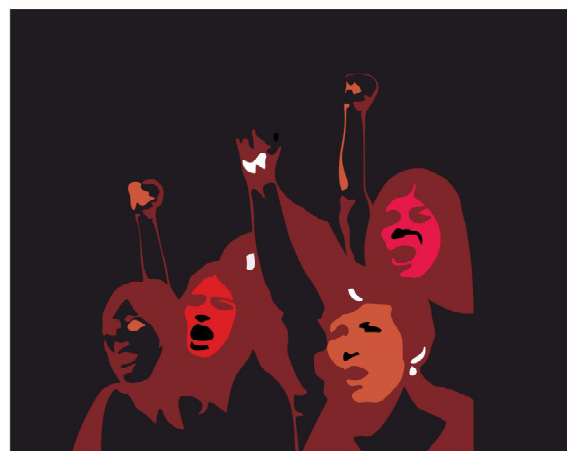




# **DIMENSIONS OF EDUCATION**

An International Journal of Education and Research -English Quarterly

## **Imagine without Girl**



**Women,  
Education  
and  
Empowerment**

**Economic  
R  ights and  
Empowerment  
of women**

# Dimensions of Education

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## Dimensions of Education

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## Dimensions of Education

### Four Years Multidisciplinary Undergraduate Programmes with Multiple Exit Options in Karnataka State

The role of Universities and colleges in the 21st Century extends far beyond traditional knowledge creation and dissemination to encompass new expectations for innovations that will have broader, social and economic benefits. To cater to the needs of students with diverse talents, aspirations and professional requirements, it is necessary to make qualitative changes in its undergraduate and postgraduate programs.

In this backdrop, the New National Education Policy-2020 has recommended a Multi-disciplinary Undergraduate Program with multiple exit and entry options with certificate/Diploma/degrees at each of the exits. Nationwide ecosystems of vibrant multi-disciplinary graded higher educational institutions (Universities and Colleges) are to be developed. In this context, a liberal approach has to be the basis of undergraduate education in all fields and disciplines at the undergraduate level, including professional education. Undergraduate curriculum needs to be focussed on creativity and innovation, critical thinking and higher order thinking capacities, problem solving abilities, team work, communication skills, more in-depth learning and mastery of curricula across fields.

In our Karnataka State, the Karnataka State Higher Education Council proposes to draft the curriculum framework and an implementation plan for the State. This step of Karnataka state government is highly appreciable. It is to suggest and facilitate the implementation of schemes and programs, which improve not only the level of academic excellence but also improve the academic and research environment in the state. The proposed curriculum framework endeavors to empower the students and help them in their pursuit for achieving overall excellence.

The proposed Four-year Multidisciplinary Undergraduate program is a fundamental transformation to the current undergraduate education which replaces the conventional undergraduate programmes of Universities in the State.

- **Dr. S.B. Yadawad**  
Editor

# CHANNELS OF COMMUNICATION

✍ **Dr. G. B. Devamma**, Assistant Professors, SSCE, Tumkuru.

✍ **Dr. R. Girija**, Assistant Professors, SSCE, Tumkuru.

Communication is a process by which all forms of information is transferred from one person to the other. So, for the communication to take place there must be some information to be conveyed and there must be two or more persons-one to deliver the message and the other to receive it. Communication is said to be perfect only when the receiver understands it in the sense the sender expected him to understand.

The term 'communication' has been derived from Latin "communis" which means common. So, communication is an act by which a person shares the knowledge, feelings, ideas, information, etc., in a way such that each gains a common understanding of the meaning, intent and use of the message. Thus, to communicate means to make common or to make it known, to share and it includes verbal as well as non-verbal means of human interaction. Communication requires a sender, a message and a recipient. Communication requires that the communicating parties share an area of communicative commonality. The communication process completes where the receiver has understood the message from the sender. It also means a meaningful exchange of information between two and a group of people. Communicative competence designates the capacity to install inter-subjective interactions, which means that communication is an inherent social interaction. Basically, communication is sharing information, whether in writing or orally it can be summed up in the following ways.

**Brooker(1949)** says communication is anything that conveys meaning, which carries a message from one person to another.

**Saloman (1981)** states that communication in its wider sense is a process whereby people convey knowledge, influence each other, and create and maintain a basis of shared notions.

**Ellis and Beattie (1986)** asserts that communication occurs when one organism( the transmitter ) encodes information into a signal which passes to another organism ( the receiver ) which decodes the signal and is capable of responding appropriately.

Communication is a process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium. The receiver then decodes the message and gives the sender a feedback. All

forms of communication requires a sender, a message, and an intended recipient. However the receiver need not be present or aware of the sender's intent to communicate at the time of communication. It requires all parties to have an area of communicative commonality. There are auditory means, such as speech, song and tone of voice, and there are non-verbal means, such as body language, sign language, eye contact, through media, i.e. pictures, graphics and sound and writing. The act of communicating draws on several interpersonal and intrapersonal skills. These include speaking, listening, observing, questioning, processing, analyzing and evaluating.

## COMPONENTS OF COMMUNICATION

The Communication cycle is the process by which a message is sent by one individual, and it passes through a chain of recipients. The timing and effectiveness of a communication cycle is based on how long it takes for feedback to be received by the initial sender.

Communication is a complex concept that requires considerable reflection as to its nature and mode of transmission. The basic communication model involves an information or interpretative process in which messages/ information/reaction to information travel from the initiator to the receiver through the route called 'communication channel'.

The basic communication model consists of 5 components of communication.

1. Sender/Source.
2. Message.
3. Channel
4. Receiver.
5. Feedback.

## SENDER/SOURCE

This is technically called the encoder. It is a person or a thing or event which provides verbal or non-verbal cues to which someone can respond. The sender plays the specific role of initiating communication. To communicate effectively, the sender must use verbal as well as non-verbal techniques.

## MESSAGE

These are set of verbal or non-verbal cues sent by

the source/sender. Messages may be written or spoken gestures, movements etc., the message may be the most crucial element of effective communication. The messages is not necessarily what the sender intends it to be. Rather, the message is what the receiver perceives the message to be.

### THE CHANNEL

Channel is the means or medium used to convey the stimuli. The message travels from one point to another via a channel of communication. The channel sits between the sender and the receiver.

### RECEIVER

It is the person who interprets a message sent by a source. The receiver means the party to whom the sender transmits the message. A receiver can be one person or an entire audience of people.

### FEEDBACK

The last element of effective communication, feedback, describes the receiver's response or reactions to the sender's message. The receiver can transmit feedback through asking questions, making comment or just supporting the message that was delivered. Feedback helps the sender to determine how the receiver interpreted the message and how it can be improved.

### CHANNELS OF COMMUNICATION

In communication process, a sender puts a message in words and transmits it to a receiver who interpret the message. The medium the sender chooses to transmit the message is the communication channel. The basic communication model involves and information or interpretative process in which messages information or reaction to information travel from the initiator to the receiver through the route called 'communication channel'.

A channel is a vehicle by which the message travels to the receiver. For spoken words air is a channel and for written message paper is a channel. Efficient communication also involves the selection of appropriate channel depending on the kind of message to be conveyed.

A medium serves as the means of communication, whereas a channel refers to the means of a message between the sender and the receiver. Sender conveys his/her message to the receiver by some medium( oral, written, non-verbal) over some channel - Electronic means or printed media. A common channel is the medium, mean manner or method through which a message is send to its intended receiver. It is a type of media used to transfer a message from one person to another.

In the basic communication process, sender puts a message in words and transmits it to a receiver who

interprets the message. The medium the sender chooses to transmit the message is the communication channel.

There are 3 types of communication channel:

1. Formal
2. Informal
3. Unofficial

### FORMAL

It transmits organizational information such as goals, policies, procedures and reports. The information flows from a manager to his subordinates and they inturn pass on the information to the next level.

### INFORMAL


Information not official but may be nearly rumours or gossips. It can be spoken written or even conveyed through gestures. It helps to build up unity, integrity and solidarity among people and boosts up their morale. It is faster than the formal. It is popularly referred as 'graperine' because it rurs in all directions irrespective of the formal structure. Not prescribed by the organization. It can be spoken, written or even conveyed through gestures, includes face to face communication, broadcast media, mobile channels, electronic communication and written communication.Example: e-mail, text message, phone call

### UNOFFICIAL

The employees communicate outside the work environment on this topics which are not related to work. The rumours and gossips are of this type. Eg: general sports, political and personal communication are other channels. We need to be aware of existence of number of available channels. It is important to choose the right communication medium or the channel for effective communication.Not organized and approved. Examples: e-messages, Phone calls, Text message...

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# FINANCIAL IMPACT OF COVID-19

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The World was racing, where exactly no one knew! When everyone thought new inventions like flying cars is not far, little did they know hygiene was the lesson of the year.

**COVID-19** came as a hard hit, not just to a country but to the entire human kind. Though diseases and their impact on human life was not new, dealing with a pandemic like **COVID-19** was much harder in spite of the medical and technologically advanced age we live in.

The pandemic sure taught the importance of hygiene, health and need to slow down the fast paced life. It had a very hard impact on the life of financially compromised sector and in turn took a large toll on the economy of the whole country.

**COVID CORONA** (Novel Corona) being a viral infection mimicking influenza came a sudden surprise with its increase mortality rates. The world sure did fail to identify the threat at first when the disease rapidly spread amongst country. It was the time India choose health over wealth.

Lockdown 1.0 shut down all kinds of business, schools, hotels, office, while the financially privileged enjoyed the long break at home. Life was unimaginable for 80% of citizens of India. The 21 days of lockdown was expected to cause a loss of 32,000 corer everyday to Indian economy.

The people worst hit at first were daily wage workers as the days of no work increased a wider sector of working group were affected.

Transport, hotels, tourism, road side vendors, small scale business faced extreme crisis. Farmers faced hard time transport and selling the crops. Many factories and companies saw big loses and were forced to cut salaries of their workers. The economy of the country went on a great downfall. India has also been witnessing a 'Pre-Pandemic slow down'. The current pandemic has "magnified pre-existing risk to Indian economy outlook".

Unemployment rose from 6% to 26% in first over a span of 1 month of lockdown. Indian GDP experienced negative value, ungetting deep recession up to 53% of business in the country were affected. As of 26th May CRISIL (Credit Rating Information Service India Limited) an analytical board said, this will be India's worst recession since Independence. Stock markets in India suffered big

losses young startups have been affected. Collapse of tourism and hospitality industry added the decreased in economy. All these leading to sharp rise in unemployment State Bank of India research estimates a contraction of over 40% in the GDP in the first quarter of 2021.

## WHAT CAN HAPPEN NEXT ?

Yes, the economy will be worst this year and it will be hard in the coming years, unemployment will affect livelihood. But it is also the time India redirected its path of growth.

Covid-19, opened us for the need of local business growth, the need to make India financially independent and economically strong country.

If we draw parallels with other countries, there are countries which got freedom way later than India but are more financially strong now so where should we start the growth from first education. In India people believe that profession like doctor or engineer are the way one can shape up their life, which is largely false. This way directs people to single career stream and missing out on opportunities in other fields be it sports, art, farming, carpenting, small scale business, designing and depending on other countries for business.

It is important that we understand the need of skill and expertise and not just knowing the job, that way we can build carrier from any job, we first have to excel in it that goes without saying we must encourage and promote all fields of work.

One need not necessarily be an engineer to run a software you need to know the skill of coding. When everyone starts becoming the best self in their respective fields without discriminating job kind, employment increases and business grows. India can then become financially empowered. The government too has taken steps to promote local business, it recently announced 20lakh crores for the same.

Concluding in a nutshell, A small virus has taken economy and growth behind by 5 years but has also given us opportunity to rise like phoenix for India has always had potential and its time we help, improve, promote each other in building a secure strong country.

■ ■

# IMAGINE WITHOUT GIRL !

✉ **Dr. Laxmidevi Y.** Associate Professor, Dept. of Women's studies, Akkamahadevi Women's University Vijayapura, Karnataka.

## INTRODUCTION

The status of girl and women in any society can be measure with the help of indicators that include demography, educational economic and other socio cultural aspects. India has witnessed since from 69 years of Independence mixed and paradoxical 50 scenario regarding status of girl and women, as highlighted by some indicators. Since women and girls are not a homogeneous category across the country, their status varies across patriarchal and matriarchal belts of India.

As per census figures while the child sex ratio in India in 2001 stood at 927 girls for every 1000 boys, which dropped drastically to 918 girls for 1000 boys in 2011. The ratio is significant higher in certain states such as Punjab and Haryana (118 and 120 respectively as per 2011 census). Mizoram has the highest sex ratio (0-6 years) of 971 followed by Meghalaya with 970. Haryana is at the bottom with ratio of 830 followed by Punjab with 846. As per 2012 children's fund (UNICEF) report India ranked 41 among 195 countries.

Even though amidst uproar of technological development, gender equality and enforcement of law, female infants are still found dumped in trash or continued to be killed in the womb. The social evil is deep rooted in Indian ethos and the most shocking fact is that the innovative and hard high end technologies are brutally killing the girl child. UN figures out that about 750,000 thousand girls are aborted every year in India. In India social practices have greatly influenced the health and wellbeing of a girl child resulting in a higher mortality rate. It is believed that every year 12 million girls are born in the country but unfortunately only one third of them survive. Some are killed in the womb, some at the time of birth, some die due to ill health and some due to poor nutritional status. Only a few numbers of girls are able to survive till their 15th birthday.

Apart from erring doctors, experts reiterate that the Indian laws against foetal determination too are rather weak. Under pressure from activists the government outlawed the use of ultrasounds to reveal foetal gender in 1994. The penalties were upped in 2002 three years in jail and a 230 US dollar fine for the first offence and five years imprisonment and 1,160US dollar penalty for the second offence. But despite this easy accessibility to

modern technologies such ultrasonography and amniocentesis to determine the gender of foetuses has fuelled the trend of foeticide. If the foetus is found to be a girl, families have no qualms about getting it aborted.

Shockingly punitive action against offenders of female foeticide has been so abysmal that in the last 13 years of the existence of the pre conception and pre natal diagnostics techniques (PC/PNDT) act 1994, only 406 cases have been registered against offenders 51 all over the country. Out of these, only two convictions have taken place. The misuse of reproductive technologies for elimination of female foetuses. The between illegal and unethical medical practitioners and families with an aversion for daughters has been addressed through the various facets of this legislation that was created after countrywide consultation with women's groups, rights based organisations, ethical medical practitioners, the people forums, schools, intellectual parents. One of the most progressive elements of this law is that it keeps a clear distinction between the right to abortion and sex selective abortions thereby upholding reproductive rights of women.

There is no audit of the records of the PCPNDT Act and no review of the judgements by any government authorities. In such scenario where there is a lack of will to implement the Act, it cannot be dismissed as a failed legislation. In Punjab, Haryana and Maharashtra where there have been substantive convictions the positive impact on the child sex ratio in terms of increase in the number of girls born has been noticed.

There are so many problems faced by girl child in India. Extreme poor condition often think that girl child cause more economic hardship to them as they will to have to arrange for huge dowry for her marriage. And poor families discriminate in food distribution between male and female. For this reason majority of the girl children have malnourished and anaemia. Some women they don't have time to breast feeding and also infant food. They neglects of the infant health (Immunization).

Illiteracy is leading cause of female foeticide. They are ignorant people and not able to judge their action in the right perspective. Implementing the PCPNDT Act has

- Continued on Page No. 11

# NATIONAL EDUCATION POLICY - 2020

## QUALITY OF HIGHER EDUCATION IN INDIA

✉ **Dr. Ravi C.S.**, Assistant Professor and Head of the Department of Commerce, Shri Annadaneshwar Arts, Science and Commerce College, Naregal - 582119.

### ABSTRACT

*In country, Initiative to shape our existing education system today, to be competitive with the best known education systems in the world, it is expected that this initiative will revamp our scattered education system, which will be beneficial not only for the students to enhance their ability and skill, but will also be useful for increasing the teacher's efficiency and the relevance of the educations system in India. The new NEP-2020 proposes sweeping changes and needs an inquiry to trace education for peace education in this policy which has the potential to transform the nation. In this regard, the paper is based on secondary data; this paper focuses on the following aspects: national education policy - 2020, the quality of higher education system in India.*

**Keywords :** Education system, quality, higher education, national education policy

### INTRODUCTION

India's first Education Policy was passed and implemented in 1986. After thirty-four years, the National Education Policy (NEP) for India has been revised and approved in 2020. The policy signifies a huge milestone for India's Education system, which will certainly make India an attractive destination for higher education world-wide. The education policy will transform into a vibrant knowledge hub in India. NEP - 2020 emphasizes systemic and institutional improvements to promotion of multidisciplinary academics and research in Indian HEIs. The NEP - 2020 has made the following profound recommendations:

- **Restructuring** of 10+2 system of school education in favor of 5+3+3+4 pedagogical and curricular system covering ages 3 -18 years.
- **Creation of multidisciplinary** universities and colleges by 2030 to offer education to large numbers in local/Indian languages and minimize fragmentation of higher education.
- **Revision of curriculum**, pedagogy, assessment schemes, and student support services periodically to include latest developments and be at par with the best in the world.
- **Improvement of existing university** : Creation of 100 new or out of the existing universities for world class research in front ended fields.
- **Transparent appointment process in university level**: Minimization of external influences and observance of transparency while appointing enlightened individuals with pragmatic vision as institutional leaders.
- **Implementation of merit based faculty appointments** and nurturing talent by practicing

career progression based on teaching, research and publication.

- **Light but tight regulation**, phasing out the system of 'affiliation' over a period of fifteen years and grant of performance based graded autonomy.
- Promote blended learning and technology to be the important intermediary of teaching-learning.

### OBJECTIVES OF THE STUDY

The NEP - 2020 is meant to transform the education system by 2040. It is revolutionary and deserves appreciation. NEP - 2020 has more positives than negatives. Hopefully, there is no need to have any apprehensions about the intentions of the Government. Final judgment on the extent of its effectiveness and success can only be made on its execution. In this view, the following objectives are listed below:

1. To know the innovation of national education policy.
2. To analysis the quality of NEP and Assessment, Accreditation and Quality in India.

