



# **DIMENSIONS OF EDUCATION**

*An International Journal of Education  
and Research Quarterly*



- **Stress and its Management**

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- **The impact of Mass Media and Social Issues of Tribes in India**

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- **Backbone of Democracy**

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# Dimensions of Education

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## **MANAGERIAL CREATIVITY**

The need for creativity in management has long been recognized to achieve advantage by an business organizations concerned with growth and change. Proctor (1997) explains that creativity helps to improve solutions to persistent organizational problems and has a broader role to play in an origination, since it helps to encourage profitable innovations, rekindles employee motivation and improve personal skills and team performance.

Managerial creativity describes the process of employing playfully exploratory rather than a mechanical approach in problem solving by a person who is open, curious and imaginative to find solutions or designs that are novel and useful for the process of planning, organizing, implementing and controlling to determine and achieve the organizational objectives in a dynamic environment. In nutshell managerial creativity refers to novel multi dimeroidal and fluent ideas related to diffinerent functions of management. It involves creative behaviours of managers which produce interesting or useful novelty.

Managing creativity at work place is a major challange for business organisations, Kao (1991) suggests that creativity is the result of interplay among the persons. The task and the organisational context and each of these can be managed. It involves virtually every organisational design and human resource tool which has been identified for mainstream business organisations including structure, work design, recruiting, reward system design and corporate culture development.

**- Dr. N.B. Kongawad**  
Editor

# STRESS AND ITS MANAGEMENT

✉ **Dr. Jayashree G. Vastrad**, Assistant Professor, K.L.E. Society's College of Education, Vidyanagar, Hubli, Dist.: Dharwad.

Today, we all are a part of globalizing era which is characterized by excellence, competitions, quality etc along with stress and strain on human beings. Stress is an inseparable part of human life. To fulfill social, environmental, economical needs one has to face stress, strain and anxiety. Just as in competitive and speedy world stress is inevitable, so is the demand of its management. Stress is a common experience, but when it exceeds one's limit it needs to be considered.

## DEFINITIONS

**Hans Selye (1993)** : " Stress is the nonspecific (that is -common) result of any demand upon the body, be the effect mental or somatic".

**Lazarus's (1966)** : "Stress is a condition or feeling experienced when a person perceives that demands exceed the personal and social resources the individual is able to mobilize".

Stress is defined as a mentally or emotionally distracting condition occurring because of difficult pressures. Millions and perhaps even billions suffer everyday from stress and its effects.

## NATURE OF STRESS

We all feel, we know what stress is and yet we can immediately spell out stress means unhappiness caused when things go wrong. We generally perceive stress as something external variety of external stimuli can produce stress. When somebody insults we feel stress. Stress means tension. Stress means worry, grief, anxiety, depression, restlessness, headache, irritation, threat etc.

## WHAT WE CAN DO TO MANAGE OUR STRESS

It is said, if at all anything you want to control, then you should control your stress. Managing stress is easy in words but difficult to carry out. No doubt, it is not beyond your reach. Learning to keep stress at adequate level is a key that opens the door of wealth to your health, success in your career, and joy in your personal life.

Stress management does not imply complete elimination of stress from life. It recognizes that no stress means absence of liveliness in life. Principally, it seeks for balance. It suggests if there is (excessively) high stress-reduce it: if there is (excessively) low stress-increase it.

## APPROACHES TO STRESS REDUCTION

**Holistic solutions** : Taking a global or holistic outlook, stress reduction opportunities can include ;

- Changing yourself
- Changing your relationships
- Changing your activities
- Changing your attitudes

## A HEALTHY LIFESTYLE

### ● FOOD

Eat small portions of food that you particularly like. They are your treats and you can use them as incentives in order to get jobs done when negative stress has made you feel tired.

### ● TAKING BREAKS

A break from an activity is an ideal way of seeing it in a new light. You will often find that if you leave a task for a while, when you go back to it you will see a new opportunity or angle for investigation.

### ● LEARNING TO RELAX

It is important to keep in mind that you should take regular breaks while at work and even after you get home. Relaxation is something that most people don't do enough of. It is the time when you are at rest mentally and physically.

### ● SOCIALIZING/RECREATION TIME

Having time for socializing and recreation is important. It combines the theory of creating space and time for action and taking time out for yourself. If the recreational activity enjoyed by a person, this itself reduces stress.

### ● HOLIDAYS

Employers give holidays time because they know that the time will allow employees to recharge their batteries and refresh themselves. When they return they are more likely to have higher levels of energy and enthusiasm for the job in hand and may bring about some new ideas.

### ● INTROSPECTION

The close adjunct to stress management is self analysis. Truly speaking there is no parallel to introspection

self-analysis. Persistent regular self - analysis can work wonders. Aggression can be calmed, reduced. Laziness/ idleness can be overturned. Quietude can be set in. Transformation can be realized. It is a path to self control and self realization.

### ● DISCIPLINING THOUGHTS, EMOTIONS, OVERT RESPONSE THROUGH SELF ANALYSIS/ SELF - EXAMINATION.

To gain control over your life and life stresses, one way is to learn to discipline your thoughts, train your emotions, and exercise will to control your response.

### ● HABIT OF READING HUMOROUS LITERATURE, BEING IN COMPANY OF HUMOROUS PEOPLE

Reading humorous literature, watching comedy TV serials or programmes may give respite from gloom. It is possible to learn to laugh at things, events and reactions practically anything.

### ● PLANNING

Create a schedule and planout how you would balance both your work life and family life without letting one overtake other. Planning is a good stress inoculants agent. Planning saves from embarrassment, humiliation, inferiority, shame, self-pity and frustration hostility towards self.

### ● PLANNING OF TIME- TIME MANAGEMENT

Plan the task giving adequate time for completion, count time for every minor detail. If you judge you can complete the task in one hour then plan it for one and half hours; if you feel you can finish the task within three hours see the time limit for four hours . This saves you from variety of stressors.

### ● PLAN YOUR 'DAY'

Decide daily priorities and plan your time accordingly. Do not allow mixing of priorities. When there are Multiple responsibilities to be Completed, it is better to attempt ' one by one' follow a rule one at a time.

### ● PLANNING OF EXPENDITURE- MONEY MANAGEMENT

Avoid unnecessary expenditure, if you have limited income let your expenses be need based.

### ● CULTIVATE FRIENDSHIP

If you are loner let there be a few or at least one friend.

### ● ACCEPT YOUR LIMITATIONS

Recognize that there are individual differences. Each person is born with different capabilities, different looks and different share in positive or negative outcomes. Each person has witnessed and possessed different experiences of life. Accept the reality of your abilities, limitations and consequent outcomes.

### ● YOGA

It maintains the balance and harmony between self and environment and facilitates wellbeing.

### CONCLUSION

Stress is natural to all human beings and in all situations asking for some standards in performance. They affect all the citizens including primary school children and senior citizens. And it has become a universal part of human life. Hence one should learn how to manage stress.

Stress is inevitable in every individual's life. Present day life has become too complex and complicated. Stress can be either temporary or long term, either mild or severe. Both organization and individuals are highly concerned about stress and its effects. Life is too short, and too precious. We can consciously rise above such incorporated matters and assign ourselves a greater role in life. We achieve greatness by thinking high.

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# WOMEN EMPOWERMENT AND HIGHER EDUCATION

✉ Smt. Akkamahadevi V. Hiremath, Associate Professor, KLE'S Jagadguru Tontadarya College, Gadag.

## INTRODUCTION

Meaning and the concept of Empowerment of women gained much importance just before two decades. Before that historically speaking status of women has always been attracted by lower position such as weaker section, second grade citizen, home-maker etc, standard of society changes with the status of women which is ever changing through the ages globally. Empowerment of women refers to the process of providing power to woman, equal rights, opportunities, responsibilities and power positions, so that they can become free from control of others and are able to play a vital role at par with that of men in society without gender discrimination.

Because of the efforts of the United Nations Organization the issue of empowerment of women became an international issue and declared the year 1975, as the International Women's Year. The Third women's world conference was held at Nairobi (Kenya) in 1985. wherein efforts to empowerment of women were recommended. In 1995 Fourth world conference on women was held in Beijing (China) wherein 189 countries including India were participated and selected 12 areas to strengthen women force, such as women and poverty, health, education and training for job, economic position, media and rights, environment, girl child, human rights and woman, institutional arrangement for women's development, women in decision making process etc.,

Government of India prepared a National document which lays down various strategies for women's development and declared the year 2001 as "year of women empowerment". 73 constitution Amendment Act 1993 was an effort to grant some special powers to women in all the three tiers of Panchayat Raj System. 1/3 of seats are reserved for women in addition to SCs and STs. This has created awareness among the women but failed to bring drastic change as per expectations. It suffers from some serious drawbacks such as illiteracy, lack of knowledge, non availability of able women, corrupt leadership and bias towards elites and middle class, misuse of office etc. Even through the political parties speak now and then elections. 33% of reservations for women candidates in Legislative and parliament elections. No political party has given tickets to women in more than 10% and in some cases it is below 3%.

## CONSTITUTIONAL PROVISIONS AND LEGISLATIONS TOWARDS EMPOWERMENT OF WOMEN

Article 15 (3) of Indian constitution empower the state

from making any special provisions for women and children. Art 31 (d) directs that state shall in practical directs its policy towards securing equal pay for equal work for both men and women.

Art 42 makes provision for securing just and human conditions of work and for maternity relief.

Child marriage restraint Act 1929 to was passed to prevent child marriage. In 1856 Hindu widow's marriage Act was passed some other legislation regarding women in matters of marriage, adoption and inheritance are.

