposed. It is that discipline of a free and creative intellect which moves from fact to fact and lives from moment to moment. According to Krishnamurti, freedom can never come through discipline, through resistence; for him freedom is not the goal, and end to be achieved. Freedom is at the beginning, not at the end, it is not to be found in some distant ideal.

Krishnamurti says that compulsion breeds antagonism and fear. Reward and punishment in any form only make the mind subservient and dull, and if this is what we desire, such education cannot help us to understand the child, nor can it build a right social environment in which separatism and hatred will ceases to exist (Krishnamurti, 1984:32). In Krishnamurti 's opinion, discipline is an easy way to control a child, but it does not help him to understand the problem

involved in living. Implicit in right education is the cultivation of freedom and intelligence, which is not possible if there is any form of compulsion, with its fear. It is intelligence that brings order, nor disciplince (Krishnamurti, 1984:32).

Freedom does not mean the opportunity for self gratification or the setting aside of the consideration for others. According to Krishnamurti, the teacher who is sincere will protect the children and help them in very possible way to grow towards the right kind of freedom. By the term Freedom, Krishnamurti put aside all theoretical, ideological concept of freedom. Freedom in Krishnamurti's sense is free from dependence, free from fear, anxiety, and free from the innumerable problems, both the conscious as well as those at the deeper layers of the unconscious.

According to Krishnamurti, freedom cannot be found in any retreat, in any system or belief, nor through the conformity and fear called discipline. Life cannot be made to conform to a system; it cannot be forced into a framework, however nobly conceived and a mind that has merely been trained, in factual knowledge is incapable of meeting life with its variety, its subtlety, its depths and great heights when we train our children. According to a system of thought or a particular discipline, when the children are taught to think within departmental divisions, Krishnamurti is of the opinion that they are prevented from growing into integrated men and women, and therefore they are incapable of thinking intelligently, which is to meet life as a whole.

Krishnamurti emphasizes that one cannot learn about oneself unless one is free, free so that one can observe, not according to any pattern, formula or concept; but actually observe oneself as one is. That observation, that perception, that seeing, he says, brings about its discipline and learning. The right kind of education in Krishnamurti's view, seeing the inward nature of freedom, helps each individual student to observe and understand his own self-projected values and impositions, he helps him to become aware of conditioning influences about him and of him own desires.

To do this, the education need not depend on any method but will have to study each individual pupil. To deal with students, teachers have to have understanding, the strength of patience and love, because Krishnamurti strongly feels that the right kind of education consists in understanding the child as he is without imposing upon him an ideal of what the teacher thinks that he should be. Ideals are an actual hindrance to the understanding of the child and to the child's understanding of himself.

The place of Krishnamurti in the Philosophy of Education

As a renowned non-guru Krishnamurti differs fundamentally from most philosophers in that he resisted the tendency to weave his insights into a system. Krishnamurti's educational thought and practice may not be particularly original in the history of educational thought (MeenakshiThapan, 1991:24). It may be compared to progressive educational thinkers of the West like Rousseau, Dewey, Neill and Russell.

Among the Indian philosophers of education, Rabindranath Tagore may perhaps be considered nearest to Krishnamurti's educational philosophy. There is one fundamental point however that places Krishnamurti apart from the progressive educators. He is concerned essentially with bringing about a revolution in the psyche of the individual which he is sure will transform society. Anyhow there are many possibilities to indemnify Krishnamurti's philosophy with one sect of Buddhism.

It is possible to perceive both Idealistic and Realistic components in Krishnamurti's approach to education. He is Idealistic to the extent that he calls upon the learner to develop his personality to new heights of unthought of before. Though the goal is clear, it is

distant. He is Realistic to the extent that he believes in the unfoldment of personality, not in a progressive time scale but in the intensity of the moment. The individual need not program his development over a range of time, in a methodical manner with a distant goal in view. On the contrary the individual's learning involves a closed search with his own mind and active exploration of the world he lives in, with his teacher as his guide. The teacher has the minimal role of bringing the student to the avowed goal and then vanishing from the scene.

Conclusion

The Realistic component in krishnamurti's approach to education offers a refreshing challenge to the students of education, for in his approach none of the conventional elements are discarded in toto. Only a radical change in the psychological approach is called for. This psychological revolution can theoretically work when the student and teacher both aware of the evolution taking place in them in a conscious manner. There by it is possible to put into practical use. Krishnamurti's ideas on education provided an institution is dedicated with full knowledge of the special task undertaken by the institution. As his philosophy of education, a vital role is played by the personalities involved in the flowering of creating rather than the bride and mortar of buildings and equipments.

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Studies on the Comparison of Academic and Intelligence Performance among English and Tamil Medium Students

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Introduction

No force had been more powerful in man's rise from savagery to civilization than work. Work has enabled man to satisfy his ever increasing needs. Earlier man had very little wants and hence he spends a little time on work. Present society is totally consumerist. His needs have no limits. He is running behind comforts and luxuries. India is a country with enormous natural and human resources. Systematic utilization of available resources can alleviate the present problem of abject poverty and miserable unemployment. As Ashok Gunguly, chairman of the CBSE board, remarked our education system failed to attract students to the field of vocationalization. When countries like Russia and Japan converted more than half of their pre college schools in to polytechnic, we are still at the beginning stage. Parents and students are skeptical on the relevance of the vocationalisation. Even education planners have no clear cut idea about how and when to introduce vocational system. The problem is that our educational system is borrowed one. We are simply trying to emulate the western system, particularly British education system blindly with out taking in to consideration our nation's special needs and requirements.

The present study aims at tracing the vocational interest of English and Tamil medium students. It is needless to say than English medium students are brought up to become high profile professionals. They are getting special training to be doctors, engineers and scientists. Their parents and they have broad and preplanned targets. In contrast, Tamil medium students have no such pre-planned targets regarding what they should become in future. Most of them study for the sake of study or simply because of their parent's insistence, excluding a minority.

The investigator compares the vocational dreams of the Tamil medium students with that of English medium students. An attempt has been made to fine the difference between vocational interests on the basis of intelligence. The intelligence level has been divided in the high, average and low. It also provides sufficient information regarding the vocational attitude of high intelligent English medium students and Tamil medium students. Further vocational interests of low intelligent English medium and Tamil medium student have also been compared.

Objective of the Study

1. To study the vocation interests, level of intelligence of English and Tamil medium students at higher secondary level.
2. To study the vocational interests of English and Tamil medium higher secondary school students with regard to high intelligence, low intelligence and high and low intelligence.
3. To ascertain vocational interests Tamil medium students of higher secondary school with reference to high and low intelligence.
4. To ascertain vocational interests of English medium students of higher secondary school with reference to high and low intelligence.

Hypotheses of the Study

1. There is no significant difference between the vocational interests of English and Tamil medium higher secondary students.
2. There is no significant difference between the level of intelligence of English and Tamil medium higher secondary students.
3. There is no significant difference between the vocational interests of English and Tamil medium higher secondary students with reference to their high intelligence.
4. There is no significant difference between the vocational interests of English and Tamil medium higher secondary students with reference to their low intelligence.
5. There is no significant difference between the vocational interests of English and Tamil medium higher secondary students with reference to their high and low intelligence.
6. There is no significant difference between the vocational interests of English medium higher secondary students with reference to their high and low intelligence.

Methodology of the Study

Students each was selected from both English and Tamil medium school, irrespective of their sex and age factor.

Following Tool Were Used For The Study Purpose

1. 'Vocational interest record' constructed and standardized by B.PBansal, Principal, Govt College of Education Bhivani, (Hariyana) and Prof.D.N.Srivasthava, Dept. of Psychology, Agra College, Agra.
2. Culture Fair Intelligence Test prepared by R.B.Cattle and A.K.S Cattle. The test has 46 items divided in to four parts. Total time allotted in 12.5 minutes. The reliability coefficient of the test in 0.82 and validity coefficient is 0.70
3. For the analysis of data, the researcher has used the Mean Standard deviation and t test.

Analysis and Interpretation of Date

The analysis of data collected by the researcher from the sample was done in order to make inference or generalization about the population. The comprehensive analysis of the date available to the researcher helped in solving the objective and proposed hypothesis. The analyzed of the obtained results and its interpretation have been specified as follows.

Objective No.1

To study the vocational interest English and Tamil medium higher secondary students.

Hypothesis No.1

There is no significant difference between the vocational interests of English medium higher secondary students.

Table No. 1
Score of vocational interests of English medium higher secondary students

Group	No	Mean	S D	Calculated t - value	Tabulated t - value	D F	L S	A/R
Englishmedium	200	48.7	9.3	4.23	1.96	198	0.05	R
Tamil medium	200	42.9	10.04					

Table no 1 evidence that at 198 degree of freedom, the tabulated 't' value at 0.05 level of significance is 1.96. the calculated 't' value is 4.23, which is more than the tabulated 't' value. So it can be concluded that there is significant difference between the vocational interests of English medium higher secondary students. Since the calculated 't' value is higher than tabulated 't' value, the null hypothesis is rejected.

Objective no. 2

To study the intelligence level of English medium higher secondary students.

Hypothesis no. 2

There is no significant difference between the vocational interests of English medium higher secondary students.

Table No. 2
Test significant Score of intelligence - English medium higher secondary students

Group	No	Mean	S D	Calculated t - value	Tabulated t - value	D F	L S	A/R
English medium	200	95.5	23.4	8.03	1.96	198	0.05	R
Tamil medium	200	90.2	19.6					

It is revealed from the Table no 2 evidence that at 198 degree of freedom, the tabulated 't' value at 0.05 level of significance is 1.96. the calculated 't' value is 8.03, which is more than the tabulated 't' value. So it can be concluded that there is significant difference between the vocational interests of English medium higher secondary students. Since the calculated 't' value is higher than tabulated 't' value, the null hypothesis is rejected.

Objective No.3

To study the vocational interests of English medium and Tamil medium higher secondary students in relation to their high intelligence.

hypothesisno.3

There is no significant difference between the vocational interests of English medium higher secondary students in relation to their high intelligence.

Table No. 3
Score vocational interest of English medium and Tamil medium higher secondary students in relation to their high intelligence

Group	No	Mean	S D	Calculated t - value	Tabulated t - value	D F	L S	A/R
English medium	64	52.47	7.75	4.16	1.98	62	0.05	R
Tamil medium	64	42.47	11.15					

The Table no 3 evidence that at 62 degree of freedom, the tabulated't' value at 0.05 level of significance is 1.98.

the calculated 't' value is 4.16, which is more than the tabulated 't' value. So it can be concluded that there is significant

difference between the vocational interests of English medium higher secondary students. Since the calculated't' value is higher than tabulated 't' value, the null hypothesis is rejected.

Objective No.4

To study the vocational interests of English medium and Tamil medium

higher secondary students in relation to their low intelligence.

Hypothesis No.4

There is no significant difference between the vocational interests of English medium higher secondary students in relation to their low intelligence.

Table No. 4
Score vocational interest of English medium and Tamil medium higher secondary students in relation to their low intelligence

Group	No	Mean	S D	Calculated t – value	Tabulated t – value	D F	L S	A/R
English medium	68	57.15	7.95	7.15	1.98	63	0.05	R
Tamil medium	62	42	9.05					

The Table no 4 evidence that at 63 degree of freedom, the tabulated't' value at 0.05 level of significance is 1.98. the calculated 't' value is 7.15, which is more than the tabulated 't' value.

So it can be concluded that there is significant difference between the vocational interests of English medium higher secondary students. Since the calculated't' value is higher than tabulated 't' value, the null hypothesis is rejected.

Objective No.5

To ascertain the vocational interests of English medium and Tamil medium higher secondary students in relation to their high and low intelligence.

Hypothesis No.5

There is no significant difference between the vocational interests of English medium higher secondary students in relation to their high and low intelligence.

Table No. 5
Score vocational interest of English medium and Tamil medium higher secondary students in relation to their high and low intelligence

Group	No	Mean	S D	Calculated t – value	Tabulated t – value	D F	L S	A/R
High Intelligence	64	42.47	11.15	0.183	1.98	61	0.05	A
Low Intelligence	62	42	9.05					

The Table no 5 evidence that at 61 degree of freedom, the tabulated 't' value at 0.05 level of significance is 1.98. The calculated 't' value is 0.183, which is more than the tabulated 't' value. So it can be concluded that there is significant difference between the vocational interests of English medium higher secondary students.

Since the calculated 't' value is higher than tabulated 't' value, the null hypothesis is accepted.

Objective No.6

To study the vocational interests of English medium and Tamil medium higher secondary students in relation to their high and low intelligence.

Hypothesis No.6

There is no significant difference between the vocational interests of English medium higher secondary students in relation to their high and low intelligence.

Table No. 6
Score vocational interest of English medium and Tamil medium higher secondary students in relation to their high and low intelligence

Group	No	Mean	S D	Calculated t – value	Tabulated t – value	D F	L S	A/R
High Intelligence	64	52.47	7.75	2.42	1.98	64	0.05	A
Low Intelligence	68	57.15	7.95					

The Table no 6 clear that at 64 degree of freedom, the tabulated 't' value at 0.05 level of significance is 1.98. The calculated 't' value is 2.42, which is more than the tabulated 't' value. So it can be concluded that there is no marginal difference between the vocational interests of English medium higher secondary students in relation to their high and low intelligence. It can be concluded that the difference occurred due to sampling error, and can legitimately conclude that there is no convincing difference between the vocational interest of English medium higher secondary students in relation to their high and low intelligence.

Findings of the Study
1. There exists a significant difference between the vocational interests of English and Tamil medium higher secondary students.
2. There is significant difference between the intelligence level of English and Tamil medium higher secondary students.
3. There is significant difference between the vocational interests of English and Tamil medium higher secondary students in relation to their low intelligence.
4. There is no significant difference between the vocational interests of English and Tamil medium higher secondary students in relation to their high and low intelligence.
5. There is no marginal difference between the vocational interest of English and Tamil medium higher

secondary students in relation to their high and low intelligence. It can be concluded that the difference occurred due to sapling error, and can legitimately conclude that there is no convincing difference between the vocational interests of English and Tamil medium higher secondary students in relation to their high and low intelligence.

Conclusion
The present study brings to limelight that generally students who taught through English medium exhibits considerable amount of difference over the Tamil medium counterparts in their vocational interest and intelligence as well.

The students who have high level of intelligence always made unique choices in the vocational areas and held positive outlook towards the reality of the world of work. They are convincingly very confident, realistic and goal oriented over the students who have low level of intelligence.

The level of intelligence in case of Tamil medium students did not affect vocational interest on the other hand vocational interest of English medium streams students with high intelligence are quite conscious regarding their vocational interest.

Students from both the stream having low level of intelligence are higher clearly conscious of their vocational choices nor have any cloud fret goal towards the world of work in

spite of high intelligence, some Tamil medium students showed less interested in selecting a proper job and scored very low in vocational interest test.

A cursory glance to the Reponses made by the girls, even though girl's interest do not matter in the present study, shows that Tamil medium girls would like to have short term realistic jobs such as nursing and teaching.

At the same time girls of English medium schools long for high profile professions. The researcher and one's intelligence, generally student with high level of intelligence often made unambiguous choice regarding their future vacations irrespective of their strain.

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Internet Chatting on the Personal Development of Higher Education Scholars

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Abstract

The present study is focused on the attitude towards internet chatting on personal development of Higher Education students in urban and rural areas of the state Tamil Nadu. The researcher used the normative survey method for the study. The sample consists of 200 Higher Education students from two Arts and Science and two Engineering Higher Educations. Stratified random sampling technique was used for the selection of the sample. The researcher themselves developed a tool to measure the attitude towards Internet chatting on personal development. The data were analyzed using "t" test .The major findings of the study reveal that the Higher Education students have favourable attitude towards Internet chatting on personal development and their attitude differed in terms of gender and locality of Higher Education.

Introduction

Internet is an invaluable communication tool and a critical adjunct in disseminating and exchanging information among people. Development of the Internet has started a revolution in communication that is providing new opportunities for delivering instruction. Started as an arcane device of communication, today the internet represents a social device: not only does it enable almost every human activity, but it also gives its users psychological support and guarantees an important sense of belongingness. Higher Education students are early adopters and heavy users of internet compared to the general population. Among the applications of Internet, chatting has an important role for students in their studies and personal development. Internet chatting is a form of synchronous online communication between two or more people to engage in real-time discussion and creates close relationship among persons who share their interests. As there are difference between `online' and `traditional' human relationships, the formation of relationships by Internet chatting will continue till the individual's will and wish. The Higher Education students are using Internet

chatting for their personal benefit while it gives mutual help to all those involved in chatting. The present study is based on a survey to investigate the attitude of Higher Education students towards the influence of internet chatting on their personal development.

Review of Related Literature

Albert L.Ingram, Lesley G.Hathorn an Alan Evans (2000) conducted a study on "Beyond chat on the Internet". From this study it is found that graphical chat programmes can be used effectively to hold discussions with students over a distance, to bring together people who may not otherwise communicate, and to create environments that encourage role playing, conversation and collaboration.

Keith J.Andrson(2001) conducted a study on "Internet Use among Higher Education Students: An Exploratory Study " to identify how the students ' use of the Internet has affected their social or academic lives. Although the typical Internet –using student uses the Internet for 100 minutes per day, a small group of students use the internet to a degree that interferes with other aspects of their lives. Most of them are men and are found among the hard science academic majors. Some ideas for dealing with this problem are suggested.

UweWolfradt and Jorg Doll (2001) conducted a study on "Motives of Adolescents to use the Internet as a Function of Personality Traits, Personal and Social Factor". This study investigates the relation between personality traits, personal (innovativeness, self-efficacy) and social (expectations of relevant reference groups) Internet related factors on the one hand and three motives (information, entertainment and interpersonal communication) for going on-line on the other hand among 122 adolescent Internet users.

