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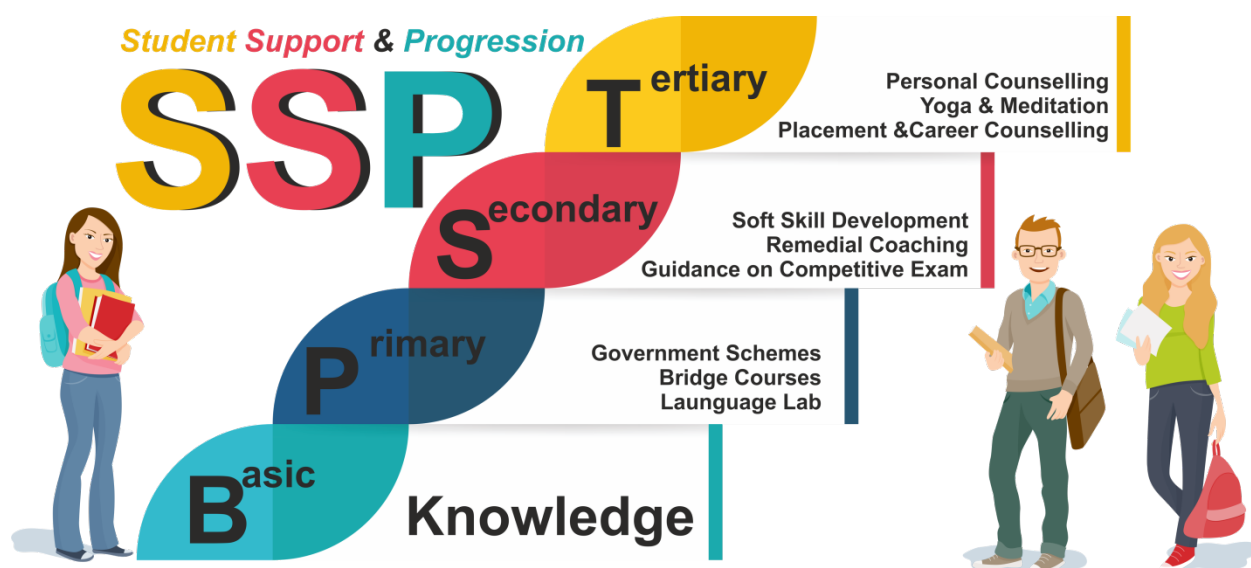
Ramniranjan Jhunjhunwala College of Arts Science & Commerce

**Ghatkopar(West), Mumbai – 400 086,
Maharashtra, INDIA**

2014 NAAC Re-Accredited 'A' Grade (CGPA: 3.50)

e-Proceedings : National Seminar on
Student Support & Progression

21st and 22nd February, 2018

Organized by
Internal Quality Assurance Cell

Student Support

&

Progression

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Message from the Principal

In the continuing debate over how to improve the quality of Higher Education the focus has greatly shifted from teacher to a learner. There are few important questions like what should be taught? How can the curriculum best be taught? Which are the best teaching tools? How to evaluate what the learner has learnt? Is there a need to revamp the examination system? The two days seminar on the theme of "Teaching, Learning and Evaluation beyond classrooms" is an attempt to explore for an answer for some of the above mentioned questions. The seminar would encourage faculty to become more aware of how they teach and how effectively they can teach. New faculty will find about various teaching tools including digital classroom teaching and senior faculty can explore new avenues for learning teaching tools in keeping with the availability of plethora of digital teaching tools which will rejuvenate their courses.

This seminar would highlight the various technologies available for teaching which will facilitate academic achievement in new and innovative way. Teachers need not vie for student attention instead provide the learner a new educational environment that encourages student participation. The seminar would dwell about 5 common areas that are important for teachers' viz. Organization, project based learning, class Management, presentations and assessment.   Let us come together and share our learning experiences to make ourselves better teachers.

Dr. Usha Mukundan
PRINCIPAL

From the Desk of the Convener

The students are supposed to be the most important stakeholders of higher education systems. The interest and participation of students at all levels in both internal quality assurance and external quality assurance have to play a central role.

Any Higher Education Institution needs to ensure that students have a voice at various decisions making processes, formulating learning & teaching practices & that view of students are to be considered as the primary evidence on which the quality of teaching & learning is evaluated Hence the student participation is encouraged in all internal arrangements for quality assurances including the IQAC.

The involvement of student participation in the institutional quality enhancement processes is crucial & invaluable.

Dr. Seema Ratnaparkhi
IQAC Coordinator

College Profile

On the auspicious day of Shri. Krishna Janmashtami, 15th August 1938, the people of Ghatkopar and the surrounding suburbs witnessed the birth of Hindi Vidya Prachar Samiti, brain child of a visionary, Late Shri. Nandkishore Singh Jairamji. The Samiti was established with the objective of catering to the educational needs of the Hindi speaking community. The Samiti made a humble beginning by starting a primary school, which gradually expanded into a full-fledged secondary school.

The Hindi High School with its high academic standards has carved a niche for itself not only among leading secondary schools in Mumbai but also amidst educational institutions imparting instructions in Hindi throughout Maharashtra. With its primary objective achieved, the Samiti decided to extend its frontiers and broaden its horizons. As a result, Ramniranjan Jhunjhunwala College came into existence in 1963, enabling a larger section of the society to take advantage of the facilities of higher education provided.

In 1976, the Junior College section was introduced and in 1981 the Commerce faculty commenced both at the Junior and Degree College level.

From 1999-2000 the College has added a number of self-financing courses like BMS, B.B.I, B.Sc. in C.S., I.T., Biotech, M.Sc. in Computer Science and Biotechnology as well as add on courses, in order to hone the special skills of the students.

The year 2014 saw a change in education system with the focus shifting to employability of youth. As an initiative towards realizing the dreams of Make in India, Digital India, Clean and Green India, a skill based program supported by University Grants commission known as Bachelor in Vocation was started.

The college has been re-accredited with **'A'** Grade by **NAAC in 2014** with a **CGPA of 3.50** and received the **Best College Award (2007-2008)** from the University of Mumbai. The College has been bestowed with **IMC Ramkrishna Bajaj Performance Excellence Trophy** in 2010. The Government of Maharashtra conferred the college with **Jaagar Jaanivancha** (First in Mumbai Suburban in 2013 and Second in Mumbai Suburban in 2014) for safety of girls. The Principal of the college was awarded **Best Teacher** by Government of Maharashtra in 2011. She also received the **Smt. Savitribai Phule Adarsh Shikshika Puraskar** in 2015-16.

VISION

- To empower students through focused teaching and research.
- To foster a world of joy through sharing and learning.
- To create and enhance teamwork and leadership qualities.
- To excel in interaction through the art of communication.
- To provide extension services to serve self and the society.

MISSION

- Knowledge is all Ambrosia.
- Academic excellence with character development.
- Enthusiasm is the propelling force behind our success.

Best Practices

Starting of a center 'Beautiful beginning' for empowering girl students in collaboration with L'Oreal.

1. Objective of the Practice: Ramniranjan Jhunjhunwala College caters to the marginalized sections of the society. More than 50% of student population is female. They come from large families with more than three children, living in chawls or slums, and belonging to low income group. These girl students are often neglected by the family members. Through the mentors and counselors it was realized that the girls are not encouraged to go out and work; coupled with this the girls were also academically average. Efforts were taken to make them learn their subjects through remedial programs. Better communication skills were provided through English speaking classes and computer literacy was provided but none of these saw measurable results. It is human to look presentable and beauty is one business which is not affected by inflation. L'Oreal is a multinational company offering beauty product and is well known for its work in woman empowerment. Beautiful beginning is a CSR activity of L'Oreal which they conduct through Labor net an assessing agency recognized by National Skill council.

2. The Context: The major challenge was space limitations in order to establish a beauty parlor and a class room for conducting theory classes. The seconds challenge was scheduling of timings for this new initiative without compromising with their academic schedule. The other issue of concern was security of girl's students especially when they are sent for internship. Initially, the girl's common room which has mirrors and washbasins was made available for the practical sessions and a class room was made available for conducting theory classes. This worked only for a short time since the ladies common room is required by other girl students for relaxation and practicals could not be conducted properly since there would be a crowd of eager spectators. Gradually complaints started pouring from both sides. Once again, search for a new place began which was not easy. Meanwhile a portion of terrace had to be covered for placing the solar panels and the underlying space was identified to house the beauty parlor.

3. The Practice: Girl students who are pursuing undergraduate studies and mainly from arts and commerce streams are screened for their economic background. Belong students who to income group less than 50,000/- annum were chosen in a batch of 25 and in a day, two batches are trained and the college has provided them with space and basic infrastructure of white board, chairs, and computer for training. L'Oreal has provided the remaining infrastructure for practical training viz. special reclining chairs, mirror, equipments for beauty treatments and all recurring materials. Students undergo training for six months in both theories in practical's and are sent for internships. Attendance is monitored digitally. An Examination is conducted after which they are awarded

certificates. Once the initial constraints were taken care of, the program is continuing smoothly for the last three years.

4. Evidence of Success : The main target of this initiative was to build confidence in the girl students to make them feel important and to groom them so they can face the societal challenges. Six batches have successfully completed the course. The girls are well groomed and look presentable. Many of them are placed and some of them are entrepreneurs and have started their own parlor. These students also present fashion shows in our college festivals and help in all the cultural festivals of the college. This facility is now also extended to other females who are not studying in our college but are economically challenged. They get an opportunity to learn a skill and become self sufficient. As an Institution of higher education, it is essential to give back to the society and this is a step in that direction.

5. Problems encountered and resources required: The main problem was convincing the parents to allow the girls to remain in the college after their classes and to . Allow their girls to come to college on some holidays. This required ensuring safety and security of the girls in terrace since it is isolated. Parents meeting solved many of these problems. CCTV cameras were installed and supervisory round are taken to ensure safety. The trainers are also advised frequently that safety has to be ensured. Establishment of infrastructure required funds which the college management provided. All electrical bills and maintenance on a regular basis is taken care of by the college.

Ramniranjan Jhunjhunwala College firmly believes that all students should feel at home in the premises, a place which provides an ambience for academic excellence, overall personality development and nurturing human values.

Excelling in sports in spite of play ground being absent.

1. Objective of the practice: A healthy mind resides in a healthy body. Leaderships, team work, sharing strategy and planning are some of the attributes which can be best learnt on the playground. As a higher educational institution with an existence of more than five decades, the institution has learnt to make the best of its resources and to use its challenges as opportunities for doing the best. Ramniranjan Jhunjhunwala college is located opposite Ghatkopar railway station one of the most crowded places in the north Eastern Suburbs. The institution is known to provide quality education to students through a student centric approach arrived at in developing the inherent talents of students.

2. The Context: Space has always been a major limitation for the institution. However the institution believes in meeting challenges and a decision was taken to hire playgrounds depending on the needs of sportsmen and women studying in the institution As a result, pitches are hired for cricketers, courts for basketball and volley ball, grounds for Kho Kho and Kabaddi and the institution facilities were upgraded for taekwondo and martial arts by providing for mats. Next to be considered was the task of hiring world class coaches so that proper coaching would be provided to the students

3. The Practice: To excel in sports one requires students who are interested in sports and have also played at school level. This meant attracting sportsmen and women to join the institution. This was achieved through networking with schools and by showcasing the facilities provided by the college. Once the students registered with in this college, they were provided with all necessary materials like kits, gears etc required for the sports since students were from marginalized section. Also no charges are levied on them for coaching. Ground charges, coach remuneration is met by the college. As an incentive, student's fees are waived; they are given travelling and daily allowance during tournaments. When students from this institution represent University at intercollegiate level they are also provided allowance to take care of their diet. Winners are given prizes at a grand gymkhana day celebration and University champions are given special prizes in the form of branded track suits, shoes etc.

4. Evidence of Success: College has produced five international test cricketers, more than 50 Ranji trophy players; Mr Balwinder Singh Sandhu, Mr Sanjay Bangar, Mr Nilesh Kulkarni are a few them. In Kabbadi, the Pro Mumbai team has players from the institution like Mr Rishank Devadiga. In Basketball, the institution has been basket ball champions for last five years. The institution has also been University champions for girls and boys volley ball students. The institution has supplied National level players in major team games like basket ball, volley ball, Kabaddi, kho kho, Cricket etc. Students have been crowned with Rani Lakshmibai award. The college has always been among the top ten colleges in sports among the 750+ affiliated colleges.

5. Problems encountered and resources required : Most of the sports students are also from economically marginalized families and require proper nutrition. They spend a lot of time practicing sports and thus miss out on valuable academic time. College provides them with free extra coaching, Flexibility in attendance and support both physically and mentally. Physical fitness is ensured through free Gymnasium facility and special diet as and when recommended by the coaches. Also, teacher mentors provide them the necessary encouragement as and when required. Finance is the major resource required for hiring coaches and playgrounds which the college provides and this has been done consistently so that the best practice of excelling in sports has been institutionalized.