- In December 1829 Sati was declared illegal and abolished.
- Hindu law of inheritance amendment Act 1929.
- The Hindu women Right to property Act 1937
- The special marriage act 1954, which provides rights to women on par with men for inter caste marriage, love marriage and Registered marriage with minimum age of marriage at 18 for females & 21 for males.
- Hindu marriage Act 1955, which prohibits polygamy, polyandry. and child marriage and concedes equal rights to women to divorce and remarry.
- Hindu succession Act 1956. Which provides for women the right to parental Property
- Hindu adoption & maintenance Act 1956, which gives a childless women the right to adopt a child and to claim maintenance from the husband if she is divorced by him,
- Hindu Dowry prohibition Act 1961, declares the practice of dowry illegal Activity and thereby prevents the exploitation of women
- The suppression of Immoral Traffic of women and girls Act 1956 provides Protection to women from being kidnapped & being compelled to become prostitutes.
- The medical termination of pregnancy Act 1971 which legalizes the abortion conceding the right of a woman to go for abortion on the ground of physical and mental health
- The criminal law amendment act 1983. aims to stop various types of crimes against women.
- The family court Act 1984, provides justice to women who get involved in family disputes.
- The indecent Representation of women (prohibition) Act 1986 prohibits the Vulgar presentation of women in the media such as news papers, Cinema, TV etc,

## PROBLEMS OF WOMEN IN THE PRESENT MODERN INDIA AFTER CONSTITUTIONAL PROVISIONS TOWARDS WOMEN EMPOWERMENT

Developments in fields of Science and technology, universalization of education socio-political movements, economic independence, modernization and other similar developments have changed the approach of people towards women to some extent. This has created the morale self-confidence of women. Now they are feeling they too have their own individual identity, personality, self-respect, talent, capacity and efficiency. Many women have proved that they are capable of discharging the responsibilities assigned to them at par with men. The entire nation which has neglected almost more than 50% of its population for centuries has now realized the necessity of giving equal rights and opportunities to its so-called women force. Still our women are not completely free from certain serious problems since of the major problems faced by them are briefly described below:

1. Increasing violence against women. It is not a new phenomenon. Women in Indian society have been victims of ill-treatment, humiliation, torture and exploitation as per the records.

2. Increasing Crime against women: This is an ever increasing problem which is growing more and more in India during recent years. These crimes are in the nature of violence against women. Rape, molestation, dowry harassment, wife-battering, kidnapping female children for prostitution, forcible embracement, forcible religious conversion, divorce, cheating young women with a false promise to marry or fetch them a job and other immoral sexual harassment. As per the "Crime Record Bureau" of the central Home Ministry in India on an average;

- i. Every 6 minutes one atrocity is committed against woman
- ii. Every 44 minutes a woman is kidnapped
- iii. Every 47 minutes a woman is raped
- iv. Everyday 17 dowry deaths are taking place. Some reports say the crimes against women increased two times in a decade.

## WOMEN AND HIGHER EDUCATION

Much importance has been given to women education after independence, because in 1901 the literacy of women in India was 0.6% which was drastically increased to 54.16% in 2001 and this has increased further more in the year 2010. This has reduced the gap between male and female literacy rates from 29% in 1991 to 22% in 2001. Many benefits such as free ship, scholarship, loan facility, hostel facility are being given to women aspirants of higher education. By making best use of the opportunities a large number of girl students are pursuing their higher education today. National Education Policy 1986 has been in favor of empowering women through education.

## PROBLEMS OF WOMEN\_HIGHER EDUCATION

1. As per the study conducted, most of the girls are being discouraged to continue higher education, professional and technical education because of one or the other social or economical reasons.

2. Regional Imbalance: Female education is encouraged by special schemes such as free education up to degree, scholarships, free hostel accommodation etc., Karnataka, Kerala and Maharashtra states are encouraging female higher education by giving equal importance. Whereas female education is neglected even today in states like Bihar, Orissa, Madhya Pradesh etc., which is a greater set back.

3. Increasing drop-out of female children from schools and colleges is another problem. As per the data furnished by the Ministry of Education New Delhi the number of female children enrolled at Primary school crossed 35 million and at middle school level the enrolment exceeds 9.5 million, more than 75% of the children between the age groups of 6 to 16 years quit schools and lapse into ignorance.

4. Even in the matter of admission to school at elementary level female children are discriminated against male. If the percentage of male children is 90, the female will be 65% or so. When the female children don't have the basic education how can they continue their higher education?

## WOMEN AND THE WORK PLACE

Educated women are one of the chief engines of the dynamic economy of India because they are pouring into professional workforce with profound implications of national & multinational corporations.

1. Harassment of women at work place is the most unwanted development. Women are economically exploited. Threat of removal is always there. A woman employee. Women are given more work and less pay. Discrimination is also made in giving opportunities of fresh appointment, promotion, increment, training, allowance etc., sexual harassment of women at workplace is always on increasing trend without any official control over it. Amnesty International has observed that Indian women are regularly raped in jail cells. Even United Nations has pointed out that India has the highest number of custodial rapes by men in its position of power.

2. As highly qualified women in emerging markets struggle to balance the depends of career, children and culture employers have an unprecedented opportunity to help them fully realize their potential, to do so the companies or the employers will have to gain a deeper understanding of ambitions and needs of their top female talents and alter their policies accordingly. But the lessons learned in attracting, sustaining and retaining the best & brightest women can only enhance and strengthen

- Continued on Page No. 33

# ANTIQUITIES OF TARDAWADI

✉ **Dr. Anant Z. Zendekar**, Regional Director, KSOU, Regional Center, Bidar.

## PRE AND PROTO HISTORICAL CULTURE

The antiquities play a very important role in the reconstruction of Tardawadi history. The potteries, the shells, the earthen wares, the ruins, monuments and mounds tells us about the socio-political, economic and religious conditions existed in Tardawadi. As noticed by A. Sundara 1968 in upper Bhima sites there were small frog shells found scattered along with other chalcolithic antiquities in the sites noticed by me, for example at Tardawadi the shells were picked up earlier, such shells from Terdal site were got examined. They are found to be marine shells (1968). Such shells were not found in the neolithic (in chalcolithic) sites in the lower Bhima River or in the Krishna valley etc. These shells are marine shells and are found in fresh water. The occurrence of such shells which are found only in the upper Bhima chalcolithic sites is very significant. Obviously it should imply that the chalcolithic site is therefore significant and has developed a particular cast for the edible soft contents of the shells which was one of the principle items of their food. Secondly in view of the marine origin of the shells their occurrence indicates that prior to their arrival, they might have settled down near the coastal region.

The Tardawadi pottery is found in considerable quantity. There is close similarity in the types and slip of the redware, pottery of the Tardawadi fabric and iron age megalithic bright red ware pottery in the upper Bhima, as for example at Tardawadi, where both an extensive chalcolithic site and an iron age megalithic site are found being nearer to each other. One is inclined to think that the Tardawadi, material found and its culture may have its roots in the lower diffusion may have been from upper Bhima towards this culture. This is further collaborated by the density of the scaredcous ash-mound in the upper Bhima valley, that is very frequent in the Bhima valley ?.

Comparatively speaking there are certain distinctive types found for the first time in the upper Bhima valley, as for instances lids of two types in particular, the lid with fledged waste is scarcely known in the chalcolithic pottery of many regional cultures. For example the jorwey the Malwa and the Kayatha etc in the early historical sites of the deccan and south India. Further some of the megalithic

potteries types and pinkish red slip of the red ware pottery rim, the iron age megalithic passage chamber tombs of the northern Karnataka, the Tardawadi culture is nearer to the Iron age megalithic culture, almost contemporaneously with Jorwey chalcolithic but stratographically as found in Diamabad (Sale, S. A. 1986 : 21) there is considerable time gap between the end of the Tardawadi and the beginning of the Jorwey. Sundara A.1986 :12, it may be noted here that this pottery type has not been found in any of the neolithic sites. (chalcolithic Nagaraj Rao, SIH, 1965 :7) Brahmagiri (Alab.13:1948 :19A) etc. This indicates that the particular pottery type was continued in the chalcolithic culture characterised by the pottery of the Tardawadi fabric pants, sherds and this culture is found in Brahmagiri, Sanganakallu etc. Over laps with the beginning of the iron age megalithic culture. Thus, so far as this pottery types is concerned a link can be established between the end of the Tardawadi and the beginning of the iron age megalithic.

What is to be noticed in particular is that the division remains the same more or less even today. The only change is that the head quarters of administration is located in Bijapur from the times of Adilshahi's in Tardawadi. The only evidence indicating the historical important locality is a huge cultural mound on the bank of river Bhima. So some scholar state that half of the cultural mound was already destroyed as reported by Sundra, who explored this area in 1975. Today even the remaining part is also reduced because of sugar cultivation. It has been possible to know more interesting aspect of this township and administrations head quarters through the ages in medieval period.

Where ever archaeological exploration in Tardawadi and its remaining areas covering Indi and Sindagi taluks is done again by Sundara A. durng 1975 has given an fairly good outline time of the development of culture in the pre-medieval times from the stone age.

Few stone age site of the middle, upper, Palaeolithic, mesolithic culture are located in Chanagaov, Hingini, Golasara, Ingleswara (Near Basavana Bhagewadi). This site was discovered by Vasudeva Badager of the Kannada University, Hampi). Salawadi and Inamagavo locating palaeolithic and neolithic site. The chalcolithic sites are main in the

region between Bhima and Krishna river. The surface of megalithic sites are few and far between the river Bhima and many numbers in Krishna valley in Jamakhandi, Muddebihal part, Newly found Historical sites of the Mauryas, Satavahana period are traced out over the region a map showing some important culture site is occupied here, there are one or two literary reference to early historical site in the region. Ptolemy 150 A.D. has referred to Hippargi village as one of the centres of commercial imports, it is interesting to note that there is an extensive early historical site having the remains of township in Salavadigi. Near Indi, local people had settled in town, there were seven villages locating close to one another and the ancient site was the centre, this archaeologically the reference given by the Ptolemy to Indi area is an important commercial township is proved to be a fact. It is also to be noted that in the Tardawadi site some portion is being named after the king Satakarni, which is found beside other medieval culture remains of the early historical period. Similarly in Markanal a copper coin bearing the legend of Shri Shatakarni was found in Hippargi on the banks of river Bhima, Jamakhandi taluk a large mound of culture debris was found in fact here too half of a dozen copper coins have been found appropriately of the Satavahana period. By this we come to know that the entire region was prosperous during the early historical period, and there onwards the human cultural activities in entire region could be traced back to the medieval palaeolithic stone age tools such as scrapers, coins made on Jasper culminated at Chanagaov and Golasar and are chart Grosperes in Ingleshwara and many sites in Jamakhandi, Muddebihal and Bhima port, Ingleshwara was actually a factory site preceding tools, fledge etc. Parallel blade made of jasper, for example, horizontally it was the worth place as well as big coverage occur in Ingleshwara Salavadigi area occupying the Kalachri. Culture was existing extensively in middle upper palaeolithic period strewn with a chert flake fragments and a few furnished tools in small number have been found in middle upper palaeolithic sites.

