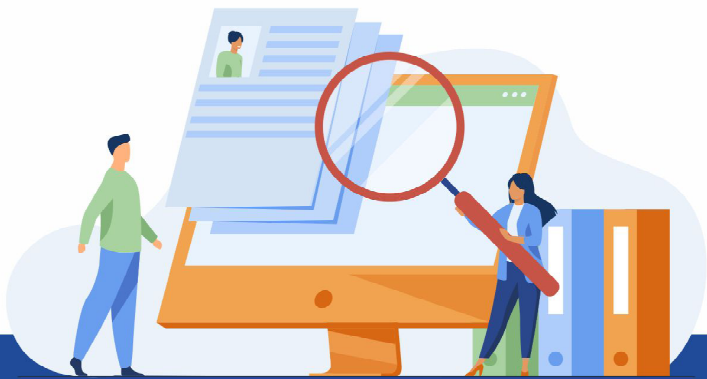


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DIMENSIONS OF EDUCATION

An International Journal of Education and Research -English Quarterly



**MASS MEDIA :
IT'S ROLE AND IMPACT IN
THE DEVELOPMENT OF SOCIETY**



**EVALUATING THE IMPACT OF
TEACHER EDUCATION
PROGRAMMES ON STUDENT
LEARNING OUTCOME**

**EFFECTIVE SCHOOLING
AND CULTURAL
ENVIRONMENT
AMONG THE
SECONDARY SCHOOLS**





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WOMEN'S DAY - 2023

The theme for this year's Women's Day, according to the United Nation is "DigiALL: Innovation and technology for gender equality" and it aims to emphasize the importance of technology in bringing gender issues to light.

Director General of UNESCO Audrey Azoulay in her message for this year's International Women's Day, said, "This year, on International Women's Day, I would like to applaud this new generation of young women- for their courage in speaking out, inspiring others and mobilizing their peers, for a more sustainable tomorrow".

Many experts from the fields of technology and innovation, as well as gender equality activists will come together to discuss how to improve access to digital tools and bridge the digital skills divide. This will help to make sure that all people have equal access to digital technology and the opportunities it provides.

This day of celebration is about recognizing the achievement of women and seeking gender equality. This is a known fact. But it is not just about 'a day, its significance is bigger than that and it should not be marred by the decision to have single day celebration.

A successful International Women's Day celebration should focus on bringing about changes that have ripple effects. This day should be the beginning of a long-term commitment to supporting women's rights and promoting gender equality in workspaces.

Technological development and innovation present new opportunities as well as new challenges to women and girls. Nevertheless, it extremely important to discuss practice around innovation that could accelerate gender equality and women's empowerment into the health sector.

Let us together set a new norm for the region by stepping up for the full engagement of women in our economics, putting this commitment into action will serve all of us in times of crisis and for sustainable development.

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

MOTHER GODDESS : INDUS VALLEY CIVILIZATION

✉ **Vaishali G R., Assistant Professor, Department of History Government First Grade College, Bhatkal-581320**

The Indus Valley Civilization (IVC), often referred to as the Indus Civilization or the Harappan Civilization, was a Bronze Age civilization that flourished in the northwest of South Asia between 3300 and 1300 BCE and from 2600 to 1900 BCE in its mature form. It was one of three early civilisations of the Near East and South Asia, along with ancient Egypt and Mesopotamia, and was the most widespread of the three. Its locations were spread out over a large portion of Pakistan, northeastern Afghanistan, and northwest and western India. The Indus River runs the entire length of Pakistan, and the civilization thrived there as well as along a network of perennial rivers that were originally nourished by the monsoon and ran close to the Ghaggar-Hakra, a seasonal river in northwest India and eastern Pakistan.

A mother goddess is a female deity who personifies the deification of motherhood, fertility, creation, and destruction. She may also be an earth goddess who personifies the bounty of the earth or nature. Such goddesses are sometimes referred to as the Mother Earth or Earth Mother, a divinity in numerous animistic or pantheistic faiths when equated with the earth or the natural world.

The worship of the Mother Goddess can be traced back to the Indus Valley Civilization in India. The principal deity of the Harappans, known as Mother Goddess, was the subject of intense veneration in the Harappan religion. In the Harappan culture, nature was a mother goddess with the ability to create life on earth. Mother Earth, a representation of conception, motherhood, and fertility, was another name for the mother goddess..

The idol, discovered by John Marshall in 1931, appears to match some characteristics linked with the Mother Goddess religion that was widespread in many early Near Eastern nations. Mother Goddess is one of the best-preserved large-scale terracottas from Mohenjo-daro. It is exquisitely adorned with a range of ornaments that reflect the interests of the time, and it combines folk realism with elegant clay pieces. The mother goddess is associated with childbirth, procreation, fertility, and the continuity of life. There are theories about what these figures represent because of their different hairstyles, body types,

headdresses, and jewels. Harappan female figurines may have been revered in families, lending them cultural significance.

We can come to know about the worship of the mother goddess or shakti cult by the inscriptions. We got inscriptions in Karnataka to know about the worship of mother goddess or shakti cult. The shakti cult brings total involvement with life. "The adoration of female energy dates from a very early period. The antiquity of the worship of the mother goddess can be traced to the Indus Valley civilizations. The cult of worshipping the mother goddess occupied an important place in the lives of the ancient people. The important tradition that the Indus Valley people transmitted to their successors was the wide-spread cult of the mother goddess in the forms of Shakti, Devi, Mata, etc. The study records a comparatively smaller number of inscriptions referring to the worship of Shakti or the cult of the mother goddess. It is observed that the worship of the goddess was popular under all the dynasties in 12 districts of Karnataka. Of the many forms in which Sakti was worshiped, the inscriptions record that Bhagavati was the most popular goddess." [1]

ARTIFACTS

Female artifacts can be traced in the Indus Valley Civilization. Copper female idol found in Mohenjo-daro. "This is one of the best-known artifacts from the Indus Valley. It's a four-inch-high copper figure found in Mohenjo-daro. It depicts a girl whose long hair is tied in a bun. Bangles cover her left arm; a bracelet and an amulet or bangle adorns her right arm; and a cowry shell necklace is seen around her neck. Her right hand is on her hip, and her left hand is clasped. She is resting her weight on one leg in a very natural fashion, as in the contrapposto techniques of later sculptures. The girls seem to be in what is called Tribhanga posture. The jaunty manner and liveliness of the figure are remarkable. She is full of expression and bodily vigor and conveys a lot of information." [2]

TERRACOTTA FROM THE INDUS VALLEY

The people who lived in the Indus Valley also produced terracotta figures, although these representations

of human form are crude in comparison to statues made of stone and bronze. These are more in line with reality in Gujarat and Kalibangan. The most important Indus figurines are those of the mother goddess, who is frequently shown as a primitive standing female figure with necklaces dangling over her breasts while wearing a loincloth and girdle. One defining aesthetic feature of the mother goddess statues from the Indus Valley is the fan-shaped headdress with cup-like protrusions on either side. Her forehead is embellished with a fan-shaped feature that appears to be a type of hairpin; the figurines' pellet eyes and beaked noses are crude, and the mouth is indicated by a slit.

These sculptures symbolized the Mother Goddess as Mother Earth since they were formed of clay, emphasizing their connection to the earth from which they were cast. Her iconography, which includes her enormous, milk-filled breasts, exposed genitalia, exquisitely styled hair, and an abundance of bracelets on her wrists, is equally meaningful and evocative. This is the image of the One who carries all tragedies on her head, feeds them to the born, shelters them under her protecting wing, and defines an unrivaled artistic beauty in the modeling of her body. She is not only a mother but also a consort, as her bangles, the customary symbol of marital state, reveal. As a result, she symbolizes both absolute motherhood and absolute womanhood in her material form. She is the source of life's inspiration and aspiration, as well as the motivation to live. She also maintains a life.

The Indus dweller amplified it even further when, in order to realize his conception of the absolute divinity, he raised the Mother to the Mother Earth, who had provided him with food, drink, air, and a place to live. In addition to being the earliest expressions of the Divine Power ever discovered in any medium, the Mother Goddess figures found in terracotta during excavations at several Indus sites (today largely in Pakistan) also provide evidence of a highly developed Mother Goddess worship cult. According to the goddess figurines that have been discovered so far, dating from 3000 to the first century B.C., this prehistoric culture was

"One of the most fascinating figures from the Indus Valley Civilization is the sculpture titled 'Mother Goddess'. This terracotta sculpture has been made by hand. It has its origin in Mohenjo-daro, Pakistan, and dates back to circa 2500 BCE. It is 22 cm in height, 8.5cm wide and 3.4 cm deep. Presently, it is on display in the Indus Valley Civilization gallery in the National Museum, Delhi." [3]

Man's first spiritual experience appears to have been this urge to unite the Divine and mother. This view of mind

was eventually changed into a material medium, maybe for the successful conduct of worship ceremonies that a believing or frightened mind required. Up until virtually the start of the Christian era, the proto-Mother's appearance in clay idols appears to have persisted.


"The worship of female energy in the shape of Mother Goddess is proven by the discovery of semi nude female figures, with elaborate head-dress and collar but wearing only a girdle or band round the lions." [4]

During the second half of the third millennium BCE, the humanities of the Indus Valley Civilization arose. Sculptures, seals, ceramics, jewelry, terracotta collectible figurines, and different kinds of art were located at several places throughout the civilization. Mother Goddess is one of the best-preserved large-scale terracottas from Mohenjo-daro. The most crucial Indus figures are the mother goddess figurines.

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CONCEPT

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✉ **Dr.G.B.Devamma**, Assistant Professors, SSCE, Tumakuru

Concepts are the building blocks for cognitive structures for understanding and applying principles which, in turn are critical in solving problems.

A Concept can be defined as ordered informations about the characteristics of one or more things - objects, properties, events or things to be differentiated from and also related to other things or classes.

A Concept is a mental category used to represent a class or group of objects, people, organizations, events, situations or relations, that share common characteristics or attributes; Furniture, Tree, Students, College are some of the examples of concepts. As fundamental units of thought, concepts are useful tools that help us to order our world and to think and communicate with speed and efficiency.

Household pet is a broader concept, which might include dogs, cats, birds and so on. Although other creatures - cockroaches, mice or houseflies - may take up residence in the house, they are not likely to fit the concept household pet. Psychologists identify two basic types of concepts formal (known as artificial concept) and natural concepts (known as fuzzy concepts).

Some concepts are learned in an orderly, systematic way, rather than in a random, informal fashion. Such a concept generally a formal concept, one that is clearly defined by a set of rules, a formal definition or classification system. Formal concepts often arise in science and other academic disciplines. Rosch (1973-1978) argues that formal concepts tend to be rather artificial and not related to actual experience.

Most of the concepts we form and use are natural concepts, acquired not from definitions but through everyday perceptions and experiences. Rosch and her colleagues studied concept formation in its natural setting and concluded that in real life natural concepts such as (fruit, vegetable and bird) are somewhat fuzzy not clear-cut and systematic.

In using natural concepts, we are likely to picture a prototype of the concept - an example that embodies its most common and typical features. What is your prototype

for the concept bird? Chances are it is not a penguin, an ostrich, or a kiwi. All three are birds that cannot fly. A more likely bird prototype is a robin or perhaps a sparrow. Most birds can fly, but not all; most mammals cannot fly, but bats are mammals have wings and can fly. So, not all examples of a natural concept fit it equally well. This is why natural concepts often seem less clear-cut than formal ones.

FORMAL CONCEPT

A Concept that is clearly defined by a set of rules, a formal definition or a classification system, an artificial concept.

NATURAL CONCEPT

A concept acquires not from a definition but through everyday perceptions and experiences, a fuzzy concept.

CONCEPT ATTRIBUTES

An attribute is a distinctive feature of a concept and varies from concept to concept. Example: Blue Squares - has two attributes - Colour and Form (shape). Lake - Smaller than ocean or sea - Larger than pool or pond. Hence size is the major attribute.

ATTRIBUTE VALUES

Values are the particular variations; an attribute may undergo some concepts may two values - human being - man or woman, dead or alive, married or single. Other concepts may have attributes with a range of values. The colour of orange can vary from red-orange to orange-yellow. Shape, size, texture varies - any colour.

NUMBER OF ATTRIBUTES

The number of attributes varies from concept to concept. Blue Squares has two attributes - Colour and Shape.

DOMINANCE OF ATTRIBUTES

Dominance refers to the fact that some attributes are more obvious than others.

- Continued on Page No. 18

DIAGNOSTIC TEST

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✍ Dr. Gurunath K. Badiger, Associate Professor & HOD Department of English, Government First Grade College, Dharwad.

Diagnostic Test is the test by which the problems of the students are selected. The medium of this test is multiple-choice questions. Through this, the problems of the students are diagnosed; hence it is called a diagnostic test.

This can be done both formally and informally. It helps in checking the intellectual ability of the students and finding out the problems of the individuals.

WHAT IS DIAGNOSTIC TEST ?

The initial word for diagnostic test 'nidan' is the Hindi adaptation of the English language word 'diagnoses. Which means to remove a problem or difficulties?

No matter what the problem or whatever it is. Methods like inspection method, test method, interview method and cumulative record are used in this test.

These tests are a result of the development of educational modernity and innovation methods. It serves to show the weakness of the students in a specific subject or specific topic.

This test is used in both community or individual forms. Once the problem is detected, the work of diagnostic testing is over and the work of remedial testing begins.

The structure of questions in the diagnostic test is as follows - Objective type questions, True-false and Fill in the blank questions.

DEFINITION OF DIAGNOSTIC TEST

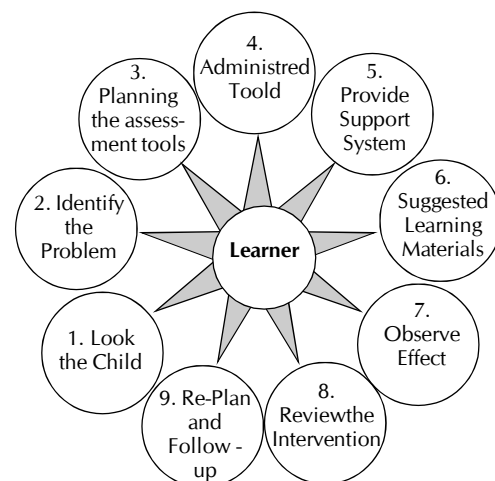
- 1. According to Gud :** "Diagnosis means to determine the nature of the problems and deficiencies related to learning."
- 2. According to Merzell :** "The teaching, in which special efforts are made to diagnose the specific problems of the students, is called diagnostic testing."
- 3. According to Gur and Braffy :** "It is the process of diagnosing the specific nature of the problems of the students in teaching-learning and carefully checking their answers."

Types : There are mainly two types of diagnostic tests - observational tests and diagnostic tests.

- 1. Inspection Test :** This is the test under which students are called personally and after observing them, they are directly asked about their problems. Through this type of test, teachers try to know the problems of the students.
- 2. Diagnostic Test :** This type of test is a real test as it tests the intelligence, interest, growth and vocational skills of the students. Under this, objective questions are asked to the students and they answer them according to their knowledge.

Elements of Diagnostic Tests : There are different elements of diagnostic tests which should keep in mind while developing any diagnostic test for students:

- Look at the child
- Identify the problem
- Planning and then select the appropriate assessment tools
- Administration of the tools
- Provide Support system
- Suggest learning materials
- Observe the effect of assessment tools
- Review the intervention done by administrator
- Then, Re-plan and follow-up



Diagnostic Test in School Subjects : Different subjects in different schools are according to level of classes. Students face several difficulties especially in language and arithmetic. To remove the doubts and difficulties of the students, different kinds of tests are designed.

DIAGNOSTICS READING TEST

- Poetry Comprehension and appreciation
- Vocabulary In different areas
- Meaning of sentences
- Paragraph of comprehension
- Rate of reading and Comprehension of prose.

DIAGNOSTIC MATHEMATICAL SKILL TEST

This test is used to detect the following types of errors-Committed by the student during mathematical operations as addition, subtraction, multiplication and division.

- Carry over in addition
- Borrowing in addition
- Placement of decimal error
- Borrowing and reducing one from next
- Nothing wrong number
- Tables are not remembered in divisions
- Tables are not remembered in multiplication

STEPS AND STAGES IN DIAGNOSTIC TEST

The essential steps in educational diagnosis are:

1. Identifying the students who are having trouble or need help.
2. Locating the errors or learning difficulties.
3. Discovering the causal factors of slow learning.

1. Identifying the students who are having trouble or need help : First, one must know the learners who require help. For this you can administer a general achievement test based on the topics already taught. After evaluation you will be in a position to make lists of students who are below average, average or above average. Next, one has to locate the area where the error occurs in order to have a deeper insight into the pupils' difficulties.

2. Locating the errors or learning difficulties : After identifying the students who need help and visualizing the necessity of additional instructional material to improve the quality of learning, your main role is to find out the area where the learner commits mistakes or which is the area where learning difficulties lie.

3. Discovering the causal factors of slow learning :

In some cases of learning difficulties, the causal factors are relatively simple. A student may be inattentive during teaching-learning or may be committing errors due to insufficient practice or irregular attendance. Sometimes the cause is ill-health or faulty work habits etc. It has also been observed sometimes that the basic cause of low achievement is a feeling of helplessness or the complexity of the subject-matter which perhaps is much above the level of their comprehension.

NEEDS OF DIAGNOSTIC TEST

By this test, it becomes easy to assess the intellectual ability of the students. Through this test, the real problem of the students is found out and is remedied. So that the quality of education can be continuously improved.

This test measures the academic ability of the students. It helps the teacher to know which point of the topic the students have been unable to know. Once this is known, the teacher can bring appropriate changes in his methods of teaching. So that future education and teaching can be made effective.

IMPORTANCE OF DIAGNOSTIC TESTING?

Diagnostic assessments are "small scale" tests, usually one-on-one, with the purpose to gather specific data to help for planning a child's specific learning path. These may be, but are not limited to; assessments that help identify specific learning disabilities. They are often, but not exclusively, used for students with special needs. They are typically given by highly trained staff members who understand the benefits and limits of these tests.

- The diagnostic test takes up where the formative test leaves off.
- A diagnostic test is a means by which an individual profile is examined and compared against certain norms or criteria.
- Diagnostic test focuses on individual's educational weakness or learning deficiency and identify the gaps in pupils.
- Diagnostic test is more intensive and act as a tool for analysis of Learning Difficulties.
- Diagnostic test is more often limited to low ability students.
- Diagnostic test is corrective in nature.
- Diagnostic test pinpoint the specific types of error each pupil is making and searches for underlying causes of the problem.

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MASS MEDIA : IT'S ROLE AND IMPACT IN THE DEVELOPMENT OF SOCIETY

✍ Dr. Manjula K.P., Assistant Professor of Sociology, Govt. First Grade College , Sagara

ABSTRACT

In the present paper, an attempt is made to explore the role of a mass media in the development of society and how it has the negative impact on the society. This paper helps us to understand how the mass media helps in the construction of public belief and attitude. Social media has become the most popular means of mass communication of information in the present day of society. As a result of which different kind of changes visible on the social level, culture expansion and development of the whole world Nowadays the use of mass media has great impacts on the society which are clearly seen. Although, it has several impacts on the society but it helps a lot in the overall development of the society which can be clearly seen

Keywords :- Mass media, Social media, Development of Society.

INTRODUCTION

Media is a vehicle or means of communication that disseminates information from the source to the target public. Any media intended for a larger audience is called mass media. From pictorial representations at the early age, massive production of newspapers, and fancy videos on television to high tech media combining the internet and computers, there are variations in the type of mass media. The different types of mass media being the prime source of information, entertainment, marketing, advertising media etc motivates everyone and everywhere in the world. Mass media are inseparable part of our lives. Mass media also remains to be an effective means of communication. Entertainment and media always goes hand in hand. It can be used to communicate and interact with people. The high technology media available in modern times.

The word media is derived from the Latin plural form 'medium' which means channel. It can be used to communicate and interact with people. Mass media can be simply defined as the technology which is intended to communicate or reach a mass audience. Mass media is the primary means of communication for the general public to communicate with each other as well as on a grander level. The most popular types of mass media include newspapers, radio, television, internet magazines etc. Mass media is virtually a current awareness service informing people about current events and activities of human beings and also about every significant natural phenomenon and such others of public interest. It encompasses almost every conceivable subject and the focus is on a wide audience, irrespective of their background and knowledge. Scholars, laypersons, professionals, scientists, artists, musicians, in fact, every group of persons get something of their

interest provided by mass media. Its influence is profound on human life.

Mass media today is regarded as the Fourth Estate that shapes, influences and indirectly governs public affairs in a democratic set-up. Although the media does not have any constitutional authority to control the affairs of a state, it is a powerful instrument for moulding public opinion on any issue of importance in democratic governance and contributes very significantly in arriving at an acceptable public policy. Media here refer not only to the physical modes of communication through which information is transmitted but also refer to the varied channels such as print as well as the nonprint, through which news and information are disseminated to the users.

MASS MEDIA COMPRISE PREDOMINANTLY

- The print media, primarily daily newspapers, popular periodicals and such others;
- Radio Broadcasting
- Television
- Audio-visuals, CD, DVD, etc.; and
- Motion Films

According to Wilbur Schramm, the role of media in development can be divided into three parts i.e.

- i. to inform
- ii. to instruct and
- iii. to participate.

To inform : for the development of the society, correct social, political and economic influence is the main criteria. This information should be both national and international. People should be aware of the areas or facts which hamper the development process.

To instruct : Mass literacy is an essential criteria to development. This is possible by imbibing basic skills among the people. Mass media plays an important role in this. Mass media can instruct people and educate them. Projects like Educational Television and Gyan Darshan are few such examples where media is used to instruct people, educate them and teach them basic skills. These basic skills help people to develop their standard of living.

To participate : Voluntary and steady participation of the citizen of the country is necessary for its overall development. Such participation is possible in a liberal society. Such awareness is possible through debate, conflict and discussion. Discussions and debate helps people to know current issues, participate in developmental programme and bring a change in the standard of living of the society.

AIM OF THE STUDY

The main aim of the study is -

- To study the role of mass media in the development of the society.
- To study the negative impacts of the mass media in the development of the society.

Functions and Responsibilities of the Media : Mass media is a tremendous source of information for individuals as well as society. Let us now see how the media perform their functions to bring about changes in the lives of an individual and society:

Mass Media Can Help in Change : Using mass media, people's attitudes and habits can be changed. For example, all of us have mistaken or wrong knowledge about various diseases like cancer or HIV/AIDS. Many of us think that by touching people suffering from these diseases we would be infected. You might have heard on radio or watched television programmes or read messages which tell us that by touching an HIV/AIDS patient we do not get infected.

Similarly, for eradicating polio there are special programmes and messages disseminated through the media. They inform people about the need for giving polio drops to children and about the day that is declared a 'polio day.' Special arrangements are made to give polio drops to as many children as possible on polio day. Change would also mean things for the better. The concept of development of a country is again a matter of change, when old practices and equipment are changed and new, better and more efficient means are being used. The mass media play an important role in communicating this change. By giving the necessary information, and sometimes skills, the media

can help bring about through demonstrations. A mass media like television can demonstrate and show how things work.