Contents

THEME I: Soft Skill Development

"THE IMPORTANCE OF SOFT SKILLS FOR EDUCATION AND CAREER SUCCESS"

PROF. SUKHDEV B. CHAVAN,
LAXMICHAND GOLWALA COLLEGE OF COMMERCE AND ECONOMICS,
GHATKOPAR (E).
Email id: chavansukhadev@gmail.com

ABSTRACT:

This paper makes a survey of the importance of soft skills in students' lives both in college and after college. It discusses how soft skills complement hard skills, which are the technical requirements of a job the student is trained to do. The paper exhorts educators to take special responsibility regarding soft skills, because during students' university time, educators have major influence on the development of their students' soft skills. Embedding the training of soft skills into hard skills courses is a very effective and efficient method of achieving both an attractive way of teaching a particular content and an enhancement of soft skills. Soft skills fulfill an important role in shaping an individual's personality. It is of high importance for every student to acquire adequate skills beyond academic or technical knowledge.

Key words: Hard Skills, Soft Skills, Peoples' Skills.

INTRODUCTION: -

As the trend of education and courses are undergoing a dramatic change, there are a multitude of opportunities and career options which are available to students today. But getting a decent job in the present scenario has really become difficult as there is rise in competition for jobs. During the last decade, the opinion on soft skills has changed considerably. In the past, mastering hard skills was rated first and soft skills were considered as "nice to have", the perception has changed upside down in the present times. Companies presently are looking for candidates those who are really possess excellent Soft Skills like communication skills, presentation skills , negotiation skills, listening skills group dynamics, team work ,Body language, Confidence and interpersonal skills to name a few. Soft Skills help students with strong conceptual and practical knowledge to build, develop and manage teams. Undoubtedly, they play a very important role in making the

students employable. In today's world, where the survival of the fittest is the norm, it has become imperative to sharpen one's technical skills, and more importantly, one's soft skills. Technical skills can be learnt and measured to an established degree. But the same cannot be applied for soft skills. Soft Skills is a term for an individual's Emotional intelligence Quotient (EQ). It can be associated with personal attributes that enhance an individual interaction, career prospects.

OBJECTIVES:

1) To study the importance of soft skills for education and career success.

2) To find out the important soft skills required for higher education students.

RESEARCH METHODOLOGY:

This study is conducted on the basis of secondary data available from magazines, books, internet, industry journals etc. Significant inputs were found in the subject matter with reference to the importance of soft skills for higher education students.

DEFINITION:

Soft skills is a term often associated with a person's "EQ" (Emotional Intelligence Quotient), which is the cluster of personality traits that characterize one's relationships with other people. These skills can include social graces, communication abilities, language skills, personal habits, cognitive or emotional empathy, and leadership traits. These are essential at every level of the organization. Soft skills contrast with hard skills, which are generally easily quantifiable and measurable (such as software knowledge or basic plumbing skills).

A person's soft skill EQ is an important part of their individual contribution to the success of an organization. Organizations which deal with customers face-to-face are generally more successful if they train their staff to use these skills. Screening or training for personal habits or traits such as dependability and conscientiousness can yield significant return on investment for an organization. For this reason, soft skills are increasingly sought out by employers in addition to standard qualifications.

The online encyclopedia "Wikipedia" gives a very broad definition of soft skills, which leaves much room for discussion:

"Soft skills refer to the cluster of personality traits, social graces, facility with language, personal habits, friendliness, and optimism that mark people to varying degrees. Soft skills complement hard skills, which are the technical requirements of a job." (Wikipedia, 2007)

Examples of soft skills

- Communication skills
- Problem solving skills
- Teamwork capability
- Self-management
- Conflict management
- Common knowledge
- Etiquette and good manners
- Self-esteem
- Integrity / Honesty
- Work ethic
- Business management

- Critical and structured thinking
- Creativity
- Negotiating skills
- Time management
- Cultural awareness
- Responsibility
- Courtesy
- Sociability
- Empathy
- Project management

The above list of examples of soft skills is based on the Wikipedia definition.

NEED FOR DEVELOPING SOFT SKILLS:

The importance of soft skills has been recently acknowledged by the corporate world. Technical and job related skills are a must, but they are not sufficient enough when it comes to progressing up the ladder. They play a very important role in this vigorous commercial epoch. Today there is a huge mass of qualified job seekers existing in the society and the competition within them for acquisition of jobs and job sustainability is very intense. To get an edge over others they are left with no choice but to add worth to their hard skills with soft skills to showcase their full potential. With good soft skills, individuals will be able to establish themselves as distinct amongst other job seekers.

Regarding the importance of including soft skills in colleges, Thacker and Yost (2002) noted that students require training to be effective team members. Employers often

complain that present generation business graduates lack good "team leadership skills". Similarly, according to Knell and et al (2007) employers are continually asking for workforce rich in creativity, communication skills and cultural understanding.

The National Employers Skills Survey 2014, reported that employers regard shortage in soft skills-including communication, teamwork, customer handling skills and responsiveness as far more crucial than hard or technical skills. Poor soft skills create negative impression with the employers during the recruitment phase and many exclude a graduate with good tech skills from being selected for the employment (Pauw and et al, 2006)

A person who is having good soft skills can change the problems into opportunities and deal with the negatives in a more constructive and better way.

ROLE OF SOFT SKILLS TRAINING PROGRAM:

Soft Skills play the following important role in making the students employable for modern professions

- ➢ Soft Skills make students employable by rendering them flexible, open to change, able to handle stress at work and to stay globally competitive.
- ➢ They enable students to understand and realize their potential and how best they can come out with flying colors in any situation.
- ➢ They enable students to tackle any adverse situation.
- ➢ They develop positive attitude with which they can influence the team members to achieve greater success in their professional life.
- ➢ They help students in decision making at the time of crisis.
- ➢ They encourage students to be ethical in their ways for long term success and to stick to work ethics and culture of the organization.
- ➢ They teach student to manage Time and Stress, meet all the deadlines.
- ➢ They equip students with presentation skills which are necessary in the corporate world today.
- ➢ They encourage teamwork.
- ➢ They develop communication skills – both written as well as oral forms. Both of these skills are indispensible for an individual's success.

➢ They develop good listening skills which in turn enable them to be good listeners.

➢ They develop overall personality with a mature outlook to function effectively in different circumstances.

➢ They develop broad career plans, evaluate the employment market, and identify the organizations to get good placement, match the job requirement and skills set.

PERSONALITY DEVELOPMENT AND SOFT SKILLS:

Grooming of the students should begin with a preliminary test in the English language to determine their level of competence in the use of English for effective communication both oral and written. The idea is to ensure that a manager's job is to be able to express him clearly, correctly and concisely.

Personality Development through Soft Skills training should be conducted in three modules:

1. Business Communication

2. Behavioral Skills

3. Training in Group Discussion and Personal Interview

1. **Business Communication** : covers areas like communication skills, fluency in speaking, debates, language games, situational dialogues, précis writing, essay writing, presentation for small groups and large groups, Business Correspondence (email etiquette, telephone etiquette, report writing, preparation of agenda and minutes, memos , notices etc)

2. **Behavioral skills-** This includes tests like aptitude test and personality assessment, suggestions for improvement.

   • Team Skills- Team building and leadership, evolution of groups into teams, group dynamics, emergence of leadership, conflict management.

   • Time Management- prioritization, goal setting, effective time management.

   • Interpersonal Skills – Concepts of leadership, leadership styles, insights from great leaders.

3. **Training in Group Discussion (GD) and Personal Interview (PI)**

Before the student faces final interview they are given training in GD and PI as a mock experience. Feedback is given to them for a realistic understanding of industrial expectations.

TEACHING METHODS:

The teaching methods include lectures, Role plays, GD, PI, quiz, case studies, simulations, projects and various other participatory sessions. The emphasis is on learning by doing. Since the method of training is experiential and highly interactive, the students imbibe the skills and attributes in a gradual and subtle way over the duration of the program.

CONCLUSION:

Considering the fact that during the last decades in society the perceived importance of soft skills has increased significantly, it is of high importance for everyone to acquire adequate skills beyond academic or technical knowledge. This is not particularly difficult. Once a shortcoming in a certain area of soft skills has been identified by oneself, there are numerous ways of rectifying such a deficiency. Educators have a special responsibility regarding soft skills, because during students' School and University years they have major impact on the development of their students' soft skills. Besides raising awareness regarding the importance of soft skills and encouraging students to improve their skills, lecturers should actively practice soft skills with their students. A very effective and efficient way of doing this is to include soft skills training into the teaching of hard skills. As a positive side effect the lessons will become more attractive, which in turn will increase the success rate of learners.

Soft skills fulfill an important role in shaping an individual's personality by complementing his/her hard skills. However, over-emphasizing it to such an extent should not taint the importance of soft skills, that hard skills, i.e. expert knowledge in certain fields, are demoted to secondary importance.

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DEVELOPING SOFT SKILLS AMONG EXTENSION WORK STUDENTS

PROF. SHARMILA JAJODIA, DEPARTMENT OF ENGLISH,

RAMNIRANJAN JHUNJHUNWALA COLLEGE, GHATKOPAR (WEST) -400086,

MUMBAI.

(M) 09594389530, EMAIL: sharmila_jaj@yahoo.co.in

ABSTRACT:

Higher education is considered to be a gateway to good employment opportunities by society in general including students and their parents. So students as well as their parents dream of having good jobs or business opportunities after getting a university degree but in India the scenario is quite different although the number of higher education institutes has increased significantly. Despite the availability of varied choices on one hand and increasing number of students getting degrees every year in different disciplines through offline and online modes, formal and informal education on other hand; candidates are victims of unemployment. Business persons are dissatisfied with the fresh graduates' ability to fit into the organizations and recruiters are struggling to find 'good' 'employable' candidates i.e. degree holders having soft skills. Therefore, higher education institutes including colleges and universities have to play a vital role in developing soft skills among students, to train them, to give them exposure to learn and acquire these skills. In the light of the following observations, this paper tries to explore (i) whether it is possible to develop soft skills among extension work students of University of Mumbai. (ii) What are the challenges faced by the extension work teachers and the students as far as teaching- learning and acquisition of soft skills is concerned? (iii) What are the lacuna of the present higher education system and what should be done to equip them with soft skills?

Key words: Extension work, higher education, soft skills, employability.

INTRODUCTION

Soft skills is a buzz word nowadays though it is not a recent/ novel concept at all rather it has existed in every society as it includes all personal attributes that make an employee successful at work such as emotional quotient, intelligence quotient, interpersonal skills, organizing and managing skills, communication and lot more.

In olden days, organizations were relatively small. Consequently, transfer and growth of knowledge was comparatively very slow and youngsters used to launch their career through apprenticeship. However over time the increase in the rate of knowledge and complexity at the level of organization multiplied. Educational institutes then had the significant role of educating students. This made students, parents and society think that the system would open up many options for a good career but business persons are dissatisfied with fresh graduates' ability to fit into the organizations. The various reports indicate that only 5-10% degree holders are employable.

Every year, some 5 million people approximately join the rank of employment seekers and a large proportion of it is the educated class created with the increasing number of students getting degrees every year in different disciplines. Recruiters however are struggling to find 'good' 'employable' candidates as majority of them lack soft skills. Unfortunately, over the past two decades, the Indian higher education system with exception of a miniscule percentage of institutions has been unable to produce quality graduates and can be held responsible for the rising 'skill shortages' and 'skill gap'. This is a great challenge for India, the third largest economy in the world with a growth rate of 6-7% post global meltdown.

In India, educational institutes help students to master the hard skills, thereby emphasizing the technical aspects of their field of study. But these institutes do not prepare students to contribute effectively in a team and that is why these young minds do not realize that teamwork is as important as knowing how to repair a defective piece or to solve a problem. Thus a person's employability and success depends more on her/his soft skills than on her/his hard skills. Accordingly, employability is not just about getting a job and just because a student is admitted to a vocational course does not mean that

somehow employability is automatic. Employability is more than about developing attributes, techniques or experience just to enable a student to get a job, or to progress within a current career. Thus employability becomes visible when graduates demonstrate the ability to adapt and contribute productively to the work environment. So developing soft skills among students is the need of the hour.

