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An International Peer Reviewed & Referred
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EDITORIAL

With the best wishes of Navratri and upcoming Diwali, I am pleased to present the September issue. The current issue with a variety of papers strives to present the realistic picture of education. With studies related to education, philosophy, psychology, sociology, commerce, management and entrepreneurship this issue renders its novel way to add to the knowledge.

To add to education, Asha Sinha presents education as mother of planet & people, Karuna Sinha talks about lifelong learning and professional development among the pre-service teachers, Rathod evaluates the effectiveness of constructivist approach in mathematics whereas Mistry compares educational achievement and study habits of secondary school students. To add to the knowledge and broaden the vision, Agrawal & Sharma conducts the study to identify economic factors contribution in green audit and reporting practices, Pandian focusses on the role of Naga women indicating impending violence, Mathur ideates situating social entrepreneurship in public service innovation literature, Wahab studies role of insurance in the development of agriculture in India, Pandya and Mehta, studies impact of startup ecosystem on innovations whereas Jha talks of minimum standards prescribed by governing bodies and the associated flaws with special reference to quality education.

I am sure this issue with the special humour and sarcasm but full of facts will work as an eye opener for the authorities and help them envisage a better way towards quality education free of chaos and terror for the HEIs and the teachers.

With all the best wishes for the upcoming festivals…

Regards,
Avdhesh Jha
Chief Editor,
Voice of Research

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Call For Papers

Voice of Research calls for unpublished articles, research papers, book review, case study for publication.

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EDUCATION: MOTHER OF PLANET & PEOPLE

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Abstract

Education is an important and basic input required to improve the quality of human resources.Again education is the most important factor required to make labour, a productive factor. Labour without education and skill cannot be graded as human resources, sustainable development consists of essential elements like survival of human beings including all other life forms, satisfaction of basic human needs, economic efficiency & growth, preservation of environment, equity, social justice, promotion of values and ethics. Equity and distributive justice in the case of present generation ought to be considered as in-built system of the development process. Embarking upon the Sustainable Development Goal (SDG) agenda requires all of us to reflect upon the ultimate purpose of learning throughout life. Education can influence individual and collective environmental behaviour through contemporary, traditional and lifelong approaches to learning.Hence it's necessary conditions for development, the improvement in the quality of human resources through education.

Keywords: *Education, Economics, Efficiency, Environment*

The 21st century society is the knowledge, information and education society. Higher education is called upon to make a key contribution for opening up of a highlighting new pathways to a better future for the society, to the individuals and to give better shape and direction to the future.Since education can be considered as mother of planet & people.In modern society, education is an indicator as well as tool of economic development. Environmental education encourages sustainable lifestyles, waste reduction, improved energy use, increased public transport use, support for pro-environment policies, and environmental activism. Higher education is being looked at form a wider perspective. It represents a most important input in human resource development. Curriculum development and renewal is a continuous process. It is not a linear but a cyclic process in which evaluation and impact studies, oral feedback and findings of new researches are constantly referred to in order to refine curriculum and curriculum materials. We now come to the link between education and productivity.

The paper explores the relationship between educations and the new United Nations 2030 agenda for SDG in India in general and Manipur state in particular. India has made significant progress towards implementing the scheme of Education for All. Several key programmes and policies have been initiated to provide free and compulsory education to all children in the age group of six to fourteen years as a Fundamental Right. Initiatives such as Sarva Siksha Abhiyan (SSA) and Right to Education (RTE) have given the desired impetus to education system in India. Though it has significantly improved the enrolment rates across the country in primary education, challenges remain to be addressed. And to focused towards a safer, greener and fairer planet for all.

Economic efficiency & Growth

Education supplies the economy with human resources with the requisite qualification, knowledge, training skills meet the demand for economic development. Economics of education argued that a major effect of more education is to improve labour's capacity to produce. They should be easier to train to do more complex tasks.

Further, they should have better work habits, particularly, a greater awareness of time and more internalized norms that would make them more dependable. Economists had shown that on average, countries that have sustained high levels of economic growth are also those who have higher levels of literacy and have invested steadily in raising the education of their labour force. In 1984 survey of growth accounting studies covering 29 developing countries found estimates of education's contribution to economic growth ranging from less than 1% in Mexico to as high as 23% in Ghana(2010). There is demand of skilled person like engineers, researchers, scientists it may be understood that there is demand of economic education. The form of society has completely changed. It has been skill oriented. Things are rapidly changing equipment's, skill or labour which, if are not capable to borne out capital or activate economy they became subject to replacement. Thus education brings for the skill and the skill improves economy. In India the great philosophers like Tagore, Aurobindo and Mahatma Gandhi all of whom developed their theories of education and tried to put their practices on the basis of human development.

Education and lifelong learning contribute to long-term economic growth.Educated people are likely to be more productive and hence better-off, they contribute more economic growth to the country.

Table 1 - Global Innovation Index of some select economies

	Global Innovation Index 2017		Human capital and research		Research and development (R&D)		Researchers		Gross expenditure on R&D (GERD)	
	(Rank)	(Score)	(Rank)	(Score)	(Rank)	(Score)	(Rank)	(Score)	(Rank)	(Score)
Brazil	69	33.1	50	35.9	29	37.2	55	8.3	32	26.9
China	22	52.5	25	49.2	17	58.5	45	14.1	17	48.5
India	60	35.5	64	32.3	32	35.9	81	1.8	43	19.1
South Korea	11	57.7	2	66.2	1	88.2	3	85.8	2	98.4
Russia	45	38.8	23	50	25	41.5	29	37.8	34	26.1
South Africa	57	35.8	60	32.8	39	27.1	65	5.2	48	16.6
UK	5	60.9	6	63.3	10	69.5	18	54.1	21	39.5
USA	4	61.4	13	57.2	4	78.8	20	51.2	10	65

Source: Global Innovation Index 2017

Research and Development

As per the CSO's new method, there is no separate head for Research and Development (R&D), which is now a part of the professional scientific & technical activities. These services grew by 17.5 per cent and 41.1 per cent in 2014-15 and 2015-16 respectively. India-based R&D services companies, which account for almost 22 per cent of the global market, grew at 12.7 per cent. However, India's gross expenditure on R&D has been low at around 1 per cent of GDP. India currently ranks 60th out of 127 on the Global Innovation Index (GII) 2017, though this ranking has improved from 66th rank in 2016. Among the BRICS countries only South Africa is behind India in R & D expenditure ranking.

Environmental Education & Protection

The challenges of the planet in the twenty-first century continues to be a resource and environmental crisis as was in the past century, no doubt the magnitude has increased. The world has recognized the urgent need for the balance and harmony between humanity and the environment due to the increasing deterioration of the environment. Environment education with its aims of promoting an awareness of and

responsibility for the environment should be a lifelong process in order to improve and protect the environment now and in future. It is essential that environment education should reach all sections of the population through the use of both formal and non-formal techniques. Education is important in developing awareness of the marine environment and building proactive consensus regarding wise and sustainable use.(Goals 14 United Nations 2030 agenda for SDG) Education and training increase skills and capacity to underpin sustainable livelihoods and to conserve natural resources and biodiversity, particularly in threatened environments.(Goal 15 United Nations 2030 agenda for SDG).Thus environmental education encourages sustainable lifestyles, waste reduction, improved energy use, increased public transport use, support for pro-environment policies, and environmental activism.

Table 2 - Revenue collected from various forest product in Manipur

Year Revenue	Collected (Rs. Lakhs)
	(2)
2009-10	202.65
2010-11	198.36
2011-12	324.29
2014-15	383.19

Source: Annual Administrative report, Department of Forest

In view of right measures to check the environmental pollution and for maintaining and preserving ecological balance in the state by implementing various programmes, the Ecology & Environment office, under Forest and Environment Deptt., has been doing a foreman service. It launches various awareness programmes among the people. For a meaningful enforcement of the Acts and Rules laid down by the Ministry of Environment and Forest, Government of India, the Department is implementing 5 (five) Schemes viz. Environmental education/Awareness Programme; Environmental Research and Monitoring; Eco. Development Programme; Prevention and control of population and Direction and Administration.

During the Ninth Plan, the financial assistance has been given to about 400, NGOS/Clubs, Academic Institutions, Organisations for organizing environmental education and Awareness programmes to promote the local environment conscious citizens. The Department also took up various environmental monitoring works of some major rivers viz. Imphal, Nambul, Iril etc. and wetlands like Lotak Lake, Phumlenpat, Ikokpat etc. Besides, the real quality of Kangla is also being monitored. The State Botanical Garden has been set up at Khonghampat. The Department is also providing grant-in-aid to the Manipur Pollution Control Board which is playing a major role in preventing air and water pollution in the state. During the Tenth Plan (2002-07), the department proposes improvement of seven ecological parks in seven districts.

Literacy Rate: Manipur has a population of 2,721,756. of this aggregate, 58.9% live in the valley and the other 41.1% in the hilly locales. Population of Manipur In 2018: According to 2011 census, Sept. 6th 2017.

Table 3 - Literacy Rate

State	Year	Literacy Rate	Male	Female
Manipur	2001	68.87	77.87	59.70
	2011	76.94	83.58	70.26

Source: Census of India, 2011.

The extent of literacy reflects the qualitative aspect of the population. Higher literacy emancipates economic and social backwardness. The literacy rate had shown an increase from 59.9 percent in 1991 to 76.94 percent in 2011 as evident from Table No. 3.

Way forward: Education has a key role to play in addressing environmental challenges. Education, especially of girls and women, are the most effective means of curtailing population growth, increasing women's autonomy over fertility-related decisions and the timing of pregnancies. Education can improve livelihoods by increasing earnings, and skilled people are essential to the transformation of economies and food systems. Education can influence individual and collective environmental behaviour through contemporary, traditional and lifelong approaches to learning. Lifelong learning builds capacity to understand and promote sustainable development policies and practices (Goal 17 United Nations 2030 agenda for SDG). Literacy and agricultural extension programme scan help farmers increase productivity by up to 12%.Education for 2030. Every goal in the 2030 Agenda requires education to empower people with the skills, knowledge and values to live in dignity. People should build their lives and contribute to their societies. Education is a human right and a force for sustainable development, peace, greener and safer life all people and planet.

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PERCEPTION OF LIFELONG LEARNING AND PROFESSIONALDEVELOPMENT AMONG THE PRE-SERVICE TEACHERS OF MUMBAI REGION

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Abstract

Everyone should have access to opportunities to learn and the Trust is committed to providing an environment where this can take place. Learning is, however not something that can be 'done' to someone. It is a participative process and the Trust aspire to create an environment where people want to learn with us and from us. It is not just our staff but service users, carers and partners who all have a role to play inlearning and in teaching. Learning is not just about sitting in a classroom and being talked to. Learning is about participation and variety, appealing to all learning styles and all abilities.Most people associate learning with formal education at school, college, university etc. We are all told, from an early age, that we should 'get a good education'.Generally speaking it is true that a formal education and the resulting qualifications are important. Education may maximize our potential to find better, more satisfying jobs, earn more and, perhaps, become more successful in our chosen career.However, 'schooling' is only one type of learning. There are many other opportunities to further your knowledge and develop the skills you need throughout life.

Keywords: *perception, lifelong learning, professional development, pre-service teachers, Mumbai*

Knowledge can be acquired and skill-sets developed anywhere – learning is unavoidable and happens all the time. However, lifelong learning is about creating and maintaining a positive attitude to learning both for personal and professional development. Lifelong learning is the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship, and personal development, but also self-sustainability, as well as competitiveness and employability.Evolved from the term "life-long learners", in 1993, the term recognizes that learning is not confined to childhood or the classroom but takes place throughout life and in a range of situations. During the last fifty years, constant scientific and technological innovation and change has had a profound effect on learning needs and styles. Learning can no longer be divided into a place and time to acquire knowledge (school) and a place and time to apply the knowledge acquired (the workplace).Instead, learning can be seen as something that takes place on an ongoing basis from our daily interactions with others and with the world around us. It can take the form of formal learning or informal learning, or self-directed learning.

Rationale

Lifelong learning can enhance our understanding of the world around us, provide us with more and better opportunities and improve our quality of life.There are two main reasons for learning throughout life: for personal development and for professional development. These reasons may not necessarily be distinct as personal development can improve your employment opportunities and professional development can enable personal growth.Learning for its own sake brings its own advantages. For example, learning in whatever context:Boosts our confidence and self-esteem, Makes us less risk

averse and more adaptable to change when it happens; Helps us achieve a more satisfying personal life; Challenges our ideas and beliefs and Can be fun.

Learning for Personal Development

There does not need to be a specific reason for learning since learning for the sake of learning can in itself be a rewarding experience.

There is a common view that continuous learning and having an active mind throughout life may delay or halt the progress of some forms of dementia, although there is actually very little scientific evidence to support these claims. However, keeping the brain active does have advantages since learning can prevent you from becoming bored and thus enable a more fulfilling life at any age.There are, of course, many reasons why people learn for personal development like:You may want to increase your knowledge or skills around a particular hobby or pastime that you enjoy; Perhaps you want to develop some entirely new skill that will in some way enhance your life – take a pottery or car mechanic course for example; Perhaps you want to research a medical condition or your ancestry; Perhaps you're planning a trip and want to learn more about the history and culture of your destination and Maybe you will decide to take a degree course later in life.There are several established contexts for lifelong learning beyond traditional "brick and mortar" schooling:

Home Schooling:involves learning to learn or the development of informal learning patterns; Adult Education:or the acquisition of formal qualifications or work and leisure skills later in life; Continuation Education: which often describes extension or not-for-credit courses offered by higher education institutions; Knowledge work:which includes professional development and on-the-job training; Personal Learning Environments: or self-directed learning using a range of sources and tools including online applications

To help young people learn the more complex and analytical skills they need for the 21st century, teachers must learn in ways that develop higher-order thinking and performance. To develop the sophisticated teaching required for this mission, they must be offered more and more effective professional learning. Meaningful learning is a slow and uncertain process for teachers as well as for students, with some elements that are more easily changed than others, according to the interplay with teachers' deeply rooted beliefs and attitudes.A wide, all-encompassing conceptualization of teacher learning and development within communities and contexts includes the key elements of vision, motivation, understanding, practice, reflection and community which is achievable only if the teachers are ready and motivated to be lifelong learners.In view of the immense importance of lifelong learning for the professional development in any area or profession in the present era of educational explosion, an attempt was made to study the perception of Lifelong Learning and Professional Development among the Pre-Service Teachers of Mumbai Region.

Objectives of the Study

To study the perception of lifelong learning and professional development among the pre-service teachers of Mumbai Region; To study the Understanding of various ways of lifelong learning and professional development of teachers; To study the understanding of the importance of life long learning for the professional development of teachers.

Limitations of the Study

The study was conducted only in one Teacher Training Institute of Mumbai.The study was limited to only 50 Pre-Service Teachers of Mumbai Region.

Research Design

In keeping with the aims, the researcher adopted theDescriptive Survey Method. A five-point scale developed by the investigator was used for the present study. The scale had two parts:(a)To study the perception of lifelong learning and professional development among the pre-service teachers.(b) To study the understanding of various ways of lifelong learning and professional development of teachers. (c) An Opinionire developed by the investigator was used to study the understanding of the importance of life long learning for the professional development of teachers.The sample for the present study consisted of 50 pre-service teachers.The sample for the present study was selected with the help ofPurposive Sampling technique. The data was analysed with taking the Percentage of the responses for variables.

Results and Discussion

Table 1 - Perception of lifelong learning and professional development among the pre-service teachers of Mumbai Region.

Variable	N	Percentage of Sample- (Strongly Agreed)
Lifelong Learning and Professional Development	50	80% Positive

Interpretation: The above table shows that 80% of the sample strongly agreed that in the present era of knowledge explosion teachers need to be lifelong learners if they have to grow professionally.