You would have seen on television how a certain dish is cooked using modern kitchen equipment.

Mass Media have made the World Smaller and Closer : The speed of media has resulted in bringing people across the world closer. Let us take an example. When you watch a cricket match between India and another country in England, Australia or New Zealand, live on television you feel you are part of the crowd in that stadium. Events, happy or sad, happening anywhere can be seen live. Sometimes we feel that the entire world is one big family. You might have heard the term "global village". It means that the whole world is shrinking and becoming a village.

Mass Media promotes distribution of goods : Mass media are used by the consumer industry to inform people about their products and services through advertising. Without advertising, the public will not know about various products and services which are available in the market as well as their prices. Thus mass media help the industries and consumers.

Advantages of Mass Media : There are numerous advantages of mass media in the contemporary world. From being the Watchdog offer democratic country to ensuring faster communication types of mass media have various advantages and benefits such as

Giving voice to the voiceless : Mass media players and essential role in shining the spotlight on the masses as the general public and Express they are views and opinions of rainy. This way it becomes the voice of the voiceless task giving the right platform for the people to use their right to express themselves freely

Effective and wider communication : It is a through different types of mass media from social media to digital platforms that the world has transform into a global village. This way Mass Communication has become useful for the people, businesses, governments and whole world to stay connected with each other.

Diffusion of Diverse Cultures : Mass media also plays an important part in spreading arts and cultures to every corner of the world. With the help of the internet, anyone can learn a new language, know about a different culture or even travel the whole world without physically going from one place to another.

Encyclopedia of Information : The internet is a truly a massive open source of Information and different types

of mass media from search engine platforms to social media platforms and learning websites play a greater role in helping anyone learn anything from anywhere.

Keep Us Connected : Before Mass media, you could carry on with as long as you can remember knowing nothing about the world outside of your town. Presently, we are totally associated. What's more, this can be something excellent. For example, when a torrent strikes, individuals all around the world catch wind of it within minutes and can prepare quickly to help. Without Mass media, we would have undeniably less capacity to see how all of us are associated and the way in which we as a whole need each other.

Prompt Business : Where might business be without promoting and showcasing? On account of the business correspondence made conceivable by Mass media, organizations can arrive at potential shoppers quicker and simpler than any time in recent memory. This helps make all the difference for our economy. Promotes Art and Culture :- On the web, you can see the world's imaginative magnum opuses in general or find out with regards to the particularities of a culture far eliminated from your own. Also, various TV and radio projects give themselves to investigating the world, offering us the opportunity to find new things and novel thoughts, and edify ourselves all the while.

Great source of entertainment : Mass media is a great source of entertainment. There are various sources of entertainment like you tube, Prime video, Amazon Prime etc.

Mass media keeps you updated about the latest news: By using mass media we are updated with the latest news and events happening around the world.

Mass media helps in education :- Mass media helps a lot of students in gaining education from various teachers which are available around the world.

It helps in increasing knowledge on different subjects : Mass media helps various persons in increasing knowledge on various subjects.

TYPES OF MASS MEDIA

There are 6 main types of mass media -

1. Traditional Media
2. Print Media
3. Electronic/ Broadcasting Media
4. Outdoor Media
5. Transit Media
6. Digital Media or Internet

Traditional Media : People have developed different ways of communication depending upon their local language and culture. Traditional media is one of the oldest types of mass media to transfer traditions and culture over generation. The tools of communication have been developed from beliefs, customs, rituals and practices of society. Traditional media imparts indigenous ways of communication for ages. Further, this type of a mass media varied as per each culture and Society as every culture has its medium to communicate to its mass audience. The traditional media can be folk songs, dances, folktales, paintings, stupas, sculptures, statues, fares, festivals, announcement medium like nagada, Nautanki, rural radio etc.

Print media : Print media is all about the printed form of Information and news. Before the invention of the printing press, printed materials had to be hand written which made mass distribution almost impossible. Print media is one of the basic types of mass media tools making it very popular and convenient to reach a wider audience. Newspapers are considered the oldest forms of mass media after that traditional mass media as for a long period, the general public relied on newspapers to know the latest happenings in their local areas as well as from around the world. Print media includes newspapers, promotional brochures, magazines, books, novels, pamphlets, newsletter, etc.

Electronic or broadcasting media : Broadcasting is simply a distribution of audio and video content to dispersed audience using the electronic broadcasting medium. Broadcast media allows ease of news dissemination to even an illiterate person because it appeals to both the auditory and visual senses making it one of the most important types of mass media. Radio was the primary medium of news for the general public during Wars as well as for sports and entertainment. When television was invented, it became the most effective type of mass media and it was primarily used for news dissemination and then for TV shows, live events and other entertainment purposes. Various forms of broadcasting media are television, radio, video games, audio recording and reproduction.

Outdoor Media : Outdoor Media is also known as out of home media and its focused on transmitting information and news when the public is outside their home. Outdoor Media gives importance to displaying, advertising and attracting individuals towards new products, some social cause or any development or change in the society. This is one of the most prominent types of mass media used for commercial as well as public welfare.

Various forms of Outdoor Media are Bus advertising, hoardings, Bill boards, Taxi advertising, Railway advertising etc.

Digital Media : Since the invention of the world wide web by the English scientist Tim Berners Lee in 1989, the internet has drastically taken over all types of mass media because of its faster speed transmission of information and higher digital technology. The Internet is considered a highly interactive mass medium and can be simply defined as the network of networks. It has quickly transformed into the centre of mass media as it has integrated all the prominent types of mass media. Now you can see news websites, online radio. By using the internet, online shopping, digital videos, sending and receiving mails, blogging, searching the various types of information within a few seconds.

DISADVANTAGES AND IMPACTS OF MASS MEDIA ON THE DEVELOPMENT OF SOCIETY

- **Empower the Already Powerful** : While Mass media can set out open doors for anybody to share their story, by far most of our Mass media is purchased. Also on the grounds that it's purchased, those with cash can profoundly impact what we see and hear. This gives the rich-and those associated with the rich-a far stronger voice than most of us. At its ideal, this is out of line. To say the least, it's a way for a small minority to hold onto control over by far most.
- **Used for Disinformation and Hate** : How do you have any idea what you're seeing or hearing from Mass media is valid? While certain wellsprings of data are undeniably more dependable than others, Mass media in general is defenseless against purposeful publicity and its falsehoods. Extremist systems have involved Mass media for almost a century to control what their kin accept. With the ascent of the web, even those in majority rules systems can be handily presented to media intended to drive us to detest or have faith in lies.
- **Homogenize Culture** : Before Mass media, craftsmanship and culture were more confined, so they reflected variety in how individuals talked, dressed, and engaged themselves. Presently, the whole world regularly sees and hears similar social impacts. While variety still obviously exists, there is the danger that Mass media may diminish social assortment, leaving us with less craftsmanship and less motivations.
- **Overtake Personal Connections** : We've all seen it or been a piece of it: a gathering out to supper where everybody spends a large part of the evening gazing at their telephones or looking at a TV in the corner. However much Mass media can associate us with individuals everywhere, it can disengage us from individuals directly before us.
- **Too much time wasted in the internet by using media** : By using media people used to waste time on internet by serving on various sites and searching various things.
- **Some information available in media are not appropriate for children, elders have to keep a check on them** :- There are various informations which are available in media which are not appropriate for children and due to this has negative impact on Children.
- **It can become an addiction** : By using internet people gets addicted of it as they invest their full time on searching informations and other things on internet.
- **There are chances of increasing cybercrimes** : By using mass media chances of Cyber crime increases like hacking of accounts, websites other personnel information etc. Conclusion :- In conclusion, the mass media plays a critical role in influencing the minds of individual. Although it is an effective tool, we should also check its consumption and usage. In other words, mass media has the power to create and destroy. However, it is a medium that can bring about a change in the masses. That's why everyone should use and consume it properly.

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EVALUATING THE IMPACT OF TEACHER EDUCATION PROGRAMMES ON STUDENT LEARNING OUTCOME

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ABSTRACT

This paper evaluates the impact of teacher education programmes on student learning outcomes. It aims to explore the various factors that contribute to the effectiveness of teacher education programmes, such as teacher professional development, curricular alignment, and classroom management. Additionally, this paper reviews the literature to determine the impact of teacher education programmes on student learning outcomes. The findings of this study suggest that teacher education programmes are effective in improving student learning outcomes, however, more research is needed to determine the optimal approach to teacher education programmes.

It examines the current literature related to the effectiveness of teacher education programmes and their impact on student learning outcomes. It provides an overview of the research methodology used in this study and the findings of the research. It also provides an analysis of the implications of the findings for policy makers, administrators, and teachers.

It reviews the literature on the impact of teacher education programmes on student achievement and summarizes the evidence from research. It then presents a conceptual framework for evaluating the impact of teacher education programmes on student learning outcomes. The framework is based on three dimensions: the impact of teacher education programmes on student learning outcomes; the effectiveness of the programmes in improving student outcomes; and the resources and strategies needed to ensure the effectiveness of the programmes. The paper concludes with a call for more research on the impact of teacher education programmes on student learning outcomes.

INTRODUCTION

Teacher education programmes have a direct impact on student learning outcomes. As such, it is important to evaluate the effectiveness of such programmes in order to ensure the best possible outcomes for students. This paper will examine the impact of teacher education programmes on student learning outcomes by looking at various factors such as teacher professional development, curricular alignment, and classroom management. Additionally, this paper will review the literature to determine the impact of teacher education programmes on student learning outcomes.

The literature review is based on empirical studies that have analysed the impact of teacher education programmes on student learning outcomes. The research methodology used in this study examines the effectiveness of teacher education programmes in terms of student learning outcomes. The findings of the research will be discussed in detail and implications for policy makers, administrators, and teachers will be provided.

BACKGROUND

The impact of teacher education programmes on student learning outcomes has been widely studied over the past decades. Studies have found that teacher education programmes are effective in improving student learning

outcomes. For example, a study by Mims, et al. (2020) found that teacher education programmes were effective in improving student achievement in mathematics. Additionally, a study by Wayman and Galbraith (2015) found that teacher education programmes were effective in improving student engagement with the material. Further, a study by Stroupe and Luecking (2018) found that teacher education programmes were effective in improving instructional strategies and classroom management.

OBJECTIVES

The objective of this paper is to evaluate the impact of teacher education programmes on student learning outcomes. Specifically, this paper will aim to explore the various factors that contribute to the effectiveness of teacher education programmes, such as teacher professional development, curricular alignment, and classroom management. Additionally, this paper will review the literature to determine the impact of teacher education programmes on student learning outcomes.

1. To evaluate the impact of teacher education programmes on student learning outcomes.
2. To identify the elements of teacher education programmes that are most effective for improving student learning outcomes.

- To identify areas for improvement in teacher education programmes in order to better meet the needs of students.

REVIEW OF RELATED LITERATURE

There is a growing body of research examining the impact of teacher education programmes on student learning outcomes. Studies have found that teacher education programmes can have a positive impact on student performance in a variety of areas, including academic achievement, classroom engagement, and student motivation and engagement. For example, a study by Cohen and Hill (2009) found that teacher education programmes that focus on pedagogical techniques and strategies, such as differentiated instruction, can have a positive impact on student achievement. Furthermore, research has found that teacher education programmes can have a positive impact on student motivation and engagement, as well as classroom engagement (Darling-Hammond, 2010). Additionally, research has indicated that teacher education programmes can have a positive impact on student learning outcomes when they focus on the development of teacher knowledge and skills (National Center for Education Evaluation and Regional Assistance, 2005). Finally, research has demonstrated that teacher education programmes can have a positive impact on student learning outcomes when they include a focus on cultural diversity and inclusion (Gonzalez-Lopez et al., 2013).

The literature review reveals that teacher education programmes are effective in improving student learning outcomes. Studies have found that teacher professional development, curricular alignment, and classroom management are key factors that contribute to the effectiveness of teacher education programmes. For example, a study by Mims, et al. (2020) found that teacher professional development had a positive effect on student achievement in mathematics. Additionally, a study by Wayman and Galbraith (2015) found that curricular alignment played a key role in increasing student engagement with the material. Further, a study by Stroupe and Luecking (2018) found that teacher education programmes improved classroom management strategies, which in turn had a positive effect on student learning outcomes.

IMPACT OF TEACHER EDUCATION PROGRAMMES ON STUDENT LEARNING OUTCOMES

Teacher education programmes are an important part

of the education system, as they equip teachers with the necessary knowledge and skills to effectively teach their students. However, it is important to evaluate the impact of these programmes on student learning outcomes to identify areas for improvement. Here are some points to consider when evaluating the impact of teacher education programmes on student learning outcomes:

Research has found that teacher education programmes can have a positive impact on student learning outcomes. Teacher education programmes are designed to enhance the knowledge, skills, and dispositions of teachers, which in turn can lead to improved student learning outcomes. Studies have found that programmes that focus on instructional strategies, classroom management, and the use of technology can have a positive impact on student achievement (Chen & Hsu, 2018; Zhu et al., 2017). Several studies have also found that programmes focused on teacher motivation, engagement, and attitudes can have a positive impact on student learning outcomes (Kostelnik et al., 2016; Rangel et al., 2017).

EFFECTIVENESS OF TEACHER EDUCATION PROGRAMMES

In addition to the impact of teacher education programmes on student learning outcomes, it is also important to consider the effectiveness of the programmes in improving student outcomes. Research has found that the effectiveness of teacher education programmes depends on several factors, including the quality of the programme, the level of teacher participation, and the availability of resources and support. Studies have found that programmes that are well designed, well implemented, and adequately supported can have a positive impact on student learning outcomes (Chen & Hsu, 2018; Kostelnik et al., 2016).

In addition, research has found that the effectiveness of teacher education programmes can be improved through the use of effective strategies and resources. These strategies and resources include professional development activities, mentoring, peer feedback, and the use of technology (Zhu et al., 2017). Research has also found that programmes that focus on the development of teachers' instructional strategies and classroom management skills can be particularly effective in improving student learning outcomes (Rangel et al., 2017).

RESOURCES AND STRATEGIES

Finally, it is important to consider the resources and strategies needed to ensure the effectiveness of teacher education programmes. Research has found that

programmes are more likely to be effective when they are adequately resourced and supported. This includes providing access to materials and resources, providing adequate training and support, and providing access to mentors and professional development opportunities (Chen & Hsu, 2018; Kostelnik et al., 2016).

In addition, research has found that programmes are more likely to be effective when they include strategies to promote teacher learning, such as peer feedback, reflective practice, and collaborative learning (Zhu et al., 2017). It is also important to ensure that programmes are well designed and tailored to the needs of teachers and the context in which they are working (Rangel et al., 2017).

1. EXAMINE TEACHER KNOWLEDGE

Evaluating the impact of teacher education programmes on student learning outcomes should include examining the level of knowledge and understanding that teachers have of their curriculum. Teachers should be prepared to teach the full range of topics within their subject area and be able to demonstrate the ability to use the curriculum effectively in the classroom.

2. ASSESS INSTRUCTIONAL STRATEGIES

Assessing the effectiveness of teacher education programmes should also include an evaluation of the instructional strategies that teachers use when providing instruction. This should include looking at how teachers engage students in the learning process, how they assess student understanding, and how they use various instructional strategies to support learning.

3. MEASURE LEARNING OUTCOMES

Evaluating the impact of teacher education programmes on student learning outcomes should also involve measuring student outcomes. This can be done through standardized tests, classroom assessments, and other methods. It is important to measure the impact of teacher education programmes on student learning outcomes in order to determine the effectiveness of the programmes.

4. ANALYZE STUDENT ATTITUDES

Evaluating the impact of teacher education programmes on student learning outcomes should also include an evaluation of student attitudes. This can be done by looking at student engagement, motivation, and interest in the subject material. It is important to measure student attitudes in order to determine the effectiveness of the programmes.

5. ANALYZE TEACHER-STUDENT INTERACTIONS

Evaluating the impact of teacher education programmes on student learning outcomes should also include an analysis of teacher-student interactions. This can be done by looking at how teachers interact with students in the classroom, how they provide feedback and support, and how they handle classroom conflicts. It is important to measure the impact of teacher education programmes on student learning outcomes in order to determine the effectiveness of the programmes.

6. ASSESS STUDENT PERFORMANCE

Evaluating the impact of teacher education programmes on student learning outcomes should also include an assessment of student performance. This can be done by looking at student grades, test scores, and other measures of academic success. It is important to measure the impact of teacher education programmes on student learning outcomes in order to determine the effectiveness of the programmes.

7. IDENTIFY THE OBJECTIVES OF THE PROGRAMME

The first step in evaluating the impact of a teacher education programme is to identify the objectives of the programme. This will enable the evaluator to determine the areas in which the programme should be judged for its effectiveness.

8. ASSESS STUDENT LEARNING OUTCOMES

The next step is to assess the learning outcomes of the students who have participated in the programme. This will help to determine whether the programme has been successful in helping the students reach the desired learning outcomes.

9. EVALUATE TEACHING STRATEGIES AND TECHNIQUES

It is also important to evaluate the teaching strategies and techniques that were used in the programme. This will help to identify areas where the teaching techniques could be improved to make them more effective.

10. ANALYSE THE EFFECTIVENESS OF THE PROGRAMME

It is also important to analyse the effectiveness of the programme in terms of the student learning outcomes. This will help to determine whether the programme is meeting its objectives and whether it is providing the students with the necessary knowledge and skills.

11. ASSESS THE STUDENT SATISFACTION

Finally, it is important to assess the student satisfaction with the programme. This will help to identify areas where the programme could be improved to make it more beneficial for the students.

12. CURRICULUM DESIGN

It is important to look at the curriculum design of the programme and how it is structured to ensure that the learning objectives are being met. The curriculum should include content related to the specific subject area, as well as pedagogical strategies and educational technologies to effectively engage students in learning.

13. TEACHING AND LEARNING STRATEGIES

Evaluating the teaching and learning strategies used by the teacher education programme is essential. It is important to look at the types of activities and strategies used to engage students in the learning process and how effectively these strategies promote student learning.

14. ASSESSMENT

Assessment is a key component in evaluating the effectiveness of any teacher education programme. It is important to look at the types of assessments used to evaluate student learning and how these assessments measure student progress.

15. STUDENT OUTCOMES

Ultimately, the goal of any teacher education programme is to improve student learning outcomes. It is important to assess the impact of the programme on student learning outcomes by looking at factors such as student test scores, grades, and ability to apply knowledge acquired through the programme.

16. REFLECTION

It is also important to assess the impact of the teacher education programme through reflection. Reflection helps teachers to assess their own teaching and identify areas of improvement. It also provides an opportunity for teachers to consider how their teaching can be adapted to better meet student learning needs.

17. ASSESS THE QUALITY OF TEACHER EDUCATION PROGRAMMES

It is important to evaluate the quality of teacher education programmes to assess their impact on student learning outcomes. Quality assessments can include considering the qualifications and experience of instructors,

the curriculum, the resources available for students and the types of assessment and evaluation used to measure student performance.

18. CONSIDER STUDENT LEARNING OUTCOMES

Evaluating the impact of teacher education programmes on student learning outcomes can be done by examining the student's grades on tests, projects, and assignments. It is also important to consider student progress over time and whether the teacher education programme was effective in helping students reach their academic goals.

19. ANALYZE STUDENT ENGAGEMENT AND MOTIVATION

Evaluating the impact of teacher education programmes can also include analyzing student engagement and motivation. This can be done by looking at the amount of time students spend on coursework, the number of questions asked in class, and the amount of effort put into completing assignments.

20. LOOK AT TEACHER FEEDBACK

Teacher feedback is another important factor when evaluating the impact of teacher education programmes on student learning outcomes. Examining teacher feedback can provide insight into how well a teacher is able to communicate with students, provide accurate feedback and promote student motivation.

21. INVESTIGATE STUDENT SATISFACTION

Student satisfaction with the teacher education programme should also be taken into account. Surveys and interviews can be used to find out if students are satisfied with the quality of instruction and the resources available to them.

22. EXAMINE PROGRAM GOALS

Evaluating the impact of teacher education programmes should also include examining the goals of the programme. If the programme is designed to improve student learning, then it should be evaluated to determine if it is meeting this objective.

23. COMPARE TO ALTERNATIVE PROGRAMMES

Comparing the impact of teacher education programmes to alternative programmes can provide insight into their effectiveness. This can be done by looking at student outcomes in both programmes and comparing the results.

CONCLUSION

This paper has reviewed the literature on the impact of teacher education programmes on student learning outcomes and summarized the evidence from research. It has also presented a conceptual framework for evaluating the impact of teacher education programmes on student learning outcomes. The framework is based on three dimensions: the impact of teacher education programmes on student learning outcomes; the effectiveness of the programmes in improving student outcomes; and the resources and strategies needed to ensure the effectiveness of the programmes.

More research is needed on the impact of teacher education programmes on student learning outcomes. This research should focus on the effectiveness of specific programmes, the resources and strategies needed to ensure the effectiveness of programmes, and the impact of programmes on particular student populations. In addition, research should examine the long-term impact of teacher education programmes on student learning outcomes. Only through such research can we gain a better understanding of the impact of teacher education programmes on student learning outcomes and how to improve them.

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TYPES OF CONCEPT

Attributes combine in three different ways to produce three types of concepts.

- Conjunctive Concepts
- Disjunctive Concepts
- Relational Concepts.

CONJUNCTIVE CONCEPTS

In a Conjunctive concept, the attribute values of several attributes are jointly present.

Example : Three dark gold circles.

It is a conjunctive concept because it has three attributes (Number, Colour and Form) & each attribute has a particular value (respectively three, dark gold and circle).

Another conjunctive concept is one gold. The attributes are Number and Colour & the values are one & dark gold. Most concepts which come readily to mind are conjunctive concepts.

Dog for example, has attributes of colour, size, shape, texture and behavior. The values of these attributes indeed vary from those of the fawn coloured. Greatdane to those of the white miniature poodle. The classification of a particular animal as a dog requires the joint presence of the appropriate value of each attribute. Despite the considerable variation in values which exist in the attributes of dog, most of us can readily distinguish dogs from cats; horses, cows and other domestic animals.

Conjunctive Concepts are often the easier to learn and to teach because of the additive quality of their attributes and values.

DISJUNCTIVE CONCEPTS

A Disjunctive concept is one that can be defined in a number of different ways. In such a concept, attributes and values are substituted for one another.

A Disjunctive concept is defined as an aggregate characterized by the presence of either one of several attributes or all of them, where the different attributes do not share any element in common.

RELATIONAL CONCEPTS

A relational concept is one that has a specifiable relationship between attributes.

Example : Distance and Direction are relational concept.

CONSTITUTIONAL PROVISIONS FOR ENVIRONMENT CONSERVATION AND PROTECTION

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INTRODUCTION

There is increased human activities due to explosion of human population. These activities have led to degradation of environment resulting in extinction of several species. Hence, there is a need to preserve populations of rare or threatened species. Since last few decades there is a debate among the environmentalists for nature conservation involving the issue of biological diversity and ways to preserve it. Conservation of environment indicates the sustainable use as well as management of natural resources which include wildlife, water, air and soil.

MEANING OF ENVIRONMENTAL CONSERVATION

Environmental conservation is an umbrella term that includes everything we do to protect our planet and conserve its natural resources so that every living thing can have a improved quality of life. Conservation works in two ways. It is meant to protect nature by protecting vital resources and it is also a way of living that works against the irresponsible practices of industries and large corporations.