The specificity hypothesis was supported in that Internet – specific personal and social factors together accounted for more variance of the Internet use motives than the global personality traits. With regard to the personality traits, neuroticism was found to be positively associated with the entertainment motive and extraversion was positively associated with the communication motive only.

Significance of the Study

In modern times, with the development of computer technology, Internet chatting has gradually become a popular way of gaining knowledge, getting and entertainment. A growing number of people spend a lot of time on communicating on the Internet, and many of them regard it as a part of their life, for education, business and entertainment.

All the students are gathered together with shared interest and willingness to articulate their views or needs, whether in real time or within a particular time span. Chatting on the Internet comes in many forms. We can have one-on-one chatting via instant messaging software. We can also have group discussions via a chat room or a forum.

Internet chatting is of great popularity and importance due to its attractive advantages. It can shorten the distances between people, offer much entertainment and knowledge and provide a virtual community with many new friends.

It is really one of the most useful functions the internet brings to us. Students' usage of Internet chatting shows growth on their personal characters, social mingling, educational and emotional development. Students can work on projects with national and international partners through Internet chatting for their all- round development.

However, as with anything, we can find advantages and disadvantages to having Internet chats. But everything depends on students' attitude towards it. So the study on the topic "Attitude of Higher Education students towards the influence of Internet chatting on their personal development" is more significant.

Objectives of the Study

The present study has the following objectives

1. To find out the attitude of Higher Education students towards the influence of Internet chatting on their personal development.
2. To find out if there is any significant difference in the attitude of Higher Education students towards the influence of Internet chatting on personal development based on their gender.
3. To find out if there is any significant difference in the attitude of Higher Education students towards the influence of Internet chatting on personal development based on their locality.
4. To find out if there is any significant difference in the attitude of Higher Education students towards the influence of Internet chatting on personal development based on the type of Higher Education.

Hypotheses of the Study

1. There is no significant difference in the attitude of Higher Education students towards the influence of Internet chatting on personal development based on their gender.
2. There is no significant difference in the attitude of Higher Education students towards the influence of Internet chatting on personal development based on their locality.
3. There is no significant difference in the attitude of Higher Education students towards the influence of Internet chatting on personal development based on the type of Higher Education.

Methodology

The researchers used the normative survey method to study the attitude of Higher Education students towards the influence of Internet chatting on personal development.

Population

The population under investigation included the Higher Education students of urban and rural areas of Tamil Nadu who are having computer science as main/ancillary subject.

Sample

A total sample of 200 Higher Education students from two Arts and Science and two Engineering Higher Educations in urban areas were taken up for the present study. Stratified random sampling technique was used for the selection of the sample.

The stratification has been done on the basis of gender, locality of the Higher Education and type of Higher Education.Fifty respondents were selected randomly from each Higher Education. Accordingly 200 copies of the questionnaire were distributed among the students.

Tool

The researcher developed and validated a tool containing twenty statements to measure the attitude towards the influence of Internet chatting on personal development.

Statistical Analysis

The data collected were analyzed by using descriptive and inferential statistics. The statistical technique-'t' test was employed for analysis and interpretation of the data.

Analysis of Data

Table 1
Attitude of Higher Education Students towards the Influence of Internet Chatting

Attitude	N	Mean	%
	400	59.68	59.68

Testing Hypotheses
Hypothesis 1

There is no significant difference in the attitude of Higher Education students towards the influence of internet chatting on personal development based on their gender.

Table 2
Difference between Higher Education Students'Attitude towards TheInfluence of Internet Chatting Based on Their Gender

Variables	Categories	N	Mean	%	SD
Gender	Male	232	61.63	61.23	9.27
	Female	168	56.90	56.90	10.33

*Significant at 0.05 level is 1.96

Table -2 shows that the calculated value of 't' (3.01) is greater than the table value (1.96). Hence the null hypothesis-1 is rejected. It means that there is significant difference between the mean scores of male and female Higher Education students in their attitude towards the influence of Internet have more favorable attitude than the female Higher Education students towards the influence of Internet chatting.

Hypothesis 2

There is no significant difference in the attitude of Higher Education students towards the influence of Internet chatting on personal development based on their locality.

Table 3:
Difference Between Higher Education Students' Attitude Towards The Influence of Internet Chatting Based on Their Locality

Variables	Categories	N	Mean	%	SD
Locality	Rural	200	61.8	61.8	8.31
	Urban	200	57.55	57.55	11.07

*Significance at 0.05 levels is 1.96

From the above table it is clear that the calculated value 't' (3.06) is greater than the table value (1.96). Hence the null hypothesis -2 is rejected. That means, there is significant difference between the mean scores of rural and urban Higher Education students in their attitude towards the influence of internet chatting on personal development rural Higher Education students have more favorable attitude than the urban Higher Education students towards the influence of internet chatting.

Hypothesis 3

There is no significant difference in the attitude of Higher Education students towards the influence of Internet chatting on personal development based on the type of Higher Education.

Table 4
Difference between higher education students' attitude towards the influence of internet chatting based on the type of higher education

VARIABLES	Categories	N	Mean	%	SD
Type of Higher Education	Arts & Science	200	59.44	59.44	9.59
	Engineering	200	59.91	59.91	10.42

*Significance at 0.05 level is 1.96

Table-4 shows that the calculated 't' (0.33) value is less than the table value (1.96). Hence, the null hypothesis -3 is accepted. There is no significant difference between the mean scores of arts and science Higher Education students and engineering Higher Education students in their attitude towards the influence of internet chatting on personal development.

Findings and Discussion

From the present study, it is found that the Higher Education students have a favourable attitude towards the influence of internet chatting and they agree that improvements are clearly visible in their personal life by the same. The study reveals that that male student has a more favorable attitude towards

the influence of internet chatting than female students. This may be due to fewer restrictions given to male students to do Internet chatting than to female students. The present study also shows that rural Higher Education students have more favourable attitude towards the influence of internet chatting than the urban Higher Education students. It may be due to the interest taken by the rural Higher Education students for improving their personal skills by doing internet chatting. Also their parents who didn't have many good chances for learning and improving at their time might have been more interested might have been more interested to give freedom and opportunity to do internet chatting for their children and thereby get more personal development. The study shows that there is not much difference between Arts and Science Higher Education students and Engineering Higher Education students in their attitude towards the influence of internet chatting. Nowadays all the students are doing interne chatting for getting self -identity and the latest information for their studies. Therefore we can conclude that irrespective of gender, locality, or type of Higher Education, the students shoe appositive attitude towards the influence of internet chatting on their personal development the study reveals the awareness of Higher Education students that internet chatting positively influences their personal life. With the help of all the 20 statements of the attitude scale the researchers could learn about the attitude of Higher Education students towards internet chatting.

Conclusion

The internet provides significant benefits for students, such as research access, socialization, entertainment, and a communication tool with families and friends. Most of these facilities can be acquired through internet chatting. Higher Education students are heavy users of the internet. Irrespective of gender or their branch of study, they involve in internet chatting and it will change their quality of life. Also it will improve their self- knowledge and awareness, realizing dreams and fulfilling aspirations. Thus internet chatting increases the personal development of an individual thereby the attitude towards internet chatting among Higher Education students also simultaneously improves. When the chatting goes excessive, it will lead the individual into internet addiction if the students' attitude towards internet addiction can be prevented by giving proper guidance and counseling to them.

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A study on Environmental Awareness among Secondary School Students in Cuddalore District

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Introduction

Environment is defined as surrounding or conditions influencing development or growth. It can be understood as a system which includes all living and non-living things, i.e. air, water, soil, vegetation, flora and fauna. Environmental education is a process of providing learning experience to obtain knowledge about natural and manmade surroundings. Environment is a global concept today and first in environmental education is environmental awareness. Environmental awareness is an approach to learning. This paper explains the awareness creation among the learners through environment education. Also environmental conservation concern every individual needs to save and protect the environment. Conservation is the science and arts of managing the system and resources on which they depend.

Environmental education is a learning process that increases people's knowledge and awareness about the environment and associated challenges, develops the necessary skills and expertise to address the challenges, and fosters attitudes, motivations, and commitments to make informed decisions and take responsible action (UNESCO, Tbilisi Declaration, 1978).

In India, the population level is increasing rapidly, among these 70% of the people are living in the village areas. Each village has certain community of people. They can contribute their participation towards the environmental protection and preservation programmes. Here the educated people can lead the awareness camps, preservation programmes. For examples, Rainwater savings, Recycling the usage water, Mass environment programmes etc., On the other hand the wealth community people like Rotary club, Lions club, Cosmopolitan club, Junior champers, etc., They are conducting various awareness programmes frequently, conservation programme. They will create interest among public to preserve to conserve the environment. Above this awareness programme are possible when the people have adequate education.

Statement of the Problem

The title of the present study is "A study on environmental awareness among secondary school students in Cuddalore District"

Need and Significance of the Study

Man has to tackle his environment every day to his survival and prosperity. It is very necessary to know about several features of natural environment, which affects man's food supply, health and recreation. Environment is a source of happiness to man, and his happiness will be heightened, if he learns to love and appreciate nature, since he is a Social animal there is also the need to understand the social environment.

Now-a-days our country is over polluted and due to this many of them are affected, particularly the younger generation. As we know, that today's child is the future citizen of tomorrow, as quoted by Pandit Jawaharlal Nehru. He/she must be made aware about the environment and the environmental problems. The investigator wants to help the individuals, here to acquire the awareness and sensitivity to the total environment and its allied problems.

Objectives

- Awareness and sensitivity about the environment and environmental challenges
- Knowledge and understanding about the environment and environmental challenges
- Attitude concern for the environment and help to maintain environmental quality
- Skills to mitigate the environmental problems

Hypotheses

1. Boys and Girls do not differ in their Environmental awareness
2. There is no significant difference between rural and urban school students in their environmental awareness
3. There is no significant difference between Government school students and management school students
4. VIII standard students and IX standard do not differ in their environmental awareness.

Methodology

Normative survey method has been used in the present study.

Sample Size

A Sample of 297 students at Government and Management high school in Cuddalore District selected using purposive sampling technique.

Tool Used

For the present investigation "Environmental Awareness Ability Measure" is used as tool for the study. The tool is constructed by Dr. Praveen Kumar Jha and published by National Psychological Corporation.

Analysis & Interpretation
Hypothesis: 1

Boys and Girls do not differ in their Environmental awareness

Gender	N	Mean	SD	't'	'p'
Boys	204	35.12	10.68		
Girls	93	35.56	11.91	0.305	N.S

From the above table it is inferred that the calculated value (0.303) is less than the table value. Hence there is no significant difference between boys and girls and the hypothesis is framed here is accepted.

Hypothesis: 2

There is no significant difference between rural and urban school students in their environmental awareness

Locality	N	Mean	SD	't'	'p'
Rural	167	36.54	10.55		
Urban	130	33.65	11.51	2.22	S

The calculated 't' value is greater than the table value of 't' at 0.05 level of significance. So the groups differ significantly in their environmental awareness.   Hence the hypothesis framed here is rejected.

Hypothesis: 3

There is no significant difference between Government school students and management school students

Type of Institutions	N	Mean	SD	't'	'p'
Government	170	33.99	11.65		
Management	127	36.97	10.01	2.384	S

The calculated 't' value is greater than the table value of 't' at 0.05 level of significance. So the groups differ significantly in their environmental awareness. Hence the hypothesis framed here is rejected.

Hypothesis:4

VIII standard students and IX standard do not differ in their environmental awareness.

Class	N	Mean	SD	't'	'p'
VIII	154	31.93	9.69	6.29	S
IX	143	38.85	9.4		

From the above table it is inferred that the calculated value (0.629) is greater than the table value. Hence there is a significant difference between VIII std. and IX std. students and the hypothesis is framed here is rejected.

Findings:

1. There is no significant difference in environmental awareness between boys and girls students.
2. There is a significant difference between rural school students and urban school students with respect to environmental awareness.
3. There is a significant difference between Government school students and management school students with respect to environmental awareness.
4. There is a significant difference in environmental awareness between VIII std. and IX std. students.

Recommendations

1. Environmental Education should be introduced into the existing syllabus of the subject already taught like Botany, Zoology, Ecology, Environmental Engineering, Chemistry, Medicine and Geography.
2. Addition of new units related to Environmental Education to the existing syllabus of the subjects already taught.
3. Apart from imparting the knowledge with the class room, action oriented projects can be adopted by educational institutions.

Suggestions

1. The investigation of Environmental concern, knowledge and skill into all relevant areas of learning that may form adult education programs based on the worldwide experience. This has probably progressed only in relation to health and hygiene to any significant extent.
2. The preparation of experts qualified to deal with specific environmental problems.
3. The deepening of understanding for environmental matter by a large number of politicians, planners, civic leaders and teachers.

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Effect of Acute exercise and Aerobic Training onVitaminE and Aerobic Capacity among High and Low Fitness Sedentary Female Students

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Abstracts

The purpose of this study is to find the effectiveness of aerobic training and acute effect of exercise on vitamin E and aerobic capacity among high and low fitness sedentary female students. To achieve the purpose one hundred (100) B.Ed. women students were selected from Annamalai University, Chidambaram. These subjects underwent fitness test by Coopers 12 minutes run and walk test, among them twenty students were selected for this study and remaining students were discarded. The subjects who covered 1544.97-1786.37 meters were subjected into low fitness group and subjects who covered 2172.614-2333.549 meters as high fitness group, each group constitute on 10 subjects. Aerobic capacity and vitamin E was selected as criterion variable. Aerobic training was given for 3 days per week (Monday, Wednesday and Friday) for six weeks. The maximal aerobic speed was calculated. The MAS was used as a criterion velocity to set running paces for high-intensity short intermittent exercises. The MAS of the low fitness group was 2.27 m/s and high fitness group was 3.21 m/s and intensities are fixed from 100%. Statistical technique used in the present study were 2×2 factorial ANOVA with repeated measure on the last factor for aerobic capacity and 2×2×2 factorial ANOVA with repeated measure on the last two factor for glutathione. The result of the study revealed that Six week of endurance training resulted in 21.66% of improvement in aerobic capacity for low fitness group ($F_{(1,18)}$ = 130.19, p < 0.05) and 6.63% in high fitness groups ($F_{(1,18)}$ = 31.33, p < 0.05). Similarly, vitamin E showed significant difference at different testing conditions and exercise conditions. It is concluded that endurance training resulted in improvement of aerobic capacity for both groups however, low fitness group elicited greater improvement. The changes in Vitamin E levels caused by acute exhaustive exercises in low and high fitness women are affected by six-week endurance training program.

Keywords

Aerobic capacity, Vitamin E, antioxidant, maximal aerobic speed, repeated measure ANOVA

Introduction

Vitamins are a diverse class of thirteen known specific nutrients that are involved in almost every metabolic process in the human body. They are essential for the optimal functioning of many different physiological processes in the human body. The activity levels of many of these physiological processes are increased greatly during exercise, and an adequate bodily supply of vitamins must be present for these processes to function best. Various oxidative reactions in the body produce substances called free radicals. Free radicals are unstable compounds that possess an unbalanced magnetic field that affects structure and chemical reactions in the body. Free radicals may be very reactive with body tissues. Although oxidative processes are essential to life, some oxidationsmay cause cellular damage by oxidation of unsaturated fats in cellular and subcellular membranes (Brites, *et al.*,1999).

Free radicals may cause such undesirable oxidations. In order to counter this problem body cells produce a number of antioxidant enzymes, such as superoxide dismutase, glutathione peroxidise and catalase, to help neutralize free radicals and prevent cellular damage. To function properly, these enzymes, often referred to as free radical-scavenging enzymes, must contain certain nutrients such as copper, zinc and selenium. Comparable to these enzymes, vitamins E, C and beta-carotene also possesses antioxidant properties. Vitamin E role is to serve as an antioxidant in the cell membrane. Deficiency of vitamin E leads to development of heart disease and cancer in humans. However, deficiency may lead to impaired oxygen transport due to RBC damage and to reduce oxidative capacity within the muscle cell. These effects would reduce VO_2 max and lead to a decrease in aerobic endurance capacity (Saleh, *et al.*, 2006). Therefore, the purpose of this study is to find effectiveness of aerobic training and acute effect of exercise on vitamin E andaerobic capacity among high and low fitness sedentary female students.

Methods

Subjects

One hundred (100) B.Ed. women students were selected from Annamalai University, Chidambaram. These subjects underwent fitness test by Coopers 12 minutes run and walk test, among them twenty students were selected for this study and remaining students were discarded. The subjects who covered 1544.97-1786.37 meters were subjected into low fitness group and subjects who covered 2172.614-2333.549 meters as high fitness group, each group constitute on 10 subjects. The age of these subjects range between 21 to 26 years, the selected subjects gave willingness to participate in this study. These selected subjects were free from diseases.

Variables and Test

Aerobic capacity was measured using Coopers 12 minutes run and walk test and VO_2 max was predicted
(VO_2 max=
Distance covered inmetres×504.9/44.73).

Blood samples were collected by venous arm puncture into heparinised tubes and the plasma was separated by centrifugation at 3000 rpm for 15 minutes. Vitamin E was estimated by the method of Desai (1984). The method involves the reduction of ferric ions to ferrous ions by the tocopherol and the formation of a pink coloured complex with bathophenanthrolineorthophosphoric acid. Absorbance of the stable chromophore was measured at 536nm.

Data collection

All the participants performed coopers 12 minutes run and walk test before and after the training period to measure aerobic capacity. However, Vitamin E was measured 25 minutes before coopers test followed by 20 minutes of warm up and performed coopers test and immediately blood sample was collected to know the exercise effect. Similarly blood samples were collected after six weeks of aerobic training during post test. This was presented schematically in figure 1.