Table 2 - Sub Variable wise analysis: (Ways of Lifelong Learning and Professional Development)

Variable	N	Percentage
Teachers As Life-Long Learners	50	80%-Positive
Design Lifelong Learning Criteria like Personal Learning Plan Authentic Context	50	90% - Positive
Reflective and Collegial Dialogue	50	85%-Positive
System Supports	50	85% -Positive
Conducting Action Research	50	9o% -Negative
Collective participation and effective staff communication;	50	80% - Negative
Teacher networks and study groups;	50	85% - Positive
School curriculum, assessment, standards and CPD should be linked.	50	70% - Negative
Changes in teachers' practices, attitudes or beliefs towards professional development	50	90% - Positive
Collegial learning in trusting environments	50	60% Positive
Collaborative and extended over time;	50	50% Positive & 50% Negative
Use of ICT	50	90% Positive

Negative Implies that students have marked negatively that these variables associated with Lifelong Learning and Professional Development; Positive Implies that these variables related to with Lifelong Learning and Professional Development.

Interpretation:The above table reveals that majority of the ways mentioned were positively acknowledged by the Pre-service teachers like Teachers as lifelong learners, Design lifelong learners criteria's, Reflective and Collegial Dialogue, system Supports, Teacher networks and Study groups, Change in teachers practices, attitudes or beliefs towards their professional development etc. only few areas conducting Action Research, collective participation and effective staff communication, collaborative and

extended overtime were not considered important ways of lifelong learning for the professional development of teachers.

Table 3 - Understanding the Importance of lifelong learning for professional Development

Variable	N	Percentage
Importance of Lifelong Learning for Professional development	50	90% - Positive

Interpretation: The above table shows that 90% of the sampleexpressed that being lifelong learners is very important for the professional Development of teachers.

Findings

The study revealed that the Pre-service teachers do have a firm belief that lifelong learning and professional development are strongly related terms. Further it was revealed that Pre-service teachers do believe that now-a – days teachers need to be lifelong learners, design their lifelong learning criteria's, be reflective thinkers, get engaged into constant collegial dialogues, be ready to bring changes in their attitudes, teaching practices and beliefs, ready to learn from their colleagues and use technology while teaching if they have meet the diverse needs of their student community, be effective teachers which will instinctively facilitate their professional development. The study further revealed that the future teachers were not sure of some of the ways of lifelong learning which shall guide teachers towards their professional development like Conducting Action Research, linking of CPD with school curriculum, assessment and standards and using Metacognitive abilities. Perhaps the reason for the same may be that Pre-service teachers have limited knowledge, experience and exposure of these terminologies. The study also revealed that majority of the pre-service teachers had a clear understanding of the fact that teachers have to be lifelong learners for their professional development. If that does not transpire, teachers will be left at the back in the era where it is assumed that students have additional knowledge and skills than their teachers.

Conclusion

The Study revealed that the although majority of the pre-service teachers acknowledged the importance and various ways of lifelong learning linked with professional development for teachers, they still remain ignorant of some important ways of lifelong learning required for professional development. Therefore, it is imperative for teacher training institutes to emphasize the importance of such areas of lifelong learning through curricular transactions along with co-curricular activities.

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EFFECTIVENESS OF CONSTRUCTIVIST APPROACH IN MATHEMATICS

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Abstract

In the present study Researcher tried to Study the effectiveness of Constructivist approach in Mathematics. Random sampling technique was used for selecting the school and the total sample compressed 89 students in which 51 students in Experimental group and 38 students in control group were selected with the use of cluster sampling technique. Researcher develop various activities for experiment like as Envelop Techniques, Model of the square and square root and Model of the circle. Researcher collect the data with the use of Achievement test and Questionnaire for data analysis. Researcher was used Randomized pre-test post-test equivalent group design as experimental design. Researcher used t-test for comparison and calculate the percentage for analysis of questionnaire related to the constructivist approach. Experimental group and Control group were equal at the stage of experiment start. Constructivist approach and Conventional teaching method were equally effective in mathematics. Most of the students are interested in all the constructivist activity. Student taught in constructivist learning environment have significantly enhanced their understanding and application abilities as compared to other abilities like knowledge and skill.
Keywords: *Constructivist approach, effectiveness, conventional teaching method.*

The main goal of mathematics education in schools is the mathematisation of the child's thinking. Clarity of thought and pursuing assumptions to logical conclusions is central to the mathematical enterprise. There are many ways of thinking, and the kind of thinking one learns in mathematics is an ability to handle abstractions, and an approach to problem solving.

In our vision, school mathematics takes place in a situation where Children learn to enjoy mathematics. Mathematics is a part of children's life experience which they talk about and solve meaningful problems. Children use abstractions to perceive relationships and structure, also understand the basic structure of mathematics and Teachers expect to engage every child in class.Constructivism opens new avenues for the research in education and offers new challenges for the teachers to reform the traditional methods of teaching. The teachers who believe that learning should be interesting and meaningful have to move past their concern that his/her role is of information executive and that of the students is of passive recipients.

Researchers Influenced by constructivist ideas, and decided to take up this approach to teaching Mathematics at standard VIII student. Researchers viewed Mathematics as the most appropriate subject for employing constructivist model because of the complex nature of this subject. On the part of teacher, it requires careful observations of internal working patterns of students' minds and analyse their thought processes. Also, the factors such as current status of Mathematics teaching and high rate of failure in Mathematics are attributable to the selection of this subject for the present study.

Objective of The Research

1. To compare the mean score of pre-test of experimental group and control group;
2. To compare the mean score of post-test of experimental group and control group;
3. To compare the mean gain score of post-test of experimental group and control group; 4. To know the opinion of boys and girls on constructivist approach.

Hypothesis of The Research

1. There will be no significant difference between mean score of the pre-test of experimental group and control group; 2. There will be no significant difference between mean score of the post-test of experimental group and control group; 3. There will be no significant difference between mean gain score of the post-test of experimental group and control group.

Research Design

Researcher consider Traditional method and Constructivist method as Independent variable, Score of Achievement test and Response on Questionnaire taken as Dependent variable, Gender taken as moderate variable and interaction in the class, maturity, understanding were taken as Intervening variable. For present study, the population consisted of the Aravalli district, Bayad taluka, government Gujarati medium school students of academic year 2017-2018. For the present study, convenient sampling technique were used for selecting the school that is M.C.P. shah primary school, Gabat. Researcher were used cluster sampling technique for selecting two class of Standard 8 from selecting school.Total 89 students (experimental group (51) and control group (38) were included in sample. Researcher develop various activities for experiment like as Envelop Techniques, Model of the square and square root and Model of the circle. Researcher collect the data with the use of Achievement test and Questionnaire for data analysis. For the present study, the researcher usedt-test for comparison and calculate the percentage for analysis of questionnaire related to the constructivist approach. In the present study, researcher was used experimental research method. According to the need and suitability for the present study, researcher used "Randomized pre-test post-test equivalent group design."

Results of the Study

Comparison of mean score of pre-test of experimental group and control group

Table 1 - Comparison of mean score of pre-test of experimental group and control group

Group	N	Mean	SE_D	t-value	Significance
Experimental	51	20.60	1.27	1.02	Not Significant at 0.01 level
Control	38	19.07			

Table-1 reveals that, calculated t-value is 1.02 which is not significant at 0.01 level. Therefore, the null hypothesis no.1 is not rejected. So, we can say that there will be no significant difference between the mean score of pre-test of experimental group and control group. It means that both the group were equal at the stage of experiment start.

Table 2 - Comparison of mean score of post-test of experimental group and control group

Group	N	Mean	SE_D	t-value	Significance
Experimental	51	29.97	1.77	1.80	Not Significant at 0.01 level
Control	38	33.29			

Table-2 reveals that, calculated t-value is 1.80 which is not significant at 0.01 level. Therefore, the null hypothesis no.2 is not rejected and So, we can say that there will be no significant difference between the mean score of post-test of experimental

group and control group. It means that both the group were equally affected by teaching methods.

Table 3 - Comparison of mean score of gain score of experimental group and control group

Group	N	Mean	SE_D	t-value	Significance
Experimental	51	12.68	1.16	1.53	Not Significant at 0.01 level
Control	38	10.89			

Table-3 reveals that, calculated t-value is 1.53 which is significant at 0.01 level. Therefore, the null hypothesis no.3 is not rejected and we can say that there will be no significant difference between the mean score of gain score of experimental group and control group. It means that constructivist approach and conventional teaching method were equally effective in mathematics.

Major Findings of the Study

1. Experimental group and Control group were equal at the stage of experiment start.
2. Experimental group and Control group were equally affected by teaching methods.
3. Constructivist approach and Conventional teaching method were equally effective in mathematics. 4. Most of the students are interested in all the constructivist activity. Student taught in constructivist learning environment have significantly enhanced their understanding and application abilities as compared to other abilities like knowledge and skill. Students convenes for researcher preparing all the activity. Most of the student give the positive answer for modal through understand the types of triangle, modal through understand the circle, and modal through understand the square and square root.

Suggestions of Further Research

Constructivist approach was very useful in developing students logical thinking and problem solving in mathematics. This approach will also try for Science subject. Studies should be conducted at teachers training level so the teacher in future to apply constructivist strategies in their classroom. The study on the constructivism and its implementation should be conducted on large and various samples.The constructivism and its implementation should be efficacy with respect to different variables such as I.Q., Age, Sex, Community, medium of instruction, geographical area etc. Constructivist approach should be use for teaching the children at elementary school level because the basic idea and disciplines of knowledge built up at this stage. Experiment should be conducted on the implementation of constructivist approach to teaching the children with special needs. Thus, the gifted students may be guided better if the teacher knows how they think and construct knowledge for themselves

Conclusion

Any instructional process should be based on understanding with reference to need of the subject. We provide direct guidance regarding instructional process to promote understanding.The promotion of procedural knowledge and conceptual understanding are in alignment with Principles and Standards for School Mathematics, which encourages higher-level thinking and reasoning skills, as well as communicative justifications. Due to this approach we can increase basic understanding, basic clarification in mathematics.

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EDUCATIONAL ACHIEVEMENT AND STUDY HABITS OF SECONDARYSCHOOL STUDENTS

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Abstract

In this paper research try to focus on secondary school studentseducational achievement and study habits. Researcher used two standardized tools for data collection. Researcher administrated these test on the sample of 300 students which was selected by multistage sampling techniques. Researcher computed t-test for data analysis and draw research findings.
Keywords: *Educational Achievement, Study Habits, Gender, School Type*

Academic Achievement is of paramount important, particularly in the present socio-economic and cultural contexts. Obviously, in the school great emphasis is placed on achievement right from the beginning of formal education. The school has its own systematic hierarchy which is largely based on achievement and performance rather than ascriptic or quality. Thus, the school tends to emphasize achievement which facilitates, among other things, the process of role allocation for the social system. The school performs the function of selection and differentiation among students on the basis of their scholastic and other attainments and opens out avenues for advancement, again, primarily in terms of achievement.The student at school is trained to accept the hierarchy based on achievement. This helps him to be related form the family status in certain ways. His personal status is inevitably a direct function of the position be achieves, mainly in the formal classroom setting. Acceptance of the system of hierarchy in terms of achievement helps also to integrate the school system in so far as there obtains congruence between the values of a family and those of society.A considerable number of students from school go to colleges and institutions of higher learning. It is very important to ensure that such students acquire the requisite competence so as to benefit most out of higher education. Setting the stage for the achievement of the youth is thus a fundamental obligation of the educational system at the school stage.

Objectives of the Study

To study the effect of Gender on educational achievement of School students.To study the effect of student's caste on educational achievement of School students.To study the effect of area on the educational achievements of School students.To study the effect of type of school on the educational achievements of School students.

Research Design

Survey Method of the Research was used for preset study.In the present study the population consists of students of Ahmedabad district in granted and non-granted schools.In the present study the multistage sampling will be used because it being more comprehensive and representative of the population, under this method, the random selection is made of std- XI students. Thus, 300 Students of granted and non-granted school from Ahmedabad district will be selected by Multistage sampling Method.In this study researcher used standardized test prepared by R S Patel in the form of questionnaire. The researcher applied the Educational Achievement scale

prepared by Dr R S Patel with the reliability as per the split half method is 0.70 and as per Rational Equivalence method it is 0.70 and validity on the basis of Cliff Indices in N.R.T program is 0.68 and this tool is standardized on the school students over 14 years of age. Study habit inventory developed by Dr.R.S.Patel.

Data Analysis

Ho_1There will be no significant difference between the mean scores of Educational Achievements of students with respect to their gender in relation to their study habits.

Table 1 - T-test of educational achievement of boys and girls of grade XI in relation to their study habits

GENDER	N	MEAN	S.D	t-VALUE	SIGNIFICANCE
Girls	72	33.79	7.41		NS
Boys	53	35.02	7.16	0.938	

From the table 1, it is evident that t-value which is calculated i.e. t_{cal}=0.938 is less than $t_{0.01}$=2.58 which indicate that t_{cal} is not significant at 0.01 level of significance. Hence, the hypothesis that *there will be no significant difference between the mean scores of educational achievements of grade XI students with respect to their gender in relation to their study habits* will not be rejected at 0.01 level. It further indicates that the boys and girls of grade XI having high educational achievement do not differ significantly in their study habits at 0.01 level.

Ho_2There will be no significant difference between the mean scores of Educational Achievements of students with respect to their general and reserved caste in relation to their study habits.

Table 2 - T-test of educational achievement of general and reserved caste students of grade XI in relation to their study habits

Caste	N	MEAN	S.D	t-VALUE	SIGNIFICANCE
General	70	31.11	6.85	0.11	NS
Reserved	70	31.26	8.68		

From the table 4.2, it is evident that t-value which is calculated i.e. t_{cal}=0.11 is less than $t_{0.01}$=2.58 which indicate that t_{cal} is not significant at 0.01 level of significance. Hence, the hypothesis that *there will be no significant difference between the mean scores of educational achievement of grade XI with respect to their general and reserved case in relation to their study habits* will not be rejected at 0.01 level. It further indicates that the reserved and general students of grade XI having educational achievement do not differ significantly in their study habits at 0.01 level.

Ho_3There will be no significant difference between the mean scores of Educational Achievements of students with respect to rural and urban area in relation to their study habits.

Table 3 - T-test of educational achievement of grade XI students residing in urban and rural areas in relation to their study habits

AREA	N	MEAN	S.D	t-VALUE	SIGNIFICANCE
Urban	81	37.58	6.12	8.59**	S**
Rural	44	28.30	5.64		

Where,** = significant at 0.01 level

From the table -3, it is evident that t-value which is calculated i.e. t_{cal}=8.59 is more than $t_{0.05}$=1.96 and $t_{0.01}$=2.58 at 0.05 and 0.01 level of significance respectively. Hence, the hypothesis that *there will be no significant difference between the mean scores of educational achievement of grade XI students with respect to urban and rural areas in relation to their study*

habits will be rejected at 0.01 level. It further indicates that the students of grade XI residing in urban and rural areas having high educational achievement differ significantly in their study habits at 0.01 level.

Ho$_4$There will be no significant difference between the mean scores of Educational Achievements of students with respect to granted and non granted schools in relation to their study habits.

Table 4 - T-test of educational achievement of grade XI students of granted and non-granted schools in relation to their study habits

SCHOOL	N	MEAN	S.D	t-VALUE	SIGNIFICANCE
Granted	68	33.41	6.90	1.31	NS
Non-Granted	57	35.39	7.68		

From the table -4, it is evident that t-value which is calculated i.e. t_{cal}=1.31 is less than $t_{0.01}$=2.58 which indicate that t_{cal} is not significant at 0.01 level of significance. Hence, the hypothesis that *there will be no significant difference between the mean scores of educational achievement of grade XI students of granted and non-granted schools in relation to their study habits* will not be rejected at 0.01 level. It further indicates that the students of grade XI of granted and non-granted schools having high educational achievement do not differ significantly in relation to their study habits at 0.01 level.

