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ENVIRONMENT, HEALTH EDUCATION AND SCHOOLING IN KASHMIR

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Abstract: Schools are not merely physical constructions; children and teachers are major participants in school process. Students spend more than six hours a day in classes and school related activities. Therefore teachers and schools are important source of information for children. Schools do play key part in transmitting knowledge and skills to the children. Children in school through curricular and extra-curricular activities imbibe various principles of life. As schools are regarded an important agency of socialization they educate children for adult life. Certain habits are acquired by children at schools which do influence their personality. In the development or incarnation of attitudes and aptitudes physical and social environment do play central role in the life of a child.

After the child's home, school represents the second most influential environment in a child's life. Environment which can be broadly categorized into 'natural' environment and 'socio-cultural', environment determines the interaction pattern of individuals. The environment a child is surrounded with at school has wide ranging implication on her/his outlook. A child at school is involved in the process of learning. In this process he/she systematically explores his/her surroundings. He/She develop certain habits and behavior which are directly having bearing on the health or health awareness of a child.

Education is considered as a magic wand for many social maladies. It has been argued that schooling produces citizens which are not only armed with skills of three R's but aware and conscious of their health. However, this paper argues that physical and social environment prevalent in schools in Kashmir does not instill health and environment awareness among children. The physical and social environment prevailing in schools of Kashmir is apart from the environment required for the healthy and conscious beings.

Keyword: Children, School, Education and Kashmir.

INTRODUCTION:

An individual is a product of the interaction between him and his environment. Environment can be roughly classified into 'natural' environment and 'socio-cultural' or 'man-made' environment. Both natural and manmade environment have been constantly in interaction with each other, the story of man's development is the story of linkages between the two. This interaction however has not been very smooth. The environment one is surrounded with has great bearing on the life of an individual. The well being of the human and non-human species is directly and indirectly reliant on the environment; not only natural but social environment is responsible for well being of an individual. The two main aspects of environment are natural environment and human environment. The natural environment includes plants, animals, earth, sky, sun, trees, air, water, weather, season, climate, and so on. The social environment includes: home, school, teachers, peers and family, traditions, customs, conditions of living, occupation and things developed by human being.

During the early years of life an individual learns how to interact with his environment. These early years of life in human beings are very crucial not because biological growth is fast but imbibing social norms and values are taking place at pace. The habits acquire during this period has

long lasting effect. The environment he/she is surrounded plays important role in his/her the well being.

Social scientists have given a great emphasis on early period of socialisation. Schools are second most important institution after family which plays a critical role in the life of an individual. The children enter school at the age of five, and at this stage of life he/she is hardly conscious of his surroundings. This is the period when he/she is inculcates certain habits and behavior which go a long way with him/her. The eating habit, style of dressing and way of behaving are acquired during this period while interacting with his environment. That is perhaps the reason that most of social scientists have reserved greater attention for socialization of childhood. Early socialization is thought to be critical in determining the social identity of the child and his latter participation in social life, Mead and Piaget emphasized the importance of the relationships with peers during this period. (Mitchell)

Schooling is not only important because of three R's i.e. Reading, Writing and Arithmetic, but schools inculcate certain values, norms and principles of life in pupils which are foundation of his/her personality. Schools are expected to play important role in securing the future of nation by producing responsible and healthy citizens. However school does not exist independent of the environment they are