### THE QUALITY MANDATE OF UGC

University Grants Commission has adopted Quality Mandate with five objectives and 10 verticals for improving the quality in Higher Education Institutions. The following objects are listed below:

- Improve the graduate outcomes for the students, so that at least 50 per cent of them get access to employment/self-employment or engage themselves in aim of higher education.
- Encourage link of the students with the society/ industry such that at least 2/3rd of the students involve in socially productive activities during their period of study in the HEIs.

- Educate the students in crucial professional and life skills such as effective communication skills, leadership skills, social skills etc; instill professional ethics, universal human values and the spirit of innovation/entrepreneurship and critical thinking among the students and promote avenues for display of these talents.
- Ascertain that teacher vacancies at any point of time does not exceed 10 per cent of the sanctioned strength; and 100 per cent of the teachers are trained in the latest and emerging trends in their respective subject domains, and the pedagogies that translate their knowledge to the students.
- Every HEI shall get NAAC accreditation with a minimum score of 2.5 by 2022.

### INNOVATIONS OF NEP

In the context of higher education, innovation implies systemic improvement in processes of teaching-learning, learner support and knowledge management to conserve value systems. National Education Policy seeks to:

- Use innovative teaching-learning strategies at university and college level and to achieve 50% GER in HE by 2030.
- Integrate all streams, including professional and vocational education under one coherent HE.
- Technological changes to be the major intermediary for transaction of higher education to enhance equity and standards.
- Promote online and digital education to reach all section of society and innovatively use MOOCs courses.
- Design credit based flexible and innovative curricula in conventional as well as contemporary subjects of study.

### QUALITY OF NEP

Quality in common parlance refers to degree of excellence of higher education in equitable opportunities to all section of the society. Quality assurance comprises evaluation of policies and procedures for their efficiency and suitability so as to guide the institution and each stakeholder. Technology improves quality by creating a rich learning environment for individualized instruction. In so far as availability of technology for education is concerned, India has kept pace with developments and applications of ICTs for education and training. But the major problem has been that all these ICTs and related pedagogies of teaching-learning have remained at the periphery and operate.

In a context where there is lack of a holistic and innovative use for teaching-learning. The government initiated reformative schemes such as choice-based credit system (CBCS), B. Voc degrees, Deen Dayal Upadhyay Skill Centers and UGC Regulation 2016 for SWAYAM are bound to improve quality of education for learners living in isolated and far flung areas. In parallel, there have also been developments in technologies and networks to support quality teaching-learning in information highway. In the context of HE, NEP views quality assurance as an instrument for:

- Review of offerings to reflect on pedagogy, improve procedures for continuous evaluation for learner progression.
- Development of well rounded individuals through paradigm shift towards value based education.
- Incremental improvement in institutional performance standards through continuous professional development.

### ASSESSMENT, ACCREDITATION AND QUALITY

Assessment is essentially evaluation of institutional vision, mission, core values, objectives, plans, input processes, infrastructure, and outcomes by an external agency based on certain pre-decided performance indicators with the sole purpose of improving it further. It gives an idea of the quality of the outcomes. But evaluation of quality of these aspects to qualify an institution for some status or recognition is known as accreditation. It serves mainly three purposes:

- Formulation of educational norms and institutional recognition,
- Quality assurance and improvement in standards; and
- Creation of awareness among stakeholders about the quality of education imparted by an institution.

In India, the IITs and IIMs are institutions of choice in higher education. Of late, the process of accreditation by NAAC has undergone gradual change, so as to comply with the National Institutional Ranking Framework (NIRF) - institutional ranking by government (besides assessment and accreditation by UGC) - a decision which was an outcome of disenchantment with India's showing in the world ranking of higher education institutions

### CONCLUSION

In India, higher education provides tools to drive economy and quality assurance, in order to help develop researchers who can contribute to global knowledge pool; NEP-2020 has made several path breaking

recommendations to take cost-effective HE till the last mile. It highlights need for complete overhaul and re-configuring the education system by creating (i) multidisciplinary autonomous universities/colleges headed by dedicated academic leaders with impeccable integrity, (ii) about 100 world class research universities with greater focus on quality research, (iii) use of technology as major intermediary for transaction of education to enhance access equity and inclusion of all, (vi) promotion of online and digital education and (v) light but tight regulation through single regulator Higher Education Commission of India.

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- From Continued on Page No. 8

already delivered positive results wherever it has been sincerely enforced and monitored. So along with the emphasis in education for girls, employment and property rights for them, the ban on sex determination should continue and be applied more rigorously.

Therefore to meaningfully address the phenomena of declining sex ratio there is a need to work in a collaborative manner with all stake holders for rectifying the social manace in a substantial manner. Further there is a need to adopt multiple methodologies for instance street plays, theatre, dance, drama, debates and lectures to convince to all societal agencies about valuing the girl child as an asset and not to treat her as liability. In addition print and audio and audio materials need to strengthen the dissemination of success stories of girl and women achievers across state s to promote self esteem and self 52 confidence among parents that daughters can also scale heights given an opportunity. All materials accessed by students at different school stages can consciously weed out gender bias and stereotypes.

The nation cannot afford to ignore the needs of the girl child any further discriminate against her. The need of her to realize our responsibilities and give halt to this evil crime.

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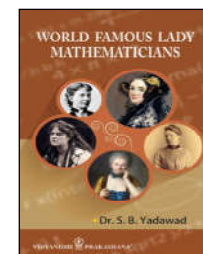
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# WHY ONLINE TEACHING IS IMPORTANT ?

✉ Amreenaz Shaik, Assistant Professor, KLE Society College of Education, Ankola.

## ABSTRACT

*The expansive nature of the internet and the accessibility of technology have generated a surge in the demand for web based teaching and learning. Online education is quickly infiltrating into school districts and colleges across the nation. It explores that*

*Keywords : Online literacy, flexibility of time, flexibility of location, better organization, enhance learning, professional satisfaction etc.*

## INTRODUCTION

The internet has significantly changed how we communicate with one another as well as how we access, share and facilitate information. The issue is no longer one of how to use technology to teach but one where teachers acknowledge the way the world is already developing and understand the significance of online literacy and the role that collaboration and online engagement plays in student learning and their future workplace environment.

## KEY BENEFITS OF TEACHING ONLINE

### 1. INCREASED FLEXIBILITY OF TIME

Learning and teaching can occur at time that one more convenient and productive for both students and teachers. Students can work at their own pace within a given framework and the online learning and teaching engagement process can be broken into smaller more frequent portions of time, with an opportunity for reflection in between.

### 2. INCREASED FLEXIBILITY OF LOCATION

Learning and teaching can take place in any location (home, office, while community) and can include students and teachers from diverse geographical locations.

### 3. INFORMATION SHARING

Online education provides opportunity to access and share information more easily and readily. Teachers and students are able to join online communities of practice based on their area of internet rather than their geographic location.

### 4. ONLINE RESOURCES

Online education provides access to greater depth and breadth of resources and information.

### 5. DIVERSE AND ENRICHING EXPERIENCE

Online education can enhance the students learning experience by providing opportunities for cross disciplinary, cross cultural and or cross campus

collaborations. This learning experience can occur at a local, national or international level, and can be enriched by increased interaction and engagement, peer feedback and group work skills.

### 6. ACCESS, EQUITY AND DISABILITY

Online delivery provides a mechanism for equal opportunity amongst students and teachers living with a disability or who have accessibility difficulties that restrict their ability to attend a face to face class.

### 7. DIGITAL INFORMATION LITERACY

Online literacy develops digital literacy skills that are increasingly required in contemporary society and workplace environments.

### 8. ADMINISTRATION

Online teaching also helps in a better administration. One can clearly imagine the administrative challenges to teacher in a traditional classroom than while teaching online.

### 9. BETTER ORGANIZATION

Another major benefit of teaching online is that everything is well organized, avoiding any mismanagement. A majority of online teachers report that online teaching tools have increased their overall efficiency. This is because they are able to organize the course better and are also able to automate certain activities like periodic tasks, quizzes, scoring etc.

### 10. EASIER ACCESS AND SHARING OF INFORMATION

It is obvious that any study resource or information in digital format is very easy to be accessed and shared while teaching online, one take help from digital libraries, search engines and also social media channels for searching, accessing and sharing resources and information.

### 11. STUDENT ENGAGEMENT

Online teachers report that online teaching incorporates more engagement between students and the

teacher. Also the shy and non-participative students, who are not comfortable with participating in classroom discussions, are obviously more likely to participate in an online class.

## 12. ENHANCE LEARNING

Research shows increased depth of understanding and retention of course content; more meaningful discussions emphasis on writing skills, technology skills and life skills like time management, independence and self discipline.

## 13. INTERACTION

Increased student to teacher and teacher to student interaction and discussion a more student centered learning environment; less passive listening and more active learning; a great sense of connectedness, synergy.

## 14. PROFESSIONAL SATISFACTION

Given all the prime advantages of online teaching like flexibility, convenience, ease of access and sharing etc an online teaching is professionally satisfied.

## CONCLUSION

Online teaching has become the hot trend nowadays. it is seen that students show more interest in taking up online teaching compared to traditional teaching. As they are reported to perform better and participate more in discussions taken through this medium. Looking at all these benefits, it becomes very clear that online teaching is going to be the future of academic learning.

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# SERVICEBILITY OF SUNDALLI NAGARAJU IN THE PROSPERITY OF DEPRESSED CLASSES AND HIS GRAMASINDHU MAGAZINE

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Bheemrao Ramji Ambedkar's stated 'whomever first should be do love of their all accepted mankind service. This type of work will be sending them to status of award platform. By this victory they are able to find the success of their life'. By the inspiration of his definition throughout India many sensible government employees, a journalist, vanguards, protesters, educated and uneducated social workers selfishlessly served and rendering their service. In addition among them many people servers hands down to their government job opportunities for the people welfare. Else they spent their property to the empowerment of depressed classes (Dalit's) by their concern. As well as they became celibate by left their marriage life behalf of weaker section of the society. Today also someone is leading a sacrifice life for the welfare of the lower caste people without any expecting from them. In conjunction with they got appreciate people through the many awards in the open stages. Such type of great noblemanship in line Sundalli Nagaraju come and stands. Therefore in this article I would like to analysis on 'Birth Place of Sundalli Nagaraju', 'Who are Dalit's?', 'Nature of Untouchability Practices As seen of Sundalli Nagaraju', 'Pioneer of Ambedkar Youth Associations in Mandya District', 'Gramasindhu Magazine As a Silent Scream of Dalit Communities in Mandya District' in my research oriented explanation.

## BIRTH PLACE OF SUNDALLI NAGARAJU

Sundalli Nagaraju's born on 12 May, 1954 son of Chikkaiah and Marisubamma in Sundalli village. This village came under Mandya taluk the district of Mandya. Basically he belongs to scheduled caste family. He completed his childhood education in his birth place. Then he got M.A. degree in Kannada literature course in Kuvempu Kannada Adhyayana Samsthe, Manasagangotri, University of Mysuru. Because of this he formed a simple outfit man and lightened self respectively in the fields of good spokesman, protester, writer, author and journalist. In same time he got support from his father the famous contractor of in Mandya district.<sup>1</sup> So he involved himself for upliftment of Dalit's in the scrupulous thoughts of 'Service of mankind to the service of god' without selfishness.

Sundalli Nagaraju's if live his prosperous development, he could get dignify status and position in the government sectors by his M.A. degree certificates and his intelligence knowledge. But couldn't desire on that types of jobs forever in his life. Because he had anxiety regarding if I am getting into infatuation, where there is disturbance to emancipation of depressed classes in their the shackles of servitude. For this purpose he burnt his all marks cards for Dalit support in his whole life. As a progress, he roaming through bicycle for the villages as a loud voice of Dalit's to lack of their social justice.<sup>2</sup> In this time very essential to know about the meaning of 'Dalit'.

## WHO ARE DALIT'S ?

'Dalit' word derived from Sanskrit language 'Dal'. Dal means 'Brigade', 'Regiment', 'Group', 'Army', 'Shred', 'Sharp weapon of the Army'.<sup>3</sup> It means Panchamas, Untouchables, Antyajas, Ostracized people, Chandalas who deprived from the opportunities in the fields of social, political, economic, religious, education, cultural and others they considered as a 'Dalit's'. The great foreign sociologist Gail Omvedt defined the meaning of Dalit's like, 'Members Scheduled Caste and Scheduled Tribes, Neo Buddhists, the working people, the landless poor peasants women and all those who are being exploited politically, economically and in the name of religion'.<sup>4</sup> Based on this meaningless caste system the Dalit's especially SC/ST's people were every day exploiting in the name of untouchability practices from the castist upper caste communities in 1970's decades.

## NATURE OF UNTOUCHABILITY PRACTICES AS SEEN OF SUNDALLI NAGARAJU

In the time of Pre-Independence and Post-Independence naturally if called exploited communities in the society considered as untouchable castes. These communities' people deprived all fundamental facilities from public sectors in the whole corners of the country. For these upper caste people prohibited the entry of the temples, lakes, canals, well's, hotels, barber shops, public shops and upper caste people streets. As well as untouchable castes wouldn't wear good cloths, slippers, sandals, dotis, lungis. And also they had been pushed away from ritual practices like, village festivals, fairs, god festivals,

god idol procession etc. So no one wouldn't come forward bravely to question this inequality treatment. Castist people were treating them inhumanly like slaves, forced labours. In addition upper classes imprisoned them the shackles of servitude. From these inhuman activities of upper castes Sundalli Nagaraju distracted. Hence, he stood up against this critical juncture behalf of Dalit's. In this time he established 'Ambedkar Youth Associations' throughout Mandya district for the spreading the messages of Buddha, Basava, Gandhiji, Ambedkar equality thoughts and annihilation of unequal practices in the society. For this purpose he completely dedicates himself for the service of the Dalit's.

### **FOUNDER OF AMBEDKAR YOUTH ASSOCIATIONS IN MANDYA DISTRICT**

Sundalli Nagaraju's very famous in the name of activist, honesty, sincerity, leftist, and rationalist, materialistic thinker and work efficiency. In 1970's decades he influenced by B.R. Ambedkar superiority thoughts of humanism, socialism, rationalism, nationalization of economic sector. Similarly he sincere follower of L. Shivalingaiah (Rtd. Chief Engineer, Soonaganahalli, Mandya), B. Hattaiyah, Koudle Choudaiah, S. Honnaiah, Guttalu Devaiah, M.S. Siddaiah, Advocate Balasundaram who pioneers of Dalit communities in Mandya district.<sup>5</sup> Thus, Sundalli Nagaraju for the all-round development of Dalit's he founded 'Ambedkar Youth Associations' throughout district. For the achievement of mission he organized the exploited section in the society through his cultural singing talent in folk songs. And also he had experienced as a cadre of Nehru Youth Federation in Mandya district. Subsequently he attracted the heart of Nehru Youth Federation and Observer Thinker Group cadres for his mankind services behalf of denial sections in the society. In this same way Koudle Channappa, Puttegowda's of Shrirangapattana, N. Nanjegowda and other progressive activist support also he gained.<sup>6</sup>

In addition Sundalli Nagaraju's didn't bother to daminations of castist people. As a result he organized the weaker sections for conducting 'Ambedkar birth anniversaries' in all villages. Consequently, progressive thinkers and fighters of Mandya district like, Besagarahalli Ramanna, Mayeegowda, H.L. Keshava Murty, G.T. Veerappa, Ramesh Hullukere and others always giving their supportive hands of his betterment steps of for the people. By the encouragement from them Dalit movement also flourishing in Mandya district. Because of this he concentrated to the implementation of Ambedkar's 'Educate, Organize, Agitate' here.<sup>7</sup> As a result, he opened 'Ambedkar High School' at Gandhinagara in Mandya district on 1983. It was effectively helping the deprived class's children in education. In conjunction with he started

'Ambedkar Library' also. It was inaugurated by grandson of Ambedkar Mr. Prakash Ambedkar on 14 April, 1988.<sup>8</sup>

Not only that Sundalli Nagaraju's struggling for social justice behalf of exploited communities. He was demanding fundamental facilities regarding lower class people and students in front of district jurisdiction. One time college students of Dalit communities were suffering the problems comfortable hostel facilities. On behalf of this students he started indefinite term satyagraha in front of district office of Mandya. In this event unexpectedly Governor of Karnataka rushed to same way for reach this office. In this circumstances Sundalli Nagaraju's suddenly lie down under Governor car wheel and shouting justice slogans. In this juncture he demanded for construction new hostel building to Dalit students. The governor suddenly gives the order to DC of Mandya to build the hostel. As a result with in few months new hostel building was built. As well as he was actively participating Dalita Sangharsha Samiti of Mandya district movements. Beyond his this types of success Kommerahalli Tyagaraju, H. Kodihalli Madaiah, Soonaganahalli Ramchandraiah, H. Malligere Chunchaiah and other leaders support he has remembered.<sup>9</sup> In addition to all these Sundalli Nagaraju's identified his rationalism and theoretical materialistic thinking as a famous journalist of 'Gramasindhu Magazine' in Mandya district. It was a face voice of Dalit movement of Mandya district.

