

ISSN: 2249-2437



DIMENSIONS OF EDUCATION

An International Journal of Education
and Research -English Quarterly



Inclusion & Inclusive Education



Yoga for Healthy Living

Psychological
Variables among
Athletes and Non Athletes





Dimensions of Education

An International Journal of Education and Research English - Quarterly

7th June 2023

Vol. : 13

Issue : 1

Publisher

Dr|| Jayadev M. Menasagi

Vidyanidhi Prakashana, Gadag.
Former Syndicate Member Karnataka University, Dharwad.

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Augmented Reality (AR) and Virtual Reality (VR) in Education

One of the most significant questions of the millennial is which technology is better: AR or VR? Which has better capability to shape our future? The answer to such a question is that both of them have their advantages.

Today, animation has replaced the traditional PowerPoint presentation. A lot of eLearning platforms offer classes where a teacher teaches with the help of live animation and not a static PPT. The concept of interactive learning rather than one-way learning is prevailing.

Schools and colleges are changing their traditional methodologies of teaching. Virtual and Augmented Reality in student Learning and Development will completely revolutionize the way teachers teach and students learn. We have seen a lot of change in the education industry over the years. With the help of AR and VR, students will learn interactively like never before. These new technologies are not limited to any specific age group of students.

AUGMENTED REALITY

Augmented Reality uses the physical environment around it and overlays the animation or any form of information on it. Technically, it adds more to the reality. One of the biggest benefits of Augmented Reality application development is that it doesn't need any dedicated device for display. Due to these benefits, the technology becomes mainstream of the fourth industrial revolution.

THE ROLE OF AUGMENTED REALITY IN EDUCATION

'A picture is worth a thousand words.' Augmented Reality helps you in achieving this. Rather than reading a chapter, it will be more effective to visualize the subject. It helps students get a better understanding and insights about the topic. Also, offering interactive experiences, the Augmented Reality keeps students excited and interested in new learning.

One of the most significant benefits of Augmented Reality in Learning and Development is that it does not require any investment regarding hardware. We can experience Augmented Reality using our smart phones or tablets. For example, Augmented Reality application development allows placing the smart phone camera in front of a textbook and seeing a 2D image turning into a 3D animation.

Today, it might not be present in every school or college, but in the upcoming years it will be there. According to New Jersey Institute of Technology reports, the Augmented Reality app development market is rapidly growing. We all will witness this revolution in upcoming days.

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

CONSTRUCTIVIST APPROACH IN SCIENCE EDUCATION

✉ Dr.Raghavendra Bommanavar, Asst.Professor, R.V. Teachers College IASE, Jayanagara II Block, Bengaluru-560011.

ABSTRACT

In recent years, the didactic literature has given a prominent place to constructivism as an educational method. There are a tonne of academic publications and articles that discuss constructivism as a theory and as a method of instruction. In several US states, it is utilised to create educational standards, and it is strongly advised that it be employed in teaching in some EU nations. The constructivist theory is unquestionably recognised as a leading and contemporary paradigm in scientific education. For science educators and researchers alike, constructivism has emerged as the most valuable guiding principle.

The tendency for constructivist training to supplant traditional instruction in all educational courses is a significant aspect of contemporary education. In a typical classroom, the teacher imparts knowledge to the students, who are passive students who mostly study facts. The activity of students in the lesson-learning process is stimulated by constructivist training (training based on constructivist approach).

Critical thinking is promoted via constructivist teaching, which also produces engaged and motivated students. The curriculum supports the constructivist approach, which encourages teachers to create settings in which students can build their own understandings. According to Twomey Fosnot (1989), a constructivist method should be used to develop learners who are independent, inquisitive intellectuals who question, research, and reason. The freedom to make choices that will improve and enrich students' growth in these areas is provided by a constructivist approach for instructors.

INTRODUCTION

How Significant is Constructivism ?

Constructivism is a school of thought that examines how the mind creates and alters its perception of reality. It serves as the cornerstone of our perspective on research and instruction.

Constructivism is a theory of learning based on the idea that students can't just be handed knowledge at their desks by the teacher in the front of the classroom. Instead, knowledge is built by students via a deliberate, conceptual process of learning; students are the architects and designers of meaning and knowledge.

In the constructivist method, critiquing, teamwork, and mutual aid are frequently employed as ways to stimulate students' development and reach a new, higher level of understanding. The foundation of each constructivist lesson is student activity.

Constructivism is an epistemology (science of knowledge) based on the concept that -

- Knowledge is created, not passed on.
- The learning process is impacted by prior information.
- Initial comprehension is local rather than universal.
- Effortful and intentional behaviour is required to create useful knowledge structures.

The constructivist paradigm holds that students construct their knowledge by interpreting the teamwork

and experiences they have obtained in their social context. It implies that prior knowledge and experience play a significant part in the learning process and shape the learners' future activities.

According to Lever-definition Duffy's of constructivism, a constructivist is "someone who holds that knowledge is created by the learner and is unique to the person who develops it.

One fundamental constructivist tenet is that knowledge is a "construct of the world," not "knowledge about the world" (Sherman, 1995). Knowledge is a construct that results from each student's unique understanding of this item and their personal experiences with it. Constructivist learning methods emphasise authenticity and encourage collaboration on projects including students, professors, and subject matter experts in a study group. The constructivist method seeks to build a study group that is as realistic as possible. Students become aware of their accountability for their own studies and its outcomes in an authentic atmosphere.

CONCEPTUAL FRAMEWORKS FOR TEACHING SCIENCE

Constructivists believe that learning environments should provide students with numerous opportunities to learn from real-world circumstances. These opportunities necessitate teamwork as students take into account their individual working paces and support one another. As a result, learners stop being passive viewers and acceptors

of information and start actively creating their own knowledge.

The constructivist paradigm explains how learning should be facilitated through the right kinds of activities. According to this learning paradigm, knowledge is acquired by active engagement in social, cultural, historical, and political environment. Dialogue, discussion, decision-making, and model-making are essential components of student active engagement. Therefore, the constructivist approach places more of an emphasis on the processes of learning than the outcomes of learning. Instead of replicating knowledge, it tries to produce knowledge. A student must be able to communicate what they have learned in a variety of ways, including audibly, visually, symbolically, etc.

Constructivism's widespread adoption is due to its well-developed theory, which incorporates the notion of students' cognitive independence. It is often believed that the constructivist approach is appealing, and for those who value cognitive independence and freedom, this is true. Information is less significant than the capacity to collect it in this strategy. The active construction of knowledge using the learners' own experience (Brooks, 1993).

THE ORIGINS OF CONSTRUCTIVISM IN HISTORY

- The views and contributions of scientists like Immanuel Kant, John Dewey, Jean Piaget, Ernst von Glaserfeld, Leo Vygotsky, Faznot, etc. have influenced the development of constructivism theory.
- One of the founders of the theory of development, Jean Piaget, identifies critical junctures in children's growth that have an impact on learning. Jean Piaget comes to the conclusion that kids absorb and make sense of knowledge based on pre-existing structures. A teacher should take into account the stages of a child's growth in this way. The teacher's job is to support students as they create their own cognitive systems.
- Leo Vygotsky develops the social constructivism theory and the notion that speech and language are crucial for intelligence and effective learning.
- The theory of constructivism later experiences a quick development, close to the end of the 80th year of the twenty-first century. In a more comprehensive constructivist approach, research by Vygotsky, Dewey, and Piaget is coupled with Piaget's work in the evolution of psychology.
- A third premise is inherent in von Glaserfeld's radical constructivism: The first claims that

knowledge is not passively acquired but rather is constructed by the subject who is cognizant. The second principle indicates that cognition serves an adaptive purpose and empowers learners to create rational justifications for their experiences. The third principle states that the act of creating meaning is always enmeshed in the social context of which the individual is a part.

PRINCIPLES OF CONSTRUCTIVIST LEARNING

1. People learn to learn as they learn;
2. Learning is an active process in which the learner makes sense of sensory data. Building meaning and building systems of meaning are both components of learning;
3. Physical activity and hands-on learning are important for learning, especially for young children, but they are insufficient; we need to offer activities that engage both the mind and the hand. This introspective practise was described by Dewey.
4. Language is a part of learning; the language we use affects what we learn. The psychologist Lev Vygotsky, who contributed to the development of constructivism, asserted that language and learning are closely linked;
5. Learning is a social activity: We learn best when we are connected to other people, including our teacher, our friends, our family, and random strangers. Dewey emphasised that traditional education is primarily focused on removing the learner from social interaction and viewing learning as a one-on-one interaction between the student and the objective information being studied;
6. Learning is contextual: We relate what we learn to other knowledge, beliefs, prejudices, and fears;
7. Knowledge is necessary for learning since new information cannot be assimilated without some foundation of previously acquired information. Knowing more allows us to learn more;
8. Learning takes time; it is not instantaneous. For meaningful learning, we must review concepts, consider them, put them to use, experiment with them, and play with them;

PRINCIPLES OF CONSTRUCTIVIST TEACHING

1. Supporting and valuing students' initiative and freedom;
2. Awareness and convictions that students already possess on the subject under consideration;

3. Teachers employ cognitive terms and concepts, such as "classify," "analyse," and "invent," when preparing their lectures.
4. Students are granted the chance to take ownership of their learning, to substitute other methods of instruction, and to modify the subject matter;
5. Welcoming kids to the contradictory world;
6. Promoting conversation between the teacher and the students as well as among the students;
7. Building the structure of the students' activities in such a way as to promote thinking by posing open-ended questions and fostering dialogue among the students;
8. Involving students in an investigation that might lead to a disagreement between their current and original hypotheses, provoking a discussion;
9. Patiently awaiting student responses and allowing ample time for students to form connections and hypotheses;
10. Encouraging students' inherent desire to learn by constantly applying the educational cycle model, which includes the phases of discovery, creation of new knowledge, and application of that knowledge.

NEW RESPONSIBILITIES FOR EDUCATORS AND CONSTRUCTIVIST LEARNING ENVIRONMENTS

The constructivist method of science education involves both teachers and students in the creation of knowledge. Students evaluate new concepts and ideas in light of their pre-existing beliefs as they take into account the novel scenario (student-centered approach).

Basic prerequisites for implementing student-centered constructivist training are presented by Brooks and Brooks (1993). They choose the classroom as a crucial requirement. Students should be able to ask for opinions, estimates, and studies in a proper learning atmosphere. The classroom concept of a constructivist differs from the conventional classroom in which pupils get instruction directly from a teacher.

A comparison between the objectivist and constructivist approaches in the learning process.

Objectivist Approach	Constructivist Approach
<ul style="list-style-type: none"> ● Knowledge exists independently of the individual and is exchanged by teachers with their pupils. 	<ul style="list-style-type: none"> ● Each person's understanding is unique. Students built it on their own terms.
<ul style="list-style-type: none"> ● What students read and hear is what they learn. Students will learn an abstract concept if the teacher explains it clearly. 	<ul style="list-style-type: none"> ● By examining the meaning and connections between the new information and what they already know, students create their own knowledge. On the basis of their outdated knowledge and abilities, people make sense of what they have heard, read, and seen. Lack of a solid foundation prevents pupils from accurately "hearing" and "seeing" what they are about to learn.
<ul style="list-style-type: none"> ● Students are successful learners when they can apply what they have learned. 	<ul style="list-style-type: none"> ● Students can demonstrate understanding of what they have studied, at which point learning is accomplished.

SEVERAL DEFENCES OF THE CONSTRUCTIVIST THEORY

Some educators and psychologists disagree with this method of teaching, and their viewpoints could be grouped according to the following criteria:

- The constructivist paradigm of knowledge construction emphasises the value of students' prior learning and experiences. If this baseline knowledge is inaccurate, there is a serious likelihood that the

newly learned information will also be inaccurate, leading to the formation of an incorrect view;

- Since this type of instruction places a strong emphasis on collaboration, it is dangerously likely that pupils who are more talkative and active will dominate in reaching a consensus;
- Students who learn in this constructivist way spend a lot of time on the units and are later in learning

- Continued on Page No. 34

INCLUSION & INCLUSIVE EDUCATION

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

INTRODUCTION

For every mother her children are equal no matter their differences. Similarly, Every Nation should treat all its citizens equally in every aspect without any discrimination. Moreover, every citizen has equal rights. They have the right to get education, right to speech, right against exploitation, right to express, right to freedom of thought and so on... There are children who are different from others, and they do have all these rights. The society with false belief, ignorance, and preconceived notions won't allow or provide opportunities for these children to bloom. Even with great hardship, these children feel it difficult to flourish and to make an indelible mark in the society by their achievements. Hence, to remove this barrier, which hurdles and hampers the full expression of these special children, education is the best means, which must be enforced in the society. This paved way to the arousal of the concept -inclusive education.

HISTORY OF INCLUSION AND INCLUSIVE EDUCATION

Impairment and disability are two terms used interchangeably without knowing their actual meaning. Impairment refers to the permanent or long duration loss or limitation of physical, mental, or sensory function in an individual, but disability refers to the outcome of impairment restricting the person to perform an activity normally. Hence impairment refers to the anatomical problem whereas disability is the functional limitation. Therefore, education should focus on disability rather than impairment. Because Persons with disabilities include those who have long term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. Education should be a social approach instead of a medical approach. Even the social model approach to disability has been adopted by the WHO, UNESCO, UNICEF, and the World Bank. In the UK it formed the basis of the Duty to Promote Disability Equality in the 2005 Disability Amendment Act. Hence, we have inclusive education system.

Present inclusive education in its current incarnation has its root in the 1960's, when policies for segregation was questioned within the context of the civil rights movement, which lead to the birth of integrated educational system paving way to the special education and later and at present it is inclusive education.

These amendments in the education system have the basis of the Rights framework for inclusion in the period of 1948 till 2005.

- The year 1948 is the Universal Declaration of Human Rights ensures the right to free and compulsory elementary education for all children.
- Year 1989, UN Convention on the Rights of the Child ensures the right for all children to receive education without discrimination on any grounds.
- Year 1990, The World Declaration on Education for All.
- Year 1993, The UN standard Rules on the Equalisation of Opportunities for Persons with Disabilities Rule 6- Not only affirms the equal rights of all children, youth and adults with disabilities to education but also states that education should be provided in "an integrated school settings" and in the "general school settings".
- Year 1994, representatives from 92 governments and 25 international organisations met in Salamanca, Spain to affirm a rights-based perspective to education determining that countries should 'concentrate their efforts on the development of inclusive schools' (UNESCO, 1994, p. 13). It is a period of Landmark w.r.t. inclusive education i.e. Salamanca Statement & Framework for Action on Special needs Education which states that Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. "This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalised areas or groups."

- In the year 2000, World Education Forum Framework for Action, Dakar, + Millennium Development goals ensures that all children have access to and complete free and compulsory education by 2015, Focus on marginalised girls.
- Year 2001, EFA Flagship on the Right to Education for Persons with Disabilities: Towards Inclusion. In the year 2005, UN Disability Convention promotes the rights of persons with disabilities and mainstreaming disability in development.

With this background, inclusion in education is not simply about making schools available for those who are already able to access them. It is about being proactive in identifying the barriers and obstacles learners encounter in attempting to access opportunities for quality education, as well as in removing those barriers and obstacles that lead to exclusion".

Inclusion as an International policy basis was developed in the International Salamanca Statement of 1994(UNESCO,1994), which emphasised the importance of regular schools with an inclusive orientation as the best means of building an inclusive society and achieving education for all.