located. The physical environment i.e. hygienic or unhygienic condition of schools on the one hand effect health of a child directly and on the other they inculcate habits in children which are directly related to their well being. The habits developed at schools can ensure good health and well being of child, however the reverse of it can't be denied if the environment both natural and manmade is not human friendly. The environment of a school can have both the functions. It can produce conscious beings who are conscious of their health or may be unaware of certain things which are basic for good health and well being. The schools which were the part of the study lack proper infrastructure, hygienic location which are thought to responsible for ignorance of health education or consciousness of children. The unhygienic infrastructure, "ritus" i.e. daily activities at schools are not promising well being of pupils, even there are no 'rite' (periodical activities) which could promise well being of pupils in schools. The role of education in the well being of a child needs to be looked in a holistic way, factors like socio-economic background; of children needs to be taken into consideration which do have great bearing on an individual. Schools need not to be taken fargranted as institution of well being or developing individuals positively in every direction. In the context of the study area the study challenges very basics premises of school education that it is an overall development of individual, the study found school environment directly poses threat to the very basic human right of individuals i.e. right to life. When one has no access to basic enmities like pure water, clean environment, at schools calling them agencies of overall development for an individual is questionable. The study does not any way mean that it is problem inherent in school education neither negate the role and importance of school education.

Most of the times when we do talk or hear of unhygienic environment, or environment pollution and related terms we do think of urban areas, industries, slums, and so on. We seldom think of schools what really is being taught, how is taught, where is taught and under which circumstances.

There are various theories which do look education from critical point of view and argue that schools are hauling hidden agenda, whether it is production of labour for market or maintaining status quo. Though the context of these studies is different but transcending the boundaries of context and following the tradition of Gadamar, Ranah Berth and post modernists, this study can be benefited by employing these theories and may lead to understand the education system of India in general and of the area in particular. By brining children from marginalized section society to schools which have poor infrastructure, poor quality of education, and undemocratic interaction does not promise something deemed. By educating children in such an environment we can expect nothing except "reproduction of culture".

"Train up a child in a way he should go, and when he is old, he will not depart from it" (Holy Bible 22: 6). This holy verse perhaps gives best picture how innocent children are and the direction they are drawn they will follow

Children of Eskimo while eating the raw intestine

of birds and fish and Chinese children while eating stomach of pigs may enjoy themselves. Just reading about these things may feel us different because unlike these people we are not familiar with things. This is not something divine or eternal but we do develop or learn these things through interaction with people. Similarly eating and other habits inculcated in the children at school make them enjoy the things without considering how useful and harmful these habits from them are.

The most important aspects of the self- image are generally developed in the first stage of life. Once this self-image is fully established, all subsequent stages are built on and filtered through it. In fact, all changes in life begin with your self – image, and take place through changes in the feelings, emotions, and attitudes that it represents.

According Herbert Harris, Times Magazine columnist three things play important role in effecting self-image of an individual. The first thing is thoughts, emotions, and feelings developed in the education stage of life, particularly at primary stage of education. Second thing he mentions is environment, the environment a child is surrounded plays magnificent role in the life of an individual thirdly and lastly he mentions association. The company one is accompanying do play decisive role in affecting self-image and developing habits.

OBJECTIVE OF THE PAPER

To Know about the Environment at Schools

Analyse the implications of environment on school on children.

Analyse linkage between School environment and health

Short comings

Study is Limited to a Village, thus no generalization can be drawn on the bases of the study. However number of schools in the state may be having the same condition.

Study Conducted 2009 – 2010, things may have not been same both in terms of physical condition of schools and interaction pattern. However certain practices and activities may be continuing to be same. Even physical conditions may be the same. There may be many other schools in the state which may have the same apathetic conditions.

FURTHER SCOPE FOR THE RESEARCH

Selection of more schools to make study more relevant. The study as mentioned is of a single village which comprised 15 government primary and middle schools. The study can be make more relevant and comprehensive but selecting more villages. The study may also bring difference between private and public schools if private schools are selected as the part of study. The comprisation between private and public schools may give some interesting results.

Analyzing impact on health of children by collecting data from government hospitals. The study has able to bring forth the unhygienic environment of schools but could not ascertain the details of number of ill days and other health related effects of unhygienic environment on children. The further researchs in the area can collect data from government hospitals, however the possibility of getting exact data is very difficult as most of the people do go to homeopathy or to unregistered medical practitioners.