LITERATURE REVIEW:

The international commission on education, UNESCO report says, "Education must be organized around four pillars of knowledge i.e. learning to know, learning to do, learning to live together and learning to be" (Financial Express, 2010)

The World Bank document, Higher Education: The Lessons of Experience, admits: "Higher education is of paramount importance for economic and social development. Institutions for higher education have the main responsibility for equipping individuals with the advanced knowledge and skills required for positions of responsibility in government, business and the professions. . . . They increase (the) individual's productivity and incomes, as indicated by rate- of- return analysis . . ." (Powar, 2002) but it also states "that only 10 per cent of our youth is employable. But the truth of this little stat has not changed and in fact, the scenario is still very grim as higher education is in a state of turmoil, created out of momentous changes like CBCS, Semester System etc., that can go either way." (Tank, 2015) "Even in such technical lines as engineering, about 15 % of one's financial success is due to one's technical knowledge and about 85% is due to skill in human engineering, to personality and ability to lead people." (Rao, 2012)

So the above statements indirectly refer to soft skills that are to be taught and learnt or self-acquired through education.

Soft skills are the nontechnical skills, abilities and traits that workers need to function in a specific work environment. They include four sets of workplace competencies: (i) Personal qualities and work ethics (ii) Problem solving and other cognitive skills (iii) Oral communication skills (iv) Interpersonal and teamwork skills. These skills can be taught and learnt /self-acquired by students.

Department of Lifelong Learning And Extension of University of Mumbai has been started with a vision to reach the unreached through its extension work projects in the colleges at undergraduate and postgraduate levels. The various projects in online and offline modes are divided into two groups- **(A) Vocational/ Career oriented projects** : (a)offline mode -(i) Career Project

(CP), (ii) Anna Poorna Yojana (APY), (iii) Industry Orientation Project (IOP), (iv)Student Manager (SM)

(b) online mode - (i)Career Skills Development Education (CSDE),(ii) Entrepreneurship Skills Development Education (ESDE), (iii)Information Communication Technology Skills (ICT-SDE) and (iv) Industry Oriented Skills Development Education (IOSDE)

(B) Community oriented projects: (a) Offline mode -(i)Population Education Club (PEC), (ii)Survey of Women's Status (SWS),(iii)National Institute of Open schooling (NIOS)

(b) Online mode -(i) Population Education Programme (PEP), (ii) Women Empowerment Education Programme (WEEP), (iii) Learning Skills Development Education (LSDE)

Offline Mode:

(i) Career Project (CP)**:** The student gets information about a career in depth through interview technique by interviewing two persons from a particular field. It helps them to choose a career, gain competencies required for it, make decisions, set goals and then take an action. It also creates awareness of the relationship between self and occupational choice and helps a student to know about the job market of the career being explored.

(ii) Anna Poorna Yojana (APY): The student has to sell three different items by arranging 25 sales. They have to maintain a record of profit and loss. It helps them to study entrepreneurship at different levels as try their hands in small scale business. It helps them to develop a self-reliant approach by planning and organizing business, understanding production and marketing

on a small scale or large scale.

(iii) Industry Orientation Project (IOP): The student gets vocational practical experience as s/he enters any work setting on a voluntary basis and doesn't demand salary or monetary benefit but gets the work experience certificate from the employer.

(iv) National Institute of Open schooling (NIOS): The student has to survey 25 families and collect data about their education. S/he has to provide them information about NIOS and motivate them to get admitted to complete their education.

(v) Survey of Women's Status (SWS): The student has to survey 25-30 women in the age group of 15-45 to know women's social, economic and educational status. The data collected is to be analyzed statistically to know how much aware the women are. The student guides women about various policies, acts, schemes and services to ensure their dignity. It develops gender sensitization

by understanding the need of right to equality for the girl child in health, education, social and economic empowerment, overall personality development and contribution to nation's development.

(vi) Population Education Club (PEC): The students in a group of 3-5 conduct 5 to 7 activities at college and community levels by conducting competitions, organizing seminar, group discussion, rallies and exhibitions, performing street plays etc. to understand the social/ environmental problems**. They learn to spread awareness, raise voice and to take measures to eradicate the problem by providing guidance about policies, acts and provisions for the betterment of the nation and thus become a responsible citizen.

(vii) Student Manager (SM): The student as managers are a link between the extension work students and the extension work teachers. S/He guides maximum 25 students and assists the teacher too in planning and organizing the activities. It enables them to learn   collaborations and work delegation, leadership and managerial skills, organizational and communication skills, public relations and team building. It thus leads to overall personality development

ONLINE MODE:

(i) Information Communication Technology Skills (ICT-SDE): The student is trained to use ICT for education and training, occupational choices and to manage their livelihood. They have to choose the course category according to their interests and strengths in hardware/software/network technology.

Besides, extension work students from each college have to compulsorily participate in annual festival Udaan in intercollegiate poster and street play competitions. This gives them opportunity to express themselves artistically, verbally and nonverbally as they write the

script for the street plays themselves and then perform too under the guidance of extension work teachers. It also leads to team work, group discussion, conflict management, leadership and team spirit besides developing writing skills, increasing knowledge on a particular issue and overcoming stage fear. They also draw posters to convey their ideas about various projects. Both these activities also develop their thinking, imagination and creativity. The students are given chance to anchor/ compere the festival after appearing for audition/ selection process. The students are given chance to make power point presentation through Udaan Research convention too. All these aspects contribute to their confidence, hard work, social consciousness and develop their personality. Thus, extension work projects give students a chance to interact with public, to learn various research techniques like collecting information from offline and online sources, surveying, interviewing, statistical analysis of data collected and report writing either hand written or typed in English, Hindi or Marathi. The various projects in offline as well as online mode promote research skill and employability of the students as they have to work for 120 hours for the project by carrying out the project activity.

They then write the report of the project work which is evaluated first by the extension work teacher, then by the extension work field coordinator and is finally, certified by the department of Lifelong Learning and Extension.

"Unfortunately, college and university curriculums- even for advanced business degrees – are doing little more than the corporations when it comes to teaching soft skills and it shows. A survey conducted by the Graduate Management Admission Council found that although MBAs are strong in analytical aptitude, quantitative expertise and information gathering ability, they were sorely lacking in other critical areas that employers find equally attractive: Strategic thinking, written and oral communication, leadership, and adaptability. Increasing workplace and customer diversity across age, gender, racial and ethnic lines- along with business globalization and virtual offices –have only heightened the need for strengthening soft skills competency." (Klaus, 2007)

OBJECTIVES:

This paper tries to explore (i) the possibilities to develop soft skills among extension work students of University of Mumbai. (ii) The challenges faced by the extension work teachers and the students as far as teaching- learning and acquisition of soft skills is concerned. (iii) The lacunae of the present higher education system and steps to be taken to equip them with soft skills?

RESEARCH METHODOLOGY:

The researcher has used a structured questionnaire to survey and interview 263 extension work students and 47 extension work teachers of various colleges, affiliated to University of Mumbai within Mumbai and Thane. Sample questionnaires for extension work students and extension work teachers have been enclosed under appendix for ready references. The research analysis has consolidated the by using observation method, statistical and technical interpretations of the data collected , comparative analysis of the responses of the extension work students and extension work teachers wherever possible. The researcher has evaluated the data further theoretically and supported the evaluation on the basis of the information collected from offline and online secondary resources.

LIMITATIONS:

Only 263 extension work students and 47 extension work teachers have been surveyed due to paucity in time available for the study.

DATA ANALYSIS:

The researcher has surveyed 263 extension work students and 47 extension work teachers from various disciplines- arts, commerce, science, management, law and education for the said project. The findings of the research have been presented through pie charts, bar graphs and tables. 252 students have listed various qualities they have developed after participation in extension work project ranging from alertness, analyzing abilities, business skills, communication skills, confidence, creativity, discipline, documentation expertise, empathy, etiquette, focused, hard work, interpersonal skills, leadership, organizing skills, positive thinking, punctuality, sense of responsibility and respect, research, sensitivity, overcoming stage fear, time and stress management, team work, work experience besides knowing their strength, weaknesses, hidden talent, potential and capabilities. 238 students

agree that these qualities will improve their chances of getting a job. The reasons cited by students for more participation in offline mode were –finding the mode easier, the comfort of face to face while those offered for interaction less participation in online mode were - computer illiteracy, non availability of computers in colleges and other technical problems.
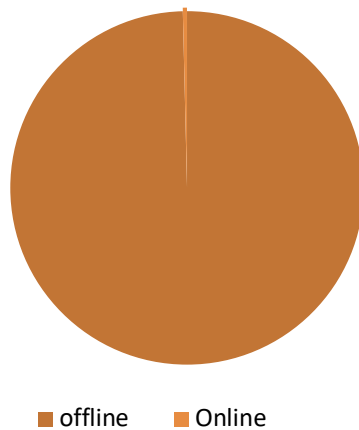