Figure 1
Data collection method

Coopers test   Six week of aerobic trainingCoopers test

Pre   Post
Before   After   Before
After
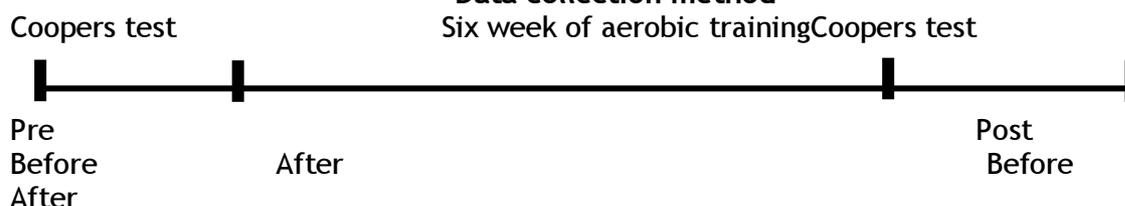
Aerobic training Programme schedule

Aerobic training was given for 3 days per week (Monday, Wednesday and Friday) for six weeks. The formula proposed by Gerbeaux et al., (1991) was used to calculate Maximal aerobic speed (MAS). The MAS was used as a criterion velocity to set running paces for high-intensity short intermittent exercises. The MAS of the low fitness group was 2.27 m/s and high fitness group was 3.21 m/s and intensities are fixed from 100%. Each session was preceded by a standardized warm-up: 1× (10×10s), (7× 15s), (5× 20s) at 100% of MAS (one set of 10 repetitions of 10 s or 7 repetitions of 15s or 5 repetitions of 20 s of running at 100% of MAS, punctuated by 10s, 15s, 20s of recovery). Between each set, the recovery was of 3 min. Exercise time was 30min for each session.

Statistical analysis

A two (High and Low fitness groups) × two (pre - training and post - training) factorial ANOVA with repeated measure on the last factor was calculated for aerobic capacity. Similarly, two (High and Low fitness groups) × two (pre -

training and post - training) × two (before - exercise and after - exercise) factorial ANOVA with repeated measure on the last two factor was used to the changes in Vitamin E. Whenever interaction is significant simple effect was calculated. Since two groups are involved post hoc test was not done. Results were reported as the mean ± SD of all observations, and the level of significance was set at $p < 0.05$.

Results

Table 1 clearly shows that there was significant interaction effect ($p = 0.001$). Since interaction is significant simple effect was calculated for aerobic capacity. The simple effect clearly shows a significant variation among low and high fitness groups during pre-training stage ($F_{(1,18)} = 1008.87$, $p < 0.05$), similarly during post-training $F_{(1,18)} = 673.40$, $p < 0.05$). Six week of endurance training resulted in 21.66% of improvement in aerobic capacity for low fitness group ($F_{(1,18)} = 130.19$, $p < 0.05$) and 6.63% in high fitness groups ($F_{(1,18)} = 31.33$, $p < 0.05$).

Table 1
Changes in aerobic capacity of low and high fitness group

Variable	Groups	Pre-Training	Post-Training	Groups (F)	Testing Conditions(F)	Groups×Testing Conditions (F)
Aerobic capacity (ml/kg/min)	Low fitness	25.11±2.04	30.55±2.07	23.04 (p = 0.000)	1665.66 (p = 0.000)	16.898 (p = 0.001)
	High fitness	40.27±2.30	42.94±1.67			

Table 2 clearly show the vitamin E level were significantly affected by acute exercise and six weeks of endurance training on both low and high fitness groups ($F_{(1,18)} = 6.734$, $p = 0.018$). Since

interaction is significant simple effect is calculated. Six weeks of endurance training had resulted in statistically no difference in low fitness group. However, in high fitness group it shows statistically

significant decrease in vitamin E level. Similarly, groups also showed difference in vitamin E at different testing and exercise condition.

This clearly shows that low fitness group found to have low level of vitamin E than high fitness group. The exercise conditions had clearly showed a significant decrease in the vitamin E level in low fitness group but it increases in high fitness group.

Changes in vitamin E levels during the acute exercise in pre-training and post training for low and high fitness group

Table 1

Groups (A)	Testing Conditions (B)	Exercise Conditions (C)	Mean ± SD	A (F)	B (F)	C (F)	A×B (F)
Low fitness	Pre-training	Before	2.53 ± 0.37	106.13 (p=0.000)	42.95 (p=0.000)	2.21 (p=0.154)	11.50 (p=0.003)
		After	1.93 ± 0.09				
	Post-training	Before	2.42 ± 0.09				
		After	1.57 ± 0.15	A×C (F)	B×C (F)	A×B×C (F)	
High fitness	Pre-training	Before	3.91 ± 0.64	48.53 (p=0.000)	17.67 (p=0.001)	6.734 (p = 0.018)	
		After	4.92 ± 0.90				
	Post-training	Before	3.71 ± 0.72				
		After	3.64 ± 0.49				

Discussion

In the present study six weeks of aerobic training improved aerobic capacity on low and high fitness groups. The intensity of exercise administered in the present study is sufficient to improve aerobic capacity. The intensity of exercise promotes further increase in oxygen consumption in low fitness group (Gormley, *et al.*, 2008) and in conditioned individuals (Wenger &Macnab, 1975). The present study result is in line with previous findings (Kemi&Wisloff, 2010; Wisløff et al., 2009). This method showed superior improvement in cardiac function in healthy individuals (Kemi&Wisloff, 2010; Wisløff, *et al.*, 2009).In the present work, subjects showed increased vitamin E in response to the oxidative stress imposed by aerobic training. It is noteworthy that in this study we evaluated sedentary subjects with low and high fitness groups following a regular training programme subjected to acute physical activity over a certain period of time, as reported by Augilo, *et al.*, 2004; Brites, 1999) and a study reports no changes in vitamin E (Dayan, 2005).

Conclusion

Conclusively, it can be said that endurance training resulted in improvement of aerobic capacity for both groups however, low fitness group elicited greater improvement.The changes in vitamin E caused by acute exhaustive exercises in low and high fitness women are affected by six-week endurance training program.

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A Study of the awareness on dental flourosis prevalence in Education to the people affected by Kulathur at Dindigul District

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Abstract

In general, water is polluted by four kinds of substances namely traditional inorganic, organic chemical waste from industrial products, chemicals from fertilizers and pesticides and slit from degraded catchments. The present study is attempted to evaluate the extent of pollution of ground water, well water and surface water in and around kulathur in Dindigul district with special reference to the level of fluoride concentration in water reservoirs and its impact on the health of the people in causing dental flourosis. During the survey in the study area, the investigator observed that many people in the study area are suffering from dental problems with the assistance of a dental surgeon Dr. M.D. SARAVANABALAJIM.D.S the investigator identified the prevalence of dental fluorosis. In order to find out the causes for the prevalence of dental flourosis the investigator collected water sample in the study area for quality analysis. The physic and chemical parameters of water sample were analyzed and presented.

Among the various inorganic ions present in the water samples, the dominant ion is the fluoride with concentration ranging from 1.5 to 2.0 mg/lit per the WHO,BIS and ISI level the fluoride concentration should be 0.05 mg/lit the study area four samples the fluoride level is very high indicating the impact of fluoride in causing dental fluoride. The dental surgeon also conforms by the diagnosing the people in the study area and recommended for remedial measurement to control the fluoride level in water. Finally the investigator concludes the prevalence of dental fluoride in kulathur in Dindigul district. Since there is an impact of high fluoride level in water samples the polluted water should be subjected to water treatment as recommend in the recommendation and suggestion. They contaminated water can be treated using R O system.

Use Potable Water to Save Precious Teeth Introduction

Water is a binary compound that occurs at room temperature as a clear colorless odorless tasteless liquid; freezes into ice below zero degrees centigrade and boils

above hundred degrees centigrade; widely used as a solvent. Water pollution has many sources. The most polluting of them are the city sewage and industrial waste discharged into the rivers. The facilities to treat waste water are not adequate in any city in India. Presently, only about 10% of the waste water generated is treated; the rest is discharged as it is into our water bodies.

The effects of water pollution are not only devastating to people but also to animals, fish, and birds. Polluted water is unsuitable for drinking, recreation, agriculture, and industry. It diminishes the aesthetic quality of lakes and rivers. A study ofPhysico-Chemical quality of Surface and Ground water in a Kulathur village were undertaken, the area chosen for the study is a place in Indhira Nagar near Lakshmanapuram through which river flows, a river of ancient glory. Most people have to depend on ground water extracted through bore wells located in the houses. The water table which was about 40 ft before ten years ago has come down to 300 ft now and in some places it is nearing 400 ft. It is on the seeing sufferings of the people in kulathur the investigator has undertaken to analyses the available water quality taken from the bore well in the river banks of the river on the both sides. Physical and Chemical parameters have been studied to determine the quality of the water for human consumption.

The number of industries like Iron industry and sewage from residential area are discharged from the houses, located around the Santhanavarthini River and also from the other canals discharges the polluted water in to the river without any treatment.

The volume of the effluent is increasing day by day. The absence of the treatment plant to treat the industrial waste water and the sewage water may lead to the spoilage of Environment. One fine morning people will not be able to get good quality of drinking water from the surface water and the ground water in and around the Santhanavarthini River Bed.

The environmental damage caused by water pollution due to the discharge of Iron industry effluent and sewage water in Santhanavarthini River has not been studied so far. To analyze the physico- Chemical parameters of the surface water in Santhanavarthini River at Kulathur of Dindigul. To analyze the physico- Chemical parameters of the ground water present in the open wells and bore wells on the both sides river bank.

Materials and Methods

The River Santhanavarthini passes through the village at Kulathur from east to west, dividing the village between the north to south being connected through the bridge and causeways. The iron industry located on the northern side of the Santhanavarthini River with a distance 1 km. Water samples from the river for a stretch of about two kilometers length along the northern and southern banks of river were collected for analysis. The river receives from the west upstream, large volume of untreated Iron industry effluent through the canals with three meters broad. River water samples were collected at two different places along the route. Ground water samples were also collected from the bore wells with a distance of about 400 to 500 meters away from the river bank.

The volume of water used for the process of foundries mainly depends on the selection oftechniques for de-dusting. Waste water is generated mainly in dust removal and waste gastreatment systems, which are applied in the melting shop, moulding material preparation andreclamation and in the cleaning shop. Waste water is also generated in core production, if wetscrubbers are used (depending of the core-making technique and bonding agents used).

In aminority of plants water is used for wet sand regeneration. Furthermore, water is generally used for cupola shell cooling and for the cooling baths for (die) castings.
-    scrap storage area and site-drainage

- Sand preparation
- Wet scrubbers used for de-dusting in various areas of the foundry
- cooling of pressure die casting machines and tools
- Vibratory finishing (slide grinding)
- Cooling baths used for heat treatment.

In most of iron industry (foundries) water management involves an internal circulation of water, but a major part of the water still evaporates. The water is generally used in the cooling systems of electric furnaces (induction or arc) and cupola furnaces. In general, the outgoing waste water stream is therefore very small. For (high) pressure die-casting, a waste water stream is formed, which needs treatment to remove organic (phenol, oil) compounds before disposal.

During the monsoon and post monsoon seasons, many industries in the study area discharge the industrial effluents without treatment into the River. Many, houses are continuously discharging the waste water into the River. The polluted River water seeps into the ground water, due to percolation and pollute the ground water. The quality of ground water in and around Kulathur village area affected is very much. The ground water is saline and unfit for drinking purpose. But the people have to depend on the ground water only.On seeing the sufferings of the people in and around the River area a sincere and serious attempt was made to find the ground water quality and also to suggest a suitable remedy for the water treatment using reverse osmosis technology.

Analysis of the Contaminated Water

| S.No.	Parameter	Method of Analysis
1	Colour	Visual comparison
2	Turbidity	Neplo turbidity meter
3	TDS	Conductivity method
4	Electrical conductivity	Conductivity meter
5	P^H	pH Meter
6	Total hardness	EDTA Titrimetric method
7	Calcium	EDTA Titrimetric method
8	Magnesium	Calculation from Total Hardness
9	Iron	Spectrophotometer
10	Ammonia	Nessler's Method
11	Chloride	Silver nitrate
12	Fluoride	Colorimetric meter
13	Sulphate	Turbidity method
14	Phosphate	Spectrophotometer

Results and Discussion

Water Quality study were under taken from samples of water at Santhanavarthini River. The surface Water and the ground water in and around the Santhanavarthini River at kulathur village were taken for the analysis. It is therefore essential now to examine the results and interpret the findings. The purpose is to how far these samples measure up to the standards expected to fulfill the needs of a safe drinking water for the population depending on them. There are standards set by various national bodies like the U.S.P.H. (United Stated Public Health Standards) and B.I.S (Bureau of Indian Standard) and also international bodies like the WHO (World Health Organization) and CPHEEO (Central public health Environmental Engineering organization there are essential limit on the one hand and desirable limit on the other hand.

COMPREHENSIVE TABLE OF WATER QUALITY ANALYSIS

Sample collection	BIS Desirable Limit	SW	SW	BW/PP	BW/PP	BW/PP	OW/PP	OW/PP
Appearance		Brownish	Brownish	Clear	Clear	Clear	Clear	Clear
Colour (Pt.Co-Scale)	5	Brownish	Brownish	Colourless	Colourless	Colourless	Colourless	Colourless
Odour	Unobjectionable	None	None	None	None	None	None	None
Turbidity NT units	5	22	16	4	3	2	4	5
Total dissolved solids mg/L	500	550	768	886	1448	1749	2186	3173
Electrical conductivity in		809	1129	1303	2130	2573	3215	4666
Ph	7.0-8.5	7.66	8.07	8.05	7.45	7.71	7.83	7.66
Alkalinity pH As $CaCO_3$	_	0	0	0	0	0	0	0
Alkalinity total As $CaCO_3$(mg/L)	200	232	304	252	328	352	232	256
Total hardness as $CaCO_3$ (mg/L)	300	264	400	448	432	364	660	900
Calcium as Ca mg/L	75	54	85	93	93	77	133	192
Magnesium as Mg mg/L	30	31	41	52	48	41	79	101
Sodium as Na	_	54	72	96	240	344	388	600
Potassium as K	_	6	11	16	36	54	98	80
Iron as Fe mg/L	0.3	1.09	1.14	0.49	0.83	0.44	0.57	0.87
Ammonia as NH_3 mg/L	_	2.15	2.54	0.31	0.65	0.42	0.49	0.54
Nitrite as NO_2 mg/L	_	0.16	0.2	0.83	0.63	0.33	0.16	0.13
Nitrate as NO_3mg/L	45	6	8	10	6	8	11	12
Chloride as Cl mg/L	250	94	164	262	360	462	865	1325
Fluoride as F mg/L	0.05	0.4	1.4	1.5	0.6	2	0.6	0.6
Sulphate as SO_4mg/L	200	21	39	41	171	161	220	177
Phosphate as PO_4mg/L	_	0.25	0.59	0.94	3.63	0.9	1.51	1.08
Tidy's Test 4hrs as O2	_	0.41	0.37	0.57	0.9	0.77	0.94	0.65
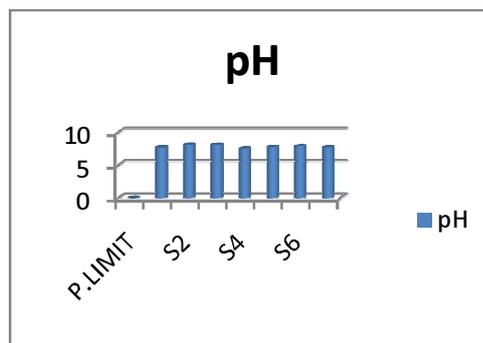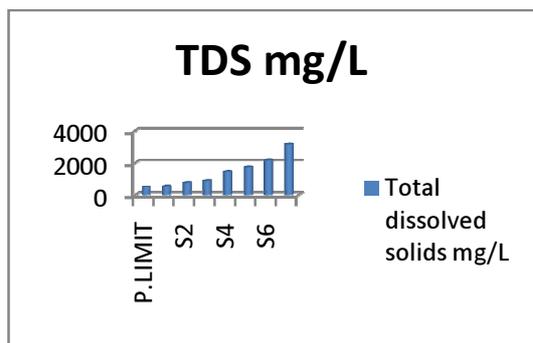
The results of various water samples for the various physico-chemical analysis from different sites in, the study area presented and discussed.TDS, Hardness, calcium, magnesium, free ammonia, nitrite, iron, phosphate, Sodium, chloride, fluoride and pH are taken as sensitive parameters to indicate the water pollution by industrial effluent from various sources.

Dissolved solids denote mainly various kinds of inorganic mineral matter.

If some organic substances are also present as pollutants, they also contribute to the dissolved 'solids'. Actually solids here are a term which refers to the matter that remains as a residue upon evaporation and drying at a definite temperature.

In natural waters, dissolved solids are composed mainly of carbonates, bicarbonates, chlorides, sulphates, phosphates, nitrites and nitrates of metals like calcium, magnesium, sodium, potassium, iron etc.

Looking at the results obtained for Total dissolved solids vary from minimum of 550 mg/L to maximum of 3170 mg/L. The higher level was recorded at river sample 2 showed the water level should be low. All water levels should be low. All water samples showed higher TDS values. The total dissolved solids in ground water include all the dissolved solids. In the present study the total dissolved solids ranges from 550 mg/L to 3170 mg/L during pre monsoon season. The higher valued may be due to low water level and various kinds of polluted ions present in the water. The desirable limits of TDS in drinking water are 500mg/L.

