

Vol III Issue X April 2014

ISSN No :2231-5063

International Multidisciplinary Research Journal

Golden Research Thoughts

Chief Editor
Dr.Tukaram Narayan Shinde

Publisher
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor
Dr.Rajani Dalvi

Honorary
Mr.Ashok Yakkaldevi

Welcome to GRT

RNI MAHMUL/2011/38595

ISSN No.2231-5063

Golden Research Thoughts Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial board. Readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

International Advisory Board

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Mohammad Hailat Dept. of Mathematical Sciences, University of South Carolina Aiken	Hasan Baktir English Language and Literature Department, Kayseri
Kamani Perera Regional Center For Strategic Studies, Sri Lanka	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Dept of Chemistry, Lahore University of Management Sciences[PK]
Janaki Sinnasamy Librarian, University of Malaya	Catalina Neculai University of Coventry, UK	Anna Maria Constantinovici AL. I. Cuza University, Romania
Romona Mihaila Spiru Haret University, Romania	Ecaterina Patrascu Spiru Haret University, Bucharest	Horia Patrascu Spiru Haret University, Bucharest,Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pinteau, Spiru Haret University, Romania
Anurag Misra DBS College, Kanpur	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Titus PopPhD, Partium Christian University, Oradea,Romania	George - Calin SERITAN Faculty of Philosophy and Socio-Political Sciences AL. I. Cuza University, IasiMore

Editorial Board

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University,Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yaliker Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU,Nashik
Salve R. N. Department of Sociology, Shivaji University,Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary,Play India Play,Meerut(U.P.)	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra Maulana Azad National Urdu University
	Sonal Singh, Vikram University, Ujjain	

Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.aygrt.isrj.net



GRT “A COMPARATIVE STUDY OF SEMESTER SYSTEM & ANNUAL SYSTEM OF EDUCATION IN INDIA”

Maninderjit Singh Pabla

Principal, RIMT Academic College, Mandigobindgarh.Punjab.

Abstract:-The present study was conducted on 200 male and female teachers of various degree colleges selected at random in Mandigobindgarh town of Distt. Fatehgarh Sahib in Punjab. These degree colleges are affiliated to Punjabi University, Patiala from the last one decade. The aim of the study was to find out whether the semester system is better than annual system of education as viewed by the teacher teaching undergraduate and post graduate students in the degree colleges A self structured questionnaire was developed and was personally administered to the teachers of these colleges and the responses were taken on the various dimensions related to both the systems of education. These dimensions included in the above study were: Enlarged academic curriculum, availability of contact hours of teaching, personal growth of teachers, work-family imbalance and timely evaluation/declaration of results. The data was analyzed using frequency, percentage, mean, standard deviation and “t” test etc. The study focused on the comparison with respect to the above mentioned dimensions as viewed by the teachers. The study revealed that the annual system of education, wherever it is being followed, is being much preferred to semester system by the college teachers of degree colleges despite good merits of the semester system.

Keywords: Annual system, Semester system, Academic & Admin Reforms, Academic Curriculum and Family-Work balance.

1.INTRODUCTION

The various Administrative and Academic Reforms advocated by the University Grant Commission in their XI plan report of 2008 included semester system of Education, choice-based-credit system, curriculum development, admission procedure and examination reforms with integration of continuous internal evaluation along with end of semester examinations. Though there are many good points in the semester system of education yet there are expert's opinions advocating and preferring our age old, timely tested annual system of education. The academicians, the scholars and the stakeholders of education feel that the benefits of the education have not been delivered to all the stakeholders in true sense under the present semester system of education. Therefore there is a need to have a relook into both the systems of education and find out which system is better suited for the teachers as well as to the students. The goals of true education can only be achieved if there is well planned and appropriately implementable system of education in the prevailing conditions of Indian education system.

2 OBJECTIVE OF THE STUDY:

The objective of the present study is to understand and analyse the comparison between semester system and the annual system of education as viewed by the teachers of degree colleges in Punjab.

3.STATEMENT OF THE PROBLEM:

The present study addresses the problem of deciding which system of education is better suited from the point of view of the teachers of the degree colleges. Though most of the universities and higher education institutes (HEI's) have already

adopted the semester system in their academic curriculum from the past one decade, yet there are apprehensions and problems in implementing the semester system in its true spirits. Many scholars and academicians have expressed their opinions openly that semester system has not been able to give the required dividends to all the stakeholders as were originally conceived. Therefore this is an humble effort is being made to know if the annual system is better than the semester system as perceived by the college teacher and therefore help develop strategies in future for the same if required.

