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**Group Learning behaviour
and Academic Achievement
of Students**



**Climate Change,
Bio-Diversity,
Environmental
Challenges**



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HOW INCLUSION RELATES TO EDUCATION FOR ALL ?

The issue of inclusion has to be framed within the context of the wider international discussions Around the United Nations organizations' agenda of "Education for All" (EFA), Stimulated by the 1990 Jomtien Declaration. "The Salamanca Statement on Principles, Policy and Practice in Special Needs Education" (UNESCO 1994) provides a framework for thinking about how to move policy and practice forward. Indeed, this Statement, and the accompanying Framework for Action, is arguably the most significant international document that has ever appeared in special education. It argues that regular schools with an inclusive orientation are:

"....the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all."

In the early documentation on EFA, there was a rather token mention of "special needs" This has been gradually replaced by recognition that the inclusion agenda should be seen as an essential element of the whole EFA movement. In taking an inclusive approach we must not lose sight of its origins in special needs discourse as well as the fact that children with disabilities remain the largest group of children out of school. Education for All means ensuring that all children have access to basic education of good quality.

This implies creating an environment in schools and in basic education programmes in which children are both able and enabled to learn. Such an environment must be inclusive of children, effective with children, friendly and welcoming to children, healthy and protective for children and gender sensitive. The development of such child friendly learning environments is an essential part of the overall efforts by countries around the world to increase access to, and improve the quality of, their schools.

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

CLIMATE CHANGE, BIO-DIVERSITY, ENVIRONMENTAL CHALLENGES

✉ Dr. B.G.Dharwad , M.A, M.Ed, M.Phil, Ph.D, PGDHE, Principal, K.S.R.College of Education, Nehru Nagar, Belagavi-590010

ABSTRACT

India possesses a distinct identity, not only because of its geography, history and culture, but also because of the great diversity of its natural ecosystems. The panorama of Indian biological diversity is much wider, as it comes under the twelve mega biodiversity (Hot-spot) centers of the world. It contains a great wealth of biological diversity in its forests, its wetlands and in its marine areas which are distributed all over the country. This richness is shown in absolute numbers of species and the proportion they represent of the world total.

Simulating population distribution and land use changes in space and time offer opportunities for future city (smart city) planning. It provides a holistic and dynamic vision of fast changing urban environment to policy makers. Impacts, such as environmental and health risks or mobility issues, of policies can be assessed and adapted consequently. In this paper, we suppose that "Future" city developments should be sustainable, dynamic and participative. This paper addresses the smart objectives in the context of urban risk assessment.

INTRODUCTION

India is the seventh largest country in the world and Asia's second largest nation with an area of 3,287,263 square km. The Indian mainland stretches from 8° 4' to 37° 6' N latitude and from 68° 7' to 97° 25' E longitude. The immense variety of the climatic, edaphic and altitudinal variations in India have resulted in a great range of ecological habitats for which Northeast India takes the pride of place. India contains a great wealth of biological diversity in its forests, its wetlands and in its marine areas. The race for modernization between the countries of the World has lead to the excess growth in industrialization, urbanization, transportation that is causing the destruction of the environmental balance through climate change.

The major consequences of climate change are green house effect, global warming, ozone depletion and epidemics which directly or indirectly affect the biological resources and life sustaining system of the nature. There is extreme hue and cry on the aspect of climate change all over the globe. The excess exploitation of nature is creating this problem and changing the weather pattern.

BIO DIVERSITY

Biodiversity is the variety and variability of life on Earth. Biodiversity is typically a measure of variation at the genetic, species, and ecosystem level

India is a mega diverse nation, housing around 10% of world's species. It also has a rich cultural heritage going back thousands of years. Much of Indian biodiversity is intricately related to the socio-cultural practices of the land.

FLORA AND FAUNA OF INDIA

According to the International Union for Conservation of Nature (IUCN): India is a mega diverse country with only 2.4% of the world's land area, accounts for 7-8% of all recorded species, including species of plants and species of animals.

- There are about 45,000 species of plants, which is about 7% of world's total. About 33% of these are endemic.
- There are 15,000 flowering plants, which is 6% of world's total. Roughly, 1,500 plant species are endangered.
- There are 91,000 animal species, representing about 6.5% of world's fauna. These include 60,000 insect species, 2,456 fish species, 1,230 bird species, 372 mammals, over 440 reptiles and 200 amphibians with largest concentration in Western Ghats and 500 molluscs.

BIO GEOGRAPHIC REGIONS AND PROVINCES OF INDIA

- **The Himalaya :** It has four provinces-North-West Himalaya, West Himalaya, Central Himalaya and East Himalaya.
- **The Indian Desert :** This zone includes two provinces- Thar and Kutch.
- **The Western Ghats :** Two provinces namely Malabar plains and Western Ghats Mountains are included in this zone.

- **The Deccan Plateau :** This zone has five provinces Central Highlands, Chhota Nagpur, Eastern Highlands, Central Plateau and Deccan South.
- **The Coasts :** Three provinces namely- West coast, East coast and Lakshadweep.
- **Islands :** This zone include two provinces-Andaman and Nicobar. It is highly diverse set of biomes.

CLIMATE CHANGE

Climate change refers to any significant change in the measures of climate lasting for an extended period of time. In other words, climate change includes major changes in temperature, precipitation, or wind patterns, among other effects, that occur over several decades or long.

The current climate of India is highly diverse, ranging from the subfreezing Himalayan winters to the tropical climate of the south. The states of Assam and West Bengal experience extremely damp, rainy, and humid conditions, while the regions of Rajasthan and Gujarat make up part of the arid Great Indian Desert. Based on precipitation and temperature, India can be divided into six climatic regions: the Himalayas, Assam and West Bengal, the Indo-Gangetic Plain, the Western Ghats and coast, the Deccan (the interior of the Peninsula south of the Narmada River), and the Eastern Ghats and coast.

India has one of the largest youth populations in the world, about two-thirds of its population is under the age of 35. For meaningful long-term change to take place, conversations on climate change must include youth voices.

ENVIRONMENTAL CHALLENGES

There are many environmental issues in India. Air pollution, water pollution, garbage domestically prohibited goods and pollution of the natural environment are all challenges for India. Nature is also causing some drastic effects on India. The situation was worse between 1947 through 1995. According to data collection and environment assessment studies of World Bank experts, between 1995 through 2010, India has made some of the fastest progress in addressing its environmental issues and improving its environmental quality in the world.

Major environmental issues are forests and agricultural degradation of land, resource depletion (such as water, mineral, forest, sand, and rocks), environmental degradation, public health, loss of biodiversity, loss of resilience in ecosystems, livelihood security for the poor.

The major sources of pollution in India include the rapid burning of fuel wood and biomass such as dried waste from livestock as the primary source of energy, lack of organized garbage and waste removal services, lack of sewage treatment operations, lack of flood control and monsoon water drainage system, diversion of consumer waste into rivers, cremation practices near major rivers, government mandated protection of highly polluting old public transport, and continued operation by Indian government of government-owned, high emission plants built between 1950 and 1980.

India was the third largest emitter of carbon dioxide, a major greenhouse gas, in 2009 at 1.65 Gt (gigatonnes) per year, after China and the United States. With 17 percent of world population, India contributed some 5 percent of human-sourced carbon dioxide emission; compared to China's 24 percent share.

FUTURE CITIES

A Future City or Smart City is an urban area that uses different types of electronic Internet of things (IoT) sensors to collect data and then use insights gained from that data to manage assets, resources and services efficiently. This includes data collected from citizens, devices, and assets that is processed and analyzed to monitor and manage traffic and transportation systems, power plants, utilities, water supply networks, waste management, crime detection, information systems, schools, libraries, hospitals, and other community services.

The smart city concept integrates information and communication technology (ICT), and various physical devices connected to the IoT network to optimize the efficiency of city operations and services and connect to citizens. Smart city technology allows city officials to interact directly with both community and city infrastructure and to monitor what is happening in the city and how the city is evolving.

Major technological, economic and environmental changes have generated interest in smart cities, including climate change, economic restructuring, the move to online retail and entertainment, ageing populations, urban population growth and pressures on public finances.

SUSTAINABLE DEVELOPMENT

Sustainable Development is an important issue in current time. Due to the impending dangers of climate change its importance has been increased significantly.

What is sustainable development? : The United Nations defines sustainable development as "development

that meets the needs of the present without compromising the ability of future generations to meet their own needs".

Sustainable Development Goals in India : From India's point of view, Sustainable Development Goals need to bring together development and environment into a single set of targets. The fault line, as ever in global conferences, is the inappropriate balance between environment and development.

Need of Sustainable Development in India : Natural ecosystems are under stress and decline across most of the country; some 10 per cent of the country's wildlife is threatened with extinction; agricultural biodiversity has declined by over 90 per cent in many regions; well over half the available water bodies are polluted beyond drinking and often beyond even agricultural use; two-thirds of the land is degraded to various levels of sub-optimal productivity; air pollution in several cities is amongst the world's worst; 'modern' wastes including electronic and chemical are being produced at rates far exceeding our capacity to recycle or manage.

STEP TAKEN BY INDIAN GOVERNMENT

- **Ratifying Paris Agreement :** The 21st Conference of Parties (COP 21) under the United Nations Framework Convention on Climate Change (UNFCCC) successfully concluded in Paris after intense negotiations by the Parties followed by the adoption of the Paris Agreement on post-2020 actions on climate change. This universal agreement will succeed the Kyoto Protocol. Unlike the Kyoto Protocol, it provides a framework for all countries to take action against climate change. Placing emphasis on concepts like climate justice and sustainable lifestyles, the Paris Agreement for the first time brings together all nations for a common cause under the UNFCCC. One of the main focuses of the agreement is to hold the increase in the global average temperature to well below 2°C above pre-industrial level and on driving efforts to limit it even further to 1.5°.
- **The Clean Development Mechanism projects in India :** These projects are in the energy efficiency, fuel switching, industrial processes, and municipal solid waste, renewable energy and forestry sectors and are spread across the country.
- **State Action Plans on Climate Change :** The State Action Plans on Climate Change (SAPCC) aim to create institutional capacities and implement sectoral

activities to address climate change. These plans are focused on adaptation with mitigation as co-benefit in sectors such as water, agriculture, tourism, forestry, transport, habitat and energy.

- **Coal Cess and the National Clean Energy Fund :** The National Clean Energy Fund (NCEF) which is supported by the cess on coal was created for the purposes of financing and promoting clean energy initiatives, funding research in the area of clean energy and for any other related activities.
- **National Adaptation Fund for Climate Change :** A National Adaptation Fund for Climate Change (NAFCC) has been established with a budget provision of 1350 crore. The overall aim of the fund is to support concrete adaptation activities that reduce the adverse effects of climate change facing communities, sectors and states but are not covered under the ongoing schemes of state and central governments.

GEOSPATIAL TECHNOLOGY

Geospatial Technology is Technology relating to the collection or processing of data that is associated with location.

It is an emerging field of study that includes Geographic Information System (GIS), Remote Sensing (RS) and Global Positioning System (GPS). Geospatial technology enables us to acquire data that is referenced to the earth and use it for analysis, modeling, simulations and visualization. Geospatial technology allows us to make informed decisions based on the importance and priority of resources most of which are limited in nature.

COMMON EXAMPLES OF GEOSPATIAL TECHNOLOGIES

Global Positioning Systems (GPS) : A satellite-based geolocation system that functions worldwide and is accessible to the public via GPS units

WHY GPS

- Records a location point associated with all observations
- Helps with data management
- Investigators can easily revisit the same site for long term research
- Allows others to verify results

Remote Sensing : The acquisition of images and information from afar

Why Remote Sensing

- Images and data collected remotely
- Often by satellite, but other platforms also exist
- Information stored digitally, transmitted electronically
- Often includes information invisible to human eye
- Fully georeferenced

Geographic Information Systems (GIS) : information systems enabling the creation, organization, and presentation of data in a spatially referenced form, as well as the production of maps and charts.

CONCLUSION

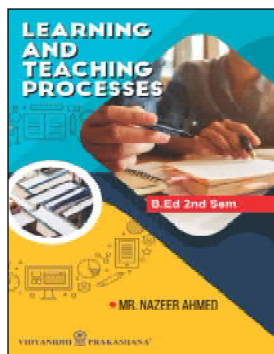
The development of sustainable infrastructure will require a combination of sustained support and participation at governmental level, commitment to public and private investment and a legal and regulatory framework that permits growth whilst governing the social, economic and environmental standards that are the basis of sustainability.

Technology and innovation will have a key role to play in the switch to a low carbon economy with sustainable infrastructure. The internet of things is transforming building energy and water management.

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THE NECESSITY OF WOMEN'S EDUCATION IN INDIA

✍ Dr. Gayatri R. Kotennavar, Asst. Profession, K.S.R. College of Education, Belagavi.