MEASURES FOR ENVIRONMENTAL CONSERVATION :

Many people think that only governments should do something to conserve the environment. This is not correct. Every single individual is able to participate in protecting this planet from pollution and also conserve the environment. Taking care of the environment should be everyone's responsibility and privilege. At the same time we need to conserve the environment for the generations to come. There are numerous ways in which environmental conservation can be achieved. Some of these ways are explained below.

1. Recycling : We must buy reusable and biodegradable products as much as possible. Glass, paper, plastic, metal are the materials that can be re-used. Empty jars, broken glasses and any other item made of glass which is no longer useful should be recycled. Similarly old newspapers can be recycled.

2. Reducing water consumption : We cannot imagine our life without water. Water is life. Fresh water is becoming more and more precious. If we do not save it, in the future water will be more precious than gold. Therefore it becomes crucial for us to save water in all possible ways and to prevent water pollution. Water is wasted more frequently

3. Reducing use of electricity : Once you have used an electric appliance, turn it off. You will save not only energy but also money from your electricity bill. Replace regular bulbs with energy saving bulbs. While leaving the office turn off the lights, fans and computer. This will prolong their life and reduce electricity consumption.

4. Planting trees : Trees are our source of oxygen. Instead of planting trees we cut them indiscriminately. If every person plants a tree, life would improve significantly. The air would be cleaner the number of trees would get back to normal, there will be more shade for the hot summer days and pollution would be reduced.

5. Growing organic vegetables : The vegetables we eat today are grown with chemicals and pesticides. If we plant our own vegetables without using chemicals and pesticides we will get organic vegetables of excellent quality which is beneficial for our health. Also the soil will be less intoxicated with chemicals. Another benefit of organic vegetables is that they are more tasty.

6. Using rechargeable batteries : Batteries are extremely dangerous for the environment. Unfortunately only a fraction of these batteries gets recycled. The rest is thrown away becoming an environmental hazard. This can be avoided by using two or three sets of rechargeable batteries along with a charger.

7. Forest conservation : Forest plays an important role for the conservation of environment. Community Forest Programme is one of the examples of conservation programmes that help to protect the

land, water and other components of the environment. Afforestation is essential for the conservation of forest.

- 8. Soil conservation :** Soil conservation is an important part of environmental conservation. Control of landslides, floods and soil erosion helps to protect the land. Afforestation, tree plantation, protection of pasture land help to conserve the soil. Terrace farming, use of compost fertilizers and minimizing the use of chemicals also help to protect the soil.
- 9. Waste management :** Houses, market area, industrial area are some of the sources of solid wastes. Proper management of solid wastes helps to keep the surrounding healthy. Construction of toilets in every house and management of enough public toilets will also help to keep the environment healthy.
- 10. Pollution control :** Industries and vehicles emit smoke, dust and harmful gases that pollute the environment. Chemical fertilizers, pesticides and insecticides etc. also pollute the environment. Pollution needs to be controlled to keep the environment healthy.
- 11. Public awareness :** People should be made aware of the consequences of their activities that usually end up with pollution of the environment. There are various ways of making people aware of environmental pollution like rallies and dramas. Media should also play an active role in educating the common man about the consequences of pollution on human health and survival.
- 12. Food conservation :** Food is one of the basic needs of human beings and other animals. Human beings, cannot survive without food. There is a growing shortage of food all over the world. Hence there is a need to conserve food as a measure of conserving the environment. Do not waste the food, instead give it to someone before it gets spoiled. Cook only required amount of food. Store the food resources appropriately for future use.

MEANING AND NEED FOR ENVIRONMENTAL PROTECTION

Environmental protection can be defined as the prevention of unwanted changes to ecosystems and their constituent parts. This includes (a) the protection of ecosystems and their constituent parts from changes associated with human activities and (b) the prevention of unwanted natural changes to ecosystems and their

constituent parts. Environmental protection is concerned with the relationship between people and the natural environment rather than the relationship between people and communities.

There are simple measures which we can take to reduce consumption of resources to avoid depletion. The following measures can be adopted to protect the environment.

- 1. Conserve water :** Water conservation is vital since we cannot survive without water. Avoid using shower for bath. Turn off the tap while brushing teeth. Leakage of water is to be avoided.
- 2. Plant trees :** Trees may take long time to grow. But they serve the future generations. Plants not only provide shade but also absorb carbon dioxide reducing pollution.
- 3. Minimize food wastage :** Wasting food results in wastage of energy and water used to produce the food. Research shows that annually food that gets lost globally is sufficient to feed almost a billion hungry people across the world.
- 4. Limit car use :** Use of cars is to be limited because they emit lot of carbon-dioxide. Alternate way is using public transport. Carpooling is also useful to reduce gas emissions.
- 5. Use second-hand products :** New products need resources for their manufacturing and production. Most of these productions use natural resources. Thus you can protect the environment by choosing second hand products.
- 6. Buy local products :** If possible buy local products. This saves all the pollution incurred by transporting goods long distance.
- 7. Reuse and recycle :** Use an eco-friendly water bottle instead of bottled water or take your own reusable bag to the grocery store. Reusing and recycling can reduce pollution.
- 8. Switch off :** Turn off lights, computer, television etc. when they are not in use. This helps in saving lot of electrical energy. Also consider using LED bulbs to save electricity.
- 9. Work from home :** If your employer permits you to work from home, it helps in the reduction of pollution and also saves money.
- 10. Go paperless :** Select paperless as the mode of communication. This is to be implemented in all government offices.

PROJECTS FOR ENVIRONMENTAL PROTECTION

The following are the important wildlife protection projects by Indian Government.

1. **Project Tiger** : This is one of the most successful wildlife conservation initiatives in India. It was initiated in 1972. This project has not only contributed to the conservation of tigers but also of the entire ecosystem. The project is sponsored by Ministry of Environment, Forest and Climate Change. There are about 47 tiger reserves situated in more than 17 regions. The project conducts assessments of number of tigers, their habitat and hunting habits. Project tiger has seen significant success in increasing the population of tigers in the reserve areas.
2. **Project Elephant** : This project was initiated in 1992 by the Government of India. It aims at conserving elephants and their habitat. Under this project welfare of the domestic elephants is also considered. Issues like mitigation of human-elephant conflict are also taken care of. The projects aim is to strengthen the measures for protection of elephants against poachers and unnatural death.
3. **Crocodile Conservation Project** : This project was initiated by Government of India in 1975 to conserve Indian Crocodiles whose species were on the verge of extinction. The main objective of the crocodile project is to protect the remaining population of crocodiles and their natural habitat by establishing sanctuaries. It is worth noticing that with the initiation of Crocodile Conservation Project, 4,000 alligators, 1,800 crocodiles and 1,500 salt water crocodiles could be restocked.
4. **Indian Rhino Vision 2020** : Phase 1 of Indian Rhino Vision 2020 was conducted from 2005 to 2008. Its goal is to have a wild population of at least 3,000 greater one horned rhinos in the Indian State of Assam spread over seven protected areas by the year 2020. The initiative includes improving protection and security of rhinos in Assam, expanding the distribution of rhinos over seven protected areas and integrating the local communities into the conservation effort.
5. **Project Snow Leopard** : This project was initiated in 2009. Its objective is to safeguard and conserve India's unique natural heritage of high altitude wildlife populations and their habitats by promoting conservation through participatory actions. This is an initiative for strengthening wildlife conservation

in the Himalayan high altitudes covering Jammu and Kashmir, Himachal Pradesh, Uttarakand, Arunachal Pradesh and Sikkim.

6. **Sea Turtle Project** : This project was initiated in 1999 in collaboration of United Nations Development Programme (UNDP) with Wildlife Institute of India, Dehradun as the implementing Agency. Its objective is to conserve marine turtles. The project is implemented in 10 coastal states of the country with special emphasis on Orissa. The project has helped in preparation of inventory of nesting and breeding habitats along the shoreline and migratory routes taken by sea turtles.

STEPS TO PROTECT BIODIVERSITY

Government of India has also initiated few schemes to protect the biodiversity and minimize the morality of critically endangered, endangered and threatened animals. The following are few important steps that government of india has taken for the wildlife protection.

In the Wildlife Protection Act of 1972 Government of India created protected areas like National Park, Sanctuaries and Reserves for the wildlife and imposed punishment on those indulged in illegal act of hunting.

Wetland (conservation and management) Rules 2010 have been drafted to protect the wetlands in India. The Central Government has also initiated the scheme, National Plan for Conservation of Aquatic Eco-System that lends assistance to the states for the sound management of all wet lands.

Special organizations like wildlife Institute of India, Bombay National History Society and Salim Ali Centre for Ornithology and Natural History are formed to conduct research on conservation of wildlife.

In order to curb the illegal trade of wildlife and that of endangered species, wildlife Crime Control Bureau has been established.

The State Governments have been asked to strengthen the field formations and increase patrolling in and around the Protected Areas.

In order to strengthen tiger conservation, National Tiger Conservation Authority is constituted by Government of India.

A Special Tiger Protection Force (STPF) has been constituted and is deployed in Karnataka, Maharashtra and Odissa.

E-Surveillance has been started in Kaziranga National Park in Assam and borders of Ratapani Wildlife Sanctuary in Madhya Pradesh.

o For restocking of the endangered species, the Government of India first initiated Integrated Development of Wildlife Habitat Scheme and later modified it by including a new component, Recovery of Endangered Species which included animals like stag deer in Jammu and Kashmir, vultures in Punjab, Haryana and Gujarat, snow leopard in Jammu and Kashmir, Himachal Pradesh, Uttarakand and Arunachal Pradesh, Nilgiri Tahr in Tamilnadu, Sangai Deer in Manipur. Financial and technical assistance is also given to the state governments to provide better means of protection and conservation of the specified species.

CONSTITUTIONAL PROVISIONS FOR PROTECTION OF ENVIRONMENT

The constitution of India is a living document which evolves and grows with time

The Environment (Protection) Act, 1986 defines environment as "environment includes water, air and land and the interrelationship which exists among and between air, water and land and human beings, other living creatures, plants, micro-organisms and property".

The chapter on fundamental duties of the Indian constitution clearly imposes duty on every citizen to protect environment. Article 51-A(g) says that "it shall be duty of every citizen of India to protect and improve the natural environment including forests, lakes, rivers and wildlife and to have compassion for living creatures".

Article 47 provides that the State shall regard the raising of the level of nutrition and the standard of living of its people and the improvement of public health as among its primary duties. The improvement of public health also includes the protection and improvement of environment without which health cannot be assured.

Article 48 deals with organization of agriculture and animal husbandry on modern and scientific lines. In particular, it should take steps for preserving and improving the breeds and prohibiting the slaughter of cows and calves and other milch and draught cattle. Article 48 A of the Constitution says that "the state shall endeavor to protect and improve the environment and to safeguard the forests and wildlife of the country".

The Constitution of India under part III guarantees fundamental rights which are essential for the development of every individual and to which a person is inherently entitled by virtue of being human alone. Right to environment is also a right without which development of individual and realization of his or her full potential shall

not be possible. Article 21, 14 and 19 of this part have been used for environmental protection.

According to Article 21 of the Constitution, "no person shall be deprived of his life or personal liberty except according to procedure established by law

Article 21 guarantees fundamental right to life. Right to environment, free of danger of disease and infection is inherent in it. Right to healthy environment is important attribute of right to live with human dignity. Public Interest Litigation under Article 32 and 226 of the Constitution of India resulted

in a wave of environmental litigation. The leading environmental cases decided by the Supreme Court includes case of closure of limestone quarries in the Dehradun region (Dehradun Quarrying Case AIR 1985 SC 652), the installation of safeguard at a chlorine plant in Delhi (M.C Mehta vs Union of India, AIR 1988 SC 1037).

At local and village level also, panchayats have been empowered under the Constitution to take measures such as soil conservation, water management, forestry and protection of the environment and promotion of ecological aspects.

Environmental protection is part of our cultural values and traditions. Earth is our paradise and it is our duty to protect our paradise. The Constitution of India embodies the framework of protection and preservation of nature without which life cannot be enjoyed.

The knowledge of constitutional provisions regarding environment protection is need of the day to bring greater public participation, environmental awareness, environmental education and sensitize the people to preserve ecology and environment.

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EDUCATION AS A SOCIAL SYSTEM

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ABSTRACT

Society may be viewed as a system of interrelated mutually dependent parts which cooperate to preserve a recognizable whole and to satisfy some purpose or goal.

A social system may be defined after persons, a plurality of social actors who are engaged in more or less stable interaction "according to shared cultural norms and meanings". Individuals constitute the basic interaction units. But the interacting units may be groups or organization of individuals within the system.

The elements of social system are belief and knowledge, sentiment, goal or objective, norm, status and role, rank power, sanction and facility. There are seven elements of social system, according to Loomis and Beegle, roles, status, authority, rights, ends and objectives, norms and territoriality.

The structure of social system is based on the interaction of plurality of individuals. Social system relates to the functional aspect of social structure.

Talcott parrcus purposes s four level analysis of a social system. They are ;

1. Individual in roles are organized toform what may be called 2. Collectives both roles and collectives, however, are subject to ordering and controlled by 3. Norms, which are differentiated according to the functions of their units and to their situations and by 4. Values, which define the desirable system of relations.

More and more statistical applications are being used for understanding and analyzing social phenomenon.

Talcott Parsons conceived social systems as systems of actions and interaction is the key concept in his analysis of social systems he develops elaborably the interrelakdness of culture and personality, within the social system, in his general theory of action systems, within the frame of actions.

Components (such as people, artifacts, ideals, emotions) of varying manipulative power in regular, nonrandom patterns of action with one another.

Education serves many functions including, socialization, social placement, social and cultural innovations, creating a work force, creating social solidarity, and producing ideologies. Education is a powerful tool not only for the development of society but also for creating people more capable than before. It gives the ability to direct the society or group of people in a direction. This makes education a subsystem of social system.

Education consisting of several elements teacher, learner, media, methods, evaluation. Which are all cooperatively interacting to promote efficiency and effectiveness of the management of human and non-human resources. Teacher, student, content and context are taken as forming a system of education. The components or subsystems of an education system are teacher, student, content and the context and affect relations pertain to how these components are connected.

One fundamental difference between education as a social system and other system is that the influence in the case of all other systems is generally indirect, whereas the educational influence is deliberate and planned. The system has to structure itself in such a way that it would achieve the goal with some precise planning, execution and evaluation of the influence.

The organization of an educational system is for a specific purpose and it is to achieve the national goals of the society and this involves the knowledge, feeling and action. The efficiency of the system, especially systems like educational system does not directly depend upon the structure and organization, though they may facilitate the optimum operation, but it depends upon the individuals who actually man the sub-components. It is in this context the concepts of Role, Role-definition, role-expectation, role-reversal and the related ideals of status of the role of a teacher in the wider context of the society.

Society may be viewed as a system of interrelated mutually dependent parts which cooperate to preserve a recognizable whole and to satisfy some purpose or goal. Social system may be described as an arrangement of social interactions based on shared norms and values. Individuals constitute it and each has place and function to perform within it. Social system is a comprehensive arrangement. It takes its orbit all the diverse subsystems such as the economic, political, religious and others and their interrelation too. Social systems are found by environment

such as geography. And this differentiates one system from the other.

A social system is an interdependent set of cultural and structural elements that can be thought of as a unit. The concept of a social system embodies of the most sociological principles that the whole is more than the sum of its parts.

A social system may be defined after persons, a plurality of social actors who are engaged in more or less

stable interaction "according to shared cultural norms and meanings". Individuals constitute the basic interaction units. But the interacting units may be groups or organization of individuals within the system.

The social systems according to Charles P Coomis, is composed of the Patterned interaction of usual actions whose relation to each other are mutually oriented through the definition of the mediation of pattern of structured and shared symbols and expectations. The patterned service of interrelationships existing between individuals, groups, and institutions and forming a coherent whole; social structure.

Social system is a functional arrangement. It would not exist if it were not so. Its functional character ensures social stability and continuity the functional character of society, persons had discussed in depth.

The elements of social system are belief and knowledge, sentiment, goal or objective, norm, status and role, rank power, sanction and facility. There are seven elements of social system, according to Loomis and Beegle, roles, status, authority, rights, ends and objectives, norms and territoriality.

The structure of social system is based on the interaction of plurality of individuals. Social system relates to the functional aspect of social structure.

Acting via roles, social networks and status, social structure can affect the health, values, occupational attainment, and sense of belonging in society. Some of other social psychological variables which are relevant and influence on these are also considered.

FIVE MAIN FEATURES OF THE SYSTEMS ARE

Some characteristics that are present in all the systems are :

(1) Organization (order) (2) Interaction (3) Interdependence (4) Integration (5) Central objective.

All port define a system as: any recognizable delimited aggregate of dynamic elements that are in some way interconnected and interdependent, and that continue to operate together according to certain laws and in such a way as to produce some characteristic total effect. (1955).

A system may be natural, like a tree, human body, etc. or man-made like school, society, communication, transport etc., The events are acts that constitute systemness are inter-dependent, one following regularly upon another in one or more interwoven cycles and failure on the part of one member of the system to play its part or role will tend to disrupt the patterns that constitute the system.

The concept of system and system-analysis is an abstraction. They are the constructions of the observer's mind as much as they are 'real' in the sense it could be seen in operation outside. One important point borne is that nothing on this earth can be studied in isolation because every physical object is simultaneously participating in many systems and in the long run it cannot be isolated as such.

The science of ecology has clearly indicated the interdependence of everything on this earth, including the man made machines and their effort on the pollution and other atmospheric dimensions.

All social systems exist for social purposes. If all individuals were to meet their needs, then there would be no necessity for co-operative effort and hence no need for social systems. All social systems have a last one purpose in common that is to provide for the members need for social relations. It is on this principle even the organized systems like factories are developed.

The above table identifies ten dimensions of each of the three aspects like elemental process, structural-functional categories and the elements of systems. This model will be helpful in understanding the human interact process, not only as an infra-structural process but also as intrapersonal processes. There are communications boundary maintenance, system linkage, social control,

Taleott parrcus purposes s four level analysis of a social system. They are -

1. Individual in roles are organized toform what may be called
2. Collectives both roles and collectives, however, are subject to ordering and controlled by
3. Norms, which are differentiated according to the functions of their units and to their situations and by
4. Values, which define the desirable system of relations.

SOCIAL SYSTEM

There are many sociologists who approach the problem of society or smaller social structures from the concept of systems. The systems approach to society has many advantageous as also certain disadvantages. The sociologists like talcatt parsons and sorokins and others go about analyzing society, social institutions and social structures as also the roles and functions within society by conceptualising the whole the whole phenomenon of society from the systems approach. For example the equilibrism model of society and the social change model can be

approached and analyzed from the systems point of view. The interrelationship among different aspects and components of society can be meaningfully understood by undertaking a functional analysis based upon the systems model. In a way the functional analysis approach provides certain parameters of predictability which makes it possible for us not only to measure different substantive variables but also determine the interrelatedness of these variables with are another.

The equalibriuim models provides a find of constant reminder of the systematic quality of social phenomena. This includes the circumstance while can be related with one another as causes and effects or antescidents and consequents. In this way having dynamic equilibrium even though, there is a constant flux going on within it. In other words, it would be possible to conceptanalise a society, as a self regulating system within certain limits. For example if we consider the whole society as a system it would be possible for us to visualize education as a subsystem and other dimensions like politics, economics, ethics, anthropology, history, social psychology. Social philosophy and social sciences as various subsystems of society. Likewise, it is possible again to visualize from the point of view of social institution that a social system is made up of sub-systems like family, culture, community, state and so on as it subsystems. It is also possible to examine and analyze the inter closeness of individual and society as components of social system. It is in this sense that systems approach to sociology is a meaningful approach to understand society as dynamic interactive process.

Action is a process in the actor situation system, which has a motivational significations to the individual actor. From this point of new, the actor a system of expectations relative to the various develops objects of the situation there

Among sociologist who have examined society from a systematic point of view Talcott Parsons is of primary importance. The other person who has undertaken a systematic analysis of the society is pitrim a sorokin. These two persons have provided a lot of theoretical insight into the understanding of society.

THE CONCEPT OF SOCIAL SYSTEMS

Sociology the science of human behavior within social institutions has the frame of reference in terms of human activity and it approaches the analysis by the use of "action". Social action is defined as the activity of social units in this sense interaction is the core of sociology. Interaction itself

is defined as any event by which one party tangibly influences the over actions.

It can be seen that any social systems can be analysed according to Talcott Parsons, an 4 levels of generality such as 1) Individuals in roles are organized to form what may be called as 2) Collectives, both roles and collectives are subject to ordinary and control 3) Norms which are differentiates according to the functions of these units and to their situations by 4) Values, which define the desirable kind of system of relations.

The statistical techniques used and frequency distributions and it has provided some very interesting insights into the dynamics of social systems. For example, these studies have shown that;

1. Social systems do not provide simply for mobility or fixity of its members, but they exhibit varying rates of mobility. This means they are not simply heterogeneous or homogeneous but social systems have varying degrees of heterogeneity. (caste and class comparison) (There is no signed mobility system. Which itself is varying according to tune).

More and more statistical applications are being used for understanding and analyzing social phenomenon.

TELCOIT PARSONS MODEL OF SOCIAL SYSTEM

Talcott Parsons conceives social systems as systems of actions and interaction is the key concept in his analysis of social systems he develops elaborably the interrelakdness of culture and personality, within the social system, in his general theory of action systems, within the frame of actions.

THE PRINCIPAL PROPERTIES OF SYSTEM (PERSONALITY, SOCIAL OR CULTURAL)

1. The most general and fundamental property of a system is the inter-dependence of parts or variables. Interdependence is order in the relationship among the components which enter into a system. The order must have a tendency to self-maintenance, a stable equilibraium, but it should be dynamic equilibrium which is exemplified by growth.
2. Another important feature of all systems is the inherent limitation on the comptibility of certain parts or events within the same system. This means that the relations within the system are determinate and that not just anything can happen. The problem of incompatible components or elements brings about the issue of an equilibrium. This some so of adjustment among the different components or

elements of a system, it is not possible to eliminate incompatibility.

3. There are generally two methods by which this equilibrium may be attained or achieved. The first method is allocation and the other method is integration. By allocation it is meant those process which maintain a distinction of the components or parts of the system which is compatible with the maintenance of a given state of equilibrium. By integration it is meant those processes by which the relations to the environment are mediated in such a way that the distinctive internal properties and boundaries of the system as an entity are maintained in the face of variability in the external situation.

In this sense a system is a unity relative to its environment. The personality system and the social systems are empirical in nature which are different in the sense that they are not reducible to each other. However there are certain commonalities between them.

- i. Both systems are built out of the fundamental components of action as these have been already stated.
- ii. Both are the systems of the boundary-maintaining, self-maintenance type.
- iii. Both of them interpenetrate in the sense that no personality system can exist without participation in a social system, by which we mean the integration of the actors system of action as part of the social system. Conversely, there is no social system which is not from one point of view a mode of the integration of parts of the systems of action which constitute the personalities of the members.
- iv. But, it should be very well remembered that this does not indicate that a personality is a microcosm of a social system nor is a social system is a kind of macrocosmic personality.