- The UNESCO Guidelines for Inclusion define Inclusion as being concerned with the right to non-discriminatory provision and a conviction that schools have a responsibility to educate all children. It also involves addressing and responding to the diversity of needs of all learners and identifying and removing attitudinal, environmental, and institutional barriers to participation and learning (UNESCO, 2005).
- Inclusion is a process rather than a fixed state and to be beneficial for all learners. Inclusion is the most cost and time-efficient way of improving access to educational institutions. (Bines,H Lei, P, 2011)
- Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures, and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.
- Inclusion means the process of educating children with SEN alongside their peers in mainstream

schools. The feasibility of inclusion of such children in schools, however, has been an issue that has been discussed and debated extensively at various national and international fora.

Whereas, Inclusive Education system was implemented as an endeavour to achieve non-discrimination in education (Poernomo, 2016).

- Inclusive Education Refers to the valuing and acceptance of diversity, to its value and the rights of learners to not only attend mainstream schools, but also to belong as valued members through active participation and the elimination of the barriers limiting the participation and achievement of all learners, respect diverse needs, abilities and characteristics.
- Inclusive education refers to securing and guaranteeing the right of all children to access, presence, participation, and success in their local regular school. Inclusive education calls upon neighbourhood schools to build their capacity to eliminate barriers to access, presence, participation, and achievement to be able to provide excellent educational experiences and outcomes for all children and young people.
- Inclusive education means all learners, young people-with or without disabilities being able to learn together in ordinary preschool provisions, schools, and community educational settings with appropriate network of support services (Draft of Inclusive Education Scheme, MHRD, 2003).
- It is the mission of the Ministry to develop an education system that is committed to encourage schools to maintain an inclusive, democratic, equitable, supportive, and safe learning environment that is free from harassment, discrimination, segregation, prejudice, labelling, categorisation and exclusion. (Dr Francis Fabri, 2019).
- Inclusive education is the teaching of disabled and non-disabled children within the same neighbourhood schools. (Bartolo, E., 2019) Further definitions suggested that all pupils, regardless of their weaknesses, should become part of the school community (Judge, 2003).

Hence, it can be concluded that Inclusion, inclusive education, and inclusive practices are fundamental for an operative and effective education system. (Bartolo, E., 2019) and in the local education system colleges and respective

schools are transforming into inclusive settings with a required shift from a 'one size fits all' educational model towards a socially just education that aims to increase the system's ability to respond to all learners' diverse needs.

NEED OF INCLUSION

Every school has diversified learners, such as -

- **Cognitive & Learning Diversity :** Learners with intellectual disability & Learners with Profound and Multiple Learning difficulties & Learners who are gifted, talented or manifest high ability.
- **Religion & Belief Diversity :** Learners with different religions & Learners with various religious beliefs
- **Multiculturalism & Language Diversity :** Learners from ethnic minorities & Learners who need support to learn English and/or Maltese as an additional language & Asylum seeker.
- **Socio-Economic Diversity:** Looked after children and Learners who are at risk of disaffection or exclusion & Learners at risk of poverty due to socio economic difficulties.
- **Gender & Sexual Diversity:** Learners of different genders & learners with different sexual orientations & Learners of different gender identities and expressions & Learners with LGBTIQ parents
- **Physical & Psychological Diversity :** Learners with physical impairments & Learners with sensory impairments & Learners with emotional and behavioural challenges.

These diversities signify the need to be addressed by the education through inclusion of these diversified children in the mainstreaming of education — inclusive education.

Moreover Internationally, until the end of 1980s, integration remained the main issue whenever discussions were held regarding the rights of disabled persons to an appropriate education. Whereas, in India, integration was a major reform of the 1970s, the need for inclusive education became evident from the fact that despite complete financial support under the IEDC (Integrated Education for Disabled Children) scheme, for integrating learners with special needs into the educational system, only 2-3% of the total population of these learners was integrated into the regular schools. Dissatisfaction with the progress towards integration, consideration of costs involved, and the advantages of an inclusive environment in bringing about increased acceptance of learners with

SEN, led to demands for more radical change. The constant use of the medical model of assessment, wherein educational difficulties are explained solely in terms of defects in the child, led to a re-conceptualisation of the special needs (SN) task as requiring school reforms and improved pedagogy. This re-conceptualisation at the both the international and national level helped in the emergence of an orientation towards inclusive education. In the 1990s, inclusion captured the field after the World Conference on Special Needs Education in Salamanca in 1994, with the adoption of the Salamanca Statement and Framework for Action on Special Needs Education.

Following are the points highlighting the need of inclusive education -

- The Muscat Agreement (UNESCO, 2014: 1&2) sets out some of the challenges:
 - ▶ 57 million children and 69 million adolescents still do not have access to effective basic education.
 - ▶ 774 million adults were illiterate in 2011, two-thirds of which were women.
 - ▶ At least 250 million children are not able to read, write or count well even after having spent at least four years at school.
 - ▶ Persistent inequalities in access, participation and learning outcomes for vulnerable groups and minorities.
 - ▶ 60% of countries had achieved gender parity at the primary level and 38% at secondary level. Inadequacy of education financing
 - ▶ Increasing violent attacks on students in schools.

Inclusive education, which is secured by principles and actions of fairness, justice and equity would provide us a ray of hope in dealing effectively with the above data.

- To accomplish the Access to education, which is regarded as a basic human right for all children and young people as reflected in the Universal Declaration of Human Rights (United Nations General Assembly resolution 217A, Article 26, 1948) and strengthened through treaties such as the Convention on the Rights of the Child - CRC (United Nations General Assembly, 44/25, Articles 28 & 29, 1989).
- To empower the children in par with their strengths rather than weakness. Empowering signifies the opportunities provided by the institutions to make

the children more confident and stronger no matter their impairments.

- Children are discriminated for their disabilities by all. In order to overcome this attitude of discrimination congenial environment of inclusive education should be provided to prove their worthiness.
- Every nation progresses by its citizens, and today's children are tomorrow's citizens. Hence to build healthy and strong nation, every citizen needs to contribute for the progress of the nation. Even the children with special needs, need to be supported to their best giving.
- Society will be peaceful and productive, only when there is mutual respect and concern. Every society for that matter has people with diversified abilities. Every individual need to be treated equally in the society irrespective of their potentials and weaknesses. To develop such equality among the people, inclusion will form the basis for the development of such character of creating social equality in the society.
- Every individual has the aspiration to become independent irrespective of their differences in abilities. The children with disabilities, if not trained and educated with knowledge, and skills will become burden not only for themselves but also for the nation. Thus, to make them self-reliant inclusion in education will provide an opportunity for these diversified children to understand themselves and to develop all those qualities, & skills required for them to become self-reliant.
- To uphold the values enshrined in the constitution- equality, equity and integrity, there is the need of inclusive education.
- In order to make Children without SEN to learn that students with SEN (Special Educational Needs) have many positive characteristics and abilities. Thereby helping them to build good relationship with them, inclusive education is needed.
- Inclusion offers the opportunity for students without SEN to learn to communicate, and deal effectively with a wide range of individuals. This also prepares them to fully participate in a pluralistic society when they are adults (Ryndak and Alper, 1996).
- To help education to reduce the Gap between the school and community, inclusive education is very

much needed, where it can embrace all sorts of diversified children to the institution and to accomplish their demands.

- To build Self Esteem and Self Worth among the children with SEN, inclusive education is very much needed in the present context.
- To provide ample opportunities to children like gifted and talented to give the best of their abilities, thereby nurture their potentials for the betterment of the society as well as nation.

With these we can conclude that inclusive education is a need of the hour.

CONCLUSION

Inclusive Education ensures that no groups of children are excluded from receiving education and thus supports diversities and learner differences. It helps the diversified children to overcome the barriers that impede their access to reach their goals. It makes them ambitious of becoming high achievers and to step towards it. It makes them to become self-reliant, and stay aligned with the progress of the society and the nation.

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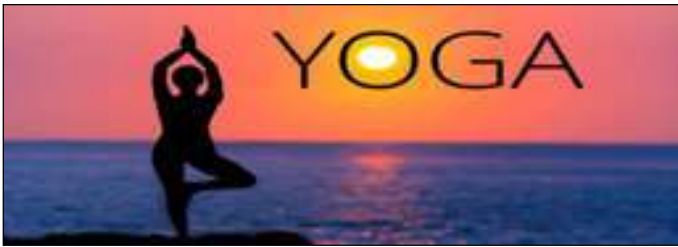
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YOGA FOR HEALTHY LIVING

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"Yoga is a mirror
to look at ourselves
from within"

- B. K. S. Iyenga



INTRODUCTION

The International Day of Yoga has been celebrated across the world annually on June 21 since 2015, following its inception in the United Nations General Assembly in 2014. Yoga is a physical, mental and spiritual practice which originated in ancient India. The Indian Prime Minister Narendra Modi, in his UN address in 2014, had suggested the date of June 21, as it is the longest day of the year in the Northern Hemisphere and shares a special significance in many parts of the world. In 2015 Reserve Bank of India issued a 10 rupees commemorative coin to mark the International Day of Yoga. In April 2017, UN Postal Administration (UNPA) issued 10 stamps on Asanas on a single sheet to mark International Day of Yoga. On this occasion (June 21) it is very essential to know about yoga and its importance.

We are living in a fast-paced and digitized world. The pressure to succeed, meeting deadlines, delivering high-quality work, and erratic schedules have taken a toll on the physical and mental well-being of people. In light of this, it has become the need of the hour to create a balance, develop awareness and follow healthy habits. One can achieve this by including yoga in their life. Unlike the common misconception, yoga is not a religion but a way of life. Yoga is not limited to just postures and asanas but it also involves pranayama, kriyas, dhyana or meditation, breath work, living mindfully and following a healthy diet.

In sankrit the word for health is 'Swasthya' which has a profound meaning. It is made of two root Sanskrit

words - "Swa" or the Self and "Stha" meaning centered. So swasthya can be roughly translated as "Centered in one's own Self". In the Indian System, the Self is described as Sath-Chith-Ananda or Being-Consciousness-Bliss. This is the true nature of every being. Any deviation from this state of well-being can be considered as a disease. The ancient Rishis realized that to attain the highest states of consciousness, a healthy body and mind is a must. Maharshi Patanjali describes "Vyadhi" or disease as one of the nine obstacles to the attainment of higher consciousness. But he also says that these diseases and even diseases that may manifest in the future can be eliminated by yogic practices. Yoga has placed great importance to the preservation of body health and its methods can be considered a system of medicine in itself.

Yoga is extremely significant for people who aim to master the mind, healthily manage their emotions and have a healthy and flexible body. Yoga offers innumerable benefits for physical, mental, emotional and spiritual well-being. Yoga has a holistic approach to wellness and helps in coping with daily issues, constant worries and health problems from an aware and positive state of mind. Through yoga, one develops mindfulness, improves brain power, begins to heal, opens up the mental and emotional blockage, gives the body movement and encourages flexibility, improved breathing.

**"Time and Health are two precious assets
that we don't recognize and appreciate
until they have been depleted"**

- Denis Waitley

MEANING OF YOGA

Yoga is an ancient Indian science with spiritual philosophy. Yoga means joining, combining. It is derived from the Sanskrit root 'yuj' which means 'union'. Yoga is a science and also art. The practice of yoga integrates the body to the mind, mind to the soul and soul to the God. This leads to perfection by helping us to understand our own natures and to live harmoniously with our fellow men. Yoga keeps our body and mind in tune and success comes our way all through. Yoga can be practiced by all irrespective of race, colour, caste, creed, sex and age. Most

people are aware of only two aspects of yoga, the asanas and meditation. Yoga is more than these two aspects (schools of yoga).

DEFINITIONS OF YOGA

Patanjali is the father of yoga defines yoga as "Yogaschittavritti nirodhah" it means Yoga is restraining the mind-stuff (chitt) from taking various forms (vrittis).

According to yoga Sikopanisad "Yah apana pranayoh aikyam rajaso retasastatha, Suryacandramasoryoga jivatma paramatmanoh, Evamhi dvandva jalasya samyogoyoga ucyate" means Yoga is union of dualities like "Jivatma and Paramatma", "Prana and Retas", Surya and Chandra e.t.c.

According to Manusmriti "Suksmatvam ca anvavekseta yogena paramatmanah" means Yoga is a tool from which one can realize the subtleness of paramatma.

According to Kathopanishad, "Tamyogam iti manyante sthiram indriya dharanam" it means Yoga is control over the sense organs.

According to Vyasabhasa, "Yogah Samadhih" means Yoga is Samadhi- that is the highest state of self-realization. These are some of the well-known definitions of yoga.

PREPARATIONS FOR YOGA PRACTICE

Of all the complementary or alternate therapies yoga is the most cost effective, holistic, preventive, promotive, curative, hassle-free and easy-to-perform. It not only purifies body, mind and intellect but, apart from that, it strives to improve digestive, respiratory, cardiac and circulatory, endocrine glands functioning, mobility and sleeplessness of joints and muscles, renders body slim and trim by helping it to shed extra fat from the body, activates sebaceous glands to keep the skin glazed and sparking, improves health of ovaries, controls senses. Here, I have mentioned only some of the benefits, but yoga has more and more benefits.

Yogasanas are not aerobic or physical exercises, or work-up for sportsmen and athletes, but much more than that. There is hardly any mental and physical disorder (Dosha or Roga) which it cannot cure, off course it has to be coupled with Pranayama ana Kriyas to derive optimum and near complete mileage. Following are the points of preparation for yoga practice, who practice yoga they all are to go through the following points carefully.

TIME

The best time to practice yoga is either early in the morning or late in the evening. Early morning means in the Brahma Muhurta one and half hours before sunrise and evening means after the sun set.

FOOD

Asanas should be practiced in an empty stomach.

- Four hours gap after taking heavy food.
- Three hours gap after taking normal food.
- Two hours gap after taking light food.
- Half hour gap after taking liquid food (including tea, coffee, water also).

BATH

Its better to take bath before going to practice. Because the asanas comes easier after taking bath. And also its give soft satisfaction. After practicing asanas we should not take bath immediately because its harmful of our health. Offcourse after 30 minutes one can take.

FACE SIDE

Its better to practice son facing East in the morning, West in the evening, North during the other time. One should not practice facing South side.

PLACE

Asana should be practiced in a clean airful place, in other words clean room. Which is free from insects, noise and any other type of distractions. Regularly in the practice must be there in order to get best results.

CLOTH

Use cotton clothes for yoga practice. Rubber sheets should not be used for practice. Because they increase the body temperature. Which is harmful to the body. So its better to use cotton clothes.

CAPACITY

One should practice according to his or her capacity. One should not over stretch or force his body and should not make fast movement.

AVOIDE

One should not practice during menstrual periods. During pregnancy, after surgery or any other problem, but one can practice under proper guidance.

Freedom from all the bondage of life is Samadhi. Samadhi is the main aim of Yoga. This is possible by following different paths, known as 'schools of yoga'. The main schools of yoga are- Raja Yoga, Karma Yoga, Jnana Yoga, Bhakti Yoga, Mantra Yoga, Hatha Yoga and Kundalini Yoga. Now let us know about schools of yoga.

A. RAJA YOGA

It is the royal path of yoga. As a king maintains control over his kingdom, one can maintain control over his own "kingdom"- the vast territory of the mind. Therefore, Raja yoga is the path of systematic analysis and control of the mind. In Raja yoga, one uses his mental powers to realize the atman through the process of psychological control. The basic premise of raja yoga is that our perception of the divine self is obscured by the disturbances of the mind. If the mind is made still and pure, the self will automatically, instantaneously, shine forth.