INTRODUCTION

Women Education in India has 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. Education is milestone of women empowerment because it enables them to response to the challenges, to confront their traditional role and change there life. So that we cannot neglect the important of education in a reference to women empowerment and India poised to becoming superpower in a recent years education of women is the most powerful toll to change the position in society. Women education in India has been a need of the our as education is a foundation stone for the empowerment of women education also brings a reduction in quality and functions as a means of improving their status within the family and develops the concept of participation.

For more than 2000 years, from about BC 300, there was practically no Education for women in India. Only a few women of the upper castes and upper classes were given some Education at home. But even here there was tremendous Social resistance.

Literacy of women at that time was looked upon as a disgrace. The nation of providing education to female children never entered into the minds of parents. A Superstitious feeling was alleged to exist in the majority of the Hindu families that a girl taught to read & write will soon become a widow after marriage.

According to the report of the national committee on women's Education (1959) It cannot be denied that the general picture of the education of women was the most unsatisfactory & women received practically no formal instruction whatever, except for the little domestic instruction that was available to the daughter of the upper classes families.

It was the Amercian mission which first started a school for girls in Bombay in 1824.

According to the figures available, by 1929 within five years as many as 400 girls were enrolled in this school.

Then in the first decade of the 19th century, with the efforts of the mission arise as well as Indian voluntary organization, some girls primary schools, particularly in Bombay, Bengal & Madras States, Started.

The Government also took the responsibility to promote primary education in general & that of the girls in particular. However, Government efforts could not go a long way due to the India war of independent of 1857.

After the was municipal committees & other local bodies were encouraged to open primary schools, In the year 1870, training college for women were established for the first time & women were trained to become teachers in girls schools. As a result of all these efforts, great progress was made in girls education in the last quarter of the 19th century.

However in spite of these, there was a great gap between the education of men and women. It was estimated that for every 1,000 boys at school, the number of girls was only 46 at the beginning of the 19th Century there was harly any literate women in the century exception of a few in the aristocratic houses. It astonishes that by the end of the century hundreds of thousands of girls were enrolled in the newly opened. Institutions all over the country.

The factors tend to deny opportunities of Education to a girl while broadly speaking education of female students has made strides and it is not surprising that today in many faculties & departments of universities & colleges more girls than boys are seen.

It had a number of high school and colleges affiliated to it. In the beginning it was bellowed that womens should aspire to become good wives and mother not intellectuals, doctors, lawyers, etc., Women used to wash men's clothing cared for their rooms and served them meals. They were forbidden to speak in public.

The proration of womens of students has increase steadily after independence and mostly in the last decade. The literacy rate of women has gone up from 8.86 per cent in 1951 to 29.75 per cent in 1981 39.29 percent in 1991 to 54.60 percent in 2001. 64.65 percent in 2011.

CONCLUSION

Totally girls and women have made much educational girls is recent years but still have a long way to go before their history educational disadvantage is claudicated. The education system of India, like many other social Institutions, has long been discriminatory towards the women.

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THE ROLE OF WOMEN IN THE PLAYS OF CHANDRASHEKAR KAMBAR AND WOLE SOYINKA

✉ Sangamesh Muttagi, Research Scholar Kannada University, Hampi

ABSTRACT

This research paper is focused on the exploration of female exploitation and oppression in the plays of Chandrashekar Kambar and Wole Soyinka. This paper tries to explore how Chandrashekar Kambar and Wole Soyinka posit postcolonial and feminist sufferings in both play writers. It explores female defeat and also depicts the failure of postcolonial and feminist resistance to colonial principles. Like colonialists, post colonialists and feminists overlook the different kinds of injustice and harassments women undergo. The text also shows how the female suppression and exploitation continues even after the abolition of colonial rule. The researcher has taken the text Death and the Kings Horse Man, and Jokumarswami of Kambar and Soyinka as a primary source of data for the qualitative research; and the postcolonial feminism has been used as a theoretical tool for the analysis of the text.

Key words- Women, Tradition, Oppression and Patriarchy

INTRODUCTION

Women have been denied equality and identity throughout history. The patriarchal society has consistently reduced women to passive and malleable objects of oppression. They have been allocated distinct duties and qualities, resulting in a stereotypical gendered identity. "One is not born, but rather becomes a woman," writes Simone de Beauvoir in the introduction to her renowned work 'The Second Sex'. Gender identity is an acquired rather than a natural construct. Patriarchy has reduced women to the status of the second sex, robbing them of their subjectivity and independence. To some extent, myth, literature, and even religion have all played a part in lowering women to the status of "the other." Myths can be utilized to either sublimate or humiliate women. As a result, women become one of two sorts described by antonyms in pairs, such as the Madonna and the temptress.

Kambar and Soyinka are two post-colonial dramatists who are acutely aware of current socioeconomic challenges. The purpose of this paper is to shed light on the tactics used by dramatists to replace male-centered, stereotypical views of women with more positive and realistic representations of women. Through flexible and full-fledged female characters that strive to transcend abstractions and essentialism, Kambar and Soyinka joint vision highlights the gap between idealized myth and discordant reality.

In a male-dominated society, Kambar succeeds in capturing the paradox of the Indian woman's experience. Most of Kambar's plays include powerful female characters

that disrupt the notion of ideal womanhood constrained by the patriarchal social system's moral rules. Kambar's female characters come across as real-life women who refuse to conform. Often, it is the female characters that take centre stage, and Kambar hints at a future growth through them. Kambar re-enacts ancient myths in order to make remarks in the present, as well as adding a female perspective. Goudati, Shari and Kamal aren't just fictional characters; they're actual women who carry the legacy of Indian womanhood with them.

Soyinka shows the women character in different roles like mother, sister, wife, tribal women and prostitutes. To reclaim the ignored female heritage the women characters are made to assert their individuality. The strategy used is non-conformity. Women like in the plays of Soyinka Lyaloja, Agave, Segi Women are treated just like commodities to satisfy the need of the males.

Kambar illustrates how patriarchal society constructs religion and culture by separating them from women and environment in 'Jokumaraswami.' Only the male gods are given virility in the drama, and they are portrayed as symbols of male power. Men keep all of the acts that their culture considers active in the name of religion. They regard all men as virulent and blame women for their infertility. Barrenness affects both men and women, but Sutradhara identifies it with women in the play, claiming that if barren women worship Jokumaraswami and then make a curry out of him to serve their husbands, 'dozens of children will be produced in a jiffy.' Furthermore, unproductive males are not referred to as barren in the play are allowed to throw the blame on their wives.

The majority of the women in the drama suffer from the shame of barrenness. Their exchanges reveal that they are not to blame for their predicament, while Mand exposes their husbands for failing to provide them with a child. These ladies talk amongst themselves about their husbands' flaws, but they act subservient in front of their spouses. They lack the courage to confront their husbands about their bogus charges. Rather, patriarchal structures govern them, limiting their authority in comparison to their male counterparts.

Because men are deemed meek and feminine in patriarchal culture, they will go to any length to disguise their own weakness or incompetence. They, on the other hand, deal with the permission given by their male-dominated regimes to use women as scapegoats. It is because of this thinking that they identify barrenness with land, ignoring their own role in the cause of barrenness. Men are responsible for both women's barrenness and nature's lack of productivity. They refuse to accept responsibility because they are protected by the patriarchal system. Furthermore, they regard all of their mistakes as rational and correct.

Wole Soyinka's play *Death and the King's Horseman* demonstrates that women in old Yoruba society played significant and recognised responsibilities. As mothers, enforcers of discipline, and community leaders, women fulfil their social, moral, and spiritual obligations. Politically and spiritually, *Iyaloja*, the Mother of the Market, is pivotal. Her towering image in terms of influence is a huge source of sustenance for the entire society, in addition to being the enforcer of discipline. Market women are also capable of gaining positions of power in the game, lowering man's superiority. Wole Soyinka demonstrates several perspectives on power, influence, and accountability.

The king has died, and by law and custom, his chief horseman is required to commit suicide and accompany his ruler to paradise. Elesin declares, "This market is my roost," as she walks around the local market with an entourage of drummers and a praise-singer. I'm a chicken with a hundred mothers when I'm among the women. I become a ruler with a castle that is delicate and beautiful." Elesin refers to women as mothers in general. There is no other place that could provide him with the same level of comfort. Women are seen here acting out their historic duties as mothers, not as moms who give birth, but as mothers who nurture and support morally and spiritually. The women of the market sing his praises, dress Elesin in

their richest cloths and dance around him. The women love to spoil their children, just like they love spoiling Elesin.

CONCLUSION

Chandrashekar Kambar and Wole Soyinka both are different continent writers but writing same aspects like myth, post colonial point of views and country life. Used in their plays women as under the patriarchy subordinate of men and second class, women treats for works and full fill men's sexual desires. Men practice all means to hide their own weakness or inability as they are considered passive and feminine in the patriarchal culture. On the other hand, they handle the license granted by their male governed systems to use women as scapegoat.

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IMPORTANCE OF EDUCATION IN WOMEN EMPOWERMENT

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ABSTRACT

Education equals better lives. Access to decent work, improved health and life outcomes, and the dignity that comes from the ability to know and stand up for your human rights. Women must be educated for a healthy and a happy life. Educating women results in promoting self respect and also helps in raising the status of women. An educated woman will be aware of her rights.

Women's education can be regarded as a kind of knowledge given to women for enhancing their self-respect and self-dignity. This knowledge can be in form of formal, non-formal and informal education, it can also be in form of Adult Education, Community Development, Workshops, Seminars, Conferences and Training.

Key words : Access, Human rights, Community, Status, Self respect

INTRODUCTION

Education is considered as a basic requirement and a fundamental right for the citizens of any nation. It is a powerful tool for reducing inequality as it can give people the ability to become independent. Women, who come across discrimination in many spheres, have a particular need for this. Women Empowerment is a global issue and discussion on women political right are at the fore front of many formal and informal campaigns worldwide.

Education plays a critical role in Women's Economic Empowerment. It takes the centre stage, but for a long, most women especially in the rural areas have been denied this right and have been subjected to very degrading practices and responsibilities. Education empowers girls to achieve more in their social, career, economic and family lives.

Also, one of the mother's highest duties is the education of her children at the time when their mind is not amenable to instruction. A child's whole future life, to a large extent, depends on the teaching it receives in early childhood and it is needless to say that this first foundation of education cannot be well laid by an ignorant mother. Thus education will enable women to make their children, husbands, and parents truly happy. Consequently, it is very important that women should be educated. On all these grounds female education is a vital necessity.

IMPORTANCE OF EDUCATION

Education is the most empowering force in the world. It creates knowledge, builds confidence, and breaks down

barriers to opportunity. For children, it is their key to open the door to a better life.

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 at home and outside. If it is said that education is the key to all problems, then it won't be improved.

Political Representation - Across the globe, women are underrepresented as voters and restricted from political involvement. The United Nations Women's programs on leadership and participation suggest that civic education, training, and all-around empowerment will ease this gap.

Equality in society - Inequality and discrimination always start from the root level. When a boy goes to school and his sister stays back just because she's a girl this sows a seed of discrimination in the mind of the boy. He feels that he is superior just because he is a boy and with no sensible logic to prove it. When women participate in education by going to schools and colleges with boys, the boys realize the basic rights of education and don't develop a superiority complex. So, educating women along with men promotes the idea of equality and democracy

RESEARCH WORK

High Dropout Rate major barriers for girls' education in India : Some of the main reasons which act as barriers for girl child education are poverty, gender bias, gender-based violence as well as lack of proper sanitation facilities in schools.

Some of the reasons for the drop out, they are engaged in domestic activities, financial constraints, not interested in education (15.3 per cent), early marriage

A. METHODOLOGY

All aspects of Women education and empowerment are studies as given in the articles, magazines were studied and detailed understanding has been arrived at taking care using following data :

1. Primary Data
2. Secondary data

Extensively analysis has been done using available data from the Internet, print media and exclusive book references.

B. FINDINGS

1. The dropout rate of girls is very high especially in rural areas. This is due to the circumstances and the attitude of the family and society.
2. Poverty, cultural norms and practices, poor infrastructure, violence and fragility are the other reasoned of drop out.
3. Lack of proper sanitation facilities in schools is also one of the reasons.
4. The dropout rate of girls is very high especially in rural areas. This is due to the circumstances and the attitude of the family and society

C. SUGGESTIONS

The dropout rate in India continues to stump both policymakers and educationists. Reasons can broadly be grouped into three categories: home- or family-related, school-related and child-related.

Availability of female teachers makes a big boost, medium of instruction to be in local language and school hours to be relaxed to make sure girl students get to the school regularly. Be supportive and involved with the administration that runs the school to accommodate parents. Encourage a break for the school, college girl student to encourage better options.