Social systems are the recurrent patterns of action of people and culture. Social systems are the operate in certain basic ways regardless of the number of people and other units in it. Therefore, while studying the systems, the central point of attention is neither the individual nor the group as such. It is the interactive dimensions of the related sub-units of the system and their effect on the individual and the group as a whole.

Parsons (1937) noted that social systems are a special class of systems as they are voluntaristic systems. Parsons states his fundamental paradigm of interaction in a social system which is very important.

"An established state of social system is a process of complementary interaction of two or more individual actors in which each conforms with the expectation of the other(s) in such a way that alter's reactions to ego's actions are positive sanctions which serve to reinforce his given need-dispositions and thus fulfil his given expectations.

It should be noted that a social system is an 'ideal type' based on an ideal set of norms that people share and thus it has consequences for their behavior.

People in a society may belong to more than two or more related systems. Informal groups that overlap in their membership with the formal organization can help to implement the letter the components of social systems would mould the social system which in turn would shape the components.

ANY SOCIAL SYSTEM IS COMPOSED OF THE FOLLOWING

Components (such as people, artifacts, ideals, emotions) of varying manipulative power in regular, nonrandom patterns of action with one another. This process involves :

- a. Communication system (or sub systems) of sending and receiving of energy or information among components of the system. The system is simultaneous involved in the process of
 - b Sending and receiving energy information with its
 - c. Environment including other systems. Its patterns of action within or with its environments constitute.
 - d. Modal norms: providing it with a distinctive identity.
 - e. Its Power units internally and in their action with the system's environments, appear to seek.
 - f. Positive feedback implementing their directing of system action and to resist.
 - g. Negative feedback impeding their action.
 - h. Change (arising within the system or involving inflow or outflow with its environments) that is perceived by system's power units as providing positive feedback is permitted or encouraged while
 - i. Change that is perceived as providing negative feedback is resisted internally through patterns of
 - j. Expulsion, confinement, or conversion, and externally change is resisted by
 - k. Withdrawal, tightening of gateways, or a joining with it so as to remove its danger.
 - l. Change that succeeds in creating negative feedback produces varying degrees of

- m. **Systems disintegration.** This is rarely the final stage.
- n. New systems spring up from the ashes of the old through the process of
- o. Re-systematisation : Thus, systems are structural patterns of senders and receivers and contents patterns of what is sent and received. System components are the items of energy/information including people, involved as either structure or content.

Talcot Parsons (1962) provides a frame of reference in understanding the human action within the cultural and societal dimensions.

There are four to be noted in the conceptualization of behavior.

- i. Behavior is oriented to the attainment of ends, or goals or other anticipated states of affair.
- ii. It takes place in situations.
- iii. It is normatively regulated, and
- iv. It involves expenditure of energy or effort or 'motivation'

A personality system is a system of action which has the following characteristics

1. It is the system comprising the interconnections of the actions of the individual actor.
2. The actor's actions are organized by a structure of need dispositions.
3. Just as the actions of a plurality of actors cannot be randomly assorted but must have a determinate organization of compatibility or integration, so too, the actions of the actor have a determinate organisationer compatibility or integration with one another.

B. The Social System is a system of action which has the following characteristics.

1. It involves a process of interaction between two or more actors; the interaction process as such is a focus of the observer's attention.
2. The situation towards which the actors are oriented includes other sectors. These other sectors (called alters in contrasts to ego for personality) are object of cathexis. Their actions are taken cognitively into account as data and their orientations may thus be objects for evaluative judgment.
3. There is in the social system interdependent and, in part, connected action in which the concern is a function of collective goal orientation or common

values and of a consensus of normative and cognitive expectations.

A CULTURAL SYSTEM : IS A SYSTEM WHICH HAS THE FOLLOWING CHARACTERISTICS

The system is constituted neither by the organization of interactions nor by the organization of the actions of a single actor as such, but rather by the organization of values, norms and symbols which guide the choices made by actors and which limit the types of interaction which may occur among actors.

The importance of the systems analysis in terms of the above, classification becomes evident when it is seen that cultural systems (systems of value standards and other patters of culture) when institutionalized in social systems and internalized in personality system, guide the actor with respect to both the orientation to ends and normative regulation of means and of expressive activities whenever the need-dispositions of the actor allow choices in these matters.

Social systems are primarily constellations of roles or role-expectations, and hence it is essentially and primarily a system of roles. The conceptual unit of the social system is the Role. The role is the point of contact between the social system and the system of action of the individual.

The primary ingradient of a role is role-expectation. Role expectations are patterns of evaluations their primary constituents which get organized in terms of reciprocities, expectations, the responses to those expectations, under specific interaction system of ego and others.

Education is a social concern. It is a social process. Its objective is to develop and awaken in the child those physical intellectual and moral states which are acquired of the individual by his society as a whole and the milieu for which he is specially destined. It is the significant means of socialization.

EDUCATION AS A SOCIAL SYSTEM

Education may be viewed as a self - contained social system with a distinctive organization and unique patterns. Education is an important subsystem of social system. It has a well defined structure and sets of roles and it affects other social systems.

Social system is not integrated whole but putting together of different units. This coming together does not

Education is a **system**

Teaching is an **action**

Learning is a **process**

As such education requires a self-aware and self correcting set of process that respond to changes circumstances at every level of entire culture, literacy, curriculum, assessment, institution and so on.

ROLE OF EDUCATION SYSTEM ARE

A education serves many functions including, socialization, social placement, social and cultural innovations, creating a work force, creating social solidarity, and producing ideologies.

For individuals, education promotes employment, earning, health and poverty reduction. Globally, there is a 10% increase in hourly earnings for every extra year of schooling. For societies, it drives long term economic growth, spurs innovation, strengthens institutions and fosters social cohesion.

For centuries duration has been the main tool in shaping individuals to contribute to the progress of the society, education inform what skills and ways of behaving are desirable; what subject knowledge is essential to survive in the world and what principles to apply in order to excel at work.

Education raises peoples productivity and creativity and promotes entrepreneurship and technological advances. In addition it plays a very crucial role in securing economic and social progress and improving income distribution.

Education is expected to foster social progress through four different but interrelated purposes. Humanistic through the development of the individual and collective human virtues to their full extent, civic, by the enhancement of public life and achieve participation in a democratic society; economic, by providing.

CHARACTERISTICS OF EDUCATION AS A SUBSYSTEM

1. Education is a strong way to create a healthy society.
2. The education system takes the people to create a disciplined society where:
3. All the needs related to education can be fulfilled only in the educational institutions created in society.
4. Education develops respect towards the values, culture and other effective things.
5. Educated people can take society in the desired direction.

Education is a powerful tool not only for the development of society but also for creating people more capable than before. It gives the ability to direct the society or group of people in a direction. This makes education a subsystem of social system.

Education consisting of several elements teacher, learner, media, methods, evaluation. Which are all cooperatively interacting to promote efficiency and effectiveness of the management of human and non-human resources.

Teacher, student, content and context are taken as forming a system of education. The components or subsystems of an education system are teacher, student, content and the context and affect relations pertain to how these components are connected.

EDUCATIONAL SYSTEM

The system of education outs across all these systems in society we have examined, like economic, political, family and religion. The education systems has a specific role to play and hence it is intimately related to all other systems. When the child come to the school he has already been moulded in many ways and the education system has to prune some aspects of these influence, modify some other, eliminate some unwanted dimensions. Hence the task of education as a formative system becomes very great.

One fundamental difference between education as a social system and other system is that the influence in the case of all other systems is generally indirect, whereas the educational influence is deliberate and planned. The system has to structure itself in such a way that it would achieve the goal with some precise planning, execution and evaluation of the influence. Some time it gets the help from other systems, many a time others would be a hindrance on the task of the system. The existence, maintenance and smooth running depends upon many other system's and hence it has to face a number of under currents, running in different directions.

In this sense the education system has to take up a challenge in the society.

Keeping all these in view it would be worthwhile to examine the system of education in respect of its structure and function which takes us to the conceptualization of roles and status of different personnel, including teachers, who are the system components of education system.

Educating the new generation is among the most important tasks of all societies. It is the business of the school to store the mind of the individual with the idea. As we have already seen that in many primitive societies, the educational system is not separate from the family, the clique, and the community. Schools as formalized educational systems have been established for educational purposes. They are the vehicles of the society by which the prevailing culture is transmitted to the young.

Each educational system is founded and organized on certain basic beliefs about the functional nature of education. For example, American society believes that democracy cannot flourish without an informed citizenry; and hence school is a laboratory in democratic principles. In USSR, the ultimate victory of Communism in the world wide class struggle can come about only by teaching communism to the young and schools do the job of training them in skills and knowledge of economic production. The aspiration of developing India may be summed up that according to its culture and tradition, the spiritually rich heart and the artistic eye, and an expressive hand. The future of India, in the modern context may be assured only by training both in the cultural tradition of the country and also in technical skill with that scientific temper.

The educational demands in a society varies from the social values that highly appreciated and worked for. But, the objectives may be studied from a dual demands, one the demands of the society and the other the demands of self-realisation (not in the philosophical sense).

Thus we would see that education system is the process of structuring the various elements in order to organize a functional instrument to meet the goals of the society. Therefore education system becomes a specially programmed institution.

The school system should ideally provide an education to the people, which in the words of Aristotle: is an ornament in prosperity and 8 refuge in adversity. This is possible only when the roles and statuses of teachers who man the system are clearly delineated and appreciated.

The effectiveness of any system, social or education depends upon the clear understanding and definition of the individuals as personality systems (Talcott Parsons), which obviously would mean that they must be analysed in terms of roles of the individuals. A person is not merely a living organism, but a system discharging a number of functions, occupying different positions in society, and trying to meet the different obligations from different individuals, which are terms as role-expectations.

With set objectives and having set functions which are the processes by which the set goals are achieved. Within this conceptualization of an educational system it would be possible to identify a number of sub-systems with determinate boundaries, in order to get a separate identify to these components within the educational system. Hierarchically, we may have different tiers or stories like pre-school, primary, secondary and higher education. From the point of view of special proficiency we can have

medical system, technical system, agricultural system and so on. with specific and target oriented point of view we can think of adult education, women education, special education for the disadvantaged and so on. from the point of view of disciplines we can think of sciences, humanities, within which we can have further sub-divisions. The Kothari Commission presents the system or Indian education in respect of both general education and technical education.

The organization of an educational system is for a specific purpose and it is to achieve the national goals of the society and this involves the knowledge, feeling and action. In other words at every stage of development, organization and functioning there is a need to take very specific decisions regarding the education system which has been organized for the given purpose. In this sense the system functions as an open system, because what happens within the system is determined by a number of extraneous factors.

The education system itself should satisfy the following aspects of a optimum level functioning social system.

1. The objectives with which it has been setup must be very clear.
2. The Beliefs as a knowledge element must be very clearly identified so that the above objectives are very clearly specified.
3. There must be specific mechanism for tension management because emotions do operate very effectively either positively or negatively depending upon the management-type.
4. The management of sub-component operation and tension-management depends upon the communication system available to the education system.
5. There must be clearly stated norms of performance and achievement in the light of which the functioning of the system may be evaluated.
6. There must be an incorporated status-role dimension within the system so that the individual's performance may be adjudged as adequate or inadequate keeping the goals of the system in view, with a proper ranking among roles.
7. There must be a set of procedures (a sub-system) for the purpose of evaluation of each one of the sub-component with the education system.
8. There must be a controlling system, which should give direction, which should co-ordinate the various components and keep an eye on the functioning in the light of the target of the system.

9. There must be some mechanisms by which the communication barriers may be removed in order to maintain an objective, notice-free communication among various components of the system.
10. And there must be a dynamic equilibrium technique by which the system can meet any challenge of change and innovations so that it can readily adjust to the changing conditions without losing its efficiency.

In order to achieve the above aspects of a good system, one has to bear in mind that any living system can function very effectively only when it meets the following conditions.

1. Facilitating and utilization of facilities available within and without the systems
2. The facilitating aspect is covered by two important processes namely sanctioning and controlling on the part of the decision maker and obeying and performing on the part of the operator.
3. This is possible only when the communication system is operating very effectively. The communication is not a one-way process, it is a spiral process between the teacher and the pupils, teachers and teachers, pupils and pupils and the decision-makers and the operators within and education system.
4. In order to achieve this there is a necessity to develop a system linkage among various components of the system.
5. In functioning of each of the components is possible only when the boundaries of each of the sub-system is very well demarked, and the sub-system is constrained to maintain the system boundaries. This would mean that every operator within the system should know and work being clearly aware of his roles and responsibilities.
6. The education system can function effectively only when each of the sub-system does its job very effectively without interfering the functioning of the other sub-systems.
7. Generally, this condition is not satisfied for a very simple reason that any system, whether natural, or physical, social or personality is affected by the principle of entropy, which makes it get deteriorated over a period of time. Hence however well a system is built up initially, it soon comes within the condition of entropy and hence stats disorganized, chaotic, and inefficient.

8. In order to avoid this situation, there is a need for constant check in order to maintain the system under a condition of zero-entropy, or negentropy, only when the system can function smoothly without any disintegration and friction.
9. But this condition of negentropy is not natural to any system. It has to be constantly brought about and this needs energy. Which in the language of social psychology is known as 'Synergy'. Any system function with a lot of synergy available for achieving its goal would soon develop its own specific personality. Which is known as 'Syntality'. If a system like a school or a college attains its own identify it is because of these two factor of syntality and synergy, the efficiently of the system being measured in terms of the available synergy and the focused syntality of the system.
10. The functional efficiency of the system is measured in terms the difference between the input and output of the system. The efficiency is the difference between the output and the input. The greater the difference, greater would be its efficient. If there is no appreciable difference between the input and the output as measured in respect of the set goals of the system, the system is said to be inefficient, and economically it is wasteful.

The efficiency of the system, especially systems like educational system does not directly depend upon the structure and organization, though they may facilitate the optimum operation, but it depends upon the individuals who actually man the sub-components. It is in this context the concepts of Role, Role-definition, role-expectation, role-reversal and the related ideals of status of the role of a teacher in the wider context of the society.

DISADVANTAGE OF SYSTEMS THEORY

1. It fails to provide concepts that apply to all types of organizations. The small organizations are less adaptive to environmental variables than large organizations. The theory assumes that most of the organizations are big, complex and open systems. It thus, fails to provide a unified theory.
2. A disadvantage of systems theory suggests all variables have some equality in the extend of impact and control over the business environment conditions. It is known that it is not to be the case as some variables are found to have a greater impact and degree of control when compared to other variables.

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A STUDY OF EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS OF HAVERI DISTRICT

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ABSTRACT

In the present study, the Investigator selected the topic and find out the Emotional intelligence of secondary school teachers of Haveri District and compare the Emotional intelligence between urban and rural locality schools and Government and Private Management Schools. The objective of the present study is to Study the difference in Emotional intelligence, mean scores of Secondary School Teachers with respect to their Government, aided and unaided State Government secondary schools and Locality. Descriptive survey method was used for the present study. The sample for the present study consisted of 500 teachers was selected from different schools of Haveri Taluk, Karnataka State. The findings reveal that, State Government urban schools have significantly higher emotional intelligence as compared to teachers of State Government rural schools and Government, aided and unaided State Government secondary schools have similar emotional intelligence. State Government urban schools have significantly higher on dimension of emotional intelligence i.e., Self-awareness, Self-regulation, Motivation, Empathy and Social skills as compared to teachers of State Government rural schools. Government, aided and unaided State Government secondary schools have similar Self-awareness, Self-regulation, Motivation, Empathy and Social skills. The results of the study reveal that there is a positive correlation between emotional intelligence and emotional intelligence, teacher effectiveness, and other variables such as creativity of teachers.

Keywords : Emotional Intelligence, Secondary School, Education, Management

INTRODUCTION

A good teacher sparks a child's desire to learn; a great teacher affects that spark to kindle a fire that burns forever. Teacher must possess the vital skills, personality characteristics and behaviors that students perceive to impact their motivation to learn. Since it is a teachers job to connect with each student to foster the passion and excitement to learn. But with changing times priorities of the teachers have changed, it's not, just like going to classroom and giving the lecture. They want to achieve the best in their life. They also want to excel in their profession but in professional development, emotional intelligence plays a great role. If we see the today's classroom the teachers are not able to control their emotions. They get irritate don the small issue. The reason behind this is the work load on teaches. They not only have to prepare and deliver lecture, but also have other responsibilities of the school. Teachers are considered as the main pillar in the educational system. They are the moderators through which the knowledge can be transferred to the students who represent the foundation of the society. Teachers cannot be the effective source of knowledge unless they are possessed with the essential skills, knowledge and talents. Emotions give the way to present how we behave and feel in a situation.

Emotional intelligence is the phenomenon under study during the last two decades. Goleman (1995) in his book stated that emotional intelligence matters twice than IQ in defining the success of an individual. The emotional intelligence base perception is that individuals should have a clear awareness of their feelings and can deal the emotions in a real way.

EMOTION CONCEPT

The root of the word emotion is motere, 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".

Emotional intelligence entails the appropriate awareness, management, and expression of the range of these emotions. In this sense, many psychiatric disorders in the fourth edition of Diagnostic and Statistical Manual of Mental Disorders (DSM-IV) such as the anxiety and mood disorder-bespeak a deficit in affective self-regulation, which is a key capacity of emotional intelligence. To the extent that emotional intelligence skills like affective self-

regulation can be cultivated, particularly in young people, the risk of developing such psychiatric disorders should be diminished.

Emotional Intelligence includes traits like self-awareness, social deftness, the ability to delay gratification, to be optimistic in the face of adversity, to channel strong emotions and to show empathy towards others. Goleman (1995) identifies the five elements as the components of emotional intelligence: Self-awareness, Self-regulation, Motivation, Empathy and Social skills.

NEED AND SIGNIFICANCE OF THE PRESENT STUDY

In order to survive and succeed in a competitive and fast-changing world, everybody needs to develop and nurture Emotional Intelligence. Teaching is the only profession where one human mind operates on other human minds with a human face. The teacher should be equipped with Emotional Intelligence and should know how to control and apply it in a particular situation. The secondary school teachers play an effective role in the educational success and personality development of students. Effective personalities of the teacher can generate brilliant students. Keeping in mind the role of secondary school teachers in the students' personality development, this research is aimed at investigating secondary school teacher's emotional intelligence in Haveri district.

Emotional intelligence contributes much more towards balance personality of the individual. A teacher because of his experience in varied situation dealing with students, community and teachers becomes emotionally balanced. Therefore, it is expected that experience may be a predicting variable to emotional intelligence. The present study has been thought of to be undertaken considering the psychological impact of emotional intelligence on individual development. The teachers as individual are required to shape the destiny of the nation. Therefore, it becomes obligatory to access the level of emotional intelligence of the teachers in relation to gender and experience variation to support the theoretical impact in the previous lines.

REVIEW OF PREVIOUS STUDIES

The following studies highlight the importance of emotional intelligence in workplace and in life.

Praveen Kumar J. (2002) studied the functions of self-confidence and emotional-maturity in decision-making styles of the executives. Findings suggest that, A self-confident person is characterized as self-assured and forward moving, therefore the positive and significant

relationship between the two variables indicates that self-confident executives are more vigilant and decisive in their decision making process. Self-confidence and emotional maturity have a very poor relationship with decision making styles. It may be also concluded that in decision-making process only one aspect the vigilant has relationship with self-confidence and emotional maturity.

Gakhar S.C. (2003) studied the emotional maturity of students at secondary state (self-concept and academic achievement) After comparing their mean scores it is found that boys scores are less and hence their level of emotional maturity is more as compared to girls. The emotional maturity of students belonging to urban and rural areas and emotional maturity of students of rural areas is more as their mean scores on emotional maturity inventory is less. The emotional maturity of students of private schools is more as compared to their counterparts due to low mean score on emotional maturity.

Ashkanasy and Daus (2005) Emotional intelligence terminology was introduced inadvertently in literary criticism and psychoanalysis after two decades its more comprehensive use was introduced in a dissertation for serious understanding of concept of emotional intelligence one must have considerable knowledge of emotions and intelligence.

Shahzad and Bagum (2012) discovered that in nuclear families, boys have better interpersonal management and intrapersonal management skills. The analysis showed that male participants demonstrated higher emotional intelligence than females.

From the review of related literature, it is found that there were hardly few studies conducted in the area of emotional intelligence and that too with higher secondary school teachers. As the concept of emotional intelligence is newly picked up in the area of education in India, since past one decade, there are very less number of studies. Many studies conducted on emotional intelligence are theoretical in nature and a very few are empirical. As it is a budding concept, a number on emotional intelligence with relevance to teacher effectiveness are rarely found. This shows that the role of emotional intelligence in teaching profession needs to be studied in detail. Thus the present study is a simple attempt towards filling up this research gap.

OBJECTIVES OF THE STUDY

OBJECTIVES OF THE STUDY ARE AS FOLLOWS

1. To study whether there is a significant difference between teachers of State Government rural and

urban secondary schools with respect to emotional intelligence and its dimensions i.e., (Self-awareness, Self-regulation, Motivation, Empathy and Social skills).

2. To study whether there is a significant difference between teachers of Government, aided and unaided State Government secondary schools with respect to emotional intelligence and its dimensions i.e., (Self-awareness, Self-regulation, Motivation, Empathy and Social skills).

RESEARCH DESIGN

The present study is Descriptive Survey Method design. In the study, the investigator was used Emotional Intelligence Scale developed by the researcher. The research design specifies the questions to be investigated, the process of sample selection, methods of procedure to be followed, measurements to be obtained and comparison and other analyses to be made.

Hypothesis of the Study : In pursuance of above stated objectives the following hypotheses were formulated.

1. **Hypothesis :** There is no significant difference between teachers of State Government rural and urban secondary schools with respect to emotional intelligence and its dimensions i.e., (Self-awareness, Self-regulation, Motivation, Empathy and Social skills).
2. **Hypothesis :** There is no significant difference between teachers of Government, aided and unaided State Government secondary schools with respect to emotional intelligence and its dimensions i.e., (Self-awareness, Self-regulation, Motivation, Empathy and Social skills).

TOOLS USED

The following tools were used for the Data collection.

Emotional Intelligence Scale : This scale is constructed and Developed by the Investigator by using steps of standardization and scale comprising 60 statements of negatively and positively. These are scored by 5, 4, 3, 2, 1 and 1, 2, 3, 4, and 5 negatively. Cronabach Alpha of the scale is 0.8563 and Split Half method is 0.7812 which are found to be highly significant. It consists of five dimensions such as self-awareness, self-regulation, motivation, empathy and social skills which are all significant related to each other at 0.01 level of significance.

SAMPLE FOR THE STUDY

The present study involves 20 secondary schools from urban area and 20 secondary schools from rural area of

the Haveri taluk, Karnataka has been selected by using stratified random sampling technique. Sample of 500 teachers was selected from different schools of Haveri District.

COLLECTION OF DATA

Data were collected from secondary school teachers. The investigator personally visited secondary schools located in Haveri district and the prior permission of the higher authorities administered the tools to 500 teachers. A clear cut instruction was given to fill up the scale. The collected data were pooled for statistical analysis.