Fig. 1. Students' participation in Extension work Projects

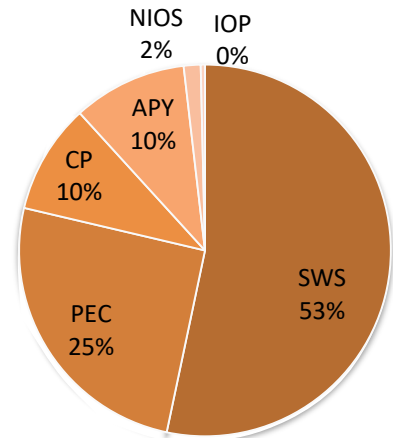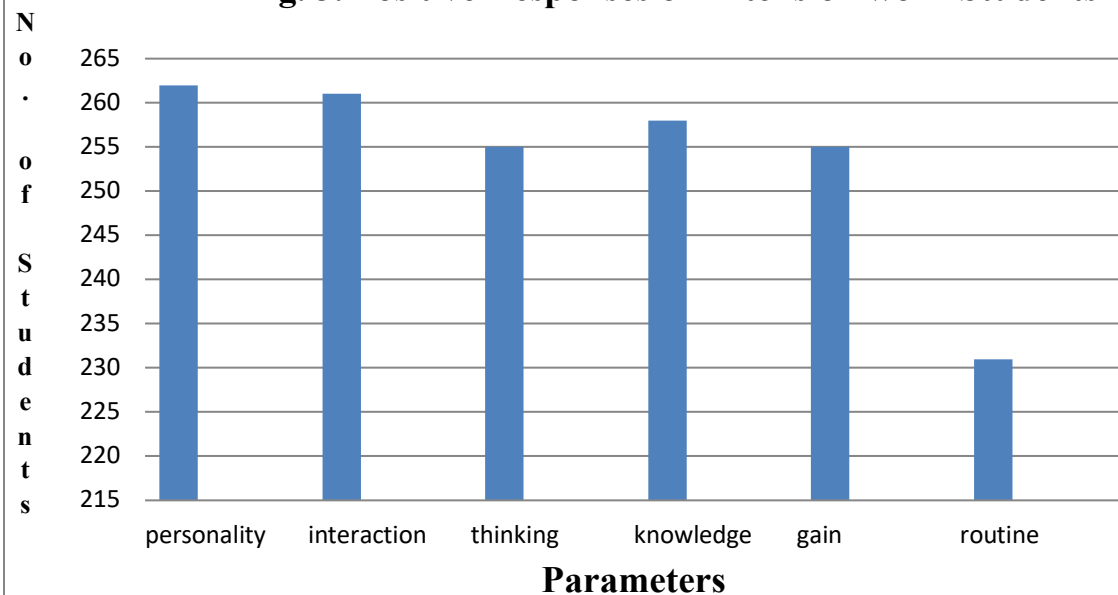

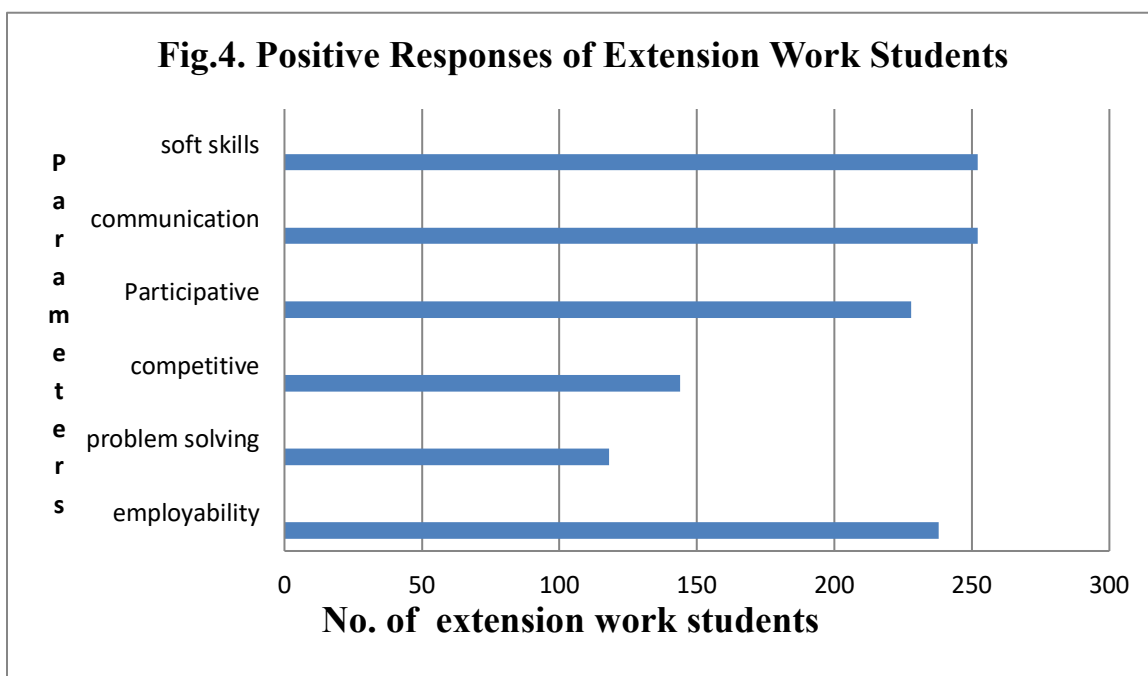Fig. 2. No. of Extension work students

Fig. 3. Positive Responses of Extension work Students

Fig.4. Positive Responses of Extension Work Students

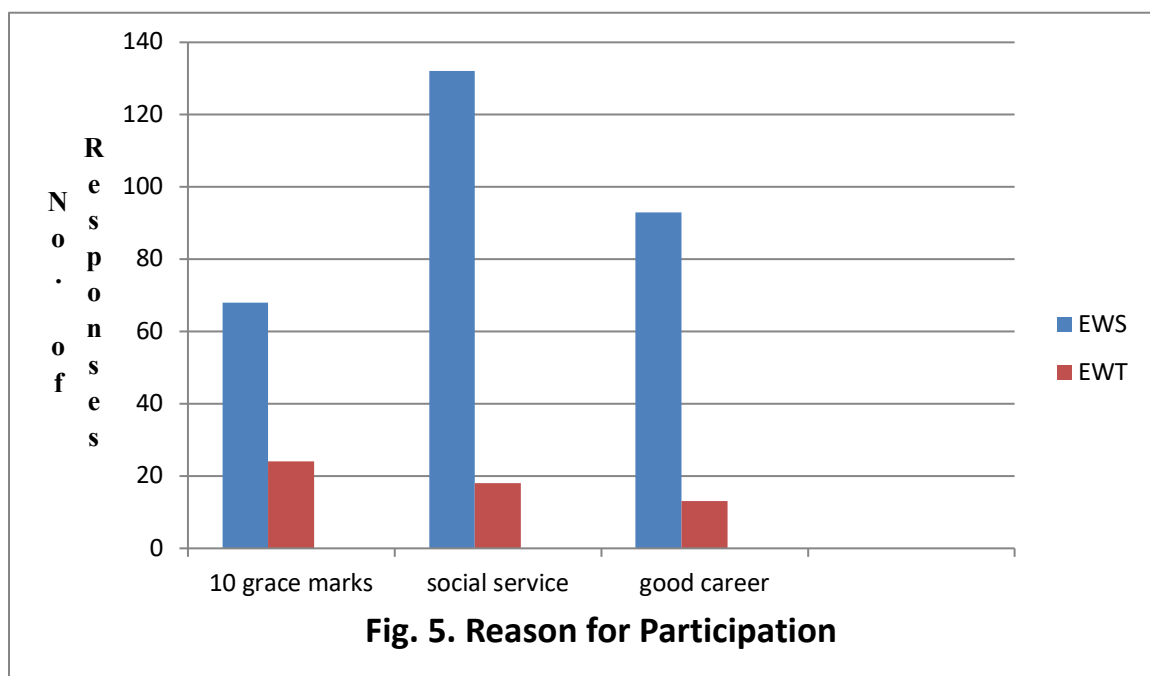No. of extension work students

41 teachers revealed that they perceive changes in students' routine after participation in this activity and also listed those qualities –punctuality, leadership, management, social awareness, communication skills, sensitization etc. wherein 3 of the teachers have participated in extension work as students too. 44 teachers see positive changes in students' overall personality as a result of participation. 46 teachers agree that participation in this activity increases the students' knowledge of her/ his own self and they come to know their hidden talents, they become participative, communicative and also improve their computer skills. 43 teachers told that the students gain both information and knowledge while 4 teachers say the students get knowledge only about society from this activity. 45 teachers have mentioned various qualities developed by students as a result of participation of this activity which they couldn't develop earlier ranging from acting, business skills, coordination, discipline, hard work, managerial and organizing skills, persuasion, team work etc. 45 teachers agree that these qualities will improve a student's employability. 32 teachers mentioned that they face problems in training the students to know themselves and the society due to factors such as time constraints, students engagement in other activities, absence, confusion, lack of interest in completing the assignment especially report writing and meeting of deadlines, etc.

Fig. 5. Reason for Participation

44 teachers opine that those students who don't participate in extension work they should be encouraged to participate in this or other activities of the college like NSS, NCC,WDC, cultural or subject association activities and the colleges can also take initiative to organize seminar, workshop, training sessions or special lecture series on development of soft skills.

Table 1. Positive Responses of Extension Work Teachers

Parameters	No. of Yes Responses
Development of students' soft skills	45
Training to teach/ acquire soft skills	40
Facing problems in training students	32
Students' participation next year	42
Gaining information and knowledge	43

My own observation as an extension work teacher for 9 years and 3 years as college unit coordinator says that there is a definite change in a student's personality even if s/he has

initiated out the project activity for 10 grace marks only but if s/he completes the project activity as per university guidelines, s/he will undoubtedly improve many skills which an employer would like to have in the employees . No doubt, there are many students who register for the extension work project in the beginning with much interest but face problems in managing time and stress as it is an additional activity and here they are supposed to work systematically beyond studies. But with the help of student managers, extension work teachers, parents and friends they learn to overcome some problem like convincing women subjects/ families for surveying, professionals/ interviewee for interviewing, convincing and pursuing the customers for buying and selling of products, encouraging students to participate in various competitions and community level activities for social awareness. In online mode also, they face technical problems- network connectivity, server problem, speed, not getting registered in one/ two attempts, logging in and logging out, other technical glitches during online tests etc. Such problems may discourage the students if they don't have strong will power. But benefits like interacting, convincing, persuading, problem solving and decision making in a better way outdo the aspects which they learn during this activity.
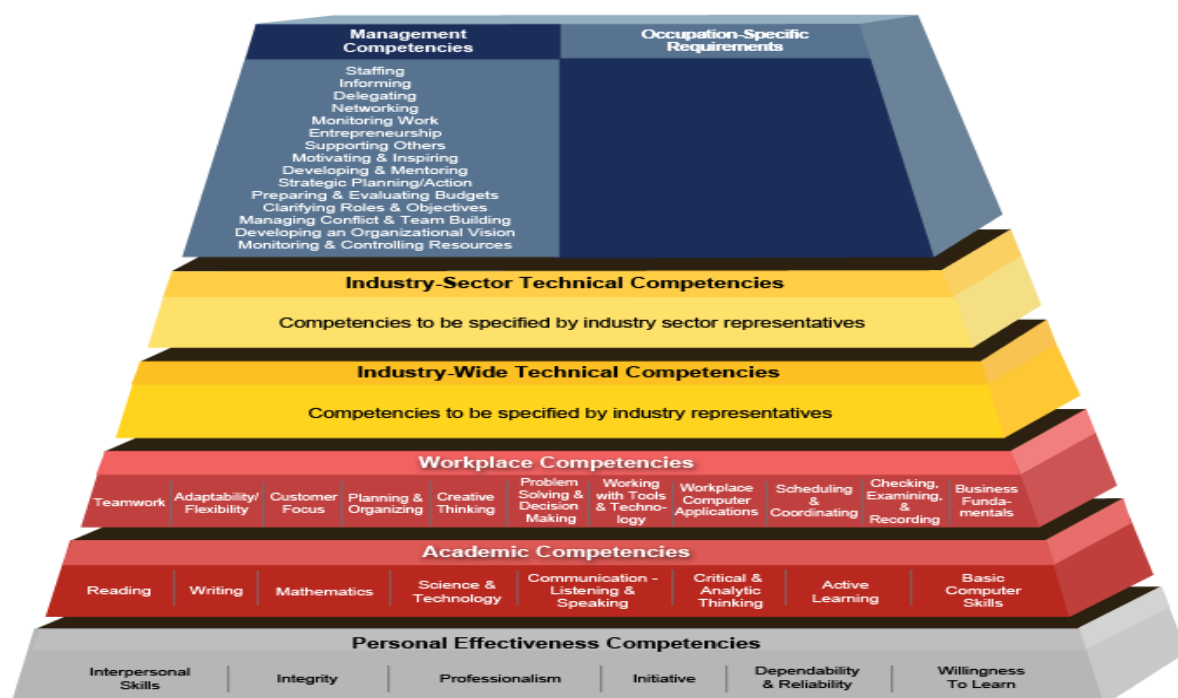
Source: United States Department of Labor, Competency Model Clearinghouse.
(http://workforcesolutions.stlcc.edu/2013/time-soft-skill-deficiencies-college-
graduates/)
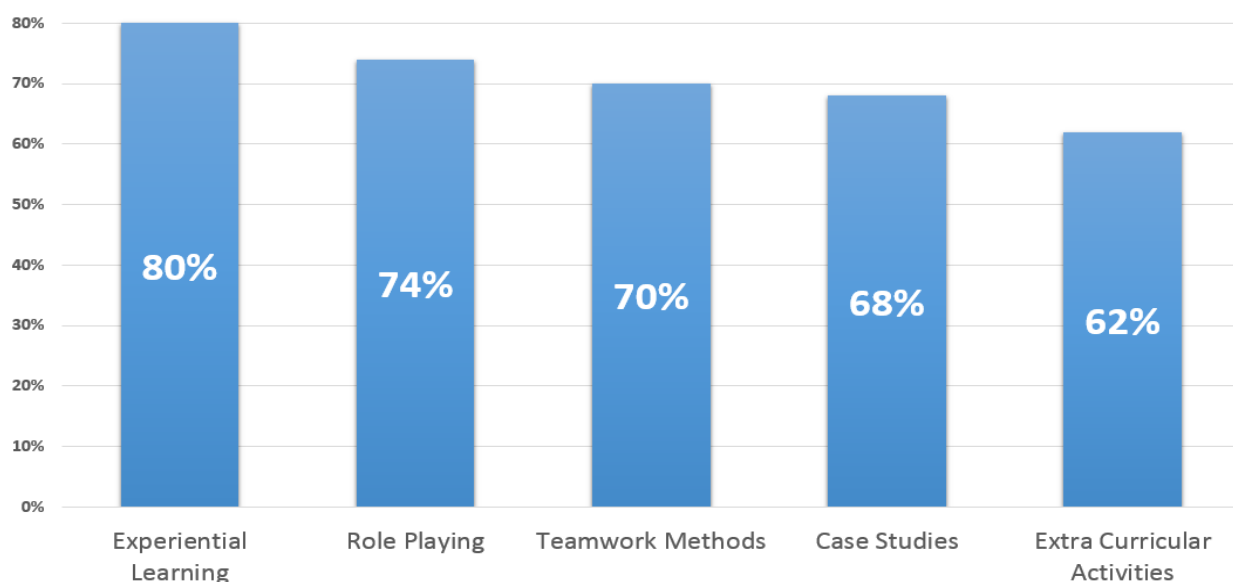
(Source: Wats, M., & Wats, R. (2009). Developing Soft Skills in Students.
International Journal of Learning, 15(12), 1-10.)
(http://workforcesolutions.stlcc.edu/2013/time-soft-skill-deficiencies-college-
graduates/)

The various qualities and methods listed by the 263 students and 47 teachers also support
the model and the bar diagrams given above.

Extension work students can be taught the soft skills if they are properly trained and they
complete the projects as per the guidelines in totality. They can learn and self acquire the
soft skills in due course through exposure as the activity has been designed in such a way
though the extension work teachers and the students face challenges.

Undoubtedly, the soft skill among university students can be developed especially through
extension work projects, National Service Scheme, National Cadet Corps, sports, cultural
activities and various curricular and extra-curricular activities of the subject associations.
But the participation of students in these activities is very less as our education system
(teaching, learning and evaluation) stresses on developing hard skills of the students.

CONCLUSION:

Higher education institutes, university and colleges should make it compulsory for students to participate in any one activity so that they can develop both- hard as well as soft skills- and can become employable otherwise India's demographic dividend will fall flat and India will not remain globally competitive. It will not even be able to cater to its domestic needs. The government, industry and the educational institutes need to come together in public private partnership to do something worthwhile in this direction.