This is the scientific, systematic approach to yoga. Systematically the mind is analysed. Techniques are applied to bring it under control and to achieve higher states of consciousness. Compiled by Maharshi Patanjali, raja yoga is also known as ashtanga yoga, because its practices can be divided into eight limbs. Swami Vivekananda defined astanga yoga of Patanjali as raja yoga.

The ashtangas are as :



1. Yama (Ethical Principles) : The yamas as described in Patanjali's Yoga Sutra are five, which are also known as the great universal vows or the sarvabhauma maha vratas (universal commandments), because they are not limited by either class, creed, time or circumstances. They are the guidelines for how we interact with the outer world, the social disciplines to guide us in our relationships with others. The five yamas are Non-Violence (Ahimsa), Truthfulness (Sathya), Non-Covetousness (Asteya), Contenance (Brahmacarya) and Non-Receiving (Aparigraha).

2. Niyama (Rules and Regulation) : The niyamas are about self-regulation helping us maintain a positive environment in which to grow. Asana, Pranayama, Pratyahara, Dharana, Dhyana, Samadhi. Their practice harnesses the energy generated from the cultivation of the earlier yamas. Internal and external purification (purity), Contentment (Santosh), Austerity (Tapas), Self Study (Swadhyaya), Surrender to God (Ishwara Pranidhana). Yama and Niyamas are aimed at the external and internal harmony of an individual.

3. Asana (Postures) : Asana means yogic postures in harmony with one's inner consciousness. It aims at the attainment of a sustained and comfortable sitting posture to facilitate pranayama and other higher practices. Asanas also help in balancing and harmonising the basic structure of the human body, which is why they have a range of therapeutic uses too.

Patanjali defines Asana as : "Sthira sukhamasanam". It means Asana is the posture that gives steadiness and makes one feel comfortable.

In the practice of asanas, the four important steps are:

- i. Svasocchvasa
- ii. Sthiti
- iii. Vinyasa
- iv. Dristi

4. Pranayama : 'Pranayama' is a compound term ('prana' and 'ayama') meaning the maintainance of prana in a healthy throughout one's life. More than a breath-control exercise, pranayama is all about controlling the life force or prana. Ancient yogis, who understood the essence of prana, studied it and devised methods and practices to master it. These practices are better known as pranayama. Since breath or prana is basic to life, the practice of pranayama helps in harnessing the prana in and around us, and by deepening and extending it, pranayama leads to a state of inner peace. According to Patanjali: "Tasmin sati svasaprasvasayorgaticchedah pranayamah". It means controlling the motion of the exhalation and the inhalation.

5. Pratyahara (Controlling the Sense Organs): Pratyahara involves rightly managing the senses and going beyond them instead of simply closing and suppressing them. It involves reining in the senses for increased attention rather than distraction. Pratyahara may be practiced with mantra meditation and visualisation techniques. Pratyahara is the indifference of the senses to their objects and abide in their own nature, then the mind acquires complete control over the senses and become capable of controlling them.

"Tatah parama vasyatendriyanam". Its meaning pratyahara leads to supreme control of sense organs as well as motor organs. One becomes capable of controlling all his feelings and actions.

6. Dharana (Concentration) : The last three limbs of Ashtanga Yoga are the three essential stages of meditation. Dharana involves developing and extending our powers

of concentration. This consists of various ways of directing and controlling our attention and mind-fixing skills, such as concentrating on the chakras or turning inwards. It means concentration. Dharana is concentrating the mind on any single point.

"Desabandhaschittasya dharana". It means holding the mind onto some particular object is dharana. The object of concentration may be internal or external. It stimulates the inner awareness to integrate the inner flowing intelligence and releases all tensions.

7. Dhyana (Meditation) : Dhyana is the state of meditation when the mind attains the ability to sustain its attention without getting distracted. Strictly speaking, unlike the other six limbs of yoga, this is not a technique but rather a state of mind, a delicate state of awareness. This state rightfully precedes the final state of samadhi. It consists of maintaining the concentration on a single form irrespective of the time factor.

"Tatrapratyayaikanata dhyanam". Means when the mind is able to concentration on a particular object for some time then it becomes Dhyana.

8. Samadhi (Self-Realization) : Samadhi, or total absorption, is the ability to become one with the true self and merge into the object of concentration. In this state of mind, the perceiver and the object of perception unite through the very act of perception- a true unity of all thought and action. This is the aim of all yogis endeavours- the ultimate 'yoga' or connection between the individual and the Universal Soul! It is the state of ultimate realization. When the state of dhyana is maintained for a longer time without interception, it merges into Samadhi.

"Tadevarthamatranirbhasam svarupasunyamiva samadhih". It means Samadhi is a state where the form of object of concentration vanishes and only its meaning exists. In the state of Samadhi, one perceives only the internal sensations and the meaning unexpressed in any form.

B. KARMA YOGA

'Karma' means action. The yoga of selfless action is called Karma Yoga. The word karma is derived from the Sanskrit root 'kr' meaning 'to do'. Karma Yoga means service and work without clinging to the fruits of actions. The main aim of karma yoga is to achieve self-realization and thus get liberated. Bhagavad-Gita explains the essence of karma as- "Yogah karmasu kousalam". One can overcome good or bad life if he works with intellect. One

should strive the practice yoga with full interest and concentration. This skill in action is yoga.

Three kinds of karmas are mentioned;

- **Sancita karma :** Earlier collected-accrued karma. The fruits of these works are yet to be experienced.
- **Prarabdha karma :** it is the work that is already done, of which the results have started to come.
- **Agami karma :** These are the results of present actions.

Life is bound by all three karmas. One has to experience Prarabdha karmas. The Brahmajnana destroys Sancita karma and performing righteous selfless action at present could destroy Agami karma.

C. JNANA YOGA

Jnana in Sanskrit means "knowledge". Attaining the state of Samadhi (The ultimate aim of Yoga) through knowledge is known as Jnana yoga. The eternal knowledge is the knowledge of individual soul and supreme soul. By this Jnana yoga, one can overcome from his sorrows. The Advaita philosopher Adi Shankaracharya gave primary importance to Jnana yoga as "knowledge of absolute" (Brahman). Vedanta gives the clear idea of jnana yoga. It explains the methodology to overcome sorrows. Avidya is the source of all our sins, miseries, desires and pains. By following the path of Jnana yoga, one can overcome avidya. There are three text, known as Prasthanas trayas, which explain the methodology to reach the eternal knowledge. They are, Upanishat, Brahma sutra and Bhagavad-Gita.

D. BHAKTI YOGA

Bhakti is the devotional approach of yoga, the approach of pure love. Bhakti yoga is the path of devotion and path of immense affection to reach Brahman. Bhakti is dualistic in nature. It is a triad-a triputi- there is a Bhakta or devotee; the lord or the object of devotion and there is a process linking these two called Bhakti or devotion. The aspirant treading the path of bhakti attempts to realize the truth by devotion to and love of God in a personalized form. This is Ishwara, the ishta-devata. Bhakti Yoga rids the aspirant of emotions and egocentricity by developing humility, self-surrender and the feeling of being an instrument in hands of God. India can proudly consider herself as the land of Bhakti. Millions of devotees down the ages have made this land holy. Famous Bhakti yogis are Sri Ramakrishna, Surdas, Kabir Das, Purandaradas and Kanakadasa.

E. MANTRA YOGA

"Mananat trayate iti mantrah". It means that which protects us by repeated practice is called mantra. Mantra is the cosmic consciousness manifested as a sound. Through constant repetition of this sound vibration, the mind is gradually surrendered from the constantly changing flow of expressed and subtle sounds and gradually focuses on itself as the instrument of cognition of all these expressions. It brings about a state of resonance between the individual and the depth of his inner being.

The mantra yoga when followed properly protects both the body and mind and when practiced with full concentration it bestows energy and lightness to the body and mind. There are four types of mantras explained in Sivayoga Dipika they are,

"Ekaksharam dwyaksharam va sadaksharam tahpiva, Astaksharamvamokshaya mantra yogi sada jape".

- **Ekakshara** - 'Om' kara, which has only one letter.
- **Dvyakshara** - 'Soham' with two letters.
- **Sadakshara** - 'Om Namah Shivaya' is six lettered mantra.
- **Astakshara** - 'Om Namo Narayanaya' is eight lettered mantra.

There is one mantra that contains 24 letters i.e., 'Gayatri Mantra' - 'Vishwamitra' found this mantra.

F. HATHA YOGA

The word Hatha comes from combining the two Sanskrit terms Ha and Tha meaning sun and moon, referring to Prana vayu and Apana vayu, and to the principal nadis Surya (pingala) and Chandra (ida) in the subtle body, that must be fully operational to attain a state of Samadhi. Hatha yoga is means to join Sun (masculine, active) energy with the power of moon (feminine, passive), and to make the energy to flow through the Susumna Nadi in upward direction thus producing a balance and greater power in an individual. The main aim of Hatha yoga is like a ladder to attain the Raja Yoga. Adhinatha is considered as the founder of Hatha yoga.

Hatha Yoga has four chapters. The chapters are;

1. Asana
2. Pranayama
3. Bandhas and mudras
4. Nadanusandhana

This includes the concepts of Matha (place of practice), Pathyapathya (food system), Satkriyas (purificatory

techniques), 15 Asanas, well-known varieties of Pranayamas, 10 Mudras and Bandhas and Nadanusandhana, a state where mind merges with atma.

G. KUNDALINI YOGA

Literally, 'kundalini' in Sanskrit means 'coiled up'. Kundalini is the potential form of prana or life force, lying dormant in our bodies. It is conceptualized as a three and half coiled up serpent lying at the base of our spine, which can spring awake when activated by spiritual disciplines. Kundalini Yoga is yoga of energy currents. It focuses on describing Kundalini Shakti and the Chakras, methods for arousing the dormant Kundalini Shakti, and the technique for achieving union of Shakti with Shiva in the topmost Sahasrara Chakra. Shakti, the divine energy, has two aspects, the static and the dynamic. The seven chakras of kundalini yoga are;

1. Muladhara Chakra
2. Svadhisthana Chakra
3. Manipura Chakra
4. Anahata Chakra
5. Visuddhi Chakra
6. Ajna Chakra
7. Sahasrara Chakra



Yogic View of The Body

Yogic texts describes the body as being made up of five interpenetrating layers or sheaths called koshas. The investigation and harmonization of these layers is the aim of yoga. When life is out of balance, yoga and meditation can help us to identify the kosha that may be imbalanced. Engaging in certain exercises and practices can help bring it back into harmony and reintegrate it with the other koshas.

Annamaya Kosha (Anatomical Sheath) : Annamaya is the outermost sheath comprised of the physical body layer, which includes the muscles, bones, skin and organs. Anna is Sanskrit for food, which sustains the human body and keeps it functioning optimally. The annamaya kosha is often referred to as the physical body since it is the only

kosha that is physically tangible. Yoga Asanas (poses) have many health benefits and help to maintain optimal function of the physical body.

Pranamaya Kosha (Physiological Sheath) : The next sheath is the pranamaya kosha, also known as the energy body or life force sheath. In Sankrit, prana means life force, so Pranamaya refers to the life force energy within the annamaya physical body. Pranamaya is therefore associated with the breath and the flow of energy through the physical body. In yoga and meditation, pranayama is the practice of directing the breath and is prescribed to address the pranamaya kosha.

Manomaya Kosha (Mental Sheath) : The next sheath is mind or mental sheath. It has to do with thoughts and emotions and can be maintained and brought into balance through meditation. The mind sheath governs your thoughts, emotions, fantasies and responsible for how you perceive the world around you. These are considered the superficial layers of the manomaya kosha. Practicing meditation can provide insight into certain patterns that an individual can learn to recognize and eventually break free from.

Vijnanamaya Kosha (Intellectual Sheath) : The vijnanamaya kosha is the knowledge sheath. This kosha is comprised of your wisdom, intuition and highest perception. When you're meditating and observing your inner world, the knowledge sheath is what lies beyond your thinking mind; it stems from a deeper and more subtle layer of self. This innate inner knowing is a higher state of consciousness. When wisdom is accessed, deeper insight can be revealed. Some teachers believe that any activity requiring total immersion, such as playing an instrument, writing or painting is accessing the vijnanamaya kosha. Meditation is also the key to reaching this deeper layer. To access the vijnanamaya kosha, a meditation that opens the third eye (ajna) chakra can bring you closer to your own innate wisdom and intuition.

Anandamaya Kosha (Sheath of joy) : Anandamaya is the innermost sheath known as the bliss body. In Sankrit, ananda means happiness and bliss, and represents the transcendental energy of creation and existence. Therefore, the anandamaya kosha is synonymous with joy, love and peace. It is total immersion with creation itself and is the deepest aspect of true innermost self. It is accessible through consistent yoga practices where a deep state of meditation is reached.

SIX YOGIC KRIYAS (SHAT KARMAS)

These yogic kriyas are the purification processes of

the body by yogic methods. They are very important in yoga. Union of body with mind, union of mind with soul and union of soul with God is yoga. Kriyas are to be practiced early in the morning on empty stomach. Kriyas must be finished before starting the asanas or pranayama. Whose three doshas (vata, pitta, kapha) are imbalanced (feature of unhealthy) they must practice kriyas. When three doshas are balanced then a person become healthy person. These kriyas consist of six purification practices;

- Dhauti (Cleansing of the Digestive Tract)
- Basti (Anal Calan Cleaning)
- Neti (Nasal Clening, Including Jalaneti and Sutraneli)
- Tratak (Blinkless Gazing)
- Nauli (Abdominal Massage)
- Kapalbhati (Purificatiion and Vitalisation of the Frontal Lobes)



Importance of Yoga

Yoga offers physical and mental health benefits for people of all ages. And, if you're going through an illness, recovering from surgery or living with a chronic condition, yoga can become an integral part of your treatment and potentially hasten healing. A yoga therapist can work with patients and put together individualized plans that work together with their medical and surgical therapies. That way, yoga can support the healing process and help the person experience symptoms with more centeredness and less distress.

YOGA FOR PHYSICAL HEALTH

1. Improves flexibility and balance.
2. Strengthens the muscles.
3. Better functioning of the heart and lungs.

4. Boosts blood circulation.
5. Improves postures.
6. Increased immunity.

YOGA FOR MENTAL HEALTH

1. Reduces stress.
2. Improved sleep quality.
3. Increased focus and awareness.
4. Enhance self-acceptance and self-love.
5. Boosts energy levels and reduces lethargy.
6. Anger management and increased calmness.

OTHER BENEFITS OF YOGA

- Yoga helps with back pain relief: Yoga is as good as basic stretching for easing pain and improving mobility in people with lower back pain. The American College of Physicians recommends yoga as a first-line treatment for chronic low back pain.
- Yoga can ease arthritis symptoms: Gentle yoga has been shown to ease some of the discomfort of tender, swollen joints for people with arthritis, according to a Johns Hopkins review of 11 recent studies.
- Yoga relaxes you, to help you sleep better: Research shows that a consistent bedtime yoga routine can help you get in the right mindset and prepare your body to fall asleep and stay asleep.
- Yoga can mean more energy and brighter moods: You may feel increased mental and physical energy, a boost in alertness and enthusiasm and fewer negative feelings after getting into a routine of practicing yoga.
- Yoga helps you manage stress: According to the National Institutes of Health, scientific evidence shows that yoga supports stress management, mental health, mindfulness, healthy eating, weight loss and quality sleep.
- Yoga connects you with a supportive community: Participating in yoga classes can ease loneliness and provide an environment for group healing and support. Even during one-on-one sessions loneliness is reduced as one is acknowledged as a unique individual, being listened to and participating in the creation of a personalized yoga plan.
- Yoga promotes better self-care, it helps to reduce abdominal fat, strengthens the calf muscles, improves the functioning of liver, pancreas and kidney.