CHALLENGES OF WOMEN EDUCATION

Women's education is very important for the country to fully develop. It is like an effective medicine to cure a patient completely and provide health back. An educated woman has the capability to handle her home and

professional life. The moral aim of education is the physical and intellectual development of the child. The only aim of education is 'complete knowledge' or 'knowledge, more knowledge, and yet more knowledge'. An educated woman has the skills, information, and self-confidence that she needs to be a better parent, worker, and citizen. An educated woman will also be more productive at work and better paid.

1. COST

Poverty is the most important factor that determines whether or not a girl can access education. Even in areas where parents don't have to pay school fees, it can be difficult to keep up with the costs of transportation, textbooks, or uniforms. Parents also often rely on girls' income to support the household, and sending a girl to school means they spend less time helping in the home.

2. HOUSEHOLD CHORES

Forced domestic work creates low self-esteem in girls and a lack of interest in education. Adult responsibilities like taking care of sick parents or babysitting siblings, tend to fall on girls.

3. GENDER-BASED VIOLENCE

Gender-based violence can take many forms, including physical and sexual abuse, harassment, and bullying. Surviving rape, coercion, discrimination, and other types of abuse affects girls' enrollment, lowers their participation and achievements, and increases absenteeism and dropout rates.

BENEFITS OF FEMALE EDUCATION

With the awareness of her role as citizen, an educated woman can play a more dynamic role in addressing the economic challenges faced by her country, in the areas of agricultural production, food self-sufficiency, the fight against environmental degradation, the use and conservation of water and energy. Education helps girls and women to have a positive impact on their families: better childcare (vaccination, schooling, etc.), better nutrition, decrease in child mortality, better communication with the children and other family members.

- Acquiring knowledge and understanding of gender relations and the ways in which these relations may be changed.
- Developing a sense of self-worth, a belief in one's ability to secure desired changes and the right to control one's life.

- Gaining the ability to generate choices exercise bargaining power.
- Developing the ability to organize and influence the direction of social change, to create a more just social and economic order, nationally and internationally.

CONCLUSION

Education for women and girls is the most effective key to the India's sustainable development goals of quality education and gender equity. Through education, women are not only empowered to flourish socioeconomically and make better decisions about their health and future, but society in its entirety is bettered by a greater presence of female voices. Educating women doesn't just make for more female politicians. It also means that women care more about participating in elections and political activism.

Every society has communities, factions, or groups that are denied or repressed of their basic rights, but there is a common binding factor in these elements that can be termed as the lack of awareness about their rights either among them or some of the 'dominant' members of said society.

Women's education plays a vital role in the overall development of the country. It is reasonable to look at this education as the development of half of the human resources of a society or a nation. This analogy helps to understand the importance of female education and empowerment towards improving the quality of life at home, outside, or even in a nation.

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RETHINKING OF THE EDUCATION OF TRIBAL STUDENTS OF ASHRAMA SCHOOLS : A MUST

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Education is a power of instrument for social development of any society and community. In all the societies, it is an accepted fact that achievement in education and economic success are closely linked. When the progress of tribes is taken into consideration, education becomes an effective engine of growth and empowerment. The tribes are deprived of accessibility to modern education system because of ethnocentric attitude towards habitant and government negligence. Tribal Residential Schools are relevant in the upliftment of the tribal education. Such Schools come under the Tribal Welfare Department. Hence, It is necessary to impart the most appropriate tribal education specifically designed to suit the demands, aspirations and capabilities of the tribes. The educational policies and programmes concerning to tribal must be enforced properly. Various issues like illiteracy, enrollment, girls' education, diet, social exclusion, teacher and student ratio and inclusion of tribes in the modern education system must be prioritized.

Educating tribals is of great importance. Regret to say that every census report shows that the literacy rate of Scheduled Tribes is always lower as compare to other categories. No doubt, the Government Of India has initiated many policies, programmes and schemes to bring tribal into mainstream. In order to enhance education among tribal children, residential schools like Ashram Schools, Ekalavya Model Residential Schools, Kasurba Gandhi Balika Vidyalaya, Jawahar Navodaya Vidyalaya and Various Vocational Training Centres are opened in remote tribal areas. Apart from the Government run residential schools, many Non-

government Organizations and Missionary Organizations also run the residential schools for the overall development of Scheduled Tribe Children.

BRIEF HISTORICAL BACKGROUND

The historical roots of Tribal Ashram Schools in India are found in pre-independence period. As per available records, The Residential schools were started by Gandhian disciples like Thakkarbappa and also by some Christian

missionaries working in tribal areas around 1920s. In later period, many other organizations and social workers started education initiatives in tribal areas, with the approach that education is an important tool for development of human being. Several committees' appointed by the then British Government recommended residential schools or provision of hostels attached to school to encourage education among tribals. Based on the recommendations of these committees. the government opened the 1st Ashram School at Talawade in 1954. Along with Government run Ashram Schools, residential schools run by Private Trusts or non-government organizations were also funded by the government.

Initially, these schools were under the jurisdiction of Education Department of the State Government. In 1975-76, they came under administration of Social Welfare Department, and in 1984 they were handed over to the Tribal Development Department as it came into existence.

Ashram Schools being residential Schools, they are to manage dual responsibility. Along with providing quality education they are also made responsible for providing safe, secure and healthy living environment. However limited number of travelling facilities, inadequate communication facilities, challenges in attracting best quality teachers in remote areas are some of the obstacles in meeting the multi -folded responsibilities related to Ashram Schools. Hence, the systematic issues have become now a matter of major concern. Health and security of children has also become equally sensitive issues.

The ideas of the Ashram Schools was initiated by the Govt. Of India with the recommendation of Dehebbbar Committee in 1962. The focus of the ashram school scheme was concentrating on the sparingly populated interior backward areas where the normal schools are not available. This scheme is to provide residential schools for Scheduled Tribes including Primitive Tribal Groups (PTGs) in an environment conducive to learning to increase the literacy rate among the tribal students and to bring them at par with non-tribal population of the country (Joshi, 1980; Mishra and Dhir 2006). The provisions of Ashram School

started in 1972 as part of the National Scheme; however, this scheme has been in operation in Maharashtra since 1952. It was initially implemented through the voluntary organizations and was later on taken over by the state government in the year 1972-73 where the students get the boarding and lodging facilities to promote education among the scheduled tribes. The aim of the Ashram School was envisaged as direct intervention to tackle the Socio-economic and geographical inequalities of tribal population and providing educational opportunity to them. Later the Ashram Schools aimed to reduce the absenteeism, wastage and stagnation of education at primary level.

Education is an important pillar of every human being to understand his other self esteem. When urban and rural people are compared, it is found that tribal people are living in most remote and isolated areas; and it is difficult for these people to reach to a basic formal education system. These people too poor, backward (from modern respect) and live cultivating or athering forest produce. They have their own language, culture and traditions. They are categorized as 'Scheduled Tribes' in India. Realising their backwardness, the Indian Constitution has made provisions to uplift their lives and integrate them in the mainstream. Such conception forms the basis of establishing ASHRAM SCHOOLS in Tribal Areas, where the tribal children are expected to get education, living with teachers; and teachers are expected to take care of them and learn vocational skills. But even after more that there to four decades, tribalso are seen continuously remaining backward and impoverished. The Ashram School, whether run by the Government or Private Organizations, have failed to achieve the aim. Apathy and negligence towards educating the tribal children, ignoring their language, culture and traditions, display of dismal care towards the welfare and training of the children in Ashram School, by the administrators go unchecked!

REVIEW OF LITERATURE

There had been many studies conducted on tribal education with special reference to Residential/Ashram Schools in India. Sujatha, K. (1990) Sah (1992) Ananda (1994) Panda (1998). Pathak (2000) Mishra & Dhir (2005) Jojo (2013) Ashram Schools in India. Ananda (2000) Ambasht (2001) Yadappanavar (2003) Narayan (2005) Tribal education

Earlier studies have discussed the status of educational infrastructure facilitate of various tribal areas in India and found many problems and issues that

includes, lack of proper school building and toilets, lack of teachers and teaching-learning materials and curriculum, lack of games and sport equipment and playgrounds, dropout cases, shortage of financial allotment

TRIBAL SCHOOLS OF HILLY AREAS

Education is considered to be the most potent instrument of social transformation and means of national development. It helps to achieve individual well-being, economic independence, and empowerment. Any economy, whether is developing or developed, can flourish only when human resources have been development to the fullest extent. But despite substantial progress in literacy and education in post-independence period as well as is numerous programmes have been launched by the Govt for the expension of basic educational facilities among tribals, the over-all picture remains bleak particularly when one peeps through the tribals schools situated in hilly areas. Most of the tribals live in difficult areas to reach and go to hilly areas which is sometimes inaccessible. If the hill tribes can take part in main flow of nation building and related activity, it gives guarantee to achieve progress and this opportunity is provided to tribal population through the education and ashram schools is viewed as effective institutions to achieve the educational needs of tribals who living in backward and scattered situations where starting of normal schools is not practicable. In this inaccessible hilly areas ashram school education is best for them and in this tribal ashram schools there is a need to achieve food security along with the nutritional security and this requires awareness and education in students about the need of eating seasonal vegetables, seasonal fruits and other nutritional food. However, regret to state that till today the accessibility and affordability of education of students of ashram schools from hilly areas has remained a major issues.

ETHNOCENTRISM IN EDUCATION

Studies show that geographical isolation, cultural differences and defective integration with the formal education system are major factors behind educational backwardness among the tribals in India. Poor access to school, meagre infrastructure and shoddy management further weakens their opportunity to quality education. The present education system wilfully overlooks the difficulties encountered by the tribal children especially in residential schools which add-on to their poor educational performance. Prejudice and discrimination is inbuilt in the

educational system that breaks the already delicate morale of the tribal students -resulting low enrolment and high dropout rates. Tribal culture, ecology and economy find no place in curriculum. In fact, the pedagogic practice abhorred tribal culture, language and their life world is neglected, Irrelevant and inappropriate curriculum, low level of motivation, untrained and substandard teachers and the personal idiosyncrasies of the upper caste, middle-class teachers contribute their low scholastic performances. However, poor academic performance and low educational attainment have been invariably attributed to individual students or the community rather than deficiencies in education system. In addition to formal curriculum, educational institutions impart principle of ethical values, beliefs and attitudes informally which is known as hidden curriculum. Ashram School blithely ignored the unpleasant consequences of the hidden curriculum and makes no attempt to acknowledge them let alone address their unintended consequences.

ISSUES OF TRIBAL STUDENTS' SAFETY IN ASHRAM SCHOOLS

The current discussion is important from the point of national development and policies. The Ashram Schools/ Shalas implemented by the Ministry of Tribal Affairs are a step towards inclusive development. This scheme is need based and aims at improving of Ashram Schools for tribal boys and girls. The residential facility is to pursue their studies which otherwise is difficult due to the nature of the tribal living which is post oral and dependent on their children for chores like cattle grazing, fetching water, looking after siblings (more in case of girls). While the positive side of these Ashram Schools has to be applauded, there are grey areas too which need immediate attention.

CONCLUDING REMARKS

Ashram Schools have emerged as a result of Collective Struggle against political diglossia and other academic challenges. However, the process in itself leads the complete negation of 'Adivasi Communities' and the way they live. Government from time to time have acknowledged the poor educational performance among tribal students. Apart from Mainstream schooling, alternative School provisions have facilitated their educational growth.

To enhance the standard of school and make the students more competitive, more educated, sincere teachers should be appointed and up-to-date amenities

should be made available at par with private institutes to improve the tribal students to the standard of other students. However, regret to state that the plight of the tribal students is still pathetic. Resources crunch by way of inadequate classrooms, absence of proper health facilities even leading to death of children, reporting of incidents of rape and sexual abuse and death due to snake bite or scorpion bite, etc indicates the lawlessness in the tribal education programme which cannot be ignored at any cost. Hence, it is suggested that a great importance of discipline has to be attached to any job, that one wants to undertake ; because it is correct discipline that presupposes sensitivity to the situation concerned.

After having gone through various studies on the subject of tribal education, temptation rises upto state

Look Back and Get Experience !

Look Forward and See Hope !

Look Around and Find Reality !

Look Within and Find Yourself !