Iron as Fe mg/L

Fluoride as F mg/L
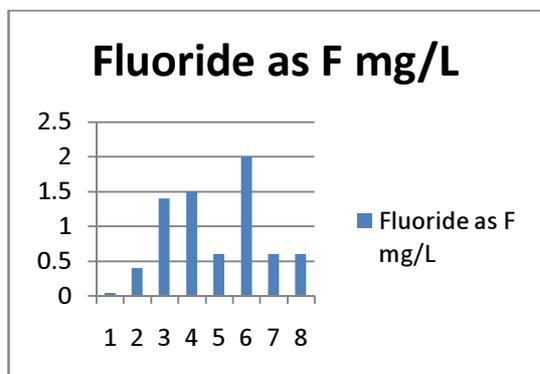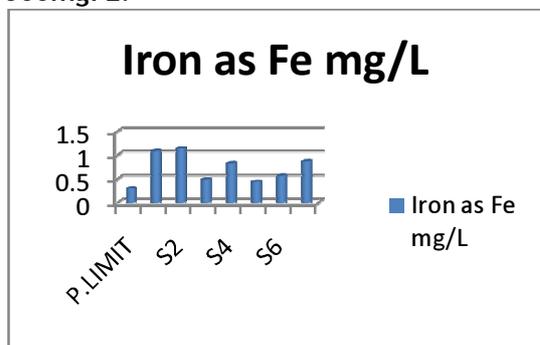
Fluoride occurs in natural waters if the terrains through which the river water passes contain fluoride containing minerals like fluorite, topaz and appatite. Fluoride leaches out from them to the ground water also a small quantity of fluoride at the level of one ppm effectively prevents dental carries without adverse effects on health. But in higher doses beyond 1.0 mg/L fluoride it is a health hazard causing the disease called fluorosis.

Looking at the results obtained for concentration of fluoride varies from 0.4 mg/L to 2.0mg/L. Fluoride concentration was found higher at bore water and lowers at sample 2. The fluoride level are accepted by ISI 1991 is 1.5 mg/L The presence of fluoride in ground water is more pronounced in the eastern side of catchments area. The excess of fluoride in water cause dental and skeletal flouorsis.

Conclusion

In the Study area it is observed that the people utilized the Surface water and ground water on the banks of the river, for domestic and agriculture. Purpose now there are 1000 to 2000 residents are living in the river bank at Kulathur. Now the Santhanavarthini River is receiving the Iron Industry effluent and sewage from the houses. The surface water in the Santhanavarthiniriver is affected badly due to the continuous discharge of the Iron Industry effluent along with the sewages, during the rainy session the surging rain water mix with the Iron Industry effluent and reaches the river and the ground water. Hence the ground water on both sides of river is polluted by percolation of the effluent.

The high content of iron in the surface water and the ground water confirms the pollution caused by the discharge of untreated Iron Industry effluent from the Iron industry. Ones an aquifer is polluted by percolation of contaminated of water it is very difficult for reclamation.

During the survey in the study area, the investigator observed that

many people in the study area are suffering from dental problems with the assistance of a dental surgeon DR. M.D. SARAVANABALAJIM.D.S the investigator identified the prevalence of dental fluorosis. In order to find out the causes for the prevalence of dental flourosis the investigator collected water sample in the study area for quality analysis.

The physico and chemical parameters of water sample were analyzed and presented. The Quality reveals in the ground water there is a high concentration of Ca, Mg, Na, F and Phosphate. It is observed that neither the river water nor the ground water is Potable. Very significant results are observed in the content of Iron, TDS, Ca, Mg, F and phosphate both in the river and in the ground water.

Among the various inorganic ions present in the water samples, the dominant ion is the fluoride with concentration ranging from 1.5 to 2.0 mg/lit per the WHO,BIS and ISI level the fluoride concentration should be 0.05 mg/lit the study area four samples the fluoride level is very high indicating the impact of fluoride in causing dental fluoride. The dental surgeon also conforms by the diagnosing the people in the study area and recommended for remedial measurement to control the fluoride level in water.

Water quality parameters presents are above the limits as per BIS standards. But the possibility of their contributing to diseases of blue baby Syndrome and Stomach cancer are to be seriously considered. It is safe to take steps to remove these ions by suitable methods like Reverse Osmosis.

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ICT as A Change Agent in Educating the Children with Learning Disability

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Learning Disability

Learning is the process of acquiring and retaining knowledge so that it may be applied in life situations. But certain group of children this learning process could become a nightmare , when there are memory problems, difficulty in following directions, trouble with visual or auditory perception of information and an inability to perform paper and pencil tasks. These unidentified problems are the soul characteristics of Learning disability.

Learning disabilities refers to a variety of disorders caused by difference in the brain that affects how information is received, processed or communicated. They have trouble processing sensory information, because they see, hear and understand things differently. Thus persons with learning disabilities have specific problems related to Language (Dyslexia), writing (Dysgraphia) and Mathematics (Dyscalculia) in spite of having near normal or above normal IQ and not having serious sensory ability, emotional disturbance brain pathology etc.

LD and their special educational needs:

In India, 13 to 14 % of school children suffer from this disability, who struggle themselves to keep up with people of the same age in learning and regular functioning. This is often considered as a leading reason for inconsistent and poor academic performance of these children, which count on their further standard of living. This situation could be changed by envisaging suitable educational plans.

Education being the fundamental right, all should have equal chances to receive good quality education, which bestow social and economic benefits on every citizen without discrimination.

Considering the above points in view both the private and government educational sectors brought considerable progress in this educational system. Though this sensitivity has benefitted the children of this invisible disability, a large number of children still fail to gain success and the achievement levels of these children are not considerable. Therefore it is imperative to plan a new and suitable educational technique to illuminate their lives.

The educational programme which we plan should suit the individual and not tailor made. Each individual may take their own time, idea and way to solve their problem. Thus specific institutional and learning strategy should be able to adopt by everybody at their own places. Computer technology provides answer for this.

Assistive Technology

Technology is changing every one's life. Educational technology is the efficient organisation of any learning system adapting or adopting methods, process and products to serve identified educational goals. Assistive technology can be broadly conceptualised as any technology with potential to enhance the performance of person with disabilities.

The individuals with disabilities Educational Act (USA) amendments of 1997defined the term "Assistive Technology" as any item, piece of equipment or product system that is used to increase, maintain or improve the functional capabilities of the individuals with disabilities.To overcome the learning difficulty of LD children they must have effective teaching and learning with access to myriad technologies that can improve communication, information processing and learning there by help them to function fully in this society.

Thus to challenge the challenges of learning disability ICT integrated education could be the suitable solution.

ICT is an Integral Component of Education

Information and Computer technology is one of the widely used terms in the field of educational policy and practice. The adoption and use of ICTs in education have a positive impact on teaching, learning, and research. ICT can affect the delivery of education and enable wider access to the same. In addition, it will increase flexibility so that learners can access the education regardless of time and geographical barriers. (Ul-Amin.S.N,2010) It can influence the way students are taught and how they learn. It would provide the rich environment and motivation for teaching learning process which seems to have a profound impact on the process of learning in education by offering new possibilities for learners and teachers. These possibilities can have an impact on student performance and achievement.

There is a substantial body of research on the use of ICT and its benefits. Research has shown that the appropriate use of ICTs can catalyze the paradigmatic shift in both content and pedagogy that is at the heart of education reform in the 21st century. Kulik's (1994) meta-analysis study revealed that, on average, students who used ICT-based instruction scored higher than students without computers. The students also learned more in less time and liked their classes more when ICT-based instruction was included. Fuchs and Woessman (2004) used international data from the Programme for International Student Assessment (PISA), they showed that while the bivariate correlation between the availability of ICT and students' performance is strongly and significantly positive, the correlation becomes small and insignificant when other student environment characteristics are taken into consideration. Attwell and Battle (1999) examined the relationship between having a home computer and school performance, their findings suggest that students who have access to a computer at home for educational purposes, have improved scores in reading and math. Becker (2000) found that ICT increases student engagement, which leads to an increased amount of time students spend working outside class. Coates et al. (2004) showed that students in on-campus courses usually score better than their online counterparts, but this difference is not significant here. ICTs especially computers and Internet technologies enable new ways of teaching and learning rather than simply allow teachers and students to do what they have done before in a better way.

Recent advances in computer technology have much to offer children specifically with learning disabilities, both as tools for instruction in school and as tools for life that can be used to compensate for specific impairments. This is been substantiated with the following valid reasons.

Research has shown that three and four years old children who use computers with supporting activities that reinforce the major objectives of the

programmes have significantly greater developmental gains when compared to children without computer experiences in similar classrooms, (Hangland, 1992).

If we teach today as we taught yesterday, we rob our children of tomorrow – John Dewey. Today's life and living are both dictated and influenced by technology and is appropriate to opportune time to accommodate new wave of change that engulfed us to promote the achievement milestones identified at each stage of the childhood.

A recent six city survey of teenagers brought up some significant data, which should be a food for thought for educators. 'For a generation literally grown along internet, the worldwide web, not surprisingly, wields a big influence; almost 50% of children claimed that they become aware of the internet when they were 4-7 years old. In Delhi, a whopping 76% were net savvy at this age and in Bangalore, India's Silicon Valley the number was 58%. Hence it would be easier for any teacher to teach CAT (Computer Aided Teaching) (Rasmi Chari, 2013)

In terms of everyday use of technology, there is a vast array of electronic and digital equipment that permeates young children lives and shapes their understanding of the world (PremlathaMallick)

There is an ever increasing abundance of research and literature that attempts to explore the use of ICT in schools, Studies prove that children are influenced by proper cultural icons such as Bob the Builder, Thomas the Tank Engine, Buzz light year and that. They are capable of being 'technologically astute and digitally competent' even at very young age (Denise Reardon 2013). Much of educational software currently available is based in playful, game style approach. There is relatively little that is designed specifically for children with learning or other difficulties.

Computers also make possible experiences and representations that cannot take place in the real world, thus providing new experiences and improved understanding, (Scoleret al., 2001)There has been rapidly growing widespread interest in children learning through ICT within the academic community.

Children with Learning disabilities are accustomed to failing and often adopt strategies such that they can avoid situations in which there is a danger they may fail again, They avoid the risk of failure. However when interacting with a machine there is no danger of annoying or upsetting another person, no matter how many mistakes one makes, (RadhaRajpal, 2013).

Computer pug is infinitely patient and can present a lesson or idea repeatedly and consistently without variation and fatigue.Children, whom are characterized by difficulties in relating lips (For example Autism) does not find any difficulty with computer. Technology can mediate communication between people with disabilities for example giving awards medals, bonus, incentives – when one achieve.

Computer fosters communication not only with it but also with others. ICT use in the early years do have the potential of fostering social skills in young children by providing a forum for collaboration, co operation and positive learning experiences between children or between children and adults

Furthermore, when teachers are in short supply especially with reference to Learning disability children, distance learning methods would help to share their expertise.

ICT can make rich contributions to children's literacy development in the four interrelated areas of speaking, listening, reading and writing. Research proves that the effects of computer based reading instruction at home on literacy acquisition. This was tested with three groups of children trained at risk – children, untrained at risk children and untrained not at risk controls. After receiving 14 weeks training, the trained group made more progress than the untrained at risk controls with reading and spelling proficiency and in the phonics – based instruction at school, the

trained could not be discriminating from the untrained, (Regtvoort, Anne, G,F,M.Van der heij, Aryan).Use of ICT greatly contributes children's motivation for learning (ShobhaMathur 2013).   The spastic Society of Karnataka in its research revealed that Children showed significant improvement through computer aided learning on various academic performance like, reading, memory, conceptual thinking, verbal and numerical reasoning, social intelligence etc. (Spastic Society of Karnataka for AzimPremji foundation,2004).

ICT should not be a standalone activity

With reference to the above ICT should become the integral part of the existing curriculum of the LD children 'Researches confirm that computer should not be seen as a standalone activity; but should be integrated into other planned spontaneous learning and play activities within academic programme. It is transformational tool which when used appropriately can promote the shift to a learner centred environment.

On the other hand negative impact of ICT cannot be overruled. In addition every new concept has its own merits and demerits. There are people who are optimistic and some who are pessimistic about children's use of technology. The pessimists think that new technologies make them disabled and get them away from their learning . . However, research informs that when used in right way,ICT can be useful tool for supporting young children's learning and development.

ICT cannot be used at the expense of outdoor or indoor experiences which promote development of gross motor skills. A perfect balance should be maintained between activities and technology for the young minds so as to avoid hampering their overall growth (ChampaBannerjee,2013).

General Conclusion of the Review

The review of various researches clearly indicates the adoption and use of ICTs in education have a positive impact on teaching, learning, and research. In addition, it will increase flexibility so that learners can access the education regardless of time which may be the unique characteristics for the LD children who can learn the concepts any number of times, which can help them to understand the subject better. Besides, they never lose interest with learning through ICT. It would definitely create a rich environment in the teaching learning process of LD children and leave a profound impact in their lives.

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Need for Life Skill based Education
A Special reference to Women Self Help Groups

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Abstract

The empowerment of women is an essential precondition for the elimination of world poverty and the upholding of human rights (DFID, 2000: 8), in particular at the individual level, it helps building a base for social change. In Bangladesh, women constitute about half of the total population of which 80 percent live in rural areas (BBS, 2001: 21). But their status has been ranked the lowest in the world on the basis of twenty indicators related to health, marriage, children, education, employment and social equality (NCBP, 2000: 27 low level of individual assets, heavy domestic workloads, restricted mobility and inadequate knowledge and skills that leading to women's vulnerability (Sebstad and Cohen 2002: 44). Taking this gloomy picture of women's situation into account, this study was undertaken to address the following two objectives: 1) to analyse and determine the nature and extent of rural women's empowerment and factors influencing it; and 2) to develop a comprehensive strategic framework for improving rural women's empowerment level.

Conceptual Issues

This study was conceptualised considering basically three important dimensions of women's empowerment (following Malhotra et al., 2002: 13). These dimensions are dynamic, interlinked and mutually reinforcing at household level and recognise the fact that the level of gender equality and development are directly proportional. These dimensions are as follows:

- Socio-economic dimension: It includes economic contribution (both from farm and non-farm) to household welfare, access to socio-economic resources and ownership of productive and non-productive assets. This will increase women's earning capacity, bargaining power, control over resources, role in household economic decision-making, meeting the basic needs and altogether improving self-reliance, thereby reducing women's economic subordination.
- Familial dimension: It includes participation in household decisions covering six major dimensions. The increased role in household decision-making would enable them to improve their self-

determination, bargaining power, control over resources, self-esteem, autonomy, status and power relations within households. That means the increased role of women in household decision-making will lead to their own well-being and that of their children.

- Psychological dimension: It includes perception on gender awareness with regard to basic rights of women and coping capacity to different household shocks. It will enhance self-confidence, bargaining power, freedom of choices and coping abilities within the households.

Life skills-based education

Life skills have been defined by the World Health Organization (WHO) as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life". They represent the psycho-social skills that determine valued behavior and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills. Practicing life skills leads to qualities such as self-esteem, sociability and tolerance, to action competencies to take action and generate change, and to capabilities to have the freedom to decide what to do and who to be. Life skills are thus distinctly different from physical or perceptual motor skills, such as practical or health skills, as well as from livelihood skills, such as crafts, money management and entrepreneurial skills. Health and livelihood education however, can be designed to be complementary to life skills education, and vice versa.

Life Skills-Based Education (LSBE) has a long history of supporting child development and health promotionin many parts in 1986, theOttawa Charter for Health Promotion recognized life skills in terms of making better health choices. The 1989 Convention on the Rights of the Child (CRC) linked life skills to education by stating that education should be directed towards the development of the child's fullest potential. The 1990 Jomtien Declaration on Education for All took this vision further and included life skills among essential learning tools for survival, capacity development and quality of life. The 2000 Dakar World Education Conference took a position that all young people and adults have the human right to benefit from "an education that includes learning to know, to do, to live together and to be", and included life skills in two out of the six EFA Goals.

Life skills-based education is now recognized as a methodology to address a variety of issues of child and youth development and thematic responses including as expressed in UNGASS on HIV/AIDS (2001), UNGASS on Children (2002), World Youth Report (2003), World Program for Human Rights Education (2004), UN Decade on Education for Sustainable Development (2005), UN Secretary General's Study on Violence Against Children (2006), 51st Commission on the Status of Women (2007), and the World Development Report (2007).

Expected learning outcomes include a combination of knowledge, values, attitudes and skills with a particular emphasis on those skills that related to critical thinking and problem solving, self-management and communication and inter-personal skills.

Life skills are behaviours used appropriately and responsibly in the management of personal affairs. They are a set of human skillsacquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life. The subject varies greatly depending on societal norms and community expectations.

Enumeration and categorization

UNICEF states "there is no definitive list" of life skills but enumerates many "psychosocial and interpersonal skills generally considered

important." It asserts life skills are a synthesis: "many skills are used simultaneously in practice. For example, decision-making often involves critical thinking ("what are my options?") and values clarification ("what is important to me?"). Ultimately, the interplay between the skills is what produces powerful behavioural outcomes, especially where this approach is supported by other strategies..."

Life skills can vary from financial literacy, substance abuse prevention, to therapeutic techniques to deal with disabilities, such as autism. Life skills curricula designed for K-12 often emphasizes communications and practical skills needed for successful independent living for developmental disabilities/special education students with an Individualized Education Program (IEP). However, some programs are for general populations, such as the Overcoming Obstacles program for middle schools and high schools.

Parenting 2.0 (P2.0), LinkedIn's largest parenting group with more than 2,700 members (as of March, 2013), defines Life Skills as all the non-academic foundational skills human beings learn and use to thrive individually and live optimally in community with others. P2.0's founder, Marlaine Paulsen Cover created a Life Skills Report Card that lists five basic skills categories:

- Personal care
- Organization
- Respect for self and others
- Communication
- Social skills

and proposes that life skills should be considered as important as academic skills.