However this can be overcome by combing data of health centers and number of absent days of children from schools.

Selection of a school for a case study to analyse the impact on the health of pupils by analyzing the reasons of absenteeism.

Look into policies and their implementation. The policies of the government do play a very important role in social change and transformation. There are various policies from both state and union government for health, hygiene and school education. A lot of money is being pumped in these sectors but on the ground desired outcomes are absent. It would be very interesting to know whether there is need for new policies or existing policies are not implemented properly.

RESEARCH METHODOLOGY

The field survey of this research was conducted in 2009 which involved four months of field research in a rural village of district Bandipora of Northern Kashmir. The research was conducted through survey method and sample chosen through random sampling method. The research began in the month of July and lasted up to the month of October 2009. Interview schedules and observation were the main techniques of data collection. Interview schedules were formulated in English language however questions were asked in the mother tongue of respondents (Kashmiri). The interview schedules consisted questions related to socio-economic profile of children, health awareness, availability of basic facilities like water, toilets at schools, vaccination programmes, health awareness programmes. Research was conducted with certain objectives and the questions were specified to that area, further information and verification of the responses were tried to ascertain through observation method.

Sadat Pora is one of the biggest villages of newly created district Bandipora. People of the village are mostly ascribed to agriculture sector for their livelihood. Sadat Pora constitutes 1007 households having 7278, comprising 3651 male and 3627 female i.e. almost cent percent sex ratio. The total number of literate persons is 2230 i.e. literacy rate of the village is 30.64%, of which 1479 are male i.e. 40.50% and only 751 are female i.e. only 20.70%. The literacy rate of the village is low in general very broken in female, only 751 women are literate in comparison of 1479 males. Thus male female literacy disparity is touching 50%. (Census, 2001)

Geographical Location and basic amenities at schools in Kashmir

The geographical location of a school plays an important role in the environment of a school which in turn determines the health and health awareness of children. The environment a child is surrounded shapes and moulds his outlook towards the surrounding, for instance the children of slums enjoy playing, eating in the surrounding which are full with garbage, dirt, open sanitation, congestion and so on. Just reading about these things may feel us different because unlike these people we may not be familiar with things. The habits and attitudes are not something divine or eternal but we do develop or learn them through interaction with environment. Similarly living in unhygienic environment at

schools may not make one to look at it critically as it is taken as fargranted and one is acquainted with it.

The number of schools in the valley increased with the launch of Sarva Shiksha Abhiyan programme. "About 40% of these schools are functioning in rented and unsafe buildings, while remaining 60% lack infrastructure. The atmosphere of these schools does not suit our growing buds as they have not been constructed at suitable places." (Ashraf Ahanger, 2012)

The school buildings are not only built at unhygienic places but have poor infrastructure that has already taken many lives of students at schools.²

As mentioned earlier an environment which an individual is surrounded influences the attitude and aptitude of an individual particularly of a child. He/she is a product of the interaction between him and his environment. The picture 1 shows the environment of school surrounded by cow dung and dirty water. This kind of surrounding directly poses a threat to the health of a child. Many water and air borne diseases can transmit to children in this kind of environment. The children during breaks and morning use to wash their hands, and move bare foot through the area which makes them prone to various dangerous diseases, more over they develop habits to live in unhygienic environment. This kind of environment reproduces the "culture of poverty". The interaction with such kind of environment at schools may lead to "cultural reproduction". By raising children in such kind of environment may produce them as labours who will be ready to work in unhygienic conditions.

Children by nature do like to explore the world around them; they do playing and exploring the surrounding. Many theorists argue that environment a child is surrounded should be kept clean and hygiene every kind of sharp objects should be kept away as they may cause injury and result in diseases. The picture number 2 depicts the rusted iron sheets in the surrounding of rented school building, which may not only lead to injury but to dangerous disease like tetanus.