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STUDENTS TEAM ACHIEVEMENT DIVISION(STAD) A CO-OPERATIVE LEARNING STRATEGY

✉ **Dr. Jyothi B. Panth**, Assistant Professor, Sree Siddaganga College of Education, Tumakuru-02

Education is the best means to make the personality of children. Teachers in the educational system play a greater role in creating an impression in the minds of the learners about their goals and accomplishments. Hence, teachers must be careful in choosing and adapting suitable strategies of teaching to attract students towards learning. (TitikRahayu, SyafrimenSyafiril, WidyaWati, YubertiYuberti (2017)). There are various teaching strategies which are to be used by the teachers in the process of transacting curriculum. One such strategy is the cooperative learning strategy which has its base in constructivist Philosophy. There are many cooperative learning strategies, one such cooperative learning strategy which can be used effectively by the teacher is the STAD. As one of the most prevalent Cooperative Learning strategies, STAD has become salient among various pedagogies for three major reasons. Firstly, this strategy is cohesively embedded in various basic theories in psychology, political science, sociology, economics, anthropology, and the social sciences (Slavin, 1980; Slavin, 1987; Cohen, Brody & Sapon-Shevin, 2004). Most research indicates that STAD is more prominent and advantageous in terms of generalization, breadth, and application (Armstrong & Palmer, 1998; Ghaith, 2002). Even much research is conducted to prove the positive impact of Cooperative learning on different factors of students learning viz., their academic achievement, motivation, social skills, attitude Micheal M van Wyk (2012), Norman (2017). Most research conducted on STAD for different grades and subjects, has proved positive effects (Norman. D.G. (2020)). Nazari. A., Tabatabaei, O. Shahreza, M.A.H. (2022)

Student Teams Achievement Division (STAD) was developed by Robert Slavin (1978) and his Colleagues. STAD consists of a regular cycle of teaching, cooperative study in heterogeneous teams, and quizzes, with recognition or other rewards provided to teams whose members excel. This cycle can be represented as -

1. **Teach** : teacher present the lesson
2. **Team study** : Students in the team work on the worksheets provided, to master the material.

3. **Test** : Students take individual quizzes or other assessments (such as essays or performances)

4. **Team recognition** : Team scores are computed based on team members' scores, and certificates, a class newsletter, or a bulletin board recognizes high-scoring teams. Slavin, E.R. (2006).

Thus, STAD is one among the best strategies of cooperative learning, where it provides scope for good interaction among students, develops interest towards the subject, nurtures self-esteem, and increases interpersonal skills. Hence, teachers can adapt this strategy while teaching. To use this strategy, in the classroom situation, it demands preparation on the part of the teacher, which is presented below -

LESSON PLAN BASED ON STAD STRATEGY PLANNING

Subject Area : Biology Topic : Structure and Types of Chromosomes

Grade / Class : IX No. of Students : 20

Rationale

- To make the students understand the structure of chromosomes,
- To make them to know the types of chromosomes based on set of chromosomes, location of centromeres and similarities between the chromosomes,
- To make them to know why organisms have different characteristics,
- To appreciate the role of chromosomes.

Instructional Objectives

- (i) **Academic** : By the end of this session the learners will be able to:
 1. Recall the parts of the chromosomes
 2. Recognise the parts of the chromosomes
 3. Recognise the different types of chromosomes
 4. Describe the structure of chromosomes
 5. Explain the types of chromosomes

6. Give reason for the different characteristics in the organisms
7. Appreciate the Role of chromosomes in the organisms
8. Draw a neat, labelled diagram of structure of chromosomes

(ii) *Social / Life skills:*

1. Help each other in understanding the content
2. Share the information
3. Improves communication ability
4. Develops concern towards the members of the group
5. Develops patience among students to lend their ears to others in the group
6. Develops integration attitude in the students.
7. Respect each other's view

Phase 1: Preparation Phase

Orientation of students toward the process of STAD:

Before implementing the STAD strategy students are oriented towards the process of STAD.

Learning Materials/ Preparation

- Chart displaying team rules :
 1. Be in group
 2. Listen to the instructions of the teacher carefully.

3. Converse in low tone.
 4. Focus on your assigned work.
 5. Share your views and thoughts with the group
 6. Be positive in approach
 7. Have confidence and develop confidence in the team
 8. Help each other in understanding the content
 9. Nobody in the group should dominate
 10. Everyone should contribute to the team success.
- Teacher will prepare worksheets for teams based on the content shared in presentation(appendix:1)
 - Teacher will prepare Quiz and the answer keys. (appendix:2)
 - Sheets of paper, Pencils /marker and any helping material related to the topic.
 - Bulletin Board showing the different sized organisms, number of chromosomes in different organisms. As well as performance score of each team.
 - Scoring Board.

CLASSROOM ARRANGEMENT

- Teacher forms Heterogeneous cooperative teams and assign names to the teams as Jasmine, Rose, Lotus, Lily, Sunflower, Hibiscus.
- Organise furniture in a circular format and get enough space for interaction in a group.

SETTING THE INITIAL OR BASE SCORE

TEAM BUILDING ACTIVITIES

Phase 2 : Implementation Phase	
Teacher Activity	Student Activity
Teacher will introduce the lesson by informing the learners about the objectives of day's lesson which they will learn through STAD.	Students will listen to the teacher and note down key points.
Teacher will ask the following questions to link the students to the day's lesson: ● Teacher will ask the height of two students sitting nearby. ● What do you say about the colour of your skin, hair, shape of your nose, ear etc. to few students in comparison with their friends? ● What is the main component in your body responsible for the specific feature? ● What is its structure? ● Which are the different types of chromosomes?	Student will respond to the teacher and are motivated to learn the new lesson.

Teacher shows the model of chromosome. Then displays the chart of structure of chromosomes on the wall. Describes the structure of chromosome. Then the teacher shows the chart of different types of chromosomes and explains. Such as: Diploid and Haploid set of chromosomes Metacentric, sub-metacentric, telocentric and acrocentric chromosomes Homologous and heterologous chromosomes	Students will observe the chart showing the structure of chromosomes keenly and listen to the teacher's description. Even students note down the important points in the lesson.
After this, teacher distributes the worksheets to each group and ask the students to attend as a teamwork.	Each group receives the worksheets and attend it by discussing among themselves, referring to the key points that they noted down during teachers' presentation, going through the encyclopaedia given by the teacher. In this process they help each other to understand the content.
Teacher will try to resolve the problems aroused in the groups/team during discussion.	If any issues in the group/team, the group leader try to resolve it by consulting with the teacher.
After the team have learned the content thoroughly, teacher will provide quiz in google form based on the content they have learned.	All students will take individual quiz. No one in the group is allowed to help each other.
Phase 3 : Evaluation Phase	
Teacher uses the google form to evaluate the performance of the students in the quiz.	
Compares the individual scores with their previous scores.	
Teacher calculates the team scores.	
Teacher will give the grades through bulletin boards.	Students get motivated to learn
Teacher will appreciate the desirable social skills exhibited by the students	Students feel proud of their behaviour and share their happiness with their team members.
At the end teacher organises a reflection session to the students to share their experience in STAD activity.	Students participate in the reflection session by sharing their experience about the benefits, limitations, disadvantages of STAD activity.

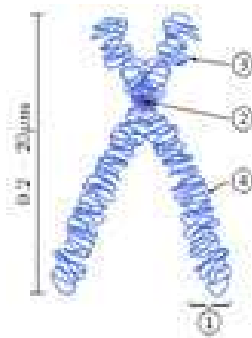
REFLECTION

- Was my teaching in accordance with my plan or not?
- Did I accomplish the set objectives for the class?
- Where did I make mistake? How could I correct it to get better results next time?

APPENDIX 1 Worksheet

1. What are the parts of chromosomes ?

2. Label the parts of chromosomes in the given picture



- 1.
- 2.
- 3.
- 4.

- Continued on Page No. 27

A STUDY ON GROUP LEARNING BEHAVIOUR AND ACADEMIC ACHIEVEMENT OF STUDENTS OF STANDARD NINE STUDYING IN CBSE SCHOOLS OF BELUR TALUK

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INTRODUCTION

The imparting education today involves a complex amalgamation factors, which draw from influences as varied as political, social, cultural and economic. Many people recognizes that each person prefers different learning styles and techniques. Some people may find that they have a particular dominant style of learning. Others may find that they use different styles in different circumstances. Learning styles are not fixed. Everyone has a mix of learning styles. Each one can develop his/her own learning styles. By recognizing and understanding one's own learning styles, one can use techniques which suits better. This improves the speed and quality of learning.

Education plays a dominant role. If education has to be effective it should have meaningful aims, curriculum and so on. More important of all this is methodology. Methodology of education throughout the world has a long history. It is never like the stagnant water, but ever flowing like the river, with the new trends in methodologies starting from the lecture method. Emergence of new methodologies started when there was a shift of focus from teacher to student and from content to child.

To achieve the goal of teaching, the teacher must adopt effective teaching methodologies in education. The teacher has many options to choose from different teaching techniques designed specifically for teaching and learning. Students respond differently to different methods of teaching. Also, students have their unique way of demonstrating the knowledge acquired and absorbing the information that is imparted. So, to aid this process of demonstrating the knowledge, assimilating the content and to bring out the best in the child, the teacher has to adopt a technique that assists the students in retaining the information and increasing their understanding.

In recent years the educational system has adopted Group Learning as one of the techniques to enhance the

quality of learning among children. Man is a social animal. He has an instinct of gregariousness that compels him to live in a group. He needs society and socio-psychological groups for the satisfaction of his biological, social and psychological needs. In fact, the desire to satisfy various needs and motives, bring people on the common platform and they join hands to form different formal as well as informal groups. In this way for the satisfaction of their instinctive and other basic needs, people prefer to perform different groups. Independence of the members of the group, their common interests and purposes and shared common experience give birth to group behaviour. Now they begin to feel, think and act together.

Group Learning is an effective way to harness and value a wide range of abilities and talents, points of view and attitudes to issues. It enables students to experience 'peer' learning which is very powerful and pupils feel valued for their views and ideas, develop listening and communication skills. Everyone has something worthwhile to give. The keys to well functioning group learning are valuing and acceptance of individual differences, tolerance, appreciation and respect of others.

Group Learning is an educational approach to teaching and learning that involves group of lectures working together to solve a problem, complete a task or create a product. This type of learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs. Small group work involves a high degree of interaction.

In order for group learning to be a success in the classroom teacher must teach her/his students on how to work in small groups. This process is just like teaching procedure. It does not come naturally for students. So teacher needs to develop their competencies to train the children in Group Learning.

NEED FOR THE STUDY

The teaching learning process is the heart and core of any education system. Its effectiveness determines the success of educational system. The strength and efficacy of teaching learning process is on the other hand rely on three factors teacher, students and mode through which they interact i.e., learning strategies. The type of learning strategies depends largely on philosophical, sociological and technological foundations of education. As our educational system today is largely influenced by humanistic philosophy, principles and assumption of child psychology and recent trends in technological advances. So there is general shift in our classrooms from teaching to learning, from teachers to learners.

Good number of studies validating the relationship between Group Learning and Academic Achievement in the context of India in general and taluk of Belur in specific is found to be scanty. In order to fill this gap in research literature the need was felt to take up this research study.

OBJECTIVES OF THE STUDY

1. To study the Group Learning Behaviour of students of standard Nine, in terms of gender.
2. To study the difference if any, in Group Learning Behaviour of Low and High achievers of Standard Nine.
3. To study the difference if any, in Academic Achievement in terms of gender of students of Standard Nine.
4. To study the difference if any, in Academic Achievement High and Low achievers of students of Standard Nine.
5. To study the relationship between Group Learning Behaviour and Academic Achievement of students of Standard Nine studying in CBSE schools of Belur Taluk.

VARIABLES OF THE STUDY

1. Group Learning Behaviour
2. Academic Achievement

SAMPLE OF THE STUDY

The sample selected for the study consisted of 400 CBSE school students of Belur taluk. Out of these Four hundred students, Two hundred were Boys and Two Hundred were Girls.

Gender		Total No. of Students
Boys	Girls	
200	200	400

TOOLS USED IN THE STUDY

"A rating Scale measuring Group Learning Behaviour" was used for the study.

ANALYSIS AND INTERPRETATION OF THE DATA

ANALYSIS AND INTERPRETATION OF OBJECTIVE ONE

The first objective of the study was to find out the significant difference in Group Learning Behaviour of students of standard Nine of CBSE schools of Belur Taluk with reference to Boys and Girls.

The data was analyzed by using descriptive statistics Mean, Median, Standard Deviation(SD) and graphical representation by ogive and inferential statistics 't' test was used to test the difference in the mean scores of Boys and Girls on Group Learning Behaviour.

The value of 't' test was set at 9.7 for the level of significance at 0.05 levels with 398 degree of freedom.

Table-1: Gives the details of classified data for descriptive data analysis. The data was classified based on Boys and Girls.