### **GRAMASINDHU MAGAZINE AS A SILENT SCREAM OF DALIT COMMUNITIES IN MANDYA DISTRICT**

Sundalli Nagaraju's started 'Gramasindhu Kannada Weekly Magazine' in Mandya district on 1977. He was a chief editor and publisher of this magazine. This magazine doing drastic role for the flourishing of the Dalit Movement of Mandya district. It was became face voice of Dalit movement of this district. This weekly magazine was printing and distributing from Janapriya Printers, 3rd cross, Gandhinagara, Mandya. As well as it had very stylish head line in the name 'Gramasindhu'. This magazine subject matters very effectively attracting to the readers heart. It facing price was 25 Paise to 50 paise. Basically this magazine had 2 pages. Some times in special occasions like Dalit's Literature Conferences, major atrocities on Dalit's. Dalita Sangharsha Samiti State meeting matters, government programmes it had 4 to 6 pages. K.R.N.M.30 was the registration code of this magazine. It was publishing every week in a many Volumes and issues. Sundalli Nagaraju's didn't appoint any press reporters for collecting information regarding Dalit's social conditions and atrocities on them. Individually he involving himself for do this job very Dalit sensibility.<sup>10</sup> He was roaming village to villages in whole district through bus, bicycle, foot walk. In addition to this he accumulates the information on

sorrowful life of Dalit's and publishing this magazine. It was very helpful Dalit movement to move quickly in district.<sup>11</sup>

Sundalli Nagaraju's was zest to documentation and publishing to the government programmes regarding too upliftment of depressed classes, Dalit organizations protests and anti-societies atrocities in the inner pages of this magazine. As well as he was creating the awareness their duties, responsibilities among Dalit's against this type of exploitation from the landlords, money lenders, land owners. Examples: Regarding establishment of Dalit student's college hostels it would be publishing.<sup>12</sup> It had documentation of S.Sampangi's (D.D.P.I, Mandya) attempted murder issue.<sup>13</sup> In addition it documented Police atrocities report on Harijana women at Kadukottanahalli in Madduru taluk, Banishment issue on Dalit's in Soonaganahalli, Dalita Sangharsha Samiti(D.S.S.) protest against the posterity of district administration regarding location settlement issue in Valagerahalli, Onslught issue on Venkatachalaiah (Former Chief of Grama Mandala, Ataguru).<sup>14</sup> And also it was accumulating the delay of Darakastu land certificates to Dalit's issues, Protest against villeinage system, Post card movement of implementation of Mandal commission recommendation.<sup>15</sup> Subsequently communal fire issues at Kowdlein Koppa hobali, Madduru taluk, Purishri controversial statement on behalf of prohibited temple entry to Dalit's, Forcing of a residential schools in hobali wise from D.S.S.<sup>16</sup> As well as complete Saksharata Andolana in Mandya district, Akshara Kranti, Call for Women Saksharata Andolana programme etc. were major issues published in this magazine.<sup>17</sup>

Thus this magazine was working 25 years continuously from 1977 to 2002. But later on lack of maintenance amount, printing expenditure cost, competitions of other magazines and newspapers and caste background Sundalli Nagaraju this weekly magazine was stoped. His another weekly Kannada magazine 'Dalita Mitra' also facing same problems.<sup>18</sup> Though Sundalli Nagaraju's by his self-effort he served to Dalit's for their betterment in the society. It's always inestimable and unforgettable service of him. Because of this the government recognized his sacrificial life behalf Dalit's empowerment and awarded to him respectively.

### HONORARY AWARDS OF SUNDALLI NAGARAJU'S SIGNIFICANT SOCIAL SERVICE

Sundalli Nagaraju's has dedicated himself for upliftment of the oppressed classes in the society. He couldn't sign to neither did anyone else, in spite of all that trouble. So, he self-respectively utilized his pocket money for the welfare of the all depressed classes. Based on his sacrificed life he took permanent place in heart of the all classes' people. As a result of his achievement Karnataka

Government awarded to him in the name of 'State Youth Award' in 1987-1988. In a same way DALAPADA Authority of Karnataka encouraged to his this type of social workthrough 'DALAPADA Ratna Prashasti'.<sup>19</sup> With all this support today Sundalli Nagaraju's is doing memorable services to the oppressed classes in the society. In conjunction with he is working as a president of 'All India Buddha Mahasabha' branch of Mandya district in respectively.<sup>20</sup>

### CONCLUSION

The current society tiredness is gone based of caste oriented politics. In addition it has the victim of injustice, illegal, corruption, jealousy, enmity, superiority, selfishness, inequality, individual differences, rape, honor killing, blind faith, and superstitious attitudes. As well as it has been suffering by selling their self-esteem for ascending the power. And also Karnataka Dalita Sangharsha Samiti has divided many groups by their self-identity for the money, property and positions in the politics and real estate business. Today these are one of unite is to do the dream is speech. In this event such type of Sundalli Nagaraju's concentrating to success of the dream of Ambedkar by the unity of the Dalit's through the All India Buddha Mahasabhas programme arranging unanimously. Thus all divided Karnataka Dalita Sangharsha Samiti's leaders should be taking the guidance from such types of Sundalli Nagaraju's and other sensible Dalit thinkers for unified themselves without any selfishness. As well as they should be laid down the steps for concentrating to create without discrimination society.



Along with Sundalli Nagaraju Gramasindhu Magazine Youth Award Winner

## ● Endnotes

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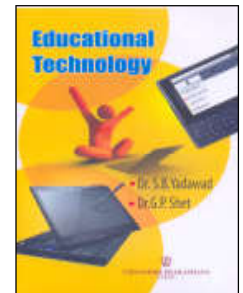
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# "THE EFFECT OF STUDENTS CURIOSITY AND IMAGINATION ON OVERALL CLASSROOM ACHIEVEMENT"

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✉ Dr. Rajashekara N. Dissertation Supervisor.

## ABSTRACT

*Academic excellence is the performed ability to achieve, excel in scholastic activities. Academic excellence has been identified with achieving high level performance and achievement every teacher accepts that fostering curiosity and imagination in children is a main objective to boost their academic excellence. Researchers agree of curiosity and imagination accepts lays the necessary ground to make them successful in school performance. The present study used descriptive survey which includes techniques like survey testing observational analysis documentary analysis and case study consist of IX standard students in private aided, private unaided and government secondary schools of Bangalore city for the academic year 2018-19. A stratified random sample of 240 students were selected from Bangalore city from them 4 private unaided schools 4 private aided schools and 2 government schools were included giving representation to sex and type of school management. The numbers of boys students were 125 and girl students were 115.*

## INTRODUCTION

Curiosity and imagination different words and also interrelated words which influences on students to achieve academic excellences. Some students are very curious and imaginative from both pre school and school days. they think and imagine what is not existing and possible things. So many scientists, poets engineers, doctors philosophers writers by having curiosity and imagination they create extraordinary things which is useful to human beings and humankind. In our classrooms some teacher will create and have create effective curiosity by using different tools methodologies in our classrooms. Curiosity and imagination compliment the skills of problem solving, critical thinking initiative, innovative ideas. So many these skills are interconnected they work together to create a student who is curious and innovative. Imagination and curiosity work with the effective logical skills because it stimulates in academic classroom excellence.

## NEED AND IMPORTANCE OF THE STUDY

General classroom achievement of a child depends on many variables such as curiosity, mental imagination, socio-economic status of the student family, infrastructural facilities, sex type of the school management, medium of the instruction of the students etc.

The general classroom achievement which refers to a motive to achieve some standard of accomplishment or proficiency, fuses with needs such as power, superiority and over coming insecurity, has been considered as an important concept in the dynamic of human behaviour.

However, this achievement is not only the product of own self but the product of socio-culture and personal variables of the individuals. McClelland(1961) also claimed that the cultural difference in economic growth rates.

The importance of classroom achievement has raised several important questions for educational researchers that what factors promote academic achievements of the students. How far do the different factors contributes towards classroom achievement and many factors have been hypothesized and researched upon researchers have come and out with varied results. A complete and comprehensive picture of classroom achievement still seems to be eluding that it will be useful to undertake a synoptic view of the researches conducted in the field so far as this will indicate the areas on which educational researchers could concentrate most profitably.

It appears that there is a need for research pertaining to general classroom achievement as an outcome of personal effectiveness with other independent variables i.e., curiosity, mental imagination and few background variables was considered for the study.

## OBJECTIVES OF THE STUDY

1. To find out the effect of curiosity levels in the general classroom achievement performance of IX standard students.
2. To find out the effect of mental imagination levels in the general classroom achievement performance of IX standard students.
3. To investigate the relationship between general classroom achievement and curiosity of IX standard students.
4. To investigate the relationship between general classroom achievement and mental imagination of IX standard students.
5. achievement and mental imagination of IX standard students.

### NULL HYPOTHESIS

There is no significant correlation between academic achievement and curiosity, imagination of students of class 9th standard students.

### LIMITATIONS OF THE STUDY

The present investigation has the following limitations:

1. The study is limited to IX standard. The study has considered only few independent variables.
2. The study is limited to a small sample.
3. The study is limited only to students from Bangalore city.

### SAMPLE OF THE STUDY

The present study used descriptive survey which includes techniques like survey testing observational analyses, documentary analyses and case studies, the population for the present study consist of IX standard students in private aided private unaided and government secondary schools of Bangalore city for the academic year 2019-20. A stratified random sample of 240 students were selected from Bangalore city among them 4 private unaided schools, 4 private aided schools and government schools were included giving representation to sex and types of school management. The number of boys students were 125 and girls students were 115.

Sample frame given below provides the details of sample presented in the under table.

### TOOLS USED

456+he following tools were used to measure the variables of the study.

1. Children's curiosity scale (CCs) was used to measure children's curiosity level developed and standardized by Dr.Rajiv Kumar (1992), aliggarth.
2. Mental imagination questionnaire (MIQ) was used to measure mental imagination level of children developed and standardized by prof. M.Rajamanickam.
3. General Classroom Achievement of the students was ascertained by talking into consideration the average of students general classroom examination.

### METHODOLOGY

Descriptive method of research was applied to conduct the present study. A descriptive study describes and interprets what is. It is concerned with the conditions or relationships that are held, processes that are going on, the effects that are evident, or developing. It is primarily concerned with the present, although it often considers past events and influences as they are to correct conditions.

Descriptive research deals with the relationships between dependent and independent and variables, the of hypothesis, and the development of generalization, principles, of theories that have universal validity . Descriptive research is sometimes divided into correlations, research, causal-comparative research, and other descriptive research that is neither co-relational nor designed to find causation but describes existing conditions.

Data table showing size of sample, means standard deviation and t-values of general classroom Achievements of IX standard students different levels of independent variables.

Table No. : 1

Sl.No.	Variable	Group	N	Mean	SD	't' Value	Level of significance
1.	Curiosity	Low	79	83.215	32.683	2.556	*
		Moderate	76	95.019	24.371		
		Moderate	76	95.019	24.371	0.807	N.S
		High	85	91.641	28.726		
		Low	79	83.215	32.683	1.748	N.S
		High	85	91.641	28.716		
2	Mental Imagination	Low	80	85.506	32.624	1.200	N.S
		Moderate	83	91.090	26.353		
		Moderate	83	91.090	26.353	0513	N.S
		High	77	93.298	27.953		
		Low	80	85.506	32.624	1.609	N.S
		High	77	93.298	27.953		

It is observed from the above table-4.15 that the obtained 't' value for curiosity (Moderate and high curiosity level, low and high curiosity) and mental imagination (low and moderate; moderate and high, low and high) does not

have any significant effect on 'means' of general classroom achievement of IX standard students, whereas the other independent variable namely curiosity (low and moderate) have high effect on means of general classroom

achievements scores of IX standard students of Bangalore city. Hence the related null hypothesis are rejected and in its place an alternative hypothesis is accepted that there is a significant difference between low and moderate curiosity level of IX standard students.

Data table showing size of sample, means standard deviation and t-values of general classroom Achievements of IX standard students different levels of independent variables.

Table No. : 2

Sl.No.	Variable	Group	N	Mean	SD	't' Value	Level of significance
1.	Gender	Boys	125	81.328	29.702	5.038	**
		Girls	115	99.295	25.518		
2.	Type of School Management	Government	50	70.240	29.061	6.022	**
		Private Aided	105	99.161	25.463		
		Private Aided	105	99.161	25.463	2.302	*
		Private Unaided	85	90.129	27.990		
		Government	50	70.240	29.061	3.893	**
		Private Unaided	85	90.129	27.990		
3.	Type of Family	Nuclear	134	90.869	29.349	0.557	N S
		Joint	106	88.759	28.973		
4.	Size of Family	Small	114	92.592	27.965	1.581	N S
		Medium	109	86.147	30.235		
		Medium	109	86.147	30.235	1.094	N S
		Large	17	94.705	28.854		
		Small	114	92.592	27.965	0.283	N S
		Large	17	94.705	28.854		
		Hindu	193	89.756	29.338	0.080	N S
		Muslim	12	90.333	23.902		
5.	Religion	Muslim	12	90.333	23.902	0.054	N S
		Christian	35	90.800	30.383		
		Hindu	193	89.756	29.338	0.188	N S
		Christian	35	90.800	30.383		

It is observed from the above table that the obtained 't' value for nuclear and joint, Nuclear and joint family students, small and Medium family students, Hindu and Muslim religion students, Muslim and Christian religion students, Hindu and Christian students does not have any significant effect on 'mean Scores' of General Classroom Achievement of Gender and Type of management (Government and private aided, private aided and private unaided and government and private unaided) have high

effect on mean scores of general classroom achievements of IX standard students of Bangalore city. Hence the related null hypotheses are rejected and in its place an alternative hypotheses are accepted that there is a significant difference between boys and girls; government and private aided; private aided and private unaided and government and private unaided type of school management IX standard students.

Table No. : 3

Results of 2-way ANOVA of mean General Classroom Achievement scores of IX Standard students with other independent variable mental imagination.

Source of Variation	Sum of Squares	DF	Mean Squares	't' Value	Level of Significance
Curiosity	2933.633	2	1466.816	1.735	N.S
Mental	1214.096	2	607.048	0.718	N.S
Imagination	1218.238	4	304.560	0.360	N.S
Interaction	195238.773	231	845.189		
Error 2144268.500	240				

It is observed from the resultant table that Curiosity has not significant main effect on General Classroom Achievement. Mental Imagination has not Significant main effect on General Classroom achievements Imagination on General Classroom Achievement

### MAJOR FINDINGS OF THE STUDY

1. There is a significant difference between in general classroom achievement mean scores between government and private aided IX standard students( $t= 6.022, p < 0.01$ ).
2. There is a significant difference between in general classroom achievement mean scores between private aided and private unaided IX standard students( $t=2.302, p < 0.05$ ).
3. There is a significant difference in between general classroom achievement mean scores between nuclear and joint family IX standard students.
4. There is a significant difference in between general classroom and achievement mean scores between small and medium size of family IX standard students.
5. There is a significant difference in between general classroom achievement mean scores between medium large size of family IX standard students.
6. There is a significant difference in between general classroom and achievement mean scores between Hindu and Muslim religion IX standard students.
7. There is a significant difference in between general classroom achievement mean scores between low and average Curiosity level IX standard students( $t=2.556, p < 0.05$ ).
8. There is a significant difference in between general classroom achievement mean scores between low and High Curiosity level IX standard students.
9. There is a significant difference in between general classroom achievement mean scores between low and average Mental imagination level of IX standard students.
10. There is a significant difference in between general classroom and achievement mean scores between average and Mental imagination level of IX standard students.

### SUGGESTIONS FOR THE FURTHER STUDY

The following are the some of the important suggestions generated are:

1. The similar study can be undertaken by comparing the other religions also.
2. The same study can be undertaken with different variables.

3. The same study can be undertaken for more samples and reasonably wider geographic coverage.
4. The same study can be undertaken by comparing urban students with rural students.

### EDUCATIONAL IMPLICATIONS

These findings emphasize the relevance of positive effect of liking among members of a classroom group for individual academic achievement and for effective learning.

When the pattern of affection is diffused, so that almost every positive feelings toward themselves, perceive the school situation move favourable and actualize their potentials more fully.

1. The teacher might ask himself. Are there some pupils who tend to be left out most classroom activities? Are there some who are always first chosen, and others who are always last chosen? He should raise questions such as these in attempting. To view his class as objectively as possible, looking at it from time to time as if he was an outside observer.
2. The teacher can give classroom relevant rewards directly by making positive comments about the pupils performance or indirectly by and organizing learning experiences in a manner which will maximize success and reduce failure.
3. In a class room situation every individual is different from other in his likes, attitudes, skills, needs, interests and so on. When the pupils come together, there is the problem of behaviour to one another, the problem of respect to one another. Satisfaction of basic psychological needs, developing in himself a sense of prestige, developing emotional rapport. All the might contribute to the individual in the upliftment of the group and academic achievement.
4. The students from government schools have lesser academic achievement compared to the students from private Schools. Therefore, measures should be taken to improve the academic achievement of students from Government Schools.

Educational implication for the role of teachers to enhance for academic achievement states that teachers should realize that the curiosity and mental imagination of the child is as essential as classroom achievement. They should, therefore, endeavour to attend to this aspect of child's education as seriously and as wholeheartedly as his formal education

5. If children enjoy reasonable liberty of thought and behaviour in the class- room their emotional growth is more likely to proceed along favourable lines. On the contrary, a classroom in which children are glued

to tiring seats and forced to work according to monotonous schedules, offering little chance of expression of their individual opinions and ideas, and of exchanging their views and reactions freely with teachers and classmates provides little chance of a desirable emotional growth.

6. Bookish learning and passing of examinations is not the sole aim of education. An important purpose of education is to develop in the child a matured sense of human relations. A teacher should, therefore, be alive to this important responsibility which every school is expected to fulfil.

Educational implication for the role of parents to enhance for academic achievement states that parents, too, have an important obligation to perform in this direction. children's fundamental needs are not confined to food, cloths and protection from physical dangers. A balanced emotional diet is an equally fundamental requirement of childhood.

Affection and security are a child's basic curiosity and mental imagination needs. If he does not get this emotional nourishment from his parents he feels utterly disappointed. Such a child is liable to develop a feeling that the world is a cold and a lonely place and that to love and be loved is a futile wish. In our culture, parents are usually over-protective with regard to sons, particularly the only sons, and rejecting towards the daughters.

## CONCLUSION

The school is concerned with the development of whole child an all round development of the physical, social aesthetic and emotional qualities should be inculcated among the children. During the process of education of the child he has to be continued oppressed with regard to the level of his intelligence, attainment, aptitudes and education objectives are determined by the needs of these learners, the demands of the society and the psychology of learning. Therefore these objectives of education and the development of the physical, social, aesthetic and emotional qualities in the child are assessed only through the academic achievement of a child's very important in this process of education. This academic achievement of this child is assessed by the teachers in the educational progress through the process of education.


Children are such curious creatures. They explore, question, and wonder, and by doing so, learn the moment of birth, likely even before. Humans are drawn to new things. When we are curious about something new, we want to explore it. And while exploring we discover.