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IDENTIFICATION OF ECONOMIC FACTORS CONTRIBUTION IN GREEN AUDIT AND REPORTING PRACTICES

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Abstract

To measure environmental activities of an organization and their resulting impacts of business on the society, it is necessary to account for the concern's environmental costs, benefits, assets and liabilities. Complete greening of accountancy and measure the relevant environmental costs and liabilities. It also analyse the extent to which environmental activities and performance can influence managerial decisions and financial results of a company. It will help the organizations to identify the resource utilization and the incurred cost. This paper aims to check the effect of economic Factors on Green Audit and Reporting Practices (GARP) Performance. The hypothesis is based on available information collected from automobile industries. The chi-square tests is applied for hypothesis testing as the collected responses are dichotomous. The total six economic sub factors of are considered for this study. The results disclosed that economic factors are the significant in GARP performance.
Keywords: *Green audit and reporting practices, Economic factors, Automobile industries*

Green audit and reporting practices considered to be an important tool for understanding the influential aspects of natural environment with respect to the economy. Due to growing social and legal pressures and increasing judicial intervention, there has been a growing demand for disclosure of environmental policies, practices and performance of a company to the interested stake holders in or outside the concern. GARP is the term commonly used to describe the disclosure by an entity, of environmentally related data, verified or not, regarding environmental risk, environmental impacts, policies, strategies, targets, cost, liabilities or environmental performance to those who have interest in such information (Radiah et al, 2013). As an aid to enabling their relationship with the reporting entity, via the annual report and accounts package; a standalone corporate environmental report, a site-cantered environmental statement, or some other medium. Environmental audit has been defined as systematic process of objectively obtaining and evaluating the evidence relating to the performance of an organization as reflected in the environmental reports.The advantage GARP initiative is identified the ability to determine and create awareness regarding costs related to environment (Perez, 2007)). It will help to identify the cost reducing and avoiding technics. It will ultimately improve the environmental performance. According to Deshwal (2015), the GARP is a tool which improves the environment performance, controlling costs, investing in cleaner technologies, developing greener processes, and performing related to product mix, product retention and product pricing (Abdel-Rahim, et. al.; 2010; SeowChian, et. al., 2017). The automotive industry is most important and strategic industry in manufacturing sector. It is the largest manufacturing enterprise in the world and one of the most resource intensive industries. Its products and processes are a significant source of environmental impact (Gaudillat, et al., 2017). Thus, there is a need to

evaluate sustainable manufacturing performance in this industry.From extensive literature survey, it is identified that for sustainable manufacturing evaluation believed to be appropriate to automotive companies, consisting of three factors namely social, environmental and economic. This paper proposes a set of economic parameters and future research will focus on another remaining KPI of GARP.

Research Methodology

The above discussed automobile industries shows the importance of automobile industries. Thus, there is a need to evaluate sustainable manufacturing performance in this industries through the lens of economicfactors. Researchers collect the data through a well-designed questionnaire for to determine checking the set hypothesis. In the questionnaires the set of questions framed for the specific purpose of data collection through the industries related to the automobile sector. The data collected through the responses of the questions forms the basis of understanding the problem or explore the idea set by the objective. In the first phase, out of the 122 questionnaires, 64 partially filled and 58 complete filled-up questionnaires were received. The complete filled questionnaire were considered for this data analysis. This gives an overall response rate of 47.54%. To increase the response rate, a reminder was sent to each of the companies, personal calls were also made in some cases. A response rate of above 20% is considered desirable for survey findings (Yu and Cooper, 1983; Kalpande et al, 2012). Malhotra and Grover (1998) have also suggested a response rate of 20% for positive assessment of the surveys. On the basis of responses data was analysed and considered for further analysis.Researcher has divide all responses in four categories depending on their nature of work in automobile sector. These four categories are automobile manufacturing industries, automobile ancillary unit, automobile parts manufacturing industries and automobile parts supplier units. These key performance indicators are derived from a review of an existing literature and empirical evidence based on practitioner's reflections. The sub-factors which were advocated by these studies are scored dichotomously (Yes or No) by respondents of the automobile industries. In this survey researcher collects the responses form 58 respondents. The identified sub factor are economic benefit from new market opportunities, enhance profit through resource utilization and waste minimization, improve organizations environmental performance by green procurement and audit, offset financial and environmental risk, improve market share by environmental accounting and lastly GARP practices with no cost.Considering these, environmental sub factor analysis is carried out by setting the hypothesis statements.

Hypothesis Testing and Result

A formalized hypothesis will force to think about what results one should look for in an experiment. Ahypothesis, which is a provisional formulation, plays significant role in empirical or socio-legal research. It not only navigates research in a proper direction but also contributes in testing or suggesting theories and describing a social or legal phenomenon. To formulate a research hypothesis is an important step in the scientific method because this determines the direction of the study.Hypothesis testing concerns on how to use a random sample to judge if it is evidence that supports or not the hypothesis. Hypothesis testing is a crucial procedure in statistics and evaluates two mutually exclusive statements. Hypothesis testing determine the

best statement supported by the sample data. The hypothesis is based on available information and the investigator's belief about the population parameters. The specific tests considered here are called chi-square tests and are appropriate when the outcome is dichotomous.

The chi-square (χ^2) is probability distribution and assess whether the pattern or distribution of responses in the sample "fits" a specified population distribution. In the test statistic each of the response categories as observed frequency and expected frequency. The χ^2 testcompare the observed frequencies in each response category to the frequencies expected. A Chi square test will also be performed on the data set, providing that at least 80% of the cell have an expected frequency of 5 or greater, and that no cell has an expected frequency smaller than 1.0 (Mukhedkar, 2016).

The χ^2 measures the difference between the observed and expected frequencies and is a quantitative measure. The χ^2 defined $\qquad \chi^2 = \Sigma \Sigma (Oi - Ei)^2 / Ei$

Where,

$\qquad$ Oi = Observed frequency in the Cell i

$\qquad$ Ei= Expected frequency in the Cell i

The decision rule for the χ^2 test depends on the level of significance and the degrees of freedom (df). The level of significance is considered as 5% and the degrees of freedom is calculated by:

Degree of Freedom (df) = (k-1) where, k = The number of response categories.

If the null hypothesis is true, the observed and expected frequencies will be close in value and the χ^2 statistic will be close to zero. If the null hypothesis is false, then the χ^2 statistic will be large.

Analysis and Interpretations

Researcher need to scrutinize previous work and select an experimental design which helps to find that either accept or reject the hypothesis. The rejection of the null hypothesis indicates that the differences have statistical significance and the acceptance of the null hypothesis indicates that the differences are due to chance. Sothere is need to put two possible hypotheses i.e. Null Hypothesis and Alternative Hypothesis

H_0: (Null Hypothesis): Economic Factors Does Not Affect GARP Performance

H_1: (Alternative Hypothesis): Economic Factors Affect GARP Performance.

The Fisher Exact Probability Test is also applied to get the more accurate results. Generally it will be carried out when some frequencies are less than five. The p-value and χ^2 value is calculated by the Chi- Square Test Association in MINITAB-17. The Result Sheet shows the detailed summery generated from the result session. As discussed in previous section χ^2 test depends on the level of significance and the degrees of freedom. For 95% of confidence level and 3 degree of freedom the calculated value of χ^2 is 10.003 and it is very high than the Table value 7.81.

The Results are:The Table value $\chi^2{}_{0.05}$= 7.81 for 95% of confidence level and 3 degree of freedomand $\chi^2{}_{Cal}$ = 10.00 $\geq \chi^2{}_{(0.05\ Table\ value)}$

Therefore, H_1 is Accepted, i.e Economic factors affect GARP performance.

$\qquad$ Hence, this hypothesis is validated and proved.

————— 20/05/2019 11:23:32 —————————————————————

Chi-Square Test for Association: Worksheet rows, Worksheet columns

Rows: Worksheet rows   Columns: Worksheet columns

	Automobile Manufacturing Indust	Automobile Ancillary Unit:	Automobile Parts Manufacturing	Automobile Parts Suppliers:	All
1	18	80	61	92	251
	17.31	69.24	69.24	95.21	
	0.0275	1.6717	0.9809	0.1080	
2	6	16	35	40	97
	6.69	26.76	26.76	36.79	
	0.0711	4.3256	2.5383	0.2795	
All	24	96	96	132	348

Cell Contents: Count
                   Expected count
                   Contribution to Chi-square

Pearson Chi-Square = 10.003, DF = 3, P-Value = 0.019
Likelihood Ratio Chi-Square = 10.468, DF = 3, P-Value = 0.015

Conclusion

Green accounting and reporting practices are in the bourgeoning stage and there should strict rules for ensuring the level of compliance. The products and processes of automobile industries are a significant source of environmental impact. Its evolution for sustainable manufacturing performance through the lens of economic factor is carried out in this paper. It is observed that the environmental factor and sub factor are significantly contributing for GARP performance in organisation. This study was find out the major economic parameters reported by Indian automobile industries as part of their environmental reporting practice.

Limitations of the Study

The sample selected for the study suffers from many constraints. This study is carried out for the industries related to automobile sectors only. The selection of respondents was based on their willingness to participate. Present study focuses merely on economic factor of GARP however, the other dimensions i.e social and environmental can be consider in next paper.

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ROLE OF NAGA WOMEN INDICATING IMPENDING VIOLENCE

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Abstract

Role assigned to a person indicates his/her status. Naga women's roles, especially in a conflict ridden situation, during the pre-British, British and post-British period are analysed in this article. This study describes the role taken by the Naga women for bringing peace only after the peace and tranquillity of the society was disturbed. But, the United Nations Security Council Resolution 1325[2] (UNSCR, 2000) emphasizes the pivotal role the women should play in not only conflict management and conflict resolution but in social, economical and political aspects too. Lack of women's participation is a threat to future peace and tranquillity in addition to growth and development. Long-term political exclusion of women, economic discriminations, discrepancies between men and women and women's educational levels or place in the work place give warning of the impending conflict in the near future (*Schemeidl et al. 2002*) . In the light of the above hypothesis, the article analyses the roles assigned to Naga women, with the assumption that the above hypothesis is true. Therefore, it is a descriptive study based on the reflection, compare that with the present and the identified gaps in the light of the aforementioned hypothesis for creating greater awareness among the mass. It concludes stating that though the Naga women are at par with the contemporary women in many respects, till there are roles yet to be played by them that would bring their society more peaceful and prosperous.
Keywords: *Naga, women, violence*

Terminologies: Naga: A tribal name of an ethnic group associated to the North Eastern part of India and North Western Myanmar; Mahatma Gandhi: An Indian freedom fighter against British colonial rule; Dem/Pukerlia: Among the Zeliang – a Naga tribe, Women involved in peace making are known by these terms; Rani Gaidinliu: A Naga political and spiritual female leader from Zeliang Naga tribe who fought against the British colonial occupation; Tangkhul: One of the Naga tribes; Dobashis: Individuals, who are well versed in the Naga customary laws, appointed by the government to advise the officers in the settlement of cases.

Naga Hills, the area where about 40 different Naga tribes lived, have now been fragmented into and straddling on the lands of some Indian States and Burma. Nagas, living in India, challenged the colonial regime and have been challenging the post-colonial India's political control, asserting their independence and claiming the right to self-determination. This has resulted into continuous conflicts between India and Naga political and social groups causing the loss of numerous precious lives, assets, peace and tranquillity. The struggle for independence and conflict has been continuing till today. The loss might been much more, had the Naga women not intervened into this struggle. Naga women, who constitute half the population of Nagaland, are for Von (1976) "the most renowned in South Asia in peace making". More than needed have been penned down on the violation of human rights, especially the rights of the more vulnerable sections of society – women and children. Peace is the cause of

women but also at the cost of women and thus women are the better sensors and indicators of violence and peace makers too. Many studies have been conducted on the impact of violence on women, children, civilians, role of women in peace making, etc. Violence, ultimately, brings changes in the role of women and likewise 'roles taken by women' too indicates impending violence. But, this violence is not necessarily that of it perpetrated by the outside agencies but sometimes by the hidden forces within the society in the form of socio-cultural practices. Therefore, the roles ascribed to Naga women in their society and by their society need a careful study and that would reflect the violence caused by the forces within and outside. The present reflection tries to place this paper on the following platforms:the role of Naga women before the advent of colonialism and Christianity; the role of Naga women during the occupancy of colonial forces till today in resolving conflicts and the roles ascribed to Naga women in comparison to the contemporary women during the present period.

Despite, being the role of Naga women discussed in two periods – past and present, this paper does not aim at demarcating these two periods accurately in clear terms but moving the reflection along the purpose, i.e. the changing role of Naga women as demanded by time. In the course of time, there are some positive changes taken place but still stagnant in moving towards some desirable changes. Thus, there is an implication of creating awareness about what is denied from the Naga women that is yet to be remote to them, that they deserve, should desire and be reserved for them to dignify them before the contemporary women.

Naga Women in the Past: Before the advent of the British and the Christian missionaries, it is said that Nagas lived in fortified villages and there was pure democracy. Equality prevailed and there found a classless society within every village. The chief and peasants worked together and the egalitarian culture prevailed. Everyone was economically independent and there was a great community feeling and living. There were well found systems of legislations, judiciary and administration, howsoever simple they were, that would suffice the need of their simple and rustic social life. Every Naga village was an independent unit and ruled on democratic principles. Every Indian village was envisaged by Mahatma Gandhi to be independent unit and many Naga villages were like the model democratic village contemplated by the Mahatma. Till today Naga people are identified and taken as a pride to be identified by their village.

Naga women were of great dignity in the past. They engendered the role of women to looking after the daily needs and house-hold chores, bringing up children, being a docile wife to their husbands beside working in the field. But, there was no role assigned traditionally to women on public affairs – decision making, judiciary, and administration. The women were the victims of culture as they had no legitimacy to inherit the ancestral immovable properties, to leave their husband's home in case of divorce, to repudiate all her deceased husband's properties in case of marrying after her widowhood. Talking on one side about her dignity and another side about her being neglected in some of the areas may seem to be contradictory to one another, but though these practices seem to be vicious and violations of women's rights, some of the practices were well justified for that period and context and founded on the great wisdom of their ancestors. Naga society is a patrilineal society, that exists a patriarchal

type of authority and thus power and decision making is still remained at the domain of men folks. In the past, this practice was augmented by the headhunting practice.

But, women were socially peacemakers in the past, specially termed as 'demi' or the 'pukrelia' (Kikon Dolly, 2000). However, Naga women's participation in public affairs was regarded as an ill omen, and women's handling of weapons was taboo. Among the Zeliangrong, it was taboo to kill a 'demi' and 'demis' were the only ones allowed to carry the head of the slain to the bereaved family. Among the Tangkhul, a pukrelia'- ' a woman married to a man from a different clan of her, would intervene in the midst of a battle holding a 'Y' shaped stick and appealing for an end to violence between men who were her kin through blood or marriage (Luithui, S., 2000). They carried the authority to stop violence and if anyone dared to raise a weapon after that, he was ostracised. Though, she is not in decision making and other public affairs of men, they got into peace building by resolving the conflicts brought by and between men.

Naga Women in the Present: But, durng the course of time changes are unavoidable and Naga women are not exceptional. In a society, changes take place in the course of time and no society is static. It was taboo, in the past, for women to carry weapons but Naga social expectations and compulsions made women to carry arms when their peaceful living was under threat. Now, this change has been assimilated and internalized. One of the renowned women, the charismatic Rani Gaidinliu, who took arms and power in her hands by breaking the taboo of her days, is admired for her venture, heroism, and patriotism. Therefore, change is the only factor that does not change but everything else ande everyone needs to adapt to or adopt something new in the course of time and Nagas are not expected to be an exception.

Social change is indicated by the changes in the roles, rules, and functions of the society. As Heraclites says, "No man ever steps into the same river twice". Change, desirable or undesirable, is unavoidable and without change every society is pushed back to social backwardness. Therefore, a society needs to adopt the desirable changes and adapt to undesirable and unavoidable changes occurring around and this is done in a society through the process of enculturation, acculturation and socialization. Advent of Christianity, education and modernization caused changes in general and in the status and role of Naga women too. Naga society, too is exposed to modernisation and experiencing abrupt changes due to the intervention of many people from different regions and cultures that brought greater mobility in education, economy and other aspects of life. Therefore, many changes have been taking place at all spheres of life.