- Scientific benefits: Numerous studies show yoga's benefits in arthritis, osteopenia, balance issues, oncology, women's health, chronic pain and other specialties.
- Suryanamaskara is strengthens the muscle skeletal system. It helps to reduce over weight. Improves digestion, functions of nervous system, blood circulation, breathing capacity and strengthens the spinal nerves.
- Yoga helps to overcome laziness, helps to overcome constipation, it is remedy for diabetes, it purifies the anal canal, helps to overcome menstrual problems, it awakes kundalini shakti.

Altimate aim of the yoga is Samadhi. Every human being has many more chittavrittis. Yoga removes all chittavrittis and nine obstacles to reach Samadhi. Practice (abhyasa or continous practice of yoga) and dittachment (vairagya) are two ways to control our chittavrittis. Yoga tells about healthy diet also, it suggest Mithahara means our food must have quality, quantity and state of mind it called healthy food culture.

CONCLUSION

Yoga is not only important for attaining physical and mental health but it also helps in improving relationships as it makes one more kind, mindful, compassionate and calm. It create harmony and boosts love among each other. With regular practice of yoga, one begins to develop better control of their emotions and leads a disciplined and happy life. Yoga improves strength, and stamina, tones muscles, builds immunity and teaches one how to live a Yogic Life. Yoga stimulates and balance all the systems of the body.

"The attitude of gratitude is the highest Yoga"

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THE ROLE OF THE PEACE EDUCATION IN OUR SCHOOLS AND COLLEGES FOR THE PEACEFUL WORLD

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The main objective of education is to change the behavior of the children or an individual. The concept of peace education helps in developing social value, moral values, skills, behavior, and most importantly to spread peace in the atmosphere. Peace education declines the evil thinking of conflict, war, and violence. Peace education has the only purpose of maintaining peace at the global level.

WHAT IS PEACE ?

Webster dictionary defines peace as a state of quiet and tranquility, clam or repose, freedom from war or the absence of strife. peace is also interpreted as a divine and ultimate source of eternal calm and happiness.

DEFINITIONS

According to Laing R.D. [1978]; 'peace education is an attempt to respond to problems of conflict and violence of scale ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures'.

According to Freire[2006]; ' Peace education is a mechanism for the transformation from a culture of violence to a culture of peace through a process of conscientization'.

PEACE IN SOCIAL CONTEXT

Peace in the social context the provision of social justice and group security to its people by a society . In simple words 'peace' is supposed as the product of social justice.

PEACE IN INTERNATIONAL CONTEXT

In the International context much concern about peace relates to nations and their ability to settle disagreements and conflicts without restoring to war.

IN INDIAN CONTEXT

The peace means International brotherhood religious harmony, cultural harmony, social equality, equity and lives to-gether. It reflects in the philosophy of swami Vivekananda, Gandhiji, Ravindra nath tagore,and shri Arivindo gosh etc.

AIMS OF PEACE EDUCATION

No civilization is truly progressive without education and no education system is truly civilizing unless it is based on the universal principles of peace.

AIMS

1. To educate individuals and develop the competence to accept and recognize the values and morals which live among the human race.
2. To nurture a sense of global value in each system.
3. To maintain social harmony
4. To cultivate the capability of non-violent struggle and conflict.
5. To respect and conserve traditions and cultural heritages.
6. To cope up with uncertain and difficult situations.
7. To create solidarity feeling among diverse peoples.
8. To promote among humans a feeling of equity and uniformity at the national and international levels with the perspective of a long terms and balanced development.
9. To strengthen friendship peace and solidarity between people and individuals.
10. To nurture the expertise of making informed choices among humans.

OBJECTIVES OF PEACE EDUCATION

A culture of peace will be achieved when citizens of the world have the skills.

1. To resolve conflict constructively
2. To understand global problems
3. To appreciate the cultural diversity
4. To know and live by international standards of human rights ,gender, and racial equality.
5. To respect earth integrity.

DIFFERENT APPROACHES OF PEACE EDUCATION

1. Power politics; Peace through the coercive power

2. world order; Peace through the power of the law
3. Conflict resolution; Peace through the power of communication.
4. Non violence; Peace through will power
5. Transformation ;Peace through the power of life

EDUCATION FOR PEACE; TOP 10 WAYS EDUCATION PROMOTES PEACE

Education has been touted as one of the most powerful tools we can implement in our global efforts to promote world peace. Here' s a look at the 10 ways education promotes world peace.

1. Education Boosts Confidence & Hope : Confucius said it as far back as 500 B.C.: "Education breeds confidence. Confidence breeds hope. Hope breeds peace." Confidence has been defined as the belief that you can succeed at something and a sense of self assuredness. Knowledge is a key confidence builder; it allows one to feel a sense of accomplishment, to be more fearless, and to grow in unexpected ways. This confidence and self assuredness in turn sparks motivation and optimism-or hope as Confucius says- to work towards peace.

2. Education Promotes Independent Thinking : Education encourages independent thinking, and it opens doors to new ideas. Independent thinkers tend to try to make sense of the world and draw their own conclusions instead of blindly following the beliefs of others. Independent thinkers may be less likely to join militant groups or be followers, and may instead be leaders towards positive change and action.

3. Education Inspires Problem Solving Skills : Along with math skills that are learned in classrooms, students are often challenged to use logical thinking in order to analyze different pieces of literature, the significance of historical events, and scientific findings. Coupled with independent thinking, these critical thinking skills can lead to innovative solutions and alternatives to violence.

4. Education Builds Communication Skills : In the classroom, students are often asked to speak or read in front of others, offer opinions, and break into small groups to work on projects together. This is how communication skills are honed, and communication is the key to solving conflict. Through quality education, students may be armed with the tools to work within their communities to solve problems, or to do so on a global scale.

5. Education Opens Doors : There's no doubt that education for peace leads to career enhancement,

employment opportunities, and chances of higher earnings. What was once out of reach for girls in the remote villages we work with-say becoming a doctor or a lawyer-are now possibilities. And with these careers in place, many come back to work within their communities and support their families, often promoting peace.

6. Education Reduces Poverty : Imagine always being uncomfortable, malnourished, and fearful, not knowing where your next meal will come from if it comes at all. This fear can often lead to anger, and anger to violence. Education, especially when it's combined with technical training (read more about CAI's vocational training programs), has been proven to reduce poverty. This is one driving force behind education for peace. With education comes knowledge, power, safety, security, and peace. One study by UNESCO found that income around the world would be 23 percent higher per capita in countries with education for all. If poverty were reduced, violence would follow suit.

7. Education Increases Political Involvement : Educated citizens are less likely to stand for government corruption and can spur more government accountability. For women, education can even the playing field, and they are more likely to participate in political discussions, town meetings, and decision making, therefore leading to a government that represents its citizens more equally. Because educated women are less likely to support terrorism (see number 8), they can promote alternatives through politics.

8. Education Reduces Support of Terrorism & Militancy : According to a University of Maryland School of Public Policy survey, uneducated women are more likely to support militancy and terrorism, and educated women are less likely than their educated male peers to support this way of life. And if a woman doesn't support it, perhaps she can talk her husband into not supporting it, and then her kids, other family members, and other members of her community.

9. Education Builds Empathy & Tolerance : The Human Rights conventions declare: "Education must prepare a child for responsible life and effective participation in a free society in a spirit of understanding, peace, tolerance, equality of sexes and friendships among all peoples, ethnic, national and religious groups and persons of indigenous origin." Therefore with quality education, a child can learn the quality of empathy and understanding towards those who are different from them.

And they may be more accepting of others and less likely to solve problems with violence.

10. Education Cultivates Respect : In the classroom, students learn to respect their teachers and their peers. They are taught to let others speak and express opinions, not to interrupt, how to deal with stress, and how to conduct themselves within a group setting. Perhaps this learned respect for other humans can be practiced on a global scale, where there's a respect for each and every life, not just those who share the same religious beliefs and backgrounds.

The Young People's Chorus of New York City sings a song with the words, "Let there be peace on earth, and let it begin with me." Through quality education for all, around the world, by promoting education for peace, young people can be the voice of change and peace.

From CAI, we wish you peace and joy this holiday season.

ROLE OF THE TEACHERS IN PROMOTING PEACE EDUCATION

Teacher plays an important role in the society and the society trusts on teachers. Teacher gives the direction to children and society for better future. The all-round development of the children depends on the teachers. For the effective teaching of peace education, the following strategies can be adopted by the teachers ;

- Teachers should voluntarily admit the challenges of peace Education.
- Teachers should sow the seeds of peace in the minds and souls of children.
- Teachers should work across the ideological boundaries.
- Teacher should promote culture of peace in and out of school where our children and youth would not tend towards violence crime depression and studies.
- Teacher should followed principle of " vasudhaiva kutumbakam" in the school
- Teacher should follow the principle of 'live and let live'
- There should be a model course in the curriculum on international curriculum
- Teacher should provide the democratic education and prepare the students for world citizenship.
- Teacher should teach values of nonviolence, co-operation, fraternity and patience in the school.

- Teacher must know the respect multi cultural, multi religion, multi ethnic background of the children.
- All the religious important festivals should be celebrated in the schools to know each other.
- Gandhian thought of education should be followed in the syllabus
- Awareness should be created on all the religious practices and it's philosophy .

CONCLUSION

The purpose of education is to develop unity ,intergrity,harmony,one-amongness,co-ordination,co-operation,sharing and bearing. Thus the peace in the world is possible if and only if each individual is transformed into a peaceful human being. At present the world has to come out of terrorism, ethnic clashes, civil wars, and world wars. According to Mahatma Gandhi 'The rationale behind achieving peace is in the positive understanding of 'give'and 'take', humanity, forgiveness and nonviolence.

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TRANSFORMING LIBRARIES : THE IMPACTS AND APPLICATIONS OF ARTIFICIAL INTELLIGENCE

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ABSTRACT

The advent of artificial intelligence (AI) has revolutionized numerous industries, and the library sector is no exception. This article explores the evolving role of AI in libraries, highlighting its potential to enhance various library services and improve user experiences. The article investigates the applications of AI in areas such as information retrieval, recommendation systems, virtual assistants, data analytics, and preservation of cultural heritage. It also discusses the ethical considerations and challenges associated with AI implementation in libraries. By understanding the potentials and limitations of AI, librarians and information professionals can leverage this technology to shape the future of libraries in a rapidly changing digital landscape.

Keywords : Artificial intelligence, Libraries, Information retrieval, Chatbots, Robotics, Machine Learning.

INTRODUCTION

Artificial intelligence (AI) is transforming various fields and industries, including library services. AI can help librarians to improve their efficiency, accuracy, and relevance in providing information and resources to their patrons. Libraries have always been at the forefront of embracing technological advancements to provide efficient access to information. With the emergence of AI, libraries are presented with new opportunities to deliver enhanced services and better meet the needs of their users. AI refers to the simulation of human intelligence in machines, enabling them to perform tasks that typically require human cognition. By leveraging AI technologies, libraries can automate and augment various processes, improving efficiency and user satisfaction.

AI for Information Retrieval: One of the key areas where AI can greatly benefit libraries is in information retrieval. Traditional search systems often rely on keyword matching, leading to imprecise results. AI algorithms, such as natural language processing (NLP), machine learning, and semantic analysis, can significantly improve the accuracy and relevance of search results. NLP enables computers to understand and process natural language queries, enhancing the user experience. Machine learning algorithms can adapt and improve search algorithms based on user feedback, ensuring more accurate retrieval. Semantic analysis enables the understanding of the meaning and context behind user queries, enabling more sophisticated search capabilities.

RECOMMENDATION SYSTEMS

AI-powered recommendation systems have gained

popularity across various industries, and libraries are beginning to harness their potential. Recommendation systems analyze user preferences and historical data to provide personalized suggestions for books, articles, and other library materials. Collaborative filtering techniques compare user behavior and preferences to identify patterns and make recommendations based on similar users' interests. Content-based filtering analyzes the characteristics of library resources to recommend items with similar attributes. Hybrid recommendation systems combine collaborative and content-based approaches to provide more accurate and diverse recommendations, enriching the user experience and promoting the discovery of new resources.

VIRTUAL ASSISTANTS AND CHATBOTS

Virtual assistants and chatbots powered by AI have transformed user interactions in libraries. These intelligent conversational agents can provide instant support, answer queries, guide users through resources, and assist with reference services. Virtual assistants leverage AI technologies such as natural language understanding, dialogue management, and sentiment analysis to engage in meaningful interactions with users. They can provide 24/7 assistance, reduce waiting times for user inquiries, and offer personalized recommendations. Chatbots, integrated into library websites or communication platforms, enable users to access information and services in a conversational manner, enhancing accessibility and user satisfaction.

DATA ANALYTICS FOR LIBRARY MANAGEMENT

AI-enabled data analytics offer libraries valuable

insights into user behavior, collection usage, and resource allocation. By analyzing large volumes of data, libraries can identify patterns, trends, and user preferences, enabling evidence-based decision-making. AI-powered data mining techniques can uncover hidden relationships and correlations within the data, facilitating the discovery of valuable insights. Predictive analytics can forecast future demand for library resources, helping libraries optimize collection development and resource allocation. Data analytics can also aid in identifying gaps in services and addressing user needs more effectively.

PRESERVATION OF CULTURAL HERITAGE

AI has proven to be instrumental in digitizing and preserving cultural heritage materials. Libraries play a crucial role in safeguarding and providing access to rare books, archival materials, and historical artifacts. AI technologies, such as computer vision and image recognition, can automate the digitization process by efficiently scanning and capturing images of physical materials. These technologies enable the preservation and organization of cultural heritage materials, making them accessible to a wider audience. AI-powered techniques also facilitate content analysis, metadata extraction, and indexing, enhancing the discoverability of cultural heritage collections.

PROBLEMS AND CHALLENGES

The implementation of AI in libraries brings forth a range of ethical considerations and challenges. Privacy concerns arise due to the collection and analysis of user data for personalized services. Libraries must ensure transparency and obtain informed consent when collecting and using user data. Bias in AI algorithms is another concern, as algorithms can reflect societal biases present in the training data. Libraries need to be vigilant in identifying and mitigating bias to provide fair and equitable services. Additionally, ethical considerations related to the responsible use of AI, transparency of algorithms, and ensuring accountability should be addressed to maintain user trust.

CONCLUSION

AI can be applied to various aspects of library services, such as cataloging, classification, recommendation, reference, discovery, and preservation. For example, AI can help librarians automate the process of metadata creation and extraction, enhance the quality and consistency of bibliographic records, and identify and

correct errors and inconsistencies. AI can also help librarians provide personalized and relevant recommendations to their patrons, based on their preferences, behavior, and context. AI can also assist librarians in answering complex and diverse queries, using natural language processing and semantic analysis. Furthermore, AI can help librarians discover new and emerging topics, trends, and patterns in the information landscape, using data mining and machine learning. Additionally, AI can help librarians preserve and digitize their collections, using image recognition and optical character recognition.

Artificial intelligence is poised to revolutionize libraries, providing transformative opportunities to enhance services, improve user experiences, and unlock valuable insights. This article has explored various applications of AI in libraries, ranging from information retrieval to cultural heritage preservation. By understanding the potential benefits and addressing ethical concerns, libraries can harness the power of AI to navigate the evolving information landscape and continue to serve their communities effectively. As technology advances and AI continues to evolve, libraries must adapt and proactively embrace these technologies to remain relevant and provide innovative services in the digital age.