Without imagination our lives would be dull. It is through imagination, the role of imagination is tremendous. Whatever a man has been able to achieve is due mainly to his power of imagination

Emphasizing the importance of imagination in education. Dr. Frank states that efforts should be made to develop the imagination of children by means of education. According to him, the potential imagination of children should be drawn out in a way that "there will be something active and creative to discipline in each child, according to his unique individuality."

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# ECONOMIC RIGHTS AND EMPOWERMENT OF WOMEN

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## INTRODUCTION

The concept of Gender equality and empowerment of women is recognized globally as a key element to achieve progress in all sphere of life. Gender equality concerns each and every of the society and forms the very basis of a just society, Human rights issues, which affect women in particular, play a vital role in maintaining the peace and prosperity of a just society.

Today as we stand at the beginning of the 21st century, we are still unable to boast of a society where there is total gender equality or gender equity. Until recently, the question of gender equality or gender equity was merely a topic of theoretical discussion. Things are changing but rather slowly.

At the International level, prohibition against sex discrimination was first articulated in the United Nations Charter of 1945 and later reiterated in the Universal Declaration of Human Rights of 1948. Since then, virtually all human rights instruments have reinforced and extended protections against discrimination. The International Covenant on Civil and political Rights adopted in 1966 promises women equality of status. The Fourth World Conference on Women, held at Beijing brought us further forward by reaffirming gender equality as a fundamental pre-requisite for social justice.

Perhaps the most important conceptual advance in the international law of women's rights is the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), effective 1981, which provides that women be given rights equal to those of men on equal terms. The Preamble of CEDAW maintains that "the full and complete development of a country, the welfare of the world and the cause of peace require the maximum participation of women on equal terms with men in all fields." The Indian constitution, which guarantees justice-social, economic and political. However, the question rises that have the women been able to reap the benefits provided for them under the constitutions of India ? Have they been aware fully accessing their social rights as to seek full empowerment? All such question have drawn the attention the researcher to take up a study on awareness of accessing economic rights and empowerment of women.

## CONCEPT OF EMPOWERMENT

The concept of women's empowerment appears to be the outcome of several important critiques and debates generated by the women's movement throughout the world, and particularly by Third world feminists. Its source can be traced to the interaction between feminism and the concept of "popular education" developed in Latin America in the 1970s. It refers to the process of strengthening the hands of women who have been suffering from various inequalities and gender discrimination. It primarily aims at providing power to women to become free from the control of others, in other words to assume power to control their own life and to determine their own conditions. It also aims at providing equal rights, opportunities, responsibilities and power position to women so as to facilitate them to play able role equal to that of men in the society.

According to Hall (1992) "empowerment means to participation or involvement in projects in a functional sense, to the control over decisions regarding all aspects of one's life and livelihood.

Empowerment clearly leads to a better sense of self-worth, often through collective action, which aims at, among other things, economic improvement. For, as Andre Beteille (1999:590) argues empowerment is largely about ordinary and common people, rather than politicians, experts and other socially or culturally advantaged persons; improvement in the quality of life is integral to understanding the term.

The World Population Report 1994 states very clearly "Empowering women means extending choices, choice about if and when to get married, choice about education, employment opportunities controlling the social and physical environment choice about if and when to get pregnant and ultimately about family size. Empowerment requires support from husband; family members and communities help to promote a healthy social environment.

In short, empowerment is a process of awareness and capacity building leading to greater participation, to greater decision-making power and power to transformation of action.

Empowerment is a process whereby women become able to organize themselves to increase self-reliance and

to assert their independent right make choices and control resources both of which will assist in challenging and eliminating their subordination. It is a participatory process of awareness and capacity building that begins at the levels of home and community, leading to greater participation and decision-making power and control, and to transformative action enabling individuals or groups to change balances of power in social, economic and political relations in society (Karl 1995 :14) Empowerment should give women freedom of choice, equal access to domestic and community resource, opportunities and powers.

The empowerment of women and the improvement of their status, particularly in respect of education social and economic opportunities, are highly important ends in themselves. It also enhances their decision-making capacity in vital areas, such as reproduction. Education on increasing level of awareness accessing human rights is one of the most important means of empowering women and of giving knowledge. Skills and the self-confidence necessary to be full partners in the developmental process. Individual and community empowerment as well as elements of programmes and projects will be strengthened significantly if local people are involved in problem definition, data collection, decision-making and the implementation process. In developing countries the people are the greatest asset and true development must focus on people on the premise that they have to develop themselves by participating in all activities that affect their lives. As the participation of women is integral in development, they must involve themselves in decision-making implementation and evaluation of the projects in which they participate.

### REVIEW OF RELATED LITERATURE

Awareness of enjoying rights and decision-making within the family has been the focus of many studies. Bhatt (21998:24- = 28) concluded that medium and high decision-making power is higher among working women as opposed to non-working women, and that paid employment conferred upon working women greater role indecision making

**Indiara Awasty (1982)** remarked that both husband and wife have an equal say with regard to taking up jobs and education of family members, but that women are entirely guided by their husbands in voting.

**Chayulu and Reddy (1987)** analyzing women's opinions on decision making, social participation and other basic needs, found that there is an increasing awareness of the need for better education, health and hygiene, and of the exploitative and oppressive nature of the social and economic system. Women preferred to depend on men in several aspects of home and social life, but also had a string desire to participate in public activities and gain equal

status. The authors concluded that efforts to emancipate women should be directed towards organizing, building awareness and collective action in order to achieve real changes in women's status and role.

**Sumangal et al. (1990)** while studying the influence of rural and urban background on decision making with respect to house hold expenditure, household purchasing and children's future (education, marriage. Etc) concluded that for all the categories of expenditure, the percentage of decisions taken by males was higher for rural families than urban families, as were decisions regarding children's marriage, education and occupation.

### THE PROJECT

This paper records our findings on level of awareness of accessing the economic rights and its impact of their empowerment.

Women have a key role to play in managing the global economy. But till today work of women in the family, farm, business and bureaucracy is not recognized as productive activity. It is therefore felt that their economic rights like right to work, equal wage, liberty of owning and spending their own earning, decision on investing in savings and securities, and sharing inherited property, are not equally accessed, as a result women have a long way to go in becoming equal partners with men in the development process.

Though they have continued to enter the labour force in large number, women's unemployment growth went faster than that of men. Much of their work till today has remained unpaid. Of course, slow and steady entry into paid employment has brought millions of women in the mainstream of activity, however, this has not brought equal economic opportunity to women, so the integration process has been very slow. And even their large influx into the labour force has neither appreciably changed the nature of work for vast majority nor reconciled their productive and reproductive role. A large portion of women's labour force suffers from the under employment.

There is also substantial gap of income between men and women. Though the efforts to reduce this gap are progressive, women in our country have not reached the parity with men in wages and salaries. Women are concentrated in a narrow range of work fields considered to be of lower responsibility and skill, and therefore the women are paid less. Relatively a few women have reached supervisory and management positions.

It is true that Indian women have been given equal rights with men by laws and constitution. But majority of them are not aware of these rights, and are not in a position to exercise them. Though women are entitled to inherit property, they rarely receive the share of their parental

property it is so because they are not enough educated to launch such proceedings independently. And also for the fear of insecurity and dependence women would rather forego monetary gain than offending their parents and brothers.

The main cause of woman's problems today is society's refusal to change its attitudes toward her. Though some women have gone ahead in skills and have proved their merit in various fields, men are not yet willing to accept them as equal earners. Men consider that a modern woman who is confident, capable and self-reliant is a serious threat to their male supremacy. Hence they resent to women's assertion of equality; perhaps this resentment is also the reason to gain control over the woman's earnings and assets, men's insistence that women alone should carry the burden of household duties is a clear assertion of the male power, of emphasizing his dominance in family.

The preceding description made impetus to the researcher to study the level of awareness of accessing the economic rights among the selected samples, so as to assess their degree of empowerment. With this background an effort is made to examine as to what extent the women access the economic rights such as, right to work, earn equal wage, liberty of earning and spending their money, decision of investing, in savings and securities and sharing inherited property, etc are studied and analyzed in this chapter.

### THE OBJECTIVES OF OUR INVESTIGATION WERE

The major focus of the study is to examine the level of awareness of accessing the rights among women and its impact on their empowerment. Its aim is to understand the condition of life as well as experiencing the rights by the women in day-to-day life, and thereby to suggest some strategies for their empowerment. The following are the objectives of the study.

1. To study the socio-economic background of women.
2. To explore the level of awareness of women with regard to accessing the economic rights.
3. To describe the extent of decision-making power of women at family.
4. To assess and evaluate the level of empowerment of women on economic rights.

### METHODOLOGY

The study was conducted with the help of both primary and secondary data. Primary data were collected from the field. The sample size of the study was 300 respondents. The respondents were selected on disproportionate stratified random sample base. In order to collect the primary data the structured interview schedule was employed in the field and thorough discussions were made with the respondents.

### Selection of the sample

Sl. No.	Ward No/Organization	Total Population	Respondents selected
1.	First Ward	721	30
2.	Fifth Ward	512	30
3.	Tenth Ward	788	30
4.	Fifteenth Ward	672	30
5.	Twentieth Ward	694	30
6.	Twisting factory	380	30
7.	Power loom	450	30
8.	Teachers	210	75
9.	Government office	30	15
	<b>Total</b>	<b>4462</b>	<b>300</b>

### FIELD OF THE STUDY

The study was conducted at Guledgud of Bagalkot district in Karnataka. The Guledgud is being administered by the local elected town municipal authority and there are 23 wards in this place. Among these 09 wards were selected to study 150 non working women and 150 working women from both organized sectors like sectors like school, college banks and other government department. And unorganized sectors like power loom, twisting factory, handloom and other small-scale industries. While selecting the respondents due care was given to cover the people belonging to Hindu, Muslim and Christian religion and to cover the people belonging to scheduled caste and scheduled tribes.

### BRIEF PROFILE OF THE LOCALE

According to the 2001 census the Guledgud town induced 23 wards with 5942 total number of houses, so far as composition of population is concerned it consists total population 33,991 out of which 16,975 males and 17,016 female population is recorded. As far as sex ratio is concerned there are 1002 females for 1000 males. The total literacy rate in this area is 74% out of these 86.7% males and 61.5% females. The work participation in this place is about 71% out of which 51.4% are male and 19.6% are female. So far as religious composition is concerned 74% of the population belongs to Hinduism, whereas 16% Muslims 6% Christian and 4% others,. And out of total population 1057 male and 1074 female totally 2131 belong to scheduled castes and 715 males 687 females totally 1402 belong to scheduled tribes.

### ASPECTS COVERED

The study included various aspects relating to economic rights women, which focused into eight factors.

- i. Right to work and empowerment

(Parents oppose-49), (Husbands oppose-87) (NA-150)

- ii. Support to access right to work  
(Get full support-63), (Don't get support-87) (NA-150)
- iii. Equal pay for equal work and empowerment  
(Equal-47), (Unequal-103), (NA-150)
- iv. Right to own the self earned property and empowerment  
(Myself-34) (Husband-70), (Parents/In-laws-46), (NA-150)
- v. Self decision on spending of self earned money and empowerment  
(Myself-38) (Husband-71), (Parents/In-laws-41), (NA-150)
- vi. Decisions of savings and securities and empowerment  
(Myself-38) (Husband-90), (Parents/In-laws-54), (NA-150)
- vii. Right to property inheritance and empowerment  
(Yes-38), (No-262)
- viii. Factors for not sharing inherited property  
(Myself did not wish it-25), (fear of relation-62), (Not aware -127), (NA-32)

### THE FINDINGS OF THE STUDY

In the present study an attempt is made to assess the respondents' level of awareness of accessing the economic rights and its implications on achieving their empowerment.

It is observed that women face the hurdles from conservative husbands and in-laws who do not permit them to work outside the family. Particularly in rural areas, the statutory measures on the right to work, equal pay, right of inheritance are not effectively accessed because of the socio-cultural constraints in our society.

In this context, the present study undertook to assess the nature, extent and problems of the respondents in accessing economic rights.

With regard to awareness of accessing of the economic rights the findings reflect that among the non-working respondents most of them did not access the right to work because of the opposition of husband (16.3%). Among the working respondents (150) a significant portion i.e. 29.0 per cent were not getting family support to work outside home. About 34.4 per cent of working respondents are not getting equal wages. Only about 11.3 per cent of working respondents have control over their self-earned money but husbands or parents control rest of their earning. A little more than one-tenths of respondents' i.e. 12.7 per cent have been taking decision on savings and securities. Only a small number of respondents (i.e. 12.7 per cent)

have got their share in father's property and a majority of the respondents (i.e. 87.3 per cent) did not have their share in father's property. And among these a significant number of respondents (i.e. 42.7 per cent) are not aware of it.

Taking all these aspects into account, it can be said that women are far behind in accessing their economic rights to the full extent

### SUGGESTIONS

- Women should be granted more freedom and facilities to access the rights so as to overcome the traditional drudgery and conventional taboos.
- To overcome the patriarchal clutches and male-dominated gender discrimination public opinion has to be mobilized through various forums.
- To break the economic dependence of women and to bring them up from vicious circle of male dominance, more employment opportunities should be created, and Self Help Group programmes have to be accelerated so as to make women more productive in economic arena.

### CONCLUSION

After detail observation, it can be concluded that the instruments for empowerment have to contend with entrenched prejudice and patriarchal modes of oppression. At the same time, there are indications that with conscientisation programmes and concerted efforts at changing world-views, women will garner confidence and men will learn to accept that power is not a male prerogative. Women's raising level of awareness of their rights through education, new knowledge, consciousness raising and group mobilization can together create an alternative to women's traditional condition and contribute to women's ability to speak out and earn a relatively higher status in the family and in the village. The present study on the women empowerment process confirms that participation and decision taking in all marital reproductive, familial and other social related rights and self-development programmes through organization is the only way out for voiceless women.


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# A RELATIONSHIP OF SELECTED ANTHROPOMETRICAL VARIABLES TO PERFORMANCE OF KABADDI PLAYERS

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## ABSTRACT

*The purpose of the study was to find the Relationship of Selected Anthropometrical Variables to Performance of Kabaddi Players. In order to achieve the purpose of the study 40 male Kabaddi players from Karnatak University Colleges and 40 College level consist of Kabaddi players were randomly selected. Anthropometrical variables (i) Height (ii) Weight (iii) Arm Length, (iv) Leg length, (v) Girth and (vi) Skin fold. Karl Pearson's Correlation analysis with unpaired t-test by using SPSS 11.0 statistical software and the results obtained thereby have been interpreted. The findings concluded that; i) The height and weight increases with increase in the performances of Kabaddi players; (ii) The skin fold and biceps scores are increases with increase in the performances of Kabaddi players; (iii) The girth and flexed arm scores are increases with increase in the performances of Kabaddi players; iv) The chest, waist and calf scores are increases with increase in the performances of Kabaddi players.*

## INTRODUCTION

The term anthropometry invented by J.S. Elsholtz a German physician in seventeenth century refers to measurement of human body and its various proportions. It encompasses a wide variety of measurement procedures for determining endless number of body dimensions each user in corporate a different set of anthropometric measurements to explain the problem under investigation besides a few common measurements like stature and body weight the set of measurements selected by one user rarely coincides with that of the other in general. But under specific circumstances where the goal to be achieved is more are less similar the measurements selected by two users may exhibit considerable similarity.

It is believed that the subject will perform their task better if their performance is watched by who are important to them. The presence of parents coach teachers, intimate friends' respectable persons of society and others as spectators will also add to the level and efficiency of the performance. It has been observed by various scholars that extrinsic motivational aspects are comparatively effective on the performance of the Kabaddi players.

## THE MAIN SYSTEMS OF THE BODY

- |                          |                         |
|--------------------------|-------------------------|
| a. Skeletal system       | b. Articular system     |
| c. Muscular system       | d. Nervous system       |
| e. Circulatory system    | f. Integumentary system |
| g. Alimentary system     | h. Respiratory system   |
| i. Uvinary system        | j. Reproductive system  |
| k. Lymphatic system, and |                         |
| l. Endocrine system.     |                         |

## METHODOLOGY

The purpose of the study was to compare the relationship between the Anthropometrical and measurements and performance of College Kabaddi players. To execute the investigation the investigator selected 40 male kabaddi players from Karnatak University Colleges. The age of the subject was 18-25 years. Height, Weight, Arm length, Leg length, Girth and Skinfold measurements for Anthropometrics variables and 5 points scale for performance. Prior to start of the experiment of subject were properly educated to perform the test.

## VARIABLES AND TEST

The following measurements were taken using appropriate, instruments Indicated against them Standard procedures as described in Johnson and Nelson (1988) were followed while administering the tests.

Sl.No.	Variables measured	Units	Instruments
1.	Height	C.M	Stadio-Meater
2.	Weight	K.G	Weighing Machine
3.	Arm Length	C.M	Steel Tape
4.	Leg Length	C.M	Steel Tape
5.	Girth	C.M	Gulik Tape
6.	Skin fold	M.M	Skin fold caliper

## DESCRIPTION OF THE TEST AND COLLECTION OF DATA

### 1. HEIGHT

The height was taken with subject standing erect with out shoes against a marked scale on a wall touching without heels, buttocks and back. The subject was instructed to keep the heels together hand level without tilt and held a full breath while measurement was taken. A stiff hard board

was held horizon tally on his head, and touching the scale marked on the wall. The subject was asked to step out and the priding in dictated by the hard board was read on the scale height was recorded correct to the nearest centimeters.

### WEIGHT

The weight of the subject was taken by the weighing machine (scale) of laboratory. The subjects were wearing short and vest only stood the center of the weighing machine. The weight was read and recorded corrected to a 0.5 kilograms

### ARM LENGTH

To determine the arm length the examiner laced the player placed his hands close to the body and asked to player to swing his right arm back and forth slowly, and then lift it to the outside. By manipulation the examiner was able to locate the acromion process above the shoulder joint. The height of the acromion process above the shoulder joint to the tip of middle finger was measured with the help of steel measuring tape.

### LEG LENGTH

Leg length was measured with a flexible steel tape from the greater trochanter (neck of the femur) to the outside edge of the center of the foot. The measurement was recorded to the nearest centimeters.