Observation of the current status of women reveals that, comparing the contemporary women from the other states of India, Naga women are not limited with social prejudices. There has been comparatively less crimes on women, nothing much heard of female infanticide, dowry, child marriage, interference of tribal identity or economic status on marriage, etc. Naga women enjoy more freedom than the contemporary women around and no limitation was put on female education, matrimonial decision making and free movement. They are not stigmatised on widowhood or spinsterhood, barrenness, widow's remarriage, divorce, etc. In the past, they had never involved in policy making, settling of disputes or in any decision making. These traditional roles of Naga women have been carried on till now with an exception that many women work elsewhere other than agricultural fields for their economic improvement and for this they empowered themselves through education. But the 'political power and

authority' were the prerogative of men and still being continued in the modern Naga society. But, still there are some aspects that should look for changes. One such, that resists change, is the active political participation of women or the resistance to involve women in the political decision making process.

Naga Women during Conflicts: International community had realized the pertinent role of women and found their role as the fountainhead of peace and thus development. Therefore, the United Nations' Member States anonymously adopted the United Nations Security Council Resolution 1325[2] (UNSCR, 2000) on the 31st October 2000. This is a landmark international legal framework that addresses not only the inordinate impact of war on women, but also the pivotal role women should and do play in conflict management, conflict resolution and sustainable peace. The first operational clause of the UNSCR, 1325 goes as this:

"Urges Member States to ensure increased representation of women at all decision-making levels in national, regional and international institutions and mechanisms for the prevention, management, and resolution of conflict." (UNSCR, 2000)

As UNSCR 1325 and 1820 do not provide any clear mechanisms for monitoring implementations and ensuring accountability, the UN Secretary-General asked for the formulation of National Action Plans (UNSCR, 2008). Since 2005, 17 countries have adopted National Action Plans on the implementation of the Security Council Resolution, 1325. Several other countries are in the pipeline for adopting the National Action Plans. The goal of the US National Action Plan on Women, Peace, and Security is as simple as it is profound.

"to empower half the world's population or equal partners in preventing conflict and building peace in countries threatened and affected by war, violence, and insecurity. Achieving this goal is critical to our national and global security." (USA, 2011)

The above two citations, at the surface level, indicate the need for women's participation as a cure and not prevention. But, the four pillars5 of United Nations Security Council Resolution 1325, which reaffirm 'the important role of women, not only, in the prevention and resolution of conflicts and peace building but something much deeper, which are:

Participation: Participation women at all levels in decision making, including in national, regional, and international institutions, in mechanisms for the prevention, management and resolution of conflict, in peace negotiations, in peace operations, as soldiers, police, and civilians; and as Special Representatives of the U.N. Secretary-General.

Protection: Protection of women and girls from sexual and gender based violence, including in emergency and humanitarian situations, such as in refugee camps.

Prevention: To improve intervention strategies in the prevention of violence against women, including by prosecuting those responsible for violations of international law; strengthening women's rights under national law; and supporting local women's peace initiatives and conflict resolution processes.

Relief and Recovery: To address international crises through a gendered lens, including by respecting the civilian and humanitarian nature of refugee camps, and taking into account the particular needs of women and girls in the design of refugee camps and settlement.

In the modern period, Nagaland has been witnessing many armed conflicts between the state and non-state actors and among the different factions of non-state actors for about six decades. During the period of conflict, the role of exclusive women's organizations, both the governmental and non-governmental, has been been very significant. This is contrary to the women's potential experienced in many countries where the women organisations lack the confidence to engage in conflict prevention efforts in a strategic manner. But, during this modern conflict period, Naga women have, greatly, been taking the role of i. protecting the communities through informal mediation between the state and non-state actors.ii. mediating armed non-state actors to adjure violenceiii. confronting Indian security forces for the safety of the civiliansiv. venturing to meet underground armed groups for making corrective action and follow non-violencev. shaping and sustaining the formal peace processvi. mobilizing for peace and reconciliation Conflict prevention is done at two levels- operational prevention level and structural prevention level (Schmid, 1998).

Operational prevention or Direct prevention - measures to address immediate crises. (e.g. sending high level diplomatic missions to mediate between parties, using economic tools such as sanction, inducements, or collecting weapons and demobilising fighting units), and employing forceful measures such as deploying peacekeepers to a region;

Structural prevention or Root causes prevention-addresses root causes such as poverty, political repression (here repression of women's freedom) and uneven distribution of resources, which can, if left unattended, escalate into violence.

Modern Naga women have greatly contributed at the operational level, as done traditionally, by sending her diplomatic mission to mediate between parties and successfully averted violence temporarily on many occasions and thereby bringing peace. At the second Naga Consultative Meeting convened by the Issak-Muivah group in Bangkok in January 2001, Th.Muivah, the Secretary of the NSCN (IM), affirmed that "In all stages of political negotiations the Naga people will be consulted and their participation sought for better understanding so that the past mistakes may not be repeated and transparency ensured". Here, 'people' includes women too as the NSCN (IM) included women in the Third Bangkok Consultative Meeting in May 2003. By this the importance of women's role is recognized officially by one of the warring groups.

Role of Naga Women in Decision Making: The politics of the Naga people are characterise by parallel structures of authority, in which the modern Nagaland state structure and bureaucracy are in many ways subordinate to the authority of the traditional structure of tribal power. Democratically elected/nominated village and tribal councils that are constituted by men, continue to regulate their social life. There is no women representative in the Nagaland Legislative Assembly. In the 1995 Beijing Platform for Action, the Wold's governments agreed to a minimum quota of 30% women in positions at decision making levels, a target that is far from being realized.

As Naga women's involvement in decision making bodies found the least, the Nagaland State Assembly had passed the Nagaland Municipal (Amendment) Act, 2006 whereby 33% of seats in the civil bodies were reserved for women. The Honourable Justice KK.Sema, the former Judge of Supreme Court of India and Chairman of UP Human Rights' Commission, has said, *"...Nagas are no more infants, the Nagas, State and Legislature are matured and passing an Act like Nagaland Municpal Act where provisions are*

made for the reservation of seats for women is a sign of maturity. However, a change in mindset is the need of the hour as time ahs come for Nagas to think globally and act locally."

However, the implementation has been failing till today as there has been great opposition and objection to this. In 1993, a constitutional amendment in India called for a random of one third of village council leader, or 'pradhan'. Positions in gram panchayat to be reserved for women. The Nagaland Village and Area Councils Act, 1978 was enacted to empower the traditional village institutions and village courts guided by customary law in order to make the maximum utilization of governing bodies existing at that point of time. The village administration was further placed under the men fold with the complete exclusion of women.

A little sigh of relief and the official inclusion of women in administration is the inclusion of women in the Village Development Board (VDB). Through this, women are offered power to plan development schemes for themselves, which are commonly called 'grassroots planning'. A field study conducted by Hibo from Nagaland reveals that the women are still not included in the Village Development Block (VDB) in reality but as in times they are called for signing the papers only. The VDB women funds are managed by the Village Women Society. Many women are not found aware of any future plans for the proper investment of the VDB women funds nor they could do something good for the welfare of the downtrodden women and many village women keep safe distance at the actual practice of VDB related decision making level.

Evidence from around the world and across cultures, shows that integrating women and gender consideration into peace-building processes helps in promoting democratic governance and long-term stability. In order to achieve these goals, women need to be able to play a role in building and participating in the full range of decision-making institutions in their countries. But the political participation of Naga women is still in its nascent stage as none was found the State Legislative Assembly and nor elected ever to represent in the State Assembly in spite of about 20 of them having been contested in the election since the statehood.

The UNSCR (2000) asserts that the one and the foremost one of the indicators is the women's participation at all levels of decision-making in the government and another is the 'domestication of specific and relevant regional and international laws, resolutions and conventions'. This is evidenced and expected to bring peace and less conflicts by the international community. Nagas, who are more open to positive changes, advanced in thinking and high mobility in different sectors of life, seem to be reluctant to realize the reality of women's role in political participation due to reasons knows to them. This reluctance is assumed not in the mindset of male members alone but the female too.

Role in Customary Adjudication: Naga women did not have any role in the official functioning of traditional institutions though all members of the community were considered equal in status to one another. To legitimise the traditional systems existed in each village, the Nagaland Village and Area Councils Act 1978 was enacted to preserve and practice customary practices and therefore, no woman could be member of the Village Council. Therefore, women are completely excluded in adjudication processes done through customary practices. *Dobashi*s an unique institution of Nagaland and this is not a traditional one and originally founded by the British.

*Dobashis*became deliverers of justice, or judgement in many disputes in the course of time. There are more than 2000 *Dobashis* serving in Nagaland. A tribal union of Nagaland came with the strong opposition to the appointment of a woman *Dobashi*. Therefore, women are completely ostracised in the traditional adjudication process too (The Nagaland Post, 2010).

Role in the Churches: The role of women in the churches has always been defined in large measure by the traditional role of women. The subordinate role played by them in traditional society is being reflected in the role allowed to them by the men who controlled the church. In many churches, deacons are chosen in the way the members of the traditional village council used to be chosen. RenthyKeizare (1989) says, "If deacons are chosen as the village council used to be chosen, and if the deacons themselves exercise the power as the village councillors in the village councils, that is not according to the teaching of the New Testament and the Baptist Church". Thus, it can be concluded that the church administration too is infused with the traditional patriarchal system.

Therefore, it is clear that the peace is built in a nation where there is women's equal participation ensured in all the spheres of life and in the process of bringing peace in a conflict ridden society, the women's role is unavoidable and significant. Therefore, the aforementioned 'four pillars' of UNSCR, 1325 emphasizes the role of women in resolving conflicts, they give more emphasize on prevention than cure and the prevention is expected through women's active participation in decision making not only after conflicts but before conflicts too. Women's right to participation is the right that need not be given nor received but to be claimed by women and to be recognized by others.

Women as Conflict Indicators: A key element in understanding the context and situation in an escalating conflict is the ability to read warning signs of trouble and indicators of increasing tension or violence, which is the basis for "conflict early warning analysis" (Schmid Alex, 1998). One of the three hypotheses presented in favour of using gender indicators in conflict analysis in a study by International Alert and the Swiss Peace Foundation, is stated below:

"Where women are particularly discriminated against or targeted, inclusion of gender perspectives can help ensure that discriminatory policies are not perpetuated in post conflict situations and that "newly established freedoms" are not reversed. These indicators include long-term political exclusion of women, economic discriminations (e.g. laws prohibiting from inheriting property), discrepancies between men and women's educational levels or place in the work place. These indicators give a warning of the impending conflict in the near future" (Schemeidl et al. 2002).

Viewing the current status of Naga women through the above hypothesis as a theory, Naga women should be prepared by themselves for participation in political decision making for which they need to be empowered, encouraged, supported and motivated by all.

The Way Forward

The apathy of a section of the society in women's taking new roles is due to the gap in knowledge between ancient and modern values with respect to time. This requires effectibe awareness programmes. These programmes should be conducted sincerely with the help of Nagaland State Women's Commission, NGOs, teachers, youth, volunteers, etc from the grassroots level for both the genders; An organization,

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representing the entire women of the state, should be formed where Naga women's participation is encouraged and ensured without any barriers; Religious institutions should be advised not to follow the traditional village system to avoid giving birth to a new religious sect in future. These institutions should be the places of love, care and social justice for every member. As almost every woman is a member of one or the other religious institutions, reforms could be started from the religious institutions; In Village Development Board, the mandatory percentage of women members is less as it could be done proportionate to the number of adult members of the village. Women could be trained by the outside agencies, both the government and non-government, for the better administration and utilization of the funds. Women's involvement should be strengthened especially in areas of decision making at the village level; Educational Institutions should offer open education courses for the uneducated women, educated married women and home makers who want to continue their education.

Conclusion

The roles of Naga women have changed tremendously except in limited but crucial areas. The static traditional practices, violating the basic rights of women, are not due to the attitude of men folk alone but also of the female too. Only a creamy layer of elite women participates and activates for a change but many women do neither know the existence of these organizations nor know the roles. Therefore, participation at all levels, enunciated by the international organizations, is not found and that is crucial for conflict prevention, conflict resolution and future conflict avoidance. The new roles taken by the women in the VDB are not a complete success though the women could do better. Therefore, women need to be empowered not only by participation but also by capacity building. This should be done not by women alone but also the men as men and women are complementary. There are many men waiting and wanting for the women's empowerment. As there are men to shoulder the women's struggle for emancipation, women could utilize their support in reaching their goals

Though parallel women's associations or organizations are suggested, at the higher level both men's and women's organizations should work together in making decisions. Reluctance of women's participation and their negative attitude in participation is highly found in writing, observations and studies. This may be due to the unconscious submission to traditional practices and this needs a change from the women folk too. This is not brought by education alone but by the change of mindset. Some of the women's organizations, as found in many writings on Naga women, having the syndrome "saving the sons' of the soil' should be changed to 'saving the children of the soil'. To do justice to the children, able women from all walks of life, irrespective of any status, need to participate in the decision making process too. Finally, had there been no violence by the intruders and had Nagaland be freed at the British leaving India, the existing women's associations may not have been formed nor we might have had the minimum role played in VDBs. The politically free Nagaland might have been completely patriarchal. Therefore, the impact of violence has also awakened the women and initiated the women's movement. Emancipation is possible by women's effective participation only.

May The Naga Women Arise and Awake!

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SITUATING SOCIAL ENTREPRENEURSHIP IN PUBLIC SERVICE INNOVATION LITERATURE

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Abstract

Bureaucracy and governments seldom innovate due to no competition and high costs of failures while businesses innovate to achieve competitive advantage. In such a scenario, social enterprises are quite well suited and well equipped to usher innovations in public services by their dense engagement with the community and viable business models.This effective combination creates new services with the hitherto neglected community at the helm and gives rise to total innovations in public services.

Keywords: *social entrepreneurship, public service, innovation, literature*

Public services are the cornerstones of development in any society. Services like healthcare, education, agriculture, etc. are to be provided by the state. However, with political turmoils, red-tapism, market failures, financial meltdowns and deteriorating environment, governments and businesses are looking for more effective solutions which can be keep the aforementioned evils at bay.

One such ray of hope has been the idea of social businesses or social entrepreneurship. As it is defined, social entrepreneurs utilise business skills to address social problems. Socially enterprising people find innovative and novel solutions to complex social problems (Day et al. 2012). Prime examples in India are Arvind Eye Care, SEWA, Agastya Foundati on and many others. For instance, Dr. G. Venkataswamy successfully created the cross-subsidy model at Arvind Eye Care, which allows poor patients to get costly eye surgeries for almost no costs. Narayana Health also has adopted this model to reach out to poor patients and successfully scaled up the social business too.

It still is a young field of study and researchers are witnessing a strong growth of social enterprises (Germak and Robinson 2014) around the world that addressage-old complex sociological problems of our age through creative and knowledge-intensive business models (Mair et al. 2006).Social entrepreneurship movement has also given rise to a new democratic institution in the garb of Self-Help Groups (SHGs) that impart skills and create business opportunities for hitherto under-served sections of the society, which are largely women.

Social Entrepreneurship and Public Services: The social entrepreneurship research stream lends itself in creating interesting lenses through which to visualize critical socio-economic problems (Zhang and Swanson 2014). It thus makes an effort to fill the interstices that the public administration and business management streams are unable to fill satisfactorily. The need to comprehend social enterprises as an emerging organizational form is being widely felt (Miller et al. 2012). This kind of an organization can play a unique role in the institutional landscape because its special features of a social mission delivered by a business allows it to come up with innovative solutions for societal problems where markets, governments, and traditional philanthropic initiatives fail very frequently (Santos 2012).

Governments and civil society organizations increasingly seem to be overwhelmed with social problems with increasing disparities in resource-constraint settings as well

as communities (Busenitz et al. 2016). In such a scenario, delivering public services like healthcare, education, etc. is a Herculean task that demands total innovation.