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A STUDY ON SEMANTIC ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF STUDENTS OF STANDARD NINE OF BELUR TALUK

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INTRODUCTION

Educational System is facing significant pressure to change in order to adequately prepare student to live, learn and work in a global, digital etc. Human beings are living in a world which is constantly renewing itself.

School plays a pivotal role in a child's life by shaping its behavior school is said to bring about desirable changes in the behavior of the child. A school educates the child. So that it can survive in the society fulfill its needs, maintain healthy relations with all its fellow beings and lead a successful life. School helps to develop the cognitions and psychomotor domains.

A School Environment is the thread that connects the multitude of activities on a campus. In many respects this thread is almost invisible yet everyone experience its influence. A safe, psychosocial climate and culture can foster school connectedness, which in turn boosts student and staff health as well as students educational achievement. Semantic Environment is one of the most influential environments which affect the student's Academic Achievement.

Teaching is a profession that demands a human touch, an ability to inspire pupils to achieve great things teaching is a profession which demands of its practitioner's exceptional qualities, intellectual, moral emotional and a sincere devotion to human betterment. It is concerned with the development of the whole personality of the individual.

In India today, we can see divergent types and categories of schools. This divergent nature of schooling is a merit, celebrating the diversity of the country and provides opportunities. But this also differentiates the quality of school environment as well as language education in the schools.

Semantic is the study of the meaning of linguistic expressions. An understanding of semantics is essentials to the study of language acquisition (how language users acquire a sense of meaning as speakers and writers, listeners and readers) and of language change (how meanings alter over lime) the study of Semantics includes the study of

how meaning is constructed, interpreted, clarified, illustrated and paraphrased.

Semantic Environment is defined as the environment of the school related to the express of feelings through words, the language that is used, greetings which contribute the growth of the inmates.

SEMANTIC ENVIRONMENT

In the present study the Semantic Environment means the environment provided by the school through verbal expressions to communicate feelings. This included the use of words, phrases, statements, quotations, natural talk, and other verbal expressions to communicate the feelings. This involved three settings :

- Pupil-pupil communication,
- Teacher pupil communication
- The total school situation

ACADEMIC ACHIEVEMENT

Academic Achievement is the knowledge attained and skill developed in the Academic subjects learnt by students in school. It represents the total scores obtained by a student in their academic subjects namely, English, Kannada, Hindi, Social Studies, Science and Mathematics.

NEED FOR THE STUDY

Semantic Environment of the school depends on the educational leader and the students. The interactive system that exists between teacher and all those things within a person's peer view that contribute to the meaning a person creates in any particular situation.

Semantic Environment should appear to act as intelligent systems that better fit the needs of their users and especially students according to their interest's preferences, motivations objectives a knowledge.

Meaning the Semantic Environment requires curiosity inquiry, and kindness. It requires that teacher know communications, know ourselves and know our kids not just as a group, but one at a time. It requires constant evaluation and constant revision.

Good Semantic Environment is develops the evaluation of the students which put the base for their Academic Achievement as well as language development. Language development requires time to grasp, to frame sentences, phonetics, the use, the cause etc in the form of apparition supportive words and different verbal communications.

A good Semantic Environment in the school helps in developing language use. Semantic Environment includes the meaning of the words in the sentence, figurative language structure etc convey meaning, when students are thinking about the literary aspects to use the words in sentence, they are using analysis, synthesis and evaluation, the higher level of using language skills. They develop their personal aesthetic to response to verbal communication.

There is a need to encourage the students to think for themselves by allowing them the freedom to play with ideas, in order to offer independent, thoughtful and insightful responses as long these are justified and defendable, in order to develop the language development of the learners.

The interactions between children and staff-in particular, the frequency and effects of verbal and non-verbal praise and discuss how this contributes to its effectiveness as a positive intervention instrument for all children. Interactions in four nurture groups were positive and likely to enhance the self-esteem of pupils. Staff in all nurture groups used a higher frequency of specific verbal praise compared to non-verbal praise, despite results from children's responses to praise revealing that nearly a half of the children responded to non-verbal praise by continuing with appropriate behaviors.

The Semantics used by individuals differ from country to country, culture to culture, situation to situation but that reveal the behavioral aptitude and attitude of individuals towards a particular context. Better communication fosters good relationship. Semantic Environment has been given due important so that they develop, good relationship between societies which is highly inevitable. Therefore, there is a need to study on Semantic Environment and Academic Achievement of Students.

OBJECTIVES OF THE STUDY

1. To study the status of Semantic Environment among the Students of Standard Nine of Belur Taluk.
2. To study whether there exists any significant difference between the Semantic Environment among the Boys and Girls of Standard Nine of Belur Taluk.

3. To study whether there exists any significant difference between the Semantic Environment among the Standard Nine students of Rural and Urban schools of Belur Taluk.
4. To study whether there exists any significant difference between the Semantic Environment among the Standard Nine students of Government and Private Schools of Belur Taluk.
5. To study the status of Academic Achievement among the Standard Nine students of Belur Taluk.
6. To study whether there exists any significant difference between the Academic Achievement among the Boys and Girls of Standard Nine of Belur Taluk.
7. To study whether there exists any difference between the Academic Achievement among the Standard Nine students of Rural and Urban schools of Belur Taluk.
8. To study whether there exists any significant difference between the Academic Achievement among the Standard Nine students of Government and Private Schools of Belur Taluk.
9. To study whether there exists any significant relationship between the Semantic Environment and Academic Achievement among the students of Standard Nine of Belur Taluk.

HYPOTHESIS OF THE STUDY

1. There is a significant difference in the Mean scores of the Semantic Environment among the Boys and Girls of Standard Nine of Belur e Taluk.
2. There is a significant difference in the Mean scores of the Semantic Environment among the Standard Nine students of Rural and Urban schools of Belur Taluk.
3. There is a significant difference in the Mean scores of the Semantic Environment among the Standard Nine students of Government and Private schools of Belur Taluk.
4. There is a significant difference in the Mean scores of the Academic Achievement of Boys and Girls of Standard Nine of Belur Taluk.
5. There is a significant difference in the Mean scores of Academic Achievement Standard Nine students of Rural and Urban schools of Belur Taluk.
6. There is a significant difference between Mean scores of Academic Achievement of Standard Nine students of Government and Private schools of Belur Taluk.

7. There is a significant relationship between Semantic Environment and Academic Achievement among the students of Standard Nine of Belur Taluk.

VARIABLES OF THE STUDY

1. SEMANTIC ENVIRONMENT

In the present study the Semantic Environment means the environment provided by the school through verbal expressions to communicate feelings. This included the use of words, phrases, statements, quotations, natural talk, and other verbal expressions to communicate the feelings. This involved three settings:

In this study the cumulative scores of students on Semantic Environment rating scale, validated by the investigator were considered as the status of Semantic Environment of the students.

2. ACADEMIC ACHIEVEMENT

Academic Achievement is referred as average marks scored. In the present study the final examination in the subjects First and Second Language, Hindi, Social Science, Science and Mathematics of the year 2013-14 by the pupils of Standard Nine of Belur Taluk.

SUB VARIABLES

a. Standard Nine : It is the group belonging to the age group of 14-15 years of Belur Taluk, receiving education in the rural and urban areas government and private schools following the state syllabus.

b. Locality of the schools : The schools are divided into rural and urban area based on the location where the schools are located. Schools located in the outskirts of Belur Taluk are rural area schools. Schools located in the city of Belur Taluk are urban area schools.

c. Belur Taluk : It is a city located in the west coast of India. It is one of the significant cities in Hassan district.

d. Nature of the schools : Government schools are the schools where the rules, regulation, functions, appointments and finance are the responsibility of the government. Private schools are those schools which are owned and managed by individuals or trusts.

SAMPLE OF THE STUDY

The sample selected for the study consisted of 400 Ninth Standard students of Belur Taluk. The students in the sample were randomly from the seven school located in the different parts of Belur Taluk. The distribution of the sample was based on gender, types of school, and locality of schools.

By following stratified random sampling method, the researcher randomly selected 400 Ninth Standard students from seven schools from Belur Taluk There were Government and Private Aided, Urban and Rural schools. Distribution of the sample is given in the below table.

Gender	Boys				Girls			
Type of the School	Govt.		Private		Govt.		Private	
Locality	Rural		Urban		Rural		Urban	
Total No.of Population	50	50	50	50	50	50	50	50
	100		100		100		100	
	200				200			
	400							

TOOLS USED IN THE STUDY

The tools used in the study was "A Rating Scale of Semantic Environment" to measure the Semantic Environment of Standard Nine students constructed by the investigator.

STATISTICAL TECHNIQUES OF THE STUDY

DESCRIPTIVE STATISTICS

Mean, Median, and Standard Deviation were computed for different variables in the study.

INFERENCE STATISTICS

- "t" test was employed to find out this significant difference between the Mean scores of students of Standard Nine based on gender, type and locality of schools.
- Product moment co-relation was used to find out the relationship between Semantic Environment and Academic Achievement.

ANALYSIS AND INTERPRETATION OF THE DATA

ANALYSIS AND INTERPRETATION OF OBJECTIVE ONE

The first objective was to study the status of Semantic Environment among the students of Standard Nine of Belur Taluk. The data was analysed by using Descriptive Statistics namely Mean, Median, Standard Deviation, Skewness and Smoothed Frequency Polygon.

INTERPRETATION

From the above table it is observed that the Mean value of the scores is 170.36 and Median value is 173 and Standard Deviation of the scores is 13.071. The Skewness for the curve is -0.8813. Since the Mean value is less than that of Median, the Frequency Polygon had a slight Negative Skewness.

Table-1 : Smoothed Frequency distribution of the scores on the Semantic Environment among the students of Standard Nine of Belur Taluk.

Class Interval (CI)	F	Mod-Point	Smoothed Frequency
121-125	0	123	1
126-130	3	128	3.3
131-135	7	133	5.3
136-140	6	138	7
141-145	8	143	7
146-150	7	148	10.7
151-155	17	153	18.7
156-160	32	158	30
161-165	41	163	43
166-170	56	168	54.7
171-175	67	173	63
176-180	66	178	62.7
181-185	55	183	49.7
186-190	28	188	29.7
191-195	6	193	11.7
196-200	1	198	2.3
201-205	0	203	0.3

Table-2 : Showing Mean (M), Median (Mdn), Standard Deviation (SD) and Skewness (SK) of the distribution of the Scores on Semantic Environment among the students of Standard of Belur Taluk.

Variables	N	Max. Score	M	Mdn	SD	Sk
Semantic Environment	400	200	170.36	173	13.071	-0.8813

Hence it can be concluded that 68.26% of the scores on Semantic Environment falls between 91.72% and 78.65%. 15.87% of the scores fall above 91.72% and 15.87% falls below 78.65%.

CONCLUSION

The scores on Semantic Environment of students of Standard Nine of Belur Taluk are normally distributed.

ANALYSIS AND INTERPRETATION OF OBJECTIVE TWO

The second objective was to study whether there exists any significant difference between the Semantic Environment among the Boys and Girls of Standard Nine of Belur Taluk. The data was analysed by using Descriptive Statistics namely Mean, Median, Standard Deviation were used. Inferential statistics namely 't' test was used to test the difference in the Mean scores of Boys and Girls on Semantic Environment.

Table-3 : Showing Cumulative Percentage Frequency distribution of the scores on Semantic Environment among the Boys and Girls of Standard Nine of Belur Taluk.

Gender	Boys			Girls			
	C.I.	F	C.F	C.F%	F	C.F	C.F%
121-125	0	0	0	0	0	0	0
126-130	2	2	1	1	1	0.5	
131-135	4	6	3	3	4	2	
136-140	3	9	4.5	3	7	3.5	
141-145	6	15	7.5	2	9	4.5	
146-150	4	19	9.5	3	12	6	
151-155	10	29	14.5	7	19	9.5	
156-160	19	48	24	13	32	16	
161-165	23	71	35.5	18	50	25	
166-170	23	94	47	33	83	41.5	
171-175	30	124	62	37	120	60	
176-180	36	160	80	30	150	75	
181-185	23	183	91.5	32	182	91	
186-190	14	197	98.5	14	196	98	
191-195	3	200	100	3	199	99.5	
196-200	0	200	100	1	200	100	
201-205	0	200	100	0	200	100	

INTERPRETATION

From the above table represent the scores on Semantic Environment among the Boys and Girls of Standard Nine of Belur Taluk. It shows that there is a slight difference in the scores on the Semantic Environment among the Boys and Girls of Standard Nine of Belur Taluk. From this it is clear that the Semantic Environment of Boys and Girls is not differing each other.

In order to test the significance of difference in the level of Semantic Environment among the Boys and Girls of Standard Nine of Belur Taluk, the following null hypothesis was formulated.

HYPOTHESIS ONE

Ho : There is no significant difference in the Mean scores of the Semantic Environment among the Boys and Girls of Standard Nine of Belur Taluk.

The alternative hypothesis formulated as follows.

H1: There is a significant difference in the Mean scores of the Semantic Environment among the Boys and Girls of Standard Nine of Belur Taluk. 't' test was employed to test the Null Hypothesis with a level of significance at 0.05

Table-4 : Number(N), Mean(M), Standard Deviation(SD) and 't' value of the distribution of scores on the Semantic Environment among the Boys and Girls of Standard Nine of Belur Taluk.

Gender	N	M	SD	't' Value	Result
Boys	200	169.15	13.61117	1.85	Not Significant at 0.05 Level
Urban	200	171.56	12.42491		

level with degrees of freedom 398 and the results are given in the below table.

INTERPRETATION

From the above table observed that the 't' value of 1.85 is not significant at 0.05 level. In the light of this result, it could be interpreted that there is no significant difference in the Mean scores of the Semantic Environment among the Boys and Girls of Standard Nine of Belur Taluk. Thus the Null Hypothesis titled "There is no significant difference in the Mean scores of the Semantic Environment among the Boys and Girls of Standard Nine of Belur Taluk" was accepted.

Thus the alternative hypothesis titled "There is a significant difference in the Mean scores of the Semantic Environment among the Boys and Girls of Standard Nine of Belur Taluk" was rejected.

CONCLUSION

There is no significant difference in the Mean scores of the Semantic Environment among the Boys and Girls of Standard Nine of Belur Taluk.

ANALYSIS AND INTERPRETATION OF OBJECTIVE THREE

The third objective was to study whether there exists any significant difference between the Semantic Environment among the Standard Nine students of Rural and Urban schools of Belur Taluk. The data was analysed

Table-5 : Showing Cumulative Percentage Frequency distribution of the scores on Semantic Environment among the Standard Nine students of Rural and Urban schools of Belur Taluk.

C.I.	Rural			Urban		
	F	C.F	C.F%	F	C.F	C.F%
121-125	0	0	0	0	0	0
126-130	2	2	1	1	1	0.5
131-135	4	6	3	3	4	2
136-140	2	8	4	4	8	4
141-145	6	14	7	2	10	5
146-150	3	17	8.5	4	14	7
151-155	8	25	12.5	9	23	11.5
156-160	22	47	23.5	10	33	16.5
161-165	23	70	35	18	51	25.5
166-170	28	98	49	28	79	39.5
171-175	36	134	67	31	110	55
176-180	33	167	83.5	33	143	71.5
181-185	20	187	93.7	35	178	89
186-190	12	199	99.5	16	194	97
191-195	0	199	99.5	6	200	100
196-200	1	200	100	0	200	100
201-205	0	200	100	0	200	100

by using Descriptive Statistics namely Mean, Median, Standard Deviation were used. Inferential statistics namely 't' test was used to test the difference in the Mean scores of Semantic Environment among the Standard Nine students of Rural and Urban schools of Belur Taluk.