Parenting

Life skills are often taught in the domain of parenting, either indirectly through the orectly with the purpose of teaching a specific skill. Yet skills for dealing with pregnancy and parenting can be considered and taught as a set of life skills of themselves. Teaching these parenting life skills can also coincide with

additional life skills development of the child. Many life skills programs are offered when traditional family structures and healthy relationships have broken down, whether due to parental lapses, divorce or due to issues with the children (such as substance abuse or other risky behavior). For example, the International Labor Organization is teaching life skills to ex-child laborers and risk children in Indonesia to help them avoid the worst forms of child labor.

Youth: behavior prevention vs. positive development

While certain life skills programs focus on teaching the prevention of certain behaviors the Search Institute has found those programs can be relatively ineffective. Based upon their research The Family and Youth Services Bureau, a division of the U.S. Department of Health and Human Services advocates the theory of Positive Youth Development as a replacement for the less effective prevention programs. Positive Youth Development, or PYD as it's come to be known as, focuses on the strengths of an individual as opposed to the older methods which tend to focus on the "potential" weaknesses that have yet to be shown. The Family and Youth Services Bureau has found that individuals who developed life skills in a positive, rather than preventive, manner feel a greater sense of competence, usefulness, power, and belonging.

Life skill development in adults

Beyond the K-12 domain, other life skills programs are focused on social welfare and social work programs, such as Casey Life Skills.This program covers diverse topics: career planning, communication, daily living, home life, housing and money management, self care, social relationships, work and study skills, work life, pregnancy and parenting.

People skills

According to the Portland Business Journal, people skills are described as:

- understanding ourselves and moderating our responses
- talking effectively and empathizing accurately
- building relationships of trust, respect and productive interactions.

A British definition is "the ability to communicate effectively with people in a friendly way, especially in business." The term is not listed yet in major US dictionaries.The term people skillsis used to include both psychological skills and social skills, but is less inclusive than life skills.

History

Guidelines relating to what later generations eventually dubbed "people skills" have been recorded from very early times. Two examples of early human guidelines appear in the Old Testament. Leviticus 19:18 advises: "Do not seek revenge or bear a grudge against your people, but love your neighbor as yourself"; and Solomon's wisdom in Proverbs 15:1 includes: "A gentle answer turns away wrath, but a harsh word stirs up anger." However the Bible also condemns 'flattery' (Psalms 5:9).

Human-relations studies became a movement in the 1920s, as companies became more interested in the "soft skills" and interpersonal skills of employees.[citation needed] In organizations, improving people skills became a specialized role of the corporate trainer. By the mid-1930s, Dale Carnegie popularized people skills in How to Win Friends and Influence People and How to Stop Worrying and Start Living throughout the Uninted States of America and later throughout the world.

In the 1960s, US schools introduced people-skills topics and methods—often as a way to promote better self-esteem, communication and social interaction. These encompassed psychologist Thomas Gordon's "Effectiveness Training" variations as well as many other training programs. (By the 1980s, "traditional education" and a "back-to-basics" three-Rs emphasis largely pushed these programs aside,

with notable exceptions. By 1974 the actual term "people skills" had come into use.

Educational Importance / Impact

A significant portion of the deaths in the United States can be attributed to psychosocial deficits in people skills for stress management and supportive social connection. Business, labor and government authorities agree that wide-ranging people skills are necessary for 20th-century work success in the SCANS report. At least one foundation, Alliances for Psychosocial Advancements in Learning (APAL), has made support of SCANS-related people skills a major priority.

UNESCO research found that young people who develop speaking/listening skills and getting to know others have improved self-awareness, social-emotional adjustment and classroom behavior; self-destructive and violent behavior also were decreased. The Collaborative for Academic Social and Emotional Learning (CASEL) has identified 22 programs in the US that are especially comprehensive in social-emotional learning coverage and effective in documented impacts.

Education / Training

- Communication skills training
- Emotional and/or behavioral disability
- Emotional intelligence
- Emotional literacy
- Empathy
- Life skills
- Life skills-based education
- Social intelligence
- Social skills
- Soft skills
- Theory of multiple intelligences

Communications training

A Communications training or communication skill training refers to various types of training to develop necessary skills forcommunication. Effective communication is vital for the success in various situations. Individuals undergo communications training to

develop and improve communication skills related to various roles in organizations.

Purpose

In organizations, it is necessary to communicate with different sub-groups and overcome difficulties in effective communication. Since each sub-group has a unique sub-culture, an effective communications trainer may assist organizational members in improving communications between sub-groups of the organization. It is necessary to ensure that communications between individuals the various sub-cultures serve to meet the mission and goals of the organization. Communications training can assist leaders to develop the ability to perceive how various individuals and subgroups relate to each other and make appropriate interventions.

Types of skill development

- Listening skills
- Influence Skills
- Responding to conflict
- Customer service
- Assertiveness skills
- Negotiation
- Facilitation
- Report writing; business and technical writing
- Public speaking, effective presentation
- speaking skills

Benefits

Business communication training: It is possible for developing the skills needed for business networking and enhance their communication skills. It helps in communicating the apt message to the appropriate person at the most right time and to effectively manage and develop assertive skills. It enable candidates to manage competently, maintain long-term relationships, form new alliances, meet new people and establish contact with them and develop relationship with them

Corporate communications training:

It is useful for corporate events and help in dealing with other corporate participants, besides being helpful for routine dealings.

Executive communication training: It focus on how to conduct meetings by helping to develop facilitation skills and through exceptional executive communication coaching, candidates learn how to open, manage, as well as end meetings.

Crisis communication training: It enables candidates to communicate while dealing with the various difficulties and emergencies that can arise including conflict management and change management. With training, candidates will be fit to come up with beneficial solutions for solving the crisis or conflict or make change/transition easier.

Public speaking training: It is very useful to make presentations, for developing their verbal communication skills so that it is possible to express their facts publicly with great confidence. This is useful for even sales and marketing personnel who need to express things in the best possible way.

Effective Training

In order to maximize the benefits of instruction, some key points such as management training, identifying your audience, and up to date use of technology can be used to fully profit the managers as well as the members of the organization.

Training for management must be done on a regular basis gives an advantage to any institution since they can provide ongoing feedback to personnel in order to ensure the good function of the different components of an association. Leadership instruction as well as communication skills education are some examples of management training.

Identifying your audience, in this case, the format of the organization such as family business, small business, event, charity group, or simply meetings enables you to apply the required techniques get the most out of your training and preparation sessions.

As technology grows, its important to keep your preparation up-to-date by using all means necessary. The Internet, computers as well as E-learning provide new insights to effective training and can be adapted to fit different needs for different companies.

It's also very important to get constant feedback from the members as well as having assessment strategies to ensure that the training that is being provided is useful and productive to not waste time and resources.

Disability is a disability that impacts a person's ability to effectively recognize, interpret and express fundamental emotions. The Individuals with Disabilities Education Act of 2004 characterizes the group of disabilites as Emotional Disturbance (ED). This term is controversial as it is seen by some as excluding or even discriminating students with behavior issues and just focuses on the emotional aspects.

Characteristics

This group of disabilities are particularly difficult to classify as generalizations occur that may lead to some students who do not fit specific diagnostic criteria, but are still disabled, not determined eligible for special education services. Broadly, the group can be broken down to internal behaviors, external behaviors and low incidence behaviors. Internal behaviors are observed in students who are depressed, withdrawn and anxious. External behaviors are seen in students who are aggressive and act out. Such behavior would be classified as Disruptive Behavioral Disorder (DBD). Low incidence behaviors are behaviors that occur only in particular environmental triggers, such as a specific person or phrase. Note, some students may have only one category, some have mixed.

Services

Students with an ED often have an early diagnosis among school districts. This is because teachers initiate the referral process among concerns over behavior in class. Often, the DSM-IV is used by a school psychologist, whom may conduct interviews and distribute surveys as part of the social-emotional evaluation.

When determined ED the student will receive an Individualized Education Plan. Students can also receive specific behavioral plans such as a 504 in the state of California. This often includes goals towards appropriate behavior, productive coping strategies and academic skills. Effective services should focus on these, and can mandate an educational assistant for support in regular education classes, access to a resource room for individualized instruction, medication management provided by a mental health professional, as well as individual counseling. Students with ED are often considered at-risk for dropping out of school, suicide and criminal activity, as well as also being diagnosed with a learning disability. Nonetheless, with the appropriate supports in place, students with ED have been shown to have enormous potential to succeed.

Conclusion

Educators are increasingly getting behind a big idea: organize learning and recognize achievement based on students' mastery of a defined set of competencies.

Competency-based education, also known as mastery, is gaining traction among federal policy initiatives, like Race to the Top; in district innovation zones and turnaround schools; and in high-quality afterschool programs and expanded learning models.

It may sound simple, but to meet the vision of competency-based education we need to think differently about almost every aspect of our education system.

At the Competency-Based Learning Summit leaders in this field developed a working definition based on five principles:

1. Students advance upon achieving mastery.

2. Competencies include explicit, measurable, transferable learning objectives that empower students.
3. Assessment is meaningful and a positive learning experience for students.
4. Students receive timely, differentiated support based on their individual learning needs.
5. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Most schools currently operate around time-based structures for cr. These schools adhere to the traditional six-hour school day and nine-month school year. Students are grouped in grade levels mostly by age, learn through discipline-specific courses, and are assessed by standardized tests. These structures are not designed to support personalized learning that is sufficiently rigorous and relevant to engage all students to reach their greatest potential. Furthermore, standardized tests tell us very little about how well students are able to apply their knowledge and skills to the situations and challenges they will face in the world outside of school.

To any globally minded teacher, it quickly becomes obvious that traditional assessment practices—both classroom-based and large-scale measures—are inadequate to support the complex mix of knowledge, skills, and dispositions that comprise global competence. Global competence is based on a defined set of competencies like those described in principle 5 above. Schools that are committed to it as a goal for all students quickly realize that they must leverage a variety of learning experiences, in and out of school, to ensure that students are ready for the world.

In response, many schools, including those in Asia Society's International Studies Schools Network, are designing project- and inquiry-based learning experiences in and out of the classroom, implementing systems of performance-based assessment, and establishing proficiency-based cr.

When these types of practices and policies are in place, schools can more easily connect Common Core State Standards and other standards to the competencies that students need to be successful in the global innovation age; leverage community partnerships and "anywhere, anytime" learning experiences to expand student knowledge and skills; and award cr based on performance assessments and demonstrated mastery of the competencies.

Some of the ways to support shifts in practice among schools, afterschool, and expanded learning programs, and community partners include:
1. Identify and/or develop competencies that define the broader outcomes for young people in your school community. This might include grouping Common Core State Standards into "habits of mind" or 21st century skills. Asia Society's global competence performance outcomes provide one example. No matter which competencies you use, make sure that educators and learners are familiar with the rubrics that are being used to assess them.
2. Foster active and engaged inquiry through a project-based approach to the competencies. Here, the key is to design a project that scaffolds learning for students but also embeds authentic assessments that allow them to demonstrate their growing knowledge and skills. The four domains of global competence can help structure this type of inquiry- and project-based learning: Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action. Also, Asia Society schools use an acronym called SAGE to identify the aspects of a quality project or summative performance assessment: student choice, authentic work that adults do in the real world, global significance,

and exhibition to a real-world audience.

3. Collaboratively and regularly look at student work for evidence of proficiency in the competencies. This requires the use of a rubric to focus on what competencies students are demonstrating and how, by focusing on observation of evidence rather than interpretation into a grade. The process creates a shared understanding of what proficiency looks like when students demonstrate it, and more relevant feedback on what the student needs to do to progress towards it. Asia Society schools use the Protocols for Planning and Documenting Learning from the School Reform Initiative to help with this process.

No matter where you are in the process of moving towards competency-based education, be sure to explore the emerging models, policies, and practices featured in the following resources:

- CompetencyWorks is a collaborative initiative of iNACOL and other organizations that draws on the knowledge of partners and advisors in competency-based education.
- Students at the Center synthesizes and adapts for practice current research on key components of student-centered approaches to learning, including a series of papers.
- Making Mastery Work is one of the many research reports offered by the Nellie Mae Education Foundation that focus on the needed changes in policy and practice to support competency-based models of education.
- Off the Clock: Moving Education From Time to Competency This book provides an in-depth look at New Hampshire's approach to competency-based education.

Does skills-based learning face a lean future?

There is something quite apt about the headquarters of Asdan being located in an old workhouse for children. The organisation rescued the dilapidated building from almost certain demolition

10 years ago, creating a new base for its ever-expanding work.

The charitable organisation – its acronym stands for the Award Scheme Development and Accration Network – has been saving children and young people from academic and social failure for the last 30 years by giving currency and value to what they can do, rather than failing them because of what they can't.These days, Asdan is probably the fastest growing awarding body in the country, offering skills-based qualifications and courses not just for the disaffected, low-achieving and pupils with special needs, but also for those bound for Oxbridge.

Roger White, the chief executive, has overseen the creation and evolvement of Asdan, but today he is "going hell for leather" to make sure there is a seemly handover when he retires at the end of the month. Asdan has pretty much been his life's work.

He leaves at a time of huge upheaval for the state education system, which has reverted into the hands of a government that seems intent on preserving the "gold standard" of GCSE and A-level and considers vocational, skills-based learning as something quite distinct.

Last week, Michael Gove, the education secretary, ordered a review of vocational qualifications, a move that looks likely to sound the final death knell for diplomas, which had been designed to form a bridge between the academic and vocational. "However much this government values academic rigour, it must never forget that by itself this is not sufficient. Even the brightest young people need workplace skills," White says.

"Having growing numbers of candidates with A* grades is all well and good, but it doesn't tell universities and employers much about them personally and what they can do. A*s do nothing to differentiate between students."

The insistence of successive governments to maintain the benchmark by which success is gauged – five or more

grade A* to Cs at GCSE – has been a continued source of frustration for Asdan. The skills it teaches and promotes simply can't be measured in the same way.

Asdan was created and driven by a small number of innovative teachers in the late 1970swho could see that a content-led curriculum did not suit all children. Rather than force-feeding the disengaged and disaffected a diet of history and maths, they began to take them out of school for practical activities.

"It was a time of changing attitudes towards pupil behaviour and a loosening of the formalities between teachers and pupils," White says. "The deferential attitude that prevailed in the 1950s, that teachers knew best, was coming to an end.

"Children were starting to ask questions about the relevance of what they were learning.

"At around the same time, the school-leaving age had been raised to 16 and teachers were asking themselves 'why are we keeping them here for an extra year? Was it to do more maths and English, or something entirely different? The cauldron of academic change was brewing."

The pioneering teachers who followed their instincts and offered their pupils something different were warned by the educational establishment that young people could not be trusted and would let them down.

But they found quite the opposite to be true. They watched as their students grew in confidence and self-esteem, while picking up skills and experiences that would be invaluable when they went to work. "Actually, most young people will behave well and take responsibility for themselves when treated like adults and given the opportunity to show what they can do," White says.

Until Asdan was formed, there was no mechanism to assess and accr what they had learned as part of these practical activities. The Record of

Achievement existed at that time, but it had no real currency.

Gradually, teachers set up award schemes regionally, which students worked towards as part of a timetabled curriculum, and Asdan evolved naturally from there, drawing all the strands into a national body.

Its credentials were swollen by a ringing endorsement from the All-Party Commons Select Committee in 1998, which said Asdan qualifications should count in performance league tables. Five years later, David Miliband, then an education minister, said he wished Asdan qualifications had existed when he was attending his comprehensive school in north London.

Today, the organisation offers 40 different courses to more than 6,000 schools and colleges across the country. Its flagship qualification – the Certificate of Personal Effectiveness (CoPE) – is taken by the most academically able to develop skills such as teamwork and problem-solving. It carries 70 Ucas points and has the equivalence of a grade A at AS-level.

"We moved into the area of gifted and talented because we came to a realisation that however academic the student, they still needed to develop skills to prepare them for university and work, which are not answered by curriculum subjects," White says.

"We believe that everyone should have the opportunity to engage with a skills-based course. And anyway, why should the least able kids have all the fun?"

White is acutely aware of the challenges the organisation faces with the coalition government. He believes that free schools and academies will appeal to "the more pushy parents, who will set up enclaves that will exclude many less able children".

"We are going to see polarisation again between the academic and less academic, which the education system has done so much to eradicate in recent years," he says. "Michael Gove could make a real name for himself and create

a lasting legacy by running education through cross-party consensus. We need to have some sacred cows in education that should never be touched, such as ensuring that every child has the opportunity to succeed.

"Instead, education in this country is managed by ideology and political point-scoring."

White wants to see the qualifications system "left alone" for the next 10 years to give diplomas a chance to work. But most of all he wants Gove to listen.

"The government needs to talk to employers and universities to find out what they are saying about the young people our education system is turning out, and whether they fit the bill for what our society requires," he says. "If they don't, then what are we going to do about it?"

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Higher Education from the Perceptiveof Reforms

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Abstract

Education imparted by schools and colleges help an individual to live a balanced life and it is this education which is believed to be contributing to the overall development of an individual. However, the present educational system is producing mechanical individuals who are engaged in learning lessons by heart to pass the exams rather than utilizing education in their day to day life. The practice of following curriculum solely for the purpose of garnering high examination results and the over specialization of one discipline at an early age contributes to current Indian education tendencies that continue to encourage rote learning instead of critical thinking skills. Given the present Indian condition of poverty, indicates the student's financial problem and that make them psychologically not well in their studies and life. This will be root cause for emerging bad society. So we should have clear prearrange in our higher education as well as our higher secondary education in order to provide the value of good education. Particularly I focus some important necessary things which would help us to develop our education in a value based one.

Keywords

Education, Oppression, Economy, Internationalization, Globalization, Existentialism

Introduction

Paulo Freire has often been cited as one of the most influential thinkers on the topic of education during the late twentieth century. Freire's philosophy begins from a deep respect and humility for oppressed people and respect for their understanding of the world they inhabit. Freire believed that oppressed could transform their situation in life by thinking critically about reality and then taking action and for this education of indigenous and subjugated people is very important. The alleviation of oppression and human suffering is possible through education. When oppressed people learn about their own culture, history, medicinal practices, religion, heritage, etc., this can have a transformative effect on their lives and lead to their own empowerment.