Social Entrepreneurs invariably look for unjust equilibrium in society unlike typical entrepreneurs who seek suboptimal equilibrium in an area where a business can fill in the interstices. Most social entrepreneurs work in healthcare, education, sanitation and agriculture. The advent of the concept, at least in South Asia, is attributable to the birth and rise of Grameen Bank in Bangladesh. When Dr. Muhammad Yunus scaled up his microfinancing facilities, that too, without any paperwork and collaterals, it kicked off a Self-help movement, which reached India and became a successful model for women entrepreneurs.

These areas of healthcare, education and agriculture are all ideally to be dealt with public service agencies, which typically are government agenciesand in some cases, intergovernmental organizations. Although, many Non-profit organizations do operate in these domains, their model is largely built on knowledge and policy transfer from an alien context. However, when social entrepreneurs employ local knowledge and empower the local community, they contribute to community development in a sustainable fashion.

Public Service Innovation (PSI): Abernathy et al. (1993) had given a typology of innovation for for-profit organizations based on the impact the new idea or practice had on the product as well as the impact on the market-whether it remains same or it expands. Using this typology, Osborne (1998) developed a typology of public service innovation, as shown below:

Fig. 1: Public Service Innovation Typology

The problem with bureaucracy getting involving in Total Innovation is that it would mean doling new services to the marginalized section of the society and essentially creating a new agency for that purpose. Total innovation is not unheard in government but it is far and in between. Innovation in governance is a rarity, especially in developing world. It also is largely governed by political will, but the success of the implementation is determined by the competence of bureaucracy. However, irrespective of competence, bureaucracy everywhere in the world suffers from the bane of 'bounded rationality'. In addition, there are no rewards of innovating in government services, while there are far greater punishments for failed innovations.

Private firms, on the other hand, are quite well equipped to usher in total innovation in their services, which, in fact, they do regularly. The whole concept of disruptive innovation points to the ability of smaller and newer firms disrupting the market with an innovation displacing an existing bigger firm. Innovation lends huge competitive advantage to for-profit organizations and thus, firms invest substantially in research

and development. This is true for firms developing products and services alike-for today, products and services are not discernible. Think Uber and Airbnb.

In such a scenario, the advent of social entrepreneurs fills this gap quite effectively. The cornerstone of any social enterprise is a social cause, which drives the mission and vision of the enterprise; and yet they develop a business model and earn profits. This takes care of the viability of the operations. They, however, do not have any shareholders to distribute the profit to. In fact, they reinvest the profits to scale up their operations.
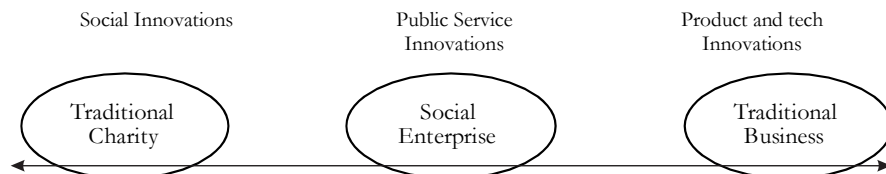
Fig. 2: Business and Innovation Spectrum

Conclusion

With more and more entrepreneurs looking at real impact rather than monetization of their business ideas, social businesses are experiencing a boom. This bodes well for the shambolic public services in developing world. Social enterprises can tackle wicked problems and grand challenges while making the business financially viable and the services sustainable in the long run.

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ROLE OF INSURANCE IN THE DEVELOPMENT
OF AGRICULTURE IN INDIA

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Abstract

Indian agricultural sector still depended mostly on monsoons. The erratic and uneven distribution of monsoon rains continued unpredictability and hence farmers exposure to risk and uncertainty. In this scenario of high risk and uncertainty of rain fed agriculture, allocating risk is an important aspect of decision making to farmers. About 70% population of our country depends on agriculture but Indian agriculture depends on monsoon. It leads to operating risk in cultivation of different crops. To cover the risk which may occur in future there is need to some provision. Crop Insurance scheme is the only mechanism available to safeguard against production risk in agriculture. In this research paper I am trying to give focus on Agriculture Insurance scheme in India as well as Agriculture Insurance companies. With the passing of Insurance Regulatory and Development Authority (IRDA) Act 1999 Indian insurance sector opened to a healthy competition by entry of new private insurers into insurance business hitherto the area of public sector. Insurance penetration (premium as % of GDP) in India was merely 1.93% showing 0.54% and 1.39% in nonlife and life insurance sectors respectively, which is far below from the 16.54%, 13.35%, 11.28% & 11.17% of South Africa, South Korea, Japan & UK respectively (table 1). Being an agrarian economy, there are immense opportunities in agricultural/rural insurance in India. The new areas like weather insurance, rainfall insurance and cyclone insurance give scope even for new private insurers and reinsures to exploit the opportunities in the niche areas.

Keywords: *Crop Insurance, Agriculture, Population, Insurance Companies*

Agricultures plays a very important role in the development of Indian Economy. As per*Statistics Times;* Agriculture is having second position as contributor in Indian DGP after Service sector. Agriculture sector with allied sector shares 17.32% and GVA is around of 23.82 lakh crore INR. While Services sector's Gross Value Added (GVA) at current prices is estimated at 73.79 lakh crore INR in 2016-17. Services sector accounts for 53.66% of total India's GVA of 137.51 lakh crore Indian rupees. With GVA of Rs. 39.90 lakh crore, Industry sector contributes 29.02%. Contribution of Agriculture sector in Indian economy is much higher than world's average (6.1%).

Agriculture Insurance Company of India Limited.

Agriculture Insurance Company of India Limited **(AIC)**is offering yield-based and vweather-based crop insurance programs in almost 500 districts of India. It is a Public Sector Insurance Company. It covers almost 24 million farmers, making it the biggest crop insurer in the world in number of farmers served. Agriculture Insurance Company of India Limited is a limited company. It's headquarter is situated in New Delhi, India. AIC aims to provide insurance coverage and financial support to the farmers in the failure of any of the notified crop as a result of natural calamities, pests and diseases to restore their creditworthiness for the ensuing season; to encourage the farmers to adopt progressive farming practices, high value in-puts and higher technology; to help stabilize farm incomes, particularly in disaster years. The

plan provides comprehensive risk insurance for yield losses due to natural fire and lightning, storms, hailstorms, cyclone, typhoon, tempest, hurricane, tornado flood, inundation, landslide, drought, dry spells, pests/diseases, etc. AIC was incorporated on 20 December 2002 with an authorized capital of Rs. 1500 crore. The initial paid-up capital was Rs. 200 crores, which was subscribed by the promoting companies, General Insurance Corporation of India GIC (35%), NABARD (30%) and the four public-sector general insurance companies (8.75%) each, viz., National Insurance Co. Ltd., Oriental Insurance Co. Ltd., New India Assurance Co. Ltd., and United India Insurance Co. Ltd.

Under the Umbrella of Agriculture Insurance Company There are so many scheme are introduced for the benefit of Farmers, like Rainfall Insurance Scheme for Coffee (RISC), Bio-fuel Tree/Plant Insurance Policy, Potato Crop Insurance, Rubber Plantation Insurance, VarshaBima / Rain Fall Insurance and Pradhan Mantri fasalbima yojana (PMFBY) and several other scheme.

How does the insurance scheme for farmers work?

To take advantage of the crop insurance scheme, the interested farmers have to register themselves with the insurance provider company. The registration of marketing surplus at the sowing of crop is essential for crop insurance. The insurance company offer the appropriate coverage scheme which includes minimum support price guarantee or market price from past. Farmers are required to pay the premium for any type of price insurance. In the initial stages, government shares the burden of premium payment. During harvest, if the notified market price falls below guaranteed price, then the insurance company pays the compensation.

Various insurance coverage available to farmers

The insurance schemes for the farmers have been evolved to provide benefits to the farmers. Some of the policies cater to both the personal and property need of the farmers. The basic requirements of the farmers are covered in the farmers insurance scheme. Here is a list of the coverage provided to the farmers under such policies.

Loss or damage caused due to fire or natural disaster such as flood, storm, tornado, cyclone, earthquake etc.; Loss or damage to the property of the insured farmer; Coverage for personal accident which includes the insurer and the family members; Cover for loss or damage of tractor; Cover for loss of pump set; Coverage for loss/ damage caused by power failure

Some very popular Insurance Scheme for Agriculture are as follows-

Pradhan Mantri Fasal Bima Yojana (PMFBY): The Scheme has been introduced from Kharif 2016 replacing National Agriculture Insurance Scheme (NAIS) and Modified National Agriculture Insurance Scheme (MNAIS) and is being implemented by AIC and other empaneled insurance companies. PMFBY aims at supporting sustainable production in the agriculture sector by way of- a) Providing financial support to farmers suffering crop loss/damage arising out of unforeseen eventsb) Stabilizing the income of farmers to ensure their continuance in farmingc) Encouraging farmers to adopt innovative and modern agricultural practicesd) Ensuring flow of credit to the agriculture sector; which will contribute to food security, crop diversification and enhancing growth and competitiveness of agriculture sector besides protecting farmers from production risks.

Coverage: The scheme is compulsory for loanee farmers obtaining Crop Loan / KCC account for notified crops. However, voluntary for Other/non loanee farmers who have insurable interest in the insured crop(s).

National Agricultural Insurance Scheme (NAIS): The National Agricultural Insurance Scheme (NAIS) was introduced from 1999-2000 replacing the erstwhile Comprehensive Crop Insurance Scheme (CCIS). The main objective of the scheme is to protect the farmers against crop losses suffered on account of natural calamities such as drought, flood, hailstorm, cyclone, fire pests and diseases.

The new scheme is available to all the farmers—loanee and non-loanee—irrespective of their size of holding. It envisages coverage of all the food crops (cereals, millets and pulses), oilseeds and annual horticultural/commercial crops, in respect of which past yield data is available for adequate number of years.Among the annual commercial/horticultural crops—seven crops, namely, sugarcane, potato, cotton, ginger, onion, turmeric and chilies, are covered. The premium rates for Bajra and Oilseeds are 3.5 per cent of sum insured or actuarial rates whichever is less while for cereals, other millets and pulses, the premium rates are 2.5 per cent of sum insured or actuarial rates whichever is less.In the case of commercial and horticultural crops, actuarial rates will be charged. Small and marginal farmers will be entitled to subsidy of 50 per cent of the premium charged from them to be shared equally by State/UT and Central Government. The subsidy in premium will be phased out over a period of five years.The Agriculture Insurance Company of India Ltd. implements the National Agricultural Insurance Scheme (NAIS). At present the scheme is being implemented by 24 states and 2 UTs. Up to March 2012, since inception, claims of about Rs 24,246 crore have been paid against premium income of about Rs 7,580 crore benefitting about 511 lakh farmers of the country.

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A STUDY ON IMPACT OF STARTUP ECOSYSTEM ON STUDENT INNOVATIONS

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Abstract

Indian economy is moving from developing to fastest developing economy. Start-ups in India are the new contributing factor in the growth of development. India is a developing south Asian country. It is a most populous and 7th largest country by area. Large population implies a large prospective market in India and puts more pressure for employment in the country. In the present decade, India is undertaking an essential shift towards start-up welcoming policies and a business friendly environment. India is a populated country having increasing demand which is putting a competitive environment forcing to create innovative systems. One of these systems is a start-up ecosystem. This paper is aimed at about the growth and prospects of start-up systems in India.

Keywords: *startups, innovation, technological business incubator, India.*

Indian Economy is considered to be the sixth largest economy in the world in terms of measurement of nominal gross domestic production(GDP) and third largest by purchasing power parity(PPP) .There are number of variables which contribute into the growth process of the economy. Precisely this paper throws light on one of the most important variable for development, that is, education, and its impact on the developmental acceleration of the economy.

The paper briefly reports the reasons behind a very conducive setup, proposal of economic development via educational reforms in the state becoming a role model for various other states in the economy. As it is evident that Indian population also stands second highest in the world after China. But as compared to China, India has younger population, which in turn means more of working population. Therefore the long term expansion potential of the Indian economy is positive due to its younger population. There have been various, fundamental educational developmental issues, some of them are being not only addressed but also worked upon to improvise. Our economy has registered an impressive literacy growth rate, which is being consistently showing an upward trend. The government, planning and efforts to provide free basic education from 6-14 years of age, has played a vital role. Although access to primary education is just the first step, the fact that our system still needs to work on tertiary education, for long term goals.

Innovation Ecosystems

The term 'innovation ecosystems' has become popular in industry, academia, and government. It is used in corporate, national, or regional contexts, in idiosyncratic ways. It implies a faulty analogy to natural ecosystems, and is therefore a poor basis for the needed multi-disciplinary research and policies addressing emerging concepts of innovation.

Frenkel and Maital (2016) find an early use of "innovation ecosystem" in a New York Times op-ed by William Kennard, a former Chairman of the US Federal Communications Commission.

Other earlier comparisons of business environments to ecological systems include Carroll (2010), Hannan and Freeman(2011), Moore (2013), and Schot (2011). (All owe intellectual debt to Nelson and winter (2012), though the latter's work on evolution of technology did not imply there is ecology of innovation.)

However, these researchers may not have been aware that other social scientists had already left the questionable ecosystem analogy behind; see specially Haynes (2011).

Jackson (2011) defines an innovation ecosystem as "the complex relationships that are formed between actors or entities whose functional goal is to enable technology development and innovation." (A supplementary file, giving more background on innovation systems and their relation to technology based economic development, accompanies this article.) He continues, The actors include the material resources (funds, equipment, facilities, etc.) and the human capital (students, faculty, staff, industry researchers, industry representatives, etc.) that make up the institutional entities participating in the ecosystem (e.g. the universities ,colleges of engineering, business schools, business firms, venture capitalists, industry-university research institutes, federal or industrial supported centres of excellence,

and state and/or local economic development and business assistance organizations, funding agencies, policy makers, etc.).

The innovation ecosystem comprises two distinct, but largely separated economies, the research economy, which is driven by fundamental research, and the commercial economy, which is driven by the marketplace.

Review of Literature

Reviewing the literature of innovation environments, Durst and Poutanen (2016) found very few scholarly articles that called those environments "innovation ecosystems." Those papers they did find, they note, paid little attention to the dialog with multiple constituencies, which (as Jackson's definition implies) the topic seems to call for. Likewise Niosi (2017) addressed national and regional innovation systems (NIS and RIS) without using the prefix "eco-."

Frenkel and Maital's introduction to their 2016 book Mapping National Innovation Ecosystems considers biological ecosystems only as a loose metaphor. Despite the book's title, neither the ecosystem term nor the metaphor appears anywhere else in the volume. Speakers at the 2016 World Technopolis Association Workshop and UNESCO-Daejeon Global Innovation Forum used "innovation support systems" (Chen, 2017) and "innovation support platforms" (Seo, 2017) as satisfactory equivalents to "innovation ecosystems." Thus, 'innovation ecosystem' is identical to 'innovation system,' at present.

Research Methodology

Research Design - The present research is descriptive in its nature.

The population of the study - The survey population is confined to only 34 business incubation centres and their incubatees in Gujarat State.

Sample Size-The survey sample consists of 10 business incubation centres and 42 incubatees.

Universe of the Study - The universe of the study is confined to 37 business incubation centres and their incubatees existing in Gujarat State during the year 2018.