### GIRTH

#### TECHNIQUE

According to ross and associates the girths are measured with the tape at right angles to the long axis of above or body segment. The tape is passed around the argon and held. The stud end the scale calibrations should be in jax taporation i.e., one reads to a scale mark and not across a tape space. The reading edge of the tape is to be manipulated to the designated level e.g. the marked mid-arm site.

#### 1. CHEST CIRCUMFERENCE

The measurement of chest circumference requires a highly flexible inelastic tape measure that is no more than 0.7 cm wide during the measurement the subject stands erect in a natural manner with the feet at shoulder with. The arms are abducted slightly to permit passage of tape around the chest.

Chest circumference is measured at the level of the fourth costosternal joints centrally this corresponds to the levels of the sixth ribs. The measurement is made in a horizontal flame sat the end of a normal expiration.

#### CHEST CIRCUMFERENCE (OVER)

"Subject stand creet. Her arms are raised the tape is placed across the back at the level of nipples, but is brought

across the front above the fullness of the breast record the measurement at the dimension during the normal breathing."

### CALF

This skinfold is measured at the level of the maximum circumference of the calf on the medial border of the leg.

#### TECHNIQUE

The colipar distance which applied one centimeter distal on the left thumb and index finger raising a vertical fold on the medial right calf at the estimated greatest circumference.

This is earliest to obtain when the subject leg is flexed to on angle of 90° degree at the knee by placing the took on a box.

### SKIN FOLD

#### TECHNIQUE

The skin fold thickness, sometimes called "fat fold" thickness actually the thickness of double folds of skin and subcutaneous adipose tissue at specific sites on the body.

The caliper is used to obtain a skin fold thickness. This includes a double layer of skin and the underlying adipose tissue but out the muscle. Unlike the fighter hundred techniques illustrated by Lohaman Roche and Martorell (1988)

The caliper is always held in the right hand and the skin fold raided by the left hand.

The skin fold is grasped firmly and held throughout the measurement.

#### 1. TRICEPS

This measurement is taken on the posterior surface of the arm at the level of biceps skin fold with the subject in the same portion.

#### 2. TECHNIQUE

The caliper distance when applied one centimeter from the left thumb and index finger raisin of a vertical fold at the marked mid airmobile radial line on the posterior surface of the arm.

### BICEPS

The skin fold is measured by raising a vertical fold at the marked mid - arcomiale - radial line on the anterior surface of the arm. The subject stands with the arms banging down freely

#### TECHNIQUE

The caliper distance when applied one centimeter distally from the left thumb and index finger raising a vertical fold at the marked mid acromial radial line on the anterior surface of the right arm.

### 3. SUBSCAPULAR

The skin fold is raised beneath the inferior angle of the left scapular in the direction running obliquely downward at an angle of about 45° from the horizontal.

#### TECHNIQUE

The caliper distance when applied one centimeter distally from the left thumb and index finger raising a fold beneath the inferior angle of the scapula in a direction running obliquely downwards at an angle determined by the natural cleavage line of the skin.

### 4. ABDOMINAL

The fold is taken at the level of umbilicus about 2 to its left.

#### TECHNIQUE

The caliper distance when applied one centimeter inferior to the left thumb and index finger raising a vertical fold which is raised 3 to 5 cm lateral to the right, and at the level of the Omphalion. (Mid point of the navel)

### DATA ANALYSIS AND RESULTS

**Hypothesis 1 :** There is no significant relationship between height, weight, arm length and leg length with performance of Kabaddi players

To achieve this test, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table.

Table 1.

Results of correlation coefficient between height, weight, arm length and leg length with performance of Kabaddi players

Measurements	Correlation coefficient between performance of Kabaddi players with			
	Correlation coefficient	t-value	p-value	Signi.
Height	0.3757	2.4992	0.0169	S
Weight	0.3907	2.6166	0.0127	S
Arm length	0.2033	1.2803	0.2082	NS
Leg length	0.1575	0.9834	0.3316	NS

From the results of the above table, we observed that,

1. The relationship between performance and height of Kabaddi players is found to be positive and statistically significant ( $r=0.3757$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the height increases with increase in the performances of Kabaddi players.
2. The relationship between performance and weight of Kabaddi players is found to be positive and statistically significant ( $r=0.3907$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It

means that, the weight increases with increase in the performances of Kabaddi players.

3. The relationship between performance and Arm length of Kabaddi players is found to be positive and statistically not significant ( $r=0.2033$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted.
4. The relationship between performance and Leg length of Kabaddi players is found to be positive and statistically not significant ( $r=0.1575$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted.

**Hypothesis 2 :** There is no significant relationship between skin fold and its dimensions (biceps, triceps, sub scapular and abdominal) with performance of Kabaddi players

To achieve this test, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table

Table 2. Results of correlation coefficient between skin fold and its dimensions (biceps, triceps, sub scapular and abdominal) with performance of Kabaddi players

Measurements	Correlation coefficient between performance of Kabaddi players with			
	Correlation coefficient	t-value	p-value	Signi.
Skin fold	0.1412	0.8794	0.3847	NS
Biceps	0.3527	2.3232	0.0256	S
Triceps	0.0871	0.5387	0.5932	NS
Sub scapular	-0.0306	-0.1885	0.8514	NS
Abdominal	0.1332	0.8284	0.4126	NS

From the results of the above table, we observed that,

1. The relationship between performance and skin fold scores of Kabaddi players is found to be positive and statistically not significant ( $r=0.1412$ ,  $p>0.05$ ) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the skin fold scores are increases with increase in the performances of Kabaddi players.
2. The relationship between performance and dimension of skin fold i.e. biceps of Kabaddi players is found to be positive and statistically significant ( $r=0.3527$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the biceps scores are increases with increase in the performances of Kabaddi players.
3. The relationship between performance and dimension of skin fold i.e. triceps of Kabaddi players is found to be positive and statistically not significant

( $r=0.0871$ ,  $p>0.05$ ) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected.

4. The relationship between performance and dimension of skin fold i.e. sub scapular of Kabaddi players is found to be negative and statistically not significant ( $r=-0.0306$ ,  $p>0.05$ ) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected.
5. The relationship between performance and dimension of skin fold i.e. abdominal of Kabaddi players is found to be positive and statistically not significant ( $r=0.1332$ ,  $p>0.05$ ) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected.

**Hypothesis 3 :** There is no significant relationship between girth and its dimensions (flexed arm, chest, waist and calf) with performance of Kabaddi players

To achieve this test, the Karl Pearson's correlation coefficient technique has been applied and the results are presented in the following table.

**Table 3. Results of correlation coefficient between skin fold and its dimensions (biceps, triceps, sub scapular and abdominal) with performance of Kabaddi players**

Measurements	Correlation coefficient between performance of Kabaddi players with			
	Correlation coefficient	t-value	p-value	Signi.
Girth	0.2768	1.7757	0.0838	NS
Flexed arm	0.1116	0.6925	0.4928	NS
Chest	0.1485	0.9255	0.3606	NS
Waist	0.3332	2.1784	0.0357	S
Calf	0.3608	2.3850	0.0222	S

*From the results of the above table, we observed that,*

- The relationship between performance and girth scores of Kabaddi players is found to be positive and statistically not significant ( $r=0.2768$ ,  $p>0.05$ ) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the girth scores are increases with increase in the performances of Kabaddi players.
- The relationship between performance and dimension of girth i.e. flexed arm scores of Kabaddi players is found to be positive and statistically not significant ( $r=0.1116$ ,  $p>0.05$ ) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the flexed arm scores are increases with increase in the performances of Kabaddi players.
- The relationship between performance and dimension of girth i.e. chest scores of Kabaddi

players is found to be positive and statistically not significant ( $r=0.1485$ ,  $p>0.05$ ) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the chest scores are increases with increase in the performances of Kabaddi players.

- The relationship between performance and dimension of girth i.e. waist scores of Kabaddi players is found to be positive and statistically significant ( $r=0.3332$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the waist scores are increases with increase in the performances of Kabaddi players.
- The relationship between performance and dimension of girth i.e. calf scores of Kabaddi players is found to be positive and statistically significant ( $r=0.3608$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the calf scores are increases with increase in the performances of Kabaddi players.

## CONCLUSION

The height and weight increases with increase in the performances of Kabaddi players. The skin fold and biceps scores are increases with increase in the performances of Kabaddi players. The girth and flexed arm scores are increases with increase in the performances of Kabaddi players. The chest, waist and calf scores are increases with increase in the performances of Kabaddi players.

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# AN INTERACTION EFFECT OF TEACHING COMPETENCY WITH LOCUS CONTROL OF LOCATION, GENDER AND QUALIFICATION OF PRIMARY SCHOOL TEACHERS

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## ABSTRACT

*Academic excellence is the performed ability to achieve, excel in scholastic activities. Academic excellence has been identified with aThe purpose of the study the Interaction Effect of Teaching -Competency with Locus Control of Location, Gender and Qualification of Primary School TeachersSample of 180 primary school teachers were selected using random sampling technique, of Dharwad Taluka for the purpose of collection of data. From the findings it is concluded that; (i)The teaching competency scores of male and female of primary school teacher are same; (ii) The locus of control scores of male and female teachers are not same; (iii) The locus of control scores of different educational qualifications (SSLC TCH, PG TCH) of primary school teachers are same;*

**Keywords :** Teaching-Competency, Locus control

## INTRODUCTION

Competency means adequacy and sufficiency. Teacher competencies are the skills, knowledge, values which a teacher possess; they are the tools of teaching. Only the teacher who possesses all the skills, knowledge and values can function effectively in a teaching situation and is said to be competent to teach in that situation.

'Competency' ordinarily is defined as 'adequate' for the purpose, suitable or sufficient or as legally qualified, 'admissible', or as capable. The Oxford Advanced Learners Dictionary gives ability, skill, legal authority as synonyms for the word competency. competency means capability, capacity. - competency is ordinarily defined as adequate for the purpose, suitable, sufficient or as equally qualified, admissible or capable.

Competency refers to the knowledge possessed by teacher about the teaching process.

Competency is specified as outcome expected from the performance of professionally related functions.

Competence refers to a state of being well qualified to perform an activity, task or job function. When a person is competent to do something, he or she has achieved a state of competence that is recognizable and verifiable to a particular community of practitioners. A competency, then refers to the way that a state of competence can be demonstrated to the relevant community. According to the International Board of Standards for Training Performance and Instruction (IBSTPI), a competency involves a related set of knowledge, skills and attitudes that enable a person to effectively perform the activities of a given occupation or function in such a way that meets or exceeds the standards expected in a particular profession or work setting.

"Competency" ordinarily is defined as 'having adequate skills for the purpose. It refers to adequate preparation to begin a professional career, and has a direct linkage to certification requirements. Cooker (1976) defined "Competence is seen as the ability to cope with a certain class of problems encountered on the job. A teacher who can deal with problems in certain area is said to be competent in that area, a fully competent teacher is one who can cope successfully with any professional problem". (Sukhwant Bajwa, 2004, p.9). Competency in teaching stems from the capacity to reach out differing children and to create a rich and multidimensional environment for them (Joyce and Well, 1985). Teaching competence means possessing a set of performances on which the teacher can draw as situation vary.

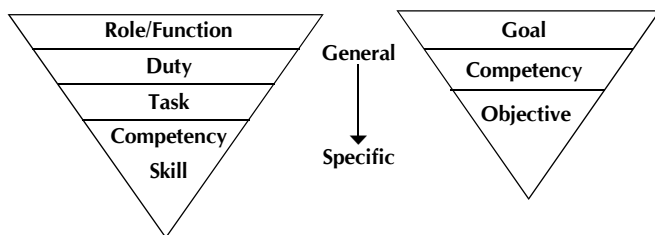
Competencies, those concepts, knowledge, skills, attitudes and values which are highly specialized and relate directly to teachers' success in his/her job.

Competency is a term used as much by the layman as by the researchers and scholars. Hence the term has come to connect different meanings to different persons. An analysis of the meanings is made here with a view to arrive at a definition of the term.

Competency as a job requirement connotes the meaning of "a description of the ability one possesses when able to perform a given occupational task effectively and efficiently". Whereas, in the context of teaching, teacher competence is meant"... the right way of conveying units of knowledge, application and skills to students". It is also considered to be an attribute of teacher, Roy (1970) had referred to competency as "abilities and skills that are observable and measurable in concrete situation" and Houston (1987) defined the term as "Knowledge, skill and value which a teacher possesses".

Competency defined in the control of teacher education was again stated by Houstan as "Knowledge, skills and values the student teacher must demonstrate for successful completion of a programme". A similar view was also held by APEID, UNESCO (1986).

Apart from the above definitions, competency has also been hierarchically represented in the context of a job and teacher education, job taken as a context at the broader side, represents the various duties a teacher undertakes in order to perform a function. The duties, which are large segments of work done serve as broad categories within which tasks can be placed. Whereas, tasks that are units of work activity, when further fragmented, would identify specific abilities also learned as competencies (Finch and Crunkilton, 1979; SCID, 1990). A delineation of the above analysis is given below.



Ordinal Representation of Competency

- **Primary School Teacher :** A professionally trained person appointed by the State Government or Private management at the primary level in-charge of handling classes from I to VII.
- **Government Primary Schools :** The primary schools located in Dharwad and Dharwa Taluka which are fully owned, run and finance by the Government of Karnataka.
- **Private Primary Schools :** The primary schools located in Dharwad and Dharwad Taluka which are run and owned by private management like societies or missionaries, but the staff or the school is paid by the Government of Karnataka.
- **Rural Primary Schools :** The primary schools located in different panchayats outside the corporation area of Dharwad and Dharwad Taluka.
- **Urban Primary Schools :** The primary schools located in the corporation area of Dharwad and Dharwad Taluka.
- **Teaching Experience:** Professionally trained person appointed by the teachers who are working in Government or private primary schools teachers with 1-10 years, 11-20 years and 21+ above years of teaching experience.
- **Educational Qualification :** Educational Qualifications is considered while selecting the

sample. All teaches are professionally trained persons. The categories of teachers on the basis of their qualification details are as follows :

- SSLC - TCH
- PUC - TCH
- Degree - TCH
- PG- TCH

## LOCUS OF CONTROL

Locus of control is a construct developed by Julian Rotter (1966) from his larger personality theory referred to as the Social Learning Theory. The Social Learning Theory states that one's personality is a result of the individual's interaction with his or her environment. Behaviour cannot be viewed as an automatic response to stimuli, but an interaction of the individual's personal experiences and the environment. Rotter defined locus of control as a "generalized expectancy of internal versus external control over behaviour outcomes. Locus of control was viewed as a cognitive expectancy which defined the individual's view of causal factors related to these outcomes" as cited by Nunn, 1988. p.421). In this context the concept of locus of control bridges the gap between behavioural and cognitive psychology. It is not a personality construct, but is largely learned. Locus of control beliefs come from specific experiences and past reinforcement history. It refers to an individuals perception of main causes of events in life. It is a bipolar construct, ranging from external to internal.

If a person has an internal locus of control, that person attributes success to his or her own efforts and abilities. A person who expects to succeed will be more motivated and more likely to learn, A person with an external locus of control, who attributes his or her success to luck or fate, will be less likely to make the effort needed to learn. People with external locus of control are also more likely to experience anxiety since they believe that they are not in control of their lives.

Locus of Control is said to be very important, to change or modify one's behaviour. David Off L.Linda (1981) defines "Locus of Control as the degree to which people perceive that the events that happen to them are dependent on their own behaviour as opposed to being the result of fate, luck, chance, or powers beyond their personal control", (p.37)

## DEFINITIONS OF TECHNICAL TERMS

- **Burnout :** A syndrome of emotional exhaustion, Depersonalization and reduced personal Accomplishment that can occur among individuals who undertake of some kind.
- **Emotional Exhaustion :** It is a feeling of emotionally over extended and exhausted by work.

- **Depersonalization** : It is an unfeeling and impersonal feeling response towards recipients of one's service, care, treatment or instruction.
- **Personal Accomplishment** : Refers to a tendency to evaluate oneself positive, particularly with regard to one's work with clients, workers, one may feel happy about themselves and satisfied with their accomplishment on the job.
- **Personal Accomplishment** : Refers to a tendency to evaluate oneself positively, particularly with regard to one's work with clients, workers, one may feel happy about themselves and satisfied with their accomplishment on the job.
- **Job Satisfaction**: According to Meera Dixit (1993) "Job satisfaction is the result of various attitudes of an employee towards his job". These attitudes are related with specific factors such as salary, service conditions, advancement, opportunities and other benefits.
- **Locus of Control** : Locus of control refers to the relatively stable beliefs of individuals concerning their ability to express their experiences.
- **According to Rotter(1996)** : "Locus of Control is not a typological concept and people are not internally or externally controlled type. Locus of Control is a continuum and people can be ordered along that continuum". And therefore for the sake of convenience, we will refer people as internals or externals, but it should be emphasized that the behaviour of an any given situation is determined by many converging factors. To clarify, one as internal or external is a typological error that ignores these factors, which oversimplifies the predictive process and thus leads to disappointing results.

### NEED OF THE STUDY

Primary education is an important stage where the desirable skills, attitudes and cognitive elements are to be promoted among children. In order to initiate desirable learning outcomes, a primary school teacher need to be competent in his/her classroom teaching. The quality of primary education depends much on Teaching Competencies of teachers. In addition to Teaching Competencies, many other factors such as sociological, psychological and personal factors are contributing to the improvement of Teaching Competencies. Realising this fact, and based on review of related studies, the investigator has chosen job Satisfaction, Locus of Control, Professional Burnout and personal variable factors that influence Teaching Competencies for the study.

There is also a need to know how these factors contributing to the quality improvement of primary school

teachers of their Teaching Competencies. Quality of primary education system can be improved only when adequate measures are taken to foster Job Satisfaction, Locus of Control and no minimize the teacher Professional Burnout factors, which are effective indicators of Teaching Competencies.

### OBJECTIVES OF THE STUDY

To study the interaction effect of gender(male and female), educational qualifications(SSLC TCH, to PG TCH) and type of schools (Govt. and Private) with respect to professional burnout of primary school teachers.

### HYPOTHESIS

There is no significant interaction effect of gender(male and female), educational qualifications(SSLC TCH, to PG TCH) and type of schools (Govt. and Private) with respect to professional burnout of primary school teachers.