M. Sheshadri had even recognised a peculiarly two types of upper palaeolithic sites and discovered ravettien (a French upper palaeolithic site) subsequently, Peddayya had also detected the study of the Salavadigi sites and has published a good account of the two types and techniques of these manufactures.

In Shelagi also similarly middle upper palaeolithic site was located near the factory. Hingani on the bank of river Bhima, the mesolithic site and microlithic sites were discovered and parallel sided belts including crescents, trapeze, triangular are traced, they are made

up of agate, extracted it in advanced microlithic sites comparing graphite stone the chalcolithic and neolithic (chalcolithic in stage) or regular habitation sites in them are found pieces of potteries vessels in human qualities, microlithic tools, blade and shaded blade. Neolithic areas of triangular shade with pointed blade and arranged bones terracotta are found at the sites in the region have some distinguishing features, most of the sites in the Bhima basin are of chalcolithic have painted pottery of different kinds discovered as black-on-red, painted-pottery jorwey fabric. This art was first discovered in Jorwey on banks of the river Godavari in 1951 the site was excavated in the same year by Deccan College, Pune. The site was found to be containing vessels remains of single culture, collaboration nature, subsequently such similar sites are traced in many number near Godavari valley and Bhima valley. Sundara A. has clearly demonstrated with these evidence that there was a culture migration from the Godavari valley to the upper Bhima and having river downwards up to the Krishna, Tungabhadra doab.

It is also noted that painted white, black and red ware potteries were found in the region of Tardawadi. Many chalcolithic burials were traced out in Choddoli upper river Bhima (Maharashtra) and Tekkalkota (Bellary District). The chameleon of this pottery in this chalcolithic sites of the ancient Tardawadi region is important towards Krishna valley and Bhima valley. Virtually it is excess in the site of the Krishna valley. On the other hand there is painted potteries of another kind, it is described as grey ware black on red ware pottery. This was first traced in the stratigraphic excavation, at Brahmagiri, it was found in such phase of the Neolithic culture in chalcolithic stage, this is the type of pottery or culture found in large number of sites in middle and lower Krishna valley of Karnataka and Andhra Pradesh. Thus the Tardawadi region was promoting distinct proto-historic stone age culture that is chalcolithic and early mesolithic.

The salient features of these culture are known from excavation held at Brahmagiri, Maski, Tekkalakota, Doniga, Chodoli, Inamgavo in upper river Bhima (Maharashtra). This state was immediately in upper river Bhima (Maharashtra). This stage was immediately followed by iron age megalithic in this regard, the south western part of Tardawadi region is unique in Terdal Ittangihall, Madaramatti, Asangi, Hangandi etc., were megalithic burials found more than 600 in number. It is particularly noteworthy, as these investments are unique in types. In south India, especially in Teradal and Haliganur a large megalithic sites were traced. There were 2200 sites in number, all over south India. Thus Tardawadi region has the

distinction of making particular contribution in development of stone architecture.

The burials stones are found containing as usual human skull, pottery, vessels etc., the principle of red ware, the chalcolithic, black and semicon iron, potteries were noticed in the region of Tardawadi. But so far no habitation site is traced in Bhima. In chikkamanur, the megalithic stones circle are found in the early historical sites of the region. There are some special fossils in Konnahalli, what is described as stamped pottery are found in Inchageri. Which look like iron type pottery are found. These two types of pottery are probably from Tardawadi region with its remains found around the beginning of the Christian Era.

### NEW STONE AGE 1700-800 B.C.

The main feature of this culture is stone axe, copper and bronze materials were used by the stone age people. These stone age people did not used the idea of its technology. Therefore these people were called as new stone age people.

People were living on the banks of river and they cultivated land and used to grow crops, some vegetables and fruits. The people of this region lived in square houses. Their instruments were usually made of stones, for example axe, finger ring, knife and etc. These materials were used for cutting trees and hunting animals. And these people used stones for litting fire. This culture is compared to Harappan civilizations. Copper and Bronze, axe, knife were used by them, various types of potteries, pots, plates, vessels, coffee kettle was used in two colours i. e., grey and red were used in north Karnataka, red in abandvant. All these were hand made. Some plates were coloured with black. The picture of fish were depicted on the potterioes. The main crops produced by these people were barley, wheat, rice, milk, fruits and animals flesh were taken is food. Fishing was the chief occupation of the people. They decorated themselves by oranaments and jewelleries. Some drawing was done on stone. They use mud for construction of statues. The women statue was preferred for the religious devotion. Therefore all people worshipped women dieties. The disposal of the dead was mainly through burial. The dead body of the rich person was buried by making the body to sleep vericially. Some archaeologist says there were two types of people first is new stone age people and second is dravida. So the culture of stone age people and dravidans were same.

### MEGALITHIC AGE (900-200 B.C.)

This culture people used large stones to build up tomb of the dead. Inside the tombs many materials

were burried with the dead these are iron piece, pottery piece and big rockj piece. This type of people were called as Megalithicage people. The idea is not clear that from which place did these people come. They had the knowledge of iron and many implements were made of iron. These stone age people lived near the caves and mountains. They made used of some weapons made of iron i.e., knife, axe, plough and arrows. Here we do not come across stone weapons. These people made use of mud potteries that were used by the new stone age people. They were mainly agriculturiest people. Canals were constructed. The major food crop was ragi, hunting and fishing were the main occupation of the people. They reared the horses. Spinning, weaving, melting of iron was done by these stone age people. They were lovers of ornaments and jewelleries. They were pious people. They carved the pictures on big stones with red mud. The main characteristic of this people were, they buried the dead by building the tombs over the dead. The physical features of this people were. their nose was bluntnose. medium height and they belonged to Iranian tribes.

### PRE HISTORIC CULTURE (3 C.BC TO 3 C. AD) :

In 4th century B.C. Koppal district was included in Mauryan empire is mentioned in Ashok's rock inscriptions. These people were civilized and well cultured people. The hoses were maninly built of burnt bricks, temples and wells were constructed. The measurement was 40c28c8 cms in square, 20 cms square, Trapizium models. Canals, wells, house, cottage were consturcted. Copper, iron, bornze were used Black, red potteries had right side white figures and many house implements were decorative.

Trade was also flourshing, punchmarked coins were used by Shatavahana kings. Silver coins were also used, some coins did not mention any names. But the figure of sun, hill, river and tree were figured on them. The Shatavahana coins depicted with the picture of bow and arrow. Vasista, Pulamayi, Yajdashri, Sathakani. Maharati, Kallalaya, Chutukula various name mentioned in Brahmi script. According to Ashoka's inscriptions dated 3 c. B.C. Brahmi script was there and prakrit language was used bu common people. The dolls were made out of burnt mud. In Sannati the statue of Buddha sitting in padmasana pose was found and women and men's dolls. were found. In Vadagoan Madhavapura the statue of Buddha in standing pose was found.

The Vedic religion and Buddhist religion was practised. In Koppal, in front of Kali temple there is Dharmachakra which says about Buddhist religion. Chalukya became one of the town with the jaina religion centre.

The above narration is based on the field exploration broadly a sequence of the proto-historical and early historical cultures from the field studies in relation to relevant excavation at Brahmagiri, Tekkalakota in the Krishna Tungabhadra doab and Nivas inamagoav, Chandolli in the upper Bhima and Godavari valley. The Krishna Tungabhadra to the south east of the Tardawadi region, and the upper Bhima to north place, here it is appropriate to examine the field material in relation to the sequence of the culture exposed in this region.

Accordingly the materials explored can be assigned as,

1. The middle palaeolithic (Channagoav) and upper palaeolithic, Ingaleswara, Salavadgi.
2. The Neolithic in the Chalcolithic stage (all the Neolithic sites and Krishna valley in middle below Tank).
3. All this sites are in Jamakhandi, Tekkalokota and the Bhima valley.

In this locality an ancient cultural mound was noticed as early as 1957-58 by A Sundar, he had given a brief report about the site to archaeology survey of Inida. It was an extensive habitation site with material culture remaining arising from early historical to the late middle period.

Unfortunately various fabrics, the mound had founded to be historical Sundra had stated about culture potteries of the early historical and of the later historical culture.

The early Sathavahana period had a terrocotta figures, under the direction of Dr. R.M.Shadaksharaiah, I explored the site on 12<sup>th</sup> and 13<sup>th</sup> December 2002, Dr. Shadkashraiah guided me to have a small 2 2 square meter in the site. In the excavation four cultural layers soils could be marked. The last two layers are natural soils.

Layer 1st in the layer part contained the early historical sites potteries and upper middle potteries,

Layer 2nd at the top contained the sprinkingly the early historical potteries.

It may be noted to have a very extensive about 5 hecter's in the area, but in part of the site in various area.

Hence it can be expected that sequence cultural explored in feet hold is good to the entire site.

In that part, this site may have good human habitations signifying the Christian Era.

An analysing of the pottery is relevant were grey ware, black and red ware pottery of the late Neolithic, Chalcolithic and iron age culture is to be found.

The potteries of pre-historic were found. Some were found in the extensive site. Therefore it would not range to produce the human cultres in the Tardawadi atleast from later Neolithic cultural stage.

These potteries states about the early histrical period from the beginning. Largely red ware potteries were used with thick section adhesive. The 1 st upper layer assumed the black ware of different types.

