



VALUE BASED EDUCATION IN INDIA: A COMPARATIVE ANALYSIS

Ms. Aisha Abbasi

Assistant Professor, Eram Girls Degree College Lucknow.

Abstract

Education is constant learning experience from followers and their leaders, success as well as failures, people and then grooming up as we wanted to become in life. Value education is considered as means which provides a purpose in life at the same time of providing professional knowledge. This is the high time to reconstitute education on the basis of values, since today's education system moulds individual and technocrats but not good citizens. Objective of the study was -To study the opinion of school teachers about need for value based education -To explain the pattern of existing education system the researcher find that value based education is a important topic now-a-days and the researcher find that the value based education is a philosophy of teaching activities. The present society human value has been deteriorating due to mass media.. The researcher find that the existing education system is divided into different levels. Pre-primary levels, primary levels, elementary education, secondary education, under graduate and post graduate level.

Keywords: *Technocrats, Human Values Etc.*

Introduction to Value Based Education

Education is simply the mechanism of mindfulness, achievement and safeguarding. Instruction gives a phase to succeed and the learning of character, sense of pride, social direct and quality. The most extreme blessing that instruction gives is information of set of esteems and veritable science. The qualities contain the straightforward distinction among wrong and right, the centrality of sense of pride and diligent work. Education is consistent taking in understanding from adherents and their pioneers, accomplishment just as disappointments, individuals and after that preparing up as we needed to move toward becoming throughout everyday life. Esteem Education is considered as a method which gives a reason in life in the meantime of giving proficient information. This is the high time to reconstitute instruction based on qualities, since the present training framework molds individual and technocrats however not great residents. An individual have a problem solving attitude, while native contemplates society. Academicians and seniors should verbalize the need to comprehend the requirement for understudies; reason for instruction and qualities in human life individually. Education based on values is development of an individual in three folds irrespective of their gender and age. It endeavors in developing three aspects which are character, physique and mentality as well. Even though mentality as well as physique is significant, yet becomes a threat without character. Learning is a creative way of inculcating emotional, psychological, moral, physical, aesthetic, intellectual and spiritual dimensions of the developing student.

Value Based Education gives opportunity for students to know the purpose of life during connections to spiritual and moral values like peace and compassion for community and environment. In addition to that it helps to increase zealous of learning and fundamental respect of life. It can be possible by the way of set academic courses which compress world to instructional packages, by direct engagement of student with environment. Education helps to develop the skills to meet the challenges and ability to value freedom; it must expand the ability to recognize and accept those values which survive in th diversity of gender, individuals, and cultures and develop the ability to cooperate, share and communicate with others; it may also develop the capability of non-violent conflict resolution and encourage the development of inner peace of mind of students therefore they can establish determinedly the qualities of sharing, compassion, tolerance and caring; it should develop in citizens the capacity to make informal choices; it be obliged to teach citizens to respect the cultural heritage, adopt methods of production, consumption and protect the environment which leads to sustainable development with harmony between individuals and collective values and between instant basic needs and even long-term benefit. And finally it helps to cultivate feelings of equity and solidarity at higher levels.



Categories of Values

Value may be classified as follows:

1. **Personal values:** Hygiene, personal cleanliness, dignity of labour, sincerity, health punctuality, regularity, self-worth, and cooperation, free from dogma and superstitious, open-mindedness, positive scientific attitude, search for perfection, self- respect and self- reliance.
2. **Intellectual values:** Freedom of thought, knowledge, mental evolution, convergent and divergent thinking, critical observation, inquiry and investigation, critical observation, imaginative and creative thinking and systematic reasoning
3. **Spiritual and environmental values:** Inclusiveness, pluralism, self-realization, conformity with natural law, and harmony with religious doctrines.
4. **Moral values:** Self-control, devotion to duty, patriotism, nation, love for family society, honesty and sincerity.
5. **Social values:** Respect for all religions, cooperation, tolerance, environmental protection and preservation, good manners and etiquettes, Art and Culture, social justice love for family, International understanding politeness, respect for parents, teachers and neighbors', society and nation. Value based education is not a new subject to be interpreted into the curriculum, rather it is an educational philosophy, an approach to teaching and learning that underpins the way a school organize itself develops relationship and promotes positive human values. Schools that adopt such an approach report that there is a qualitative improvement in pupil's attitude and behavior. Value based education is a tool which not only provides us a profession which we can pursue but also a purpose of life. The purpose of our life is undoubtedly to know oneself and be ourselves. We cannot do it unless we learn to identify ourselves with all that lives.