4. SCOPE OF THE STUDY:

The scope of the study was limited to college teachers taken from degree colleges located in the town of Mandigobindgarh of Distt. Fatehgarh Sahib of Punjab. These colleges have been selected at random and are affiliated to Punjabi University, Patiala. Two hundred male and female teachers have been selected at random from these degree colleges.

5. REVIEW OF LITERATURE:

Many universities in India have embraced the semester system at undergraduate level responding to the UGC's call towards universities taking necessary steps to introduce semester system at undergraduate level vide its Circular No. D.O.No. F.1-2/2008 (XI Plan) dated 31 Jan 2008. Therefore, it becomes important to know how much the semester system has become effective as envisaged by students and teachers towards various domains of education system.

Ali (2001) cited Kotler and Keller, (2006) which stated that for the effectiveness of system, satisfaction is necessary. Students' satisfaction is highly imperative because if they are fully satisfied with the facilities provided by the universities their ultimate achievement will automatically be excellent.

Aslam, H.D., Younis, A., Sheik, A.A. Maher, M., & Abbasi, Z.A. (2012) in their study revealed that semester system is perceived to be most effective way of effective way of effectual learning. It was also stated that students who perceive themselves compatible to the environment of the institute acquire more skills and get involved by putting up efforts and participation in class confidently.

The Effective and successful implementation of semester system depends upon the number of conditions as stated by Jadoon, Jabeen & Zaba (2012). Some of these are listed below:

- Well designed curriculum.
- Course Coverage within stipulated time.
- Regularity of classes.
- Timely and Constructive feedback of the teachers by students.
- Accessibility of Teachers to students outside the class.
- Availability of Information Resources to students.
- Highest level of Secrecy and Confidentiality in examination.
- Transparency in Evaluation and Grading System.
- Timely Declaration of results.

6. RESEARCH QUESTIONS:

The main objective of the study was to find out which system of education is better for the teachers as well as for the students in the prevailing Indian conditions. The following questions were framed for the ease of understanding and arriving at the correct decision about the effectiveness of the system in this study:

- Q.1 Are college teachers overburdened with academic curriculum in the semester system?
- Q.2 Do college teachers get sufficient contact hours of teaching to the students in semester system of education?
- Q.3 Is personal development of college teachers adversely affected in the semester system than in the annual system?
- Q.3 Do college teachers have sufficient time available for evaluation and declaration of semester examinations?
- Q.5 Does semester system of education creates imbalance between family and work environment of college teachers?

7. RESEARCH METHODOLOGY

The present study was conducted in the six degree colleges located at Modigobindgarh town of Punjab. Out of these six colleges, three colleges followed the Semester system of education and the remaining three colleges followed the annual system of education for various under graduate and post graduate courses.

- (a) Sample of the study: A sample of 200 teachers from these six degree colleges were selected randomly for this study.
- (b) Sampling Technique: Convenient sampling method was followed in this study.
- (c) Formulation of Hypotheses: The following hypotheses were framed for the above study:

- I. There is no significant difference between annual system and semester system of education with respect to the academic curriculum load given to the teachers.
- II. There is no significant difference between annual system and semester system of education with respect to Availability of contact hours of teaching.
- III. There is no significant difference between annual system and semester system of education with respect to personal growth of teachers.
- IV. There is no significant difference between annual system and semester system of education with respect to the Timely evaluation of examinations.
- V. There is no significant difference between annual system and semester system of education with respect to the family-work balance of the teachers.

STATISTICAL TOOLS AND TECHNIQUES:

The required data to meet the objectives of the study was collected through Administration of self structured questionnaire based on well established procedure of the literature. To arrive at the correct decision of better system in its effectiveness, the dimensions taken into considerations included: Enlarged Academic curriculum, Availability of contact hours for teaching, Lack of personal growth of teachers, Family-work Imbalance and Timely evaluation/declaration of results of semester examinations.

The appropriate statistical tools and techniques have been used such as mean, standard deviation, standard error, Z-value for two independent samples of teachers from semester system and the annual system. The main questionnaire was divided into five sections containing four statements in each section. The five point Likert's scale was followed to acquire the responses from the respondents' mode of Strongly Satisfied, Satisfied, Uncertain, Dissatisfied and Strongly Dissatisfied was employed.

6. LIMITATIONS OF THE STUDY:

- (a). The present study is based on the data collected from sample selected from small town of Punjab only and the result may vary from other regions of India or at the national level.
- (b). In the present study only those teachers were considered, who were presently working in the degree colleges.
- (c). Keeping in view the availability of time, the teachers were selected at random and convenient method of sampling was employed in the study.