On whole the sequence clearly indicates the development of microlithic cultures began from the late neolithic differs of some 1200 B.C. and since than human was developing through the various atages. Mainly iron age megalithic the early historical the late historical and the early middle in sequence that is 13 century AD. Naturally the contemporary culture and developing culture prosper through ages eventually, locality to become an administration head quarters of a big division of Tardawadi 1000 villages.

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# EMPOWERMENT OF WOMEN : MATTER OF CONCERN

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## ABSTRACT

*Women empowerment is a debatable subject. At earlier time they were getting equal status with men. But they had faced some difficulties during post-Vedic and epic ages.*

*From early twenty century (national movement) their statuses have been changed slowly and gradually. In this regard, we may mentioned the name of the British people. After then, independence of India, the constitutional markers and national leaders strongly demand equal social position of women with men. Today we have seen the women occupied the respectable positions in all walks of the fields. Yet, they have not absolutely free some discrimination and harassment of the society. A few number of women have been able to establish their potentialities.*

## INTRODUCTION

The empowerment of women is one of the central issues in the process of development countries all over the world. The International Women's Day celebrated on 8th March every year has become a day of demonstration for equal opportunity and solidarity. But the question arises how relevant is celebration of Women's Day in view of the fact that their position in the society has not changed much. They are still treated as the 'weaker sex'.

Women constitute about half of the total population of country but they suffer from many disadvantages as compared to men in terms of literacy rates, labour participation rates earnings. Social, economic and political empowerment is the need of the day, as it is one only surest way of making women empowerment is conceptualized in terms of personal assertions, self-esteem and confidence, ability to protect themselves as women attaining socio-political participation and economic independence, ownership of productive assets and provide leadership in women.

The concept of empowerment has historical foundations in several collective struggles for social justice, such as the Protestant Reformation, Quakerism, Jeffersonian, democracy, capitalism, the black-power movement. In the mid-1980s, the notion of women's empowerment emerged as a way to challenge patriarchy. And, in the 1990, the term was broadened process of self-transformation.(3) At the 1995 Fourth World Conference in Beijing, women's empowerment was introduced to an expanded audience of state actors and governments.

Educational attainment and economic participation are the key constituents in ensuring the empowerment of women. Educational attainment is essential for empowering women in all spheres of society, for without education of comparable quality and content

given to boys and men, updated with existing knowledge and relevant to current needs, women will be able to have access to well paid formal sector jobs and advance with men. The economic empowerment of women is a vital element of strong economic growth in any country. Empowering women enhances their ability to influence changes and to create a better society.

## THE DEVELOPMENT

As a result, in India, women were recognized as a separate target group after 1980, and the government began to direct its effort towards mainstreaming of women into the national development process. Their major approaches were adopted one after the other by the government towards the development of women viz., the welfare approach, the anti-poverty approach and the equity/equality approach.

Some of the empowerment mechanisms in India could be identified as follows :

- Literacy and higher education
- Better health care for herself and her children;
- Higher age at marriage; Greater work participation in modernized sector;
- Necessary financial and service support for self-employment;
- Complete knowledge for her rights; and above all
- Self-reliance, self-respect and dignity of being a women.

The Constitution of India made a deliberate radical departure from the inherited social system. By granting to women equal social and political status. Constitutional equal status meant that every adult female, whatever her social position, or accomplishments had the opportunity to function as a citizen and individual partner in the task of nation building. With the exception of cultural empowerment

of women, the following aspects of women empowerment are given importance such as full participation of women in democracy (political empowerment) ; the education of girls (social empowerment) the eradication of gender barriers in employment (economic empowerment) ; and land rights and legal machinery (legal empowerment)

Besides the 33 percent reservation of seats for women in the Panchayati Raja institutions is certainly a revolutionary step toward empowerment of rural women. The Seventy-third and Seventy Fourth Constitutional paved the way for the emergence of about one million women as leaders and decision-makers in the rural and urban elected bodies. Of these, 75000 will be Chari persons in rural areas. This will really empower women politically at the grass-roots level in a revolutionary fashion and it will enable them to take interest at the local level to emerge and improve the situation of women in areas like health, education and employment, which essential to their basic existence.

Despite their vast numerical strength, women occupy a marginalized position in society because of several socio-economic constraints. This has inhibited effective participation of women in political equality, statistics have over the years revealed that while there is an acceptable visible manifestation of gender equality at the voter level, gender visibility within the power structures show cause for women concern. According to the document on Women's Development (1985), women's role in political

structure had virtually remained unchanged, despite the rapid growth of informal political activity by them.

## CONCLUSION

Thus road map for women empowerment is there but still we have miles to go on this path of empowerment.

It has been rightly said by Swami Vivekanand. "The Best thermometer to the progress of nation is its treatment of women". Therefore, due recognition to them in the society and their greater involvement in socio-economic and political affairs becomes all the more important. Every person should come forward to ensure equal status for women in all spheres of life.

The Empowerment of women has become one of the most important concerns of 21st Century not only at national level but also at the international level. Efforts by the Govt. are on to ensure Gender equality but Government initiatives alone would not be sufficient to achieve this goal. Society must take initiative to

create a climate in which there is no gender discrimination and Women have full opportunities of self decision making and participating in the Social, Political and Economic life of the Country with a sense of equality.


While the welfare approach laid stress on the importance of women's roles as wives and mothers and mothers and careers of family welfare the anti poverty approach was built on two strategies-need for recognizing women's participation to family income paid and unpaid works. There was

Full effort to mobilize power women and give them economic support through income generating projects and Co-operative functioning. The quality/quality contribution rather than looking at it from the traditional role as wives and mothers. The aim in this approach is to ensure women's rightful and equal position in society through direct programmes that would enhance women's activities in both the household as well as market spheres. Thus began the strategy for the empowerment of women in India.

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# THE IMPACT OF MASS MEDIA AND SOCIAL ISSUES OF TRIBES IN INDIA

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## ABSTRACT

*A tribe is viewed, developmentally or historically, as a social group existing before the development of, or outside, states. A tribe is a group of distinct people, dependent on their land for their livelihood, who are largely self-sufficient, and not integrated into the national society. It is perhaps the term most readily understood and used by the general public. This paper investigates the issues and challenges among the tribes and impact of mass media in India in terms of standard of living, education and other socio-demographic indicators. In this investigates the maternal health care practices, health condition, education and unemployment among the tribal women in comparison to the tribal women. Education as a means of advancement of capacity, well being and opportunity is uncontested and more so among communities on the periphery. Low literacy rates in tribal communities continue to indicate a need for overarching support that tactless issues from health, education and unemployment of non-tribal population. Education is essential for the human society to enable it to take up their due place in the social, economic and cultural life of modern India. But, even today education is far away from tribal life. As early as in the 18th century the missionaries came to India and began to spread their religious message. For that, they established education and health centers in the tribal areas. The isolationist policy of the colonial government encouraged Christian Missionaries activity in the tribal areas, Christian Missionaries, through their sustained work, introduced various social and educational reform measures in the tribal areas. The traditional folk media is the indigenous equivalent of exogenous mass media and facilitates change and progress in tribal societies by communicating socio-economic change. Traditional media is found in the expression of their daily social life of the people. The present paper examined that the impact of mass media and social issues of tribes in India.*

**Keywords:** Social issues, Tribes, Role, Media, Awareness

## INTRODUCTION

India is a home to a large variety of indigenous people. The Scheduled Tribe population represents one of the most economically impoverished and marginalized groups in India. With a population of more than 10.2crores, India has the single largest tribal population in the world. This constitutes 8.6 per cent of the total population of the country (Census of India, 2011). There is a general agreement that the health status of the tribal population in India is very poor, deficient in sanitary conditions, personal hygiene and health education. Tribal mother have high rates of anemia and girl children receive less than the desired nutritional intake. All told, the whole tribal community is deficient in adequate food intake. The extent of knowledge and practice of family planning was also found to be low among the scheduled tribes. More particularly, there is a need for undertaking a region-specific study of Differentials in the socio-economic and demographic characteristics, Antenatal problems and care delivery care and postnatal care, current contraceptive use and reproductive health problems and Nutritional and anemia status. The mass media has a role in preserving traditional values and teaching it to next

generations. Apart from, often it plays a crucial role in the communication of new ideas and new social and political order. Most of tribal communities in the Northeast India rarely find their approaches, concerns, and issues properly addressed by the mainstream mass media. Here, traditional folk media mirror familiar details of everyday culture, validate rituals and institutions, educate non-literate groups, and maintains conformity to the accepted patterns of behavior. The Mass media is the indigenous equivalent of exogenous mass media and facilitates change and progress in tribal societies by communicating socio-economic change. Tribal community members, irrespective of their education and religious adaptations, turn to traditional folk media for consolidation and integrity. Traditional folk media leads to enculturation and adopts, and increase acceptance of new messages and incorporate outside symbols in its forms and presentations.

## CONSTITUTION AND TRIBAL EDUCATION

In post independence India fresh initiatives were taken for tribal development by replacing the earlier policy of indifference. The Government of India advocated a policy, which could combine the welfare and socio-

economic elevation of the tribes. With the adoption of the constitution, the promotion of education of tribes has become a special responsibility of the Governments. The framers of our Constitution have given certain special facilities and securities to the tribes. These facilities and securities provide some protective discrimination to the tribes against the non-tribes. The creation of scheduled areas for tribe's performance in admissions to educational institutions and public services and the provision of incentives for education are some of mechanisms visualized to fulfill the constitutional directions. Article 45 of the Constitution is more specific regarding obligation of the state. It directs the state to strive to provide with a period of 10 years from the commencement of the constitution free and compulsory education up to the age of 14 years. Article 46 of the Constitution directs to promote with special care the education and economic interest of the weaker sections of the society and in particular scheduled caste and scheduled tribes. Beside the Constitutional provisions, the main bases of educational policy in India are several commissions and committees appointed from time to time to suggest reforms in the educational system so as to meet adequately the emerging educational needs and demands of the country.