Class Intervals	Girls			Boys		
	F	Cum	Cum F %	F	Cum	Cum F %
120 - 129	1	1	0.5	5	5	2.5
130 - 139	2	9	4.5	4	9	4.5
140 - 149	7	17	8.5	5	14	7
150 - 159	13	28	14	11	25	12.5
160 - 169	25	53	26.5	20	45	22.5
170 - 179	33	83	41.5	24	69	34.5
180 - 189	36	119	59.5	32	101	50.5
190 - 199	30	152	76	38	139	69.5
200 - 209	25	177	88.5	28	167	83.5
210 - 219	11	190	95	14	181	90.5
220 - 229	8	197	98.5	10	191	95.5
230 - 239	8	199	99.5	9	200	100
240 - 249	1	200	100	0	200	100

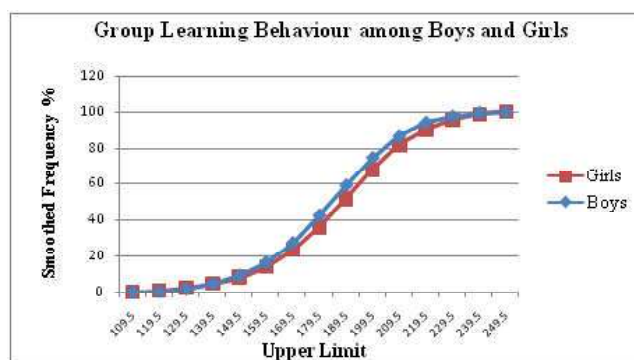


Figure-1: Ogive representing the score of Group Learning Behaviour between Boys and Girls of standard Nine studying in CBSE schools of Belur Taluk.

INTERPRETATION

From the above figure, it is observed that the cumulative frequency curve of Girls on Group Learning Behaviour lies to the right of the cumulative frequency curve of Boys on Group Learning Behaviour. This shows that the scores obtained by Girls are higher than that of the scores obtained by Boys. The distance between the two curves show the difference between the two sets of scores. The graph shows that there is difference in the scores obtained Boys and Girls on Group Learning Behaviour. The significance of the difference is tested using the inferential statistics.

ANALYSIS AND INTERPRETATION OF OBJECTIVE TWO

The second objective of the study was to find out the difference in Group Learning Behaviour among High and Low achievers of standard Nine, of CBSE schools of Belur Taluk.

The data was analyzed by using,

- Descriptive statistics namely, Mean, Median, Standard Deviation(SD) and graphical representation by ogives.
- Inferential statistics namely 't' test to test the difference in Group Learning behaviour among High and Low Achievers.

For descriptive data analysis the data was classified based on High and Low Achievers. Table gives the details of the classified data.

Table-2 :

Cumulative percentage frequency distribution of the scores of High and Low Achievers on Group Learning Behaviour.

Class Intervals	High Achievers			Low Achievers		
	F	Cum	Cum F %	F	Cum	Cum F %
40 - 44	0	0	0	1	1	0.8
45 - 49	0	0	0	2	3	2.3
50 - 54	0	0	0	16	19	14.2
55 - 59	0	0	0	27	46	34.4
60 - 64	0	0	0	35	81	60.5
65 - 69	0	0	0	53	134	100
70 - 74	60	60	22.5	0	134	100
75 - 79	62	122	45.9	0	134	100
80 - 84	53	175	65.8	0	134	100
85 - 89	40	215	80.9	0	134	100
90 - 94	36	251	94.4	0	134	100
95 - 99	15	266	100	0	134	100

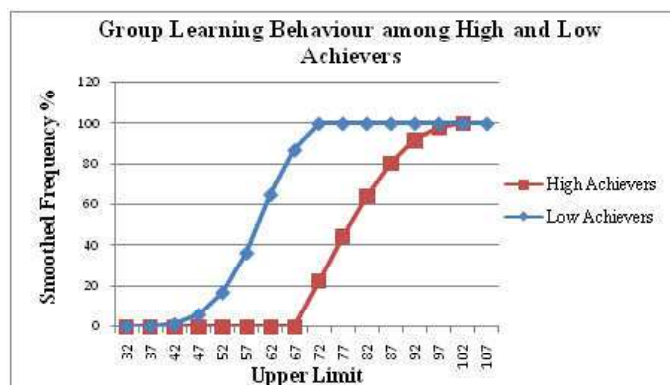


Figure-2: Ogive representing the score of High and Low Achievers of standard Nine studying in CBSE schools of Belur Taluk on Group Learning Behaviour.

INTERPRETATION

From the above figure, it is observed that the cumulative frequency curve of the High Achievers on Group Learning Behaviour lies to the right of the cumulative frequency curve of Low Achievers on Group Learning Behaviour. This shows that the scores obtained by High Achievers are higher than that of the scores obtained by Low Achievers. The distance between the two curves show the difference between the two sets of scores. The graph shows that there is difference in the scores obtained High and Low Achievers on Group Learning Behaviour. The significance of the difference is tested using the inferential statistics.

ANALYSIS AND INTERPRETATION OF OBJECTIVE THREE

The third objective was to find out the difference in Academic Achievement among Boys and Girls of standard Nine studying in CBSE schools of Belur Taluk.

The data was analyzed by using descriptive statistics Mean, Median, Standard Deviation(SD) and graphical representation by ogive and inferential statistics 't' test was used to test the difference in the mean scores of Boys and Girls on Academic Achievement of standard Nine studying in CBSE schools of Mangalore Taluk.

The obtained 't' value was set at 1.97 for the level of significance at 0.05 level with 398 df.

For descriptive data analysis the data was classified based on gender. Table gives the details of classified data.

Table-3 : Cumulative percentage frequency distribution of the scores on Academic Achievement of Boys and Girls of standard Nine, studying in CBSE schools of Belur Taluk.

Class Intervals	Boys			Girls		
	F	Cum	Cum F %	F	Cum	Cum F %
40 - 49	1	1	0.5	2	2	1
50 - 59	24	25	12.5	19	21	10.5
60 - 69	45	70	35	43	64	32
70 - 79	68	138	69	54	118	59
80 - 89	40	178	89	53	171	85.5
90 - 99	22	200	100	29	200	100

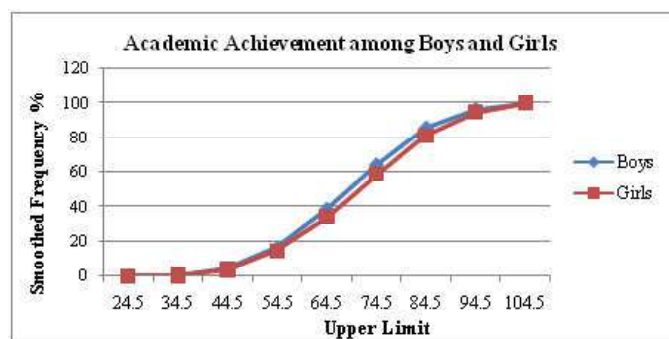


Figure 3 : Ogive representing the scores on Academic Achievement of Boys and Girls of standard Nine studying in CBSE schools of Belur Taluk.

INTERPRETATION

From the above figure, it is observed that the cumulative frequency curve of Girls on Academic Achievement lies to the right of the cumulative frequency curve of Boys on Academic Achievement. This shows that the scores obtained by Girls are higher than that of the scores obtained by Boys. The distance between the two curves show the difference between the two sets of scores. The graph shows that there is difference in the scores obtained Boys and Girls on Academic Achievement. The significance of the difference is tested using the inferential statistics.

ANALYSIS AND INTERPRETATION OF OBJECTIVE FOUR

The fourth objective of the study was to find out the difference in the scores obtained in the Academic Achievement of High and Low Achievers of students of standard Nine studying in CBSE schools of Belur Taluk.

The data was analyzed by making use of descriptive statistics Mean, Median, Standard Deviation(SD) and graphical representation by ogives. Inferential statistics 't' test was used to test the difference in the mean scores of Academic Achievement of High and Low Achievers of

students of standard Nine studying in CBSE schools of Belur Taluk.

The value of the 't' test was set at 1.97 for the level of significance at 0.05 with 398 as degrees of freedom.

For descriptive analysis the data was classified based on the Academic Achievement as High and Low Achievers. Table gives the details of the classified data.

Table- 4: Cumulative percentage frequency distribution of the scores of High and Low Achievers on Group Learning Behaviour.

Class Intervals	High Achievers			Low Achievers		
	F	Cum	Cum F %	F	Cum	Cum F %
40 - 49	1	1	0.5	2	2	1
40 - 44	0	0	0	1	1	0.8
45 - 49	0	0	0	2	3	2.3
50 - 54	0	0	0	16	19	14.2
55 - 59	0	0	0	27	46	34.4
60 - 64	0	0	0	35	81	60.5
65 - 69	0	0	0	53	134	100
70 - 74	60	60	22.5	0	134	100
75 - 79	62	122	45.9	0	134	100
80 - 84	53	175	65.8	0	134	100
85 - 89	40	215	80.9	0	134	100
90 - 94	36	251	94.4	0	134	100
95 - 99	15	266	100	0	134	100

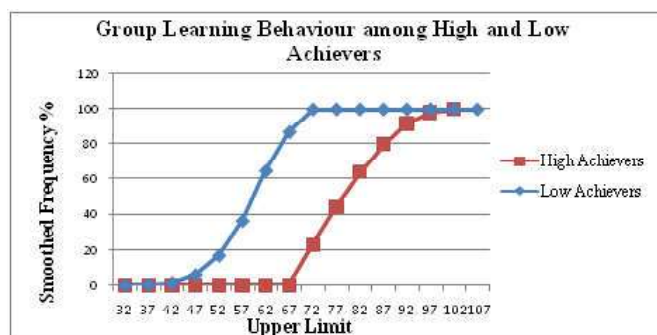


Figure - 4 : Ogive representing the score of High and Low Achievers of standard Nine studying in CBSE schools of Belur Taluk on Group Learning Behaviour.

INTERPRETATION

From the above figure, it is observed that the cumulative frequency curve of the High Achievers on Academic Achievement lies to the right of the cumulative frequency curve of Low Achievers on Academic Achievement. This shows that the scores obtained by High Achievers are higher than that of the scores obtained by Low Achievers. The distance between the two curves show the difference between the two sets of scores. The graph shows that there is difference in the scores obtained High

and Low Achievers on Academic Achievement. The significance of the difference is tested using the inferential statistics.

ANALYSIS AND INTERPRETATION OF OBJECTIVE FIVE

There is a significant relationship between Group Learning and Academic Achievement among the students of standard Nine studying in CBSE schools of Belur Taluk.

In order to test the hypothesis spearman's product moment co-efficient of correlation formula was used. The 'r' value was computed. The following table shows the Mean scores of two variables, the co-efficiency of correlation.

Table-5 : Showing the correlation co-efficient of Group Learning Behaviour and Academic Achievement of students of standard Nine, studying in CBSE schools of Belur Taluk.

Variable	N	M	'r' value	Significance Level
Group Learning Behaviour	400	184.9	0.098	Significant at 0.05 level
Academic Achievement	400	75.1		

INTERPRETATION

From the above table, it is observed that 'r' value 0.098 is significant at 0.05 level. In the light of the above result, "there is negligible relationship between Group Learning and Academic Achievement among the students of standard Nine studying in CBSE schools of Belur Taluk.

CONCLUSION

There is significant relationship between Group Learning Behaviour and Academic Achievement among the students of standard Nine.

MAJOR FINDINGS OF THE STUDY

1. There is significant difference in Group Learning Behaviour among Boys and Girls of standard Nine.
2. There is significant difference in Group Learning Behaviour among High and Low Achievers of standard Nine.
3. There is no significant difference in the Academic Achievement among Boys and Girls of standard Nine.
4. There is significant difference in Academic Achievement among High and Low Achievers of standard Nine.
5. There is relationship between Group Learning Behaviour and Academic Achievement of students of standard Nine.

EDUCATIONAL IMPLICATIONS

1. Group Learning strategies need to be improved in the teaching-learning situation at standard Nine level.
2. Special attention should be given to the involvement of boys in Group Learning situation.
3. Students need to be motivated to get involved more and more in Group Learning.
4. Teachers need to be oriented towards Group Learning strategies catering to the needs of both high and low achievers.
5. Low Achievers should be involved and motivated more and more in Group Learning.
6. The Group Learning strategies that would contribute specially to low achievers should be identified and used.
7. More academic input needs to be given for low achievers.
8. Teachers need to be motivated to experiment different Group Learning strategies for different groups of students.
9. Incentives for students for involvement in Group Learning strategies should be provided.

SUGGESTIONS FOR FURTHER RESEARCH

1. An experimental study could be conducted to explore in depth the need of Group Learning Behaviour among students of CBSE schools.
2. The present study can be duplicated by taking a large sample covering districts and states.
3. This study can be duplicated at primary and higher secondary levels as well.
4. There is scope to study effect of different components of Group Learning Behaviour.

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- From Continued on Page No. 21

3. Describe the structure of chromosome.
4. What is diploid and haploid number of chromosomes?
5. How are chromosomes classified based on the location of centromere?
6. What are homologous and heterochromosomes?
7. Why do we have different characteristics from others?

### APPENDIX 2(quiz)

#### Google Form link

<https://docs.google.com/forms/d/1r5byFiE7tg8BWICexXL2nkIRrG5HLJzQWKfj-zq43oY/edit?usp=sharing>

A sample of questions is given in the above google form.