7. DATA ANALYSIS AND INTERPRETATION:

I. Academic Load for Teachers in Semester System and Annual system of Education

Table 1

	N	Mean	S.D.	Std. Error.	Z-value
Teachers-Semester System	100	1.863	1.136	0.1428	3.705
Teachers-Annual System	100	3.708	1.665		

Source : Inferences drawn from the primary and secondary data and analysis through SPSS.

In Table 1 above, the mean, standard deviation, standard error and Z-value are presented. The mean score for academic loads of teachers teaching in semester system of education in degree colleges is 1.863 with standard deviation (S.D.) of 1.136 whereas the values in case of annual system of the mean is 3.708 and S.D. is 1.665. The standard error is 0.1428..

Testing of Hypothesis:

I. H₀: There is no significant difference between annual system and semester system of education with respect to the academic curriculum load given to the teachers. To test the difference between the standard deviations of teachers of two groups of Semester system and annual system, Z-value calculated is 3.705 (which is greater than the table value of 1.960) at the given degree of freedom and at 5% degree of significance, hence the null hypothesis is rejected.

Therefore, it is inferred that there is significant difference between the semester system and annual system of education with respect to the academic load being given to the teachers teaching in the degree colleges. The results reveal that teachers feel better in the annual system than in the semester system where heavy work load of academic curriculum is given to

the teachers.

II. Availability of contact hours for Teachers in Semester System and Annual system of Education:

Table 2

	N	Mean	S.D.	Std. Error.	Z-value
Teachers-Semester System	100	1.800	1.155	0.1407	3.347
Teachers-Annual System	100	3.745	1.626		

Source : Inferences drawn from the primary and secondary data and analysis through SPSS.

In Table 2 above, the mean, standard deviation, Standard error and Z-value are presented. The mean score for availability of contact hours of teachers teaching in semester system of education in degree colleges is 1.80 with standard deviation (S.D.) of 1.155 whereas the values in case of annual system has the mean is 3.745 and S.D. is 1.626. The value of standard error is 0.1407.

Testing of Hypothesis:

II. H₀: There is no significant difference between annual system and semester system of education with respect to the availability of contact hours of teaching the students. To test the difference between the standard deviations of teachers of two groups of Semester system and annual system, Z-ratio calculated is 3.347 (which is greater than the table value of 1.960) at the given degree of freedom and at 5% degree of significance, hence the null hypothesis is rejected.

Therefore, it is inferred that there is significant difference between the semester system and annual system of education with respect to the availability of contact hours of teaching for the teachers of degree colleges. There is very less time available as revealed in the study due to large syllabus in the semester system.

III. Personal growth of Teachers in Semester System and Annual system of Education:

Table 3

	N	Mean	S.D.	Std. Error.	Z-value
Teachers-Semester System	100	1.795	1.1456	0.1395	3.305
Teachers-Annual System	100	3.658	1.606		

Source : Inferences drawn from the primary and secondary data and analysis through SPSS.

In Table 3 above, the mean, standard deviation, Standard error and Z-value are presented. The mean score for personal growth of teachers teaching in semester system of education in degree colleges is 1.795 with standard deviation (S.D.) of 1.1456 whereas the values in case of annual system of the mean is 3.658 and S.D. is 1.606. The value of standard error is 0.1395.

Testing of Hypothesis:

III. H₀: There is no significant difference between annual system and semester system of education with respect to the personal growth of teachers. To test the difference between the standard deviations of teachers of two groups of Semester system and annual system, Z value calculated is 3.305 (which is greater than the table value of 1.960) at the given degree of freedom and at 5% degree of significance, hence the null hypothesis is rejected.

Therefore, it is inferred that there is significant difference between the semester system and annual system of education with respect to the personal growth of the teachers of degree colleges. There is lack of facilities and avenues available for the growth of teachers as revealed in the study due to indifferent attitude of the management where semester system is being followed.

IV. Timely Evaluation of Examinations by Teachers in Semester System and Annual System of Education:

Table 4

	N	Mean	S.D.	Std. Error.	Z-value
Teachers-Semester System	100	1.800	1.156	0.1396	3.169
Teachers-Annual System	100	3.785	1.597		

Source : Inferences drawn from the primary and secondary data and analysis through SPSS.

In Table 4 above, the mean, standard deviation, standard error and Z-value are presented. The mean score for timely evaluation of examination by the teachers teaching in semester system of education in degree colleges is 1.80 with standard deviation (S.D.) of 1.156 whereas the values in case of annual system of the mean is 3.785 and S.D. is 1.597. The value of standard error is 0.1396.