#### LAST 60 YEARS

The history of tribal during the last 60 years is filled with stories of forced displacement, land, alienation and increasing marginalization, eruption of violence and the counter-violence by the state. Going by any parameters of development, the tribal always figure at tail end. The situation of the communities that have been pastoral or nomadic has been even worse". As a result, tribal continue to face economic deprivation and lack of access to basic services. Due to the absence of rehabilitation following Independence, tribes are dispersed across the country, and live on the periphery further away from urbanization. As Individualization and urbanization flourish, infrastructure such as roads, water, electricity are not reaching these tribal localities.

#### STATUS OF TRIBAL POPULATION IN INDIA

The tribal population constitutes a majority in the northeastern states of Mizoram and Lakshadweep (94.4 per cent), Meghalaya (86.1 per cent), and Nagaland (86.5 per cent). The states with no Scheduled tribe groups are Punjab, Chandigarh, Haryana, Delhi and Pondicherry. India has total tribal population of 10.43 crores (Table-1) which is 8.6 per cent of total population of India as per 2011 census.

#### LITERACY TRENDS OF TRIBES IN INDIA

Literacy is an important indicator of development among tribal groups. The trend of literacy of tribes in India

from 1961 to 2011. The percentage of literacy of tribes was only 8.54 per cent in 1961 which has increased to 63.1 per cent in 2011. But female literacy of tribes is only 54.4 per cent compared to male literacy of 71.7 per cent. During the post Independence period, the Indian government implemented legislation and allocated funds to facilitate access to enrollment in primary education (grades I-V) in India. As a result, both literacy rates and gross enrollment ratios of boys and girls across the general population have increased substantially during the past 50 years.

#### REVIEW OF LITERATURE

Okere Samuel & Justina Sam-Okere (2013) analyzed that print media framing of women in the world of entrepreneurship can serve as an important tool for enhancing their socio-economic empowerment. Shailashree B. (2013), stated that the Role of Mass Media in political empowerment of women is very crucial in a country like India. Mass Media assists women in accessing resources for their development by means of exposure, knowledge and information. At last she concluded that Stree Shakthi Programs have brought social change in the village but it has not made the women politically conscious or politically empowered and the mass media have not really played any major role in their lives in making political decisions. The Journalist and activist Denis Giles said that tribal women are facing harassment by police on India's Andaman's Islands after he released are first-hand testimony of the Jarawa tribe reporting the sexual exploitation of Jarawa women by poachers. Poachers enter the Jarawa's reserve illegally and steal the game the tribe relies on for survival and Jarawa man complaining that poachers bring alcohol and marijuana into the Jarawa forest and sexually abuse the Jarawa women. According to an I.L.O. report, in 1980 "women are 50 percent of the world's population do the two-thirds of the world's work hours, receive ten per cent of world property.

#### METHODOLOGY

This paper adopted Historical method for the researcher should use secondary source information for this study. The researcher used many reference books, journals and web. To analyze the facts in a given timescale, a descriptive methodology is used. For the purpose of this study, the facts and goals decided at the time of framing the policy were taken into consideration. Hence, mainly secondary sources were used for the study.

#### MEDIA

Media is one of the most powerful instruments of communication. It can help to promote the right things on right time and gives real as well as strong aspects of the

world about what is right or wrong also it also express that how can we store and distributes the views. The world is moving towards progress in every step of life. But we cannot refuse the real fact that we all are bounded directly or indirectly with the loads of social problems and issues, which are affected by the people of the people and for the people. Social issues or matters include so many types such as poverty, violence, corruption, bribery, suppression of human rights, rape, discrimination and crime, killing in the name of honor. Today News Channels, Newspapers, radio, internet etc. help us to estimate the realities of live and focused on the every social matters with the pure and effect, it has a chance to explore the issues of society more openly.

### IMPORTANCE OF MEDIA IN SOCIAL ISSUES OF TRIBES

The media has got a vital role in molding a good society to develop our lifestyle and move it on the right path, because it always try to side with the truth and relevant factor. It is the best tool to spread awareness in social issues of tribes and the modern society either it be political, social or economic and giving us latest sight about what is happening in our world.

### MASS MEDIA AND SOCIAL CHANGE

Change is the universal thing in human society. Every society has experienced change internally or externally. Social change is any change that had taken place in a society. According to New World Encyclopedia "Social change is a general term which refers to change in the nature, the social institutions, the social behavior or the social relations of a society, community of people, or other social structures; any event or action that affects a group of individuals that have shared values or characteristics; acts of advocacy for the cause of changing society in a normative way". Thus, social change is an ever-present phenomenon in every society.

### IMPACT OF MASS MEDIA


Mass media have also an impact on traditional media. Print media like signboard, billboard etc. are popularly used today even in rural areas. In traditional media system communication are done mainly through human means to spread some events and news. Mobile communication, Internet and social media also utilized by people to communicate message. Modern public address system is rapidly replacing traditional means for announcement. Instead of erecting plain stone to commemorate some important event of an old people, now-a-days inscription are used in memorial stone. Blowing of horn is very rare which was very important to announce or proclaim autumn seasons. However, the tradition remains the same even though its practice is not very regular.

### CONCLUSION

The present paper revealed that media like news paper, television and radio are used by the tribal groups only for entertainment, social awareness and also provide empowerment to the tribes. Media are not too much important in their day to day life. The present study also shows that tribal women play very outstanding role for the advancement of the tribal society. It is also the fact that we can't able to change the situation unless or until empowered them through education. So, media are only succeeded to promote women empowerment when the tribal peoples are educationally developed and participate to make a developed society as well as a developed nation. The attitude of the tribal parents toward education should be improved through proper counseling and guidance. Easy access and more opportunities should be provided to the tribes in order to bring them to the mainstream of educational, economic, social and cultural development. There is an urgent need for various govt. interventions, planners, mass Medias and policy makers to address this problem and allocate more funds in the central and state budgets for tribe's development.

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# THE ROLE OF MEDIA IN MGNREGA

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## ABSTRACT

*The media plays a very constructive role in today's society. Media play s an important role in increasing public awareness and collects the views, information and attitudes toward certain issues of the quality in MGNREGA. Media is the most powerful tool of communication in emerging world and increased the awareness and presents the real stage of society. In this decade of knowledge and awareness there is a huge and grand role of media. The Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) aims at fulfillment of the right to work, as it assures employment at the household level to individuals and guarantees a maximum of 100 days of wage employment in a year. NREGA was passed by the Parliament in 2005 and came into force in 200backward districts of India on February 2, 2006. The scheme was further extended to 130 districts in 2007 and to all the districts of the country by April 1, 2008. The role of employment as the principal link through which economic growth is transmitted to the poor and enable them to overcome poverty has been increasingly emphasized in the analysis of development policy in recent years. In this paper it has been tried to bring out a clear status of the role of media in MGNREGA*

**Keywords:** MGNREGA, Role, Media, Knowledge, Awareness

## INTRODUCTION

Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) is a revolutionary Act of the Government of India with tremendous potentiality of eradicating unemployment situation in the country. The National Rural Employment Guarantee Scheme (NREGS) implemented by the Ministry of Rural Development is the flagship programme of the Central Government that directly touches the lives of the poor and promotes inclusive growth in the country. The NREGA was notified on September 7, 2005 and was the first of its kind in the world. It was brought under purview of an Act for rural employment at an unprecedented scale in order to provide employment when other employment alternatives are scarce or inadequate. The Act is considered as a significant vehicle for strengthening decentralized and deepening process of democracy by giving a pivotal role to the Panchayati Raj Institution concerning planning, monitoring and implementation. Unique features of the Act include, time bound employment guarantee within 15 days, and incentive - disincentive structure to the State Government for providing employment as 90% of the cost for employment is borne by the Centre or payment of unemployment allowance at their own cost and emphasis on labour intensive works prohibiting the use of contractors and machinery. The Act also mandates 33% participation for women.

The principal objective of launching of NREGS is to uplift the backward socio-economic conditions of rural people of India. It indicates that the socio-economic backwardness of rural India has profound impact in launching of NREGS and therefore, the central Government has implemented the Scheme with a lot of enthusiasm. The first phase of NREGA was started on February 2, 2006 in 200 districts of the country including seven districts of Assam. In the year 2007, the second phase of NREGA had started where five districts of Assam were also included. The third phase started on April 1, 2008 where remaining 14 districts of Assam came under the purview of the Act. Hence, at present all the districts of Assam are implementing the scheme of MGNREGA. On March 31, 2013 Assam completed seventh year of MGNREGA implementation. Under this Act any rural family is guaranteed to provide at least 100 days unskilled employment at minimum wage in a financial year. All together there were 10 works taken up under MGNREGA such as rural connectivity, flood control, water conservation and water harvesting, drought proofing including a forestation and tree plantation, micro irrigation, provision of irrigation facility to land development, renovation of traditional water bodies, land development.

## WHAT IS MEDIA ?

Media is one of the most powerful instruments of communication. It can help to promote the right things on right time and gives real as well as strong aspects of the

world about what is right or wrong also it also express that how can we store and distributes the views. The world is moving towards progress in every step of life. But we cannot refuse the real fact that we all are bounded directly or indirectly with the loads of social problems and issues, which are affected by the people of the people and for the people. Social issues or matters include so many types such as poverty, violence, corruption, bribery, suppression of human rights, rape, discrimination and crime, killing in the name of honor. Today News Channels, Newspapers, radio, internet etc. help us to estimate the realities of live and focused on the every social matters with the pure and effect, it has a chance to explore the issues of society more openly.

### IMPORTANCE OF MEDIA IN SOCIAL AWARENESS

The media has got a vital role in molding a good society to develop our lifestyle and move it on the right path, because it always try to side with the truth and relevant factor. It is the best tool to spread awareness in the modern society either it be political, social or economic and giving us latest sight about what is happening in our world.