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# A STUDY OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE

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✉ Dr. R. M. Bantanur, Principal, S.K. College of Education, Talikoti.

## ABSTRACT

*Emotional intelligence may influence appraisals of stressful tasks and subsequent task performance. This study examined the relationship of Emotional intelligence with academic achievement. Researcher expected high levels of EI would promote a good academic performance, whereas low EI levels would foster the minimal performance. Sample of 300B.Ed. College students of BLDEA's JSS College of Education and S.K. College of Education, Talikoti were examined. A tool developed and standardized by Dr. S.K. Mangal and Subhia Mangal was used for the study. This descriptive survey reveals that emotional intelligence influence on academic achievement of B.Ed. College students.*

**Key words :** Academic Achievement: Academic achievement is defined as "success in completion with standard of excellence". This is also defined as the desire to get success complication of the academic year.

**Emotional intelligence:** Emotional intelligence is the capacity to react intelligently in the situation. It involved the capacity to perceive emotions assimilate emotion understand and manage the emotion. It is very important to react to society, the emotional intelligence factor also effect on academic achievement.

## INTRODUCTION

**Emotional Intelligence :** The root of the world emotion is mature, the Latin verb "to move", plus the prefix "e" to connote "move away", suggesting that a tendency to act is implicit in every emotion. Emotion refers to a feeling and its attendant thoughts, psychological and biological states, and range of impulses to act. The oxford English Dictionary defines emotion as "any agitation or disturbance of mind, feeling, passion; any vehement or excited mental state"

There is a long - standing debate about which emotions should be considered primary - the blue, red, any yellow of feeling from which myriad blends come - or if there are primary emotions at all. The argument for a set of core emotions is based to some extent on studies that suggest there are universally recognized facial expressions for four emotions: fear, anger, sadness, and enjoyment. The universality of facial expressions of emotion was probably first noted by Darwin, who saw it as evidence that these signals have been stamped by evolution into the central nervous system. According to some theorists the following families of emotion are universal.

**Anger:** fury, outrage, resentment, wrath, exasperation, indignation, vexation, acrimony, animosity, annoyance, irritability, hostility and perhaps at the extreme, pathological hatred and violence.

**Sadness :** grief, sorrow, cheerlessness, gloom, melancholy, self-pity, loneliness, dejection, despair and when pathological, severe depression.

**Fear :** anxiety, apprehension, nervousness, concern, consternation, misgiving, wariness, qualm, edginess, dread, fright, terror; as a psychopathology, phobia and panic.

**Enjoyment :** happiness, joy, relief, contentment, bliss, delight, amusement, pride, sensual pleasure, thrill, rapture, gratification, satisfaction, euphoria, whimsy, ecstasy, and at the far edge, mania.

**Love :** acceptance, friendliness, trust, kindness, affinity, devotion, adoration, infatuation, agape.

**Surprise :** shock, astonishment, amazement, wonder.

**Disgust :** contempt, disdain, scorn, abhorrence, aversion, distaste, revulsion.

**Shame :** guilt, embarrassment, chagrin, remorse, humiliation, regret, Mortification and contrition.

Each of these categories has a basis emotional nucleus at its core, with its variants rippling out in myriad mutations. In the outer ripples are moods, which, technically speaking, are more muted and last far longer than an emotion (it is relatively rare to maintain rage all day, for example, but less rare to be in an irritable mood, during which shorter bouts of anger are easily triggered). Beyond moods are dispositions, the temperamental proclivity to evoke a given emotion or mood such as melancholy, anxiety, or cheer.

Further beyond such inclinations are the disorders of emotion such as clinical depressive disorders or generalized anxiety disorder, in which an individual feels chronically trapped in a toxic state.

## ACADEMIC ACHIEVEMENT

Achievement refers to the scholastic or academic achievement of the student at the end of an educational programmed. A good number of variables such as personality characteristics of the learners, the socio-economic status, the organizational climate of the school, curriculum planning etc., influence achievement in different degrees. These variables are generally referred to as correlates of achievement.

The factors which influence on academic achievement of students are many that is, students IQ, health, peer group, past experience, attitude towards the school subjects and teachers, the emotional care, parents love and affection, family environment, socio-economic status etc., are some of the factors which affect the academic achievement of students.

## MEANING AND DEFINITION OF ACADEMIC ACHIEVEMENT

Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill or body of the knowledge. Academic achievement means knowledge attained and skill developed in the school subjects usually designed by teachers, by test scores or by marks by the teachers or by both achievement can be measured with help of test verbal or written of different kinds since academic achievement in the criteria for selection promotion or recognition in various walks of life the importance of academic achievement cannot be ignored there are several factors that influence the academic achievement of an individual like personality intellectual ability mental health and environment etc.

The term academic achievement has been made up of two words, that is academic and achievement. The term academic has been derived from the word 'academy'. The meaning of the term academy is a school where special types of instructions are imparted and knowledge is acquired.

The term academic achievement was defined by two terms

**a. Academic :** It was pertaining to school subject or to fields of liberal arts or to the sphere of ideas and abstractions.

**b. Achievement :** It was denoted by knowledge attained or skills developed by pupils usually in the schools, measured by test scores or by marks assigned by teachers.

The term achievement refers to the acquisition of all the behavior changes belonging to the cognitive, affective and psychomotor domains.

It is an instrument designed to measure relative accomplishment in the specified areas of learning.

According to Taneja's Dictionary of Education (1989) Academic achievement refers to performance in school or college in standardized series of educational test.

**Ladson Billings, G (1997)** Stated that at its best academic achievement represents intellectual growth and the ability to participate in the production of knowledge. At its worst, academic achievement represents inculcation and mindless indoctrination of the young into the cannons and orthodoxy.

According to Oxford Advanced Learners Dictionary of Current English (2002) The term academic means relating to education or to an academy or other educational institutions.

According to Oxford Advanced Learners Dictionary of Current English (2002) Achievement is a thing done successfully especially with effort and skill. Thus achievement is a person's level of skill or range or breadth or information and what he has accomplished in designed area of learning or behavior.

Therefore, academic achievement has been considered as a measure of understanding or skills in a specified subject or group of subjects. Hence, academic achievement is concerned with quantity and quality of learning attained or knowledge acquired in a subject of study or group of subjects, after a period of instructions.

## REVIEW OF RELATED LITERATURE

**Mahajan Monica (2011)** "Academic Achievement in relation to emotional intelligence and spiritual intelligence". Hoshiarpur, Punjab.

This study was designed to study academic achievement in relation to emotional intelligence and spiritual intelligence. A sample of 140 students studying in class XI from four schools of District Hoshiarpur was taken for the collection of data. The technique employed

was multistage randomization of clusters at school and section level. B-variate coefficients of correlation and t-ratio were used to analyze the data. The findings were: there exists no significant difference between the emotional intelligence of boys and girls. There exists no significant difference between the spiritual intelligence of boys and girls. There exists positive and significant relational between academic achievement and emotional intelligence of boys and girls. Also, the relationship was found positive and significant for boys and girls separately. There exists positive and significant relationship between academic achievement and spiritual intelligence of boys and girls. Also, the relationship was found positive and significant for boys and girls separately. There exists positive and significant relationship between emotional intelligence and spiritual intelligence of boys and girls.

**Singh Amit and Kumar Dinesh (2011)** "Emotional intelligence and academic achievement of college students". Jindo, Haryana.

The present study was conducted to know the emotional intelligence and academic achievement of college students of Rohini in Delhi. The sample of 100 college students was taken (50 boys and 50 girls) from Rohini. The study indicated that the emotional intelligence of (Science, Art 192 and Commerce stream) college boys and girls were similar while the academic achievement of science boys and girls were not similar, and study also indicated that there was positive relationship between emotional intelligence and academic achievement.

The sample of the present investigation comprised 200 B.Ed. students of Guru Nanak Dev University, Amritsar. Emotional intelligence is measured through an adaptation of Personal Profile Survey. Surabhi purohit has developed the Personal Profile Survey. The test has six measured of emotional intelligence namely, self-awareness, self-regulation, internality, motivation, empathy and social skills.

## OBJECTIVES OF THE STUDY

1. To study the relationship between academic achievement and emotional intelligence of male students of B.Ed. College.
2. To study the relationship between academic achievement and emotional intelligence of female students of B.Ed. College.

## HYPOTHESIS OF THE STUDY

1. There is a significant relationship between academic achievement and emotional intelligence of urban students of B.Ed. College.

2. There is a significant relationship between academic achievement and emotional intelligence of rural students of B.Ed. College.

## SAMPLE

In the present study the research investigator has taken 300 sample size. The entire population refer to the students of B.Ed. Colleges.

The random sampling technique is founded to be most suitable for the present study.

## RESEARCH TOOLS

Emotional Intelligence Inventory was constructed by S.K. Mangal and Shubhia Mangal (2004) for the measurement of emotional intelligence of 16+ years age of school going students (total as well as separate) in respect of four areas or aspects of emotional intelligence namely, Intra-personal Awareness (knowing about one's own emotions) Inter-personal Awareness (knowing about others emotions), Intra-personal Management (managing one's own emotions) and Inter-personal Management (managing others emotions) respectively.

## DATA COLLECTION

Researcher personally visited the schools to collect the data. Before collecting the data all the needful information's given to students to fill the data sheet without errors.

## DATA ANALYSIS

### Summary of Linear Multiple Regression Analysis: Emotional Intelligence on academic achievement of male students of B.Ed. college

| Independent variables                                                                                                  | Regression | SE of Regression | t-value | p-value | Sig. |
|------------------------------------------------------------------------------------------------------------------------|------------|------------------|---------|---------|------|
| Constant                                                                                                               | 60.275     | 13.381           | 4.504   | .000    | S    |
| Emotional Intelligence (X4)                                                                                            | .186       | .036             | 5.168   | .000    | S    |
| R = .324, R <sup>2</sup> = .105, Adjusted R <sup>2</sup> = .090, F = 7.185, p < 0.05, S, Std.Error of estimate: 9.0131 |            |                  |         |         |      |

From the results of the table No. 22, it is observed that

The influence of independent variables such as Emotional Intelligence on Academic achievement of male students of B.Ed. college are found to be positive and

significant at 0.05% level of significance, indicating Emotional Intelligence is influencing positively on Academic achievement of male students of B.Ed. college

Further, the multiple linear regression equation predicting the academic achievement of male secondary school students in terms of Emotional Intelligence (X4) was found as given below Academic achievement = 60.275 + .103 (X1) - 0.12(X2) - 0.022(X3) + .186(X4)

The multiple R of the linear regression equation is .324, for testing multiple correlation coefficients the F-ratio (7.185) were found to be significant at 0.05% level of significance. Thus, then null hypothesis is rejected and alternative hypothesis is accepted. Significant R suggested that estimation of academic achievement of B.Ed. students is possible on the basis of the predictor variables Emotional Intelligence of male students of B.Ed. college. Further, the regression equation shows personality factors (X1) and Emotional Intelligence(X4) can be used as predictors of academic achievement of male students of B.Ed. college under study.

**Summary of Linear Multiple Regression Analysis: Independent Variables that are, Personality Factors, Study Habits, Self-Concept and Emotional Intelligence on academic achievement of female students of B.Ed. college**

| Independent variables                                                                                                   | Regression | SE of Regression | t-value | p-value | Sig. |
|-------------------------------------------------------------------------------------------------------------------------|------------|------------------|---------|---------|------|
| Constant                                                                                                                | 60.275     | 13.381           | 4.504   | .000    | S    |
| Emotional Intelligence (X4)                                                                                             | .186       | .036             | 5.168   | .000    | S    |
| R = .324, R <sup>2</sup> = .105, Adjusted R <sup>2</sup> = .090, F = 7.185, p < 0.05, S, Std. Error of estimate: 9.0131 |            |                  |         |         |      |

From the results of the above table, it is observed that

The influence of independent variables such as Emotional Intelligence (X4) on Academic achievement of female students of B.Ed. college are found to be positive and significant at 0.05% level of significance, indicating Emotional Intelligence (X4) is influencing positively on Academic achievement of female students of B.Ed. college Emotional Intelligence (X4) was found as given below

Academic achievement = 60.275 + .103 (X1) - 0.12(X2) - 0.022(X3) + .186(X4) The multiple R of the linear regression equation is .324, for testing multiple correlation coefficients the F-ratio (7.185) were found to be significant at 0.05% level of significance. Thus, then null hypothesis is rejected and alternative hypothesis is accepted. Significant R suggested that estimation of academic achievement of female students of B.Ed. college is possible

on the basis of the predictor variables like Emotional Intelligence of female students of B.Ed. college. Further, the regression equation shows Emotional Intelligence(X4) can be used as predictors of academic achievement of male students of B.Ed. college under study.