STATISTICAL TECHNIQUE

To know the significant difference between teachers of government, aided and unaided state government secondary schools t with respect to emotional intelligence the following statistical technique such as differential analysis, 't'-test and graphical representation procedures was used to analysis the data.

LIMITATION OF THE STUDY

1. The present study is restricted to areas the Emotional Intelligence of secondary school teachers who are rural, urban, government, aided and unaided only.
2. The present study is restricted to Haveri district and Kannada medium schools only.

DATA ANALYSIS AND RESULTS

The results of the above table, it clearly shows that the followings -

- The teachers of State Government rural and urban secondary schools differ significantly with respect to emotional intelligence ($t = -4.3652$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of State Government urban schools have significantly higher emotional intelligence as compared to teachers of State Government rural schools.
- The teachers of State Government rural and urban secondary schools differ significantly with respect to dimension of emotional intelligence i.e., self-awareness ($t = -4.1497$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., self-awareness as compared to teachers of State Government rural schools.

Table-1: Results of 't' Test between Teachers of State Government Rural and Urban Secondary Schools with Respect to Emotional Intelligence and its Dimensions

Variable	Location	Mean	SD	SE	t-value	P-value	Signi.
Emotional intelligence	Rural	253.86	45.46	3.24	-4.3652	0.0001	< 0.05, S
	Urban	277.36	41.89	4.13			
Self-awareness	Rural	36.04	7.33	0.52	-4.1497	0.0001	< 0.05, S
	Urban	39.66	6.89	0.68			
Self-regulation	Rural	39.57	8.66	0.62	-4.0036	0.0001	< 0.05, S
	Urban	43.70	8.13	0.80			
Motivation	Rural	43.55	9.01	0.64	-3.4772	0.0006	< 0.05, S
	Urban	47.20	7.90	0.78			
Empathy	Rural	61.91	11.18	0.80	-4.0413	0.0001	< 0.05, S
	Urban	67.22	10.05	0.99			
Social skills	Rural	72.80	12.28	0.87	-4.6544	0.0001	< 0.05, S
	Urban	79.57	11.36	1.12			

- The teachers of State Government rural and urban secondary schools differ significantly with respect to dimension of emotional intelligence i.e., self-regulation ($t = -4.0036$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., self-regulation as compared to teachers of State Government rural schools.
- The teachers of State Government rural and urban secondary schools differ significantly with respect to dimension of emotional intelligence i.e., motivation ($t = -3.4772$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., motivation as compared to teachers of State Government rural schools.
- The teachers of State Government rural and urban secondary schools differ significantly with respect to dimension of emotional intelligence i.e., empathy ($t = -4.0413$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., empathy as compared to teachers of State Government rural schools.
- The teachers of State Government rural and urban secondary schools differ significantly with respect to dimension of emotional intelligence i.e., social

skills ($t = -4.6544$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., social skills as compared to teachers of State Government rural schools.

The results of the above table, it clearly shows that the followings:

- The teachers of Government, aided and unaided State Government secondary schools do not differ significantly with respect to emotional intelligence ($F = 0.9258$, $p > 0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teachers of Government, aided and unaided State Government secondary schools have similar emotional intelligence.
- The teachers of Government, aided and unaided State Government secondary schools do not differ significantly with respect to dimension of emotional intelligence i.e., self-awareness ($F = 1.5606$, $p > 0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teachers of Government, aided and unaided State Government secondary schools have similar self-awareness.
- The teachers of Government, aided and unaided State Government secondary schools do not differ significantly with respect to dimension of emotional intelligence i.e., self-regulation ($F = 0.9553$, $p > 0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teachers of Government,

aided and unaided State Government secondary schools have similar self-regulation.

- The teachers of Government, aided and unaided State Government secondary schools do not differ significantly with respect to dimension of emotional intelligence i.e., motivation ($F = 1.2433$, $p > 0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teachers of Government, aided and unaided State Government secondary schools have similar motivation.
- The teachers of Government, aided and unaided State Government secondary schools do not differ significantly with respect to dimension of emotional intelligence i.e., empathy ($F = 2.0376$, $p > 0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teachers of Government, aided and unaided State Government secondary schools have similar empathy.
- The teachers of Government, aided and unaided State Government secondary schools do not differ significantly with respect to dimension of emotional intelligence i.e., social skills ($F = 0.2862$, $p > 0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the teachers of Government, aided and unaided State Government secondary schools have similar social skills.

MAJOR FINDINGS OF THE STUDY

- The teachers of State Government urban schools have significantly higher emotional intelligence as compared to teachers of State Government rural schools.
- The teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., self-awareness as compared to teachers of State Government rural schools.

SELF-AWARENESS, SELF-REGULATION, MOTIVATION, EMPATHY AND SOCIAL SKILLS

- The teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., self-regulation as compared to teachers of State Government rural schools.
- The teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., motivation as compared to teachers of State Government rural schools.

- The teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., empathy as compared to teachers of State Government rural schools.
- The teachers of State Government urban schools have significantly higher on dimension of emotional intelligence i.e., social skills as compared to teachers of State Government rural schools.
- The teachers of Government, aided and unaided State Government secondary schools have similar emotional intelligence.
- The teachers of Government, aided and unaided State Government secondary schools have similar self-awareness.
- The teachers of Government, aided and unaided State Government secondary schools have similar self-regulation.
- The teachers of Government, aided and unaided State Government secondary schools have similar motivation.
- The teachers of Government, aided and unaided State Government secondary schools have similar empathy.
- The teachers of Government, aided and unaided State Government secondary schools have similar social skills.

IMPLICATION OF THE STUDY

This investigation shows that emotional intelligence plays an important role in teaching motivation. Whole teaching profession is based on emotions. When a teacher feels emotional attachment to their duties, then he or she can perform it at its best. If teacher is emotionally strong or stable, then he or she can handle their class room problems very well. Any research effort becomes worthwhile only when it specifies some of the important educational implications. The findings of the present study have certain significant and meaningful educational implications for teachers, teacher educators, parents, school guidance and counselors and educational administrators. It is scientifically proved that the success of individuals work is 80 percent dependent on emotional intelligence and only 20 percent on IQ.

Measures should be taken up to improve and sustain the level of intelligence of secondary science teachers by providing congenial and conducive atmosphere for teaching autonomy and independence in teaching as the results of the study reveal that there is a positive correlation between emotional intelligence and teacher effectiveness,

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A STUDY ON ENVIRONMENTAL AWARENESS AMONG B.Ed. AND LAW COLLEGE STUDENTS

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ABSTRACT

Environmental problem global concern environmental awareness and empowered youths are potentially the greatest agent of change for the long term protection and stewardship of the environment. the present study is focused on the students awareness towards environmental education creating environmental awareness is very important because it brings changes among youths such changes will enable these youths to have a greater voice on environmental issues hence this study was conducted the researcher has the collected the data environmental awareness tool which was developed by Dr.K.Yashodhara. from B.Ed. and Law college students through survey method t-test was used for the data analysis as a result of the study indicates that B.Ed. have better and higher level of environmental awareness compared to law college students

INTRODUCTION

Our Environment is today on the sick bed entire world is worried about it. We have reached this state because we have been trained to look upon nature as a resource. Therefore in the mindless competition for industrialization and progress we have exploited the environment to the full without any thought of consequences.

The growth of environment that is conclusive to growth since, the present problems result largely from ignorance and different trend of continued misuse of the environment can, however, be altered by creating awareness among people of how man's activities effect the environment for good or ill. We cannot expect improvement unless attitudes of people change and unless a better generation, our great need of today is knowledgeable citizens who are conscious of their surrounding and willing to take necessary, social, economic and political steps to assure a better environment for the fulfillment of need and wants of every citizen on the earth.

IMPORTANCE OF THE STUDY

1. Environment education is also very essential for our survival on earth.
2. To provide every person with opportunities to acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment.
3. Environmental education is very essential for the lack of it.
4. Knowledge about the changes that have altered the environment-land, water, and weather, vegetation social, cultural and political environment are essential components of environmental education.

OBJECTIVES OF THE STUDY

1. To study the difference between Environmental awareness B Ed and Law College students.
2. To find the difference between Environmental awareness Male B Ed college students and Male Law college students.
3. To find the difference between Environmental awareness female B.Ed. college students and female Law college students.
4. To study the difference between Environmental awareness between male and female B.Ed.College students.
5. To study the difference between Environmental awareness between male and female Law College students.

HYPOTHESES OF THE STUDY

1. There is no significance difference between Environmental awareness B.Ed.andLaw College students.
2. There is no significance differencebetween Environmental awareness Male B.Ed. college students and Male Law college students.
3. There is no significance difference between Environmental awareness female B.Ed. college students and female Law college students.
4. There is no significance difference between Environmental awareness between male and female B.Ed. College students.
5. There is no significance difference between Environmental awarenessbetween male and female Law College students.

METHODOLOGY

For the present study has used survey method under descriptive method.

TOOL USED FOR THE COLLECTION OF DATA

Environmental awareness tool - designed by Dr. K. Yashodhara

VARIABLES OF THE STUDY

Environmental awareness

SAMPLE

For the present study B.Ed. and Law college final year students were selected as sample of the study.

Sl. No.	Name of the College	Female	Male	Total Students
1.	Sri Venkateswara College of Education, Chitradurga	28	06	34
2.	Saraswathi Law College, Chitradurga	07	25	32
				66

STASTICAL TECHNIQUES USED FOR DATA ANALYSIS

To analyze the data t - test were used

1. There is no significant difference between B.Ed.College and law college students with environmental awareness scores

To test the above hypothesis, the independent t test was applied and the outcome of analysis is presented in the following table

Table : Results of t test between B.Ed. College and law college students with environmental awareness scores

Students of	Mean	SD	SE	t-value	P-value	Signi.
B.Ed.College	21.59	2.97	0.51	3.1147	0.0028	< 0.05,S
Law college	19.50	2.44	0.43			

From the results of the above table clearly shows that, the calculated value of t is 3.1147 which is greater than 1.9600 with 64 degrees of freedom. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the mean environmental awareness scores are significantly higher in B.Ed.College students as compared to law college students. In another words, the B.Ed.College students have better and higher environmental awareness. The mean and SD of environmental awareness scores are also presented in the following figure.

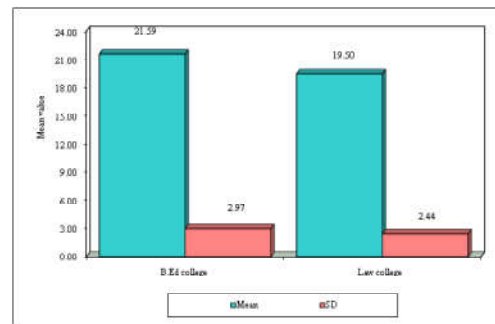


Figure: Comparison between B.Ed. College and law College Students with

2. There is no significant difference between male B.Ed.College and male law college students with environmental awareness scores

To test the above hypothesis, the independent t test was applied and the outcome of analysis is presented in the following table

Table : Results of t test between male B.Ed. College and male law college students with environmental awareness scores

Male Students of	Mean	SD	SE	t-value	P-value	Signi.
B.Ed.College	19.83	4.45	1.82	0.1711	0.8653	< 0.05,NS
Law college	19.60	2.60	0.52			

From the results of the above table clearly shows that, the calculated value of t is 0.1711 which is lesser than 2.0450 with 29 degrees of freedom. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean environmental awareness scores are similar in male B.Ed. College and male law college students. The mean and SD of environmental awareness scores are also presented in the following figure.

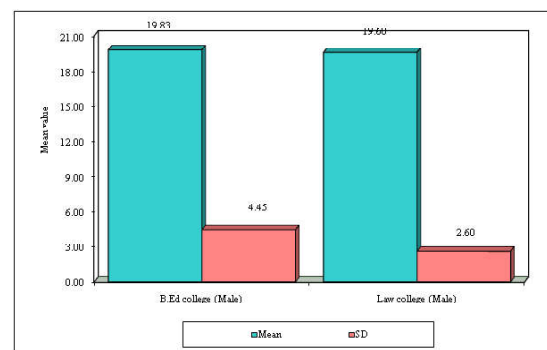


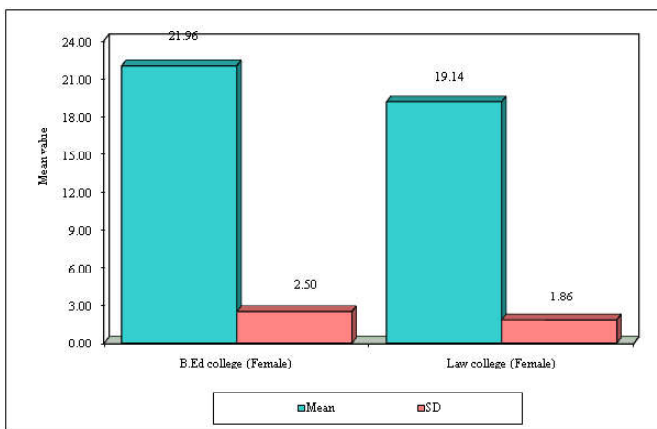
Figure: Comparison between male B.Ed.College and male law college students with environmental awareness scores

3. There is no significant difference between female B.Ed.College and female law college students with environmental awareness scores. To test the above hypothesis, the independent t test was applied and the outcome of analysis is presented in the following table

Table : Results of t test between female B.Ed. College and female law college students with environmental awareness scores

Female Students of	Mean	SD	SE	t-value	P-value	Signi.
B.Ed.College	21.96	2.50	0.47	2.7839	0.0088	<0.05,S
Law college	19.14	1.86	0.70			

From the results of the above table clearly shows that, the calculated value of t is 2.7839 which is greater than 1.9600 with 33 degrees of freedom. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the mean environmental awareness scores are significantly higher in female B.Ed. college students as compared to female law college students. In another words, the female B.Ed. college students have better and higher environmental awareness. The mean and SD of environmental awareness scores are also presented in the following figure.

**Figure: Comparison between female B.Ed.College and female law college students with environmental awareness scores**

4. There is no significant difference between male and female B.Ed.College students with environmental awareness scores

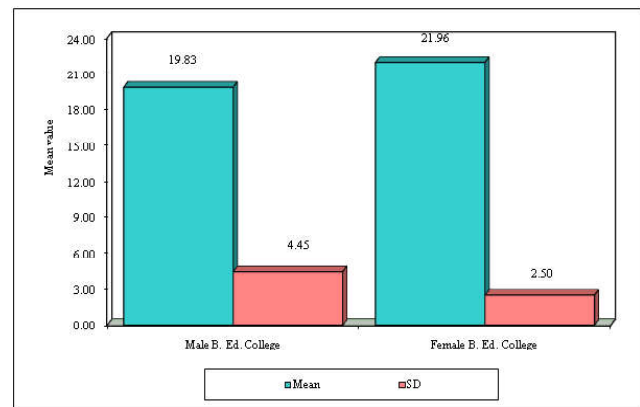
To test the above hypothesis, the independent t test was applied and the outcome of analysis is presented in the following table

Table : Results of t test between male and female B.Ed. College students with environmental awareness scores

B.Ed. College	Mean	SD	SE	t-value	P-value	Signi.
Male Students	19.83	4.45	1.82	-1.6374	0.1113	<0.05,NS
Female Student	21.96	2.50	0.47			

From the results of the above table clearly shows that, the calculated value of t is 1.6374 which is lesser than 1.9600 with 32 degrees of freedom. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean environmental awareness

scores are similar in male and female B.Ed. College students with environmental awareness scores. The mean and SD of environmental awareness scores are also presented in the following figure.

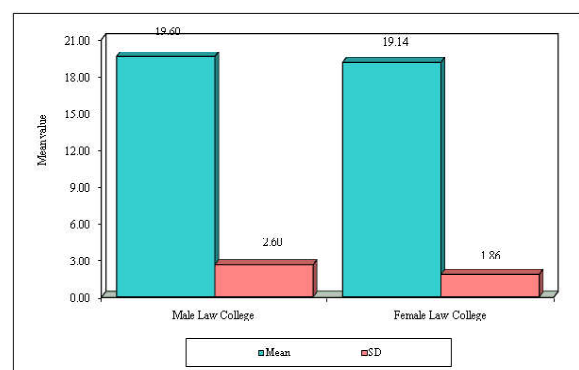
**Figure: Comparison between male and female B.Ed. College students with environmental awareness scores**

5. There is no significant difference between male and female Law college students with environmental awareness scores

To test the above hypothesis, the independent t test was applied and the outcome of analysis is presented in the following table

Table : Results of t test between male and female Law College students with environmental awareness scores

Law College	Mean	SD	SE	t-value	P-value	Signi.
Male Students	19.60	2.60	0.52	0.4330	0.6681	<0.05,NS
Female Student	19.14	1.86	0.70			

**Figure: Comparison between male and female Law college students with environmental awareness scores**

From the results of the above table clearly shows that, the calculated value of t is 0.4330 which is lesser than 1.9600 with 30 degrees of freedom. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean environmental awareness scores are similar in male and female Law college students with environmental awareness scores. The mean and SD

of environmental awareness scores are also presented in the following figure.

RESULT OF THE STUDY

1. There is significance difference between Environmental awareness B.Ed. and Law College students, B.Ed. students Environmental awareness is better than law college students
2. There is similar Environmental awareness between Male B.Ed. college students and Male Law college students.
3. There is significance difference between Environmental awareness female B.Ed. college students and female Law college students. B.Ed. female students Environmental awareness is better than law college female students
4. There is significance difference between Environmental awareness between male and female B.Ed. College students. Female students. Environmental awareness is better than male students
5. There is similar between Environmental awareness between male and female Law College students

CONCLUSION

The result of the present study emphasis the need of Environmental Education for lawcollegestudents and B.Ed. College male students.Environmental education will play a significant role in reducing and preventing the present and future environmental imbalance.

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emotional intelligence and other variables such as creativity of teachers.

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A STUDY OF EMOTIONAL INTELLIGENCE OF SECONDARY SCHOOL TEACHERS OF TUMAKURU EDUCATIONAL DISTRICT

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Abstract

Children who are in the elastic period of their life are easily influenced by their teachers. Teachers' attitude - whether good or bad - trickles down to the students (vail - 2005). The teachers' ability to deal with emotional problems is a powerful factor in moulding the young minds. Emotionally intelligent teachers can produce emotionally intelligent citizens. Therefore the present study has made an attempt to study the emotional intelligence of secondary school teachers. The sample of 200 teachers was selected from secondary schools. The data was collected by using Teachers' Emotional Intelligence Inventory, constructed by Ankul Hyde, Sanjot Lethe and Upinder.. The findings reveals that there is no significant difference in the Emotional Intelligence of male and female teachers of different types of secondary schools.

INTRODUCTION

The Education that we impart today focuses much on the cognitive (head) aspect and we seldom give importance to the affective (heart) aspect. It has been accepted by all that education should help the individual to solve (face) the challenges of life and make successful adjustment in life. The purpose of education should not be to simply provide food for the brain but it should replenish the heart as well. Swami Vivekananda had rightly pointed out "It's the heart which takes one to the highest plane which intellect can never reach".

Children who are in the elastic period of their life are easily influenced by their teachers. Teachers' attitude - whether good or bad - trickles down to the students (vail - 2005). The teachers' ability to deal with emotional problems is a powerful factor in moulding the young minds. Emotionally intelligent teachers can produce emotionally intelligent citizens. A teacher who is able to carry out reasoning with regard to emotions and uses emotions to enhance reasoning will succeed in developing the emotional intelligence of pupils. An emotionally competent teacher is the heart and soul of any educational programme.

It is very important to understand that the role of the teacher in bringing about a radical change in society is of great importance. Unless the teacher himself is committed to the values of social change and a democratic way of life, he would not be in a position to inculcate these values in his students. The children who came to secondary schools are passing through an impressionable period and it is here that they acquire an ability to discriminate and take decision about their future. Teaching as profession has been assigned aloft position because of

the fact that the teacher transmits the intellectual traditions and technical skills from one generation to another and shapes the destiny of nation. But it may appeal one to know that the job satisfaction is one thing that is missing among large number of teachers. Emotional intelligence consists of liking for the work involved and acceptance of the pressure and aspiration connected with that work. "Emotional intelligence may therefore be said to be a mental quality and an attitude towards one's profession".

VARIABLES OF THE STUDY

In the present study Teachers' Emotional Intelligence was the dependent variable. Types of secondary schools and Gender of teachers are considered as independent variables.

DEPENDENT VARIABLE: EMOTIONAL INTELLIGENCE OF TEACHERS

Emotional Intelligence covers emotional, social and personal competencies, qualities of emotion, mood, personality and social orientation in both personal and interpersonal contexts. Emotional Intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence (Cooper & Sawaf, 1998). Emotional Intelligence is the ability to generate feelings, understand one's own feelings and the feelings of others including the ability to understand and express emotional knowledge (Mayer et al.-2004).

INDEPENDENT VARIABLES

- a. Types of School
- b. Gender

a. TYPES OF SCHOOL

It is the controlling authority of secondary schools. There are three types of schools -

- Government schools
- Private aided schools
- Private un-aided schools

b. GENDER

Gender of the secondary school teachers was under prime consideration. The present study includes male and female teachers of secondary schools of Tumakuru Educational District.

OBJECTIVES OF THE STUDY

1. To study the Emotional Intelligence of secondary school teachers of Tumakuru Educational district.
2. To study the effect of Types of school on the Emotional Intelligence of secondary school teachers of Tumakuru Educational district.
3. To study the effect of gender on the Emotional Intelligence of secondary school teachers of Tumakuru Educational district.

HYPOTHESES OF THE STUDY

There is no significant difference in the Emotional Intelligence of male and female secondary school teachers.

There is no significant difference in the Emotional Intelligence of secondary school teachers of different Types of schools.

METHODOLOGY

Researcher followed Descriptive Survey Method in the Study.

A sample of 200 teachers was randomly selected from three types of schools. This includes 65 teachers from Government schools, 90 teachers from Private Aided schools and 45 teachers from Private Un-aided schools.

Table-1: Table Showing Number of Types of Schools and Teachers selected.

Types of School	Number of schools selected	Number of teachers selected		
		Male	Female	Total
Government	25	17	48	65
Private Aided	45	54	36	90
Private Un-aided	20	14	31	45
Total	90	85	115	200

TOOLS OF RESEARCH

EMOTIONAL INTELLIGENCE SCALE (EIS)

Emotional intelligence Scale constructed by Ankul Hyde, Sanjot Lethe and Upinder was used in the study. It consists of 34 statements. The purpose of this scale was to measure the emotional intelligence of the individuals.

The reliability of the scale was determined by calculating reliability co-efficient on a sample of 180 subjects. The Split half reliability co-efficient was found to be 0.88. As all items were related to the variable under focus, the scale has high content validity. The researcher emphasized that, teachers have to respond all the statements. There is no right or wrong response to the items. There is no time limit to respond the items of the scale.

STATISTICAL TECHNIQUES

Both descriptive and differential statistics were employed for the analysis of the data. The descriptive statistics such as Mean and Standard deviation were used. Differential statistics such as t-test was employed.