Existing Education System

Education in India is provided by the public sector as well as the private sector with control and funding coming from three levels, Central, State and Local. Education in India falls under the control of both the union Government and the States with some responsibilities lying with the union and States having autonomy for othersiii. Education is designed by the state where government is responsibility for quality education. Presently India is blessed with various schools, college's universities and other institutions in India which are providing quality education to the students. From the past several years India is producing many talent professional who are best in the world and working hard for the Nations growth and are in great demand. This shows the strength of Indian education system. India's education system is divided into different levels such as preprimary levels, primary levels, elementary education, secondary education, undergraduate and post graduate.

Primary Education: The Indian government lays emphasis to primary education up to the age of fourteen years (referred to as Elementary Education in India). The Indian government has also banned child labour in order to ensure that the children do not enter unsafe working conditions.

Secondary Education: The National Policy on Education (NPE), 1986, has provided for environment awareness, science and technology education, and introduction of traditional elements such as Yoga into the Indian secondary school system. Secondary education covers children 14–18 which covers 88.5 million children according to the Census, 2001.iv

Higher Education: India's higher education system is the third largest in the world, after China and the United States. The main governing body at the tertiary level is the University Grant Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grant Commission. In India, education system is reformed. In future, India will be one of the largest education hubs.

Open and distance learning: At school level, National Institute of Open Schooling (NIOS) provides opportunities for continuing education to those who missed completing school education. 14 lakh students are enrolled at the secondary and higher secondary level through open and distance learning.



Value Deterioration in the Present Society

Deterioration of human value has seemingly become a ubiquitous phenomenon, particularly in India. It is not to say other countries are not affected by decline in human values but situation is really getting more serious which has resulted in giving rise to lots of problems on the account of loss of human value. These trends of decline in human values are not only posing serious threat to the future course of development of the country, but even for its survival, respect and authority itself. The Indians migrating abroad are generally faced with all types of problems in each and every corner of the world. It is ill due the reasons that young generation of Indians are migrating to other countries with mentality of unwanted competition, corruption, and indiscipline and in humanity. The value is deteriorated in the present society. Here some justification of deterioration of human value in the present society. This topic is most tremendous debating topic in now a day. About a rough of 75 % children who grow up and were born past in the year 2008 will never know what true virtue is. Virtues have decayed over the past years due to mass media. Things are not made with quality they used to be, and almost everything done is for money. People now are putting less heart into their work and more greed. The children who grow up around these lacks of virtues will never true virtues at all. The lack of religion in our society produces an increase in pagan1 in society. Porn, homosexuality and other such things are not the reason our society is losing its value. The reason is that it is to be touching value to humanity (religion or theology) is not being taught. Our society's value is deteriorating because it is evident which thinks that are happening, such as shooting, porn, everything else. Our society has been on a downward spireal when it comes to value. These are seen that all the shooting that happen everywhere, s well as places where one use o feel safe, like school campus that are now danger zones. Alsoal he issues with unlawful posting of erotic pictures and not to mention Childs pornography. Technology has played a big role in promoting these.