The availability of basic amenities like, drinking water and toilets at schools are not only linked with the enrollment and quality of education but with health of pupils also. According to World Health Organization 'Poor water quality continues to pose a major threat to human health. Diarrheal disease alone amounts to an estimated 4.1% of the total DALY global burden of disease and is responsible for the deaths of 1.8 million people every year (WHO, 2004). It was estimated that 88% of that burden is attributable to unsafe water supply, sanitation and hygiene and is mostly concentrated on children in developing countries." Thus water and toilet facilities at schools have direct linkage with the health of children, however the worst fact is that the schools in Jammu and Kashmir are in such a pathetic condition that Supreme Court of India has raped the state government for poor drinking water and toilet facilities in the state. (Rajeev Sharma, 2011). As per official statistics "3431 out of total 21695 elementary schools in Jammu and Kashmir don't have drinking water facility while 9517 schools lack proper toilet facility for boys and girls. At least 6394 elementary schools have common toilets being shared by boys and girls" (Rajeev Sharma, 2011) The Condition is more pathetic in rural areas where officials seldom pay any

attention and they mostly remain out of the focus of media. The table 1 figures the drinking water facility and toilet facilities at schools.

SOCIAL ENVIRONMENT AT SCHOOLS

“Train up a child in a way he should go, and when he is old, he will not depart from it” (Proverb, Holy Bible 22: 6). The very proverb reveals how important are the early years of life. What one wants him/her to be can be hauled in this period. However this process does not take place in vacuum or absentia. There are certain institutions and agencies which carry out such roles. Avijith Pathak, writes “[T]he school is the first institution where one learns to interact with the world outside of his/her home and family”. The habits and way of life developed at schools go a long way with an individual. He/she inculcate habits through interaction with teachers and environment. Amman Maddan (2003) argues that school environment have a much greater role to play in the life of an individual.

Social Scientists have reserved greater attention for socialization of childhood. Early socialization is thought to be critical in determining the social identity of the child and his latter participation in social life. Mead and Piaget emphasized the importance of the relationships with peers. Interactionalism give importance to interaction, drawing from social psychological perspective, they examine the nature of interaction and try to explore the nature of interaction between pupils and teachers. They are of the view that individuals develop meaning of things through interaction. Haralambos and Heald(1980) opines that an individual in his interaction with other fellow beings develop meanings which influence their action. The children as mentioned earlier spend a good amount of time in schools and they interact with teachers and peers through the interaction with various actors they interpret and define situations, develop meanings which direct their action. Employing Mead's perspective children construct the self through the process of role-taking, which involves their imaginatively taking the role of other persons whom they interact with. Thus interactions they have at schools determine their attitude and aptitude.

Schools are expected to play a role where a child will imbibe rules and roles which are not only in his/her interest but in the interest of whole society. Whether it is “ritus” (daily activities) or “rite” (periodical activities) pupils only become “ habitus”, which are a set of socially acquired outlooks, skills and ways of acting which are acquired through the activities and experiences of everyday life.

Schools are not only expected to able pupils to read and write but aim overall development of children. Education not only includes influence exercised by adults on children to develop in a child number of physical , intellectual, and moral states which are demanded of him by society, as said by Durkheim. But requires producing critical beings who will be able to take things on their merits and challenge the undemocratic nature of society.

The infrastructure, environment of schools has great bearing on it. Unfortunately the interaction children do have with peers and teachers does not promise what is

commonly expected from schooling. The habits learned at school are not confined up to the schools they go with a pupil beyond school life. The bad or unhealthy habits if acquired at homes are expected to be washed-up at schools. Besides developing healthy habits into children, schools are expected to make children aware of their health and take care of it. But in context of the study things are different, children are developing such habits which are not even healthy for their well being. Sociologically speaking schools are either agencies of “cultural reproduction” or medium of “habitus”. The unhygienic environment and unhealthy 'habitus' imposes directly threat to their health.