Testing of Hypothesis:

IV. H₀: There is no significant difference between annual system and semester system of education with respect to the timely evaluation of examinations of teachers. To test the difference between the means of teachers of two groups of Semester system and annual system, Z-value calculated is 3.169 (which is greater than the table value of 1.960) at the given degree of freedom and at 5% degree of significance, hence the null hypothesis is rejected.

Therefore, it is inferred that there is significant difference between the semester system and annual system of education with respect to the timely evaluation of the teachers of degree colleges. There is no possibility of sparing the college teachers to evaluation due to preoccupied with extra co-curricular activities as revealed in the study due to large syllabus in the semester system.

V. Family –Work Imbalance of Teachers in Semester System and Annual system of Education:

Table 5

	N	Mean	S.D.	Std. Error.	Z-value
Teachers-Semester System	100	1.795	1.426	0.1410	3.485
Teachers-Annual System	100	3.805	1.634		

Source : Inferences drawn from the primary and secondary data and analysis through SPSS.

In Table 5 above, the mean, standard deviation, standard error and Z-value are presented. The mean score for family work imbalance of teachers teaching in semester system of education in degree colleges is 1.795 with standard deviation (S.D.) of 1.426 whereas the values in case of annual system of the mean is 3.805 and S.D. is 1.634.

TESTING OF HYPOTHESIS:

V. H₀: There is no significant difference between annual system and semester system of education with respect to the family work imbalance of the teachers. To test the difference between the Standard deviations of teachers of two groups of Semester system and annual system, Z-value calculated is 3.485 (which is greater than the table value of 1.960) at the given degree of freedom and at 5% degree of significance, hence the null hypothesis is rejected.

Therefore, it is inferred that there is significant difference between the semester system and annual system of education with respect to the family work imbalance of teachers of degree colleges. There is no balance between family and work responsibility as revealed in the study due to large syllabus and no time available in the semester system.

8. CONCLUSION:

The study has confirmed that the semester system of education is need effective which endorsed by the college teachers teaching in semester system of examination. The responses given by the teachers have well answered the research questions stating that in semester system, there is lot of academic work load, there is no opportunity for the personal growth for

them, the contact hours of teaching is just not sufficient to do justice to teaching, they do not get sufficient time to carry out evaluation of mid semester and end of term examinations and lastly there is no balance between family-work environment. Therefore it is revealed that semester system had many pitfalls and hence the system has its shine and must be discarded keeping in view all the good points of our old aged, well managed and timely tested annual system of education for the betterment of Indian youth.

REFERENCES

1. Ali, I. (2001), "The Degree of Student Satisfaction in Higher Education; A comparative study between a Public and Private Universities". [Online] Available: <http://www.umt.edu.pk/icobm/proceedings/pdf/Paper26.pdf> (November, 2012)
2. Aslam, H.D., Younis, A., Sheik, A.A., Maher, M., & Abbasi, Z.A. (2012), "Analyzing Factors Affecting Students' Satisfaction regarding Semester System in Universities of Pakistan, journal of American Science, 8(10), 163-170. [Online] Available: http://www.jofamericanscience.org/journals/amsci/am0810/024_10567am0810_163_170.pdf (November, 2012)
3. Jadoon, J.I., Jabeen, N., & Zeba, F. (2012), "Towards Effective Implementation of Semester System in Pakistan: Lessons from Punjabi University, 2nd International Conference on Assessing Quality in Higher Education, 1st – 3rd December 2008, Lahore – Pakistan, 364-373. [Online] Available: <http://www.icaqhe2010.org/> (November, 2012)
4. Kotler, P., & Keller, K.L. (2006), "Marketing Management", Prentice Hall, 2006.