However Freire believed that education itself is suffering from narrative sickness and has played a central role in maintaining oppression and thus it have to be reformed in order for things to change for the oppressed. But this was not happening most of the time in practically. Because, higher education once aimed to produce men prepared to engage with the society of man. But as the changes of the last fifty years have occurred, higher education has altered its image of man. The focus has shifted from men to subjects, from persons to professionals. Consequently, men themselves have become subjects—subjects to majors, to disciplines, to professions, to industries. Higher education and society are mired in frustration and conflict. These conditions will not persist until men are become materialist, system oriented and institutionalize in their action. One of the survey says that, education is the bootstrap which first develop the communities, nations and countries in order to improve their social and economic conditions besides the psychological behavior.

Economic reforms from the point of higher education

The implementation of creative and innovative educational approaches requires more new investments, as compared to those that would be necessary to maintain traditional academic education. Hopes for market-based mechanisms, given the global crisis, can inspire very few people. As stated in the Prague Declaration (EUA,2009),

"… when private support weakens and business falters public funding is essential to guarantee continuity. Europe cannot afford to run the risk of losing a generation of talented people or of a serious decrease in research and innovation activity."

In this regard, the countries of the European Union plan to invest at least 2% of GDP in higher education, and in science, up to 3%. This is certainly a

positive development, but it can create serious problems for universities that cannot count on such a significant investment.

The aim of the Bologna process is to create a common higher education space and establish common priorities and goals, as well as mechanisms for achieving them (mobility, accreditation, quality control, etc. But the differences in economic opportunities, as 14S.Zolyan well as the presence of numerous political and legal restrictions, fail to be taken into account: visa and immigration regime, unequal access to information, and financial resources, to name just a few.

Given the *de facto* inequality, internationalization of education may lead to the fact that universities in emerging economies may become less competitive, which in turn, negatively affects the ability and opportunity of innovation development of these countries. Instead of integration in the post-industrial information society, these countries could be left at a pre-industrial stage of development.

Thus, a paradoxical situation is created: in countries with emerging economy, the internationalization of higher education may lead to a lack of competitiveness of universities; at the same time, internationalization creates a chance to overcome the lack of resources and properly carry out innovative and creative functions.

Due to internationalization, in Armenia, the higher education system has acquired external dimensions and expanded the boundaries of the nation-state. In the absence of genuine international cooperation, the universities are highly vulnerable to external and internal negative factors, as the external functions are becoming determining, and are aimed at self-preservation in the developing or underdeveloped market, whereas the main functions of universities (creation and transfer of knowledge) are irrelevant. The severity of the problems and the lack of resources would not allow solving the situation through gradual improvements and local effects, which might lead to imitation effects. For the

results to have a tangible impact on social and economic processes there is a need for significant, fundamental reforms. The question arises: is the system of higher education, in general, or a separate higher education institution, in particular, able and ready to implement the fundamental reforms which are needed to facilitate the creation of a new educational reality and maintain the functions of an incubator for new types of educational institutions? Is a university, which is still a part of the old system, capable of creating a new educational environment and initiating a new type of educational structure? There is no doubt that this is possible only in the context of internationalization.

Existentialist reforms an Education

Just as its namesake sprang from a strong rejection of traditional philosophy, educational existentialism sprang from a strong rejection of the traditional, essentialist approach to education. Existentialism rejects the existence of any source of objective, authoritative truth about metaphysics, epistemology, and ethics. Instead, individuals are responsible for determining for themselves what is "true" or "false," "right" or "wrong," "beautiful" or "ugly." For the existentialist, there exists no universal form of human nature; each of us has the free will to develop as we see fit. In the existentialist classroom, subject matter takes second place to helping the students understand and appreciate themselves as unique individuals who accept complete responsibility for their thoughts, feelings, and actions. The teacher's role is to help students define their own essence by exposing them to various paths they may take in life and creating an environment in which they may freely choose their own preferred way. Since feeling is not divorced from reason in decision making, the existentialist demands the education of the whole person, not just the mind. Although many existentialist educators provide some curricular structure, existentialism, more than other educational philosophies, affords students great latitude in their choice of subject matter. In an existentialist

curriculum, students are given a wide variety of options from which to choose. To the extent that the staff, rather than the students, influence the curriculum, the humanities are commonly given tremendous emphasis. They are explored as a means of providing students with vicarious experiences that will help unleash their own creativity and self-expression. For example, rather than emphasizing historical events, existentialists focus upon the actions of historical individuals, each of whom provides possible models for the students' own behavior. In contrast to the humanities, math and the natural sciences may be de-emphasized, presumably because their subject matter would be considered "cold," "dry," "objective," and therefore less fruitful to self-awareness. Moreover, vocational education is regarded more as a means of teaching students about themselves and their potential than of earning a livelihood. In teaching art, existentialism encourages individual creativity and imagination more than copying and imitating established models. Existentialist methods focus on the individual. Learning is self-paced, self directed, and includes a great deal of individual contact with the teacher, who relates to each student openly and honestly.

Globalization and Social reforms from the point of higher education

The social structure of global higher education, both inter-state relations and the more a-territorial conceptions of global networks and national borderlessness, has become increasingly 'thicker' in recent years. Social interaction is now more intense, extensive, and elaborated between the individuals, institutions and states that constitute global higher education than two decades ago. Moreover, policy internationalization and diffusion, leading to isomorphism and similar forms of policy 'synchrony' between higher education states, appear widespread and characterized by such models as the New Public Management (NPM) and the Global Research University (GRU). International organizations such as the OECD, the

WTO, the EU, and UNESCO have become more prominent and influential in higher education; and global rankings of universities have begun to exert powerful forces on both national states and many of their higher education organizations. Prominent elements of globalization can be understood as the growth of shared forms of social coordination as the world reconstitutes itself around a series of networks – increasingly interlinked – that are strung around the globe on the basis of increasingly advanced communication technologies. By 'network' we refer to an interconnected group of people linked to one another in a way that makes them capable of beneficial collaboration (such as through the exchange of goods in markets, or through the exchange of ideas, or by possessing a common language). The *way* in which these networks operate, however, depends on the standards, the models - the norms of practice - that the individuals in them share, in a similar manner, say, to how standardized but technical protocols or codes enable computer networks to function.

Globalization is characterized increasingly in higher education by the worldwide dominance of particular models and ideas, which follows a process of diffusion best explained, at least after a certain level of adoption of the model, by social network and normative pressures on agents rather than necessarily following strictly rationalist calculation by such agents. Some models, such as the NPM, become widely diffused across a range of quite different local circumstances. As we shall explore, the fact that social relations such as networks and their standards are largely a function of ideas, does not hide the fact that they nonetheless confront actors (not necessarily oppressively) as external social facts with real, objective effects. Inequality and exploitation exist even when they are constituted predominantly by ideas rather than material resources. The meaning of power and the content of interests in such networks of social relations are constituted by knowledge (including the shared ideas found, for example, in the relations of production in capitalist economies, as outlined by Marx). Yet it continues to remain important to avoid the perils at the other end of the agent-social structure continuum - the 'over-socialization' that may occur, for example, in some theories of 'world polity' where actors are viewed as simply enacting global cultural scripts, sustained by symbolic and other rituals of legitimating, and producing forms of isomorphism and homogeneity within the global system as a direct cultural consequence.

Conclusion

Education according to Dewey is the "participation of the individual in the social consciousness of the race" (Dewey, 1897, para. 1). As such, education should take into account that the student is a social being. The process begins at birth with the child unconsciously gaining knowledge and gradually developing their knowledge to share and partake in society. As noted at the outset, many current analyses of higher education and social change revolve around discourses about the knowledge society and related notions of knowledge production, transmission and transfer. Within this frame of reference, higher education's role is described predominantly in terms of its research functions and the potential for knowledge generation and transfer in support of innovation and business development. In a way convinced that education is a fundamental pillar of human rights, democracy, sustainable development and peace, and shall therefore become accessible to all throughout life and that measures are required to ensure co-ordination and co-operation across and between the various sectors, particularly between general, technical and professional secondary and post-secondary education as well as between universities, colleges and technical institutions.

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Role of Journalism in Education

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What is Journalism?

The words "Journalism", "Journal" and "Journalist" have their origin in French derivation from the Latin term "diurnalis" which means "daily". "Journalism is instant history, an account of history as it is being made" says one definition. "Journalism" is a report of things as they appear at the moment of writing, not a definite study of situation" says another. "Journalism is a contemporary report of the changing scene, intended to inform readers of what is happening around them"...says the third. In the ultimate analysis, what "Journalism" is depends on one's news values; hence the News Paper has come.

The word NEWS PAPER is conveniently and authentically expanded as North, East, West, South, Past and Present Events Report.

Journalism is a form of writing that tells people about things that really happened, but that they might not have known about already.

People who write journalism are called "journalists." They might work at newspapers, magazines, web-sites or for TV or radio stations.

The most important characteristic shared by good journalists is *curiosity*. Good journalists love to read and want to find out as much as they can about the world around them.

Journalism comes in several different forms:

I. News
- A. Breaking news: Telling about an event as it happens.
- B. Feature stories: A detailed look at something interesting that's not breaking news.
- C. Enterprise or Investigative stories that uncover information that few people knew.

II. Opinion
- A. Editorials: Unsigned articles that express a publication's opinion.
- B. Columns: Signed articles that express the writer's reporting and his conclusions.
- C. Reviews: Such as concert, restaurant or movie reviews.

Online, journalism can come in the forms listed above, as well as:

- Blogs: Online diaries kept by individuals or small groups.
- Discussion boards: Online question and answer pages where anyone can participate.
- Wikis: Articles that any reader can add to or change.

The best journalism is easy to read, and just sounds like a nice, smart person telling you something interesting.

Reporting

How do you get the facts for your news story? By reporting!

There are three main ways to gather information for a news story or opinion piece:

1. Interviews: Talking with people who know something about the story you are reporting.
2. Observation: Watching and listening where news is taking place.
3. Documents: Reading stories, reports, public records and other printed material.

The people or documents you use when reporting a story are called your "sources." In your story, you always tell your readers what sources you've used. So you must remember to get the exact spelling of all your sources' names. You want everything in your story to be accurate, including the names of thesources you quote.

Often, a person's name is not enough information to identify them in a news story. Lots of people have the same name, after all. So you will also want to write down your sources' ages, their hometowns, their jobs and any other information about them that is relevant to the story.

Whenever you are interviewing someone, observing something happening or reading about something they will want to write down the answers to the "Five Ws" + H" about that source:

- *Who* are they?
- *What* were they doing?
- *Where* were they doing it?
- *When* they do it?
- *Why* did they do it?
- *How* they do it?

Many good reporters get their start by keeping a diary or a notebook for jotting down anything interesting they hear, see or read each day. One might be surprised to discover how many good stories they encounter each week!

Writing

Here are the keys to writing good journalism:

- Get the facts they can.
- Tell their readers where they got every bit of information they put in the story.
- Be honest about what they do not know.
- Don't try to write fancy. Keep it clear.

What is Education?

Education is the ability to listen to almost anything without losing your temper or your self-confidence." — Robert Frost

Education is a life long journey for every person. A person experiences most of their education through school from grade school all the way to high school, college and so on.

We need education and we need to study so we can achieve something more in our life. If we try hard and if we learn a lot we will get a degree or we can have some status and value in the society and even in our nation. With the first human, higher education can be traced back to northeast Africa under Egyptian Dynasty's. Some credit goes to Greece and/or Rome.

In this post-modern era, at least Basic/Primary education is essential for communication and survival as the sun is important to us on earth as it gives us light and heat to survive

The computers are important to societybecause they help when someone cannot find information about something. Well, another one is because so we can communicate with others and you can play games and eating healthy foods is for survival in the world.

What are the 3 reasons that financial education is important as Success in everyone's life depends on controlling one's earnings, expenses and savings. Taking care of what comes in, what goes out and what is left in the purse

Will Durant finds the fact as "Education is a progressive discovery of our ignorance".

Education is most important especially for woman as women mature more quickly so they know that education is important. Later on men do too but women have known it longer. The more they know it the more serious in caring self and others.

There will never be a generation of great men until there has been a generation of free women-of free mothers...R.G.Ingersoll.

Values education is term used to name several things, and there is much academic controversy surrounding it. All the value of education rests in respect for the physical, intellectual and moral will of the child, opines Alexander Pope.

The term "values education" refers to the education of children about the values which are set forth as being a solid standard for living one's life by enriching value and ethics.

Some students attend college with the hopes of qualifying for better paying jobs. By doing so, the students can improve their earning potential and quality of literacy standard and general knowledge.

A teacher can motivate a pupil to value education.Every student has different academic needs, talents and future goals. Individualized attention from a teacher can help a student connect scholastic ability with the teacher and students.

The characteristics of values education is kindness, politeness, clever, intelligent, hardworking.

The advantages and disadvantages of parent involvement intaking an interest in their child's education can be a great way of showing interest in and relating to their child. The generation gap, along with differences is accounted thereof to enrich the children in multifaceted avenues.

Choosing a private school for children is an important decision. But getting a loyal teacher is a task and even blessed fortune. Accepting the teacher as the second to mother/father by the child is a bliss ofcourse.

The Benefits of Education are future for the most part. If you don't have an education, you can't get a good job. You will have trouble making ends meet and will always be low on the Toto. But an international education, with implant job-oriented trainings can enhance and empower a student's resume, especially if he is seeking employment internationally or with multinational organizations/Companies or even in native country. Mark Twain put it, "Training is everything. The peach was once a bitter almond; cauliflower is nothing but cabbage with a college education."

Train up a child in the way he should go, and when he is old he will not depart from it, will teach it to his grand children...suggests a Proverb.

Let us analyze the active role of journalism in education and educating. Education, basically update a human being by enrichment of basic knowledge on the meaning of life and how to live long for which we need inputs from various targets. Journalism does it through its Print media, besides other technological media. Having the capability of reading one can easily get updated the present scenario of the world regularly independently.

Education is not only simply to get a Job alone, but to educate others too by way of sharing and interacting with interest and in-depth involvement.

KarmaveerarKamaraj never had been to any college or universities, He felt the need and essentiality of education and made possibilities to educate all children and in his name there are colleges and universities and still he is been remembered by educators, educationists and learners.

Journalists reports the news to our door-steps through news papers and other media for the benefits people of all ages, teachers impart knowledge to the children in the schools who are getting education to become good citizens of India.

Journalists get to the facts and truth at the heart of the issues, explain difficult concepts in simple language, discuss and speak to many relevant people on the spot as possible, asking the simple and obvious questions which open out the subject, attach visuals to supports the news and finally present to all who need to know it.

In schools, teachers also do the same process in different ways. Journalists present the present events where as teachers inculcate what had happened within the past with supporting evidence, theorem, equation and tables or charts.

Now-a-days, all news papers, TV media and Radio/FM publish, telecast and broadcast the materials needed for school/college students and also for several competitive examinations which are also put in their relevant web-sites to ease the needy to avail them at any time.

It can be said News can be split into NEW + plural "S", denoting the New + Sharing of the events as HOT News. The Old events are Stories and very Old are Histories.

So whatever Journalism through its print media gives is often Fresh, New, Pure and Clear."Journalism largely consists in saying *"Lord Jones Dead'* to people who never knew that Lord Jones was alive" -GK Chesterton.

"Dog bites man" isn't a news. Man bites dog is" so goes an adage probably as old as Journalism itself. Creativity and innovation are the leaves of the tree of Journalism.

Newtons' Law and Pythagoras Theorems are still the same as of the past when our grand fathers learnt. No news added to it so far; hope it won't happen in future too. Because those are derived, defined and redefined by them.

Journalists find new things to add to the knowledge to educate the present generation where as teachers have to stick on to the facts and truths already in the books and in use practically, which have made so many intellects in our blessed nation till today.

Journalism (Journalists) and Education (Teachers) can make India self potent country in all positive aspects before 2020 as our Space Scientist Dr.A.P.J.Abdul Kalam dreamt.

The Role of English Language Teaching in India

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Abstract

Teaching English as a foreign language has long determined changes in pedagogical methods and continues to do so. It is very important for the learner to listen to and to speak with the teacher, as the latter is the one who may and can decide whether the required level of accuracy has been achieved. An important reason why learners may not successfully follow activity instructions is that they didn't actually hear them; perhaps they were not fully paying attention when they were given.

Introduction

English in India today is a symbol of people`s aspirations for quality in education and a fuller participation in national and international life. Its colonial origins now forgotten or relevant, its initial role in independent India, tailored to higher education, now felt to be insufficiently inclusive socially and linguistically, the current status of English stems from its overwhelming presence on the world stage and the reflection of this in the national arena. It is predicted that by 2010, a surge in English – language learning will include a thrill of the world`s people.

English in Our Schools

The visible impact of this presence of English is that it is today being demanded by everyone at the very initial stage of schooling. The level of introduction of English has now become a matter of political response to people`s aspirations, rendering almost irrelevant on academic debate on the merits of a very early Introduction. There are problems of systematic feasibility and preparedness, for example, finding the required number of competent teachers. But there is an expectation that the system should respond to popular needs rather than the other way round. The aim is to identify delivery systems for comprehensible input to the child, whether in the class room or outside it. For a fuller understanding of the issues around the early introduction of English, we have included an assessment of the "critical period" or "sensitive window" hypothesis to show that this does not entail a very early introduction of English.

English Language Teaching in India

Traditionally, English was taught by the grammar translation method. In that late 1950s, structurally grade syllabi

were introduced as a major innovation into the state systems for teaching English. By the late 1970s, however, the behavioral- psychological and philosophical foundations of the structural method had yield to the cognitive claims of Chomsky for language as a 'mental organ'. There was also dissatisfaction within the English teaching profession with the structural method, which was seen as not giving the learners language that was "deployable" or useuable in real situations, inspite of an ability to make correct sentences in class room situations.