Several studies have shown the ability of microorganisms to survive on hands for differing times³. According to WHO hand washing with soap and water has is not a measure of personal hygiene, but has link between hand washing and the spread of disease. Hand wash has been acknowledged as an important measure to prevent and control infectious diseases and can significantly reduce the burden of disease, in particular among children in developing countries (WHO 2006). The table1 shows how many students wash hands before taking mid- day meals at schools. It was observed that there is no arrangement of soap for washing hands; even teachers do no instruct pupils to wash utensils and wash hands properly before or after meals. Raising children in such culture can prove very un-healthy for the very wellbeing of pupils. Providing healthy interaction would not only protect pupils from pathogens which get entry in the bodies but inculcate habits into them which guarantee best health and health education. WHO acknowledges that not washing hands with soap before meals can result many diseases.

Smoking is injurious to health and causes cancer is a fact which is almost known to everyone. Smoking is not only injurious to smokers but also to those who are around. Teachers not only smoke cigarette in school premises but don't take caution that students should not see them while smoking. Almost cent percent pupils have seen their teachers smoking in the school premises. This not only makes pupils passive smokers but can also build chances that pupils may fall prey of the same menace. The inclinations towards anything of an individual can be diagnosed, by knowing his/her attitude towards that particular act. When the pupils who have seen teachers smoking in the school premises were asked the question what they think about smoking. Very large number replied smoking a honorable phenomenon, see table 1. Those pupils who consider smoking an honorable, when asked why is smoking honorable. It was found that pupils have observed, father, brother, uncle are smoking. Most of children consider smoking something attached with honour and heroic because teachers are smoking. This show how teacher smoking can prove a social malady, see table 1.

The Prime Minister of India Manmohan Singh said that India can strengthen and secure its future with education.⁴ When our future(children) will be physically unsecure how can we expect security of nation from them . We do expect a lot from education but seldom we think of what we do provide to children at schools. Schooling does not mean that we have to impart three R's but make children educated. To go beyond the goal of three R's there are many

things to dealt with caution, however unfortunately our children in schools are not promised healthy environment at schools. They are exposed to such an environment which is often give rise to many deadly diseases. Diarrhea is not a significant cause of death in developed countries, but is a major problem in the developing world.(UNESCO) ."Every year 1.5 million children aged under 5 years die from diarrhea , more than 80% of them in Africa and south Asia". 'Indian infants make 25 percent of global diarrhea deaths' (INS). Despite his devastating facts children are exposed to unhygienic environment where they don't have access to pure drinking facility at schools, which always poses a big threat see table 1. Informing children about the causes of diarrhea would have given children some awareness about the disease which at least would make them to take precautions. Furthermore organizing health awareness programmes and vaccination at schools may result some positive outcomes. According to UNICEF, Vaccinations against rotavirus, the leading cause of severe gastroenteritis with vomiting and diarrhea in babies and children, as well as better sanitation and proper rehydration treatment would help solve the problem. But unfortunately schools in Kashmir lags behind, table 1 depict the scenario.

CONCLUSION

At the end of the paper it can be concluded schools which are considered institutions where future of the country is expected to be secured lack basic amenities and infrastructure which poses threat to the very future of the nation. Unhealthy environment at schools can produce citizens who will be physically unsecure and mentally unfit. If environment of schools both natural and manmade are not taken into consideration it may have devastating results.

The environment prevalent at schools does not promise healthy environment, where well being of an individual can be guaranteed. It is not physical environment which poses threat to well being of pupils but the habits they inculcate while interacting with peers and teachers facade very future of nation.

The more unequal one is in socio- economic terms the less he/she has good access to good air or environment. It is pupils from a particular social background who have unequal access to education. Pupils from poor section of society are enrolled in these schools.

The unhygienic environment at schools does not pose threat to wellbeing of current generation but the generations next to come.

Teachers job needs to be make more vibrant and transparent, they need to understand their role and responsibility.

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