Need for Value Based Education: The changing scenarios of educational theories and approaches combined with the different educational philosophies and the findings of psychology influence the formulation of educational policy, curriculum and syllabi of any country. These changes have apparently impacted on the present education system of the country as well. One of the recent developments relevant to the concept of development is that the future of any society particularly in the developing world depends on their ability to preserve the value systems ingrained in their own respective cultures. This boils down to the fact that protecting and development of the values deeply rooted in the society becomes an important function of the education system of any society.

Classroom ethos

Maintaining an ethos in the classroom that is positive and all inclusive, with a feeling of equality, will help children gain most from values lessons. It is important that any approach to class management is in line with the values being taught.

Objective of the study

The scope of the study (need for value based education) is very wide but in our project work, the study confined to the both private and Government school. These schools are situated in Lucknow district. The study comprise 20 respondents (teachers) belong to the study area.

The Research Objective Are

1. To study the opinion of school teachers about need for value based education.
2. To explain the pattern of existing education system.

Review of Literature

Value Based Education

Dr. Nasrin (2012) discussed in the study that Truth, moral, conduct, harmony; worship and peacefulness are the basic values that should be integrated in the environmental of learning programme. These are worldwide values and correspondingly represent the five province of individual personality. The programme of environmental education based on values can be built implementing different approaches as an inviting prominent thinker, separate subject, essential teachings of great world leaders and organizing co-curricular activities.



A Demand of Value Based Higher Education System in India: A Comparative Study

\$Kareena Bhatia and Manoj kumar (2011) provide the significance of value based education which helps to develop self-sustainability by adopting employment skills within an individual. India is among top three largest countries in higher education structure. The present paper includes comparative study of India on the basis of ingredients of value education provided by universities of six countries which are United Kingdom, Australia, Brazil, China, South Africa and America. The present paper suggests educational transformation as well as describes the vital aspects of delivering and managing privileged values in universities in India. It gives the need of value based education programs adopted by universities in India.

Holistic education: An interpretation for teachers in the IB programmes

John Hare (2010) explored the intended approach of holistic education that deepen as well as broadening process of education by promoting the development of social skills, encourage personal accountability and positive attitude for learning. Holistic education may credentials provide various advantage which assist to clarify the aim of holistic approach in education for the parents, teacher as well as students.

A Holistic Approach to Learning and Teaching Interaction: Factors in the Development of Critical Learners

Nandish Patel (2003) describes the integration approach quality education practically into teaching process. It helps to groom student's confidence and make them dependent. Self recognizes, making self improvement and social context of learning through the learning procedure and interaction to individual help to know the need. Holistic education results in regular students, satisfied associate and enhance progression.

Life Ahead

Krishnamurti J. (2000) proposed complete person which describe individual with inward and outward understanding which goes mutually. Education learning can be checked by development of student both inward and outward. Outward includes fine in what he/she does whereas inward include understanding, capacity to examine and going beyond.

God Help Me: Toward A Theoretical Frame Work of Coping for the Psychology of Religion

Pargament (1985) observed role of religion in managing the stress process. It can serve becoming a cause itself: become an element to manage the stress and become consequence of stress. Person usually makes use of religion as stress buster to decrease stress.

Education for Values in Schools

Prof. Sushmagulati and Prof. Daya pant - The report discussed the significance of value education, need of quality education in modern age of competition, how values can be acquired through value based education and its impact on holistic personality development and differentiate with the meaning of quality education in the contemporary. It further explains the approaches to values, pedagogy and strategies to acquire values.

Dimensions to map the value based education by dividing into various other sub categories. Finally provide guidelines, its implementation and evaluation process.

Doctoral Student Attrition and Persistence

Bair and Haworth (2004) discussed the research on doctoral studies persistence and attrition demonstrates motivation to be strongly related with completion of doctoral degree.

Updating Theory on Organizational Stress: The Asynchronous Multiple Overlapping Change (AMOC) Model of Workplace Stress

Sikora, Beaty, & Forward (2004) examine the need of analyzing complexity in job stress in the competitive environment and thus added three theories which are: at the time of work there are multiple causes of job stress on an individual at a time. Secondly, the causes of job stress may not remain constant it keep on changing with the



passage of time and situations. Finally, there is acceleration in the pace of workplace environment. Therefore, model formulate must include all these complexity whenever analyses the stressor.