### MGNREGA FACTORS COVERAGE BY THE MEDIA

Research indicate that MGNREGA as a concept often fails to be used as a subject in the heading of media stories, though some specific terms often used point to MGNREGA indirectly. However, this is problematic as they do not enhance a comprehensive understanding of MGNREGA. Unknowingly to some journalists unaware of MGNREGA issues, they do in reality come in contact with such issues every day. MGNREGA coverage by the media is the prioritization of civil and political rights over economic, social and cultural rights, which are hardly reported, the media are expected to put their skills to good use by making human rights issues attention getting news stories, no matter how insipid they might appear to be.

### WORKFARE PROGRAMMES -RATIONALE

In a rural agrarian labour surplus economy, sections of rural population depend on the wages they earn through unskilled, casual, manual labour. They are vulnerable to the possibility of sinking from transient to chronic poverty in the event of inadequate labour demand or in the face of unpredictable crises that may be general in nature, like natural disasters or personal, like ill-health, all of which adversely impact their employment opportunities.

### REVIEW OF LITERATURE

Chakraborty, P (2006) has carried out the preliminary appraisal based on the secondary data and explained that NREGA has no problems for the budget. Its allocation is only marginally higher than what was spent in the past by

the government on various rural employment programmes. It is a demand-driven scheme and it has fallen far short of meeting demand in some states. The fund utilization ratio also varies widely across states. She recommended urgent need for coordination across the levels of governments.

CAG (2007) report on "Performance Audit of Implementation of National Rural Employment Guarantee Act, 2005 (NREGA)" has come with many lapses in implementation NREGA.

Ambastha, P, P V S Shankar and M Shah (2008) clearly say that MGNREGA to realize its potential must focus on raising the productivity of agriculture in India's most backward regions. Then this can further lead to the creation of allied livelihoods on the foundation of water security. This is the only way one can envision a decline in the size of the work guarantee over time.

Siddhartha and A Vanaik (2008) criticized the way that the CAG has done the audit. The CAG does not explore the impact of MGNREGA on lives of workers, quality of assets created, impact on poverty, women empowerment, or agricultural productivity.

### METHODOLOGY

This paper adopted Historical method for the researcher should use secondary source information for this study. The researcher used many reference books, journals and web. To analyze the facts in a given timescale, a descriptive methodology is used. For the purpose of this study, the facts and goals decided at the time of framing the policy were taken into consideration. Hence, mainly secondary sources were used for the study.

### FINDINGS AND ANALYSIS

As a rural wage employment programme, MGNREGA recognized the relevance of incorporating gender equity and empowerment in its design. Various provisions under the act and its guidelines, aim to ensure that women have equitable and easy access to work, decent working conditions, equal payment of wages and representation on decision-making bodies. Employment at MGNREGA worksites seems to have raised both enthusiasm and expectations among women workers. Women workers unanimously affirmed that the benefits from MGNREGA employment were high and that they would like to get more days of work in a year. MGNREGA has brought a significant change in their villages as well as in their own lives. This is because employment is being provided within their village, generating community assets and enhancing their spending capacity. MGNREGA employment has encouraged women to take the decision to enter the sphere of the cash economy.

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# IMPACT OF GLOBALIZATION ON EDUCATION: A STUDY WITH REFERENCE TO SLUM DWELLERS IN BANGALORE, INDIA, A SOCIOLOGICAL STUDY.

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## ABSTRACT

*Globalization has brought with it several debates about its socio-cultural, economic and political implications. One of the most debated issues is education. Education is an essential instrument for the emancipation of humankind. The major function of education is the transformation of society's norms and values. Indian national leadership during the colonial and post Independent era acknowledged the critical role of education and has given utmost importance to it in the process of nation building. Insofar, the primary objective of the paper is to throw light upon the dynamic relation between the external demands and internal responses, which tend to facilitate the rise of educational empires in developing countries in general and India in particular. This paper aims at understanding the concept of globalization and to assess its impact on the education of slum dwellers.*

**Keywords :** Socio-Cultural, weaker sections

## INTRODUCTION

Globalization is a multidimensional process of socio-cultural, economic and political transformation. It also has its impact on the environment as well as on human physical and social well-being. The whole world is now interconnected in the context of socio-cultural, economic and political currents. It has indeed affected almost every society of the world; however the degree of its impact varies from society to society and also within various sections of a society. An important dimension of the process of globalization is the gradual spread of ideas and values. Globalization has been opening up prospects for inevitable changes concerning development as well as posing challenges to certain sections of society. It is not a new phenomenon for the 21st century yet it is being treated as a most recent, mainly because certain aspects of globalization have posed several challenging threats to the developing and under developed countries primarily in generating social and economic inequalities. And from this particular point of view of inequality and poverty and their potential impacts on slum dwellers, lots of debates are raging on, yet conclusions have been very hard to arrive at. The educational impact of globalization refers to the impact of globalization on the education, mobility, social institutions, women's status and their relations. The educational dimension also encompasses social security, social justice, identity, equality, inclusion or exclusion and the cohesiveness of families and communities. Globalization brings new potentials for development and

wealth creation. But there are divergent views among people over its economic and social impact, and indeed widely varying impacts on the interests and opportunities of different sections could be observed. Published by Center for Promoting Ideas, USA [www.jespnet.com](http://www.jespnet.com) Copyright © The Author(s) Some1 argue that the present model of globalization has exacerbated problems of unemployment, inequality, and poverty, while others2 contend that globalization helps to reduce them.

## REVIEW OF LITERATURE

**Bhagwati (2007) "In defense of globalization"** emphasizes that properly regulated globalization is the most powerful force for social good in the world. In general, the author's suggestions rest on two principles: 1) Start narrow, creating expectations, then go broad; 2) Let globalization go forward, creating wealth, but use a portion of the gains to help the inevitable casualties. He reiterates that globalization needs no defense. It is simply a phenomenon that is happening before our eyes and without which, many of us, could not imagine life anymore. He finds that globalization is not a threat but rather beneficial.

**Rizzini and Bush (2002) "Globalization and children"** say that globalization also describes forces that have produced enormous changes in the lives of children. The UN Millennium Goals for children set out concrete improvements in such areas as infant and maternal mortality, child poverty and child labor. The authors note that children won't be good informants about the

consequences of decisions made by the IMF. But they will be the best, though still fallible, informants about what it is like to grow up in the Mississippi Delta, the slums of Bombay, or the faceless of Sao Paulo.

**Rodrik (1997) "Has Globalization Gone Too Far? Washington DC: Institute for International Economics"** states that globalization is exposing social fissures between those with the education, skills, and mobility to flourish in an unfettered world market-the apparent "winners"-and those without. These apparent "losers" are increasingly anxious about their standards of living and their precarious place in an integrated world economy.

### OBJECTIVES OF THE STUDY

1. To understand the concept of Globalization.
2. To study the Globalization and recent trend in education of slum dwellers.
3. To examine the **"policies and programmers"** of the government, which in turn lead to the rise of educational empires.

### METHODOLOGY

The purpose of this research paper is to analyze how globalization serves to promote education in slums. An understanding of the framing processes of educational pattern used in slums has important implications for understanding the effectiveness of globalization, stimulating social consciousness and mobilizing the society. Globalization has produced some calamitous consequences for human resources, humanity and slums. As the study is confined to Bangalore city, we obtained the list of wards of Bangalore city from the office of Bangalore Development Authority (Bangalore Nagar Nigam). The list consists of 90 wards out of which 20 wards have the maximum concentration of slums in the city. Out of 20 wards (with concentration of slums), four wards viz. (Lottery Method). This paper is based on simple and rapid comparisons of frequencies percentages are suggested as an alternative to scoring and scaling method in analyzing simple percentage of status of slum dwellers.

### PROFILE OF THE RESPONDENTS

For this study, 305 respondents from four wards were selected. In these respondents, 213 are male and 92 are female. It was also found that 201 respondents were educated, but a majority had their education up to metric level (8th Standard) and 104 were illiterate. A majority were occupied with lab our work. This paper is based on primary data collected from the slum dwellers of Bangalore city. An interview schedule has been used as a tool of data collection for this study.

### ANALYSIS OF DATA

Present research paper analyzes the process of Globalization and its impact on the education of slum dwellers. The sample consisted of 305 respondents.

1. The World Commission on Social Dimension of Globalization Report 2004
2. African Journal of Business Management Vol.5 (2011)

### MAJOR FINDINGS

1. A large number of slum dwellers got general education but globalization affects slum dwellers. (3%) got professional education and (4%) got technical education. It shows that globalization has had a role in making these people aware of such opportunities of education.
2. It was observed in this study that a majority of slum dwellers got primary education from government schools and constitutes maximum number of 36 percentage.
3. English medium education was available to the Slum dwellers but only 8% got education in English medium and the maximum (89%) got education in Hindi medium. Though globalization has made them to get interested in English medium but their percentage is very less. Since traditionally, they are trained in vernacular/Hindi medium, most of them seek education in Hindi medium. Furthermore, the English medium schools being expensive, their financial conditions are not allowing them to bear the expenses of English medium schools.
4. Child enrollment in school is (71%) it shows that awareness and importance about education has been increasing under the influence of globalization. But some told that they are not in position to afford the expanses of schools.
5. Maximum number of slum dwellers (54%) are aware about "Rights to Education", they are aware that it is a free and compulsory education and they know that under "Right to Education" children in the age group of six to fourteen are covered. And they are also aware of the mid-day meals, dress and other book expenses.