### METHODOLOGY

To identify the teacher competencies from each of the above selected sources, different approaches were adopted.

### LITERATURE ANALYSIS

The competencies identified by various researches were analysed on the basis of the three criteria chosen to define the term competency in the present study. A set of 36 competencies was identified from the selected studies. In order to derive the competencies from the national documents, the procedure of task analysis was adopted.

### SAMPLE

Sample of 180 secondary school teachers serving in primary schools located in urban and rural areas of Dharwad and Dharwad Taluka were selected using stratified random sampling technique of Dharwad district for the purpose of collection of data.

Educational Qualification	Male	Female	G. Total
SSLC+TCH	16	41	57
PUC+TCH	10	43	53
DEGREE+TCH	15	36	51
PG+TCH	8	11	19
<b>Total</b>	<b>49</b>	<b>131</b>	<b>180</b>
<b>Location Rural</b>	<b>29</b>	<b>49</b>	<b>78</b>
<b>Urban</b>	<b>20</b>	<b>82</b>	<b>102</b>
<b>Total</b>	<b>49</b>	<b>131</b>	<b>180</b>

### TOOLS

- Teaching Competencies Scale (TCS)(1998)  
Constructed by V. D. Bhat

- ii. Locus of Control Scale (LCS)(1992) Constructed by Levinson

## STATISTICAL TECHNIQUES

ANOVA with three way interaction test was applied

## ANALYSIS AND INTERPRETATION

**Table - 1: Results of Analysis of Variance between Gender, Educational Qualification and Type of School of Teachers with Respect to their Teaching Competency (n = 180)**

SV	DF	SS	MSS	F-value	P-value	Signi.
Gender	1	62.8422	62.8422	0.5984	> 0.05	NS
EQ	3	390.7490	130.2497	1.2402	> 0.05	NS
TS	1	331.2155	331.2155	3.1538	< 0.05	S
Two way effects						
Gender x EQ	3	562.9142	187.6381	1.7867	> 0.05	NS
Gender x TS	1	508.3904	508.3904	4.8409	< 0.05	S
Eq x TS	3	109.6728	36.5576	0.3481	> 0.05	NS
Three way effects						
Gender x EQxTS	3	614.7443	204.9148	1.9512	> 0.05	NS
Error	164	17223.343	105.0204			
Total	179	19803.871				

From the above Table, it is clearly indicated that, out of seven F-values, only 2 F-values are statistically significant and they are as follows,

- There is no significant difference observed between gender (male and female) of primary school teachers with respect to their teaching competency scores ( $F=0.5984$ ,  $>0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is accepted. It means, the teaching competency scores of male and female of primary school teacher are same.
- There is no significant difference observed between different gender (male and female) of teachers with respect to their locus of control scores ( $F=0.3073$ ,  $>0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is accepted. It means that, the locus of control scores of male and female teachers are not same.
- There is no significant difference observed between educational qualifications (SSLC TCH to PG TCH) of primary school teachers with respect to their locus of control scores ( $F=0.2747$ ,  $>0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is accepted. It means that, the locus of control scores of different educational qualifications (SSLC TCH, PG TCH) of primary school teachers are same.
- There is no significant effect observed between location (rural and urban) and gender (male and female) of primary teachers with respect to their locus of control scores ( $F=0.3195$ ,  $>0.05$ ) at 0.05 level of significance. Hence, the null hypothesis accepted.

- There is no significant interaction effect observed between location (rural and urban teachers with respect to their locus of control scores ( $F=0.3195$ ,  $>0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is accepted.
- There is no significant interaction effect of observed between gender (male and female) and educational qualifications (SSLC TCH to PG TCH) of primary school teachers with respect to their locus of control scores ( $F=2.1093$ ,  $>0.05$ ) at 0.05 level of significance. Hence, the null hypothesis accepted.
- There is no significant interaction effect observed between location (rural and urban ), gender (Male and female) and educational qualifications (SSLC TCH to PG TCH) of primary school teachers with respect to their locus of control scores ( $F=0.6250$ ,  $>0.05$ ) at 0.05 level of significance. Hence, the null hypothesis is accepted.

## FINDINGS

- The teaching competency scores of male and female of primary school teacher are same.
- The locus of control scores of male and female teachers are not same.
- The locus of control scores of different educational qualifications (SSLC TCH, PG TCH) of primary school teachers are same.

## CONCLUSION

In this study, the researcher aimed to study the i)The teaching competency scores of male and female of primary

school teacher are same; ii) The locus of control scores of male and female teachers are not same; iii) The locus of control scores of different educational qualifications (SSLC TCH, PG TCH) of primary school teachers are same.

The individual's interest and involvement are necessary to build their competency. Institutions also must fulfill the need to improve the competency of teachers. They must organize or give training in leadership, physical as well as mental growth and in modern techniques of teaching, which will surely enhance the teaching competency of primary school teachers.

### EDUCATIONAL IMPLICATIONS

- Work distribution among teachers should be based on specialization and competence and should be carried out through rational method.
- Honest, prompt, sincere and punctual teachers should be awarded.
- Headmasters should be friendly with their colleagues. They should also encourage each other for performing their duties.
- Facilities and opportunities should be increased for individual creative work in the school.
- Praising, rewarding/recognizing teacher's good performance and avoiding punishment for poor performance (reinforcement) must be order of the school.
- It is necessary to orient the primary school teachers on teacher competencies.
- A competency based monitoring system needs to be evolved for quality improvement at primary education level since, competency is an essential aspect for qualitative improvement in education. Intensive well-planned training programmes may be organized to enrich Teaching Competencies of primary school teachers.

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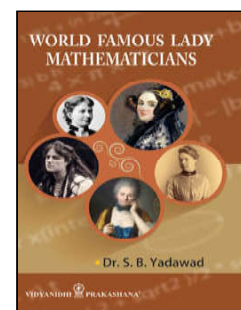
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# WOMEN, EDUCATION AND EMPOWERMENT

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## ABSTRACT

*Women education in India has been a major pre-occupation of both the government and civil society. Educated women can play a very important role in the sustainable development of the country. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So that we can't neglect the importance of education in reference to women empowerment, India is poised to becoming superpower, a developed country by 2020. The growth of women's education in rural areas is slow compared to urban area and men folk. This obviously means that still large womenfolk of our country are illiterate. Education of women is the most powerful tool for changing the position of women in the society. Education also brings reducing inequalities and functions as a means of improving their status within and outside the family.*

**KEYWORDS :** Education, Female Literacy Rate, Women Empowerment.

## INTRODUCTION

"If you educate a man you are educating an individual, if you educate a woman you are educating a whole family. Empowered women means mother India empowered". Pt. Jawaharlal Nehru said because education and women empowerment has very close relation to each other. Women constitute almost half of the population in the world, but the hegemonic masculine ideology made them suffer a lot as they were denied equal opportunities in different parts of the world. The rise of feminist ideas, women's movement however led to the tremendous improvement in women's condition throughout the world in recent times. Access to education has been one of the most pressing demands of these women's rights movement. Women education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country.

India is poised to emerge as one of the most developed nations by 2020, more literate, knowledgeable and economically at the forefront. No doubt, women will play a vital role in contributing to the country's development. Women power is crucial to the economic growth of any country. In India this is yet to meet the requirements despite reforms. Little has been achieved in the area of women empowerment, but for this to happen, this sector must experience a chain of reforms. Though India could become one of the largest economies in the world, it is being hindered due to a lack of women's participation.

Deborah Kimotho believes that education is key to the economic empowerment of women. However, education must be relevant, quality and holistic to ensure the desired results. It is true that many of us live and work in countries

where the formal education system does not cater to these requirements and formal education does not serve young girls well. We have seen it necessary, particularly for young girls who are already excluded from the formal education system, to create alternative models of education and skills training that are relevant, quality and holistic.

According to Jasmen Sabayan, education is a holistic approach. It should be from the inside out. Educating someone is very hard, when her/his perspective is not right. One cannot fully grasp the beauty of education, if the goal is just to have a certificate and be able to satisfy a requirement. This is the norm of our majority of people, and it has a negative effect in our society and country as a whole. The true value and purpose of education become purported. Education is the process of receiving or giving systematic instruction, especially at a school or university. However, there is another meaning which says, it is an enlightening experience. The real purpose of education, is to enlighten those who are in the dark, those who are confused, and needs guidance in many aspects of this life. And so, women should be empowered first from the inside. Letting them know that they are a valuable asset of the society and they can do so much to impact positive change. So, education is not just going to a formal schooling. It can also mean, a community health campaign, where women are taught on how to manage their homes and health of their family. And one step at a time, their minds will be open, and would have this perspective that, if they can manage their homes, they can probably manage a small business. Then so on and so forth. And again this is a consensus effort, from women herself, her family, community and the government and policy makers. The government programs and policies should be reinforced,

to meet the needs women, especially those who are in the restricted areas.

### HISTORY OF WOMEN EDUCATION IN INDIA

Although in the Vedic period women had access to education in India, they had gradually lost this right. However, in the British period there was revival of interest in women's education. During this period, various socio religious movements led by eminent persons like Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar emphasized on women's education in India. Mahatma JyotibaPhule, Periyar and Baba SahebAmbedkar were leaders of the lower castes in India, who took various initiatives to make education available to the women's folk. However women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women. As a result women's literacy rate has grown over the three decades and the growth of female literacy has been higher than that of male literacy rate. While in 1971 only 22% of Indian women were literate, by the end of 2001 54.16% female were literate. The growth of female literacy rate is 14.87% as compared to 11.72 % of that of male literacy rate. In 2011 female literacy rate is 65.46%.

### MILLENNIUM DEVELOPMENT GOALS

The United Nations Development Programme constituted eight Millennium Development Goals(MDGs) for ensuring equity and peace across the world. The third MDG is directly related to the empowerment of women in India. The MDGs are agreed-upon goals to reduce certain indicators of disparity across the world by the year 2015.

The third MDG is centered towards promoting gender equality and empowering women: "Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education by no later than 2015"

While India's progress in this front has been brave, there are quite a few corners that it needs to cut before it can be called as being truly revolutionary in its quest for understanding what women empowerment is. As UNDP says:-

India missed the 2005 deadline of eliminating gender disparity in primary and secondary education. However, the country has hastened progress and the Gender Parity Index (GPI) for Gross Enrolment Ratios (GER) in primary and secondary education has risen. Given current trends, India is moderately or almost nearly on track. However, as the Government of India MDG Report 2009 notes, "participation of women in employment and decision-making remains far less than that of men, and the disparity is not likely to be eliminated by 2015." Achieving GPI in tertiary education also remains a challenge. In addition,

the labour market openness to women in industry and services has only marginally increased from 13-18 percent between 1990-91 and 2004-05.

### PROMINENCE OF WOMEN EDUCATION IN INDIA

Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life within and outside the family. Educated women not only tend to promote education of their girl children, but also can provide better guidance to their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population. But gender discrimination still persists in India and lot more needs to be done in the field of women's education in India. The gap in the male-female literacy rate is just a simple indicator. While the male literacy rate is more than 75% according to the 2001 Census, the female literacy rate is just 54.16%. In 2011 women literacy rate is 65.46% and male literacy rate is 82.14%.

### WOMEN EMPOWERMENT THROUGH EDUCATION

Women Empowerment is a global issue and discussion on women political right are at the fore front of many formal and informal campaigns worldwide. The concept of women empowerment was introduced at the international women conference at Nairobi in 1985. Education plays major role in women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So that we can't neglect the importance of education in reference to women empowerment India is composed to becoming superpower, a developed country by 2020. The year 2020 is fast approaching; it is just 5 year away. This can become reality only when the women of this nation became empower. India presently account for the largest number no of illiterates in the world. Literacy rate in India have risen sharply from 7.3% in 1951 to 54% in 2001 and 65.46% in 2011 in which enrolment of women in education have also risen sharply. Despite the importance of women education unfortunately only 65% of women are literate among 82% of the man. Within the framework of a democratic polity, our laws, development policies, plan and programmes have aimed at women's advancement in difference spheres. From the fifth five year plan (1974 - 78) onwards has been a marked shift in the approach to women's issues from welfare to development. In recent years, the empowerment of women has been recognized as the central issue in determining the status of women. The National Commission of Women was set up by an Act of Parliament in 1990 to safeguard the right and legal entitlements of women. The 73rd and 74th

Amendments (1993) to the constitution of India have provided for reservation of seats in the local bodies of Panchayats and Municipalities, laying a strong foundation for their participation in decision making at the local level.

### WOMEN'S EDUCATION PROSPECTS AND CHALLENGES

In spite of the forceful intervention by a bastion of female privilege, feminist critics, constitutional guarantees, protecting laws and sincere efforts by the state governments and central government through various schemes and programmes over the last 65 years and above all, the United Nation's enormous pressure with regard to the uplift of the plight of women in terms education is still in the state of an enigma in India for several reasons. The 2001 Census report indicates that literacy among women as only 54 percent it is virtually disheartening to observe that the literacy rate of women India is even much lower to national average i.e. 65.38 .The growth of women's education in rural areas is very slow. This obviously means that still large womenfolk of our country are illiterate, the weak, backward and exploited. Moreover education is also not available to all equally. Gender inequality is reinforced in education which is proved by the fact that the literacy rate for the women is only 54% against 76% of men as per 2001 Census, 65.46% against 82.14% of men as per 2011 census.

**TABLE -1 : LITERACY RATE IN INDIA**

Year	Persons	Males	Females	Decadal growth of women literacy
1901	5.3	9.8	0.7	--
1911	5.9	10.6	1.1	0.4
1921	7.2	12.2	1.8	0.7
1931	9.5	15.6	2.9	1.1
1941	16.1	24.9	7.3	4.4
1951	16.7	24.9	7.3	0.0
1961	24.0	34.4	13.0	5.7
1971	29.5	39.5	18.7	5.7
1981	36.2	46.9	24.8	6.1
1991	52.1	63.9	39.2	14.4
2001	65.38	76.0	54.0	14.8
2011	74.04	82.14	65.46	11.46

Source : Census of India (2011)

According to the Table-1 in pre-Independence literacy rate for women had a very poor spurt in comparison to literacy rate of men. This is witnessed from the fact that literacy rate of women has risen from 0.7 % to 7.3 % whereas the literacy rate of men has risen from 9.8 % to 24.9 % during these four decades. During the post-independence period literacy rates have shown a substantial increase in general. However the literacy rate

of male has almost tripled over the period e.g. 25% in 1951 and 76 % in 2001. Surprisingly the female literacy rate has increased at a faster pace than the male literacy during the decade 1981-2001. The growth is almost 6 times e.g. 7.9 % in 1951 and 54 % in 2001 and in 2011 growth is 65.46%. From this analyze one can infer that still the female literacy rate (little more than half of the female population are literates) is wadding behind male literacy rate (three fourth of the male population are literates). The rate of school drop outs is also found to be comparatively higher in case of women. This higher rate of illiteracy of women is undoubtedly attributing for women dependence on men and to play a subordinate role. The lack of education is the root cause for women's exploitation and negligence. Only literacy can help women to understand the Indian's constitutional and legislative provisions that are made to strengthen them. Thus promoting education among women is of great important in empowering them to accomplish their goals in par with men in different spheres of life.

### EDUCATIONAL EQUALITY

Another area in which women's equality has shown a major improvement as a result of adult literacy programs is the area of enrolment of boys and girls in schools. As a result of higher participation of women in literacy campaigns, the gender gap in literacy levels is gradually getting reduced. Even more significant is the fact that disparity in enrolment of boys and girls in neo-literate households is much lowered compared to the non-literate householders.

**TABLE -2 : STATE-WISE PERCENTAGE OF FEMALE LITERACY IN INDIA**

Sl. No.	Name of the State	Female Literacy
1.	Andhra Pradesh	59.7%
2.	Arunachal Pradesh	59.6%
3.	Assam	67.3%
4.	Bihar	53.3%
5.	Chattisgarh	60.6%
6.	Delhi	80.9%
7.	Goa	81.8%
8.	Gujarat	70.7%
9.	Haryana	66.8%
10.	Himachal Pradesh	76.6%
11.	Jammu and Kashmir	58.0%
12.	Jharkhand	56.2%
13.	Karnataka	68.1%
14.	Kerala	92.0%
15.	Madhya Pradesh	60.0%
16.	Maharashtra	75.5%
17.	Manipur	73.2%
18.	Meghalaya	73.8%

19.	Mizoram	89.4%
20.	Nagaland	76.7%
21.	Orissa	64.4%
22.	Punjab	71.3%
23.	Rajasthan	52.7%
24.	Sikkim	76.4%
25.	Tamil Nadu	73.9%
26.	Tripura	83.1%
27.	Uttar Pradesh	59.3%
28.	Uttarakhand	70.7%
29.	West Bengal	71.2%
<b>Union Territories</b>		
1.	Andaman & Nicobar Islands	81.8%
2.	Chandigarh	81.4%
3.	Dadra & Nagar Haveli	65.9%
4.	Daman & Diu	79.6%
5.	Lakshadweep	88.2%
6.	Pondicherry	81.2%
<b>All India</b>		<b>65.46%</b>

Source: Census of India - 2011

According to the table -2 the state wise female literacy rate had an average of 65.46% in all India basis in 2011 census the high literacy rate is 92.0% in Kerala and least literacy rate is 52.7% in Rajasthan in 2011 census while comparing literacy rate of female increased 11% in 2011

census is increased from 54.16% to 65.46%. Women's are growing well in the last 10 years. Government of India has been taken various steps and plans especially for women in every movement.

### WOMEN EDUCATION IN KARNATAKA

Literacy's positive association with improved socio-economic development indicators, as well as some demographic indicators, underlines its crucial role in the process of human development. Attainment of literacy improves people's productivity by strengthening their knowledge and skill base, and this, in turn, increases their income. The coefficient of correlation between the population below the poverty line and the female literacy rate in rural areas is -0.62, indicating clearly that poverty and female illiteracy are very closely linked. There is also likely to be greater improvement in women's status when their literacy levels rise for instance, there is a positive correlation (0.28) between female literacy and the sex.