INTERPRETATION

From the above table represent the scores of Semantic Environment among the Standard Nine students of Rural and Urban schools of Belur Taluk. It shows that there is a slight difference in the Mean scores of the Semantic Environment among Standard Nine students of Rural and Urban schools of Belur Taluk. From this it is clear that the Semantic Environment of Urban schools is slightly higher than that of Rural schools.

In order to test the significance of difference in the level of Semantic Environment among the Standard Nine students of Rural and Urban schools of Belur Taluk, the following null hypothesis was formulated.

HYPOTHESIS TWO

Ho : There is no significant difference in the Mean scores of the Semantic Environment among the Standard Nine students of Rural and Urban schools of Belur Taluk.

The alternative hypothesis formulated as follows.

H2 : There is a significant difference in the Mean scores of the Semantic Environment among the Standard Nine students of Rural and Urban schools of Belur Taluk. 't' test was employed to test the Null Hypothesis with a level of significance at 0.05 level with degrees of freedom 398 and the results are given in the below table.

Table-6 : Number(N), Mean(M), Standard Deviation(SD) and 't' value of the distribution of scores of the Semantic Environment among the Standard Nine students of Rural and Urban schools of Belur Taluk.

Location	N	M	SD	't' Value	Result
Rural	200	168.845	13.00487	2.32	Significant at 0.05 Level
Urban	200	171.865	12.99427		

INTERPRETATION

From the above table observed that the 't' value of 2.32 is significant at 0.05 level. In the light of this result, it could be interpreted that there is significant difference in the Mean scores of the Semantic Environment among the Standard Nine students of Rural and Urban schools of Belur Taluk. Thus the Null Hypothesis titled "There is no significant difference in the Mean scores of the Semantic Environment among the Standard Nine students of Rural and Urban schools of Belur Taluk" was rejected.

Thus the alternative hypothesis titled "There is a significant difference in the Mean scores of the Semantic Environment among the Standard Nine students of Rural and Urban schools of Belur Taluk" was accepted.

CONCLUSION

There is a significant difference in the Mean scores of the Semantic Environment among the Standard Nine students of Rural and Urban schools of Belur Taluk.

ANALYSIS AND INTERPRETATION OF OBJECTIVE FOUR

The fourth objective was to study whether there exists any significant difference between the Semantic Environment among Standard Nine students of Government and Private Schools of Belur Taluk. The data was analysed by using Descriptive Statistics namely Mean, Median, Standard Deviation were used. Inferential statistics namely 't' test was used to test the difference in the Mean scores of Semantic Environment among the Standard Nine students of Government and Private Schools of Belur Taluk.

Table-7 : Showing Cumulative Percentage Frequency distribution of the scores of Semantic Environment among the Standard Nine students of Government and Private Schools of Belur Taluk.

C.I.	Government			Private		
	F	C.F	C.F%	F	C.F	C.F%
121-125	0	0	0	0	0	0
126-130	1	1	0.5	2	2	1
131-135	3	4	2	4	6	3
136-140	2	6	3	4	10	5
141-145	4	10	5	4	14	7
146-150	4	14	7	3	17	8.5
151-155	8	22	11	9	26	13
156-160	18	40	20	14	40	20
161-165	23	63	32.5	18	58	29
166-170	33	96	48	23	81	40.5
171-175	29	125	62.5	38	119	59.5
176-180	29	154	77	37	156	78
181-185	24	178	89	31	187	93.5
186-190	17	195	97.5	11	198	99
191-195	4	199	99.5	2	200	100
196-200	1	200	100	0	200	100
201-205	0	200	100	0	200	100

INTERPRETATION

From the above table represent the scores of Semantic Environment among the Standard Nine students of Government and Private Schools of Belur Taluk. It shows that there is a slight difference in the scores of the Semantic Environment among the Standard Nine students of Government and Private schools of Belur Taluk. From this

it is clear that the Semantic Environment of Government and Private schools students have not much differ in their scores.

In order to test the significance of difference in the level of Semantic Environment among the Standard Nine students of Government and Private Schools of Belur Taluk, the following null hypothesis was formulated.

HYPOTHESIS THREE

Ho : There is no significant difference in the Mean scores of the Semantic Environment among the Standard Nine students of Government and Private Schools of Belur Taluk.

The alternative hypothesis formulated as follows.

H3 : There is a significant difference in the Mean scores of the Semantic Environment among the Standard Nine students of Government and Private Schools of Belur Taluk. 't' test was employed to test the Null Hypothesis with a level of significance at 0.05 level with degrees of freedom 398 and the results are given in the below table.

Table-8 : Number(N), Mean(M), Standard Deviation(SD) and 't' value of the distribution of scores of the Semantic Environment among the Standard Nine students of Government and Private Schools of Belur Taluk.

Nature of the School	N	M	SD	't' Value	Result
Government	200	170.49	13.29456	0.21	Not Significant at 0.05 Level
Private	200	170.22	13.29456		

INTERPRETATION

From the above table observed that the 't' value of 0.21 is not significant at 0.05 level. In the light of this result, it could be interpreted that there is no significant difference in the Mean scores of the Semantic Environment among the Standard Nine students of Government and Private Schools of Belur Taluk. Thus the Null Hypothesis titled "There is no significant difference in the Mean scores of the Semantic Environment among the Standard Nine students of Government and Private Schools of Belur Taluk" was accepted.

Thus the alternative hypothesis titled "There is a significant difference in the Mean scores of the Semantic Environment among the Standard Nine students of Government and Private Schools of Belur Taluk" was rejected.

CONCLUSION

There is no significant difference in the Mean scores of the Semantic Environment among the Standard Nine students of Government and Private Schools of Belur Taluk.

ANALYSIS AND INTERPRETATION OF OBJECTIVE FIVE

The third objective was to study the Academic Achievement among the Standard Nine students of Belur Taluk. The data was analysed by using Descriptive Statistics namely Mean, Median, Standard Deviation, Skewness and Smoothed Frequency Polygon.

Table-9 : Smoothed Frequency distribution of the scores on the Academic Achievement among the students of Standard Nine of Belur Taluk.

Class Interval (CI)	F	Mid Point	Smoothed Frequency
1-10	0	5.5	1.7
11-20	5	15.5	4.7
21-30	9	25.5	10
31-40	16	35.5	24.3
41-50	48	45.5	50
51-60	86	55.5	79.7
61-70	105	65.5	113.7
71-80	75	75.5	75.3
81-90	46	85.5	43.7
91-100	10	95.5	18.6
101-110	0	105.5	3.3

Table-10 : Showing Mean (M), Median (Mdn), Standard Deviation (SD) and Skewness (SK) of the distribution of the Scores on the Academic Achievement among the Standard Nine students of Belur Taluk.

Variable	N	M	Mdn	SD	Sk
Academic Achievement	400	63	64	15.8586	-0.44442

INTERPRETATION

From the above table it is observed that the Mean value of the scores is 63 and Median value is 64 and Standard Deviation of the scores is 15.8586. The Skewness for the curve is -0.44442. Since the Mean value is less than that of Median, the Frequency Polygon had a slight Negative Skewness.

Hence it can be concluded that 68.26% of the scores of Academic Achievement falls between 39.43% and 23.62%. 15.87% of the scores fall above 39.42% and 15.87% falls below 23.62%.

CONCLUSION

The scores on Academic Achievement of students of Standard Nine of Belur Taluk are normally distributed.

ANALYSIS AND INTERPRETATION OF OBJECTIVE SIX

The sixth objective was to study whether there exists any significant difference between the Academic

Achievement among the Boys and Girls of Standard Nine of Belur Taluk. The data was analysed by using Descriptive Statistics namely Mean, Median, Standard Deviation were used. Inferential statistics namely 't' test was used to test the difference in the Mean scores on Semantic Environment among Standard Nine students of Boys and Girls of Belur Taluk.

Table-11 : Showing Cumulative Percentage Frequency distribution of the scores on Academic Achievement among Standard Nine students of Boys and Girls of Belur Taluk.

C.I.	Boys			Girls		
	F	C.F	C.F%	F	C.F	C.F%
1-10	0	0	0	0	0	0
11-20	5	5	2.5	0	0	0
21-30	6	11	5.5	3	3	1.5
31-40	10	21	10.5	6	9	4.5
41-50	22	43	21.5	26	35	17.5
51-60	54	97	48.5	32	67	33.5
61-70	52	149	74.5	53	120	60
71-80	33	182	91	42	162	81
81-90	15	197	98.5	31	193	96.5
91-100	3	200	100	7	200	100
101-110	0	200	100	0	200	100

INTERPRETATION

From the above table represent the scores of Academic Achievement among the Boys and Girls of Standard Nine of Belur Taluk. It shows that there is a slight difference in the scores of the Academic Achievement among the Boys and Girls of Standard Nine of Belur Taluk. From this it is clear that the Academic Achievement of Girls is slightly higher than that of Boys.

In order to test the significance of difference in the level of Academic Achievement among the Boys and Girls of Standard Nine of Belur Taluk, the following null hypothesis was formulated.

HYPOTHESIS FOUR

Ho : There is no significant difference in the Mean scores of the Academic Achievement among the Boys and Girls of Standard Nine of Belur Taluk.

The alternative hypothesis formulated as follows.

H4 : There is a significant difference in the Mean scores of the Academic Achievement among the Boys and Girls of Standard Nine of Belur Taluk. 't' test was employed to test the Null Hypothesis with a level of significance at 0.05 level with degrees of freedom 398 and the results are given in the below table.

Table-12 : Number(N), Mean(M), Standard Deviation(SD) and 't' value of the distribution of scores of the Academic Achievement among the Boys and Girls of Standard Nine of Belur Taluk.

Gender	N	M	Mdn	SD	't' Value	Result
Boys	200	60	61	15.98982	3.85	Significant at 0.05 Level
Girls	200	60	61	15.07462		

INTERPRETATION

From the above table observed that the 't' value of 3.85 is significant at 0.05 level. In the light of this result, it could be interpreted that there is a significant difference in the Mean scores of the Academic Achievement among the Boys and Girls of Standard Nine of Belur Taluk. Thus the Null Hypothesis titled "There is no significant difference in the Mean scores of the Academic Achievement among the Boys and Girls of Standard Nine of Belur Taluk" was rejected.

Thus the alternative hypothesis titled "There is a significant difference in the Mean scores of the Academic Achievement among the Boys and Girls of Standard Nine of Belur Taluk" was accepted.

CONCLUSION

There is no significant difference in the Mean scores of the Academic Achievement among the Boys and Girls of Standard Nine of Belur Taluk.

ANALYSIS AND INTERPRETATION OF OBJECTIVE SEVEN

The seventh objective was to study whether there exists any difference between the Academic Achievement among the Standard Nine students of Rural and Urban schools of Belur Taluk. The data was analysed by using

Table-13 : Showing Cumulative Percentage Frequency distribution of the scores of Academic Achievement among the Standard Nine students of Rural and Urban schools of Belur Taluk.

C.I.	Rural			Urban		
	F	C.F	C.F%	F	C.F	C.F%
1-10	0	0	0	0	0	0
11-20	0	0	0	5	5	2.5
21-30	1	1	0.5	8	13	6.5
31-40	6	7	3.5	10	23	11.5
41-50	17	24	12	31	54	27
51-60	41	65	32.5	45	99	49.5
61-70	54	119	59.5	51	150	75
71-80	49	168	84	26	176	88
81-90	27	195	97.5	19	195	97.5
91-100	5	200	100	5	200	100
101-110	0	200	100	0	200	100

Descriptive Statistics namely Mean, Median, Standard Deviation were used. Inferential statistics namely 't' test was used to test the difference in the Mean scores on Academic Achievement among the Standard Nine students of Rural and Urban schools of Belur Taluk.

INTERPRETATION

From the above table represent the scores of Academic Achievement among the Standard Nine students of Rural and Urban schools of Belur Taluk. It shows that there is a slight difference in the Mean scores of the Academic Achievement among Standard Nine students of Rural and Urban schools of Belur Taluk. From this it is clear that the Academic Achievement of Rural schools students are higher than that of Urban school students.

In order to test the significance of difference in the level of Academic Achievement among the Standard Nine students of Rural and Urban schools of Belur Taluk, the following null hypothesis was formulated.

HYPOTHESIS FIVE

H0: There is no significant difference in the Mean scores of the Academic Achievement among the Standard Nine students of Rural and Urban schools of Belur Taluk.

The alternative hypothesis formulated as follows.

H5 : There is a significant difference in the Mean scores of the Academic Achievement among the Standard Nine students of Rural and Urban schools of Belur Taluk. 't' test was employed to test the Null Hypothesis with a level of significance at 0.05 level with degrees of freedom 398 and the results are given in the below table.

Table-14 : Number(N), Mean(M), Standard Deviation(SD) and 't' value of the distribution of scores of the Academic Achievement among the Standard Nine students of Rural and Urban schools of Belur Taluk.

Location	N	M	Mdn	SD	't' Value	Result
Rural	200	168.845	67	13.92787	2.93	Significant at 0.05 Level
Urban	200	171.865	61	16.85173		

INTERPRETATION

From the above table observed that the 't' value of 2.93 is significant at 0.05 level. In the light of this result, it could be interpreted that there is significant difference in the Mean scores of the Academic Achievement among the Standard Nine students of Rural and Urban schools of Belur Taluk. Thus the Null Hypothesis titled "There is no significant difference in the Mean scores of the Academic Achievement among the Standard Nine students of Rural and Urban schools of Belur Taluk" was rejected.

Thus the alternative hypothesis titled "There is a significant difference in the Mean scores of the Academic Achievement among the Standard Nine students of Rural and Urban schools of Belur Taluk" was accepted.

CONCLUSION

There is a significant difference in the Mean scores of the Academic Achievement among the Standard Nine students of Rural and Urban schools of Belur Taluk.

ANALYSIS AND INTERPRETATION OF OBJECTIVE EIGHT

The eighth objective was to study whether there exists any significant difference between the Academic Achievement among the Standard Nine students of Government and Private Schools of Belur Taluk. The data was analysed by using Descriptive Statistics namely Mean, Median, Standard Deviation were used. Inferential statistics namely 't' test was used to test the difference in the Mean scores of Academic Achievement among the Standard Nine students of Government and Private Schools of Belur Taluk.

Table-15 : Showing Cumulative Percentage Frequency distribution of the scores of Academic Achievement among the Standard Nine students of Government and Private Schools of Belur Taluk.

C.I.	Government			Private		
	F	C.F	C.F%	F	C.F	C.F%
1-10	0	0	0	0	0	0
11-20	5	5	2.5	0	0	0
21-30	9	14	7	0	0	0
31-40	16	30	15	0	0	0
41-50	42	72	36	6	6	3
51-60	48	120	60	38	44	22
61-70	46	166	83	59	103	51.5
71-80	17	183	91.5	58	161	80.5
81-90	16	199	99.5	30	191	95.5
91-100	1	200	100	9	200	100
101-110	0	200	100	0	200	100

INTERPRETATION

From the above table represent the scores of Academic Achievement among the Standard Nine students of Government and Private Schools of Belur Taluk. It shows that there is a slight difference in the scores of the Semantic Environment among the Standard Nine students of Government and Private schools of Belur Taluk. From this it is clear that the Academic Achievement of Standard Nine students of Government and Private Schools have much differ in their scores.

In order to test the significance of difference in the level of Academic Achievement among the Standard Nine

students of Government and Private Schools of Belur Taluk, the following null hypothesis was formulated.