### CONCLUSION

After analyzing the data, we found that Globalization has a positive impact on the slums in the context of education; it has increased and spread more awareness about the importance of education in improving a person's life, now parents have become more concerned about their children's schooling, and they chose the best available School for the future of their children. Although, they feel

much burden on their pocket, many parents still think that the investment made for schooling will have better returns when their children secure a job and settle in the future. So many parents mentioned that it was a struggle time for them, yet they chose good schools nearby to their homes or colonies especially the government schools. Yet, it must be mentioned that a majority of the parents were interested in English medium schools but their financial condition did not allow them to bear the expenses of this type of school. As per our analysis, the persons of the slums are quite hard working, but due to lack of awareness about career opportunities, they do not make money as per their levels of hard work. Mike Davis (2006) had mentioned in his book that there is no facility in the slums for education. Adam W. Parsons (2010) had emphasized that education is a basic route for eradicating poverty from slums and he said that the slum persons put God responsible for their problems, but the reality is that they themselves are highly responsible for their pitiable conditions. They are not educated and are not interested in doing hard work. But this is not true as per our analysis. Our analysis matches with the conclusions made by Robertson in the context of policy making. There are many difficulties of providing even basic education in low income countries. Despite these difficulties education continues to be aspiration and inspirational, it can change lives and increase living standards. Robertson (2007) emphasizes on formal and informal education in his book, he recognized the particular difficulties of working in the education area, largely because of the differing and in many cases contradictory mandates for education to be used as an engine for economic growth. We analyze that education has a primary role in setting the social fabric in the right direction. Robertson in his book "Globalization, education and development: ideas actors and dynamics" concluded that education is responsible for justice and injustice. For this it is important that the policy makers should try to get it right. The school enrollments had increased due to globalization, now the slum persons give more importance to education. However, there are still a number of slum children do not go to school because they are not aware of the importance of education and they are not able to take admission for education. The Indian government has enacted the Right to Education Bill, and through this act, awareness about significance of education has increased, as it provides for free and compulsory education to all the nation's children up to the age of 14. Another Government scheme called the "Mid- Day Meal scheme" has also made desirable impact on education of the slum dwellers. It has improved upon the attendance of students in Government schools and has also made a dent on the dropout rate Published by Center for Promoting Ideas, USA www.jesnet.com Copyright © The Author(s)

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# TEACHING EFFECTIVENESS IN RELATION TO ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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## ABSTRACT

*The present study has made an attempt to findout the relationship between teaching effectiveness of teachers and academic achievement of IX standard students studying in different secondary schools of Kalaburgi district in Karnataka. A total number of 200 students were selected by using random sampling technique for analysis of data correlation technique as adopted, teaching effectiveness scale developed by Umme Kulsum and achievement test constructed by the investigator were administered to collect the required data and the normative survey method was used. Boys and girls and urban and rural students donot differ significantly in respect of the teaching competence and academic achievement, whereas, high and low SES students differ significantly in the academic achievement. However, there is a positive correlation between teaching competence and academic achievement of boys and girls, rural and urban and high and low SES students studying in IX standard.*

## INTRODUCTION

The role of teacher assumes greater significance in this deteriorating scenario of secondary education. The destiny of the nation is being shaped only in the classroom. A competent teacher can bring the entire world in to the classroom. Dr.S Radhakrishnan aptly said "Until and unless we have dedicated and committed teachers, who can take teaching as a mission in their lives, we cannot have a good educational system. Teacher should be the best minds of the country". The teaching competency of a teacher or teacher's effectiveness refers to the set of knowledge, abilities and beliefs a teacher possesses and brings to the teaching situation. Each specific type of effectiveness is called competency. Teaching competency is the sum total of all the effectiveness possessed by the teacher that are used in the teaching situation. The teacher's performance in the class is thus dependent on the teacher's competencies.

The CBTE (Competency - Based Teacher Education Movement) led to the development of written statements of explicit objectives in many of teacher education programmes'. The competencies have been classified as follows:

Following teacher effectiveness especially required for the prospective teachers.

a) Mastery of subject matter to be taught, b) Physical and health status, c) Personal attributes and emotional control, d) Understanding of human nature and development, e) Knowledge of and ability to apply the principles of learning, f) Sensitivity to and appreciation of cultural, religious and ethnic differences and g) Interest in continued professional improvement and cultural enrichment.

## OBJECTIVES

The following objectives were framed for the present study.

1. To compare boys and girls in respect of teaching effectiveness of teachers with academic achievement.
2. To compare urban and rural students in respect of teaching effectiveness of teachers with academic achievement.
3. To compare high SES and low SES students in respect of teaching effectiveness of teachers with academic achievement.
4. To investigate the relationship between teaching effectiveness of teachers and academic achievement of boys.
5. To investigate the relationship between teaching effectiveness of teachers and academic achievement of girls.
6. To investigate the relationship between teaching effectiveness of teachers and academic achievement of urban students.
7. To investigate the relationship between teaching effectiveness of teachers and academic achievement of rural students.
8. To investigate the relationship between teaching effectiveness of teachers and academic achievement of high SES students.
9. To investigate the relationship between teaching effectiveness of teachers and academic achievement of low SES students.

## HYPOTHESES

1. There is no difference between boys and girls in

respect of teaching effectiveness of teachers with academic achievement.

2. There is no difference between urban and rural students in respect of teaching effectiveness of teachers with academic achievement.
3. There is no difference between high SES and low SES students in respect of teaching effectiveness of teachers with academic achievement.
4. There is no relationship between teaching effectiveness of teachers and academic achievement of boys.
5. There is no relationship between teaching effectiveness of teachers and academic achievement of girls.
6. There is no relationship between teaching effectiveness of teachers and academic achievement of urban students.
7. There is no relationship between teaching effectiveness of teachers and academic achievement of rural students.
8. There is no relationship between teaching effectiveness of teachers and academic achievement of high SES students.
9. There is no relationship between teaching effectiveness of teachers and academic achievement of low SES students.

### SAMPLE

In this study random sampling was used as it was thought to be the most convenient one. It represents a total sample. A total number of 200 secondary school students were selected using random sampling technique.

### TOOLS USED

1. Teaching effectiveness inventory constructed by Kulsum Teacher Effectiveness Scale (KTES-2000).
2. Achievement Test Construction : The investigator prepared and constructed an achievement test in social science for IX students.

### STATISTICAL TECHNIQUES USED

For the present study the following statistical technique was used.

1. Differential Analysis and
2. Simple Correlation

**Table- 1 : Comparison of Mean, SD and 't' Value of Boys and Girls, Urban and Rural and High and Low SES in Respect of their Teaching Effectiveness of Teachers and Academic Achievement (IX Standard)**

Variable	Gender	n	Mean	SD	t-value	p-value	Signi
Teaching Effectiveness	Boys	109	89.5138	11.9673	-0.3671	0.7139	NS
Academic Achievement	Girls	91	90.1978	14.3846			
Teaching Effectiveness	Urban	89	91.7640	14.7487	1.8875	>0.05	NS
Academic Achievement	Rural	111	88.2703	11.4288			
Teaching Effectiveness	High	89	30.5056	3.8321	2.2139	<0.05	S
Academic Achievement	Low	111	29.3694	3.4163			

**Table -2 : Correlation Coefficient between Teaching Effectiveness of Teachers with Academic Achievement of Boys, Girls, Urban, Rural, High SES and Low SES students**

Variable	Academic Achievements of Boys Students			
	Correlation co-efficient (r)	t-value	p-value	Signi
Teaching Effectiveness	0.4794	5.6506	<0.05	S
Variable	Academic Achievements of Girls Students			
	Correlation co-efficient (r)	t-value	p-value	Signi
Teaching Effectiveness	0.6160	7.3767	<0.05	S
Variable	Academic Achievements of Urban Students			
	Correlation co-efficient (r)	t-value	p-value	Signi
Teaching Effectiveness	0.5422	6.0185	<0.05	S
Variable	Academic Achievements of Rural Students			
	Correlation co-efficient (r)	t-value	p-value	Signi
Teaching Effectiveness	0.5332	6.5793	<0.05	S
Variable	Academic Achievements of High SES Students			
	Correlation co-efficient (r)	t-value	p-value	Signi
Teaching Effectiveness	0.5628	6.3510	<0.05	S
Variable	Academic Achievements of Low SES Students			
	Correlation co-efficient (r)	t-value	p-value	Signi
Teaching Effectiveness	0.5356	6.6225	<0.05	S

## RESULTS OF TABLE 1 AND 2

1. Boys and girls do not differ significantly in respect of their academic achievement. However, the mean scores of girls is greater than the boys.
2. Urban and rural students do not differ significantly in respect of their academic achievement. The mean scores of urban students is greater than the rural students.
3. High and low socio-economic status students differ significantly in respect of their academic achievement. Whereas, the students of high SES are greater than low SES students.
4. There is a positive and significant relationship between teaching effectiveness and academic achievement of boys studying in IX standard.
5. There is a positive and significant relationship between teaching effectiveness and academic achievement of girls studying in IX standard.
6. There is a positive and significant relationship between teaching effectiveness and academic achievement of urban students studying in IX standard.
7. There is a positive and significant relationship between teaching effectiveness and academic achievement of rural students studying in IX standard.
8. There is a positive and significant relationship between teaching effectiveness and academic achievement of high SES students studying in IX standard.
9. There is a positive and significant relationship between teaching effectiveness and academic achievement of low SES students studying in IX standard.

## DISCUSSION AND CONCLUSION

From the result obtained in the present study, it was found that there is a negative and positive and significant relationship between independent variables and academic achievement. The negative relationship among certain variables is due to the correlation between independent variables scores and academic achievement scores.

**Kolwadkar V.** (1980) Study of Gifted Children in Relation to their Personality Variables, Level of Adjustment and Scholastic Achievement found that the variables such as socio-economic status (both high and low), father's education, occupation, mother's education, size of the family, ordinal position, health status were significantly related to scholastic achievement. **Mukhopadhyaya, Dilip Kumar** (1988) Identification of school climate and study of

its effect on the scholastic achievement and development of certain personality characteristics of students of secondary schools, found that six distinct organisational climate types were identified on the basis of nine determinants. **Haq, Namjul** (1988) A study of certain personality correlates of over-under-achievement in different school subjects, found that Male overachievement in Hindi were more enthusiastic, less excitable and less tough-minded than male underachievers, while female over- and underachievers, did not differ on any of the 14 personality factors

**Pradhan C.** (1991), Effect of teaching effectiveness, adjustment and academic achievement of secondary school students of Orissa found that the teaching competence of teachers did not affect the uniqueness score creativity, adjustment, the social adjustment, the health and emotional areas of students and the school adjustment of students. **Jean A. Baker** (2006) Contributions of child relationships to positive school adjustment during elementary school found that the extent to which-child relationship contributed to school adjustment among 1310 elementary school-aged students and the degree to which this relationship was moderated by significant child characteristics. **Kathryn E. Perry, Kathleen M. Donohue, and Rhona S. Weinstein** (2007) Teaching practices and the promotion of achievement and adjustment in first grade. The effects of practices in promoting student academic achievement, behavioral adjustment, and feelings of competence.