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THEME Ii: Remedial Coaching

ROLE OF REMEDIAL COACHING IN INDIAN EDUCATION SYSTEM

DR. LEENA MURALIDHARAN, PROF. SANGEETA GAUR
DEPARTMENT OF ZOOLOGY, V. K. K. MENON COLLEGE OF COMMERCE AND
S.S.DIGHE COLLEGE OF SCIENCE, BHANDUP (EAST), MUMBAI 400042
Email: leena.doctor@gmail.com, sangeeta.joshi@yahoo.com

ABSTRACT:

Education is one of the important factor in the growth of any country. Each person in the country has the right to get good education. It uplifts people and make them aware towards life and live a better life. Coaching is an integral part of education system. However, it is important to get corrective coaching in order to succeed. Remedial coaching plays significant role in case of students from lower income families and societies where socio-economic factors are dominant resulting in high dropout rates. The remedial measures may include any supplementary courses or interventions by which students can improve their basic skills. Such skills provide confidence and empowers student to pursue success. Also, it is helpful in lowering stress level and increases confidence in the students resulting in reduced chances of failure. Remedial programs should be designed in a way so that it minimise the gap between what a student knows and what he's expected to know. This type of coaching is important for all students, including those with learning and attention issues. The methodology may also include peer-support groups, face to face mentoring or with the use of new technology and also financial incentives. In remedial coaching system basic concepts are repeated and discussed with students so that they can know them easily. Present study on remedial coaching given to students of higher level classes helped in understanding of overall curriculum, increased confidence level and solved fear and attention issues.

Key words: Attention, Confidence, Curriculum, Remedial measures

INTRODUCTION:

Education has a great value for everyone to get success and it also prepares a person to face the challenges of life. Knowledge makes a person confident and creative. It creates various opportunities to achieving better prospects in life. Communication is the one of main mile stone in teaching where messages are being sent by the teacher and received by the students. For the effective communication it is necessary that messages are received as they are delivered. Sometimes students cannot get message in at all or they may understand it in a confused, distorted and unrecognizable version. This may lead to 'gap' between 'teaching' and 'learning' (Kumar 2016). Approximately two-thirds of high school graduates enrolled in college each year, but many of these are not well prepared academically for college-level (Greene and Foster, 2003; Bettinger and Long, 2005; Strong American Schools, 2008; Luocha, 2016). Scientists suggested that students struggling in the classroom may suffer from inferior feeling or college-ready as their upper class students. This may lead to lower self-confidence, higher frustration, and higher drop-out rates (Jacob and Lefgren, 2004; Bettinger and Long, 2009).

The current paper investigates the concept of remedial coaching programme and its beneficial effects on students. It is estimated that approximately one-third of entering post-secondary students require remedial coaching to get enter in college level courses (Bettinger and Long, 2005; Strong American Schools, 2008). Although the number of student in college have increased but completion of the course has not kept pace (Bettinger and Baker, 2011).

Each and every student has different ability to learning and perform. The aim of remedial study is to provide a support to those students who are back in academic performance (Education Bureau Brand Hong Kong). Remedial coaching is a very important tool to improve students to get success in college (Soliday, 2002; Long and Boatman, 2013). Including this other strategies are financial incentives, partnerships with students current employers, andchildcare/transportation support (Long and Boatman,2013).According to

National Centre for Education Statistics more than one third of all first-year students in colleges are taking remedial coursework (Snyder et al., 2004).

By adapting curricula and teaching strategies, teachers can provide learning activities and practical experiences to students according to their abilities and needs. They can also design individualized educational programmes with intensive remedial support to help pupils consolidate their basic knowledge in different subjects, master the learning methods, strengthen their confidence and enhance the effectiveness of learning (Education BureauBrand Hong Kong).According to Long and Calcagno (2010) and Belfield et al., (2006) the effects of remediation may differ by student background. More positive effect was observed in females in remediation programme than male (Carbonaro, 2005; Belfield et al., 2006; Long and Calcagno, 2010).Lavy and Schlosser (2011) suggest the effects of classroom gender composition on academic achievement. They found that both male and female students tend to perform better in presenting higher percentages of females. They also reported that having more female students in the class has positive effects on the learning climate and inter-student relationships. Long and Calcagno (2010) has also found that there is a more positive effect of remediation course on older students as compared to younger one. It may be due to that older students are more focused or ready to take advantage of "refresher" courses. It may also be the case that older students have a greater need for developmental courses because they have been out of high school for a longer period (Long and Calcagno, 2010; Bettinger et al., 2013). According to Long and Boatman (2013) finding family income also affects the remediation. Students from lower-income family are more likely to attend high schools with less rigorous college preparatory curricula. However, it may also be that affordability interacts with performance in remediation and subsequent college coursework.

Teachers can provide different activities and practical experiences to students according to their abilities. They can also design individualized educational programmes with intensive remedial support to help student strengthen their basic knowledge in different subjects, methods, confidence and enhance the effectiveness of learning(Education BureauBrand Hong Kong). Teachers can also provide training to develop skills, including interpersonal relationship, communication, problem-solving, self-management, self-learning,

independent thinking, creativity and the use of information technology. These kinds of training prepare a strong base for student's life-long learning. It also provide them positive attitudes and values, as well as prepare them for future studies and career (Education Bureau Brand Hong Kong).

Remedial coaching has a positive effect on student's academic achievement. There are three factors which may be responsible for this positive effect (Mori, 2015) as following:

(1) **Additional learning time**: increases the level and extent of subject materials learned by students. The amount time spent is directly proportional to achievements (Aronson et al., 1998; Dobbie & Fryer, 2013; NCTL, 2010)

(2) **Quality of teaching**: This is directly dependent on experience, qualification, content of program of trainer and is an important factor for better achievement. In a recent study, (Jones, 2015) it was observed that tutoring provided by professional and qualified teachers is far more effective than college students.

(3) **Student's motivation and engagement**: The more involvement of students leads to better and improved learning (Fredricks et al., 2004; Willms, 2003).

In context to India, Remedial Coaching should be organized at Undergraduate / Postgraduate level, with the objective:

i.   To improve academic skills and linguistic proficiency of the students.

ii.   Increasing the level of understanding of basic subjects in order to provide stronger foundation

iii. Using the quantitative and qualitative techniques and laboratory activities strengthening the knowledge, skills and attitudes of students.

iv.   To enable the students to increase level necessary for pursuing higher studies efficiently with proper guidance and training students (UGC)

MATERIAL AND METHODS:

In the present work, we conducted a study in local college with 50 students in batch with the following aim:

- ➢ To Identify students at high risk of failure or dropout at the beginning of the familiar examination

- ➢ Coaching to high risk students, so as to help them to pass

- ➢ To train the management skills

- ➢ To reduce exam anxiety

- ➢ Provide personal attention and aim start to high risk student

High risk students who failed in all subjects (semester I, 2016) were chosen for the study, before second semester (2016). They were divided in to 2 groups i.e. control and experimental. Each group consisted of 25 students. In experimental group, students were coached by respective subject teachers while in control group no remedial coaching was provided.

Instructor observation included class attendance, increase of arrival in class, work assignments and competition, test series, psychological counselling, participation in class activity. Instructors also discussed the progress of the student with the head of the institution who also assisted in building strong study skills and time management strategies.

OBSERVATION AND CONCLUSION:

The results of the study are presented in Table 1. It was observed that 25% of improvement is attributed to quality teaching of subject, 25% by variable attitude study habits, skills, anxiety and 50% attribute to knowledge of the subject. The effective way to reach high risk student include need for additional support, a mentor, who can monitor his study skills, attendance, time management, exam preparations. Some of the high risk students also benefited by co-operating and working with more successful students in the class.

We also suggest that there should be fine cooperation among student, teacher, institution head, and management for good preparation in education. There should be strict guideline on the responsibility on teacher and those who are not satisfied with the new guideline should be replaced by a new teacher.

Table 1: Results of Study conducted on local college students on remedial coaching

S. No.	Professor in courses	Experimental (E) / Control (C)	No. of Students	Passing (%)	Failure (%)	Students Withdraw (%)
1.	Botany	E	28	38.6%	48.6%	12.6%
		C	22	33.3%	66.7%	Nil
2.	Zoology	E	26	59.2%	21.3%	19.5%
		C	24	51.9%	48.1%	Nil
3.	Chemistry	E	27	62.5%	22.0%	15.5%
		C	23	12.0%	88.0%	Nil
4.	Foundation Course	E	24	48.7%	21.3%	30.0%
		C	26	37.0%	63.0%	Nil

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THEME III: Language Lab

LANGUAGE LEARNING THROUGH TOOLS: FROM LANGUAGE LAB TO CALL

PROF.DEEPTI APTE, DEPARTMENT OF BUSINESS COMMUNICATION,
KES SHROFF COLLEGE OF ARTS AND COMMERCE, KANDIVLI (WEST)

ABSTRACT:

Communication involves four key elementary skills- speaking, listening, reading and writing. These skills cannot be acquired by lectures alone and need a strong practical component. Use of technology, in the form of various web applications available, has really enhanced the manner in which students can be provided training in these four key areas. The paper aims to discuss the nature of these web-based applications, the manner in which they can be used and the various benefits of such usage.

KEYWORDS

Communication, Computer assisted language learning, English language learning, Language lab.

Communication has been an important element in the progress of humankind. Each new development in human communication, from the creation of language for oral and written communication to the invention of technological tools for the purpose of communication, has helped and played an important role in ushering a new era human growth and progress. In the Post-colonization era, English emerged as a world language acting as a lingua franca to the world. Thus, the language rose to prominence especially in colonized countries like India where it became the official and the administrative language. English language learning gained importance and several methods and tools were developed for its acquisition. The arrival of computers and the internet in the 20th century provided English language learning a technological boost.

This paper attempts to trace the important stages of the technological development of English language learning through the use of tools. Section one notes the changes that

happened in language learning methods and the emergence of language lab in 1950's. It, then, notes the problems with the conventional language lab and the arrival Computer Assisted Language Learning (CALL) methods. Benefits of CALL are highlighted along with details of the variety of CALL tools, applications and software available. The last part of the paper discusses how these CALL tools can help developing the four key communicative elementary skills namely - speaking, listening, reading and writing.

Changing foreign/English language teaching-learning methods and the evolution of language learning tools

The methods of foreign language learning have changed and evolved over a period of time. In earlier times the 'grammar translation method' was adopted which considered 'mastery' over grammatical rules as well as vocabulary central to language learning. Language learning was not activity-oriented. Gradual shift arrived in language learning which laid emphasis on the act of using language for the purpose of communication. Language learning methods like the direct method, oral or natural method, audio-lingual method became very popular. Audio-lingual method especially rose to popularity with its high success rate of language acquisition. This method laid emphasis on the acts of speaking and listening the foreign language in order to learn it and treated functional usage of a language with great importance.

It is out of this shift in language learning that language labs emerged and gained popularity in 1950's. The increasing emphasis on the act of speaking and listening of a foreign language in order to learn it also boosted the use of language labs. Language labs mark the first use of tools for the purpose of language learning. For the first time gadgets like voice recording tools were used to learn a language. Students listened to the tape-recorded study material and recorded their own voices and listened back their responses.

However, several problems emerged when the usage of language lab became wider. The maintenance of equipment became a challenge. The problem was compounded by untrained staff that had neither any training nor any experience in the handling language lab equipment. This led to the declining popularity of language lab.

The arrival of computers ushered in a new era of language learning. The availability of multi-media applications on computers such as recording tools, audio-video playing tools made the conventional language lab redundant. Computer Assisted Language learning

(CALL) soon became popular. The arrival of internet further boosted the use of computers for language learning purposes. Internet offers not only a variety of content but also a variety of applications, many of them even free of cost, to hone the four core areas of communication. Internet-enabled computers have opened new opportunities and also created new environments to facilitate better learning environments to language learners. Tweeting, Blogging, using social media, e-mailing, instant messaging offer fun-filled learning environments which keeps students engaged and motivated towards the path of language learning. This new kind of 'linguistic experience' offer myriad opportunities to students to acquire language skills in natural environment rather than in rigid classroom environment.

BENEFITS OF CALL

David Crystal points towards some important factors that are essential for language learning. Some of these important factors can be provided by CALL. He considers motivation to be an important factor that drives learning of a language. While intrinsic motivation is independent of external stimuli, extrinsic motivation depends on stimuli existing outside individuals. For young and teenage learners use of gadgets and internet for language learning can be a great motivational factor leading to better language acquisition.

Another important benefit of using CALL is that it can provide self-paced training suiting individual needs of a learner. Unlike an inflexible class room environment where the pace of teaching is same for all irrespective of the individual abilities of learners, computer assisted learning environment provides more nuanced learning environment suited for all kinds of learners

Variety of CALL tools and their specific uses in developing core communicative competencies

As discussed earlier when language lab started way back 1950's they were basically just audio systems recording voices in order to improve speech. So you find Collins English dictionary defining Language labs in the following terms:

"a room equipped with tape recorders, etc. for learning foreign languages"

The arrival of computers, internet and smart phones have drastically changed the very nature of language laboratories as they are now more than just a room equipped with tape recorders.