## FINDINGS

1. The influence of independent variables such as Emotional Intelligence (X4) on Academic achievement of male students of B.Ed. college are found to be positive and significant at 0.05% level of significance, indicating Emotional Intelligence (X4) is influencing positively on Academic achievement of male students of B.Ed. college
2. The influence of independent variables such as Emotional Intelligence (X4) on Academic achievement of female students of B.Ed. college are found to be positive and significant at 0.05% level of significance, indicating Emotional Intelligence (X4) is influencing positively on Academic achievement of female students of B.Ed. college

## CONCLUSION

This study reveals that there is a significant influence of level of emotional intelligence on the level of academic achievement. Emotional intelligence plays a vital role on academic achievement.

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# SEX RATIO : TRENDS IN RURAL-URBAN DIFFERENTIALS OF UDUPI DISTRICT, KARNATAKA STATE

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## ABSTRACT

*Sex ratio is one of the important attributes of population composition. It is best indicator of status of women in society and index to study the level of development of a region. It has recorded a continuous decline in the country. Declining sex ratio has already become serious social problem and rude shock to the demographers.*

*As far as sex ratio of urban and rural population of India is concerned, it represents a contrastingly different pattern in comparison to the western countries. Even our state Karnataka is showing more rural-urban differentials in sex ratio. The study of this differential is essential for understanding the employment and consumption pattern and social needs etc. of a community. Thus, the present study makes an effort to analyse the rural-urban differential in sex ratio of Udupi district in Karnataka State over time and space. The district has high sex-ratio of 1094 in the state.*

## INTRODUCTION

Sex ratio is the ratio between males and females. It refers to the number of females to thousand males. The sex composition is of paramount importance in any population because of contrasting and complementary roles played by two sexes in economy and society. Sex ratio is an index of economy prevailing in an area and is useful tool for regional analysis (Franklin 1956). This ratio has performed an important role not only in demographic factors like fertility, mortality, migration etc. but also on other factors like manpower, national income, education, housing etc. Hence proper understanding of the sex composition of any population is essential.

## OBJECTIVES OF THE STUDY

From the beginning of 20th century, sex ratio of Udupi District is declining or fluctuating continuously where only three decades had shown the decreased ratio. Both rural and urban areas are affected by this trend in one or the other way. Throughout the century, rural ratio is higher than urban ratio. However, both areas are suffering from disparity in the sex ratio. Thus, the main objectives of the present paper are -

1. To study the trend of rural-urban differentials in sex ratio Udupi District from 1901 to 2011.
2. To analyse the regional pattern of rural-urban differences in sex ratio.
3. To analyse the regional pattern rural urban differential in child sex ratio.

## DATA BASE AND METHODOLOGY

Most of the data is collected from the secondary sources such as Census Books and Udupi at a glance etc. Simple methods like subtracting urban ratio in rural one are followed to study the trend of rural urban differentials. For the base map of Udupi district is taken from gazetteer of Udupi. Choropleth maps are used to analyse the spatial pattern of the rural urban differentials in the sex ratio.

## STUDY AREA

Udupi District is one of the thirty districts in Karnataka State. It came into existence as a separate district on 24th August, 1997. Headquarter of the district is Udupi and the district is named after its headquarter.

The district is situated on the western coastal side, it lies between North Latitude 13° 08' and 14° 00' and East longitude 74° 30' and 75° 13'. Udupi district is bound on the north by Uttara Kannada, on the east by Shimoga and Chikmagalur, on the south by Dakshina Kannada districts and on the west by the Arabian Sea. The district has a coastal line, which is nearly 100 km. in length with rich marine output with beautiful beaches, verdant Western Ghats, abundant religious and spiritual centres.

The total population of the district as per 2011 Census is 11,77,361. Of the total population, 5,62,131 are males and 6,15,230 are females. The district's share to total Karnataka's population is 1.93 percent and it ranks at 23rd place among the districts. The population of the district is further distributed as 8,43,300 living in rural areas and



3,34,061 in urban areas, constituting 71.63 and 28.37 percent of rural and urban population respectively.

### SEX RATIO OF UDUPI : A TEMPORAL ANALYSIS 1901-2011

From the first census it is very clear that the sex ratio is adverse to women and it is common to observe lower sex ratio in urban areas. Moreover sex ratio is fluctuating continuously with some exceptions (Table1).

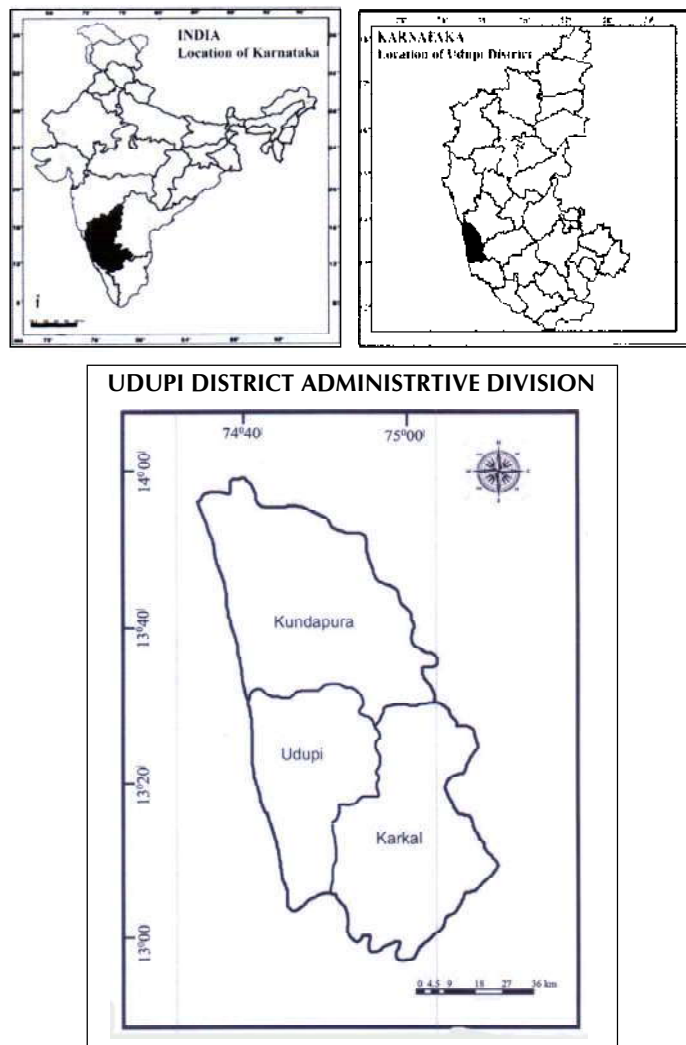


Fig. No. 1

When we compare the ratio of the district with that of our state it is generally shown a decreasing trend in the sex-ratio from census 1901 (983) to census 1941 (960) and fluctuating thereafter. In 2011 Census, the State has registered a better sex-ratio of 973, higher than the ratios of the previous Censuses of 2001 and 1991. The sex ratio in 1901 Census was 1125 and thereafter the trend fluctuated over the decades. However, in 2011 Census, the district has recorded a lower sex-ratio 1094 compared to 2001 Census (1130). Further, from 1901 to 2001 Census, the sex-ratio in rural areas have been higher than in urban

areas, for the State as well as the district and the same trend is seen for the State as a whole in 2011 Census.

In the decade of 1901 -1911 sex ratio of the district slightly declined from 1125 to 1112. As famine, plague and malaria ruling the whole district might have lead to this decline, because females were more affected by these epidemics. The sex ratio declined further to 1099 by 1921 due to continuous spread of epidemic diseases which was like death blow to women. The district has recorded in next four decades, in 1931(1120), 1941 (1123), 1951 (1150) and 1961 (1165). However, in the decade of 1931-61 sex ratio increased from 1120 to 1165. Thus, for the first time it registered the increase.

Again, the sex ratio dropped for two consecutive decades after 1961. It came down to 1140 in 1971 and 1130 in 1981. The district recovered slightly the decline by 4 points (from 1130 to 1134) during 1981-1991. Life expectancy of females during this decade increased from 65 years to 69 years. Therefore, the ratio also improved with the improvement in the status of women.

This trend did not continue in next decade when it again fallen to 1094. However, the district has recorded again declining sex ratio in 2001 with 1130 and in 2011 it is 1094. Thus, table 1 makes it clear that district has faced a consistent decline in all censuses except during the decades of 1921-31 to 1951-61 (Fig.2). When we examine the causes of declining sex ratio, following reasons come out preference for male child, discrimination of female sex, female infanticide and sex selectivity among migrants. Moreover the increasing trend of female fetal abortions on the basis of sex determination tests.

### RURAL URBAN DIFFERENTIALS IN SEX RATIO 1901-2011

Dominance of male migrants from rural areas to urban centers is the main reason for differentials in sex ratio of Udupi district. It is common to observe Many people are not having any worry about prejudice against female employment, mobility, high cost of living and problem of housing in urban areas force the male migrants to leave their families in villages. For the safety of their family they are living in joint families in rural areas. As such sex ratio was favourable for rural areas in the district up to 1961 census which was contradictory to the state's ratio. It was from the census of 1961, rural sex ratio surpassed the urban sex ratio till the present census.

The sex ratio for rural population by ranges is given with corresponding number of villages. The overall sex ratio of rural population is 1114 and 220 villages have



reported favourable sex ratio for women in rural areas. It covers about 94 per cent of the rural population.

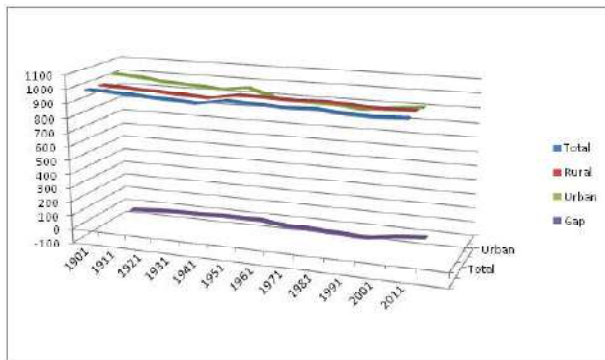
The sex ratio for the urban areas of the district is 1046. Of all the towns, 18 towns have favourable sex-ratio for women. Bada city has reported the highest sex-ratio 1142, whereas the lowest sex-ratio of 902 has been reported from Badagabettu city.

**Table -1 : Decadal Sex ratio of Udupi District 1901-2011**

| Year | Total | Rural | Urban | Gap  |
|------|-------|-------|-------|------|
| 1901 | 1125  | 1128  | 960   | -168 |
| 1911 | 1112  | 1116  | 1004  | -112 |
| 1921 | 1099  | 1104  | 1025  | -97  |
| 1931 | 1120  | 1128  | 1017  | -111 |
| 1941 | 1123  | 1129  | 1048  | -81  |
| 1951 | 1150  | 1158  | 1073  | -85  |
| 1961 | 1165  | 1178  | 1075  | -103 |
| 1971 | 1140  | 1159  | 1060  | -99  |
| 1981 | 1130  | 1147  | 1049  | -98  |
| 1991 | 1134  | 1172  | 1012  | -160 |
| 2001 | 1130  | 1151  | 1040  | -111 |
| 2011 | 1094  | 1114  | 1046  | -68  |

Source : Census of India 1901-2011

The rural urban gap in sex ratio has always been fluctuating in the district during 1901-2011. The differential points out that there is very wide gap in rural urban populations (Fig.2).



**Fig. No. 2**

It is interesting to observe that in all decades the sex ratio differential has been favourable of rural areas. Sex ratio is declining in both rural and urban areas. However it is declining rapidly in urban centers. Although, the last decades are showing the decreasing trend in sex ratio.

#### **SPATIAL PATTERN OF RURAL URBAN DIFFERENCES IN SEX RATIO**

The below table represents the taluk-wise sex ratio for the total, rural and urban population of the district. The sex ratio is favourable to women for both urban and rural

areas. There are 1094 females per 1000 males in the district. The sex ratio in rural areas (1114) is higher than that of urban areas (1046). Taluk-wise comparison reveals that the sex ratio in Kundapurataluk is highest among the taluks. Further, the sex ratio in urban areas is comparatively higher than rural areas in all taluks except Karkaltaluk .

The sex ratio at birth is mostvariable in both rural and urban areas of the district. Hence, the main reason for the differential is sex selectivity among migrants. The urban sex ratio was generally higher between 1931 to 1961 censuses. As per 1931 to 1961 rural sex ratio increased rapidly, after the 1991 decade it has recorded slight decrease.

Rural urban difference in sex ratio is analysed with the help of choropleth maps. Taluks of the district can be classified into two broad categories such as areas with higher urban sex ratio than rural and areas with lower urban sex ratio than rural (Fig.3 to 8).