To analyze the level of delivery of value education and its impact on the students, following respondent schools from different corners of Lucknow districts have been randomly picked up and survey carried out accordingly by the researcher among the teachers and students of respective schools.

Research Design

Once the theoretical framework has been established, there appears the need of specifying the way of studying the object of the research in its context in order to identify later on some techniques and instruments adequate for this methodology of research.

Research studies that capture the subtleties of learners' interactions with dynamic and interactive learning objects. In a research paradigm that attempts to measure change, the gold standard is the Descriptive and exploratory design model.

3.3 Research Objective and Hypothesis

The research Objectives are as follows:

1. To study the opinion of school teachers about need for value based education
2. To explain the pattern of existing education system.

Hypothesis

H0: There is no difference on opinion of school teachers about need for value based education.

H1: There is difference on opinion of school teachers about need for value based education.

H0: There is no difference in pattern of existing education pattern

H1: There is difference in pattern of existing education pattern.

3.4 Sampling Technique

Convenience sampling technique has been used for collecting the data from two schools one is Government and another is Private. The selecting of units from the population based on their easy availability and accessibility to the researcher.

3. Sampling Unit

The respondents, who filled up the questionnaires, are the sampling units. These comprise of school teachers from two schools i.e in Government sector and in Private sector.

3.6 Data Collection

3.6.1 Tools and Technique of Data Collection

In the study special attention has been paid on collection of primary data for these purposes a Questionnaire is prepared for collection of primary data. Data investigator has visited to two schools, one is Government and another is Private school and interviewing with the respondents regarding Need for Value Based Education and filled up the questionnaire. The investigator collected data from 10 respondents of each school. For the secondary data investigator visited libraries and internet websites.

Data Analysis and Interpretation

This is the step where the cleaned and aggregated data is imported into analysis tools. These tools allow you to explore the data, find patterns in it, and ask and answer what-if questions. This is the process by which sense is made of data gathered in research by proper application of statistical methods. sufficient analysis, conclusions can drawn from the data and appropriate predictions can be made. These conclusions and predications may then be summarized in a report delivered to end-users.

A field survey was conducted according to the methodology mention in the design of study. A questionnaire was distributed purposively to the school of Lucknow city. In this chapter attempt has been made to analyze the following on the basic information collected through field survey.



Description of the Study Area: To study about the need for value based education an opinion survey among school teachers, we undertake a survey in two schools under Lucknow district, The geography of Lucknow as follows:

Situated on the northern Gangetic plains of India, Lucknow is the capital city of Uttar Pradesh. The geographical location of Lucknow is between 26.50° North and 80.50° East. Lucknow is located at an elevation of 123 meters above sea level. This city was known by the name of Awadh during ancient times.

Demographic Profile

| | |
|---------------------|---|
| Location | Gomti River |
| Elevation | 123 mtr. |
| Area | 349 Km |
| Country | |
| INDIA | |
| State | Uttar Pradesh |
| District | Lucknow |
| Demographics | |
| Population | 28.2 IAKH |
| Density | 349 square kilometers (135 square miles). |

In the survey we analysis the data from two angles, one is from government school and another is from the point of private school. The data are analyzed separately for government and private school.

The following shows the profile of respondents in government school and private school.

Profile of Respondents

| Particular | Educational Qualification (% wise) | | | | Gender(% Wise) | |
|------------|------------------------------------|-----|----------|-------|-----------------|--------|
| | H.S.L.C | H.S | Graduate | Other | Male | Female |
| Government | - | 60 | 40 | - | 70 | 30 |
| Private | - | 30 | 70 | - | 50 | 50 |

Field survey 10 respondent from each school.