The changing nature of language lab has brought in new names for it such as:

"multimedia language lab, language lab & media center, multimedia language learning center, software language, digital language lab, portable language lab Mobile language labs or wireless language labs." There are also variety of language lab solutions currently available in the market. Some of them are ODLL, ETNL, K-Van solutions, Words worth, SANS Space, Open SIM etc.

SPEAKING AND LISTENING

Ability to pronounce a word correctly is an important speaking skill. Earlier students needed to master phonetic transcription (sound symbols) before they can even begin learning the pronunciation of words. But the arrival multimedia computers and internet have made learning of pronunciation much simpler. Use of standard online dictionaries such as Oxford and Collins not only provide meaning of a word, but also demonstrate the pronunciation of words in the form of recorded voice. Students can listen to these recorded voices and learn first-hand how exactly a word needs to be pronounced. The recording tool available in computers helps students in practicing the pronunciation of these words. A student can listen to the recorded voice and then imitate it by recording his/her voice, and then assess whether he/she has pronounced the word correctly. This also encourages students to be independent learners.

Listening is the better half of speaking. Any communication process can fail due to ineffective listening. To foster such important skills there are various contents available on the internet. The British Council website titled LeranEnglish teens contain various recorded matter that students can listen to in order to improve their listening. The site also contains various exercises providing instant score after completion. This helps students in making an assessment of their understanding of the recorded matter.

READING AND WRITING

Writing is another important core skill of communication which a student needs to master. Writing assignments are tried and tested method of developing the writing skill of students. Paragraphs are the basic building blocks of any written work, and it is through mastering the weaving of these basic building blocks that a student can develop good writing skill. Online interactive writing tools such as Paragraph punch help students to perceive writing as a process that involves various stages or phases. It gradually takes students through the various stages of writing such as - Pre-Writing, writing of topic sentence, writing the body, organizing, writing of conclusion, revising and finalizing the draft. This staged manner of writing helps students to manage writing in a better way.

Reading is another important communication skill. It not only helps to gain knowledge but also helps in enhancing vocabulary, developing ones critical abilities as well as writing skills. To hone this important skill various online contents are readily available. Various reading comprehension passages are available online along with exercises. Students can read text and attempt exercises to check their comprehension. These exercises also come in variety of levels suited to student's level of understanding. This helps in providing students with personalized learning.

CONCLUSION

With advances in computer technology and the arrival of smart phones, the future of English Language learning is entering and new exciting phase. Smart phones hold immense potential for English/foreign language learning. But as David Crystal cautions -

"It is also a field where technological change is extremely rapid and where it is difficult to remain up-to-date. Each update... demands a fresh learning curve from both teachers and students."

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THEME IV: Yoga and Meditation

BENEFITS OF YOGA AND MEDITATION ON EMOTIONAL, MENTAL AND PHYSICAL HEALTH OF STUDENTS.

MISS ARCHANA OZA, DR. LEENA MURALIDHARAN

DEPARTMENT OF ZOOLOGY, V.K.K. MENON COLLEGE, BHANDUP (EAST), MUMBAI-42

RAMNIRANJAN JHUNJHUNWALA COLLEGE, GHATKOPAR (W), MUMBAI-400086

oza.archana93@gmail.com

ABSTRACT:

Yoga techniques date back to the 5th century and through lot of research it has been proved that it provides outstanding benefits to students and youngsters. Yoga and Meditation have many benefits on both mental and physical health. Yoga practice also helps in improving balance, endurance, flexibility and strength. Meditation keeps the mind sharp, relieves stress and anxiety and also strengthens your immune system. Yoga includes physical poses Asana, breathing techniques and meditation. Yoga and meditation does more than just make you feel relaxed to find joy in that blissful moment. A new scientific review suggests that these and other exercises can reverse stress-related changes in genes linked to poor health and depression. Practicing yoga sessions two to three times a week for at least 20 minutes per session can lead to considerable positive effects. Some research revealed that yoga and meditation have biochemical effects on human body that can help to relieve stress and mental tension by decreasing the level of neurotransmitter dopamine and adrenalin which helps in relieving stress and improved calmness. Meditation helps in improving academic performance by reducing stress, depression and anxiety and makes the brain sharper which in turn leads to better cognitive performance. The present work is an attempt to create awareness and provide important aspects of yoga and meditation among the younger generation students let them have stress free minds.

Keywords: Calmness, stress, students,meditation, yoga.

INTRODUCTION:

Yoga has an ancient discipline designed to bring balance and health to the physical, mental, emotional, and spiritual dimensions of the individual (Alyson Ross, 2010).Yoga is often depicted metaphorically as a tree and comprises eight aspects, or ''limbs:'' yama (universal ethics), niyama(individual ethics), asana (physical postures), pranayama (breath control), pratyahara(control of the senses), dharana (concentration), dyana(meditation), and samadhi(bliss) (Iyengar BK, 1976).

Yoga has been practiced in India for thousands of years and includes physical exercises, dietary practices, as a belief system. Although practitioners of yoga believed for millennia that their practices could alter mental and physical processes, Researchers in India have applied scientific methods to study yoga only during the past 80 years. Literally thousands of studies in India and other countries have confirmed that yoga practice can help individuals control blood pressure, heart rate, respiratory operations, metabolic rate, brain waves, body temperature, skin sweating, and many other bodily functions (David Derezotes,2000).

Certain breathing practices prepare the mind for deeper meditation. Both yoga breathing and meditation can activate the parasympathetic nervous system and induce altered states of consciousness (Richard and Patricia, 2009). *Meditation* is a self-directed method usually used to help quiet the mind and relax the body. Usually the meditator focuses upon a thought, a vision, or a sound or other sensory experience. Most meditative techniques originated from India, China, and Japan, meditation has also been used by some followers of some Western religious traditions (David Derezotes,2000). Researchers have found that meditation can help foster many positive qualities in clients, including mental calmness, a state of relatively low physiological arousal, and reduced mental activity(Dua, 1983; Benson, 1974). A meditative drumming technique has been used successfully to help adult and adolescent survivors of trauma (Slotoroff, 1994). Meditation has been found to be helpful in the reduction of anger (Dua&Swinden, 1992) and anxiety (Kabat- Zinn, et al.,1992). During the 1960s and 1970s Hindu, Buddhist meditation techniques were performed (Smith, 1975).

Yoga has been shown to help patients deal with a variety of medical problems, including cholesterol, diabetes, substance abuse, asthma, heart disease, headaches, cancer, and arthritis. (National Institutes of Health, 1992). Researchers have also established the usefulness of yoga as an adjunct to psychotherapy in some settings and with some problems

(Sachdeva, 1978). Yoga and meditation may help relieve symptoms of posttraumatic stress (Marmar et al., 1994). Yoga breathing, called pranayama, is one of the Eight Limbs of Yoga that were systematized in Patanjali's yoga sutras (circa 200 B.C.). Pranayama translates from Sanskrit as "control of energy" or "expansion of energy."(Sovik, R. 2000.). voluntarily changing the pattern of breath can account for at least 40% of the variance in feelings of anger, fear, joy, and sadness.(Philippot, et al, 2002).

Many scientific studies have shown that mind-body interventions derived from yoga (including breathing, meditation, physical postures, centering, and visualization) ameliorate stress-related mental and physical disorders including asthma, high blood pressure, cardiac illness, elevated cholesterol, irritable bowel syndrome, cancer, insomnia, multiple sclerosis, and fibromyalgia (Becker, I. 2000, Benson, H. 1996, Jacobs, G.D. 2001).

MATERIAL AND METHODS:

The students belonging to age group of 10 to 14 years was observed for a period of 3 years. The students were trained regularly with yoga and meditation practices for a period of 45 minutes on daily basis. The questionnaire was prepared on the basis of observation and to record the benefits of yoga and meditation on students' performance and daily activities.

OBSERVATION:

Students of age group 10 to 14, practicing yoga were observed regularly by the yoga trainer and the observation made by yoga trainer were recorded in the form of questionnaire presented in following table-1

Observation table no. 1:

Sr. No.	Questions asked	Observation/Answers

1.	Number of students undergoing yoga training per year	120 (from all the three classes)
2.	Yoga training is performed upto which class	7 to 9 standard
3.	How much improvement is seen every year in each student?	Improvement in academics and personal behaviour was observed in major group of students.
4.	Are students practicing yoga at home?	Yes. Those students who practiced yoga home showed active participation in extracurricular activities and academic performance
Sr. No.	**Questions asked**	**Observation/Answers**
5.	Improvement noticed every year	As students life is full of stress like exams, homework, testimonials and periodicals so a stress free practice is needed. Considerable improvement was noticed
6.	Which type of yoga is preferred for this age group?	Generally Suryanamskar and meditation
7.	Did yoga help in improving memory	Yes. The students showed more retention power and scored well in academics
8.	Are there any cases of improvement of stress and depression?	Almost all the students had overcome stress and depression due to meditation practice
9.	Was there any student having history of suicidal attempt, medical problems or failure cases.	No
11.	Did the students show Improvement in exams after undergoing yoga and meditation	Certainly, Yes. Not only exams but also they are more active in sports and other activities.
12.	What kind of difference was seen between newly joined students and	The new students were depressed and problems were faced by them to acclimatise to the new environment but after a specific time

	the old students already practicing yoga	period depression was found to be overcome by regular yoga practice
13.	What type of changes were observed in the physical health of students	They were found to be more physically fit after practicing yoga as it enhances the appetite of students as well
14.	What kind of response was obtained from parents after practicing yoga and meditation by the students	Parents gave positive response and these were an improvement in their behaviour.
15.	Did any student or parents complement you for your contribution?	Yes. Many students have complemented as they were free from stress after practicing yoga and meditation. Parents were also happy due to improvement seen in children's behaviour.

Positive impact of the present work: The students were more active in various academic as well as extracurricular activities. Yoga and meditation helped relieve stress, anxiety and depression. The students have acquired this exercise as a part of their day activities.

CONCLUSION:

Yoga practice in school education provided lot of benefits to the physical and mental health of students. Even the college students are overloaded with lots of stress due to changing lifestyle of the youth, we believe that such practices should be continued even in higher education so that students will maintain the discipline and will attain a healthy life. Thus coming generation can free themselves from life style diseases. The present research was done with this view in mind. After studying the important benefits of yoga and meditation, it is necessary to create awareness about importance of yoga and exercise in the life of students. Thus it is recommended that yoga education should be included in the syllabus of junior and senior college for the benefits of young generations.

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PHILOSOPHY OF YOGA A COMPULSORY SUBJECT FORM KG TO PG TO MAKE A COMPLETE HUMAN BEING: NEED OF THE HOUR

DR. RINA AVINASH PITALE PURADKAR, ASSISTANT PROF, DEPT. OF PHILOSOPHY,
R. J. COLLEGE, GHATKOPAR (W), MUMBAI- 400059
Email id: rinaam23@gmail.com

The root cause of all problems in modern life is the craving for worldly enjoyment. It is a fact that the enjoyment cannot bring you the satisfaction of desire; on the contrary, it aggravates desire and makes man more and more restless. The more you search, more unhappy you become, and then the desire also grows when it is not fulfilled. So we can't be happy as long as the craving for enjoyment exists.

When we try to understand the concept of yoga, the main misconception is that, it is only mere practice of physical postures, exercises, yogasanas, pranayama, different cleansing techniques or that it is the meditation alone. Really speaking, all these are the angas or parts of asthangaoga.

Yoga philosophy is one of the six systems of orthodox Indian philosophical system. The word 'Yoga', derived from the Sanskrit word 'yuj', means union of the individual consciousness or soul with the Universal Consciousness or Spirit or connecting the individual self with the Supreme self, individual will with the universal will. It is the expansion of narrow selfish egoistic personality with all pervasive eternal unselfish blissful state of reality. In another sense it is the union of body, mind and soul. Let us try to understand it in the deeper sense.

Equanimity is yoga, serenity is Yoga, skill in action is yoga, control of senses and the mind is yoga, anything by which the best and the highest in life can be attained is yoga. Yoga is the state of Samadhi. It integrates the personality by bringing in body mind coordination in a well balanced way. It elevates the self by calming the mind to, a higher state which opens up our creativity. so yoga is a skillful trick to calm down the mind. It is the state of higher powers and potentialities and to the ultimate state of silence and perfection. It helps to

elevate a normal human being to super or divine human being instead of falling into animal human being. It is an all-round personality development.