The gender disparity in literacy has declined steadily over the years, from 0.47 in 1961 to 0.19 in 2001 and in 2011 68.1% indicating significant progress in the reduction of female illiteracy. Another trend, which is reflective of the success of policy interventions, is the sharp decline in gender disparity in the rural areas of even the relatively less developed region of Hyderabad Karnataka. While the literacy-gender disparity is higher in rural areas than in urban areas, the good news is that the disparity has reduced more rapidly in the rural areas.

TABLE-3 : DISTRICTS -WISE PERCENTAGE OF FEMALE LITERACY IN KARNATAKA AS PER 2011 CENSUS

District Code	State/District	Literacy Rate					
		Persons		Males		Females	
-	KARNATAKA	66.64	75.60	76.10	82.85	56.87	68.13
01.	BELGAUM	64.21	73.94	75.70	82.90	52.32	64.74
02.	BAGALKOT	57.30	69.39	70.88	80.16	43.56	58.55
03.	VIJAYAPUR	57.01	67.20	69.94	77.41	43.47	56.54
04.	BIDAR	60.94	71.01	72.46	79.94	48.81	61.66
05.	RAICHUR	48.81	60.46	61.52	71.35	35.93	49.56
06.	KOPPA L	54.10	67.28	68.42	78.21	39.61	56.22
07.	GADAG	66.11	75.18	79.32	84.89	52.52	65.29
08.	DHA RWA D	71.61	80.30	80.82	86.83	61.92	73.57
09.	UTTARA KANNADA	76.60	84.03	84.53	89.72	68.47	78.21
10.	HAVERI	67.79	77.60	77.61	84.22	57.37	70.65
11.	BELLARY	57.40	67.85	69.20	77.24	45.28	58.28
12.	CHITRADURGA	64.45	73.82	74.66	81.37	53.78	66.05
13.	DAVANAGERE	67.43	76.30	76.37	83.02	58.04	69.39
14.	SHIMOGA	74.52	80.50	82.01	86.11	66.88	74.89
15.	UDUPI	81.25	86.29	88.23	91.69	75.19	81.41
16.	CHIKMAGA LUR	72.20	79.24	80.29	85.66	64.01	72.88
17.	TUMKUR	67.01	74.32	76.78	82.05	56.94	66.45

18.	BANGALURU	82.96	88.48	87.92	91.82	77.48	84.80
19.	MANDYA	61.05	70.14	70.50	78.14	51.53	62.10
20.	HASSAN	68.63	75.89	78.37	83.55	59.00	68.30
21.	DAKSHINA KANNADA	83.35	88.62	89.70	93.31	77.21	84.04
22.	KODAGU	77.99	82.52	83.70	87.24	72.26	77.91
23.	MYSURU	63.48	72.56	70.88	78.44	55.81	66.59
24.	CHAMARAJANAGAR	50.87	61.12	59.03	67.88	42.48	54.32
25.	GULBARGA	54.34	65.65	66.18	75.11	42.06	55.87
26.	YADGIR	39.90	52.36	51.35	63.33	28.32	41.31
27.	KOLAR	65.84	74.33	75.99	81.94	55.46	66.56
28.	CHIKKA BALLAPURA	59.24	70.08	69.80	78.36	48.33	61.55
29.	BANGALURU RURAL	69.59	78.29	78.99	85.44	59.67	70.73
30.	RAMANAGARA	60.71	69.20	69.88	76.92	51.22	61.30

\* Literacy rate is the percentage of Literates to Population aged 7 years and above

Comparatively all districts achievements in education in Karnataka have been quite remarkable, and the state is moving towards universal literacy at a steady pace. The literacy rate increased from 56.04 per cent in 1991 to 66.64 per cent in 2001, 75.60 percent in 2011, with the female literacy rate increasing more swiftly than the male literacy rate. Overall, the gender disparity in literacy is declining rather perceptibly and the decline is much more evident in the less economically developed districts of the state.

## CONCLUSION

While the country has grown from leaps and bounds since its independence where education is concerned, the gap between women and men is severe. While 82.14% of adult men are educated, only 65.46% of adult women are known to be literate in India. Not only is an illiterate women at the mercy of her husband or father, she also does not know that this is not the way of life for women across the world. Additionally, the norms of culture that state that the man of the family is the be-all and end-all of family decisions is slowly spoiling the society of the country. It is evident among even highly educated families, where highly educated women still do not have access to and control over the resources in terms of salaries earned, freedom of mobility, decision making with respect to their own marriage and children's marriage and education. Women's disempowerment is found much at a family level, which is mirror image of the society.

According to the Country Report of the Government of India, "Empowerment means moving from a weak position to execute a power." Education of women in the education of women is the most powerful tool to change the position in the society. Education also brings a reduction in inequalities and functions as a means of improving their status within and outside the family. Education is the foundation of economic empowerment, which enhances employment opportunities for women and their ability to

make decisions. Government should enact laws to give free education more broadly at various levels.

To encourage the education of women at all levels and for dilution of gender bias in providing knowledge and education, established schools, colleges and universities even exclusively for women in the state. To bring more girls, especially from marginalized families of BPL, in mainstream education, the government is providing a package of concessions in the form of providing free books, uniform, boarding and lodging, clothing for the hostilities midday meals, scholarships, free circles and so on.

It is only now that globalization, liberalization and other socio-economic forces have given some respite to a large proportion of the population. However, there are still quite a few areas where women empowerment in India is largely lacking.

To truly understand what women empowerment is, there needs to be a sea-change in the mind-set of the people in the country. Not just the women themselves, but the men have to wake up to a world that is moving towards equality and equity. It is better that this is embraced earlier rather than later, for our own good.

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# A STUDY ON THE EFFECTIVENESS OF HOME BASED EDUCATION PROGRAMME FOR THE SEVERELY DISABLED CHILDREN IN CHANNARAYAPATTANA TALUK

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## ABSTRACT

*The various research findings have shown that inclusion is the best determined by the individual needs of the child. Most children with special needs can be enrolled in regular schools if adequate resource support is provided to them, whereas there are others who might have to be provided some kind of pre-integration programmes, before they can be mainstreamed in a classroom. There might also be still some Children With Special Needs (CWSN) with severe profound disabilities, who would require an educational programme and intensive specialised support completely beyond the purview and scope of a formal school in the current situation.*

*In this study the investigator attempted to find out the effectiveness of Home Based Education for the severely disabled children in Channarayapattana Taluk.*

## INTRODUCTION

For a child to develop and learn in a normal way, it is important not only to meet the basic needs for protection, food and healthcare, but also to meet the basic needs for interaction and stimulation, affection, security and learning through exploration and discovery. Education begins at womb and ends in tomb is an age old saying. But it is very true and significant. Education of an individual begins in the womb of the mother. In this context, education is the birth right. But the development of this birth right of the child after birth depends on the parents, the community and the society in which the child lives.

There is a small section of our great population which is living behind the curtain. The children who belong to this group are the Children With Special Needs (CWSN). They differ from the normal children either physically or mentally. They significantly deviate from the normal children in scholastic achievement because of their physical deformities or mental ill-health. They are normally separated from the mainstream of education. They always remained passive in the society with less parental care and support. They are the victims of fate. But they too have the right to live as the citizen of this great nation.

Sarva Shiksha Abhiyan(SSA)'s Policy on Inclusion Policy Interventions SSA ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided meaningful and quality education.

Hence, SSA has adopted a zero rejection policy. This means that no child having special needs should be deprived of the right to education and taught in an environment, which is best, suited to his / her learning needs. The major thrust of SSA is on inclusion or mainstreaming CWSN into the fabric of formal elementary

schooling. SSA has adopted a more expansive and a broad-based understanding of the concept of inclusion, wherein a multi-option model of educating CWSN with severe profound disabilities, who would require an educational programme and intensive specialized support completely beyond the purview and scope of a formal school in the current situation

Generally Home Based Education (HBE) is defined as the education of children with severe intellectual / physical disabilities, who can be educated in the combination of home based and alternate educational settings to enable them to achieve independent living skills. Home Based Education aims at school preparedness and preparation of life. Alternate educational settings provide opportunities for learning of social skills, vocational skills and implementation of life skills.

## NEED FOR THE STUDY

Children with disabilities are the largest group of out of school children in our country today. It is true that the demand for their equitable and legitimate education has not risen even within communities and families in our country. We know that there are many families that still do not believe that their child is educable. Apart from our social attitudes, the truth is that our systems for early childhood care, education and protection and our rehabilitation systems have not reached out to these children and families. Our focus has to be on supporting the child and the family to get to school, not on leaving the child at home.

The Home Base Education under SSA supports young children appropriately and asks seeks to strengthen environments in which they live. It is the education imparted to the child at home. It requires the teamwork of

the teachers, resource teachers, department of education, medical professionals and the parents it is started with the aim of achieving the universalisation of primary education. Though the programme is in full swing there has been no significant evaluation done in this regard in Channarayapattana Taluk.

### OBJECTIVES OF THE STUDY

1. To provide equal educational and social opportunities to students with special needs.
2. To ensure the parents and the students with special needs that there are people who take special interest in their well being.
3. To develop life skills among children with special needs.
4. To provide proper medical rehabilitation and other suitable facilities contributing to education.
5. To mainstream the children having special needs.

### VARIABLES OF THE STUDY

In the present study the researcher has identified a single variable that is effectiveness of Home Based Education.

### POPULATION OF THE STUDY

In the present study the target population consisted of all the severely disabled children who receive Home Based Education in Channarayapattana Taluk. This was the population to which the researcher wanted to generalize the results of present study.

Since it is not possible to conduct the study on the entire population a small group of severely disabled children were selected from the population and the study was confined to this small group. This small group which represents the population is called available population and it formed the sample of the study.

### SAMPLE OF THE STUDY

The sample selected for the present study consisted of 36 children who are undergoing home based education in Channarayapattana Taluk. The subjects of the sample were selected by employing cluster sampling techniques.

### TOOLS USED IN THE STUDY

The tool used in the study was the checklist for observation as observed by the investigator which is constructed by the investigator.

### ANALYSIS AND INTERPRETATION OF THE DATA

#### Analysis of and Interpretation of Objective One :

The first objective was to evaluate the effectiveness of Home Based Education in terms of educational and social opportunities provided.

The analysis and interpretation of this objective was done by using Descriptive statistics Mean and Standard Deviation. The results are given in the Table No 1.

**Table-1: Number(N), Mean(M) and Standard Deviation(SD) of the distribution of scores of effectiveness of Home Based Education in terms of educational and social opportunities.**

Objectives	N	Maximum Score	Mean	SD
Providing educational and social opportunities	36	9	3.75	1.93

**Table-2: Distribution of scores showing the statistics of effectiveness of Home Based Education in achieving educational and social opportunities.**

Objectives	Frequency	Percentage
Below Average	4	11
Average	25	69
Above Average	7	20

Above the Table No-2 represents the scores of 36 students who are receiving Home Based Education. The Distribution shows that 20% of students show high level of effectiveness, 69% of the student's exhibit average level of effectiveness and 11% students show low level of effectiveness in achieving educational and social objective.

### CONCLUSION

It can be concluded that the effectiveness of Home Based Education in providing educational and social opportunities to the severely disabled children is at an average level.

### ANALYSIS OF AND INTERPRETATION OF OBJECTIVE TWO

The second objective of the study was to find out the effectiveness of Home Based Education in terms of ensuring the parents and the students with special needs that there are people who take special interest in their well being (care and concern).

The analysis and interpretation of this objective was done by using Descriptive statistics Mean and Standard

**Table - 3 : Number(N), Mean(M) and Standard Deviation(SD) of the distribution of scores of effectiveness of Home Based Education in terms ensuring the parents and the students with special needs that there are people who take special interest in their well being (care and concern).**

Objectives	N	Maximum Score	Mean	SD
Ensuring the parents and the students with special needs that there are people who take special interest in their well being (care and concern).	36	4	3.9	0.28

**Table - 4 : Distribution of scores showing the statistics of effectiveness of Home Based Education in ensuring the parents and the students with special needs that there are people who take special interest in their well being (care and concern).**

Objectives	Frequency	Percentage
Below Average	3	8.3
Average	33	91.7
Above Average	0	0

The above analysis shows that 8.3% students exhibit below average level of effectiveness in terms of care and concern where as 91.7% students receive care and concern at an average level and students who receive care and concern at above average level are nil.

### CONCLUSION

From the above analysis it can be concluded that Home Based Education is effective at an average level in terms of ensuring the parents and the students with special needs that there are people who take special interest in their well being (care and concern).

### ANALYSIS OF AND INTERPRETATION OF OBJECTIVE THREE

The third objective of the study was to find out the effectiveness of Home Based Education in terms of development of life skills among children with special needs.

The analysis and interpretation of this objective was done by using Descriptive statistics Mean and Standard Deviation. The results are given in the table No 5.

**Table - 5 : Number(N), Mean(M) and Standard Deviation(SD) of the distribution of scores of effectiveness of Home Based Education in terms Developing life skills among children with special needs.**

Objectives	N	Maximum Score	Mean	SD
Development of life skills among children with special needs.	36	4	3.9	0.28

**Table - 6 : Distribution of scores showing the statistics of effectiveness of Home Based Education in Developing life skills among children with special needs.**

Objectives	Frequency	Percentage
Below Average	24	67
Average	4	11
Above Average	8	22

The above analysis shows that 67% of children with severe disability are at below average level, 11% are at an average level and 22% have reached above average level in developing life skills.

### CONCLUSION

Effectiveness in terms of developing life skills lies at below average level.

### ANALYSIS OF AND INTERPRETATION OF OBJECTIVE FOUR

The fourth objective of the study was to evaluate the effectiveness Home Based Education in terms of providing medical rehabilitation to severely disabled children. The results are given in the table No 7.

**Table - 7 : Distribution of scores showing the statistics of effectiveness of Home Based Education in Medical rehabilitation.**

Objectives	Frequency	Percentage
Below Average	3	8
Average	15	42
Above Average	18	50

The above analysis shows that 8% of children receive medical rehabilitation at below average level, 42% are at an average level and 50% of children receive medical rehabilitation at above average level.

### CONCLUSION

Home Based Education is effective in providing medical rehabilitation to severely disabled students at above average level.

### ANALYSIS OF AND INTERPRETATION OF OBJECTIVE FIVE

The fifth objective of the study was to evaluate the effectiveness Home Based Education in terms of mainstreaming the children with severe disabilities has been interpreted as follows.

**Table - 8 : Distribution of scores showing the statistics of effectiveness of Home Based Education in mainstream the children having special needs.**

No. of Children	36	Percentage
Mainstreamed	5	14
Not Mainstreamed	31	86

The above table shows that 14% of children have been mainstreamed and 86% children are not mainstreamed.

### CONCLUSION

The Home Based Education is not more effective in mainstreaming the severely disabled children.

### MAJOR FINDINGS OF THE STUDY

1. Home Based Education exhibits average level of effectiveness in terms of providing educational social opportunities.
2. Home Based Education is effective at an average level in terms of providing care and concern.
3. Home Based Education exhibits below average level in terms of developing life skills.

4. Home Based Education exhibits above average level in terms of providing medical rehabilitation.
5. Home Based Education is not more effective in mainstreaming the severely disabled children.

### EDUCATIONAL IMPLICATIONS

1. The Department of Education should take appropriate like awareness programmes, orientation programmes, workshops on developing teaching learning materials to mainstream and develop this level of effectiveness.
2. Department of Education should arrange periodical educational evaluation programme and give proper feedback to teachers, volunteers and parents.
3. Awareness should be created among the parents regarding management of disability.
4. The children who show improvement must be included in regular schools.
5. All the schools must have appropriate physical infrastructure to accommodate the children with special needs.
6. Measures should be taken to see that the given facilities are enjoyed by the severely disabled children.
7. Special instructional aids could be prepared by the regular teachers and resources.
8. The collaboration of NGO's should be taken to facilitate the Home Based Education.

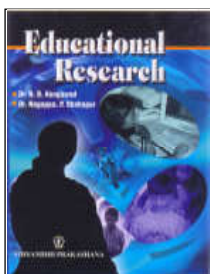
### SUGGESTIONS FOR FURTHER RESEARCH

1. A similar study can be carried out to find out the factors affecting Home Based Education.
2. A study can carried on teachers' attitude towards education of the disabled.
3. A same study can be repeated on a large scale.
4. A comparative study can be conducted regarding the attitudes of regular teacher and special education teacher towards education of the disabled.

5. A study can be conducted to find out the effectiveness of inclusive education in Government schools.
6. A similar study can be replicated with broader content area on knowledge, attitude and practice.

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# THE ECONOMIC IMPACT OF PANDEMIC IN THE RURAL AREA : WITH SPECIAL REFERENCE TO WOMEN'S IN NORTH KARNATAKA

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## ABSTRACT

*The pandemic is not new to India because it has experienced several pandemics like the Plague (1896 to 1939), Spanish flu (1918) and so on. But Corona Pandemic is effecting highly on Indian economy as well as rural economy due to sensitive nature of Indian Economic structure notably. This paper aims to find out impact of pandemic on rural area especially in Haveri district. The major finding of the study is 82% of respondents don't have precaution awareness during the crisis and 78% of respondents faced several problems like food, health, finance, job and so on. And also this study suggests implicating measures to overcome from pandemic impact in rural area.*

**Keywords:** COVID-19, Pandemic, Impact, Rural Economy, Development.

## INTRODUCTION

Corona virus is the one type of disease it came in the year 2019 so it named has (covid-19) is contagious human that has swept the world population while vaccines are still under development. And still now we did not get any medicine for it. Mitigation approaches, social distancing, and environment surface cleaning, and were of mask maintain long distance from another person have been implemented to control the disease transmission. But the number of deaths and infections are continued to increase worldwide. Since its outbreak, the virus has been affecting people physically, financially and emotionally as well. While the physical and financial impacts find a voice by many, the emotional side somewhere remains less expressed but no doubt it is of great relevance and needs to be analyzed. Due to a sudden change in the entire world as a result of the pandemic, the social lives of people were disrupted and many families at risk by impacting their food supply, livelihoods and household income and their ability to access critical services for health and nutrition, early childhood care, education and social protection globally and in India. The pandemic is a complex crisis that affects all aspects of life, both immediate and long-term. The United Nations (UN) in India is concerned about the impact of the crisis on vulnerable populations, especially women and children. The interventions, both at the national and state level, provide a strong basis to strengthen access to food, health and nutrition services during these times. Likewise, changes have been brought about in the TPDS scheme which include provision of 5 kg of rice or wheat, per person, per month for 3 months, 1 kg of pulses per household, per month and at home delivery of food rations to vulnerable populations - all free of cost.