ANALYSIS AND INTERPRETATION OF THE DATA

Table-2 : Showing the N, Mean, SD, t-value of Emotional Intelligence of male and female teachers of secondary schools

Variable	Gender	N	Mean	SD	t	Level of signi.
E.I.	Male	85	125.32	11.45	0.9818	NS
	Female	115	127.14	13.22		

From the above table it is seen that the obtained 't'-value of 0.9818 is less than the table value. Therefore null was accepted. Hence it is concluded that there is no significant difference in the Emotional Intelligence of male and female teachers of secondary schools.

Table-3 : Showing the N, Mean, SD, t-value of Emotional Intelligence of secondary school teachers from Government and Private Aided schools.

Type of School	N	Mean	SD	t	Level of signi.
Govt.	65	126.39	12.18	0.3075	NS
Private Aided	90	125.44	12.05		

From the above table it can be seen that the obtained 't'-value of 0.3075 is less than the table value. Therefore null hypothesis stated above was accepted. So it is concluded that there is no significant difference in the Emotional Intelligence of secondary school teachers of Government and Private Aided schools.

Table-4 : Showing the N, Mean, SD, t-value of Emotional Intelligence of secondary school teachers from Government and Private Unaided schools.

Type of School	N	Mean	SD	t	Level of signi.
Govt.	65	126.39	12.05	0.0213	NS
Private Aided	45	126.45	12.56		

From the above table it is seen that the obtained 't'-value of 0.0213 is less than the table value. Therefore null hypothesis stated above was accepted. So it is concluded that there is no significant difference in the Emotional Intelligence of secondary school teachers from Government and Private Unaided schools.

Table-5 : Showing the N, Mean, SD, t-value of Emotional Intelligence of secondary school teachers from Private Aided and Private Unaided schools.

Type of School	N	Mean	SD	t	Level of signi.
Private Aided	90	125.44	12.05	0.4748	NS
Private Unaided	45	126.45	12.56		

NS = not significant

From the above table it is seen that the obtained 't'-value of 0.4748 is less than the table value. Therefore null hypothesis stated above was accepted. So it is concluded that there is no significant difference in the Emotional Intelligence of secondary school teachers from Private Aided and Private Unaided schools.

CONCLUSION

The present study aimed at assessing the Emotional Intelligence of male and female teachers of different types of schools. The result of the study showed that there is no significant difference in Emotional Intelligence of male and female teachers of different Types of schools in which the teachers work.

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- From Continued on Page No. 30

- The strength of system theories lies in the interdependency, adaptability, and exchange of resources and energy from the different systems.
- One flow of social systems theory is that this approach to an individuals issue is not always adequate to explain their present circumstances. In these cases, a more traditional psychological approach might be used.

Education is the indispensable part of the general social system of the societies. Education provides conscious teaching programme to inculcate values, norms and social skills that will fit the individuals for their adult role in society. (All kinds of innovations and changes in the society or in the world directly have an effect on education and schools in terms of process, organization, structure and functional dimensions. In order to understand and appraise the structure and function of the school, it is necessary to have an idea on the dynamic of relational networks and the role of education in the society.

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A STUDY ON EFFECTIVE SCHOOLING AND CULTURAL ENVIRONMENT AMONG THE SECONDARY SCHOOLS OF DAKSHINA KANNADA DISTRICT

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INTRODUCTION

School effectiveness has flourished since 1980s. The present titled "A Study on Effective Schooling and Cultural Environment among the Secondary Schools of Dakshina Kannada District" was a descriptive study. Under this investigator attempted to find out the association between Effective schooling and Cultural environment.

Education consumers foundations work considers effective schooling to be the way in which schools advance students academically at the fastest rate they are capable of moving. In other words, effective schooling is the practice of helping children to be all that they can be.

Most parents would agree that the purpose of schooling is to help every child reach his or her academic potential, no matter where they're starting from. For students operating below grade level, for children at low or above grade level, the focus is on helping them to reach well beyond this measure of proficiency.

Teachers at effective schools genuinely believe that every kid has the raw materials to be a successful student according to Lezotte's research. In a practical sense, this means that effective teachers make a conscious effort to give equal opportunity for all students to respond during class, provide thoughtful feedback to every student and are willing to re-teach concepts that students have not mastered.

The present status of the study implies the status of schools in relation to the components of Effective Schooling and the status of research in relation to effective schooling. The status of research on Effective Schooling has already begun and number of attempts has been to identify and validate the components of Effective Schooling. In India such processes have started at higher education level and in school having international status. It is yet to start in schools at national and state levels. Some attempts are already made in terms of validating the components of Effective Schooling.

NEED FOR THE STUDY

A study on effective schooling becomes significant for multiple reasons. Today all over the globe the raising the quality of education has been maximally stressed. Equity is considered equal to equality. A study on effective schooling reveals the present status of school both in terms of quantity and quality. It helps to raise the quality level of an institution.

The investigator was not able to find any studies related to effective schooling in the present geographical area i.e. India in general and Mangalore in particular. Hence the present study was undertaken.

OBJECTIVES OF THE STUDY

1. To study the status of Effective Schooling among the Secondary Schools of Dakshina Kannada District.
2. To see whether there exist any significant difference in the status of Effective Schooling in terms of Government schools and Aided schools.
3. To see whether there exist any significant difference in the status of Effective Schooling in terms of Rural schools and Urban schools.
4. To study the status of Cultural environment among the Secondary schools of Dakshina Kannada District.
5. To see whether there exist any significant difference in the status of Cultural environment in terms of Government schools and Aided schools.
6. To see whether there exist any significant difference in the status of Cultural Environment in terms of Rural schools and Urban schools.
7. To study whether there exist any significant relationship between Effective Schooling and Cultural Environment.

HYPOTHESIS OF THE STUDY

1. There is a significant difference in the status of Effective Schooling among Government and Aided schools of Dakshina Kannada District.

2. There is a significant difference in the status of Cultural Environment among Government and Aided schools of Dakshina Kannada District.
3. There is a significant difference in the status of Cultural Environment among Rural and Urban schools of Dakshina Kannada District.
4. There is a significant relationship between Effective Schooling and Cultural Environment of Secondary Schools of Dakshina Kannada District.

VARIABLES OF THE STUDY

1. Effective schooling
2. Cultural Environment

SAMPLE OF THE STUDY

Locality	Urban		Rural	
	20		20	
Type of the School	Govt.	Private	Govt.	Private
		10	10	10

TOOLS USED IN THE STUDY

1. A Rating scale of Effective schooling
2. A Rating scale of Cultural Environment

STATISTICAL TECHNIQUES OF THE STUDY

In the present study Descriptive statistics namely Mean, Median, Standard Deviation and Skewness were used for the qualitative analysis of the data. Inferential statistics "r" test and "t" test were used to find the differences and relations respectively between variables.

ANALYSIS AND INTERPRETATION OF THE DATA

ANALYSIS AND INTERPRETATION OF OBJECTIVE ONE

The first objective was to study the status of Effective Schooling among the Secondary Schools of Dakshina Kannada District. In order to collect the data the standardized tool namely "Effective Schooling measurement scale" was used.

To study this objective the descriptive statistics namely Mean, Median, Standard Deviation were used. For identifying the levels of Effective Schooling of Secondary

Table-1 : Status of Effective Schooling in terms scores and percentage.

Levels	Scores	Percentage of Mean
High	596.35	10
Average	596.35 - 487.15	81
Low	487.15	9

School, the total sample was classified into three groups namely High, Average and Low based on their scores in the test.

From the above table it is observed that, 9% of Secondary School has low level of Effective Schooling and 81% of Secondary Schools have an average level of Effective Schooling. Only 10% of the total sample has high Effective Schooling. Hence, it concluded that majority of the selected sample of Secondary Schools have an average level of Effective Schooling.

Table-2 : Number(N), Mean(M), Median(Md), Standard Deviation(SD), and Skewness (SK) of the Distribution of scores on Effective Schooling.

Total	N	M	Md	SD	SK
Test on Effective Schooling	40	541.75	541.2	54.6	3.03

From the above table it is observed that, the Mean value is 541.75, Median is 541.2, SD is 54.6 and Skewness 3.03. The negligible negative skewness shows that scores on effective schooling of secondary schools is normally distributed. Hence it can be concluded that 68.26% of score fall between -0.62% and 86.98%. 15.87% of scores fall above 86.98% and 15.87% of scores fall below -0.62% of scores.

ANALYSIS AND INTERPRETATION OF OBJECTIVE TWO

The second objective was to see whether any significant difference in the status of Effective Schooling in terms of Government schools and Aided schools of Dakshina Kannada District.

To study this objective the descriptive statistics namely Mean, Median, Standard Deviation were used. Inferential statistics namely 't' test was used to test the difference in the Mean score of Government and Aided of Secondary Schools of Dakshina Kannada District.

HYPOTHESIS - 1

H₀ : There is no significant difference in the status of Effective Schooling among Government and Aided schools of Dakshina Kannada District.

The alternative hypothesis formulated as follows.

H₁: There is a significant difference in the status of Effective Schooling among Government and Aided schools of Dakshina Kannada District.

't' test was employed to test the null hypothesis with level of significant at 0.05 levels with the degrees of freedom 38 and as given in the table.

Table - 3 : Number(N), Mean(M), Median(Md), Standard Deviation(SD), 't' value of the distribution of the scores on the Effective schools among Government and Aided Schools of Dakshina Kannada District.

Effective Schooling	N	M	SD	't'	Result
Government Schools	20	525	29.1	2.26	Significant at 0.05. level
Private Schools	20	545.5	30.1		

From the above table it is observed that, there is a significant difference in the status of Effective schooling in terms of Government schools and Private schools. The status of effective schooling of Aided school is better than Government school. Above table shows that the obtained 't' value of 2.26 is greater than the table value 2.02 at level of significance that means there exists significant difference in the effective schooling between Government and Aided secondary schools of Dakshina Kannada District. The Mean score of Aided School 545.5 is greater than the Mean score of Government school for Effective Schooling. So it can be interpreted that the Aided schools are high performance in the effectiveness of schooling compare to Government school. So the null hypothesis is rejected and alternative hypothesis, there is a significant difference in the effective schooling among secondary schools of Dakshina Kannada District was accepted.

CONCLUSION

The Aided Schools are high performance in the Effective Schooling compare to Government Secondary Schools of Dakshina Kannada District.

ANALYSIS AND INTERPRETATION OF OBJECTIVE THREE

The third objective was to see whether there any significance difference in the status of Effective Schooling in terms of Rural schools and Urban schools.

To analyse the data descriptive statistics namely Mean and Standard Deviation were used. Rural and Urban of Secondary Schools of Dakshina Kannada District.

Table - 4 : Number(N), Mean(M), Median(Md), Standard Deviation(SD), 't' value of the distribution of the scores on the Effective schools among Rural and Urban Schools of Dakshina Kannada District.

Effective Schooling	N	M	SD	't'	Result
Rural	20	538.5	32	0.71	Significant at 0.05. level
Urban	20	545.5	30.1		

Above table shows that the obtained 't' value of 0.71 is less than the table value 2.02 at 0.05 level of significance that means there exists no significant difference in the Effective Schooling between the Urban and Rural Secondary Schools in Dakshina Kannada District. Si the null hypothesis is accepted and alternative hypothesis, there is a significant difference in the Effective Schooling among Secondary Schools based on the local of Dakshina Kannada District.

CONCLUSION

There is no difference between in the Effective Schooling compared to Urban and Rural Secondary Schools in Dakshina Kannada District.

ANALYSIS AND INTERPRETATION OF OBJECTIVE FOUR

The fourth objective was to study the status of Cultural environment among the Secondary schools of Dakshina Kannada District. To study this objective the investigator found Mean, Median, Standard Deviation and Skewness (SK). The following table shows the data.

Table - 5 : Number(N), Mean(M), Median(Md), Standard Deviation(SD), and Skewness (SK) of the Distribution of scores on Cultural Environment.

Total	N	M	Md	SD	SK
Cultural Environment Scale	40	162.75	164.5	43.2	0.12

Table - 6 : Indicating scores and percentage levels of Cultural Environment.

Levels	Scores	Percentage of Mean
High	205.95	10
Average	205.95 - 119.55	81
Low	487.15	9

Above table shows that 90% of the schools fall in average level, 6% of the schools fall under high level and 4% of the schools fall in low level. Majority of the schools were found to be at average level in relation to Cultural Environment.

ANALYSIS AND INTERPRETATION OF OBJECTIVE FIVE

The fifth objective was to study whether any significant difference in the status of Cultural environment in terms of Government schools and Aided schools.

In order to test the significance of difference in the level of Cultural Environment among the Government and Aided Schools of Dakshina Kannada District. The following null hypothesis was formulated.

HYPOTHESIS - 2

Ho : There is no significant difference in the status of Cultural Environment among Government and Aided schools of Dakshina Kannada District. The alternative hypothesis formulated as follows.

H2 : There is a significant difference in the status of Cultural Environment among Government and Aided schools of Dakshina Kannada District. 't' test was employed to test the null hypothesis with level of significant at 0.05 level.

Table - 7 : Number (N), Mean (M), Standard Deviation (SD), 't' value of the distribution of the scores on the Cultural Environment.

Cultural Environment	N	M	SD	't'	Result
Government Schools	20	174	20.9	1.46	Significant at 0.05. level
Private Schools	20	165	18		

Above table shows that the obtained 't' value of 1.46 is less than the table value 2.02 at 0.05 level of significance that means there exists no significant difference in the cultural environment among the Government and Aided Secondary Schools in Dakshina Kannada District. So the null hypothesis is accepted and alternative hypothesis, there is a significant difference in the Cultural Environment among Secondary Schools based on the local of Dakshina Kannada District was rejected.

CONCLUSION

There is no difference between in the Cultural Environment compared to Government and Aided Secondary Schools in Dakshina Kannada District.

ANALYSIS AND INTERPRETATION OF OBJECTIVE SIX

The sixth objective was to study whether there any significant difference in the status of Cultural Environment in terms of Rural schools and Urban schools.

In order to test the significance of difference in the level of Cultural Environment among the Rural and Urban Schools of Dakshina Kannada District. The following null hypothesis was formulated.

HYPOTHESIS - 3

Ho : There is no significant difference in the status of Cultural Environment among Rural and Urban schools of Dakshina Kannada District. The alternative hypothesis formulated as follows.

H3 : There is a significant difference in the status of Cultural Environment among Rural and Urban schools of Dakshina Kannada District. 't' test was employed to test the null hypothesis with level of significant at 0.05 level.

Table - 8 : Number(N), Mean(M), Standard Deviation(SD), 't' value of the distribution of the scores on the Cultural Environment.

Cultural Environment	N	M	SD	't'	Result
Rural School	20	177	29.3	1.46	Not Significant at 0.05. level
Urban School	20	164.5	26.9		

Above table shows that the obtained 't' value of 1.46 is less than the table value 2.02 at 0.05 level of significance that means there exists no significant difference in the cultural environment among the Government and Aided Secondary Schools in Dakshina Kannada District. So the null hypothesis is accepted and alternative hypothesis, there is a significant difference in the Cultural Environment among Secondary Schools based on the local of Dakshina Kannada District was rejected.

CONCLUSION

There is no difference between in the Cultural Environment compared to Rural and Urban Secondary Schools in Dakshina Kannada District.

ANALYSIS AND INTERPRETATION OF OBJECTIVE SEVEN

The seventh objective was to study whether there any significant relationship between Effective Schooling and Cultural Environment.

HYPOTHESIS - 4

Ho : There is no significant relationship between Effective Schooling and Cultural Environment of Secondary Schools of Dakshina Kannada District.

H4 : There is a significant relationship between Effective Schooling and Cultural Environment of Secondary Schools of Dakshina Kannada District.

Table - 9 : Correlation between Effective Schooling and Cultural Environment.

Variables	N	M	SD	't'	Result
Effective Schooling	40	154.75	54.6	0.84	Significant at 0.05. level
Cultural Environment	40	162.75	43.2		

CONCLUSION

From the above table was found that, there is a significant relationship between Effective Schooling and

Cultural Environment of Secondary Schools of Dakshina Kannada District. So the null hypothesis was rejected and alternative hypothesis there is a significant relationship between Effective Schooling and Cultural Environment of Secondary Schools of Dakshina Kannada District was accepted.

MAJOR FINDINGS OF THE STUDY

1. The status of Effective Schooling among the Secondary Schools is nearly normally distributed. Majority of the schools are found to be at average level in relation to effective schooling.
2. The status of effective schooling of Aided schools are better than Government schools.
3. There is no difference between Rural and Urban schools of Dakshina Kannada District in relation to Effective schooling.
4. The status of School Cultural Environment among the secondary schools were nearly normally distributed. Majority of the schools are found to be at average level in relation to Cultural Environment.
5. There is no difference between cultural environment of Government schools and Aided schools.
6. There is no difference between cultural environment of Rural schools and Urban schools.
7. There is a positive relationship between effective schooling and school cultural environment.

EDUCATIONAL IMPLICATIONS

1. Opportunities are to be provided for students to construct knowledge rather than transformation of information.

2. Opportunities to discover knowledge on their own for students need to be provided.
3. The teachers should make deliberate attempts to keep students tension free.
4. The school should make attempts to involve parents in the activities of school.
5. School should provide opportunity to learn Indian fine arts in school premise.
6. Attempts need to be made to motivate students to learn better.

SUGGESTIONS FOR FURTHER RESEARCH

1. Studies can be undertaken to find the effective schooling of higher secondary schools.
2. The study can be extended to the schools of different levels such as primary and higher secondary schools.
3. The same study can be replicated by taking large sample.

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7-3-2023

EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE OF KARIMNAGAR DISTRICT HIGHER SECONDARY SCHOOL STUDENTS : A STUDY

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ABSTRACT

The purpose of this study is to look at the impact of Emotional Intelligence on academic performance in higher-secondary pupils. A sample of 200 students from government and private higher secondary schools in Karimnagar district, Telangana, was chosen using the random-cum cluster sampling approach. The data was gathered using a survey approach. The study discovered that emotional intelligence had a favourable influence on the academic performance of all students, particularly female pupils.

Key Words : Emotional Intelligence, Academic Performance,

INTRODUCTION

We are living in the era of globalisation, and our old ways of life are under transformation. Because of commercialization, urbanisation, and liberalisation, today's young find themselves unfit and unequipped. A quick shift in family life, social and societal pressures, today's living style, and academic problems, among other things, are elements that contribute to an increase in competitiveness and stress. The kids are unable to cope with the unpleasant feelings that have become a part of their identity.

EMOTIONAL INTELLIGENCE

Emotional Intelligence is the ability, aptitude, or talent to recognise, appraise, and manage one's own, others, and groups' emotions. Emotional intelligence is a set of non-cognitive talents, competencies, and skills that impact a person's capacity to cope with external demands and stresses.

Daniel Goleman defines emotional intelligence as - Self-awareness is the ability to recognise and label one's emotional states, as well as comprehend the relationship between emotions, thinking, and behaviour. Self-regulation refers to one's ability to control one's emotional states or to transfer unwanted emotional states to more appropriate ones. Motivation - The ability to enter (voluntarily) into emotional states linked with a desire to accomplish and succeed. Empathy is the ability to read, be sensitive to, and affect the emotions of others. Social skills are the capacity to enter and maintain positive interpersonal relationships. Daniel Goleman's theories and points of view have ushered in a revolution in the fields of child care, home, school, and workplace management. According to

Daniel Goleman, "Most of the problems in our life, whether childhood problems, adolescent problems, home and family problems, work situation problems or political, regional or international problems are the results of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals, group of individuals, society and the nations." If proper efforts are made to train the emotions and develop proper emotional intelligence potential in people from childhood, it will undoubtedly aid in bringing mutual emotional understanding, and empathy, accompanied by the right actions and behaviour on the part of individuals and organizations, to lead a better life in peace and cooperation.

ACADEMIC PERFORMANCE

Academic performance is the highest level of performance in all educational activities following a period of training. Steinberg and Merriam (1993) "Academic performance encompass student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post-secondary years and working life." Webster defines academic performance as "the quality and quantity of a student's work."

Academic performance and assessments are now understood in terms of not only IQ but also other qualities such as social awareness, emotional intelligence, spirituality, and creativity, among others. Children's performances and skills are evaluated by examining

numerous personality features. Except for a small fraction of the population, we are still confined to topic performance ratings in India. There is currently no mechanism in our educational system to just provide education that can fulfil all of our children's needs. The most ignored areas include social growth, emotional development, values, spiritual development, creativity, adversity, and so forth. There is a need to connect and investigate the numerous elements by connecting them with academic success. As a result, it was believed appropriate to undertake a study to investigate the impact of Emotional Intelligence on academic performance.

All country's educational policymakers are preoccupied with academic success. It is well acknowledged that the environment in which the kid grows, both within and outside the school, has a significant impact on the academic success of the pupils. Among these variables include socioeconomic status, chronic anxiety, anxiety, learning difficulties, parental styles, cognitive strategies, classroom atmosphere, and so on. As a result, attention should be made to raising the rate of success and identifying the obstacles that reduce performance. Because emotion is the foundation of any interests and motivations, it is inextricably linked to all human acts and successes. Emotions are a source of inspiration, delight, strength and endurance for the body. Constant emotional strain can lead to bad health symptoms such as sleeplessness, agitation, headaches, chronic tiredness, insomnia, and loss of appetite. As a result, an attempt is made to link emotional intelligence to academic success. The major concern of all educational endeavours is the learner's academic success. Kuhn's, 1952, found that emotional tensions impair individual efficiency, mood swings, and behavioural inconsistency. It also has an impact on memory, leading to an increase in forgetfulness and an inability to reason, think, and focus on a subject. Constant emotional stress impairs learning ability. Fear and rage have the most significant influence on moodiness, impatience, and so on. They cause alterations in our outlook on life. According to studies, such emotional disorders lead to low academic performance in students. Namrata (1992) discovered in her investigation that high performers were more emotionally healthy and un-frustrated than poor achievers. Emotional deficits produce a variety of health disorders, which have a direct influence on children's academic progress. Our education focuses on providing information and expertise in a career-oriented field. Our educational system lacks an emotional component. Academic attainment is currently declining. The tools and methods for increasing academic attainment are urgently needed. Several studies have shown

a link between academic success and other social-psychological characteristics. Students were shown to be incapable of seeing, identifying, assessing, managing, and controlling emotions. Emotional deficiencies impede the development of children's talents and capacities, as well as their performance. A student or youngster must understand what emotional responses are, their significance, and their function in life. They must be capable of channelling their bad emotions properly to succeed in all aspects of life. As a result, understanding the relationship between emotional intelligence and academic performance is critical.

OBJECTIVES

OB 1 : To investigate the impact of Emotional Intelligence on the academic performance of upper secondary school male pupils.

OB 2 : To investigate the impact of Emotional Intelligence on academic performance in higher secondary school female students.

OB 3 : To investigate the impact of Emotional Intelligence on higher secondary school students' academic performance.

HYPOTHESIS

H-1 : There is no correlation between both Emotional Intelligence and academic success in upper secondary school boys.

H-2 : There is no correlation between Emotional Intelligence and academic performance in female high school pupils.

H-3 : There is no relation between Emotional Intelligence and academic success among high school pupils.

SAMPLE

A random-cum-cluster sampling strategy was used to obtain a sample of 200 upper secondary school students (100 males and 100 girls) from Government and Private higher secondary schools in the Karimnagar district.