#### **AREAS WITH HIGHER URBAN SEX RATIO THAN RURAL 2001-2011**

The Udupi district with all its taluks namely Kundapur,Udupi and Karkal had lower urban sex ratio than rural in 2001. District as whole has the gap of 111 points.

Rural areas of the district had relatively higher sex ratio compared to urban sex ratio.

**Table -2 : Taluk wise Rural-urban Sex ratio in Udupi district-2001-2011**

| Sl. No. | Talukas      | 2001        |             |             |             | 2011        |             |             |            |
|---------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|
|         |              | Total       | Rural       | Urban       | Gap         | Total       | Rural       | Urban       | Gap        |
| 1.      | Kundapura    | 1163        | 1173        | 1054        | -119        | 1124        | 1132        | 1062        | -70        |
| 2.      | Udupi        | 1108        | 1134        | 1047        | -87         | 1077        | 1108        | 1042        | -66        |
| 3.      | Karkal       | 1125        | 1147        | 980         | -167        | 1086        | 1092        | 1054        | -38        |
|         | <b>Total</b> | <b>1130</b> | <b>1151</b> | <b>1040</b> | <b>-111</b> | <b>1094</b> | <b>1114</b> | <b>1046</b> | <b>-68</b> |

Source : Census of India 2001-2011

#### **AREAS WITH LOWER URBAN SEX RATIO THAN RURAL 2001-2011**

In Udupi district, all talukas have higher rural sex ratio than urban in 2001. Differences between the two ratios ranged from 167 in KarkalTaluk to 87 in UdupiTaluk. The main reason was migration of males to other states as well as countries. It was very common to observe that many people have migrated to Arab, USA, Canada and other countries from Udupi district. But they had left their families here. The all taluk of Udupihad higher sex ratio than urban. While large number of males migrated from the district due to gain job andgood economic status.

### Talukawise Rural-Urban Sex Ratio in Udupi District

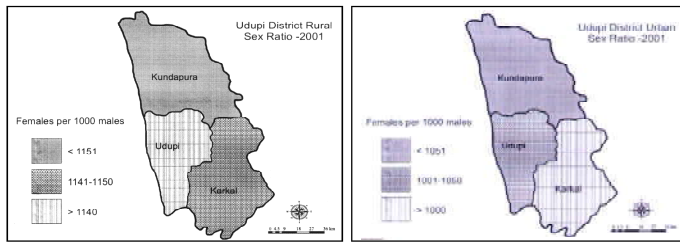


Fig. No. 3

In the present census, all three taluks have higher rural sex ratio than urban. Although, this has retained its position of higher rural ratio, there is considerable decline in the gap.(Fig.3 and 4)

### Talukawise Rural-Urban Sex Ratio in Udupi District

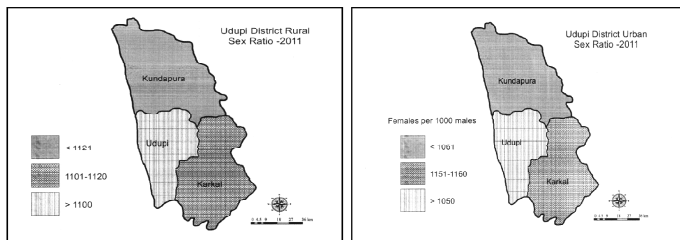


Fig. No. 4

### Talukawise Rural-Urban Sex Ratio in Udupi District

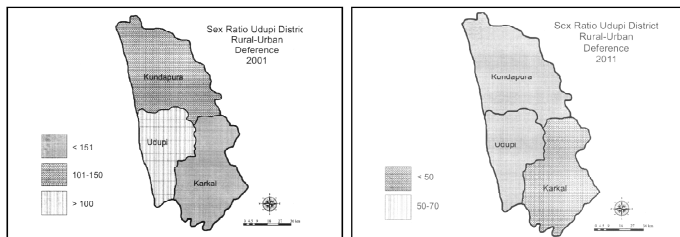


Fig. No. 5

### SPATIAL PATTERN OF RURAL URBAN DIFFERENCES IN CHILD SEX RATIO

Child sex ratio of the district in both rural and urban area is lower compared to adult sex ratio of the district. All taluks except Karkal are having higher urban child sex ratio according to 2001 census and as per 2011 census Udupitaluk also has lower urban child sex ratio. It is an urgent matter of concern that child sex ratio in the district is declining rampantly. As per 2001 census Udupitaluk has the highest child sex ratio of 963 and according to 2011 census Kundaportaluk has 962 which is more than the district average. While Karkaltaluk has the lowest child sex ratio of as per 2001 (949) and 2011 (955) census (Table 3)

The child sex ratio for the towns is given in the below table. Data reveals that the urban sex ratio for the district is 952 female children per 1,000 male children. The highest sex ratio for the urban is noticed in Manipura city 1182

and lowest in Varamballi city 875. The below table highlights the data on sex ratio of population in the age group 0-6 by which include only the rural portion of the district. The child sex ratio is lowest in Karkalataluk 951 and highest in Udupitaluk 965.

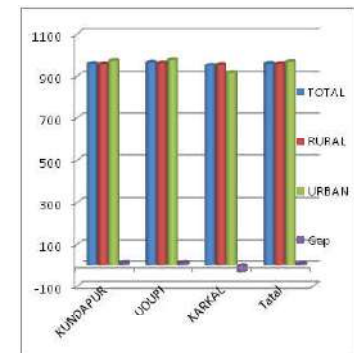
Variations in child sex ratio is a long observed phenomenon and have considerable debate among the researchers and policy makers from time to time. Although the observed variations in the ratio favouring males are a biological fact, continued decline over the periods causes great concern among the policy makers. The talukawise child sex ratio for 2011 Census is given in the below table which reveals that there are 958 females per 1000 males in the district. The least child sex ratio is recorded in urban areas of Udupitaluk, where the ratio is 946. The highest child sex ratio is reported from the urban areas of Karkal (982).

Table -3 :

Udupi District: Child sex ratio (0-6 Age group) 2001-2011

| Sl. No. | Talukas   | 2001  |       |       |     | 2011  |       |       |     |
|---------|-----------|-------|-------|-------|-----|-------|-------|-------|-----|
|         |           | Total | Rural | Urban | Gap | Total | Rural | Urban | Gap |
| 1.      | Kundapura | 957   | 956   | 970   | 14  | 962   | 961   | 970   | 09  |
| 2.      | Udupi     | 963   | 960   | 974   | 14  | 956   | 965   | 946   | -19 |
| 3.      | Karka     | 949   | 953   | 916   | -37 | 955   | 951   | 982   | 31  |
|         | Total     | 958   | 957   | 966   | 09  | 958   | 960   | 952   | -08 |

Udupi District : Child sex ratio (0-6 Age group) 2001-2011



2001 Child Sex Ratio 2011 Child Sex Ratio

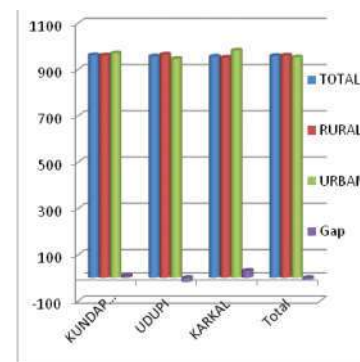


Fig. No. 6

**CONCLUSION**

Udupi has been characterized by relatively lower sex ratio which was lower in urban areas in the 2001 census. But the condition is unfavourable in the 2011 census. On whole there has been decrease in both rural and urban sex ratios during the present century. Urban areas had recorded rapid decline in sex ratio. Sex selectivity among migrants is the main reason behind rural urban differences. It is interesting to observe that sex ratio is inversely proportional to the growth rate of urban population. However, child sex ratio of the district is continuously declining in urban at an alarming rate. District as a whole had lower urban sex ratio than rural.

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## JIDDU KRISHNAMURTY (1895-1986)

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

"Today's education prepares us for various professions and vocations that can only contribute to our miseries and illusions. True education not only trains the mind to take up various vocations but also educates the mind. Education develops love and understanding among people and does not promote only industrialization that has the potential to annihilate others. Education should help learn the permanent values of life and develop creativity."

Born in a Brahmin family in Madanapalli, Andhra Pradesh, Jiddu Krishnamurti acquired a theosophical background, since his father had been a theosophist and had migrated to Madras on being invited by the President of the Theosophical Society, Annie Besant. After being educated privately, he wanted to prepare himself for some examinations of the London University. He left for California in 1922 with his younger sibling Nityanand who suffered from a respiratory disease. In 1924, while he was traveling to India, he received the news of the death of his brother and this transformed his entire psyche. He began to think about the very basis of all existence on earth.

Krishnamurti's pronouncements appear to be heavily loaded with mysticism. Though he did not write any treatise on education, nor did he present any scheme of education to be followed, his views on education are found in a scattered form in the different conversations that he had with his admirers and associates.

### KRISHNAMURTI SAID

On Life and Education : We are all endowed with emotions, moods, feelings and sentiments, searching for a place where there is no fear or mutual distrust. We are compelled to toe the line of the societal order and respect the traditions. To avoid confrontation with the authorities and the forces that bind the society, we

hesitate to revolt and prefer the status quo. There can be no two opinions on the need for reforms. What is the purpose of living and what is the importance of life ? The purpose of life will be narrow and zero if live to get educated in the sense that is understood to day i.e., become an expert in a subject or a scientist

? If so, then we would be responsible for the destruction of the world bringing in only misery and ills. True, there is a need for education. But this education should enable us to understand the importance of life. We should understand the difference between individual and personal spheres. The individual is accidental i.e., he is shaped by the circumstances and the environment in which he is brought up. Modern education is, in fact, based on such accidental factors encouraging corruption and self-centeredness. Today's education prepares us for various professions and vocations that can only contribute to our miseries and illusions. True education not

only trains the mind to take up various vocations but also educates the mind. Education develops love and understanding among people and does not promote only industrialization that has the potential to annihilate others. Education should help us learn the permanent values of life and develop creativity.

### TRUE EDUCATION

The current education is making life dependent upon machines. Engineers all over the world are busy making devices that reduce the human involvement. If the human element is gradually eliminated with the progress of technology, what will happen to the people ? We will have a lot of idle time at our disposal. Education should promote inner experiences and enable one to avoid self-deception. It should enable us to help our fellow-beings and unshackle them from worldly affairs. As long as we stick to our ideals and principles





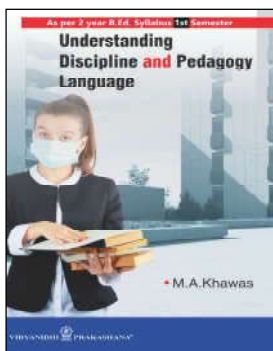
this will not be possible, as ideals are an obstruction in understating the present shape of things. Man is not a machine and cannot be adjusted to predetermined structure of things. There is a vast distance between the present and the potential future shape of things. True education cannot be based on any established system of things and should not be regarded as an instrument of molding individuals into a particular shape. True education should enable people realize their real selves in their individual capacities. Love makes us understand others. When there is love it is articulated at once and there is no need for delivering long lectures to convince others. Religious bodies and the government should not be allowed to control education. Human life cannot reach its peak if we are educated on the basis of fragments of knowledge. An individual should be given full freedom to reach his maximum potential without being should enable the child to become a complete person and perceive life in its entirety. In other words, the child should not be compelled to follow the traditional ideals. Instead it should be allowed to create new values and help others to realize themselves. The world is facing a crisis today and this is the consequence of the current system of education. If we have to overcome this crisis, we have to give up our principles and ideals and squarely face the realities of the situation. We accept the things as they are and build the character of our children, sometimes use reward and punishment. This is like applying an undesirable force. A teacher who understands the complexities of a child's life will help them develop their personalities in the desired fashion. We should not impose our views on our children and stunt their

growth. By doing so we are preventing the child from evolving into a healthy personality. If the child is to be freed from tensions that hamper growth, the atmosphere at the school should be similar to that of home.

### THE SCHOOL

The right type of education should remove all those barriers that impede excellence in life. Big schools should be discouraged if the real purpose of education is to be achieved. Real education can be imparted only through small schools where the strength of the students in each class is limited to manageable proportions and individual attention is given to each child. In a class with limited strength, the teacher will be more concerned with his students interacting with them on an individual basis and helping them to reach their maximum potential. Work should be distributed to teachers according to their interests, aptitudes and abilities. Every teacher should make sincere efforts to understand the background of each child as that helps a lot in providing the desirable direction to the child. A big load of books should be avoided in school. The co-curricular activities should be conducted in democratic manner where participation of all the children and teacher is made obligatory. Each student in the school should be provided with the necessary guidance, as this guidance will enable the child not to acquire a capacity for self-direction. If the education is to serve its intended purpose, the teacher should lead the student to understand the truth and purpose of life, and help the student in his search for truth.

■ ■



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