In the survey the researcher found 70% male and 30% female out of 10 respondents in government school and in case of private school we found 50% respondents are male and others are female. In regard to educational qualification 60% respondents were found H.S. Passed and other 40% were Graduate in case of government school. And with regard to private school 30% were H.S. Passed and 70% were graduate out of 10 respondents in each school. In the observation in regard to deterioration of human value in the present society the researcher found 30% out of 10 respondents in government school said that they does not feel that the human value have been deteriorated in the present society but only the values are changed and 70% out of 10 respondents feel that human values have been deteriorated. But in case of private sector school under the study the researcher found 90% out of 10 respondents feel that human values have been deteriorated, but 10% only says that human have not been deteriorated.

Following table clearly shows the opinion regarding deterioration of human value.

Opinion regarding deterioration of human value

| Sector | Deteriorated (% wise) | Doesn't Deteriorated (% wise) |
|------------|-----------------------|-------------------------------|
| Government | 70 | 30 |
| Private | 90 | 10 |

Justifications given by respondents regarding the above table are given from the govt and private schools are summed up as follows.



- 1. Unknown youths-** the virtue has decayed over the past years due to mass media. Things are not made with quality like they used to be and almost everything done is for money, people now are putting less heart in their work and more greed.
- 2. Moral values are most definitely declining in today’s society.** There used to be a time when the majority of people would have had nothing to do with such things as abortion and gay marriage, many people in high school and college are dishonest in their schooling, this effect all society because they gain degrees and jobs aed on falsified education.
- 3. The value of society is definitely deteriorating as there is a lack of respect for one other.** The value of society has deteriorated as there is lack of respect for one another. From the respondents who were doesn’t feel the deterioration of human values, they state that

Value does not deteriorate, they only change- Fifty years ago values are made to grandparents, honesty and character. Now value made to the celebrities the right to have built blue hair and develop into nothing as a person. With regard to the role of education to inculcate between values to the students from the Government school along with private school they all gives response **yes**, that education have active role to inculcate between values to the students.

With regard to the Teaching Value to the students we take opinion from two angles such as Government sector as well as Private sector. Here the researcher find from the survey as follows from the table

| Sector | Impact of Teaching Technique(%) | | Enjoyed by the student | | Role of teacher in teaching value to the student | | |
|-------------------|---------------------------------|----------------|------------------------|-------------|--|---------|----------|
| | Sufficient | Not Sufficient | Enjoyed | Not Enjoyed | Active | Neutral | Inactive |
| Government | 90 | 10 | 80 | 20 | 100 | - | - |
| Private | 80 | 20 | 90 | 10 | 100 | - | - |

Total Respondent 10 from each school.

From the table the researcher find that 90% of the respondent says the teaching methods are sufficient to impart values to the students and only 10 % of the respondents are not agree with the present teaching methods and says that these are not sufficient in case of Government school survey. With regard to teaching methods used in private school 80% of the respondents out of 10 respondents agree with the present teaching methods and 20% of the respondents were not agree with the present teaching methods of teaching value that these are not sufficient. In respect to the students’ participants in the teaching activities the researcher find from the survey and it is clear from the above table that in the opinion of the respondents of Government School, 80% of the respondents find students participants and 20% of the respondents do not find students fully participants. But in the private sector 90% of the respondents find students participation and only 10% do not find students participation fully. In regarding the technique used by teachers in teaching value to the students the researcher find following information.

From the survey in the Government sector it is clear that 40% of the respondents use two techniques i.e. storytelling and performing activities and sports. 60% of the respondents use techniques i.e., storytelling and stating examples.20% of the respondents use only one technique of teaching is stating examples. In the private sector 70% use mostly performing activities and sports and storytelling, and other used stating examples.

Moral is an important subject in education. Moral is a mental condition or attitude of individual and groups which determine their willingness to co-operate. Regarding moral in teaching values to students the opinion of respondents clearly shows in the following table.