METHODOLOGY

The survey approach was employed in the study to determine the current state of emotional intelligence and academic accomplishment among higher secondary school students.

TOOLS OF RESEARCH

Prof. K. S. Mishra and colleagues created the 'Emotional Intelligence Questionnaire,' which was

employed in this study. The aggregate marks acquired by students in higher secondary school enrolled in both public and private schools in the district Karimnagar during the session 2021-2022 are used in the study.

STATISTICAL TECHNIQUE USED

The statistical tool utilised to examine the data was the coefficient of correlation.

ANALYSIS AND INTERPRETATION

H-1 : There is no correlation between both Emotional Intelligence and academic success in upper secondary school boys.

Table - 1 : Analysis of the relationship between emotional intelligence and academic performance in male students (N = 100)

Variables	LOS	
	'r' value	Table value
EI & AP	0.1382	0.2539 (1% level)

r value 0.1382 < table value 0.2539 at 1% level of significance

Table 1 reveals that the computed r value 0.1382 between emotional intelligence and academic success of secondary school pupils is less than the table value 0.2539, which is significant at the 1% level. This enables us to accept the null hypothesis of no connection, i.e., the correlation coefficient is zero. This demonstrates that emotional intelligence is not associated with academic success in upper secondary school boys.

H-2 : There is no correlation between Emotional Intelligence and academic performance in female high school pupils.

Table - 2 : Analysis of the relationship between emotional intelligence and academic performance in female students (N = 100)

Variables	LOS	
	'r' value	Table value
EI & AP	0.3462	0.1964, 0.2539 (5% level), (1%)

r value 0.3462 > table value 0.2539 at 1% level of significance

Table 2 reveals that the computed r value 0.1382 between emotional intelligence and academic success of secondary school female students is more than the table value 0.2539, which is significant at the 1% level. This enables us to reject the null hypothesis of no connection, i.e., the correlation coefficient is zero. This demonstrates that emotional intelligence is associated with academic success in upper secondary school female students.

H-3 : There is no relation between Emotional Intelligence and academic success among high school pupils.

Table - 3 : Analysis of the relationship between emotional intelligence and academic performance in all students (N = 100)

Variables	LOS	
	'r' value	Table value
EI & AP	0.2422	0.1964, 0.2539 (5% level), (1%)

r value 0.2422 > table value 0.1964 at 5% level of significance

Table 3 reveals that the computed r value 0.2422 between emotional intelligence and academic success of secondary school students is more than the table value of 0.1964, which is significant at the 5% level, but less than the table value of 0.2539 at the 1% level. This enables us to reject the null hypothesis at 5% but accept it at 1%. Thus, we can say 95% confidently that emotional intelligence is associated with academic success in upper secondary school students but not with 99% confidence.

MAJOR FINDINGS OF THE STUDY

There is no correlation between Emotional intelligence and academic performance of higher secondary school male students studying in the Karimnagar district.

There is a positive correlation between Emotional intelligence and academic performance of higher secondary school female students studying in the Karimnagar district.

There is a positive correlation between Emotional intelligence and academic performance of higher secondary school students studying in the Karimnagar district.

EDUCATIONAL IMPLICATIONS

Instead of feeling low, students should be able to identify their strengths and capacities and build the capacity to work and study under poor emotional circumstances. Teachers should be able to notice shifting emotional classroom environments and sympathise, encourage, and engage with pupils on an emotional level. The impetus should be given in the curriculum to the development of emotional intelligence to improve students' academic progress. Students' emotional health can be improved by creating an emotionally healthy atmosphere. It is past time for legislators, administrators, and educators to recognise the significance of emotional intelligence. They are the

individuals who make decisions about the school's rules, regulations, and atmosphere.

The achievement of the objectives associated with emotional intelligence development will not be complete unless our future instructors are adequately prepared to manage the new educational goals and strategies, methods, and techniques, and are willing to accept responsibility, which is delicate work. Guidance and counselling training sessions have already begun. Schools should have plans in place to assist students who are experiencing emotional difficulties. Appointments with clinical psychiatrists may be scheduled. Further experimental studies on both male and female students, as well as primary-level pupils, should be performed in the context of girls' specific care and efforts.

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UNFORGOTTEN POLITICAL, SOCIAL, CULTURAL HISTORY AND FREEDOM MOVEMENT OF BELGAVI

✉ M. A. Khawas, M.A.,M.Ed.,K-SET, Nehru Arts, Science and Commerce College, Ghantikeri, Hubballi-580020.

ABSTRACT

Belgaum was founded in late 12th century AD by the Ratta dynasty, which shifted from nearby Saundatti. A Ratta official named Bichiraja built Kamal Basadi, a Jain temple, dedicated to Neminatha in 1204, which came to be called Kamalabasti. Pillars found inside Belgaum fort have Kannada inscriptions in Nagari scripts, one from 1199 by Ratta King Kartaveerya IV. The city original name was Venugrama, a Sanskrit word which means "village of bamboo". Alternatively, it is referred to as Venupura in early Indian texts, which means "city of bamboo". Belgaum became a part of the Yadava dynasty kingdom (Sevunas) in early 13th century. An inscription from 1261 of King Krishna belonging to the Yadava dynasty attests to this. The region was invaded by Khalji dynasty of Delhi Sultanate in 14th century. Shortly thereafter, the Vijayanagara Empire was founded, and Belgaum came under the rule of Vijayanagara. In 1474, the Bahmani Sultanate conquered Belgaum with an army led by Mahamood Gawan. The Belgaum fort was strengthened by the Adil Shah dynasty Sultans and they built the Safa Mosque. A Persian inscription states that the mosque was built by Asad Khan, a Bijapur Commander. In 1518, the Bahamani sultanate splintered into five small states and Belgaum became part of the Bijapur Sultanate. The Adilshahis extended their control to the port of Goa, but retreated after the arrival and wars with the Portuguese. Belgaum was chosen as the venue of the 39th session of the Indian National Congress in December 1924 under the presidency of Mahatma Gandhi. The city served as a major military installation for the British Raj, primarily due to its proximity to Goa, which was then a Portuguese territory. Once the British left India, the Indian government continued and still continues to have armed forces installations in Belgaum. In 1961, the Indian government, under Prime Minister Jawaharlal Nehru, used forces from Belgaum to end Portuguese rule of Goa. When India became independent in 1947, Belgaum and its district were part of Bombay State. In 1956, the Indian states were reorganized along linguistic lines by the States Reorganization Act and Belgaum including 10 taluks of Bombay State were transferred to Mysore State, which was renamed Karnataka in 1973.

Key Words : Gigantic, Jagir, Indo- Sarcenic, Mythological, Guerilla, Khadi, Self-reliance, Delegates, Plaque

INTRODUCTION

Belgaum is a very big city and easily accessible through rail and road from major cities of India. The distance between Bangalore and Belgaum is around 500Km, from Goa it is 104 km, from Pune it is 340Km and from Mumbai it is 480 km. Belgaum has an airport at Sambra. It is 10 km from the city. One can reach nearest cities through air and then travel either by road or by rail. Belgaum is not just famous for fort but also has many other touristic places and of course enjoys the authentic North Karnataka food.

Belgaum also called as Belgavi is located in the Northern part of Karnataka, India. Earlier Belgaum was also known as Venugram which means a Bamboo village. It is located at the border of two states Maharashtra and Goa. Later in the year 2014 Belgaum was officially changed to Belgavi. Due to its location near the Western Ghats, Belgavi is one of the important tourist's destinations of Karnataka. The government of Karnataka had a proposal to make Belgaum as second capital of Karnataka after Bangalore. Hence a Survarna Vidhana Soudha was built and inaugurated on October 11th 2012. The official language is Kannada.

Belgaum is one of the oldest districts of Karnataka that was founded in 12th century AD by Ratta Dynasty. Belgaum was ruled by many dynasties like Yadava dynasty, Ratta dynasty, Vijaynagara Empire, Mughals, Delhi Sultanate and Bahamani sultanate. Since Belgaum is located on the foot hills of the Sahyadri mountain range of Western Ghats it experiences a pleasant climate throughout the year. It has a tropical savanna climate with minimum temperature during winters drop down to 7 degrees and Maximum temperature in summers would be around 40oc. Belgaum is famous for Kunda sweet made from milk. Belgaum has many tourists' places like Belgaum fort, Gokak waterfalls, Kapileshwara temple, Kittur fort, Navilthirtha and Bhimgad wildlife sanctuary. Let me take you through the journey of Belgaum fort.

OBJECTIVES OF THE STUDY

1. To know the History of Political, Social, Cultural History and Freedom Movement of Belgavi.
2. To know the influence of political influence on the people and culture of this region.
3. To understand the divergent cultural and communal harmony of this region.
4. To study freedom movement of Belgaum Region.



Map of Belgaum



Belgaum fort



Kamal Basadi Temple

BACKGROUND OF BELGAUM

The name Belgaum is originated from "Velugrama" or "Ikhsugrama". The earliest mention of this is made in the Nesari Plates of 805 AD. The archaeological inscriptions under A Sunder in the Vadgaon - Madhavapura area reveal a prosperous town of the Satavahana times. Chalukyas and Rastrakutas administrated the territory. Later on Kadambas of Goa and Rattas ruled Belgaum. It was made the capital city under the Rattas. Afterwards Yadavas of Devagiri and Vijayanagar rulers governed the city. In 1472 AD Bahamani's conquered Belgaum. The Adilshahis of Bijapur captured it in 1489. Asad Khan a noble of Bijapur, ruled Belgaum from 1511 to 1540. His tomb is in the camp area. In about 1550, Sher Khan a Bijapur commander built the present town Shahapur, originally called Shahpet. Shivaji, the Maratha ruler in 1673 came to Belgaum. The Mughal Emperor Aurangzeb defeated the kingdom of Bijapur and then he transferred Belgaum to the Nawab of Savanur. In 1756, Belgaum was conquered by the Marathas. It was under the Maratha until it was occupied by the British in March-April 1818. The British made it the headquarters of a Sarkar (District) with 15 paraganas (Talukas) in 1838. The British experienced the heat and chill of the 1875 Revolt in Belgaum also. A leader of the Revolt was sentenced to death at the Military Dairy. He was Nargund Baskar Rao alias Babasaheb. His 'Samadhi' is located at the Military Dairy. Foreigners have left behind their indelible impressions of Belgaum. Ralf Fitch (1583) calls the place "The first town between Bijapur and Goa". Geographer Ogliby (1680): remarks as one of the four eminent castles in Konkan. Italian traveler (1695) calls it a populous city and a place of much trade with a large market. Belgaum was one of the five military stations that

were established in the Old Bombay Presidency. In 1878, it was made the headquarters of the Southern Division under the Bombay Presidency. Belgaum hosted the 1924 annual Congress session which was presided over by Mahatma Gandhi as the president. It assumes greater importance as it was the one and only congress session held in Karnataka as well as presided by Mahatma Gandhi as the president.

BELGAUM FORT

It was built by Bichi Raja in the year 1204 AD. He was an ally of Ratta dynasty. The fort is located on the foot hills of Sahyadri mountain range of Western Ghats. The fort is a gigantic structure which is at the centre of the Belgaum district. At the entrance of the fort one can see the idols of Lord Ganesh and Goddess Durga. The fort is surrounded by a moat to protect from entering of enemies.

Belgaum fort has a very interesting history. The Belgaum fort belonged to Ratta dynasty. It was built by Bichi raja in 1204 AD. Belgaum was the capital of Ratta dynasty from 1210 AD-1250 AD. Before Ratta dynasty established their control on Belgaum some of the other dynasties that ruled Belgaum are Shatavahans, Chalukyas and Kadambas from Goa. The fort was in complete control of Ratta dynasty until they were defeated by Yadava Dynasty of Devagiri. They took control of the fort.

The Yadavas did not provide any stable administration and were defeated at the hands of Khalijis. By 1474, the Bahamani sultanate who was ruling Bidar took control on Belgaum fort. Mahamood Gawan became the leader. As the Bahamani expanded its territory it was difficult to manage hence they divided the territory into five small states and Belgaum was part of Adilshahi sultanate of Bijapur. With

the help of Asad Khan Lari, Adilshahi renovated and rectified the structure of the Belgaum fort which makes a significant part of the present structure. Asad Khan Lari was a Persian from Lar. Asad Khan Lari was conferred with Jagir of Belgaum in the year 1511AD as he assisted Adilshahs in the battle for the fort. By 1519AD Asad Khan completed the construction of Masjid safa in Belgaum fort. Later on the fort went in the hands of different dynasties like the Mughals, Hyder Ali of Mysore and the Peshwa and the British.

ARCHITECTURE OF THE FORT



Considered as one of the oldest fort, this fort was built in such a way to misguide the enemy attacks. The fort is in oval shape and is built in red stones and mud. The fort is surrounded by very wide and deep moat. The dimensions of the fort are here under: external side 32 feet from the moat and internal side is 1,000yards in length and 800 yards in width.

At the entrance of the fort one can see the idols of Lord Ganesha and Goddess Durga. Earlier the entry gate for the fort was through a bridge which had two massive bastions. The gate which is in use now was built of Indian architecture. It is believed that this gate was designed by a Brahmin.

The outer part of the gate has structures of animals and birds. An inscription is written on the top of the arch in Persian language which says about Yakub Ali Khan. The main gate of the fort was built in the year 1631 AD. As one moves further one can see beautiful mosque which is fusion of Indo- Sarcenic and Deccan art. The fort has Hindu, Muslim, and Jain architectural influence. Some of the important structures inside the fort are:

Kamal Basadi Temple : This is a Jain temple located in Belgaum fort. The fort has two Jain temples within it. One is Kamal Basadi and the other one is Chikki Basadi which is almost in ruins now. Kamal basadi was built in the year 1204 AD by Bichiraja. Both the Jain temples were beautifully built in Chalukyan architecture style.

The temple is called as Kamal Basadi because of the very beautiful lotus carving from the ceiling in the

Mukhamantapa. Kamal means lotus, the 72 petals depicts the past, present and the future 24 thirthankaras. The idol of Bhagwan Neminath is a very old idol found in forest. The idol is in the temple and is very artistic. The other idols that are found in the temple are Bhagwan Sumatinath in the standing posture, Bhagwan Adinath in Padamasan, Bhagwan Parsvanth under the shade of 7hooded Nagraj (serpent). The other jain temple is in ruins now.

HINDU TEMPLES

The fort also has two Hindu temples of Lord Ganesha and Goddess Durga at the entrance of the fort. The outer part of the temples has painted images of mythological figures.

MOSQUES

The fort consists of two mosques known as Safa Masjid and Jamia Masjid. Safa masjid was completed by Asad Khan in the year 1518 AD. The masjid faces towards east and has three entrance. Safa Masjid is the most visited mosque as compared to the other. The pillars in the mosque have beautiful inscriptions in Persian and Nagari style. It is believed that two pillars are from Hindu temples which have inscriptions in Kannada of Nagari scripts. Jamia Masjis was constructed by Sher Khan around 1585-86. Some of the other buildings inside the fort are armour and arms Bandikhana which was a prison, Jakira which was a store Darukahana(gum powder), Jamadarkahana, a public treasury and a granary house.

FREEDOM MOVEMENT IN BELGAUM

Belgaum has played very important role in freedom struggle. In this article I have tried to summarize important people and events associated with the freedom struggle.

"One can only think of Belgaum as a holy place of pilgrimage. Its atmosphere is saturated with the devout love of Sri Gangadharrao Deshpande; it is charged with the spirit of adoration of his assistants, the volunteers, who know the value of discipline and obedience; it is permeated with non-violence, which Gandhiji's presence is spreading into it in every action that is taken; and, definitely for the purpose of manifesting this non- violence to perfection, the big congregation has gathered here. If a place like this cannot be called a holy land, I would like to know what other name might be given to it."

KITTUR RANI CHENNAMMA

First women freedom fighter of India. She was (born October 23, 1778 in Kakati, Kittur, Karnataka, India - died February 21, 1829) the Queen of Kittur, India. She was



best known for leading an armed rebellion against the British East India Company in 1824. The resistance ended with her arrest and she became a symbol of the independence movement in India.

KRANTIVEER SANGOLLI RAYANNA (15 AUGUST 1798 - 26 JANUARY 1831)



He introduced modern techniques in guerilla warfare. He was a prominent warrior from Karnataka, India. Rayanna was born on 15th Aug 1798. He was the army chief of the Kingdom of Kittur ruled at the time by Rani Chennamma and fought the British East India Company till his death. Interestingly on his birth

day (15th August) India got independence and on his death day India became republic (26th January). At the time of being hanged he said "My last wish is to be born again in the country to fight against the British and drive them away from our sacred soil".

BABASAHEB NARGUNDKAR(DEATH 1858) RULER OF NARGUND KINGDOM IN KARNATAKA

He revolted against the British in 1857 after he was denied adaption of an heir and waged war which he eventually lost. He was hanged in Belgaum in 1858. He was the first person from a royal family hanged at a public place. His death was very tragic. His statue is installed at the center of the Belgaum city.

SHRI GANGADHARRAO DESHPANDE (LION OF KARNATAKA- 31ST MARCH 1871 TO 30TH JULY 1960)

He was styled as Lion of Karnatak. There were only two people in entire India who had similar title; they were Punjab Kesari - Lala Lajpat Ray and Andhra Kesari - T. Prakasam. Gangadharrao Deshpande was one of the four chief Lieutenants of Lokamanya Tilak. Other three were N.C.Kelkar, Dadasaheb Khaparde, and Mr.Baptista. When

Tilak started his home rule league Gangadharrao Deshpande became one of the vice presidents. Tilak nominated Gangadharrao Deshpande to Bombay Assembly in 1920. Gangadharrao Deshpande was one of the five main personal disciples of Mahatma Gandhiji. Other four were Sardar Vallabhbhai Patel, Pattabhi Sitaramayya, Kakasaheb Kalelkar and Kishorilal Mashruwala.

Gangadharrao Deshpande was the first and foremost from Karnataka to respond to the repeated calls of the Mahatma to suffer and sacrifice for the cause of national freedom. Mahatma Gandhi had called him "the great Gangadharrao". He was called as "Khadi Bhageerath of Karnatak" since he started first khadi center at his native place Hudli and it was the first Khadi center in entire South India. He started Kumri Ashram at Hudli and many of eminent freedom fighters like G.Narayan were trained at the Kumri Ashram. He established daily news papers Dhureena(Kannada), Raashtramat(Marathi- worked as chief editor) and Lokmanya (Marathi). He played an important role in establishing the leading Kannada daily news paper Samyukta Karnataka.

Gangadharrao Deshpande alongwith Govindrao Yalagi started the celebrations of Ganapati Festival and Shivaji Jayanti at Belgaum. He was the Reception Committee Chairman of the Belgaum Congress Session. The only session ever presided by Mahatma Gandhiji. He organized 3rd annual conference of Gandhi Seva Sangh at his native village Hudli. About 10,000 delegates from all over India except Jawaharlal Nehru have participated. He was the Chairman of the Karnataka Khadi and Village Industries Association. He was a trustee of All India Spinners Association headed by Mahatma Gandhi. He was also one of the founder of Gandhi Seva Sangh alongwith top freedom fighters of the country. Gangadharrao Deshpande was First President of KPCC (1920). Also he was KPCC President twice. He was a General Secretary of the Congress along with Jawaharlal Nehru and Saifuddin Kitchlew during 1923. He was the President of AICC(5th dictator) during 1931-32. He was a member of Congress Working Committee for Several years.

He fought for India's Independence for 60 years (1887 to 1947). When India got freedom he worked for unification of Karnataka. After 1947 he lived hermit like life and engaged himself in spiritual pursuits under the guidance of Gurudev Ranade. Karnataka Government has sanctioned Rs. 1 Crore 60 Lacs to build his monument at Hudli village.

GANDHI'S RELATION WITH BELGAUM BOMBAY STATE POLITICAL CONFERENCE (1916)

Bombay State Political Conference was held in 1916

at Belgaum. Tilak launched his Home Rule League in Belgaum. Tilak announced "Swaraj is my birthright, and I shall have it" at this conference. Tilak met Mahatma Gandhi for the first time at this conference. Gangadhar Rao Deshpande was the Secretary of the Reception Committee. Some people wrote a letter to Gandhi and requested him not to attend the conference. But Gandhi wrote a letter in reply and told "Nothing but death can prevent me from going to Belgaum and attending the Conference".

39TH CONGRESS SESSION (1924)

39th Congress Session was held in 1924 at Belgaum under the president ship of Mahatma Gandhi. It was only session presided by Mahatma Gandhi. It was the only congress session held in Karnataka before independence. Gangadhar Rao Deshpande was the Chairman of Reception Committee. It was in this session the service of volunteers of Seva Dal founded by Dr. N.S. Hardikar were utilized for the first time. This conference played very important role in freedom movement as it helped different factions of Congress come together. The venue was named "Vijay Nagar" and depicted the history of Vijay nagar empire and Karnataka.

3RD ANNUAL CONFERENCE OF GANDHI SEVA SANGH (1937)

3rd Annual Conference of Gandhi Seva Sangh was held in Hudli Village, Kundarnaadu, Karnatak. Mahatma Gandhi Stayed in Hudli Village for one week. About 10,000 delegates participated in the conference. Intra-caste marriage "Rashtriya Vivah" was organised at Hudli. Wedding ceremonies of Mahatma Gandhi's grand-daughter Manu Gandhi and Mahadev Bhai Desai's (Gandhiji's Secretary) sister and thread ceremony of Mahadev Bhai's son were organized at the Hudli Village, Belgaum District. You can visit Hudli village which is very famous for production of Khadi.

QUIT INDIA MOVEMENT (1942)

Belgaum played a very important role in quit india movement. More than 5000 people imprisoned at Belgaum. British government had announced Rs.5000/- on 5 freedom fighters in entire Karnataka. All five freedom fighters belong to Belgaum District. The Quit India movement was organized very effectively in Belgaum and surrounding districts because which "Karnataka Pattern" became popular in entire country.

Some people had told Gandhiji not to attend the Belgaum(now Belagavi) session in 1924. But Gangadhar

Rao Deshpande wanted Gandhiji to attend the session to give a new fillip to the freedom movement in the region. Veer Soudha is the memorial built to commemorate the 1924 congress session held at Belgaum where Mahatma Gandhi was the president of the Congress. Mahatma Gandhi had first visited the city in 1916 and later in 1924 when he presided over the Congress committee session. Prior to the Veer Soudha, there is a plaque in the railway station premises, which also lists the visits of Mahatma to the city during the peak of the freedom struggle. Leaders like Sardar Vallabhbhai Patel, Sarojini Naidu, Rajendra Prasad, Khan Abdul Ghaffar Khan, and Kasturba Gandhi also came to Hudli along with Gandhi in 1937. Inspired by Gandhian ideologies of self-reliance, the residents of Hudli have taken the khadi industry to new heights. Freedom fighter Gangadhar Rao Deshpande Karnataka Kesari', had brought Gandhi to Hudli turned the village into a khadi gram and since then, khadi production here has gained momentum. Bullock carts were arranged from Suldhali station but Gandhi refused and walked all the way along with his followers from Suldhali to Hudali. Khadi Gramodyog Utpadak Sangh (KGUS) was established at Hudli in 1954

Way back in 1927, Gandhian Gangadhar Rao Deshpande started a khadi unit at Kumari ashram near Hudali. This was the first khadi unit in Karnataka. Deshpande was given the title 'Khadi Bhageeratha of Karnataka'. Deshpande went from village to village to create awareness about the khadi movement. This work was later continued by Pundalikji Katagade.