English at Later Levels: Higher-order Skills: Vocabulary, reading and literature:

Lexical knowledge is now acknowledged to be central to communicative competence and the acquisition and development of a second language. Even in a first language, ""... Whereas the grammar of a language is largely in place by the time a child is 10 years old..., vocabulary continues to be learned throughout one`s life time". The foundation for vocabulary development and writing at later level is through readings extensively with comprehension and interest. When language is adequately thought in the early years, the learner can naturally build up these higher – order skills independently, with some guidance from the classroom. Research has also shown us that greater gains when language instruction moves away from the traditional approach as learning definitions of words to an enriched approach, which encourages associations with other words and contexts.

English spelling –The problems of Indian learners:

English language is a language of infinite difficulty in the matter of spelling.Interestingly, English spelling has been called a monument to traditionalism, so weird as to be practically incredible. The English spelling is not always a correct guide to sound the letters stand for .Some of the

letters in the English alphabet are superfluous."So strong is the feeling against it that it seems unlikely at present that any Orthographic revision of English will be undertaken for a long time", "It has been said that for many learners, the sound-spelling system of English is highly 'de -motivating and daunting' .At the same time ,however ,It has been widely recognized now that there   is a great deal of regularity underlying the apparent chaos of English spelling" Spelling has been quite a problem to Indian learners of English and significantly, the problem has manifested itself in all its diversities in this study .The notorious difficulty of English spelling baffles and over-burdens our students who are , as is evident from this study, poor spellers.

Language Acqusition inside and outside the Claassroom:

Second-language pedagogy, more than the teaching of any other curricular subject, must meet the most stringent criterion of universal success: the spontaneous and appropriate use of language for at least everyday purposes .It is this "Minimum level of Proficiency" that the person on the street aspires to "Speak English", as against merely passing examinations in it or knowing its grammar.

*Can the English-Language classroom replicate the universal success in the acquisition of basic spoken language proficiency that a child spontaneously achieves outside the classroom , for the languages in its environment ? If so, how?

*Other spoken language skills in limited domains would build on such a basic proficiency.

English Language teaching in rural area:

Rural students are very much affected by this diseased ELT system.There is great mismatch between urban and rural students. Urban students somehow manage to learn and use English quite well in the context in which the language is used in India in spite of

this deconstructing English Language Teaching. They are third generation learner having spot and co-operation from parents ,environment and atmosphere .But rural students are first generation learner who takes English as foster language and throughout life unable to cope with it in spite of their best efforts .However they might be able to write as per requirement but speaking remains out of their range.They learn without knowing what they are learning .Mother tongue influence can also be seen in the students with rural area background because they were not given proper pronunciation drill from the primary level.

In ELT we wish to train our students:
- To hear and understand English.
- To speak in the language and understand.
- To read in the language and understand what they read.
- To write in the language and to understand.

The four aims of teaching English correspond to four language skills or language ability. They are Listening,Speaking ,Reading and Writing.

The purpose of all language teaching is communication in the language being taught whether receptive oral (Listening), Productive oral (Speaking) , Receptive written (Reading) , and Productive written (Writing) .These four skills are the foundation on which language learning is built. If the foundation is strong, then the structure erected on this will be safe and useful. These language skills are to be developed in sequential order. These are interdependent in the sense that failure to acquire one will lead to learning the language.

Common factors affecting teaching/ learning English as a second language:

There are so many factors that affect the teaching – learning process in India. The students in India can be categorized into two; the one is having the regional Language as a medium of study from the primary level and the other is having English as the medium of study.Hence , the problem of teaching English as a second language , to the Indian students starts from the Pre – schooling.

Further environment and family background play vital role in success of learning process. For example, countries like India, where majority of the people are farmers, have the poor background in education. Moreover, the income of majority of the families is not adequate. Hence , the parents are not interested in giving good education background to their children .In contrast, they are willing to engage the children in some jobs in order to earn money . This is the very basic reason and the affecting factor in teaching.

Secondly the infrastructure, viz. school buildings – classroom's, labs, etc., is not adequate as required. The first category of the students are almost compelled to attend their classes under the tress even after several five year plans .If the nature fails , the survival of the farmers will be questionable . Hence, the students are mentally discouraged due to the family conditions .Moreover majority of the families of second category are dwelling in towns and cities and hence, they have easy access of quality education. But, the first category of students are scoring good marks in the examinations conducted . It proves that they are having good writing skill in English. The only thing is that they have to be given training in oral English communication also . Hence, a common programme for EnglishLanguage Teaching must be framed in the Pre – schooling itself.

Learning A Language:

Each language is structured differently, and the different structures offer the users different suggestions to meaning. So when we learn our first language, our brain /mind 'Tunes into' the way the particular works , and we learn to pay attention to particular cues

to meaning that are most helpful .When we meet a new language , our brain / mind automatically tries to apply the first language experience by looking for familiar cues . Part of learning a foreign language is developing new understanding about the particular cues to meaning that the new language offers. and that differs from those of our first language. The transferability of knowledge, skills and strategies across languages depends closely on how the two written languages work.

Role of a teacher:

As said by Sir Philip Sydney, teaching is the end of all learning .A teacher's primary role is not only to enable the students to understand what he is intending to say or teach .It is also the duty of the teacher to understand what the student wants and says .In teaching -learning process, two things play the vital roles; one is the developing capacity of the teacher and the other one is the receiving capacity of the students . Without the two aspects, the teaching – learning process will not be a successful one.

Teaching -learning process is just like making sound by clapping. Without two hands we cannot clap Like that without a right teacher and the students, the teaching -learning process is meaningless. Teaching should be a worthy of learning a concept deeply and broadly .Teaching should facilitate the students to face the world which is full of political ,social ,international as well as personal controversies without fear .It should give self - confidence to the students . By the effective teaching , the students should be enabled to go for right choices , judgments and also decisions individually .

In the process of teaching – learning the teacher should try to understand the students first .Then only , they can enable the students to understand him or his teaching . Success of a teacher in his / her attempt is enabling the students to understand what

is the concept taught   by the teacher, depends on the methods he /she applies .

The teacher may be good , but the students' physical problem may lead him to ignore the teaching or sometimes, the background of family of the students may drive him to be dull. Hence , the teacher should take into account everything. As Carl Roger said, the teaching should first forget that she / he is a teacher. Instead, she / he must possess the skills of a facilitator of learning – genuineness, prizing and empathy .

Conclusion:

Language policy in India has adapted itself to the changing demands and aspirations of people over the period of time from 1947 to the present change has occurred on many counts . English knowingly or unknowingly has played an instrumental role in maintaining the diversity of India's language scene because the existence of English has meant that it has not been necessary to select   any one Indian languages as a national language . It is better to have English taught as a subject rather than impose a bad English medium education . Schools can be developed as multimedia schools, where both the content subjects and the language are taught and learnt well   in   a   complementary   and supplementary manner. The centrality of language in learning needs to be recognized. English , then can play a vital role as a language of mutual benefit – benefiting Indian languages as well as itself and so enriching education as a whole .

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Women Education

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"If you educate a man you educate an individual, however, if you educate a woman you Educate a whole family. Women empowered means mother India empowered"

PT. Jawaharlal Nehru

Abstract

Education is said to be prominent for everyone, especially for girls and women. This is true not only because education is an entry point to other opportunities, but also because the educational achievements of women can have ripple effects within the family and across generations. Till date some people in nook and corner of the world consider investing and implementing education for girls is utter waste, but investing in girls' education is one of the most effective ways to reduce poverty. Naturally girls have the tendency to bring out their family from poverty line than boys.

There has been rapid increase in literacy rate of girls in recent decades in rural and urban areas. The trend is changing-those days maximum limit of girls to see the outside world was the entrance of their house, but the vogue has changed from entrance to abroad. At this juncture Education plays a vital role.
But does this education play a significant role for the whole women community?

This paper aims to probe the role of education in women empowerment. Though women are shining in every field and stepped as chief minister, president and speaker, what about the plight of rural women who are still illiterate and who are not even aware about invasion of science and technology. The ratio of literate women is equal to that of illiterate women. Outwardly we have concluded that education has empowered women, though it has empowered, still women don't possess a good job, because of influence of money and other related factors. This paper flashes on female education.

Keyword:

Women Education, Female literacy, Empowerment.

Introduction

Female education is a catch-all term for a complex of issues and debates surrounding education (primary education, secondary education, tertiary education and health education in particular) for females. It includes areas of gender equality and access to education, and its connection to the alleviation

of poverty. Also involved are the issues of single-sex education and religious education, in that the division of education along gender lines, and religious teachings on education, have been traditionally dominant, and are still highly relevant in contemporary discussion of female education as a global consideration.

While the feminist movement has certainly promoted the importance of the issues attached to female education, discussion is wide-ranging and by no means confined to narrow terms of reference: it includes for example AIDS.

Universal education, meaning state-provided primary and secondary education independent of gender, is not yet a global norm, even if it is assumed in most developed countries. In some Western countries, women have surpassed men at many levels of education. For example, in the United States in 2005/2006, women earned 62% of Associate's degrees, 58% of Bachelor's degrees, 60% of Master's degrees, and 50% of Doctorates Education for women with handicaps has also improved.

Improving girls' educational levels has been demonstrated to have clear impacts on the health and economic future of young women, which in turn improves the prospects of their entire community.[5] In the poorest countries of the world, 50% of girls do not attend secondary school. Here we would like to emphasis three important articles.

1. Recently Tamil Nadu Medical Association, Public Health Care Centre and D.G.Vaishnav College did a research in 18 districts of Tamil Nadu and the report says that 42.15% of women in Coimbatore have aborted and done Female infanticide. Further 18.41% of people in 18 districts told that the same evil incidents have taken place in our districts too.(Dhinamalar4.3.2013.pg.2)
2. In Rajasthan 3 lakhs of girls are school dropouts only because of the lack of toilet facilities in their school. This situation persists even after the government's order that

"separate toilets should be provided for girls in every school within April"(Dhinamalar 26.2.2013)
3. A Research that has been done in 1400 companies, based on the number of women and their responsibilities in administrative board says that only 6.81% of working women play an important role in decision making. With reference to this research, in global arena India occupies 28th place and Norway occupies the 1st place(Dhinamalar4.3.2013,pg.12)

The above three articles may seem to be different from each other, but they give us a vivid picture that women are given a secondary preference in society, government institutions as well as in private sectors.

Improving female education, and thus women's earning potential, improves the standard of living for their own children, as women invest more of their income in their families than men do. Yet, many barriers to education for girls remain.

Higher rates of high schools and university education among women, particularly in developing countries, have helped them make inroads to professional careers and better-paying salaries and wages. Education increases a woman's (and her partner and the family's) level ofand health awareness. Furthering women's levels of education and advanced training also tends to lead to later ages of initiation of sexual activity and first intercourse, later age at first marriage, and later age at first childbirth, as well as an increased likelihood to remain single, have no children, or have no formal marriage and alternatively, have increasing levels of long-term partnerships. It can lead to higher rates of barrier and chemical contraceptive use (and a lower level of sexually transmitted infections among women and their partners and children), and can increase the level of resources available to women who divorce or are in a situation of domestic violence. It has been shown, in addition, to increase

women's communication with their partners and their employers, and to improve rates of civic participation such as voting or the holding of office.

Qualities of women education:
a) Nationwide demographics

World Education's programs help girls enroll and stay in school and help women gain access to or create new educational, financial, and social resources in their communities. Women's education in India is one of the foremost concerns of the Government of India as well as of the society at large. It is due to the fact that at the present time, the educated women play a very significant role in overall development and progress of the country. Women hold a prominent position in the Indian society and all over the world

b) Advantages of a Women's education

To be female in the 21st century poses extensive challenges and opportunities. Thousands of young women have made the decision to attend a women's college to better prepare for the years ahead. Advantages of girls' Women's education:
1-SocialDevelopment
2-Social Equity
3-EconomicProductivity

c) Disadvantages

According to some, if the female is married then the working pattern is disturbed due to their family matters. This is because females pay more attention to their family rather than their work. Once they are married, but if the female is single then it could be great deal only if she is independent but again the problem would be their family boundaries

d) Present Position

The present position of educating a woman is irrefutable. Education boosts a woman's self-esteem, her employment opportunities and her ability to deal with the problems of the world around her.

Barriers and Problems against Women Education

In spite of certain outstanding examples of individual achievements, and a definite improvement in their general condition over the years, it remains true that Indian women still constitute a large body of under - privileged citizens. Women of course do not form a homogenous group in class or caste terms. Nevertheless, they face distinctive problems that call for special attention.

The Backward Classes Commission set up by the Government of India in 1953 classified women of India as a backward group requiring special attention. The Ministry of Education clubs girls with Scheduled Castes and Tribes as the three most backward groups in education. The educational, economic, political and social backwardness of women makes them the largest group hindering the process of social change.

It is inevitable that when this 'backward' group has the major responsibility of bringing up future generations the advancement of society cannot be rapid or take any significant form of development. In the report of the committee appointed by the National Council for Women's Education it was emphatically stated that what was needed to convert the equality of women from de jure to de facto status was widespread education for girls and women and a reeducation of men and women to accept new and scientific attitudes towards each other and to themselves.

A changing society and a developing economy cannot make any headway if education, the hands of traditionalists who subscribe to a fragmented view of the country's and the world's heritage. The differences between the positions of men and women in the society will not lessen; leave alone disappear, as long as there are differences between the education levels of men and women. Inadequate education or no education is the most important factor contributing to the backwardness of our masses, especially women.

The low literacy among women brings down the national literacy. This gap which exists between the literacy

rates ofthe two sexes also exists between the enrolment of girls and boys at all levels of education. Right from the primary school to the university, we find that the number of girl students is considerably lower than boys. According to Article 45 of the Constitution, universal compulsory and free education until the age of 14 was to be achieved by the year 1960. Looking at the present condition of primary education in villages, it is doubtful whether we can achieve 100% enrolment of girls.

It is unfortunately true of our society that children are sent to school not according to their intelligence or aptitude but according to their sex. The reasons for not sending girls to school are both economic and social. In rural areas, girls are required to help in household work. The resources of the rural poor are so limited that they do not have anything to spare for children'seducation. If resources are available, it is the boy who is sent to school first. Parents also do not see the value of educating especially a daughter who would get married and remain a housewife. Since they cannot see any direct relationship between education and economic betterment, they have very little motivation to send their children to school. It is still not beingrealized that there is definite connection between education, good motherhood and efficienthouse management.

The management of millions of households and the upbringing ofmillions of children is thus in the hands of illiterate women. It is here that a change is requiredif our democratic and socialistic intensions are not to remain a mere pretence. People can bemotivated to have their children educated only if educational system is directly linked witheconomic and social development. The plight of women, in terms of education is further compounded by the negative attitude of parents toward female education. Some parents are usually reluctant to send theirgirl child for formal education especially to higher levels like their male counterpart.

Anotherproblem closely related to this is the reluctance to acquire western education andmisunderstanding on the part of the girls themselves about the values of the acquisition offormal education. In education, equity means equal access to good schooling. Restricted access to education by women in this country is profoundly rooted inhistory, religion, culture, the psychology of self, law, political institution and social attitudeswhich interact in several ways to limit women's access to formal education when comparedwith their male counterparts. It has been observed that Indian women are lagging behind their counterparts in developed and some developing nations due to the late start in educating them.

This is caused by our traditions and culture which are hostile to women. This tradition reduces them to kitchen manageresses and producers of babies. Thus, their education ideally, is expected to end in kitchen a condition which ironically is detested by many parents thereby discouraging their investment in girl-child education. Other problems against women education include the familiar problems like lack of funds, inadequate facilities, inadequate manpower, sexual harassment, conflicting societal role expectations, government policies and lack of political will power to implement the entire educational programme.

The inferiority complex observable in Indian women can be attributed to the influence of environmental manipulation. Through the traditional socialization process of the typical society, women are made to accept negative self-fulfilling prophecy, stereotyping and stigmatization that they are members of a weaker sex. At present, the forces which combine to hamper women education and development in India could be viewed broadly to include denial of access to education, early marriage, confinement to solitary living, subjugation by culture to accept choices forced on them , discrimination and harassment at work,

political disenfranchisement from elective and political appointment and exposure to cruel mourning rites upon the death of their husband.

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Recent Trends in Education and Language Teaching

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Introduction

With several educational options available to students today, newer trends are emerging in this field which has completely changed the traditional held perceptions about education in India. Several career options that were earlier not considered to be traditional have emerged as the most sought after education and career options. Various career options in like radio jockeying, radio management, news anchoring, program anchoring, news reading and reporting for the electronic media, content writing, fashion designing, event management, hospital management, medical transcription etc, have opened up several newer avenues for education.

Traditional study courses like medicine, engineering and other subjects still have lots of demand. However, with the changing trends in the global and national economic scenario newer courses are fast emerging as alternative. The recent trends in education have certainly shown a deviation from the earlier trends.

Importance of education

Education is an engine for the growth and progress of any society. It not only imparts knowledge, skills and inculcates values, but is also responsible for building human capital which breeds, drives and sets technological innovation and economic growth. In today's era, information and knowledge stand out as very important and critical input for growth and survival. Rather than looking at education simply as a means of achieving social upliftment, the society must view education also as an engine of advancement in an information era propelled by its wheels of knowledge and research leading to development.

Online Education

Online Education is fast becoming a major preferred mode of education among students. Enrolling to regular courses is increasingly getting highly competitive in India; so online education and distance education has come as a wonderful alternative and several students opt for this. As the term itself suggests, online education means web based learning, but there is no universally accepted definition. So, the methods used for implementing online education may differ from institute to institute. Some online courses may require students and teachers to meet from time to time for physical lectures or to conduct laboratory experiments while some may not require this. This can vary depending on the course which one opts to take up.