Opinion regarding moral values is it part of teaching programme (% wise)

| Particulars | Government School | | Private School | |
|----------------------------------|-------------------|---------|----------------|--------|
| | Respondent | Remarks | Respondent | Remark |
| Part of Teaching Programme | 70 | yes | 90 | Yes |
| Not a part of Teaching programme | 30 | NO | 10 | No |

Under the survey the researcher find in government sector 70% respondents hardly says the moral values must be and should be the part of teaching programme because, how moral attitude are applied to the society, it is fully responsible for the school teachers and 30% of respondents says this is not a part of teaching programme, because the parents of the students able to provide the moral values at home. Because the parents always facing their society's values. But in private sector 90% of the respondents says, the moral values stay, the part of teaching programme and 10% of the respondents says this is not a significant part of the teaching programme and all the private sector school respondents says same justifications with government respondents. Based on the teaching curriculum to develop value to the students 60% of the respondents were agree with the existing curriculum and other 40% are not agree with the existing teaching curriculum in the present under Government School. But from the observation of private school respondents the researcher found that 100% of the respondents hardly said that through the existing teaching curriculum is if properly applied to the education system then it is obviously develop values to the students. Both government and private schools respondents says value based education can make any difference in the life of the schools. According to their views if the student knows what is their value, norms, morality in all those things are include in the value based education than they are able to run different ways as per their expectations. From the survey it is clearly observed from the respondent of both govt. and private school that the moral science is a vital subject in any education system. All the respondents were agreeing with that moral science is sufficient to impact value based education. Without the morality nobody can take a way in his life in the society. From the observation regarding the special classes in the school all the govt. respondents says that in government school there is no special class for value based education and in case of private schools all the respondent says there is a special class for teaching value morality to the students.

Findings & Conclusion

Findings: In this discussion introduction of value based education, existing education system, deteriorated of human value in the present society and need for value based education. Here the researcher find that value based education is a important topic now-a-days and the researcher find that the value based education is a philosophy of teaching activities. The present society human value has been deteriorating due to mass media. The researcher find that the existing education system is divided into different levels. Pre-primary levels, primary levels, elementary education, secondary education, under graduate and post graduate level. Along with that the researcher analyzes different aspects of the need for value based education. In this section (1) Majority of respondent in government sector school are HS passed but in private sector schools respondents are Graduate. (2) Majority of respondents in both sector (govt. as well as private) they felt that the present human value in society grow worse and for removing these worrying situation. Both sectors respondents prefer teaching moral value to the students. (3) In govt. school for teaching moral values the still don't used the technique of special class but in private school they used special class for teaching moral values, so that the student are go in a better way in the society.

Conclusions

What the world needs today is neither a new order, a new education, a new system, a new society nor a new religion. The remedy is lies in a mind, in a heart filled with holiness. Holiness must take root and grow in the minds and heart of youth everywhere. Government is spending more and more money to impart education to people. Also, crime is increasing day by day. So two contradictory things are happening. With the increase in education crime should decrease. But the scenario is totally opposite. The reason is that government is providing qualification and degrees, not the education. Stress should be laid down to teach moral values and ethics to students along with teaching the curriculum. To save the world, to save humanity it is essential to make the students good human beings



along with making them good professionals. In ancient times, Krishna financially helped his childhood friend Sudama. Now day's brothers are quarrelling for money and ready to kill each other. Eklavya gave his teacher Dronachrya his thumb happily. Nowadays, a student will not hesitate even for a second before cutting his teacher's thumb. These things prove that people were really good at heart in ancient India because they were taught moral values from the very beginning. That is where present students lag in.

So the conclusion of this research is that there is a strong need of imparting value based education to students along with other subjects.

1. It is vitally important that all staff members feel involved in the process of values education, so consideration must be given to in-service education. Throughout the process, share the development with parents and the wider school community.
2. Finally, ensure that the process is well-planned, monitored, evaluated and celebrated in order to keep the process alive and constantly under review.

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