Appendix : "A" Descriptive Statistics : Annual System

Sr. No.	Statement of the Questions	Variables	N	Mean	Std. Deviation
Academic curricular over load					
1	There are vast syllabus be covered by the teachers in semester system.	Aacola	100	3.74	1.62443
2	The practical training are not possible with allotted time table.	Aacolb	100	3.7	1.67874
3	Extracurricular activities are given lip service in semester system.	Aacolc	100	3.67	1.71773
4	There are too many non-academic activities planned in semester system.	Aacold	100	3.72	1.63966
				3.7075	1.66514
Personal growth of Teachers					
5	There is no serious efforts for personal growth of teacher.	Apgota	100	3.66	1.65889
6	Teacher are not spared to attend faculty development programmes.	Apgotb	100	3.67	1.60841
7	Teachers are not given by normal training of writing research papers/articles.	Apgotc	100	3.66	1.58414
8	There is no motivation for young teachers to go for M-Phil, UGC-NET or Ph.D.	Apgotd	100	3.64	1.57326
				3.6575	1.606175
Faculty work Imbalance					
9	Teachers can't complete all their academic work in the college itself.	Afwia	100	3.78	1.64274
10	Teachers get lot of admin work apart for teaching assignments.	Afwib	100	3.82	1.65986
11	There is very little time available for teachers to do their household chores.	Afwic	100	3.84	1.668
12	There is always an imbalance between family & work requirements.	Afwid	100	3.78	1.56721
				3.805	1.6344525
Time Evaluation of Exam					
13	Teachers are always detailed for paper evaluation apart from teaching work.	Ateoea	100	3.8	1.53741
14	Teachers always evaluate papers in hurriedly manner.	Ateocb	100	3.79	1.61617
15	There is lot of teaching time wasted for conducting mid-term & term-end exam.	Ateocd	100	3.89	1.6508
16	The results are not declared on time.	Ateoee	100	3.66	1.58414
				3.785	1.59713
Availability of Contact Hours					
17	Contact hours for teachers is very less to cover the contents of syllabus.	Aaocha	100	3.74	1.62443
18	There is very less time available for extra coaching to weak students.	Aaochb	100	3.74	1.62443
19	There is not sufficient time for practical work as per syllabus incase of engineering student.	Aaoche	100	3.67	1.58945
20	Duration of the contact hours in case of practical papers is very less	Aaochd	100	3.83	1.66397
		Valid N (listwise)	100	3.745	1.62557

Appendix : "B"
Descriptive Statistics : Semester System

Sr. No.	Statement of the Questions	Variables	N	Mean	Std. Deviation
Academic curricular over load					
1	There are vast syllabus be covered by the teachers in semester system.	Sacola	100	1.8	1.1547
2	The practical training are not possible with allotted time table.	Sacolb	100	1.91	1.12002
3	Extracurricular activities are given lip service in semester system.	Sacolc	100	1.88	1.13066
4	There are too many non-academic activities planned in semester system.	Sacold	100	1.86	1.13725
				1.8625	1.1356575
Personal growth of Teachers					
5	There is no serious efforts for personal growth of teacher.	Spgota	100	1.84	1.14345
6	Teacher are not spared to attend faculty development programmes.	Spgotb	100	1.76	1.12923
7	Teachers are not given by normal training of writing research papers/articles.	Spgotc	100	1.74	1.09747
8	There is no motivation for young teachers to go for M-Phil, UGC-NET or Ph.D.	Spgotd	100	1.84	1.21206
				1.795	1.1455525
Faculty work Imbalance					
9	Teachers can't complete all their academic work in the college itself.	Sfwia	100	1.78	1.10627
10	Teachers get lot of admin work apart for teaching assignments.	Sfwib	100	1.8	1.1547
11	There is very little time available for teachers to do their household chores.	Sfwic	100	1.8	1.1547
12	There is always an imbalance between family & work requirements.	Sfwid	100	1.8	1.1547
				1.795	1.1425925
Time Evaluation of Exam					
13	Teachers are always detailed for paper evaluation apart from teaching work.	Steoec	100	1.8	1.1547
14	Teachers always evaluate papers in hurriedly manner.	Steoeb	100	1.8	1.1547
15	There is lot of teaching time wasted for conducting mid-term & term-end exam.	Steoec	100	1.8	1.1547
16	The results are not declared on time.	Steod	100	1.8	1.1547
				1.8	1.1547
Availability of Contact Hours					
17	Contact hours for teachers is very less to cover the contents of syllabus.	Saocha	100	1.8	1.1547
18	There is very less time available for extra coaching to weak students.	Saochb	100	1.8	1.1547
19	There is not sufficient time for practical work as per syllabus incase of engineering student.	Saochc	100	1.8	1.1547
20	Duration of the contact hours in case of practical papers is very less	Saochd	100	1.8	1.1547
		Valid N (listwise)	100	1.8	1.1547



Maninderjit Singh Pabla
Principal, RIMT Academic College, Mandigobindgarh.Punjab.

Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper, Summary of Research Project, Theses, Books and Book Review for publication, you will be pleased to know that our journals are

Associated and Indexed, India

- * International Scientific Journal Consortium
- * OPEN J-GATE

Associated and Indexed, USA

- EBSCO
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Database
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database
- Directory Of Research Journal Indexing

Golden Research Thoughts
258/34 Raviwar Peth Solapur-413005, Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.aygrt.isrj.net