Throughout the day whatever we do, everything can be seen through a yogic outlook. When we do physical exercises or Asana/Pranayama it becomes Raja Yoga. When we surrender to the almighty in spiritual way, it become Bhakti yoga, When we engage in doing our duty or responsibilities with full devotion, it becomes Karma Yoga and when we try to acquire knowledge it become Jnana Yoga. The society requires help in all these different ways- intellectual, financial, collaborating time with likeminded organizations, spiritually helping others and showing the higher dimensions of life, spreading the message of Yogabhyasa in daily life and there by diseases are controled. All these can be different form of selfless service which our society is in need of.

Stress is a major obstacle to academic achievement, and yoga's stress relief powers have been shown to boost student performance. Practicing asanas, breathing exercises and meditation, helps the students registered lower stress levels and higher academic performance.

Yoga has been shown to improve memory in children, a benefit that would seem certain to improve academic performance. Holding attention is a challenge for children, partly because the brain's frontal lobes, which control the power of attention, mature later than other functions. Yoga requires attention, which can be a challenge for youngsters, but it has also been found to enhance the ability to control attention, even in hyperactive children.

Yoga is a holistic system of mind-body practices for mental and physical health that typically incorporates four primary components: physical postures/exercises to promote strength and flexibility, breathing exercises to enhance respiratory functioning, deep relaxation techniques to cultivate the ability to physically and mentally release tension and stress and meditation/ mindfulness practices to enhance mind-body awareness and to improve attention and emotion regulation skills. Yoga is also suitable for both children and adolescents and shows promise in preventing and alleviating the psychosocial issues encountered by young people.

Implementing practices and policies that help children acquire and apply the knowledge, skills, and attitudes that can enhance personal development, establish satisfying interpersonal relationships, and lead to effective and ethical work and productivity. These include the competencies to understand and manage emotions, to set and achieve positive goals, to feel and show caring and concern for others, to establish and maintain positive relationships, and to make responsible decisions. Most educators, parents and students believe that schools and colleges need to provide more than academic instruction in order to ensure that children are successful not only in school but also in life.

Mind-body awareness refers to an individual's ability to be aware of his/her thoughts, feelings, and mental state, bodily sensations. Yoga increases mind-body awareness, such as becoming more aware of endogenous cues (e.g. satiety, need for physical activity).It leads to positive behaviours and outcomes because of an increased awareness of the rewarding feelings and experiences that occur when one engages in positive behaviours. Many mind-body interventions, including yoga and meditation, specifically focus on enhancing mind-body awareness.

Schools and colleges play a key role in helping children establish healthy lifestyle behaviours from an early age. Thus, implementing yoga in schools and colleges could have far-reaching implications not only for school and college health but also for society as a whole.

We need to inculcate these fundamental thoughts from childhood, through our secular educational system. Physical fitness of our body and mind is not only for the individual growth, which would really contribute to the fitness of our society that will lead to the greatness of this nation. Let this thought be always there when we do ashthangayoga in our daily life. Without taking care of this body and mind we become useless to family and society. So here lie need to practice yoga in daily life and at the same time we must have a feeling of oneness with the society. Onlythen, the man making and Nation building become a feasible exercise.

Swami Vivekananda said "Each soul is potentially divine; the goal is to manifest the divinity within by controlling the nature by work, worship, philosophy and psychic

control". So when we understand that the same potentiality or the divinity is there with others then really our outlook changes towards their end or even our approach and attitude undergoes a change. We start loving others, caring for others and start understanding others. We start identifying our self with our body, our family, our relatives, our neighbours, our society our culture, our nation and even with the universe. This, in then, leads to a union with the supreme. Kindle the light of love in our heart first, love everything. Let us unite the individuals with love and care. This concept should be kept in our mind when we practice daily Yogasana or want to lead yogic way of life. The greatest need of the world today is the message of serving the society with love and compassion.

Yoga integrates all elements of ancient knowledge of Yoga, to create a powerful discipline uniting the body, mind and soul. Along with a series of simple, yet effective yoga postures and breathing techniques, a greater emphasis is placed on the inner experience of meditation, for the well-being of the mind and the manifest of other hidden elements of human existence. We believe when one is in harmony within; the journey through life becomes calmer, happier and more fulfilled.

Yoga education can supplement school and university education. It can prepare the students physically and mentally for the integration of their physical, mental and spiritual faculties so that students can become healthier, saner and more integrated members of the society and the nation.

Yoga education helps in self discipline and self-control, leading to immense amount of awareness, concentration and higher level of consciousness. Briefly the aims and objectives of Yoga education are:

1) To enable the student to have good health.
2) To practice mental hygiene.
3) To possess emotional stability.
4) To integrate moral values.
5) To attain higher level of consciousness.

All these objectives could be dealt with in an integrated manner. Yoga education could help to equip oneself with basic knowledge about one's personality, to learn to handle oneself well in all life situations, to learn techniques of gaining good health, to develop a discriminative mind, capable of knowing the real from the unreal and to face the dualities of life with equanimity.

Yoga education can start from standard KG continues to PG level. John Locke an empiricist said, "Mind is tabula rasa" means mind is completely blank slate and I feel on this blank slate we can imprint values and virtue on it for making virtuous and wise individuals. For this, we can take the help of yoga education which can enhance all the activities of the children and for academic or sport or social. Yoga techniques provide improved attention in studies, better stamina and co-ordination for sports and a heightened awareness and balanced attitude for social activity.

Yoga helps in gaining sound mind and sound body by establishing equilibrium between mind and body. It helps to reduce stress and pressure among children and adolescent and help them to learn to relax. It further teaches self control and instil's is a sense of peace in their daily lives. It also helps inculcate inward focus which is a valuable skill in life. Yoga helps to improve an individual's mental outlook and also encourages children's creative imagination and self expression. The mindful meditation that comes with practicing yoga doesn't just relax the body; it also focuses the mind. The regular concentration and meditation helps to boost memory retention. As Buddha Said, "The goal of meditation is not to control your thought, it is to stop letting them control you."

Once Buddha was asked, "what have you gained from meditation?" He replied "Nothing!" However Buddha said, "let me tell you what I lost: Anger, Anxiety, depression, insecurity, Fear of old age and death."

Yoga is beneficial in boosting one's self-esteem and releasing anger and fear. It is meant to help practice gratitude towards yourself, your body, and your mind. It teaches us to appreciate what body can do today and what it may be capable of tomorrow. It will also

help to focus on the little things in life that can lead to greater accomplishments. It is an act of love.

While yoga cannot act as a shield from germs and viruses, it can help your body fight back against regular illnesses. Yoga is believed to improve a person's immune and nervous system by raising and lowering antibodies through pranayam, asanas and meditation.

Yoga philosophy speaks not only of asanas, pranayama and meditation but also yama and niyama which have socio-ethical significance. The yamas which rules of moral behaviour and universally applicable- ahimsa (non-violence), satya (truth), asteya (non-stealing), brahmacharya (chastity/celibacy) and aparigrah (non-possession) and niyamas which are five observances- sauca (purity or cleanliness), santosa (contentment), tapas (austerity), swadhyaya (self-study) and Ishwarapranidhana (surrender to God). If above mention rules of morality and vows are practiced by children then they will lead the life of righteous, honest, truthful, non-violent, content and detached beings. They will not indulge in wrong practices like stealing, dissipation, greed, untruth, covetousness and violence. So, if we instil yama and niyama among children, we will get moral and virtuous generation. Patanjali also speaks of practising "maître (friendship), karuna (compassion), mudita (happiness or bliss) and upeksa (indifference)" for handling everyday problems faced by children in today's competitive world (rat race) trying to retain their first position.

Yoga is the art of doing the work skillfully. In the Bhagvadgita we are told, "Yogah Karmasu Kausalam" and "Samatvam Yoga Ucyate". If we accept this definition of yoga, children can create a wonder in their lives by doing their studies and other activities with full dedication and in a skillful manner. They will be able to solve the problem of stress which leads to depression and other psychosomatic disorders by balancing their mental and physical state.

Yogic practices have a great potential to develop a holistic personality in an individual. It teaches the right art of living and methods, how to deal with one self and others. One may learn patience, forgiveness and value of gentleness by inculcating yogic attitude. It will also protect students from unwanted negativities and help in proper development of emotional, social and spiritual dimensions of his/her personality.

It reminds me the words of B. K. S. Iyngar, "Yoga is like music, the rhythm of the body, the melody of the mind, and the harmony of the soul create the symphony of life." So, yoga is the journey of the self, to the self and through the self.

I'm not naïve enough to believe that teaching children yoga will solve all their problems, but I do believe, yoga encourages people to love themselves and embrace the things that make them unique. This probably won't make bullying stop, but it might make children more resilient to bullies.

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THEME V: Personal Counselling

A STUDY ON THE IMPORTANCE OF PERSONAL COUNSELLING ON PRESENT EDUCATION SYSTEM

*LEENA MURALIDHARAN, *PRITI SINGH, SANGEETA GAUR*

DEPARTMENT OF ZOOLOGY,V.K.K.MENON COLLEGE OF COMMERCE AND S.S.DIGHE COLLEGE OF SCIENCE, BHANDUP (EAST), R.J. COLLEGE, GHATKOPAR(WEST)
Email: leena.doctor@gmail.com

ABSTRACT

Personal Counselling Services (PCS) is one of the student focused services provided through the Student Wellness and Accessibility Centre. Balancing class attendance, class work, assignment, seminar, semester system examination, family, personal care, and all the responsibilities of being on your own can feel overwhelming and stressful. Some common concerns addressed through individual counselling include emotional stress such as depression, anxiety and other mental health issues, relationship difficulties, self-esteem and identity, substance use/addiction, motivation, and time management. Professional counselling is a powerful therapeutic tool. Students come to counsellor even with issues related to sexuality. Fear is one of the important factors that deter students from going for professional help. Our present studies show that those who are comfortable with disclosing information to a counsellor received more positive attitudes and are able to cope with stress effectively. The present study is undertaken to throw light on importance of personal counselling so that more and more students can take advantage of personal counselling without hesitation.

KEYWORDS: Counselling,Education,Stress, Students.

INTRODUCTION

In today's new generations, most of the families are becoming nuclear where both the parents are working. Due to work pressure it is difficult for parents to find time to communicate with their children. Hence, it is becoming more difficult for children to express their problems to even their parent. So there is compulsory need of personal counselling so that students can share their problems, if any. Confidential personal counselling can help students to better understand and confront the challenges they face in their day today life. Although wide range of counselling services are available to people experiencing emotional and psychological distress, those who are suffering often do not reach out for help (Orlans et al 2009). Kushner and Sher (1989) and Kaplanet al (2013) theorized that seeking help from a professional involves an approach/avoidance conflict. Social stigma is the fear of being judged negatively by others if one seeks professional help

for a problem (Deane and Chamberlain, 1994). The fear of being labeled as crazy by others in society is one of the main constituents of this barrier (Nelson and Barbaro, 1985). The fear of emotion in counselling involves the fear of having to discuss events or thoughts that bring up painful emotions for the student. This fear is another one of the factors that discourages people from approaching professionals for help (Komiya et al, 2000). The willingness of an individual to express emotion openly directly affects their attitude towards counselling and helps determine their tendency to approach or avoid professional help (Vogel and Wester, 2003) .The present study was conducted on college students to analyze the value of personal counselling on students who had an ardent need for it and the results obtained after counselling.

MATERIAL AND METHODS

The present study adopted descriptive survey design. It is mixed methodology that collected both qualitative and quantitative data. 120 weak students came forward after their untoward behavior towards the teacher was perceived as need for professional counselling. Professional counsellors formulated all experimental groups. With these students counseled out of 120 students, 35 students continued professional counselling only for 4 sessions while 25 students continued for 5 sessions and only 1 student completed the entire course of personal counselling of 24 sessions, 59 students did not come for counselling. Various aspects on physical, emotional and mental stress of the student were analyzed by the counsellor.

OBSERVATIONS AND RESULTS

Students facing personal family problems like torture or abuse from family member and financially backward students, showed maximum stress because they were unable to share their personal problems. Academic performances of such students were also found to be

on the decline. These students tended to make suicidal attempts. Such students after professional counselling of six to seven turns developed strength, confidence, and showed interest in their studies, also cooperated with these peer groups. Emotional stress is caused by factors like lack of attendance failure in examination, inability to cope up with the subject knowledge, peer group stress, depression, anxiety and other mental health issues, relationship difficulties, self-esteem and identity, substance use/addiction, motivation, and time management.

Some of the students were suffering from mental stress to cope up with this situation. They got involved in drug addiction, smoking, bad life style, alcohol and abusive behavior. We found it very difficult to send them to professional counsellor. Out of 120 stressed student's, only one student completed professional counselling. The completed student gained much confidence and showed positive attitude towards studies and personal life. Changes were noticed and complemented by peers one.

Reasons for withdrawing from personal counselling are:

1. Gender of counsellor
2. Lack of confidence in counsellors
3. Lack of immediate solution
4. Students think those who go to counsellor are crazy
5. Peer group fear that they will be teased with nick names.