Under India's strict COVID-19 lockdown, household water needs have swelled, owing to high summer temperatures, all family members being at home, and the emphasis on frequent hand-washing. The result: Women are spending more time queuing up. Some are also turning to an underground water market, which operates under the cloak of darkness women step out in the wee hours of the morning to buy water, they often face sexual and verbal harassment. Further, already 27% of young women in India are married, of which 8% experience their first pregnancy before turning 18. It is likely that their numbers increase significantly after the pandemic, continuing the cycle of malnutrition. With no education about their sexual and reproductive rights, these girls may continue to be in poor health, thereby limiting their participation in the formal labour market - which provides them with a chance to be financially independent and eventually alleviate their families out of poverty. The poor are not just facing the loss of livelihoods, but also huge price rises. As mentioned in this column earlier, the panchayat system should be mobilized to activate local food supply chains and introduce mobile vegetable and fruit supplies. Local food banks can be set up with an emphasis on locally available products. Just providing basic food to stave off hunger is not enough for children and women. The post-Covid-19 world will bring with it the monumental task of rebuilding our social security schemes.

Although globally informal employment is a greater source of employment for men (63 per cent) than for women (58 per cent), in low and lower-middle income countries a higher proportion of women are in informal employment than men. In Sub-Saharan Africa, for example, around 92 per cent of employed women are in informal

employment compared to 86 per cent of men. It is likely that the pandemic could result in a prolonged dip in women's incomes and labour force participation. The ILO estimates global unemployment to rise between 5.3 million ("low" scenario) and 24.7 million ("high" scenario) from a base level of 188 million in 2019 as a result of COVID-19's impact on global GDP growth. By comparison, global unemployment went up by 22 million during the 2008-9 global financial crises. Women informal workers, migrants, youth and the world's poorest, among other vulnerable groups, are more susceptible to lay-offs and job cuts. For example, UN Women survey results from Asia and the Pacific are showing that women are losing their livelihoods faster than men and have fewer alternatives to generate income. And, in the U.S., men's unemployment went up from 3.55 million in February to 11 million in April in 2020 while women's unemployment - which was lower than men's before the crisis - went up from 2.7 million to 11.5 million over the same period.

## REVIEW OF LITERATURE

Here, the earlier studies reviewed have been presented as follows.

Talha Burki (2020) analyzed that lockdown measures and school closures affect girls and women differently across the world and may have long-term negative consequences. The pandemic is deepening pre-existing inequalities, exposing vulnerabilities in social, political and economic systems which are in turn amplifying the impacts of the pandemic. Shohini Roy (2020) also point out that covid-19 pandemic has highly negative effect on households. Monika Chaudhary et al (2020) examined about negative impact of covid-19 on women economic status and he also highlighted that comparing to men, women's are faced severe economic problems due to high dependency on family.

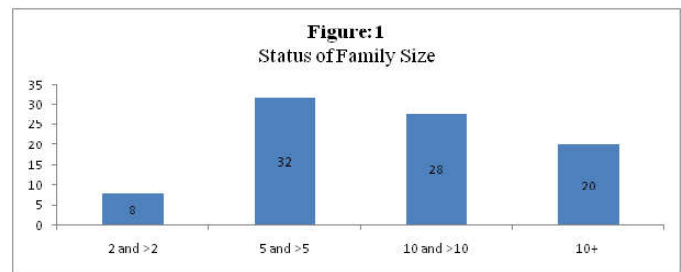
## OBJECTIVE OF THE STUDY

For the purpose of the present study have been set the following main objectives;

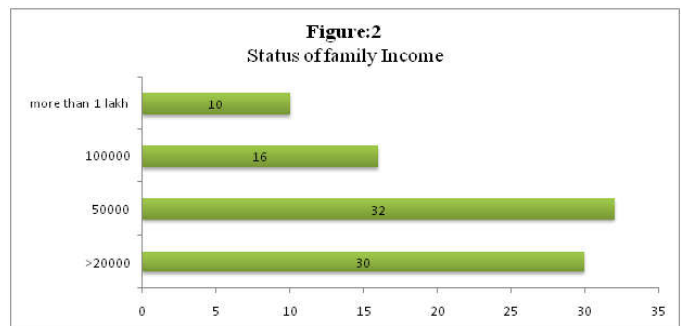
1. To analyze the economical burden of covid-19 on women in the study area
2. To examine Socio-economic conditions of women in the study area

## DISCUSSION

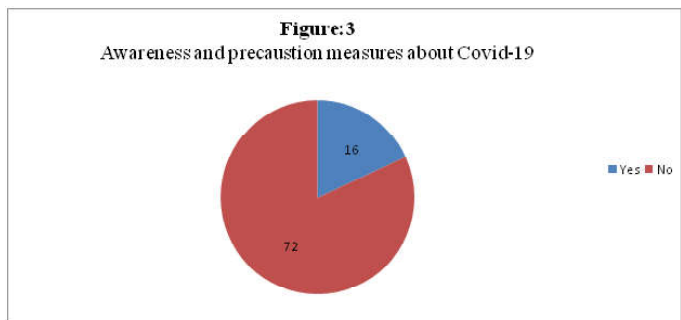
The concentrations of economic impact of covid-19 on women were analyzed in the following figure. Before to analyze about the economic impact, there is a need to know briefly about socio-economic status of the respondents. Therefore, the below figure shows that a brief status of respondents in the study area.



The above Figure-1 shows that only 90.9% of respondents are staying in joint family like only more than 3 members in their house and 11.36 people are belongs to 18-24 year of age. Therefore, in the study area majority of the respondents having awareness about corona and precaution measures and 94% of respondents belong to Hindu in savnour & shigov taluk. Even though the study highlighted that more than 68% of respondents are below poverty line and there are staying in kucch house.



The above figure-2 shows 90.9% of respondents are educated in both the taluk and only 34.09% of respondents have less than 20,000 Rs income, 11.36% are less than 50,000 and remaining are having more than 50,000 Rs per annually. And only 17.04% of respondents are holding more than 5 acres agricultural land. Further, the majority of the respondents are opinioned that the number of dependency in the family is very high and it will cause to face poverty, food, nutrition, unemployment, socio-economic and psychological problems in the study area.



The figure-3 shows 81.8% of respondents don't have proper awareness about covid-19 symptoms and precautions measure in the study area. 88.63% of respondents are using regularly mask, sanitizer and they

are strictly following time to time government rules, regulations and social distance. Even though 11.36% of respondents are not using mask, sanitizer and they are fail to follow social distance. The more important in the study area, 21.59% of respondents don't have proper self health care and they are not visiting hospitals and not taking proper treatment due to lack of awareness and financial problems respectively.

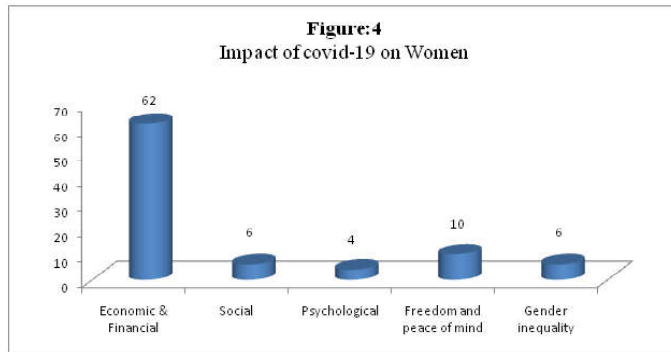
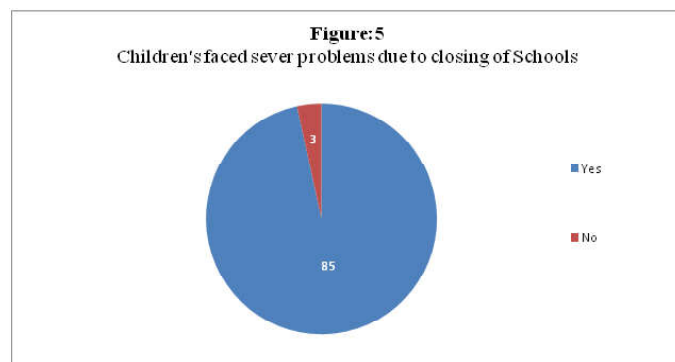


Figure-4 shows that 70.45 % of respondents are highly suffering from financial problems due to impact of corona and lost job and remaining respondents are suffering problems like social problems (6.8%), psychological problems (4.5%), freedom and peace of mind (11.34%) and 6.81 % of respondents are highly opinioned that gender inequality due to the pandemic. Further, 63.6 % of respondents are lost their jobs, 27.2 % of respondents opinioned that due to socio-economic problem of covid-19 majority of the children's drop out their higher education, 47.72 % of respondents are not able to pay fees of their children's education. In the study area, 18.1% of respondents agreed that dependency of family members are more. Further, 81.8% of respondents are strongly opinioned that their family food consumption has changed due lack of financial source, 94.3% said that unpaid work load of women has increased and more important is during the pandemic the majority of the respondents fail to purchase food items, vegetables and there are facing food insecurity and nutrition problems in the study area.



96.6% of children are facing educational problems during the pandemic and 84.09% of respondents are

using sanitizers to their children's. Due to closing of schools and colleges children's are stayed at home only. Further, the respondents are facing psychological problems like a stress (88.6%), depression (11.3%) and 40.9% are not getting proper drinking water and 15.9% sanitation facility problems. Moreover, 22.7% of respondents are failed to provide online device like smart phone and internet facilities due to poverty, job lost and financial problems.

## FINDINGS OF THE STUDY

Based on the above discussion the major findings of the study following below;

1. The major finding of the study is 82% of respondents don't have precaution awareness during the crisis and 78% of respondents faced several problems like food, health, finance, job and so on.
2. 11.36 % of respondents are not using proper mask and sanitizers in the study area.
3. 63.6% of respondents are lost their jobs and they don't have hope to get back job again due to lack of job opportunity in the study area.
4. 27.2% of respondents are highly depending on their family and it cause to discrimination in the family.
5. 88.6 % of respondents are suffering from psychological problems like stress, depression, sad, cry, angry and etc.
6. Comparing to shigov taluk respondents, savnour taluk respondents were faced severe economic impact of pandemic.

## SUGGESTIONS

Based on the findings following suggestions are point out below

1. Government should be implicate proper precaution measures of covid-19 .
2. Government should implicate welfare policy towards reducing economical burden due to pandemic.
3. Government should also control necessary food & vegetables price.
4. Government should take proper actions to increase job opportunity.

## CONCLUSION

The corona virus spread rapidly throughout the world. The pandemic created severe economic impact in different sectors of the economy negatively affected especially on women empowerment. This paper will help readers understand how the COVID-19 pandemic has created a

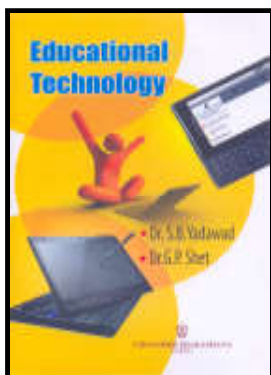
widespread economic slowdown and has affected in the study area. Based on the primary data investigation finally we can conclude that covid-19 pandemic destroyed overall economic activities and development process, which means everyone faced a sever socio-economic and psychological problems and also it made poor peoples to become

a poor condition with destroyed standard of living of the poor and weak section of the society.

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# JOHN LOCKE

## (1632-1704)

✍ J. M. Menasagi, M.A., Chairman, M.M.M. Trust, Gadag.

*"Follow the child from its birth and observe the alterations that time makes, and you shall find, as the mind by the senses comes more and more to be furnished with ideas, it comes to be more and more awake ; think upon. After some time it begins to know the objects, which being most familiar with, ideas, it comes to be more and more awake ; thinks more, the more it has matter to think upon. After some time it begins to know the objects, which being most familiar with it, have made lasting impressions. Thus it comes, by degrees, to know the persons it daily converses with, and distinguishes them from strangers."*

Born on 29 August 1632 at Wrington, Somerset, England, Locke studied at Westminster School in London where his studies were centred upon the classical languages of Latin and Greek, besides Hebrew, Locke's course at Oxford included classics, rhetoric, logic, morals and geometry. He took his Bachelor of Arts degree in 1656. He took his Master of Arts degree two years later and studied other subjects too viz. mathematics, astronomy, history, Arabic, natural philosophy, botany, chemistry and medicine.



Locke's two books, **Essay Concerning Human Understanding** and **Some Thoughts Concerning Education** reflect his thinking on education. **Some Thoughts Concerning Education** was not written as a book. It originated from a request from an English friend and distant relative, Edward Clarke, a landowner who lived in Chipley in Somerset country and was concerned with the education of his children. The letters that Locke wrote between 1684 and 1686, advising Clarke on various aspects of education have been brought out as a book and were titled **Some Thoughts Concerning Education**.

Though **Some Thoughts Concerning Education** dealt with certain aspects of child's education, his other book **Essay Concerning Human Understanding** had greater significance for education. In this book, Locke examined the nature and extent of human knowledge and the degree of assent, which should be given to any proposition. Rejecting Plato's doctrine of innate ideas, which incidentally was also supported by Descartes, Locke considered the mind as a tabula rosa (white paper) void of

all characters. This does not mean that Locke considered that all human beings started as equals. On the contrary, he believed that the differing personalities and mental and physical attributes of individuals were to some extent a product of nature rather than of nurture.

How is knowledge acquired ? How do men come to universal agreement ? While he felt that experience is the determining factor, he said that experience gained through senses alone is not enough to gain knowledge. He stressed that the active agency of the mind should act upon such an experience for one to acquire knowledge. As he said, *"Follow the child from its birth and observe the alterations that time makes, and you shall find, as the mind by the senses comes more, and more to be furnished with ideas, it has matter to think upon. After some time it begins to know the objects, which being most familiar with it, have made lasting impressions, Thus it comes, by degrees, to know the persons it daily converses with, and distinguished them from strangers; which are instances and effects of its coming to retain and distinguish the ideas the senses convey."* He further said, *"The senses at first let in particular ideas, and furnish this yet empty cabinet, and the mind by degrees growing familiar with some of them, they are lodged in the memory, and names got to them, Afterwards the mind, proceeding further, abstracts them, and by degrees learns the use of general names. In this manner the mind comes to be furnished with ideas and languages, the materials about which to exercise its discursive faculty. And the use of reason becomes daily more visible, as these materials that give it employment increase."*

As Locke inclined towards nurture rather than nature, he may be regarded as the founder of empiricism, a tradition that predominates English philosophical and educational thought even to this day. This empirical approach was not only significant as far as Locke's educational theory and practice were concerned but also was in consonance with the burgeoning contemporary revolution in thinking consequent upon the development of scientific knowledge represented in the work and writings of Francis Bacon, Robert Boyle, Edmond Halley and Isaac Newton.

Locke's hierarchy of values in the education of a child was contained in four elements : virtue, wisdom, breeding and learning.

Virtue was placed first in the education of a child as an absolute requisite to make him valued beloved by others, and acceptable or tolerable to himself. Such virtue depended upon a true notion of God that was to be promoted by simple acts of faith like morning and evening prayers, besides a power of denying ourselves the satisfaction of our own desires, where reason does not authorize them. Locke attached great importance to virtue. As Yolton and Yolton have observed, *"Some Thoughts Concerning Education is in effect a manual on how to guide the child to virtue. Close to half of its total sections are concerned with this topic... There is no other work in the seventeenth century that gives such a detailed account of moral man, and of how to develop the man into a responsible person."*

Wisdom according to Locke is that attribute which enables a man to manage his business ably and with foresight in this world. It implies being open, fair and wise, and not being crafty or cunning. He said that children should strive towards this difficult goal by becoming accustomed to truth and to sincerity, by submitting to reason and by reflecting upon the effects of their own actions. True wisdom combines reason with experience.

Breeding was a subject that was dealt exhaustively by Locke. Asking children to avoid Sheepish bashfulness, negligence and disrespect to others, he said the maxim for avoiding such faults was, "Not to think meanly of ourselves, and not to think meanly of others." According to him, the best way to cultivate a proper conversation and behaviour was a mix with people of genuine quality.

On learning, Locke acknowledged that some might be surprised that this was placed last. He wanted all children, acquire the basics of learning to read, to write, to count and to express themselves clearly.

## CURRICULUM

Locke combined curriculum with teaching methods and believed in starting with the plain and simple, and building far as possible on children's existing knowledge, emphasizing the interconnections and coherence of subjects, emphasizing the interconnections and coherence of subjects. Stressing the children should be taught or read at the earliest possible age i.e. as soon as they talk, he felt that learning should not be irksome. On the contrary, Locke believed that it would be better to lose a whole year rather than to give a child an aversion to learning at an early

stage. Commenting on the energy, practice and repetition that children put into play, he suggested dice and play things with alphabets, on them, to teach children the alphabet by playing. As per Locke's logic, children should proceed to syllables from letters and then to easy and pleasant books like Aesop's Fables, preferable with pictures.

About writing, Locke said that it should begin with correct holding of the pen and the copying of large letters from a sheet, He believed that a good drawing was more useful in conveying an idea than several pages of written description.

Besides English, French and Latin, the other subjects which Locke commended for a child included geography, arithmetic, astronomy, geometry, chronology and history. Stating that nothing delights more than history, he felt history would naturally lead to a study of law and government, subjects of importance for those who might be required to assume public office. The curriculum, according to Locke, should also include various types of accomplishment like dancing, which he recommended from an early age, He, however, was against young men playing musical instruments as it 'wastes so much of a young man's time.'

An important aspect of Locke's thinking on education is that he advised every child to learn at least one manual trade, preferable two or three. He justified this by saying that such a skill might be useful in itself, should the man fall on hard times. Besides, learning of a manual trade also promotes physical well-being and is a useful anti-dote to excessive bookish study.

Locke's works not only influenced the English mind but also those in several other countries including America, France and India.


  
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