Data Collection and Data Sources - Among the various methods, which can be used to collect the primary data, the researcher has adopted two methods which are Personal Interview method and Questionnaire method. The researcher has prepared

questionnaires, which contained multiple choice questions. The respondent's opinions are collected with regard to the problem with the help of the questionnaires.
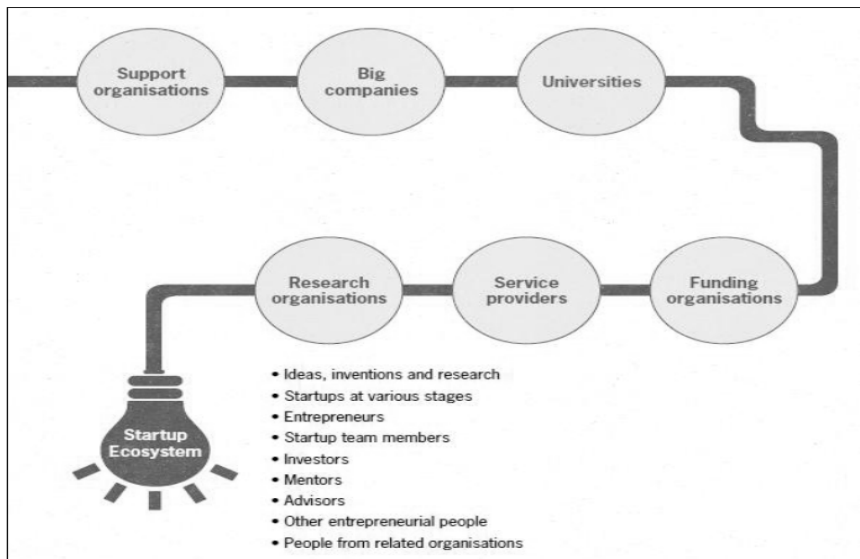
Objectives

To examine the role of Business Incubation Centres in promoting entrepreneurship and to identify the gaps, if any, between perceived and actual services rendered; To analyze the gap between the practices followed by business incubation centres to promote entrepreneurship; To examine the growth and prospects of start-up systems in India.

What is a Startup

Currently a clear definition of a 'Startup' does not exist in the Indian context due to the subjectivity and complexity involved. Considering various parameters pertaining to any business such as the stage of their lifecycle, the amount and level of funding achieved, the amount of revenue generated, the area of operations, etc., some conceptual definitions are available in the public domain. The Department of Industrial Policy and Promotion (DIPP) is also working around a clear definition for startups and is expected to make it public in due course.

A startup is a young company that is beginning to develop and grow, is in the first stages of operation, and is usually financed by an individual or small group of individuals; A startup is a young company that searches for an unknown business model in order to disrupt existing markets or create new ones; A startup is a young, dynamic company built on technology and innovation wherein the founders attempt to capitalize on developing a product or service for which they believe there is a demand.

Origin of Startups ecosystem

Source: ASSOCHAM India (2016) Startups India - An Overview

Call for Startup ecosystems in India

In the present decade, India is undertaking an essential shift towards startup welcoming policies and a business friendly environment. India is a populated country having increasing demand which is putting a competitive environment forcing to create innovative systems. These startup ecosystems works on a continuum from basic research to the transfer into developed companies or entrepreneurs.

To corroborate this process, the most of the works are using the record number of patents as a proxy, given the difficulty of measuring new products, services and process for the market.

Initiatives Undertaken by IIM's, IIT's & other Premier Educational Institutes to Enable Start-Ups Ecosystem

Five of the country's leading B-schools — IIM Bangalore, Indian School of Business (ISB), IIM Kozhikode, IIM Ahmedabad and IIM Calcutta — have spawned more than 400 entrepreneurs in the last five years. This is testimony to the growing clout of India's B-schools as breeding grounds of start-ups. Fittingly enough, it's IIM Bangalore, located in India's very own Silicon Valley that leads the pack with over 150 entrepreneurs among those who have graduated in the last five years. ISB comes in at second place with around 124 entrepreneurs from its flagship programme, while IIM Kozhikode, IIM Ahmedabad and IIM Calcutta have around 58, 50 and 20 entrepreneurs respectively in the last five years. "It's remarkable that so many graduates from marquee institutes, who had the option of highflying corporate careers, have moved into

IIM Calcutta Innovation Park: The incubator at the Indian Institute of Management Calcutta – IIM Calcutta Innovation Park – focuses on healthcare, education, cleantech, lifestyle, analytics, Internet of Things. There is a special focus on social enterprises. There is a big need, to promote social enterprises in India, as it impacts those at the bottom of the pyramid, and there are not many business incubators that focus on this area.

The IIMCIP conducts seminars, roundtables and a business plan contest to promote social entrepreneurship. This is done in partnership with the Tata group under the Tata Social Enterprise Challenge. IIMCIP is spread over 10,000 sq ft and it is a not-for-profit company established in 2014, run by an independent board and has on its governing body a good mix of faculty and alumni, who are also either serial entrepreneurs or involved with the venture capital ecosystem.

IIMCIP takes a small percentage of equity, typically up to 5 per cent, as a consideration for the incubation support. IIMCIP sells its stake when the venture raises the next level of funding. Formal incubation through IIMCIP as a separate Entity started in September 2014. Prior to this, IIMC offer incubation support through its Centre for Entrepreneurship and Innovation. One of the success stories of four students from IIMC who started Zostel in 2014. Zostel is a backpacker hostel and affordable hotel chain that is present in 35 cities. It has just announced opening a hostel in Vietnam. Zostel recently raised another round of funding and had previously raised $1 million.

On the start-up scene, the success stories of internet businesses have created a buzz. Now more and more students and young professionals are opting out of jobs and starting their own ventures.

National Institute of Design, Ahmedabad: The National Design Business Incubator (NDBI) at the National Institute of Design, Ahmedabad, is meant to encourage entrepreneurs focused on design. It aims to foster a culture of entrepreneurship in young designers so that they come up with products and services that will find a good response in the market.

The objective is to create a new class of entrepreneurs – Designpreneurs – something that India needs in plenty. Spread over 4,000 sq ft at the NID, the premier institute for design in the country, the NDBI was established in 2004 and is run as an independent legal entity.

At NDBI, about 10 ventures are at the incubator at any given time and it admits about six new ventures every year. Though it admits any venture that is focused on design, the NDBI concentrates on those in the health, sanitation and renewable energy sectors. The incubator is open to any venture and need not have any NID connection, as long as it into designing products. Innovation, market potential and business plan are the criteria that the ventures need to satisfy for gaining admission to the incubator. The ventures are allowed to be in the incubator for three years. The NDBI picks up about a 5 per cent stake in the ventures, from the grants available to it, the incubator provides air-conditioned work space with computers, IPR registration, help in forming the company, legal and accounting services, seed capital, facilitating angel/ VC funding, networking with other incubators, product development and marketing.

According to information available on NDBI's website, various funding options are available, including a Technopreneur Promotion Programme, run by the Department of Scientific and Industrial Research, through grants. Besides, the Department of Industrial Policy and Promotion has set up a ₹10-crore Venture Ready Fund (VRF) at NDBI to support young designers aspiring to become entrepreneurs. This money will be disbursed over four years through loan, equity or a mix of both.

Some of the start-ups incubated at NDBI and that have made it big are Sangaru Design Objects Pvt Ltd, Robots Alive Pvt Ltd, Yuga Design Pvt Ltd and Dhama Innovations Pvt Ltd.

Indian institute of Information Technology (IIT-Hyderabad campus): T-Hub Incubator of Incubators: T-Hub is a Public Private partnership (PPP) model between the Government of Telangana, IIIT-H, Indian school of Business, and NALSAR (National academy of research and legal studies), they are expected to be catalysts for promoting innovation similar to the roles played by the Stanford University and University of California in the success of Silicon Valley. T-Hub is not just about 800 people to work on innovative technology driven products and solutions, but an integral part of a larger ecosystem the state government is keen on is keen on creating. Initially 50 start-ups will occupy the space and thereafter 50 more will get in, compared to private incubators, T-hub is an Industry-government partnership that seeks to provide entrepreneurship an edge in tune with the state's industrial Policy-Innovate, Incubate and Incorporate.

The government may have spent Rs 40 crore on the T-Hub building, but the best part of T-Hub will be minimal interference from the government. The government has said that government will not be involved in the day to day affairs in areas like which start-up to select, how long an enterprise should continue there and who will get

funding. All he professional decision would be taken by people involved in the management and guided by 10-member empowered board in which the lone government representative will be the IT secretary.

The IIT-Madras start-up incubator: In early 2013, two IIT-Madras batch mates, Tarun Mehta and Swap nil Jain, quit their jobs and went back to their alma mater. Their intention was not further studies. They wanted to make a battery -one that could be used in electric two wheelers, and which would be far superior in performance than the available ones.

The IIT-Madras start-up incubator welcomed them and even provided Rs 5 lakh in funds. That was the start of Ather Energy, which expects to commercialize a high performance electric scooter in the coming months at a little less than Rs 1 lakh, a price which they say is no more than for an equivalent petrol scooter. For the two friends, the objective was simple. They wanted to make an electric scooter that feels like a petrol one -much like what Tesla Motors in the US did with cars.

The idea has attracted many, and Ather's funders now include the Central government, Tiger Global, Flipkart founders Sachin Bansal and Binny Bansal, and Silicon Valley-based big data firm Aerospike's co-founder V Srinivasan. The scooters will have a top-speed of 72 km per hour and a remarkable 90% battery charge in an hour. The vehicle produces 7 bhp powers, only marginally less than the current petrol-based scooters. It will come with a smart dashboard that will enable users to create personalized profiles and choose riding modes, and it will have onboard diagnostics capabilities.

Results & Discussion

For testing the first objective of this investigation pertaining to the role of Business Incubation Centres in promoting entrepreneurship, mean scores of sampled organizations were taken on the basis of 25 items included in the second part of the questionnaires. Furthermore, a t-test was also performed to analyze the gaps between perceived and actual services rendered by the business incubation centres. The level of significance was set at a conventional level of 5 per cent. Table 1 presents the 109 results of the statistical analysis expressed in terms of the mean values of perceived effectiveness.

TABLE   1: Role of Business Incubation Centres in Promoting Entrepreneurship - Factor Wise Analysis

Factors		Business Incubation Centres				Incubatees		
	N	Mean Scores	Std. Deviation	Std. Error Mean	N	Mean Scores	Std. Deviation	Std. Error Mean
Physical Infrastructure	10	4.2750	.57070	.18047	42	3.4762	.60185	.09287
Business Assistance	10	3.9444	.38222	.12087	42	2.9153	.50817	.07841
Management Guidance & Consulting	10	4.3500	.57975	.18333	42	3.1190	.74334	.11470
Enabling Environment	10	4.0500	.38222	.12087	42	3.3363	.50817	.07841
Total Mean Score		**16.6194**				**12.8468**		
Average Mean Score		**4.15485**				**3.2117**		

Analysis of gaps between perceived and actual services rendered by business incubation centres

A thorough understanding of the perception of incubates in respect of various business incubation services is critical for the success of the business incubation centres. This information serves as a feedback to enhance their utility and effectiveness by making suitable changes in the level and type of services rendered. Incubator resources are scarce and should be utilized for providing only those services that benefit the incubates most. For an analysis of the gaps between perceived and actual services rendered by the business incubation centres, a t-test and ANOVA was performed. The level of significance was set at a conventional level of 5 per cent.

t - test for equality of mean scores of business incubation centres and incubatees regarding various business incubation services

TABLE : t- test for Equality of Mean Scores

Independent Samples Test

Equal Variance Assumed

				t-test for Equality of Means		95% Confidence Interval of the Difference	
	t	df	Sig (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Physical Infrastructure	-3.807	50	.000	-.7988	.20984	1.22029	-.37733
Business Assistance	-5.994	50	.000	-1.0291	.17168	1.37393	-.68427
Management Guidance and Consulting	-4.882	50	.000	-1.2310	.25217	1.73744	-.72446
Enabling Environment	-5.994	50	.000	-1.0291	.17168	1.37393	-.68427

The statistical results of the t-test reveal vital gaps between perceived and actual services rendered by the business incubation centres as denoted by the critical negative mean difference and significance value of less than 0.05 across all categories namely: Physical Infrastructure services (-.7988), Management Guidance and Consulting services (-1.2310), Enabling Environment services (-1.0291), and Business Assistance services (-1.0291). It is important to note that although the first three categories of services have statistically significant gaps, they are acknowledged to be provided by the incubates since their mean scores are above 3.00. The analysis, therefore, reveals that the incubates' expectation of the degree of effectiveness in provision of these services is higher than its current level. However, in case of Business Assistance services, the mean value is below 3.0 suggesting that the incubates did not discern them to be provided.

Analysis of Variance

TABLE   : ANOVA between Incubatees and Business Incubation Centres

	Sum of Squares	df	Mean Square	F	Sig.
Physical Infrastructure					
4. Your Incubation Centre provides work space to tenant companies at below market rate rent.	.007	1	.007	.011	.918
5. Your Incubation Centre provides communication facilities like Phone, Fax, to tenant companies.	1.517	1	1.517	1.983	.165
7. Your Incubation Centre provides library facilities to tenant companies.	20.800	1	20.800	12.423	*.001*
15. Your Incubation Centre provides laboratory facilities to tenant companies.	11.355	1	11.355	6.346	*.015*
Business Assistance					
6. Your Incubation Centre provides secretarial services to tenant companies.	17.374	1	17.374	21.223	*.000*
8. Your Incubation Centre provides technical assistance to tenant companies.	26.866	1	26.866	23.743	*.000*
9. Your Incubation Centre provides marketing assistance to tenant companies.	15.403	1	15.403	10.711	*.002*
10. Your Incubation Centre provides legal services to tenant companies.	3.641	1	3.641	2.710	.106
11.Your Incubation Centre provides networking support to tenant companies (e.g. with suppliers/customers etc)	16.484	1	16.484	14.908	*.000*
12. Your Incubation Centre provides human resource management services to tenant companies.	.251	1	.251	.410	.525
13.Your Incubation Centre assists tenant companies in obtaining statutory approvals	2.682	1	2.682	3.091	.085
14. Your Incubation Centre assists the tenant companies in product development activities.	3.958	1	3.958	2.353	.131
16. Your Incubation Centre helps tenant companies in securing capital.	8.704	1	8.704	5.048	*.029*
Management Guidance and Consulting					
1. Your Incubation Centre disseminates information on business ideas. (Product/service ideas)	1.386	1	1.386	2.122	.151
2. Your Incubation Centre helps the tenant companies in conducting feasibility studies.	17.601	1	17.601	8.113	*.006*
3. Your Incubation Centre helps the tenant companies in developing business plans.	9.773	1	9.773	9.993	*.003*
17. Your Incubation Centre provides business counseling to tenant companies.	30.190	1	30.190	17.205	*.000*
Enabling Environment					
18. Your Incubation Centre has created an environment where tenant companies learn from one another.	2.954	1	2.954	4.970	*.030*
19. Your Incubation Centre has reduced the time required to develop marketable products/services.	12.476	1	12.476	9.741	*.003*
20. Your Incubation Centre has reduced early stage operational costs helping tenant companies start the business with lower initial investment.	.124	1	.124	.135	.715
21. Your Incubation Centre has accelerated the development of new firms by tenant companies.	1.003	1	1.003	.941	.337
22. Your Incubation Centre has minimized the chances of failure of tenant companies.	19.584	1	19.584	14.562	*.000*
23. Your Incubation Centre has helped the tenant companies to establish credibility.	8.000	1	8.000	4.847	*.032*
24.Your Incubation Centre takes periodic feedback about tenant companies satisfaction with incubator services	9.190	1	9.190	10.272	*.002*
25. Your Incubation Centre has a formal procedure for handling tenant companies grievances.	.440	1	.440	.682	.413

In terms of physical infrastructure services, the ANOVA table indicates that the significance value of library facilities (.001) and laboratory facilities (.015) is less than 0.05 indicating vital gaps in the perception of business incubation centres and their incubates regarding provision of these two services.

The results of the ANOVA for business assistance services reveal a significance value of less than 0.05 for secretarial services (.000), technical assistance (.000), marketing assistance (.002), networking support (.000) and assistance in securing capital (.029) implying critical differences in the conception of business incubation centres and their incubates regarding provision of these five services. It is, however, worth noting that in case of networking support and assistance in securing capital, the results indicate that although the incubates figure out these services to be provided in general, the degree of efficacy is perceived to be less in comparison to that of business incubation centres.

In case of management guidance and consulting services, the significance value of assistance in conducting feasibility studies (.006), assistance in writing business plans (.003) and business counselling (.000) is less than 0.05, suggesting significant gaps in perception of business incubation centres and incubates regarding provision of these services. The business plan writing assistance service though provided requires considerable improvement.