CONCLUSION

Belgaum(now Belagavi) is one of the oldest, strong, prominent and well cultured historical place, nestling high in the Western Ghats. The old town area with cotton and silk weavers stands gloriously besides the modern, bustling, tree-lined British Cantonment. Step out of the forts and you have a wide choice of temples and churches to visit. Belgaum has an enviable heritage and offers much to be discovered. It lies in the zone of cultural transition between Karnataka, Maharashtra and Goa with a known antiquity clearly traceable up to 2nd Century A.D. Due to its proximity with the states of Maharashtra and Goa, Belgaum has acquired the cultural flavor of these states and blended it with the local Kannada culture to create a rich heritage, which is unique in its manifestation. It is also known as Malenadu or Rain Country and the vegetation here is verdant green throughout the year. Well, centuries have passed and today it is an entirely different story.

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- **Palaksha** : Samagra Karnatakad Itihasa.
- **Suryanath Kamath**: Karnatakad Itihasa mattu Samskruti.
- **Prof. Shrinivas V. Padigar** : Badami Chalukyara Shashanagalu, Dharwad Vastu mattu Shilpakale Karnataka Itihasa Samshodhan Mandal.
- **Dr. Shilakant Pattar** : Pattadakallu Darshan Dharwad Karnataka Itihasa Samshodhan Mandal

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- From Continued on Page No. 9

- Diagnostic test is much more comprehensive.
- Diagnostic test helps us to identify the trouble spots and discovered those areas of students' weakness that are unresolved by formative test

## SELECTION OF MATERIALS

The following points should be kept in mind while selecting appropriate instructional material:

1. The corrective material should be designed to correct the students' individual difficulties.
2. You have to analyze the work of slow learners by means of observation, interview and Diagnostic Testing. A careful consideration of the three may help decide what kind of corrective material is to be designed and whether material will be adequate to correct the specific difficulties of learners.

3. The corrective material should be graded, self-directive and should permit students to work independently. Written directions, which accompany the material, should be easily readable and comprehensible by the students.
4. The corrective material must permit individuals to progress according to their pace.
5. The material should encourage systematic recording of evidence of pupils' progress.

## Examples of Diagnostic Assessments

1. Surveys and Questionnaires
2. Unit Pretest - Fill in the gap questions
3. Checklists
4. Curriculum-based Measurement
5. Impromptu Quiz - spontaneous quiz

## ADVANTAGES OF DIAGNOSTIC ASSESSMENT

A diagnostic evaluation has several advantages, one of which is that it enables both the instructor and the student to identify and correct knowledge gaps. Knowing a student's current level of knowledge allows you to adjust your teaching strategy to best meet their immediate needs. Let's examine some additional benefits of using diagnostic tests in the classroom.

## CONNECTING LEARNING OUTCOMES TO CLEAR GOALS AND OBJECTIVES IS BENEFICIAL

1. Diagnostic tests offer valuable information for developing a curriculum that enhances students' learning results.
2. Focusing on the material that has to be taught, it improves the effectiveness of both teaching and learning.
3. Both the instructor and the pupils benefit from the fulfilling and cordial learning atmosphere it fosters.
4. We hope that this article has helped you understand the diagnostic test in education.

## CONCLUSION

It is very important to solve the problems of the students properly. But this test takes more time. Due to this it is not possible to do this test every time and its reliable quantity is also less.

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# INTENSITY QUENCHING OF FLORESCENCE AND ABSORBANCE IN LASER DYE MOLECULE WITH GREEN SILVER NANOPARTICLES

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## ABSTRACT

*Optical absorption and fluorescence of ADS680HO in various solvents with the attachment of green, silver nanoparticles (AgNP's) shows quenching of absorption and fluorescence intensities. This is due to the size, shape, and coupling between the AgNP's and the dye, and energy transfer between the dye and the AgNP's. Fluorescence quenching of ADS680HO leads to many applications, notably for advancement in biomolecular labelling and fluorescence patterning and chemotherapy in cancer treatment.*

*Key words : dipole, ADS680HO, quenching, fluorescence, AgNP's.*

## 1. INTRODUCTION

The present investigation is related to organized studies of extensively fluorescent American colorant ADS680HO (1-7). Photo dye studies of ADS680HO is largely fluorescent, and new kind of highly ray colour patch has been a constant field of our interest because of a better understanding of the agitated state properties helps not only to design a new patch but also to see the performances for specific operations (3) like laser dye colourings, lithography, natural systems and molecular bias, biosensors, publishing technology, chemotherapy in cancer treatment, decreasingly used in energy transfer processes, it's extensively used to label the proteins in biochemistry, to understand the luminescence quenching process and to design multicolour ways etc. Considering the wide operations of ADS680HO, a detailed understanding of their photo physical explanation inspires us to take a detailed scientific disquisition in our present studies.

Metallic nanoparticles retain unique optic, electronic, chemical and glamorous photo physics that are strikingly different from those of the individual particles as well as their bulk counterparts. Colloidal results of noble metals, like silver and gold show innumerable operations that have entered considerable attention from experimenters. Quenching of the luminescence effectiveness when a laser dyer ADS680HO is in contact with silver nanoparticles (AgNP's) depends on electronic coupling between the electronic transition dipole moment and Plasmon resonance

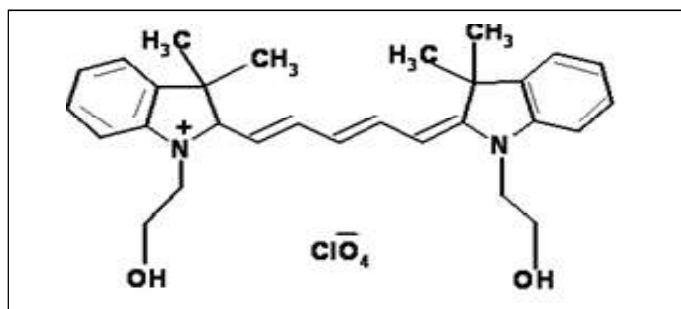
Then we report quenching of optical absorption and fluorescence of ADS680HO dye laser with AgNP's. The effect of AgNP's on emulsion ADS680HO has important

operations, similar as in chemotherapy for cancer treatment. still, so far, no methodical study related to the effect of optical absorption and fluorescence quenching of ADS680HO colour dye in different solvents in the presence of AgNP's has been carried out. We reveal new and unique optical studies with respect to optical absorption and fluorescence quenching of ADS680HO highly colourful laser dye with AgNP's.

## 2. EXPERIMENTAL

### 2.1. CHEMICALS USED

The laser dye ADS680HO was obtained from American Dye Source, Inc. Canada. The molecular formula and chemical structure of ADS680HO is given in Figure 1. The solvents used in our present study are methanol, ethanol, propanol, butanol, octanol, nonanol, DMSO, acetonitrile, ethyl acetate, benzene, toluene and glycerol. These solvents are of spectroscopic grade and were purchased from Sigma Aldrich, USA. The required solutions are prepared in the order of  $10^{-5}$  mol/L concentration. Silver nitrate was purchased from Himedia Laboratories Pvt. Ltd. India. Ultra-deionised water was used for all solution preparations.



**Figure 1. Molecular Structure and IUPAC name of ADS680HO**  
Molecular formula : C<sub>37</sub> H<sub>39</sub> N<sub>2</sub> O<sub>6</sub> Cl (ADS680HO)

IUPAC Name : 2-[5-(1,3-Dihydro-3,3-dimethyl-(2-hydroxyethyl)-2H-benz[e]indol-2-ylidene)-1,3-pentadienyl]-3,3-dimethyl-1-(2-hydroxyethyl)-3Hbenz[e]indolium perchlorate

## 2.2. GREEN NANOTECHNOLOGY:SYNTHESIS OF SILVER NANOPARTICLES USING OCIMUM SANCTUM (KRISHNA TULASI) LEAF EXTRACT

Fresh *Ocimum Sanctum* (Krishna Tulasi) leaves were collected and washed with doubly deionised water for several times. 20g of the leaves were dried at room temperature, cut and mixed with 200 ml of distilled water. Extraction was prepared on a magnetic stirrer with the heater at 100°C for 60 minutes. The solution was cooled to room temperature, filtered and stored the extract at 40°C for further experiments. This extract was used as a reducing and stabilizing agent for the synthesis of silver nanoparticles. 2.5ml of the Krishna Tulasi leaf extract was added to 40ml (concentration of 0.1mM) of silver nitrate (AgNO<sub>3</sub>) colour changed to yellow in 5-6 minutes [5]. This indicates the formation of silver nanoparticles. In the plant extract of Krishna Tulasi, phytochemicals eugenol, euginal, urosolic acid, carvacrol, linalool, limatrol, caryophyllene, methyl caricol, sitosterol, anthocyanins are present, which are responsible to reduce the silver salt into silver nanoparticles. All chemical reactions especially reduction process of silver salt into silver nanoparticles are taking place on a magnetic stirrer at room temperature.

## 2.3. SPECTROSCOPIC MEASUREMENTS:

Optical absorption and fluorescence measurements of ADS680HO laser dye with and without AgNP's in various solvents were recorded on Ocean Optics Spectrophotometer (HR 4000 high resolution model).

## 3. EFFECT OF AGNP'S ON ADS680HO LASER DYE

Optical properties of isolated colloidal particles have been intensively investigated through Mie's scattering theory with respect to their dependence on particle size, environment, and effect on a chosen dye in the presence of alcoholic solvents. Mie theory [8-13] is a mathematical and physical description of the scattering of electromagnetic radiation by spherical particles immersed in a continuous medium. The Mie scattering explanation begins with the macroscopic Maxwell's equations. The effect of the particular size of the nanoparticles on the peak resonant wavelength results from two different mechanisms depending on the particle size range. In the limit of  $2R \ll \lambda$  (R is the radius of the particles and  $\lambda$  is the wave length of the light in the medium), only the electric dipole

term contributes significantly [8] to the extinction cross section ( $\sigma_{\text{ext}}$ )

$$C_{\text{ext}} = \frac{24\pi R^3 \epsilon_m^2}{\lambda} \frac{\epsilon''}{(\epsilon' + 2\epsilon_m)^2 + \epsilon''^2}$$

Where  $\epsilon'$  and  $\epsilon''$  are the real and imaginary parts of the complex dielectric function of the particle and  $\epsilon_m$  be the dielectric constant of the medium ( $\epsilon_m = \epsilon' + i\epsilon''$ )

The origin of the SPR displayed by small particles is due to the condition in equation 25 is,

$$\epsilon' = -2\epsilon_m$$

In small metal particles, the dipole created by the electric field of light induces surface polarization charge which effectively acts as a restoring force for the free electrons. The net result is, the long wavelength absorption by the bulk metal is condensed to a small surface plasmon band, when condition (8) is fulfilled.

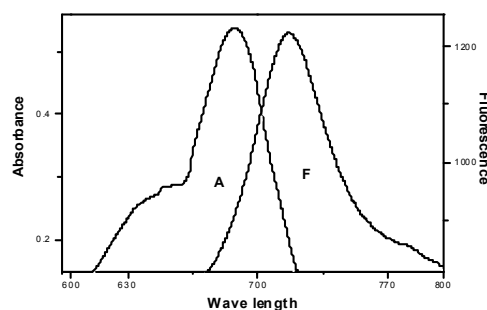


Figure 2 :

Absorption and emission spectra of ADS680HO in decanol.

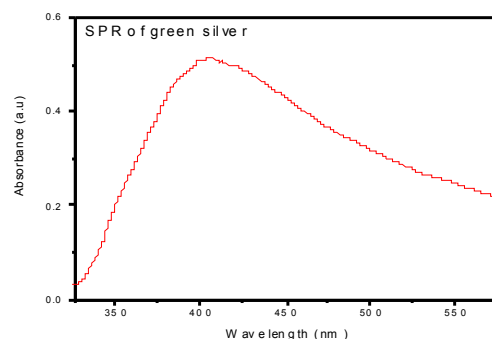


Figure 3. Surface Plasmon Resonance (SPR) of Silver Nanoparticles Synthesized by *Ocimum sanctum* (Krishna Tulasi) with SEM image.

#### 4. ABSORPTION AND FLUORESCENCE QUENCHING OF LASER DYES WITH SILVER NANOPARTICLES

In the present case quenching of absorption and fluorescence was observed for ADS680HO dye molecule in alcohols attached with AgNP's via hydrogen bonding. Quenching is due to energy transfer rate from dye to the NP's is governed by [14] three factors. Absorption and emission spectra of ADS680HO before influence with silver nanoparticle is shown in Figure 2.

1. Coulombic overlap integral.
2. Position (surface plasmon frequency)
3. Width (inverse surface plasmon life time) of the absorption spectrum Of AgNP's relative to the dye.

The influence of coulombic interactions on the energy transfer has been studied with two factors

1. Interaction between dye and AgNP's depends upon respective charge densities
2. The interaction within the dipole approximation

The charge densities of a dye, dipole moments of a dye and AgNP's are responsible for the energy transfer between dye to AgNP's which leads to quenching in optical absorption UV-Vis spectra, exhibits a band between 670-700nm (in ADS680HO), is due to  $\pi-\pi^*$  transitions.

The attachment of AgNP's with a dye, induces a strong enhancement / quenching [9-19] of fluorescence is observed depending on the nature of the chosen dye.

Due to broadening of a plasmon explains the changes of molecular fluorescence near a AgNP's in the close proximity of a metal, the fluorescence rate of the molecules is a function of the distance between the probe molecule and the AgNP's metal surface. When fluorescent dye is in direct contact with the nano metal, the fluorescence of a molecule is completely quenched. So, in our case AgNP's and a dye attachment is little longer.

The size effect on the position of the surface plasmon band of alcoholic functionalized gold nanoparticles was investigated by measuring the UV - Vis absorbance spectra in the range 450-800nm with dye molecule (Figure 3). Alcohols were chosen as solvent for specific interactions with the - OH group, thiol group and ester group of ADS680HO dye chain, could lead marked effects on the optical properties of gold and silver nanoparticles.

When the dimensions of nanoparticles become smaller than the wavelength of the exciting light ( $2R < \lambda$ ), energy can be confined in small spatial regions through the local excitation of surface plasmon resonance. The optical properties of metal nanoparticles are strongly

influenced by their size, shape and surrounding environment, in addition to resonant energy transfer between closely spaced metal nanoparticles with the surrounding molecule also accounts.

A resonance energy transfer model [9-19] based on nonradiative decay provides a theoretical understanding of these observations of fluorescence quenching. The optical properties of molecules adsorbed on or enclosed in metallic and dielectric particles have been investigated both experimentally and theoretically in recent years. When a particle has been excited and is oscillating in the incident electromagnetic field, the exciting system may have a fluctuating electric dipole moment and causes the radiation. This light radiation from dipole moment provides the channel for radiative decay. On the other hand, the joule heating and plasmon absorption caused by these fields open the non-radiative decay channels. The competitions between radiative and nonradiative decay energy affects the fluorescence emission of the molecules located near the particles. If the nonradiative decay takes the dominating effect, fluorescence quenching occurs. The different distance behaviour of the radiative and nonradiative rates explains why the apparent quantum yield always vanishes at short distance from a metallic nanoparticle.

The observed fluorescence quenching (Figure 4) is attributed to the resonance energy transfer from ADS680HO to silver nanoparticles. This nonradiative decay can be theoretically studied using the Forster resonance energy transfer (FRET) theory [19]. When some amounts of silver colloidal nanoparticles are dropped in to the solution of ADS680HO dye molecule in various alcohols, molecules would tend to cluster around silver particles due to physical adsorption. Increasing the concentration of ADS680HO leads to more and more molecules adsorb on the silver nanoparticles. Quantum efficiency of silver nanoparticles is

$$\Sigma = \frac{\Gamma^R}{\Gamma^R + \Gamma^{NR}}$$

$\Gamma^R$ - radiative decay rate;  $\Gamma^{NR}$ - non radiative decay rate

Here, adsorption of AgNP's with the dye causes more and more nonradiative decay rate, as a result quantum efficiency decrease or fluorescence quenching is observed (Figure 4 & 5).

Static quenching could also may ascribed to an association of the dye with the silver nanoparticles through complexes of the nano metal with -OH group, thiol and ester group (Figure 6).

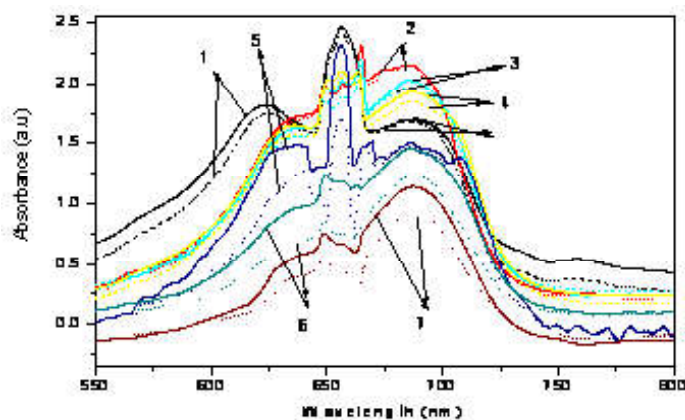


Figure 4 Absorption spectra of ADS680HO laser dye attached with (dotted)/ without (lined) AgNP's in alcohol solvents (1- methanol, 2-ethanol, 3-propanol, 4-butanol, 5-octanol, 6- decanol, 7-nonanol).

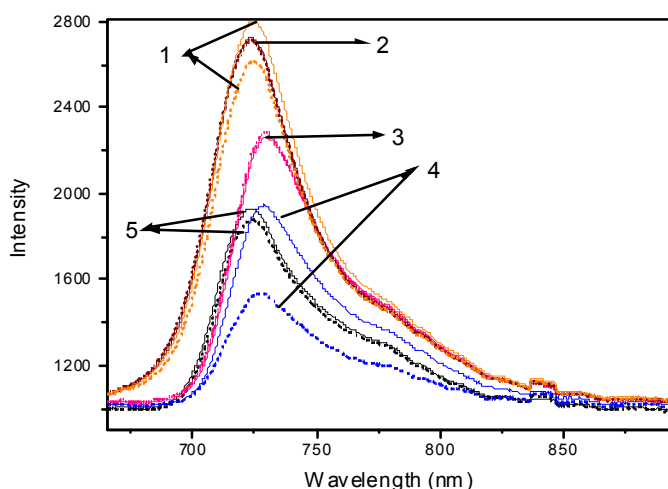


Figure 5 Fluorescence spectra of ADS680HO laser dye attached with (dotted)/ without (lined) AgNP's in alcohol solvents (1- decanol, 2-ethanol, 3-octanol, 4-butanol, 5-ethanol).

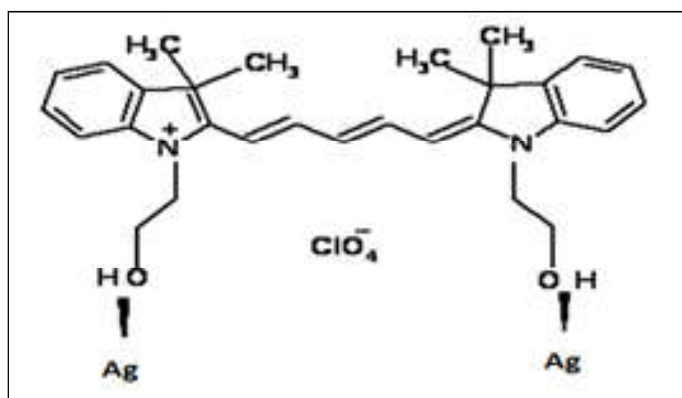


Figure 6 : Attachment of AgNP's with ADS680HO

#### 4. CONCLUSIONS

Optical absorption and fluorescence of ADS680HO in alcohol solvents with and without attachment of AgNP's shows quenching in absorption and fluorescence intensities. This is because of size, shape, coupling between the AgNP's and the dye, and energy transfer between

AgNP's and the dye. Quenching of fluorescence using AgNP's with ADS680HO leads to many applications, especially for advancement in biomolecular labeling, fluorescence patterning, and chemotherapy in cancer treatment.

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# FRIEDRICH AUGUST FROEBEL

## (1783-1852)

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

### INTRODUCTION

Froebel's philosophy was of absolute idealism. In this, he assigned a place to education and the development of individual. The two great ideas that he preached were, "Unity in diversity" and "Theory of development. All through his life, he went on seeking an underlying unity in all things. He felt that there is an inner connection of the whole cosmical development of the universe. He saw no division in the realm of nature and realm of spirit. He saw no division between the individual and society.

### HIS LIFE

Friedrich Wilhelm August Froebel was born in Germany on 21st April 1783. He lost his mother in his childhood. With the coming in of the step mother, his maternal uncle took him to his village. Since his own childhood was neglected, Froebel spent his life in promoting the happiness of children.

He was an ordinary student at the school. At the age of 14, he was apprenticed to a forester. Here his love for nature grew. Later, he joined the University of Jena, but gave it up because of lack of funds.

At Frankfurt, where he was studying architecture, the director of a model school discovered that Froebel's true field was education. On his advice, Froebel gave up architecture and joined the model school. Froebel found his "long-missed life element" and was "inexpressibly happy" as a teacher. He worked there for two years, and felt that he should have more training in teaching and went to Pestalozzi's school at Yverdon, where he remained for four years. His desire for knowledge of natural science carried him to Göttingen University in 1811. It was here in 1826 that Froebel published his great work, "The Education of Man".

Froebel founded his first kindergarten in 1839 in the village of Blankenberg. His principles of Kindergarten made headway but his school failed for



lack of finances. He brought out "Pedagogies of Kindergarten", "Education by development" and "Mother Play and Nursery Songs". In the remaining years of his life he continued training teachers and propagating Kindergarten principles. He died on 21st June 1852.

### FROEBEL'S PHILOSOPHY

His was a philosophy of absolute idealism. The two great ideas that he preached were, "unity in diversity" and "theory of development".

He remarked, "In all things there lives and resins an eternal law. This all controlling law is based on all pervading, energetic, living, self-conscious and hence eternal unity. This unity is God. All things origin in the Divine Unity. Within this Divine Unity, Froebel included every existing thing viz, man, animal, plant, inanimate object, or human society. He said, "God is all the comprehending, the all sustaining. God is the essential nature, the meaning of the world. From this, followed his principle that there is a unity of man, nature and God. "Nature and Man" seemed to him, "Mutually explaining each other through all their numerous stages of development.

In his theory of development, Froebel said that there is an absolute goal towards which all things are growing. Everything develops according to a universal creative force. By development he did not mean, "an increase in bulk or quantity, but an increase in complexity or structure, an improvement in power, skill and variety in the performance of natural functions". To him a thing appeared fully developed, "When its internal organization is perfect in every detail and when, it can perform all its natural actions or functions perfectly".

Applying this theory of development to mind he said, that mind is developed when it has the power and skill and variety, in dealing with knowledge and putting knowledge to all its natural uses.

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