Chart 1 shows analysis of professional counselling of under graduate students selected for study.
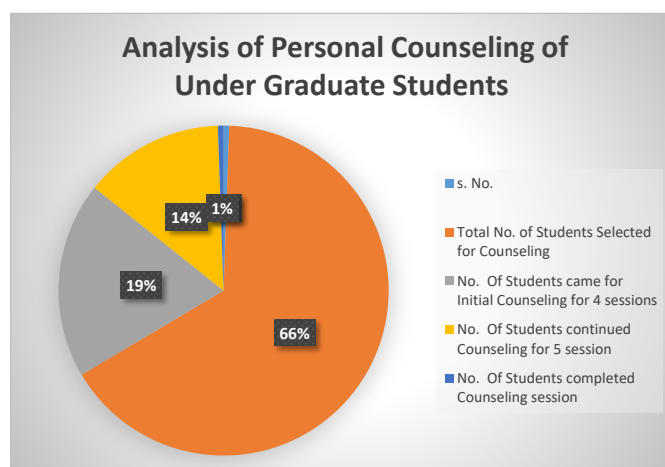
Total number of students who inquired but didn't come for personal counselling - 66%

Total number of students who continued personal counselling for 4 sessions -19%

Total number of students who continued personal counselling for 5 sessions – 14%

Student who completed full course of personal counselling – 1%

CONCLUSION

Every college must have professional counsellor and the teacher must have a keen eye for perceiving behavioral changes and academic deterioration in students. Teacher must guide and encourage the students to go for professional counselling. Our present study showed that those who are comfortable with disclosing information to a counsellor developed more positive attitude and seemed more capable of coping with stress.

Hence, it is advisable for college teacher to generate more general awareness for students through poster presentation or by keeping seminars regarding benefit of personal counselling by minimizing all wrong myths students have in their mind. Students should be encouraged by their teacher to go for personal counselling, if any minor changes are observed in them, to minimize suicidal attempts.

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A SURVEY OF STUDENT EXPECTATIONS – A CASE STUDY OF RJ COLLEGE

ROHAN GOUDA

FYBCOM, RAMNIRANJAN JHUNJHUNWALA COLLEGE

ABSTRACT

A student is a learner or someone who attends an educational institution. A student who enrols in an educational institution for higher learning has some expectations from the institution, teachers and others. Students are the main stakeholders in the teaching-learning process and the focal point of every academic activity and hence it is important to understand their expectations.

This paper is student centric and focuses on understanding the Student Expectations from the educational institutions and from the teachers. Some expectations maybe academic in nature while others maybe non-academic. This study was undertaken by administering a feedback form to the students of B.com course and the responses obtained were tabulated, analysed and suggestions provided.

Keywords

Student Expectations, Educational institutions, Category of students, Feedback, Academic expectations, Non-academic expectations.

INTRODUCTION

A student is a person who is formally engaged in learning, especially one enrolled in a school or college. Student is the one who is experiencing the learning process at school, college or university. The act or process of acquiring knowledge or skill is called learning. Educational institutions for the purpose of this paper refer to a college where undergraduate and post graduate courses are taught. This paper is a case study of the students of RJ College. More than 1000 Students enrol for the undergraduate commerce course every year . These students are significantly first generation learners belonging to the economically disadvantage sections of society hence it is necessary to understand their academic and non-academic expectations from the institution of higher learning – R.J. College.

R. J. College initially started as a Science and Arts College. In 1976 the junior college section was introduced and in 1981 the commerce faculty commenced both at the junior and degree college level. It is now known as R.J. College of Arts, Science and

Commerce. From 1999-2000, the college has added a number of self-financing courses like BMS, BBI, BSc in CS, IT, Biotechnology, MSc. in Computer Science and Bio-technology as well as add-on courses which hone the special skill of students. The college has been reaccredited with 'A' Grade by NAAC in 2014 with a CGPA 3.50 Government of Maharashtra conferred the college with JAAGAR JAANIVANCHA (First in Mumbai suburban in 2013 and second in Mumbai suburban in 2014) for safety of girls.

OBJECTIVES

To identify the students' expectations from the educational institution, teachers and to know the extent to which the students expectations are met.

SCOPE OF STUDY

Only undergraduate B.Com student's respondents were included in the study. A similar study maybe undertaken for all students of RJ College which is a limitation of this paper.

RESEARCH METHODOLOGY-

Primary data collected through feedback form from students were included in this paper.

This is an experimental student centric initiative to understand the expectations and needs of the major stakeholders of the teaching learning process- students. Feedback was obtained from willing undergraduate B.Com students and their responses analysed and presented in a graphical form. The information obtained was tabulated and simple percentages were used to draw inferences. The Feedback Form contained the profile of the respondent – Gender, Class (FY, SY. TY) and questions regarding academic and non-academic expectations. The questions were kept open ended so that students could express their expectations.

The second question was regarding the level or extent to which the student expectations were met – Three options were specified -Partly met, fully met and not met.

DATA COLLECTION AND ANALYSIS

Total 52 undergraduate students' responses were obtained, analysed and presented. The break-up of the respondents is shown in table 1.

Table 1 – Gender wise & Class wise distribution of respondents.

Class	Male	Female	Total
First Year BCOM	10	21	31
Second Year BCOM	4	6	10
Third Year BCOM	4	7	11

Total	18	34	52

The above table shows the profile of the student respondents. Feedback was obtained from willing students of B.Com course. Based on their presence in college the students were classified into

1. Students who are regular
2. Students who are irregular
3. Students who are habitually absent

It is necessary to classify and categorize the students as above to understand as to why the students are irregular- is it because their expectation are not met or are partly met. It is also relevant to know the expectations of the students who are regularly absent and to suggest measures to draw them or attract them back to the college.

Category 1 refers to those students who are regular. These students are aware of the academic and the non-academic activities happening in the college

Category 2 refers to the students who are irregular and whose presence in the college is erratic and situational. Students may be interested more in co-curricular activities, maybe engaged in studying for other professional courses CA, CS or maybe be employed(working for 8 hours at an office)

Category 3 refers to the habitual defaulters who are seen in the college premises only at the time of examinations, viva, project submissions, etc.
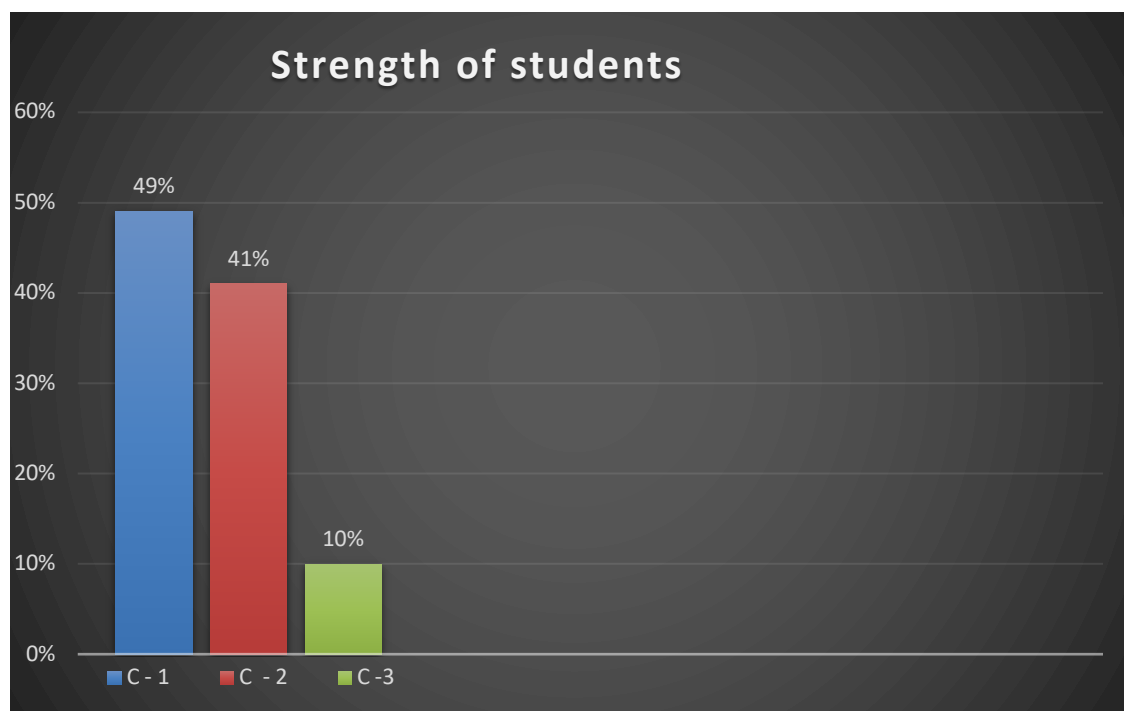
C-1 REGULAR STUDENTS   C-2 IRREGULAR STUDENTS   C-3
HABITUALLY ABSENT

From the above bar diagram, it is seen that the Category 1 of regular students is the
highest at 49% followed by Category 2 students (41%) and Category 3 (10%)

<u>Feedback received from the Category 1</u>

➢ The first category expects that they should have a clean classroom where
there are clean and dust free benches, visible and proper boards and if the
board's has a lot of impressions then the students aren't able to read properly
what is written on the board.
➢ There should be dustbins available in each classroom. So that garbage is well
managed and there is no chance of the classroom to be dirty.
➢ Practical knowledge is what they expect. For e.g.:- a kindergarten student is
standing & her teacher commands him to jump, that student might not know
the meaning of Jump, but if the teachers stands in front of that student and
practically come and jump in the front of that student so the student would
also do the same and then there he learns.
➢ Students expect that teachers show them something visually, it can be an
audio-video, field visit,
➢ Exam schedule and declaration of Results should be on time.
➢ They also expect teachers to be friendly so that students don't hesitate to ask
questions.
➢ Student says that it's understood that they have to give an interview or have
to interact with some or the other person in future in a formal manner so they

expect that there should be a one to one interactive sessions which will help them in future in placements.

➢ Student also expects that the placements should be from college. Other non-academic expectations -food expectations by students, they want a hygienic canteen and potable drinking water.

➢ Students should be taken for Industrial Visits as well as a natural spots such as Water park or Adventure Camp for a week or for a few days.

Feedback received from the Category 2

➢ Student stated that sometimes the non-teaching staff behave rudely there may be several reasons for that behaviour but students expect that the non-teaching should be kind and helpful towards students and their parents.

➢ They also said that the canteen employees should know how to talk to students, they're quite arrogant and there should be seating arrangement available in the canteen. Break-time should be at least 15 minutes.

➢ There should be a creative room where they can explore their talents after their lectures.

➢ There should be a grand fest where all the college students from various departments team-up together, so that they know each other better.

➢ There are microphones and speakers in each and every classroom so it should be well maintained,
the mike should work properly in lectures while professors are teaching.

➢ Teacher's lectures should be interactive, they should also speaking on current affairs, relating to the topic being taught.

<div align="center">Feedback received from the Category 3</div>

➢ These students are those who never come to college, even they were chosen to give their feedback- they need more motivation from the institution as well as teachers.

➢ They don't come to the college but still when they come they want the teachers to be lenient.

➢ They are more interested in the fun elements of the common room and sports facilities for e.g.:- carom board, table tennis, etc.

Now we come to the analysis whether the expectations of the students are being met or not.

Student Expectations in percentage
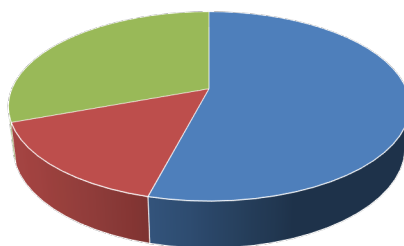
■ Partly fulfilled ■ Fully ■ Not Met

From the above pie diagram, it is seen that 53% of the students opined that their expectations have been partly met while 30% felt that their expectations have not been met. Administrative authorities of educational institutions have to look into the reasons of the student dissatisfaction, take proactive measures and work towards practical solution to meet their expectations.

15% of the students stated that their expectations have been fully met.

SUGGESTIONS

A similar study from a teacher perspective maybe undertaken and feedback obtained from teachers regarding their expectations from their students. Such a study and an academic exercise of this nature will help the teacher and the taught to understand each other and make the teaching learning more effective.

Non-academic expectations of students like canteen facility, library facility, sports, cultural events can be looked into by forming a committee consisting of teachers and students who will work towards resolving such non-academic issues.

CONCLUSION

Student expectations, both academic and non-academic need to be looked into and the issues can be resolved only with the co-operation and co-ordination of all – administrators, teachers, students, support staff.

It can be concluded that some expectations maybe do-able, some expectation can be dealt at the college level and therefore college authorities need to work on such

issues so that students feel the synchronisation between their expectations and ground reality.

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