With regards to the enabling environment services, the ANOVA table reveals that the significance value of synergistic environment (.030), reduced time to develop marketable products/services (.003), minimized chances of failure (.000), establishing credibility (.032), and periodic feedback (.002) is less than 0.05, implying significant differences in perception of business incubation centres and incubates regarding provision of these services.

Conclusion

There is no doubt that start-ups play an important role in boosting innovation, entrepreneurship and creating new jobs. The country's premier engineering and Management like IIT'S and IIM'S have taken significant steps in enabling start-up ecosystem by establishing Incubators, Accelerators and research park and even the placement are seeing a fresh surge in hiring from start-ups.

The culture and practices of IIM' and IIT'S related to start-ups should also be percolated to other B-schools and engineering institutes located in TIER-II and Tier-III cities, where majority of the student's study. To begin with the ministry of HRD should provide the funds to set up incubators, Accelerators and research parks in Universities having the status of potential of excellence and thereafter to other universities and affiliated colleges looking into the success of the Programme. Even the corporate can be invited for funding start-ups through their corporate social responsibility activities.

For building an entrepreneurial environment, the government, big corporate, educational institutions should come forward to provide a culture for start-ups in India. Mentor programmes, innovative essay competitions, workshops, seminars should be organized by the government and universities. From an overall viewing, India had a very high scope for growth of start-up ecosystems. India offers the largest pie of venture prospect that the world is eyeing.

There are lots of issues relating to provide venture capital to these start-ups. "We need innovations that solve Indian consumers' problems, with a grassroots level movement. Foreign venture capital firms tend to have a bias towards replicating business models proven in developed countries.

Let's hope that new policy would address the problems of start-ups in General and educational institutes particular to foster innovation and entrepreneurship.

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MINIMUM STANDARDS PRESCRIBED BY GOVERNING BODIES AND THE ASSOCIATED FLAWS WITH SPECIAL REFERENCE TO QUALITY EDUCATION

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Abstract

To add to the quality of higher education, there exists several autonomous bodies viz. UGC, NCTE, AICTE etc. Unfortunately, these days, these bodies have remained in lime light being dragged into newspaper and courts for several reasons. Along with these bodies came up the existence of NAAC and NBA and to add to it came up the NIRF. Noteworthy that the key positions of these autonomous governing bodies and even the universities which is responsible for escalating HEIs and its quality is influenced politically and thus their quality perspective and even its functioning remains questionable.
Keywords: *education, quality education, UGC, NCTE, AICTE, NAAC, NBA, minimum standards, flaws*

It turns very futile when the system makes it compulsory (compulsion - when it is unessential or unrequired abducts the natural ethical instinct of the individuals who are uninterested in that act/action/activity) for any individual, college, institution or organisation to compete even when they know that they can't be compared. The abnormal comparison and its forcible application have created an abnormal competition which lead to the severe detoriation of the quality of education.

API and Quality Perspective - Flaws

To add to the quality of education, students and HEIs, the UGC came up with idea of converting the quality perspective in quantitative terms and thus came up with API. The birth of API with a good idea of quality was left upon the universities and other respective governing bodies to nurture and nourish based upon their understanding. API was implemented as a compulsion and was termed as a requirement for promotion and job. This compulsion, however was likely to deliver poor consequence and prove fatal. Enacting and enforcing the 2009 standards by the UGC, started the age of ISBN/ISSN. It's not wrong to move ahead and think ahead but merely with the application of the new rule, one cannot reject the older existence by applying the rule retrospectively. It means that the rule should be applied prospectively only from the date of its commencement and not retrospectively.

ISSN/ISBN

The lack of clarity of the application/implementation of the rule from the date of its commencement after its enactment and enforcement empowered the recruiting authorities to interpret it in their own way. The tragedy lies when the publication published before 2009 without any ISSN/ISBN is required to have the ISSN/ISBN. How amazing, the same publication, same title, same content, same author, same publisher but without ISSN/ISBN one cannot claim for associated score (a quality perspective associated with ISSN/ISBN) required in the name of API and the same was asked even for the publication before 2009 which existed since years.

Such vague rigidity of ISSN/ISBN through its vague interpretation and implementation seemed to prove as if the prospects need only the ISSN/ISBN irrespective of the quality and content. Since API score can be claimed only on the basis of ISSN/ISBN, it directly or indirectly insisted the authors and researchers to concentrate more on ISSN/ISBN rather than quality of publication and the publishers. In name of quality education and enhancement of quality of HEIs, the university authorities/recruiters poised the idea that that irrespective of quality, you can score and claim your API score only with ISSN/ISBN. This requires the rethinking of the requirements and a better understanding of the need and relevance of ISSN/ISBN. In most cases, the researchers and teachers desirous to publish, they simply ask, Is it ISSN journal? Does it have ISBN? In most cases these potential prospects didn't even knew which was used for books and which for journals? Such situations arose several questions. Whether, ISSN/ISBN or the publication is important? Shall API score be assigned for ISSN/ISBN or for publication? Can the recruiters ask for its retrospective effect means ISSN/ISBN for earlier publication? As of now, any publication whether it is by Maharshi Ved Vyas or by Tulsidas or Premchand, if it is without ISSN/ISBN, it's invalid to be considered for API, if they apply for the any teaching position in university/colleges of India. Had Gandhiji gone without ISSN/ISBN of his auto biography to these authorities, Only God can help!!

International Publication

As if the ISSN/ISBN were less, no sooner started the era of International publication (a new quality perspective associated on with the term "International" and a new entrepreneurial opportunities) that being a criterion in API and each journal turned international. The situation turned tragic when the recruiters/authorities irrespective of quality of publication simply asked, Is it an International Publication? If yes, where is it written? And if you are able to show it written somewhere, you get your claim, irrespective of its quality and content. Surprisingly, even the local journals in local languages presented themselves as international and more surprisingly it was considered by the authorities. (Noteworthy that to publish a journal or book is not easy for any publisher. Where people are hardly aware of the report writing, research methods, how can one expect a publisher to publish something rich. He can publish that, what he gets. And quality is not a fruit to eat and get. Any quality, takes time to add to itself. Again to publish anything, it costs. Thus to sustain, the publisher need to charge, however care should be taken that it should be nominal subscription based charge. Everyone cannot do charity. Like recruiters, some believe in business and they do it. As a matter of fact, today there are no buyers of books and journal and if at all, they buy, only out of compulsion, as a requirement.) As if it was less, even a small pocket size booklet of about 10-12 pages in local languages were considered as publications in most of the interview. Since, UGC has no role in process conducted by the recruiters and that the recruiters had only to report the results irrespective of process carried out by them, such level of discrepancies was observed in understanding the minimum standards and norms laid by UGC in the name of quality education. The API as a quantitative conversion of the quality proved more than fatal because the recruiters and university authorities by their ways and techniques forced the teachers and job seekers to perceive that quality is expected through API score which is claimed and assured with mere ISSN/ISBN and the word "international".

This API with many components including the ISSN/ISBN, and the word "international" created a chaos in the name of quality enhancement. Writing a book or conducting a research is not everybody's cup of tea and imposing and enforcing one to do that results with lots of publications but without any value because the prospects perceived that promotion required API and API required only ISSN/ISBN or the word "international". The quality perspective turned tragic because many who couldn't write but could pay, paid it and published and got the promotion, many who couldn't write and couldn't pay to get it written, just copied and gave rise to Plagiarism issue and thus the minimum standard of UGC and its poor interpretation enabled good business to software developers and trouble for teachers. It posits several questions - Are all teachers capable to conduct research? Can we have quality research by associating it with our promotion as well job requirement? Who is responsible for these plagiarisms? Who is responsible for this chaos?

Teaching/Research – What should be priority?

Any school teacher or a college or university teacher has his first commitment to the students and then to the institution, Authorities, Parents, State and then to the Nation. Although we have highly qualified teachers in schools and colleges but yet we hardly have creativity and innovations. The reason is lack of thinking ability. The schools and colleges through their teachers and environment need to promote thinking ability, promote divergent thinking and thus add to the education, values, creativity and innovation. As soon as this skill is developed, research will be the natural outcome. Again, a good research requires full time responsibility and commitment, dedication and devotion. The quality research can't come with the loaded responsibility of teaching in addition to the other responsibilities of job. Such a situation where all teaching, research, publications, awards, seminars, presentations, curriculum design, attending orientation and refresher courses is must for a teacher again posits some questions. Is it must for a teacher to do research? If yes, why? Do we have enough flexibility in the structured closed classroom environment to share and talk about the research? If yes, does our course curriculum include any element of contemporary research?

Seminar/Conferences

With inclusion of the seminar and conferences as a part of API score, there was a boom for seminar and conferences but purely a vague one. Everyone made it a business. The hard earned money paid by the tax payers was abused like anything in the name of seminars and conferences with nothing more than to add to API and college grading. It was used only as a tool to collect the money by the organisers as well to collect the certificate by the prospects without any output of the seminars/conferences. Here also several questions arise? Shouldn't the governing bodies lay a guideline as per the need of the time to assure about the topics of seminars and the conferences (make it unidirectional to find solutions of existing problems) and must ask for a valid report of the quality presentations? Had it been made directional and asked for reporting properly and sent to the think tanks, maybe we could have found solutions to many problems.

FDP/Orienation and Refresher Courses

The FDP in the form of orientation and refresher courses also remained just a tool to add to the certificates and claim for API without any quality output of so many

mandays and human efforts put in. The UGC can just see how it has been conducted over the years with the same people as resource person with their same old topics which hardly added to the output else than adding to the number of certificates.

Library and Quality Perspective

The sad part is today, hardly the students and teachers go to library. Most of the libraries have the books only to fulfil the numbers, whether 3000 or 5000 or so as per the statutory requirements, adhering themselves merely to numbers irrespective of quality and content of books and even the authorities just checking the numbers, most of which are useful only for children of age less than ten. Again, whether library or teachers, they hardly have the enough stuff for research to share and discuss with students but then too, proudly we talk of quality research, quality education and innovation. To be true there are hardly any classes with hardly any space for discussion. Further, we can talk of discussion, only if, we have both the students and the teachers in the class. The fact is that both are hardly available in the classrooms because most of the colleges have not filled the vacant positions and students needn't to come.

Appointment of Teachers in Colleges – Quality Perspective

Registrar certificate: In the name of quality education and the quality of HEIs, the recruiters distorted the minimum standards to such an extent that from 2014, the advertisement for appointments of teachers asked each applicant to submit the letter from the registrar stating that their Ph.D. was done as per the 2009 regulations. Each advertisement asked for it in bold letters. Surprisingly, this was asked even from the candidates, who completed their Ph.D. before 2009 and in absence of submission, their candidature was rejected without any information to the applicant. Each university unanimously, interpreted, the rules in their own way to pave the ways for the special ones.

N.O.C.: Taking N.O.C. from any college/university especially in self-finance college is like giving a resignation without any assurance of any other job but then too the N.O.C. was must for any government job. These (Registrar letter and N.O.C.) were the guidelines which worked as a litmus test for the recruiters to eliminate most of the candidates based only on these two criteria. Even today, the institutes don't give the N.O.C. to their employees and don't support the employee as an applicant to certify the work done by them in that institute and asking for the same (although a right of employee) creates unhealthy relations between employee and employer. The height is that the institute doesn't promote the employee and if the employee wants to leave, it doesn't give the N.O.C. The poor salary structure, poor performance of teachers and students and high turnover ratio of teachers in any self-finance college is pure indicator of poor management and poor governance which remains to come in the jurisdiction of UGC and other governing bodies. Thus, the minimum standards for appointment no sooner turned the standard of flaws to serve the recruiters.

Ph.D. tenure and Experience: Out of the natural instinct for promotion, the teachers, over burdened with teaching responsibilities initiate their Ph.D. for promotion (Quality cannot come out of compulsory requirement) which is perceived as a social, economical and emotional promotion and in some cases maybe even mental promotion along with higher responsibilities. Atleast in self-finance colleges where Ph.D. is considered as personal development, any Ph.D. can be done only in

holidays or in the luxury and leisure time which hardly any teacher gets in self-finance colleges because at any point of time, there are only a few teachers that too at a meagre salary. (Needless to say, even today, when people talk about 7th pay, these teachers hardly get only the basic of 5th pay salary structure) these teachers don't have any right/freedom/luxury to ask for Ph.D. time. All they need to do is take leave or do it at the cost of salary. In most government colleges, it is allowed based on the extent of healthy relationship between the leader and the researcher. In such a painful, pathetic and poor situation along with the full time teaching responsibility, the teacher gets the Ph.D. Hereby the recruiters interpreted the minimum standards and expressed that the years spent for Ph.D. won't be counted as teaching experience. Again here the retrospective effect was considered to eliminate the potential candidates. It is more horrible because working in a self-finance college and then doing Ph.D. is not easy. The flexibility of interpretation of minimum standards posited a threat to many potential candidates throbbing for a better opportunity and they lost the permanent opportunity to apply for a particular position. The requisites for completing a Ph.D. although were good just remained a formality without adding to any quality. Infact, many universities spurred and made it a business providing only degrees and no quality outputs. Qualitatively, if we assess these Ph.D. theses, most of them are just nothing more than waste pf peper, time, money and energy. Wasn't it the duty of UGC to check about the quality of the outputs? Again, although the resources and the reach to the resources have increased rather than decreasing the number of years of Ph.D. the number of years keep increasing. It seems as if the candidate should keep on to study and study and study. Thanks that yet they remain to turn the graduation to four years and post-graduation to three years.

Multidisciplinary Research, Innovative Courses

During this time, the UGC called for multidisciplinary research, innovative courses. Many enthusiastic scholars and teachers designed and conducted the multidisciplinary research and launched several innovative courses and on other hand the minimum standard for appointment of teachers said, "… should have a Ph.D. in the respective faculty…" "… Should have teaching experience in respective faculty…" Is it a Quality perspective? Does it mean associating with other faculties means no quality? These double standards implemented by the recruiters are the cause of death of creativity and innovation in society along with the loss of time, money, energy, hopes, aspirations, motivation …

Double Standards

Having a democratic approach, the UGC said X years' experience is required to be a Principal and then left it on NCTE to decide. The NCTE said Y years. Surprisingly the difference (X-Y) was five years and recruiters/employers used it as per their convenience. More surprisingly, earlier the minimum standards suggested that - to be a professor, it is must to be an associate professor, and now in 2019 anyone having experience of 10 years even an assistant professor can be a Professor (which is not followed by most recruiters today). Earlier anyone with X or Y years' experience could be a Principal, now suddenly the minimum standards suggested that it is must to be an Associate Professor to apply for the position of Principal and they added a tag, "… need to have the minimum scale prescribed for Associate Professor…" and it became the criteria to disqualify a potential candidate. How unscrupulous, the authorities

suggesting the minimum standards hardly ascertain, if the teachers are paid as per the scale but they have power to prescribe the same as a requirement which serves the recruiters to use it as elimination test thereby discriminating and taking away all the natural rights and instincts of the teachers working in self-finance colleges and then they expect quality education. We talk of quality education where most of the teachers (even today) are not getting even the 5th pay and yet most of them sign on the amount as per sixth pay or … Where teachers cannot raise the voice for themselves, how can quality come? Quality needs leadership, advancement, sharing, healthy environment, moral and economical support. Expecting quality in existing situations is only a fantasy. No country can develop - whose teachers are so feeble and meek as to surrender to any unethical practice especially when it is related to their own survival.