E-learning

E-learning scope in India is immense. There are several universities and other educational institutes that offer online education facilities to their students. Besides this, mock IIT-JEE entrance exams are also conducted by various organizations.

Distance Education

Distance Education courses are very popular in rural India. One of the main reasons for this is the provision that one can get degrees from various renowned universities from anywhere in India. Distance education is given through correspondence courses, where the student and the teacher are separated in time and space and sometimes both. Distance learning is doing a wonderful job by enabling the less advantaged sections of the society have an opportunity to get educated.

Distance learning

There are different types of distance learning options available to students. Some of them are postal correspondence courses, interactive CD-ROM courses, pocket PC/mobile learning course, telecourse/ broadcast course through radio or television and synchronous or asynchronous internet courses. Just like online education, in distance education too, students will not have to relocate to new places or make any changes in their existing work. All they need to do is find out about some good distance education providing institute, get enrolled and get a degree.

Innovation in Foreign Language Teaching
A historical view of teaching methods

Research on foreign language teaching and learning has been closely connected with the history of innovation in language teaching. New developments in linguistic theory and language learning theory have repeatedly fostered new methods in foreign language teaching, for instance: Jespersen and other scholars developed the direct method as an attempt to modernize foreign language teaching in accordance with the linguistics of their time. Structural linguists in the USA invented the audio-lingual method. Guberina is the godfather of the audiovisual method. A cognitive approach to modern language teaching was influenced by the emerging generative grammar. Pragmatics and research into language functions have influenced the communicative approach, including the variety marketed by the Council of Europe.

Teaching methods

The term teaching methods refers to theories and models of instruction that are research based. It is due to this derivational relationship that methods can develop normative power, since teaching procedures in principle can be traced back to the underlying theory which decides what is right and what is wrong. Theories of language acquisition and teaching used to be fairly simple, and therefore methods could emerge as well-defined patterns of teaching activities and techniques.

The logic of methods is the selection and sequencing of different exercises in different lessons and sequences of lessons. The ultimate goal of methods is that any activity in the classroom be subject to language learning goals according to the method chosen. In an action-based model of methods, lessons are clusters of methodologically defined activities which serve the training of language skills We Listening, speaking, reading writing. A lesson consists of a cluster of different exercises which again are clusters of tasks. Exercises are the central language teaching activities.

Current issues in English Language Teacher Education

English Language Teacher Education (teacher professional development) and its significance in the global agenda are going to be elaborated on in relation to the context of the current issues are going to be discussed;

a) Teaching and learning approaches
b) Teachers' content and pedagogical knowledge
c) Critical thinking

Firstly critical thinking integrated with teaching and learning approaches is going to be elaborated because without critical thinking teachers they can not in reality reflect upon their own teaching practices and similarly students can not direct their own learning processes. Critical thinking and the importance of acquiring knowledge through a process of enquiry as it is through this knowledge becomes organised (constructivism) in rich ways and it is through this that critical thinking skills can be developed to inquire further and more deeply.

Secondly, with regard to these in English Language Teaching, teachers' content and Pedagogical knowledge is also significant. The reason is as emphasized above, teaching necessarily begins with a teacher's understanding of what is to be learned and how is it to be taught, and therefore the role of the teachers is very crucial. Recent research has highlighted the critical influence of teachers' subject-matter knowledge on decisions regarding representations, even at secondary school level.

Teachers generally are accustomed to the feeling of affecting students' learning and being in control. So helping teachers to become comfortable with the role of a learner is very significant and also providing them with access to subject-matter expertise is extremely important. As discussed above, knowledge construction involves both an internal dialogue within the individual learner and dialogue between two or more Learners in the same learning environment.

Multimedia learning process

Multimedia, is the combination of various digital media types such as text, images, audio and video, into an integrated multi-sensory interactive application or presentation to convey information to an audience. Traditional educational approaches have resulted in a mismatch between what is taught to the students and what the industry needs. As such, many institutions are moving towards problem based learning as a solution to producing graduates who are creative; think critically and analytically, to solve problems. In this paper, we focus on using multimedia technology as an innovative teaching and learning strategy in a problem-based Learning environment by giving the students a multimedia project to train them in this skill set.

The teacher uses multimedia to modify the contents of the material. It will help the teacher to represent in a more meaningful way, using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation. By incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better.

Merits of Multimedia
a) Makes a particular concept clear
b) Students develop interest to know exactly the concept.
c) Creates long lasting memory/ correlation of a concept.

Weaknesses
- Take quite long time for a teacher to introduce a concept
- Initial difficulty in understanding a particular concept will be encountered

Conclusion

Educational systems in specific countries may be more centralized than others. A Centralized system often implies a 'top-down' approach to curriculum design which does not appear to enable or empower individual teachers to be designers of their Instruments. In some cases teachers have to follow a Narrow curriculum and as a result they

are not offered the opportunity to participate in the design of their courses and materials.

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Women Education in India

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Introduction

India is the second largest country in the world so far as population is concerned. But so far as education is concerned it is a backward country. In past, women did not receive any education at all. They were not allowed to come out of the four walls of their houses. Domestic works were their only education.

During the British rule in India some noble social thinkers of the time paid their attention to the education of woman in our country. Raja Ram Mohan Ray, Iswara Chandra Vidyasagar was famous reformers who gave emphasis on the education of women. They put forth a very strong argument.

Man and woman are like the two sides of a coin. Without one, the other cannot exist. They help each other in every sphere. So education should be given to both man and woman. Further, women are the mothers of the future generation. If women are uneducated, the future generations will be uneducated. For this reason the Greek warrior Napoleon once said, "Give me a few educated mothers; I shall give you a heroic race."

Importance of Women Education

Almost fifty percentage of the world population constitutes women. Women are the primary caregivers in almost all societies. Therefore, if they are educated, they can contribute to the health and education of the next generation. The right to education, without discrimination and of good quality, has been reaffirmed in all major international human rights conventions. Education helps women or Girls claim their rights and realize their potential in the economic, political and social arenas. In my opinion, living without an education isn't living at all. All over India women are realizing the importance of educating themselves as well as their children.

Educating girls will soon lead to women education. Female education plays an important role in the development of the country. Women who are educated will think more rationally than the ones who aren't. They are likely to marry later and engage themselves in economic activities, outside their homes.

They tend to have fewer children. They seek medical facilities for themselves and the children and provide better nutritional food also. This reduces the probability of diseases and increases the survival rate of children.

With reduction in child mortality, there will be smaller families, which reduce population. With smaller house-holds, the child care improves and school-age population shrinks. Educated women also contribute to higher productivity. They will work outside home and earn an independent income. Hence girls and women's education has been accepted as a developmental priority.

"It is the height of selfishness for men, who hilly appreciate in their own case the great advantage of a good education, to deny these advantages to women. There is no valid argument by which the exclusion of the female sex from the privilege of education can be defended. It is argued that women have their domestic duties to perform and that, if they were educated, they would bury themselves in their books and have little time for attending to the management of their households. Of course, it is possible for women as it is for men to neglect work in order to spare more time for reading sensational novels.

But women are no more liable to this temptation than men and most women would be able to do their household work the entire better for being able to refresh their minds in the intervals of leisure with a little reading. Nay, education would even help them in the performance of the narrowest sphere of womanly duty.

Women's Education in Ancient India

In ancient India, women and girls received less education than men. This was due to the set social norms. Interestingly, in the Vedic period women had access to education, but gradually they had lost this right. Women education in ancient India prevailed during the early Vedic period. In addition to that Indian scriptures Rig Veda and Upanishads mention about several women sages and seers. Women enjoyed equivalent position and rights in the early Vedic era. However, after 500 B.C, the position of women started to decline. The Islamic invasion played a vital role in restricting   freedom   and   rights   of the   women. A radical change attended   and   there   was   a   terrific constraint for women education India.

Women's Education in Medieval India

Women education in medieval India further weakened and declined with the   introduction of Purdah system . Different customs and conventions of diverse religions like Hinduism, Islam, and Christianity further deteriorated and depreciated the state of women in the country. A range of socio religious movements   contributed   to   the development of women literacy in the country.   Many   leaders   took   several initiatives to I make education available to the women of India. The ordered form of women education I in India was incorporated in the early centuries of the Christian era.

Women's Education in Colonial India

The   position   of   the   women education in India revived with the invasion of the British in the country and with the advent of Bhakti movement. The colonial   period   also   introduced   the institutional form of imparting learning. Women   education   in   Colonial   India witnessed an essential expansion. Various movements   were   launched   to   make women of the country literate. Further more, this progress journeyed through the y and influenced the modern Indian education system.

Women's Education in Modem India

The idea of women empowerment was   introduced   at   the   International Women Conference at Nairobi in 1985. Education   is   milestone   of   women empowerment because it enables them to   responds   to   the   challenges,   to confront their traditional role and change their life. So that we can't ignore the significance of education in reference to women empowerment India is poised to becoming   superpower,   a   developed country by 2020. This can became reality

only when the women of this nation became empowerment. India presently account for the largest number of illiterates in the world. Literacy rate in India have risen stridently from 18.3% in 1951 to 64.8% in 2001 in which enrolment of women in education have also risen sharply 7% to 54.16%.

Despite the significance of women education unfortunately only 39% of women are literate among 64% of the man. Within the framework of a democratic polity, our laws, development policies, plan and programmers that have focused at women's progression in different spheres. From the fifth five year plan (1974 - 78) onwards has been a marked shift in the approach to women's issues from welfare to development. In recent years, the empowerment of women has been accepted as the vital concern in determining the status of women in the Indian society. The National Commission of Women was set up by an Act of Parliament in 1990 to safeguard the right and legal entitlements of women. The 73rd and 74th Amendments (1993) to the Constitution of India have provided for reservation of seats in the local bodies of Panchayat and Municipalities for women, laying a sturdy basis for their contribution in decision making at the local level.

Moreover, the Central Government of India has recently launched the Saakshar Bharat Mission for Female Literacy, which aims to reduce female illiteracy and spread education and awareness even in the most remote and rural parts of the nation.

Education is a Right

Everybody has the right to education, which has been recognized since the Universal Declaration of Human Rights (UDHR) in 1948. The right to free and compulsory primary education, without discrimination and of good quality, has been reaffirmed in all major international human rights conventions. Many of these same instruments encourage, but do not guarantee, post-primary education. These rights have been further elaborated to address issues like quality and equity, moving forward the issue of what the right to education means, and exploring how it can be achieved. As a minimum: states must ensure that basic education is available, accessible, acceptable and adaptable for all. (4A scheme) The right of girls to education is one of the most critical of all rights - because education plays an important role in enabling girls and women to secure other rights.

Women education in India

Women comprise approximately half of the population in the world. But the tonic masculine ideology made them bear a lot as they were denied equivalent opportunities in different parts of the world. The augment of feminist ideas has, however, led to the marvellous development of women's condition in the society through out the world in recent times. Access to education has been one of the most urgent and important demands of theses women's rights movements. Women education in India has also been a chief preoccupation of both the government and social or civil society as educated women can play a very important role in the development of the country.

In the present era, the Indian society has established a number of institutions for the educational development of women and girls. These educational institutions aim for immense help and are concerned with the development of women. In the modern society, women in India have come a long way. Indian women is at par with men in all kinds of tasks like reaching the moon, conquering Mount Everest, and participating in all fields. All this is possible just because of education and the profound impact it has had on women.

Literacy Rate in India

The government of India has already quite some time ago passed a law which says that every child of the age of

6 to 14 has a right to go to school. It is a fundamental right of every child, mentioned in the Indian constitution. They also promised they would invest money to build more schools and improve the school system. Unfortunately still India's literacy rate is far below the world average.

The responsibility for people's education in India lies for a big part with the different states. This is the reason why there are so big differences in the literacy rat from state to state. Last month I told you that Kerala is the state with the highest literacy I rate, a rate of 95%. Bihar, with only 47% literacy is the state with most analphabets in India. Our state, Uttar Pradesh is on 5th last place and has a literacy rate of about 55%j This means for tourists who want to find then way to a certain address in our area, about every second person whom they ask will not be able to read the street name on write them down the directions. They may be able to explain the way but don't trust that they know where is left or right. They may have never had the chance to learn it.

There is still a big difference in between male literacy and female literacy. More boys are enrolled in primary schools than girls. And more girls drop out of scho before any kind of graduation or certificate than boys. Of course the reason for result of studies is the role of women in society and the idea, especially in poor areas, that women do not need education as they take care of the house and their husband goes to work and earns money. Even if girls get a basic education, they are often called to back to stay at home when they start their teenage because they have to learn how to keep house in order to prepare for their future marriage.

This is one of the problems which we also face in our school and experienced many times. So the government efforts have to focus on bringing up the literacy especially among girls and women. Another effect of this will be that couples will use more contraceptives and plan their families.

Studies have shown that the use of contraceptives is directly related with the literacy of women.

The Literacy rate in India has improved a lot over the last one decade, especially after the implementation of free education in the villages the literacy rate has gone up tremendously in states like Himachal Pradesh and Rajasthan.

As per the data published by the 2011 census India has managed to achieve an effective literacy rate of 74.04 per cent in 2011. In the 2001 census the country's literacy rate stood at 64.8 percent. The most notable thing that came across in the 2011 census is the sharp rise in the literacy of females over males. According to the report released by the latest census there are almost 74 per cent literates that constitute the total population of India aged between seven and above.

Some of the States and Union Territories like Mizoram, Tripura, Goa, like Kerala, Pondicherry, Chandigarh, Lakshadweep, Daman and Diu, National Capital Territory of Delhi and the Andaman and Nicobar Islands, in the last one decade have done extremely well for themselves by attaining a literacy rate of almost 85.

Literacy of women plays as important role in reducing fertility. It may be due to many reasons, such as

- Literacy educated women tend to marry at higher ages than illiterate women and thus helps in increasing age at marriage.
- Educated women tend to be more conscious about the matters of health and hygiene of their children, so chances f survival of their children are more and hence "reduces the number of births to the extent of the couple's desired family size".
- Educated women have more likelihood to enroll their children in school, than the illiterate women. This will reduce the labour value of children and therefore, the motivation to have a lesser number of children becomes high.

Education has significant impact on components of demographics process. Ass level of education rise in a society, it improves and enrich the environment of society. It increases the consciousness among people. In an educated society people engage in acquiring higher education and do late marriage.

Literacy Rate in India as per census 2011

Rank	State	Literacy Rate (2011 Census)	Male Literacy Rate (2011 Census)	Female Literacy Rate (2011 Census)
1	Andaman & Nicobar Islands	86.3 percent	90.1 percent	81.8 percent
2	Andhra Pradesh	67.7 percent	75.6 percent	59.7 percent
3	Arunachal Pradesh	67.0 percent	73.7 percent	59.6 percent
4	Assam	73.2 percent	78.8 percent	67.3 percent
5	Bihar	63.8 percent	73.5 percent	53.3 percent
6	Chandigarh	86.4 percent	90.5 percent	81.4 percent
7	Chattisgarh	71.0 percent	81.5 percent	60.6 percent
8	Dadra & Nagar Haveli	77.7 percent	86.5 percent	65.9 percent
9	Daman & Diu	87.1 percent	91.5 percent	79.6 percent
10	Delhi	86.3 percent	91.0 percent	80.9 percent
11	Goa	87.4 percent	92.8 percent	81.8 percent
12	Gujarat	79.3 percent	87.2 percent	70.7 percent
13	Haryana	76.6 percent	85.4 percent	66.8 percent
14	Himachal Pradesh	83.8 percent	90.8 percent	76.6 percent
15	Jammu and Kashmir	68.7 percent	78.3 percent	58.0 percent
16	Jharkhand	67.6 percent	78.5 percent	56.2 percent
17	Karnataka	75.6 percent	82.8 percent	68.1 percent
18	Kerala	93.9 percent	96.0 percent	92.0 percent
19	Lakshadweep	92.3 percent	96.1 percent	88.2 percent
20	Madhya Pradesh	70.6 percent	80.5 percent	60.0 percent
21	Maharashtra	82.9 percent	89.8 percent	75.5 percent
22	Manipur	79.8 percent	86.5 percent	73.2 percent
23	Meghalaya	75.5 percent	77.2 percent	73.8 percent
24	Mizoram	91.6 percent	93.7 percent	89.4 percent
25	Nagaland	80.1 percent	83.3 percent	76.7 percent
26	Orissa	73.5 percent	82.4 percent	64.4 percent
27	Pondicherry	86.5 percent	92.1 percent	81.2 percent
28	Punjab	76.7 percent	81.5 percent	71.3 percent
29	Rajasthan	67.1 percent	80.5 percent	52.7 percent
30	Sikkim	82.2 percent	87.3 percent	76.4 percent
31	Tamil Nadu	80.3 percent	86.8 percent	73.9 percent
32	Tripura	87.8 percent	92.2 percent	83.1 percent
33	Uttar Pradesh	69.7 percent	79.2 percent	59.3 percent
34	Uttarakhand	79.6 percent	88.3 percent	70.7 percent
35	West Bengal	77.1 percent	82.7 percent	71.2 percent
	- INDIA	74.04 percent	82.14 percent	65.46 percent

CONCLUSION

According to higher conception of women's sphere, women ought to be something more than a household drudge. She ought to be able not merely to nurse her husband in sickness but also to be his companion in health. For this part of her wifely duty/ education is necessary, for there cannot be congenial companionship between an educated

husband and an uneducated wife who can converse with her husband on no higher subject than cookery and servant's wages.

Also, one of a mother's highest duties is the education of her children at the time when their mind is not amenable to instruction. A child's whole future life, to a large extent, depends on the teaching it receives in early childhood and it is needless to say that this first foundation of education cannot be well laid by an ignorant mother. On all these grounds female education is a vital necessity.

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