HYPOTHESIS SIX

H0 : There is no significant difference in the Mean scores of the Academic Achievement among the Standard Nine students of Government and Private Schools of Belur Taluk.

The alternative hypothesis formulated as follows.

H6: There is a significant difference in the Mean scores of the Academic Achievement among the Standard Nine students of Government and Private Schools of Belur Taluk. 't' test was employed to test the Null Hypothesis with a level of significance at 0.05 level with degrees of freedom 398 and the results are given in the below table.

Table-16 : Number(N), Mean(M), Standard Deviation(SD) and 't' value of the distribution of scores of the Academic Achievement among the Standard Nine students of Government and Private Schools of Belur Taluk.

Nature	N	M	Mdn	SD	't' Value	Result
Government	200	56	57	16.37794	9.86	Significant at 0.05 Level
Private	200	70	70	11.72395		

INTERPRETATION

From the above table observed that the 't' value of 9.86 is significant at 0.05 level. In the light of this result, it could be interpreted that there is significant difference in the Mean scores of the Academic Achievement among the Standard Nine students of Government and Private Schools of Belur Taluk. Thus the Null Hypothesis titled "There is no significant difference in the Mean scores of the Academic Achievement among the Standard Nine students of Government and Private Schools of Belur Taluk" was rejected.

Thus the alternative hypothesis titled "There is a significant difference in the Mean scores of the Academic Achievement among the Standard Nine students of Government and Private Schools of Belur Taluk" was accepted.

CONCLUSION

There is a significant difference in the Mean scores of the Academic Achievement among the Standard Nine students of Government and Private Schools of Belur Taluk.

ANALYSIS AND INTERPRETATION OF OBJECTIVE NINE

The ninth objective was to study whether there exists any significant relationship between the Semantic Environment and Academic Achievement among the

students of Standard Nine of Belur Taluk. In order to find out the significant relationship the data has been analyzed and interpreted using Product Moment Correlation 'r'.

HYPOTHESIS SEVEN

H0: There is no significant relationship between the Semantic Environment and Academic Achievement among the students of Standard Nine of Belur Taluk.

The alternative hypothesis formulated as follows.

H7 : There is a significant relationship between the Semantic Environment and Academic Achievement among the students of Standard Nine of Belur Taluk.

The Product Moment Correlation 'r' was fixed at 0.098 for the level of significance at 0.05 level with degrees of freedom 398 and the results are given in the below table.

Table-17: Number(N), Co-related Co-efficient between the scores Semantic Environment and Academic Achievement among the students of Standard Nine of Belur Taluk.

Variables	N	'r' Value	Result
Semantic Environment	400	0.930059	Significant at 0.05 Level
Academic Achievement	400		

INTERPRETATION

From the above table observed that the 'r' value between the scores of Semantic Environment and Academic Achievement among the Standard Nine students is 0.93 which is higher than the table value 0.098. Hence null hypothesis titled "There is no significant relationship between the Semantic Environment and Academic Achievement among the students of Standard Nine of Belur Taluk" was rejected.

Thus the alternative hypothesis titled "There is a significant relationship between the Semantic Environment and Academic Achievement among the students of Standard Nine of Belur Taluk" was accepted and value is found to be significant.

CONCLUSION

There is a significant relationship between the Semantic Environment and Academic Achievement among the students of Standard Nine of Belur Taluk.

MAJOR FINDINGS OF THE STUDY

1. The scores on Semantic Environment of students of Standard Nine of Belur Taluk are normally distributed and it shows positive scope in future.
2. There is no significant difference in the Mean scores of the Semantic Environment among Boys and Girls of Standard Nine of Belur Taluk.

3. Semantic Environment of Standard Nine Urban and Rural School differ significantly. Urban School Students of Standard Nine were exposed to better Semantic Environment than that of Rural School Students.
4. Semantic Environment of Standard Nine Students studying in Government and Private Schools do not differ significantly.
5. The scores of Academic Achievement of the Students of Standard Nine are normally distributed.
6. Boys and Girls of Standard Nine in Belur Taluk differ significantly in their Academic Achievement. Girls' Academic Achievement is significantly better than the Academic Achievement of Boys.
7. Academic Achievement of Standard Nine Urban and Rural School students differ significantly. Rural School students Academic Achievement is significantly higher than Urban School students' Academic Achievement.
8. Government and Private school students of Standard Nine differ significantly in their Academic Achievement. Private school students Academic Achievement is significantly higher than the Government School students.
9. There is a significant Positive Relationship between the Semantic Environment and Academic Achievement of students of Standard Nine of Belur Taluk

EDUCATIONAL IMPLICATIONS

1. Teacher should use the student's name, and then they will feel that teachers know their names and care about them.
2. Teacher should share the talents and abilities of their students with their parents.
3. Students should facilitate to learn and use more and more proverbs in the schools.
4. Thought for the day should be written on the back board daily.
5. The Librarians should facilitate the students that the books should get them easily in the Libraries.
6. Rural school students should provided more and more group actives where they mingle with others and improve their group earning behaviour.
7. It very necessary that the teacher should freely interactive with their students in Rural areas.
8. The teachers should consolidate the feelings of their students by their verbal encouragement, when they failed in their learning process

SUGGESTIONS FOR FURTHER RESEARCH

1. An experimental study could be conducted to explore in depth the need of the study.
2. The present study can be duplicated by taking a large sample covering districts and states.
3. This study can be duplicated at English medium schools also.
4. Similar studies can be conducted to see the relationship between Semantic Environment and other subjects.

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according to the specific syllabus than students who learn in a traditional way because of the unique character of creating new knowledge (individual or group study of a certain matter, many and distinct speculation about the right answer, giving examples of its usage);

- Students are asked to rediscover information on their own, which appears very much like "rediscovering the wheel," in accordance with constructivist philosophy. They only need to learn how to use it and become familiar with its features-they don't need to find it.

CONCLUSION

Constructivism has taken centre stage in didactic literature during the past few years as an educational strategy. The constructivist theory is unquestionably recognised as a leading and contemporary paradigm in scientific education. For both scientists conducting research in this area and science teachers, constructivism has emerged as the most important guiding principle. Critical thinking is promoted via constructivist teaching, which also produces engaged and motivated students. The constructivist philosophy, which encourages teachers to foster conditions in which students can build their own understandings, has been integrated into the curriculum. Constructivism comes in several flavours, including radical, social, and cognitive. The constructivist tenets of active construction on the basis of intriguing notions, the

arrangement of a tentative function Object, the assessment of its viability, and acknowledgment of the social character of the construct are crucial. Constructivism provides a new approach to educating the environment and alters the role of the teacher in the educational process.

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A COMPARATIVE STUDY OF SELECTED PSYCHOLOGICAL VARIABLES AMONG ATHLETES AND NON ATHLETES

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ABSTRACT

The purpose of the study was to Study the A COMPARATIVE STUDY ON PHYSIOLOGICAL VARIABLES AMONG ATHLETES AND NON ATHLETES. In order to achieve the purpose of the study 50 male inter collegiate Athletes and Non-Athletes were randomly selected from various college in Karnataka University and their age ranged between 18-25 years. t-test by using SPSS 20.0 statistical software and the results obtained thereby have been interpreted. The findings concluded that; i) There is a significant difference between Athletes and Non-Athletes with respect to their lung capacity scores; ii) There is a significant difference between Athletes and Non-Athletes with respect to their heart rate scores; iii) There is a significant negative relationship between lung capacity and heart rate of total study population; iv) There is a significant positive relationship between lung capacity and heart rate of athletes; v) There is no significant relationship positive between lung capacity and heart rate of non-athletes.

Key words : Athletes, Non-Athletes, Psychological variables

INTRODUCTION

Athletes are individuals who pursued active endurance or power training for a least three hours a week for one year. The athlete heart is a term used to describe the cardiovascular effects of long-term conditioning observed in highly trained competitive athletes. A competitive athlete is an individual sport in which competition in a component and vigorous training in a systemic fashion is required. The cardiac effect of muscular exercise and training have been studied in high class athletes, weight lifters, swimmers, football players and have high class athletes, weight lifters, swimmers, football players and have shown significant increase in left ventricular function, cavity size and volume. The left ventricle responds to exercise training by an increase in stroke volume both at rest and during exercise by Frank Starling effect (increase in end diastolic volume) and enhanced contractile state. Exercise training induced changes in cardiac structure as revealed by comparing the hearts of athletes with those of non-athletes. Chest radiological examination can demonstrate increase in cardiac silhouette indicating cardiac enlargement in athletes whereas echocardiography studies revealed that that left ventricular internal diameter is significantly increased with calculated muscle mass of the inter-ventricular septum and posterior wall, were greater in athletes. There is evidence that left ventricular hypertrophy observed in athletes, develops rapidly within short period of time after vigorous exercises and may be reversed in a similar time of training cessation.

SIGNIFICANCE OF THE STUDY

Even though the changes in the food habits and lack of exercise increase in the systematic diseases, the heart rate and lung capacity are the two important functions of the body system. Therefore to maintain the equilibrium in functioning of heart and lungs capacity the change in food habits and daily exercise are essential.

LIMITATIONS

- Limited to only SAI Athletes
- While testing no other motional methods well used

DELIMITATIONS

The present study is delimited to Athletes and Non-Athletes with their heart and lung capacity

HEART RATE

It refers to understanding of function of heart by using instrument. We can feel or identify heart rates (pulse) by putting index and ring finger somewhere around our wrist or neck. The pulse rate can also be measured at any point on the body where an artery's pulsation is transmitted to the surface - often as it is compressed against an underlying structure like bone - by pressuring it with the index and middle finger. The thumb should never be used for measuring another person's heart rate, as its pulse may interfere with discriminating the site of pulsation, causing a miscount. Some commonly palpated sites include - **Lung capacity**

We need a constant supply of oxygen in order to stay alive. We use oxygen to break down food to release

energy and produce carbon dioxide as a waste product. We need to continually take in oxygen from the air and expel carbon dioxide into the air. The respiratory system functions to filter, warm and humidify the air we breathe, and to supply cells with oxygen while removing carbon dioxide. Air moves into the lungs through the trachea and then back out again. When each breath is completed, the lung still has some air, called the residual volume. Each inhalation adds additional air. Each exhalation removes about the same volume as was inhaled. The amount (volume/capacity) of air in the lungs can be measured several ways.

Total Lung capacity : The amount of air in the lungs after a deep inhalation. The vital capacity plus the residual volume.

Residual Lung Capacity : The amount of air left in the lungs after a deep exhalation.

Vital Lung Capacity : The amount of air exhaled in one breath. The maximum amount of air that can be forcibly exhaled after breathing in as much as possible.

The amount of air our lungs hold during normal breathing; the amount of air moved in and out of the body in one breath Lung capacities or volumes differ with age, sex, body frame and aerobic fitness. Measuring our lung capacity can help you determine how much stamina you have available to go about our daily routine, include sports and other activities. Usually 1/3 of our lung capacity to carry out routine tasks that do not require exertion.

METHODOLOGY

SELECTION OF SUBJECTS

A total of 60 male inter collegiate Athletes and Non-Athletes were randomly selected from various college in Karnataka University and their age ranged between 18 and 25 years.

SELECTION OF VARIABLES

The present study mainly focus on selected Physiological variables. As far as the performance of Athletes and Non-Athletes is concerned above said variables. Athletes and Non-Athletes are based on these selected Physiological variables Based on.

PHYSIOLOGICAL VARIABLES

Athletes and Non-Athletes were determined with the help of Data scores recorded were taken as the criterion measures for this variable.

COLLECTION OF DATA

Before the Administration of Physiological test the

subject were. The use of Data scores was explained, the subject were tested before Practice Heart rate and lungs capacity, collection of Dates.

After the data ad been collected, it was processed and tabulated using Microsoft Excel-2007 Software. The data collected on lung capacity and heart rate scores from athletes and non-athletes. Then the data were systematically analyzed with according to the objectives and hypotheses by using descriptive statistics, differential analysis including independent t-test and correlation analysis including the Karl Perason's correlation coefficient method for relationship by using SPSS 20.0 statistical software and the results obtained by have been interpreted.

ANALYSIS OF THE DATA AND RESULT OF THE STUDY

Hypothesis - 1 : There is no significant difference between athletes and non- athletes with respect to their lung capacity scores.

To achieve this hypothesis, the independent 't' test was applied and the results are presented in the following table.

Table -1 : Results of independent 't' test between athletes and non-athletes with respect to their lung capacity scores.

Groups	n	Mean	SD	SE	t-value	P-value
Athletes	40	470.75	32.61.5.16	5.16	13.6876	0.0001*
Non-athletes	40	373.25	31.08	4.91		

*p < 0.05

From the results of the above, it can be seen that, a significant difference was observed between athletes and non-athletes with respect to their lung capacity scores (t = 13.6876, p < 0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the athletes have significant higher lung capacity scores as compared to non-athletes.

Hypothesis : There is no significant difference between athletes and non- athletes with respect to their heart rate scores.

To achieve this hypothesis, the independent 't' test was applied and the results are presented in the following table.

Table -2 : Results independent 't' test between athletes and non-athletes with respect to their heart rate scores.

Groups	n	Mean	SD	SE	t-value	P-value
Athletes	40	55.55	5.19	0.82	-21.2817	0.0001*
Non-athletes	40	82.23	5.19	0.95		

*p < 0.05

From the results of the above table, it can be seen that, a significant difference was observed between athletes and non-athletes with respect to their heart rate scores ($t = -21.2817$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the athletes have significant smaller heart rate scores as compared to non-athletes.

Hypothesis : There is no significant relationship between lung capacity and heart scores of athletes.

To achieve this hypothesis, the Karl Pearson's correlation coefficient method was applied and the results are presented in the following table.

Table -3 : Results of correlation coefficient between lung capacity and heart rate scores of athletes.

Variables	Correlation between lung capacity scores of athletes with		
	r-value	t-value	p-value
Heart rate	-0.1843	-1.1562	0.2548

From the results of the above, it can be seen that, a non-significant and negative correlation was observed between lung capacity and heart rate scores of athletes ($r = -0.1843$, $p > 0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the lung capacity and heart rate scores of athletes are independent on each other. The relationship of lung capacity and heart rate scores of athletes are also presented in the following figure.

Hypothesis : There is no significant relationship between lung capacity and heart rate scores of non-athletes.

To achieve this hypothesis, the Karl Pearson's correlation coefficient methods was applied and the results are presented in the following table.

Table -4 : Results of correlation coefficient between lung capacity and heart rate scores of non-athletes.

Variables	Correlation between lung capacity scores of Non-athletes with		
	r-value	t-value	p-value
Heart rate	0.1350	0.8398	0.4063

From the results of the above table, it can be seen that, a non-significant and positive correlation was observed between lung capacity and heart rate scores of non-athletes ($r = 0.1350$, $p > 0.05$) a 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means, that, the lung capacity and heart rate scores of non-athletes are independent on each other. The relationship of lung capacity and heart rate scores of non-athletes are also presented

CONCLUSION

Based on the results of the study following conclusions were drawn;

1. The athletes have significant higher lung capacity scores as compared to non-athletes.
2. The non-athletes have significant higher heart rate scores as compared to athletes.
3. The lung capacity scores are increases/decreases with decreases/increases in heart rate scores of total study population.
4. The lung capacity scores are increases/decreases with increases/decreases in heart rate scores of athletes.
5. The lung capacity scores are increases / decreases with increases /decreases in heart rate scores of non-athletes.