Application Criteria

As per the latest standards, it takes hours and hours, days and days with lots of stress to fill in the details to apply for any teaching position especially for a professor /associate professor. What more, they will ask for all details as such - when you appeared for SSCE? Which day? How many hours? Which school you studied? And many more vague and clueless questions which hardly has any relevance with that job. They ask to apply online with most problems (ofcourse without any solution) to be faced by the applicant and then ask to submit the hard copy without which your application is sure to be rejected. That is "online" and "Go Green". Infact, the authorities, help the applicant to do the same job twice. The height of online application is when you apply for two positions on same platform and then too, you need to fill it twice, right from first to last. The minimum standards of UGC with maximum information and minimum useful content, without any standard platform for online applications and any standardisation of application format, results in wasting so many hours and days by the applicants who are stressed and fatigued filling the form and collecting documents for hope which is more likely to be rejected by the litmus tests followed by recruiters. Infact, these days, in the name of quality, recruiters, hire such people who can easily apply the litmus tests as per their needs. In absence of the standard form and standard platform, recruiters by distorting the details and asking more and more vague details stress the applicants so much as to drop the idea of applying for that position.

Although the university charges so much of money from each applicant, they command the applicants to look for their websites for any updates. The applicants keep surfing their websites without any results for months and months, needless to say, it is at the cost of research and effective teaching. The university has no duties and responsibilities towards the applicants to respond them by email personally. Although each applicant pays, before declaring that applicant ineligible, the recruiters least bother to let them know and ask for clarification. All they do is just upload it on website without details. In some situations, they turn generous enough to invite all the qualified and unqualified and then behave so gentle that each applicant is satisfied with the committee behaviour and ultimately they have the luxury to select the person (not having a single Ph.D. scholar) as a professor and that too in Central University.

Moral and Economic Loss

In the name of quality education and in lieu of less number of teachers, giving advertisements turned a good business enabling the universities to collect money.

Many universities give the advertisements, collect the money and then declare, "the advertisement stands cancelled" without any idea of refunds of the money collected from the applicants. The UGC and the minimum standards… remains nowhere here and sets a good example for other universities to follow this pattern. All are not rich enough to afford this loss. Its not only economic loss but loss of hope, motivation, inspiration and aspiration as well.

Impact Factor

The UGC added the tag of impact factor without any clarity of the agency responsible for impact factor. And so, started the era of impact factor and so started the agencies without any authenticity selling the impact factor. The teachers desirous to publish, simply used to ask, do you have impact factor? what is the impact factor? And a simple yes helped both of them to serve each other. The impact factor was the greatest tragedy introduced in this system. We cannot compare ourselves with the technology driven countries and its system. Where in, people hardly know about citation, hardly know to upload their papers, hardly have internet to use for educational cause, how can our journals have the impact factor? Again, impact factor, in no way ascertains the quality of papers published in the journal. Its more about reachability and access. Where people feel and have been taught to take the work of others publication and not to cite the same, how can any local journal have Impact factor and that too without a website and without uploading their papers? To add to the astonishment and chaos, UGC recommended heavy weightage to the impact factor and associated it with API ranging the score from 5 to 40 for a single paper, although they know, most papers are the papers written on table. It adds to the tragedy when a junior clerk is assigned the authority to check the authenticity of the claimed score of API by an applicant, and when the interview committee consists of the experts who hardly have any papers published in any Impact Factor journals and, in most cases, who just talk of impact factor without any knowledge of how it is calculated. The weirdness of minimum standards lies in understanding that any book publication from a foreign country get only 12 score and for a journal paper a score from 5 to 40 is assigned for a single paper which flourished the table work. As of now, hardly any Local journal is listed with Thomson Reuters (TR) and today we ask to publish in journals having impact factor by TR which takes years to list a journal. Is it a way towards quality?

UGC List

As if these were less, the UGC came up with UGC list and suddenly all the quality journals, even with the bold tag of the terms like "ISSN", "International" and "Impact factor" which till the date worked as a source to enable jobs to many candidates, suddenly, these valid journals, turned fake and vague. Again, without any clarity and so any recruiter/authority had the greatest freedom to ask for UGC listing of that journal although the publication might have been before the release of UGC List. It posited as if quality journal means UGC list as if UGC list and quality were synonymous. This UGC list was an addition to the recruiters set of litmus test. The vagueness of the UGC list was vested in the stress and efforts placed to list the journals published in French, Germany, scotish etc. languages. With a little hue and cry, UGC came up with the entire scopus list (copying the list – although the slogans of Make in India and Made in India existed) and the recruiters/authorities started

talking about "scopus" without any idea of what scopus is? Days passed and so passed the months and years and the effortive UGC kept on changing the list by another vague list, hardly applicable to any desirous researcher who would plan to publish. In 2017-18 it came up with a checklist to draw a new list of valid journals. The checklist with only the details about the website was hardly any way legible to find the merit of the journal or its papers which hampered all the merits of UGC. To be more precise, that checklist had no quality parameters by which the UGC claimed to have the quality research through that UGC list of journals. This gave ample opportunity to all the recruiters to play as they wanted and if checked properly, a big scam is likely to come out. These days, the UGC CARE is in existence which hardly has any care for any publisher or authors. This CARE is constituted but again there are some questions – How many members of core CARE committee are publishers or editors? Do they have enriched, innovative and creative publications? Are they acquainted with the problems of desirous scholars ready to get their papers published? Is the CARE acquainted with the problems of publishers? How many members of core CARE committee know the problems in publishing with any high impact factor journals? Without these answers, the CARE, can only move ahead with many steps to let start the struggle of the publishers and the potential authors willing to publish.

Expert from Industry

The appointment norms stand really ridiculous when a person working as an associate professor lagging three months in his experience is not eligible to apply as professor and anyone else is selected as a professor in lieu of "person from industry" it sounds ridiculous because of the vagueness especially when there is no flexibility to insert the industry ideas in education. And it remains purely upon the discretion of the authorities to take a call as how to define a person from industry?

Ranking and Quality

Whether it is school or colleges, only the students and teachers are suffering. The self-finance structure is being promoted but without any due care and equality by the system. The NAAC, NBA and NIRF promoted competition amongst the HEIs by all means. The same institute which is not ranked by NIRF ranks amongst the top in the state list? How ridiculous about the ranking! The difference in ranking by the state and national agencies disclose the severe differences in the ranks and ranking norms as well establish the fictitiousness of the system. Then the question arises – if it is so, why ranking? Should we have some standards for ranking or any agency can ask for any details and based on it (without any verification) can give the rank? Is it quality? Can quality be ascertained this way? What is the purpose of ranking – to sing the song of fake glory or to let the people take a healthy decision for the appropriate selection of college and university and attract the foreigners? As a part of quality perspective, here it seems as if the ranking agencies need to be ranked first and trained about how to rank.

Patents

These days the Patents are in light. Although the number of patents are increasing and the related score is claimed but there are hardly any patents with its actual ability to be turned for economical gains for the creator as well its utility to the people. Is it a way to quality or a way to add to numbers? How pity, innovation without any application

but than too, patenting is promoted at the cost of money, time and energy which could have been utilised effectively otherwise.

Recent Situation

Time consuming process and frequent changes

With reference to the latest minimum standards of appointments, each application has turned more than a problem. Each application costs so many man-days which are merely a waste and a stress for an applicant with wastage of paper, time and energy. In a recent application, they have asked for all and every information, most of which are not at all relevant. You are not given a choice to skip because without it the online platform doesn't allow you to move ahead. At a later stage, they can ask for form 16 also. And then after 6 months one fine day the university shall place the data online stating that out of 25 applicants, 20 having their API ranging between 600-900 are rejected because either they have not submitted the documents or … and the selected list has only 5 candidates with highest API score 232 to be applied for position equivalent to professor. In advertisement seeking application for the position of Professor they said as per the UGC standards and later they asked, minimum qualification is Associate Professor. Is it following the standards? The recruiters strive more to look in the application as to find the ways to eliminate or disqualify the candidate. Its something amazing that the quality lies with 232 score and not with 600-900 score. Maybe, there is some deficiency but can't it be looked into? The authorities have power to consider someone as industry people and select as professor but here, its matter of quality!! The quality perspective is expected from the people who hardly know education but are good at other networks.

Adding to the Differences in Faculty

Each subject is related with other. They have correlation. The experience of a teacher in any faculty can be very well used in other faculty also because every teacher has his own ways. Over and above that a teacher is not only too teach the bookish material, he has to promote thinking skill, promote divergent thinking, develop higher order thinking skills and add to values along with preparing for realistic life. The transfer of training can be used effectively to add to the quality. But in the minimum standards… it is just restricted and thus such applications are merely cancelled by recruiters although the payment is accepted by recruiter. How if the framers of minimum standards could understand that teaching is not only content teaching but it involves adding to thinking skills, divergent thinking and open environment irrespective of the faculty and required degrees. How pity! You can invite some economics professor to education class but you cannot apply for appointment as economics professor.

Like UGC, now the NCTE, full of flaws has come up to certify the certificate of the degree holders each for INR 200. They can't stop the fake (so called) colleges but can certify the degree on chargeable basis (and create more chaos because maybe they think unless there is chaos, their existence is endangered). Why should anyone pay 200 INR for each certificate when the university already certifies the degree? Does it mean most institutes are running without recognition from governing bodies? And if so, why? What did the related governing bodies do to curb it?

With the declaration of Start up India, the enthused AICTE, as an initiative formulates the nodal team at national level comprising of the members who hardly had any start up. Is it the way to promote Start up India- the best proposed policy?

Can we get quality like this? Can we have industry support with such initiatives of AICTE? NCTE without any information, withdraws the recognition of a college which was considered fit till today. If so, why were they allowed to run it till the date? What about the mental and moral loss the students and also the teachers suffered in these institutions? Is it a quality perspective?

The NAAC, NBA, NIRF and state promoted unhealthy competition among HEIs with ambiguity in their rankings. How ridiculous about the ranking! Rather than improvement in quality of Higher Educational Institutions the quality has just turned a menace. The socio-economic-political system categorizing the people on the basis of birth, caste, custom, religion, mother tongue, nationality, SES, ability, power and other "isms" can hardly pave the path for quality and quality education.

Conclusion

The UGC, IQAC cell, NCTE, AICTE, NIRF, NAAC, NBA, UNIVERSITIES together have hardly strived to ensure the benefits of potential prospects and education. In last ten years these governing bodies which should have worked as a safest corner because of their negligence have posited themselves as a terror. Else than increasing the number of colleges and universities, there is hardly anything they have added to the education. Needless to say, quality hardly ever comes with quantity. These governing bodies helped the cheats (running institutes without recognition from associated authorities) to flourish by not taking any action against them. When someone is misleading the society, why shouldn't he be stopped by associated authorities? At this point, all that, the governing bodies do is, they just come up with a warning to the public (as a small slide on website) or a public notice (on website). Why not stop them before they create a menace? Noteworthy, that in this competitive world, the needy never sees the warnings or notices. Every morning, we are afraid of newspaper, fearing the UGC will come up with something haphazard because of which the HEIs and the potential prospects will remain the sufferer. Whether, ISSN/ISBN, International journal, impact factor, UGC CARE, scopus, ABDC or the appointments and the associated scoring in form of API or other, in last 10 years and even today, the flaws in minimum standards and regulations have created huge losses to many. The related authorities have played well with it to distort it and use it for their sake. Again, here the question arises. Who is responsible for this chaotic situation? Is UGC related only with the reporting of results and not with process? Is it fair to ask for peer review or UGC listing of a journal for the publication which was done before the release of this list? Is such retrospective querry of the authorities and their litmus test ethical? Who is responsible for the sufferings undergone by the potential prospects? Who is responsible for the opportunity loss? Who is responsible for the economic losses suffered by the innocent applicants who start applying with the advertisement? Are these governing bodies only to create chaos or to give solution? As on date also, with so many vacancies, a lot is going on, most of which is unethical. Can we have quality education like this? Can the meagerly paid teacher-whether in schools or in colleges be expected to be qualitative? Is there any responsibility of the governing bodies to curb this practice or they just keep busy to keep the potential prospects busy filling the forms for 60 hours and then asking for last salary slips or Form 16? If the UGC cannot check and assure the salary paid by institutes, how can it ask for the same for any appointment? Why should the

prospects pay for the negligence of these governing bodies? They can't stop the fake (so called) colleges but can certify the degree on chargeable basis (and create more chaos)? Why should the prospects pay 200 INR for each certificate when the university already certifies the degree? Does it mean most institutes are running without recognition from governing bodies? And if so, why? What did the governing bodies do to curb it? Rather than listing of the journals, the UGC should strive to curb such wrong practices.

Quality is neither a word nor a slogan. It requires strong and unidirectional efforts with standard practice to create a healthy environment. The classroom has teachers who can't raise voice for his rights. How can he provide the country with good leaders? Needless to say, leaders are created, nurtured and nourished in the classrooms only and then they are prepared to lead the society.

Days are not far, if the governing bodies behave abruptly, no one will seek admission. Already there are institutions who perform well without any recognition and the multinational companies hardly see the recognition by governing bodies. They see the talent, which the students have along with the grade sheet. This poses some more questions. Why do we need governing bodies? How do they add to quality education? Does the degree certificate from a university or a recognised body add to the quality education? Although most of the colleges are recognised by these governing bodies, there are hardly any facilities and only a few teachers to teach. Then how does the quality come? What did the governing bodies check in their inspection? Will the quality, quality education, creativity, innovation and others come only through recognition by governing bodies? There is other side also which shows that the best teachers praised by the students hardly have any valid professional degree validated by any governing bodies. Whereas in these institutions, although degree exists, there is hardly any quality and praise because of over loaded work, meagre salary, closed environment and lack of enthusiasm. Before, people start thinking alike and posing such questions, governing bodies need to awake.

Had these governing bodies worked and functioned properly none of the important institutions would have been in court rather we could have had quality research and quality education. Whether it is TAT or TET at school level or the NET/SLET at college level; when the universities cannot ascertain the teaching potential of a candidate over the years of teaching and learning process, how can these tests ensure to the quality teaching? Why should an individual give so many tests? Why aren't we conducting one such test that helps us to take valid decision at once and thus help us save time money and energy. It seems its merely taking away even a few rupees from the pockets of the job seeker and render them completely helpless. The vaguely presented minimum standards and its clauses and subclauses are interpreted as per the convenience of recruiters at the cost of quality. Asking for ISSN/ISBN, international, Impact factors and its Retrospective querries were the worst interpretation (by the authorities) of the vaguely presented clauses in the minimum standards. It seems as if the minimum standards (in true sense minimum) hardly had any standard which demands UGC to standardize the minimum standards and the present it. We talk of online application and progress in technology then why it takes so much time to fill a form? Will quality come by spending time, like this? Can't UGC prepare a platform for all HEIs and Teachers to have their own account which they can update regularly

and for any advertisement, with a click anyone can fill any form within no time. Isn't it required? Isn't it possible?

Past is a history and we need to learn from History. Still quality can be accomplished provided we come out of these flaws, poor standards and its poorest interpretation. A lot flaws have been created which needs to be stopped with clarity. With formulation, enactment and implementation of any new rule, it is necessary to clarify the date of its application with a clear clarity to avoid retrospective querries. Teaching is a passion and so is research. It demands the individual's duty orientedness, his responsibility, dedication, devotion, commitment, love and affection for his work and the potential prospects. The success of such people lies in the success of their potential task/prospects. They are the one who take the failure of their task/prospect as their failure and thus place their whole hearted effort for the success of the task/prospect which in true sense adds to leadership and quality. One should understand that Quality is not only a perspective, it is a path and the path can be followed only step by step. It necessitates, avoiding the jumps and twists. It may be tough but the path should remain smooth and clear without any ambiguity. To enhance quality, it is must that due care be taken by the governing bodies to check, ascertain and assure the institutional environment; adherence and following of the norms and standards neutrally; following the procedures of appointments and teaching learning process; assigning right job to right person in a right way with full clarity of his responsibilities, duties and authorities; assuring the timely salary and the salary structure of staff as well their timely promotion by the respective local authorities. Any loophole at any step causes dissatisfaction which affects the quality severely and hence the society. At this juncture when the UGC is drafting the new policy, this arcticle is presented with a hope to let the authorities think and design the new regulation appropriately to avoid any ambiguity. I hope, these governing bodies wake up soon and come out of these standards and ponder in real sense for quality teaching and quality research without mixing it. Only then are the chances for the quality to prevail.