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A STUDY ON ENVIRONMENTAL AWARENESS AMONG PRE-SERVICE TEACHERS OF KALABURAGI DIVISION

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ABSTRACT

Environmental awareness programme is very essential part of the life Environmental awareness among the youths are very powerful agents to bring changes in the environment students awareness through environmental education creating environmental awareness is very important because it brings changes among youths such changes will enable these have a greater voice on environmental issues. Hence this study the data was collected by Environmental awareness tool which was developed by Dr. K. Yashodhara. Hence the study has taken up in B.Ed. Colleges.

INTRODUCTION

The environment can be defined as a Sum total of all the living and non-living elements and their effects that influence human life supply of resources sustains life on earth Assimilates wastes. Enhances the quality of life on earth Environmental awareness means responsiveness towards the natural environment. And their models of consumption and generation of wastes and their consequences.

The present problems result largely from ignorance and different trend of continued misuse of the environment we cannot expect improvement unless attitudes of people change and unless a better generation. This situation of the environment can be change by knowledgeable citizens and conscious about their surrounding and willing to take necessary political social and economical steps to assure a better environment for the fulfillment of need and wants of the citizen.

IMPORTANCE OF THE STUDY

1. Present situation environmental education is very essential for our survival on earth.
2. Each and every person must have the knowledge about environment because to prefect our environment and improve our environment
3. It encourages conservation of irreplaceable natural resources and valuable plant and animal species.
 - It finds sense of connection to the natural world.
 - It promotes Sustainable development.
 - Leads us to understand the fragility of our environment and importance of it's protection.
 - Helps people realize the consequences of human activities on lands and Identifies remedial solution.

OBJECTIVES OF THE STUDY

1. To Find the difference between environmental awareness among government private Aided private unaided college students.
2. To find the difference between environmental awareness among male and female students of B.Ed college.
3. To find the difference between environmental awareness among government and private Aided college students.
4. To find the difference between Environmental awareness among government and private unaided B.Ed college students.
5. To find the difference between Environmental awareness among private Aided and private unaided B.Ed college students.

HYPOTHESES OF THE STUDY

1. There is significance difference between Environmental awareness among government private Aided and private unaided college students.
2. There is significance difference between Environmental awareness among male and female students of B.Ed college.
3. There is significance difference between Environmental awareness among government and private Aided B.Ed college students.
4. There is significance difference between Environmental awareness among government and private unaided B.Ed college students.
5. There is significance difference between Environmental awareness among private Aided and private unaided B.Ed college students.

METHODOLOGY

In the present study survey method is used.

TOOL USED FOR THE COLLECTION OF DATA

Environmental awareness tool designed by Dr. K. Yashodhara.

VARIABLES OF THE STUDY

Environmental awareness.

SAMPLES

For the present study government private Aided and private unaided B.Ed college students were selected as samples for the study.

S.No.	Type of College	Name of the College	Male	Female	Total
1.	Government	Government CTE Gulbarga	17	48	65
2.	Aided	Mohammadi college of Education Gulbarga	54	36	90
3.	Un Aided	Aryan college of Education Gulbarga	14	31	45
		Total	85	115	200

STATISTICAL TECHNIQUES

In the present study Descriptive statistics namely mean, Median standard deviation were used for the analyses of the data inferential statistics "t" & test and t "test were used to find the difference between variables.

Table -1 : Showing the number of male and female B.Ed college students difference between the Environmental awareness among B.Ed college students.

Gender	N	Mean	SD	T	Level of sign
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 value of 0.9818 is less than the table value therefore null hypothesis was accepted. Hence it is concluded that there is no significant difference in the Environmental awareness among Male and Female students of B.Ed colleges.

Table -2 : Showing Mean, SD, "t" - value of difference between Environmental awareness among government and private Aided B.Ed college students.

Types of college	N	Mean	SD	T	Level of sign
Government	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 to it is no concluded that differences in the

Environmental awareness between government and private Aided B.Ed college students.

Table -3 : Showing the Mean, SD "t" value of Difference between Environmental awareness among government and unaided B.Ed college students.

Types of college	N	Mean	SD	T	Level of sign
Government	65	126.39	12.05	0.0213	NS
Un Aided	45	126.45	1256		

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 Environmental awareness among government and unaided B.Ed college students.

Table -4 : Showing mean SD and t - value of difference between Environmental awareness among Aided and unaided B.Ed college students.

Types of college	N	Mean	SD	T	Level of sign
Aided	90	125.44	12.05	0.4748	NS
Un Aided	45	126.45	1256		

From the above table it is seen that the obtained t - value of 0.4748 is less than the table value therefore null accepted so it is concluded that there is no significant difference in the Environmental awareness among aided and unaided B.Ed college students.

CONCLUSION

The present study aimed at assessing the Environmental at awareness among the difference types of B.Ed colleges the result of the study showed that there is no Environmental awareness, among the students of Government Aided unaided college.

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- There is no significance difference found among male and females students of Government, Private, Aided and Unaided college students towards the Environmental awareness.

MAHADEVA GOVINDA RANADE

(1842-1901)

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

INTRODUCTION

Mahadeva Govinda Ranade (1842-1901), a distinguished jurist, economist, historian, social reformer and educationist, was one of the stupendous figures produced by modern MAHARASHTRA. He was born on 18th January, 1842 at Nasik and died on 16th January, 1901 at Bombay. In 1862 Ranade became the editor of an Anglo-Marathi weekly, the *Indu-Prakash*. In 1868 he was appointed professor of English and History at the Elphinstone College, Bombay. In 1871 he was appointed a judge by the Bombay Government. He was a great inspiration for the foundation of the Deccan Education Society in 1884. In 1885 Ranade was appointed an additional member of Bombay Legislative Council. He was promoted Legislative Council. He was promoted to the Bench of the Bombay high Court to fill the vacancy caused by the death of K. T. Telang. He was the guiding spirit behind the Poona Sarvajanika Sabha founded in 1870 by G. V. Joshi, for nearly a quarter of a century. He has been called 'the Socrates' of Maharashtra as he had a massive power of intellectual comprehension. Ranade was one of the brains working behind the Indian National Congress. He had been one of the seventy-two members who joined the first session of the National Congress at Bombay. Even A. O. Hume regarded him as his "political guru".



2. PHILOSOPHICAL FOUNDATIONS OF RANADE'S THOUGHT

Ranade was influenced by the theistic ideas both of Maharashtra saints and of Christian writers. But Christian influence was never as marked on him as on Ram Mohan and along with R. G. Bhandarkar was a member of the Prarthana Samaj founded in March 1867 under the inspiration of Keshav Chandra Sen.

Ranade was a theist and he had profound faith in the kindness of providence. Like Kant, Ranade held that the moral law of conscience vindicated the existence of God. The existence and kindness of God is also testified to by

the experiences and visions of God. Ranade was a deeply religious man and believed the teachings of the religious scriptures. He accepted the importance of religion both for individual and social lives. Ranade says :

When favored souls in all times and countries are born, inspired with a prophet's vision, poet's fire, or a great preacher's eloquence, a philosopher's wisdom, or a martyr's self-surrender, then the vision and the fire and the eloquence and the wisdom and the heroism are

Divine, i.e., special gifts of God, and what these favored men see, feel and teach, and their whole life, are a special sort of a higher and a truer revelation in the only tenable sense of the word. All the book revelations are now mere reflections, and being, as a matter of course, local and temporary, their value is only relative and provisional.

Their that by due devotion to God and the chastening of conscience, the solid foundations of character are created and had a great belief in the purification of the human heart in accordance with the dictate of conscience. The failure of Buddhism to have a permanent hold here eloquently testifies to the fact. Being a deep believer in the omimportant majesty Histry. Thus, is a manifestation of divine will. Even in the workings of external Nature, like the Stoic philosophers, Ranade found evidence of God's existence. According to him, the human soul is not identical with the supreme Godhead and to this extent his position is different from that of Vedhantism of the extreme monistic school. Unlike Spinoza and Leibnitz, Ranade grants a measure of independence and free will to the human soul.

Like the Maharashtra saints and Tulsidas, Ranade believed in the reinvigorating power of prayers. There was deep devoutness in his heart and he was embodiment of charity and deep love for man. He was greatly moved by the poems of Tukaram and used to recite the abhanga of the letter. In the semitic religion the emphasis is on the transcendent awestriking character of the Godhead; the

Hindu religion, on the other hand, teaches the philosophy of pantheistic immanence. The monistic Vedanta teaches that the psychic self is identical with the cosmic self. Thus in India religion is a matter of inner intuitive realization and absorption. Ranade himself had been influenced by the Bhakti movement and in his lectures on theism he adheres to the belief in God as a compassionate power. In his appreciation of the evolution of religious currents in India. He has been influenced tremendously by Bhagvatism. He wrote;

3. PHILOSOPHY OF SOCIAL REFORM

Ranade was a champion of social reform. He favored the remarriage of widows and was a member of the Widow-Marriage Association which had been established in 1866. He even regarded social advancement as the necessary prelude to political emancipation. In 1857 when Dayananda Saraswati went to Poona, Ranade heartily cooperated with him because the former was a vehement preacher of religious and social reforms. Being a judge in the service of the Bombay Government and a scholar by temperament, Ranade was a moderate in his outlook. He would hate to fight things to the finish. He was, hence only a reformer but not a crusader. He wanted social reform but he would not advocate rebellion and martyrdom for bringing them about. In 1895 there was a great hue and cry at Poona over whether the Social Conference was to be held in the pandal prepared for holding the deliberations of the Congress. Tilak and the extremist section in Maharashtra and especially in Poona were bent upon not allowing the Congress pandal for the use of the Social Conference even on the last day when the Congress work would be over. There was endless fuss made over the whole issue and finally Ranade yielded to the threats of the Poona extremists, Surendra Nath Banerjee, the president-elect of the Poona Congress, praised the moderation and sagacity of Ranade in not forcing the issue.

“Whether in the political, or social, or religious, or commercial, or manufacturing, or aesthetical spheres, in literature, in science, in art, in war, in peace, it is the individual and collective man who has to develop his powers by his own exertions in conquering the difficulties in his way, If he is down for the time, he has to get up with the whole of his strength, physical, moral, and intellectual and you may well suppose that he can develop one of those elements of strength and neglect the others, as try to separate the light from the heat of the sun or the beauty and fragrance from the rose. You cannot have good social system then you find yourself low in the scale of political rights, nor can you be fit to exercise political rights and

privileges unless your social system is based on reason and justice. You cannot have a good economical and political spheres. This interdependence is not an accident, but is the law of our nature. Like the member of our body, you cannot have strength in the hands and the feet if your internal organs are in disorder; what applies to the human body holds good of the collective humanity we call the society or state. It is a mistaken view which divorces considerations political from social and economical, and no man can be said to realize his duty in one aspect who neglects his duties in the other directions.

4. RISE OF THE MARATHA POWER

Ranade was deeply learned in Indian history and he wanted to provide an interpretation of Indian history from the Indian standpoint. To him the history of India was not a chronicle of unconnected events but was pregnant with a deep moral lesson. Ranade has given a new interpretation of the role of the Marathas in Indian history. In 1990 he published his important book Rise of the Maratha Power. He repudiated therein the rather superficial view which finds in the rise of the Marathas a sporadic temporary outburst of a military and political character. With cool and calm wisdom and with a degree of justified Maratha patriotism Ranade traced the spiritual and moral foundations of Maratha history. He had great esteem for the exemplary character of Shivaji (1617-1680) whom he regarded as an empire-builder and statesman of the front rank. Shivaji according to Ranade, tried to harness together all the existing political, social and democratic forces created earcoer for joint action. He was the great organizer and built upon the old prevailing materials. Shivaji was not only a great conqueror but a man of moral elevation of character who believed that he was guided by a superior divine force in his work of Maratha consolidation. He was a patriot imbued with a keen sense of justice. Shivaji was a man of high personal idealism and deep moral and spiritual convictions. He had an immense sense of purposefulness and was endowed with the grace of a charismatic leader.

Ranade pointed out some salient characteristics of Maratha history : 1. He controverted the generally prevalent notion that the British wrested power from the Mohammedans. The Moslem power had spent itself in the early decades of the seventeenth century. Although the Maratha power arose in western Maharashtra, it eventually came to include a greater portion of India within its control. The Maratha power made unmade the Mughal emperors at Delhi for nearly fifty years. Hence Ranade wrote.

2. Ranade regarded the awakening of Maharashtra as an incipient experiment in genuine nation-making, because it was the upheaval of a whole population bound together by the common affinities of religious, language, race and literature. It was not an aristocratic or bourgeois movement but it had behind it the solid support of the vast mass of dwellers in the rural countryside. The history of the Maratha represents the formation of a true Indian nationality. Although the Maratha policy could not generate that amount of solid political cohesiveness that was seen in the countries of western Europe, nevertheless there can be no doubt about its genuine nationalist character, Ranade stated;

“ The foundation was laid broad and deep in the hearts of the whole people. Unlike the Subedarships of Bengal, Karnatik, Oudh, and Hyderabad, the rise of the Maratha Power was due to the first beginnings of what one may well call the process of nation-making. It was not the outcome of the successful enterprises of any individual adventurer. It was the upheaval of the whole population. Strongly bound together by the common affinities of language, race religion and literature, and seeking further solidarity by a common independent political existence. This was the first experiment of the kind attempted in India after the disastrous period of foreign Musalman invasions.

3. The rise of the Marathas was not a mere political phenomenon. It was preceded by and also synchronistic with a tremendous social and religious awakening. It intensified the quest for civil liberty and its general impact led to the vast release of creative forces in art, literature, politics and religion. This cultural ferment and reformation was not an orthodox Brahmanical revival but it was characterized by three significant features. First, it was partly heterodox in character and at its helm stood some of the greatest religious leaders like Jnaneshwara, Namadeva, Eknatha, Tukaram, Ramdas, Jayram swami and Vaman Pandit.. Ramdas gave the colour to the national flag and introduced dialectical like that of Albertus Magnus, Aquinas and Nicholas of Cusa but it was devout and devotional like that of Joachim of Floris, Francis of Assisi, Teresa and Bohme. The Maharashtra saints were monotheists but not iconoclasts. Thirdly this movements partly stressed the notions of communal freedom, civil liberty and advocated the concepts of self-reliance and tolerance Ranade assessed the contributions of the saints and prophets of Maharashtra to the building up a strong social body politic. He wrote,.

CONCLUSION

Ranade had an encyclopedic mind and a keen and critical grasp of the dominant trends of Indian history. Society and politics. He was one of the creators of the national consciousness in India. He wanted to pursue an enlightened policy in social matters. He was an original mind and his Essays in Indian Economics and Rise of Maratha Power indicate his scholarly acumen in the context of Indian social sciences.

It is true that with the march of events and the subsequent growth of a radical and revolutionary movements in the country, the political ideas of Ranade became out of date,. But that does not detract from their significance in the context in which they were first given. It became a fashion with the extremists and radicals to ridicule his conception of the British advent in India as a part of divine dispensation. But similar theological ideas we may meet in St. Paul, St. Augustine, Gregory the Great and Hegel who being believers in a spiritual governance of history read a deeper meaning in things and events Ranade was a devoted soul and behind historical occurrences he read the hand of God. Hence his idea can be understood only when interpreted as emanating from the philosophy of spiritual determinism. In the history of the world and of *India* Ranade saw the hand of God in action.

Ranade's stress on liberty in all its phases is a welcome contribution to political thought. He believed that liberty is a whole. Freedom has to be attained from scholastic and social orthodoxy and from all other kinds of fetters. Thus Ranade was a champion of freedom in its multi-sidedness and wanted that freedom should be sought in all departments of life.

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