On the basis of the results obtained in the present study the following conclusions were drawn.

Boys and girls and urban and rural students do not differ significantly in respect of the teaching effectiveness and academic achievement, whereas, high and low SES students differ significantly in the academic achievement. However, there is a positive correlation between teaching effectiveness and academic achievement of boys and girls, rural and urban and high and low SES students studying in IX standard.

## EDUCATIONAL IMPLICATIONS

On the basis of the findings of the study and observations made by the investigator during the study, a few educational implications which may help us to understand the problem and to improve the educational system.

1. An effective teaching of the teachers in the school is based on their effectiveness and ability which promote students academic achievement in any class.
2. In every school teachers to be motivated to promote their professional growth which help to make teachers more effectiveness.

3. A competent teacher should always keep busy in his teaching activates so that he may gain more information and knowledge to provide the students in the class.
4. Teachers personality and adjustment is also important to keep the students engage in the class so the their academic achievement will be developed.
5. Lastly the problems expressed by students indicates that they differ from age, sex and personality factors.

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## CONCLUSION

Although the media play crucial roles in the society, especially in the promotion of MGNREGA.

The MGNREGA is a new life line of the rural people who earn their livelihood as wage earners. It also gears up the social relationship among the rural people which is a pre requisite condition to build a strong society or a nation. It also reduces the gender difference for some works which are in practice in rural areas. It is also observed that female workers, both urban and rural, receive lesser wages than their male counterparts for doing the same jobs. MGNREGA has positive impact on empowerment of women. Women have benefited both as individual and community. Women are benefited individually because they are able to earn independently, spend some money for their own needs, contribute in family expenditure etc. The gained benefits of women as community can be understood by increased presence in the Gram Sabha, increasing number of women in speaking out in the meetings, increasing capacity of interaction etc. Certain initiatives and changes should be taken to remove these

barriers. The valuable gains should not be derailed for poor implementation. Today the mass media make reference to MGNREGA in their coverage more often and more systematically.

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# RELATIONSHIP BETWEEN SCHOOL ENVIRONMENT AND SCHOOL ADJUSTMENT OF SECONDARY SCHOOL STUDENTS

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## ABSTRACT

*The present study was attempted to find out the relationship between school environment and school adjustment of secondary schools students from Kalaburgi district with regard to gender, localities, socio-economic status, and type of school. A sample of 100 secondary schools students were randomly selected for this study. And correlation analysis treatment was given to find out the significance between the two variables. For this purpose eight objectives were framed according to the objectives hypotheses were tested. The findings of study reveals that there is positive and significant relationship between teaching competence and attitude towards teaching of male, female, rural, urban, arts, science, graduate and under-graduate teachers working in up-graded primary schools.*

## INTRODUCTION

The school effects literature describes numerous factors that may enhance the school environment, including effective principal leadership, a safe and orderly setting, engaging extracurricular activities, reductions in the size and impersonality of schools, and educational programs designed to fit the unique needs of specific students and school contexts. School climate is often as palpable as the weather. Some schools have a warm, friendly ambience, while others have a cold, foreboding environment that permeates classrooms and offices. To provide a warm school climate, school administration and support services in poor areas must be especially sensitive to the needs of students with responsibilities or problems outside school. Boring et.al., and Munn or similar in their approach in defining adjustment as a process of satisfying one's needs. Munn for instance, emphasize the continuous process of satisfying one's needs as adjustment, which implies virtually all aspects of human behaviour. He does not accept adjustment as something fixed and static. Similarly, Boring and his associates refer to adjustment as a process by which living organism maintains balance between its needs and the circumstances that influence the satisfaction of these needs.

## OBJECTIVES OF THE STUDY

The following objectives were framed for the present study.

1. To investigation the relationship between school environment and school adjustment of boys studying in secondary schools.
2. To investigation the relationship between school environment and school adjustment of girls studying in secondary schools.
3. To investigation the relationship between school environment and school adjustment of rural students studying in secondary schools.

4. To investigation the relationship between school environment and school adjustment of urban students studying in secondary schools.
5. To investigation the relationship between school environment and school adjustment of government school students studying in secondary schools.
6. To investigation the relationship between school environment and school adjustment of private school students studying in secondary schools.
7. To investigation the relationship between school environment and school adjustment students with high socio-economic status studying in secondary schools.
8. To investigation the relationship between school environment and school adjustment students with low socio-economic status studying in secondary schools.

## HYPOTHESES OF THE STUDY

In pursuance of objectives 1 to 8 the following null hypotheses were set up for the present study.

1. There is no relationship between school environment and school adjustment of boys studying in secondary schools.
2. There is no relationship between school environment and school adjustment of girls studying in secondary schools.
3. There is no relationship between school environment and school adjustment of rural students studying in secondary schools.
4. There is no relationship between school environment and school adjustment of urban students studying in secondary schools.
5. There is no relationship between school environment and school adjustment of government school students studying in secondary schools.

6. There is no relationship between school environment and school adjustment of private school students studying in secondary schools.
7. There is no relationship between school environment and school adjustment students with high socio-economic status studying in secondary schools.
8. There is no relationship between school environment and school adjustment students with low socio-economic status studying in secondary schools.

## DESIGN OF THE STUDY

### METHOD

The present study is a survey type research, which helps to know the school environment and school adjustment of secondary school students of Kalaburgi district. The study also intends to investigate the relationship between boys and girls, urban and rural, government and private schools, high SES and low SES of students studying in different secondary schools.

### SAMPLE

A total number of 100 students studying in secondary

**Table : 1. Correlation of Mean, SD and 't' Value between School Environment and School Adjustment of Boys studying in Secondary Schools (n = 100)**

Variable	Mean	Std. Dv.	Correlation co-efficient (r)	t-value	p-value	Signi
School Environment	169.4000	16.3931	0.4950	3.9468	<0.05	S
School Adjustment	313.5800	28.3607				
<b>Girls students studying in secondary schools</b>						
School Environment	175.1000	12.0835	0.3353	2.6454	<0.05	S
School Adjustment	321.5400	31.5835				
<b>Rural students studying in secondary schools</b>						
School Environment	271.8527	17.3067	0.6455	4.8809	<0.05	S
School Adjustment	324.5000	29.0394				
<b>Urban students studying in secondary schools</b>						
School Environment	172.5200	13.3160	0.6455	4.8809	<0.05	S
School Adjustment	320.7800	27.3923				

### Significant at 0.05 level

It reveals that there is a positive and significant relationship between school environment scores and school adjustment among boys, girls, rural, urban secondary school students at 0.05 level of significance (0.4950,  $t=3.9468$ ), ( $r=0.3353$ ,  $t=2.4654$ ), ( $0.6455$ ,  $t=4.8809$ ) and ( $0.4876$ ,  $t=3.8692$ ). This indicates that the school environment scores are closely related with school adjustment scores of boys, girls, rural and urban secondary school students. This further implies that as the school environment better the school adjustment of the students will also better.

### FINDINGS OF THE TABLE 1

1. Positive significant correlation between school

school from Kalaburgi district were selected by using random sampling technique.

### TOOLS USED

The following tools were used for the present study.

1. School environment inventory developed by Karuna Shankar Misra and
2. School Adjustment Inventory developed by Bhagia were used

### COLLECTION OF DATA

In order to study the relationship between school environment and school adjustment of secondary school students the investigator used two different inventories developed and standardized by Karuna Shankar Misra and Bhagia were used to collect required data by the secondary school students of Kalaburgi district.

### ANALYSIS OF DATA

After data was collected and classified, it was subjected to statistical test of significance correlation coefficient technique was applied.

environment and school adjustment of boys studying secondary schools.

2. Positive significant correlation between school environment and school adjustment of girls studying in secondary schools.
3. Positive significant correlation between school environment and school adjustment of rural students studying in secondary schools.
4. Positive significant correlation between school environment and school adjustment of urban students studying in secondary schools.

It shows that there is a positive and significant relationship between school environment scores and school adjustment scores among government, private

Table : 2. Correlation of Mean, SD and 't' Value between School Environment and School Adjustment of Government School Students studying in Secondary Schools (n = 100)

Variable	Mean	Std. Dv.	Correlation co-efficient (r)	t-value	p-value	Signi
School Environment	171.9394	13.1452	-0.3090	2.5990	< 0.05	S
School Adjustment	319.6515	30.6837				
Private School students studying in secondary schools						
School Environment	169.529	17.3067	0.6255	4.7808	< 0.05	S
School Adjustment	313.5000	20.0394				
High Socio-economic status Students studying in Secondary Schools						
School Environment	171.9394	13.1452	0.2092	2.4980	< 0.05	S
School Adjustment	319.6515	30.6837				
Low Socio-economic status Students studying in Secondary Schools						
School Environment	171.9800	15.9329	0.3881	2.9179	< 0.05	S
School Adjustment	314.3400	32.5987				

#### Significant at 0.05 level

school, high socio-economic status and low socio-economic status students of secondary schools at 0.05 level of significance ( $-0.3090, t = 2.5990$ ), ( $r = 0.6255, t = 4.7808$ ), ( $0.2092, t = 2.4980$ ) and ( $0.3881, t = 2.9179$ ). This indicates that the school environment scores are closely related with school adjustment scores of government, private, high SES and low SES students of secondary schools. This further implies that as the school environment is better naturally the school adjustment is also better.

#### FINDINGS OF THE TABLE 2

5. Positive significant correlation between school environment and school adjustment of government school students.
6. Positive significant correlation between school environment and school adjustment of private school students
7. Positive significant correlation between school environment and school adjustment of high socio-economic status students studying in secondary schools.
8. Positive significant correlation between school environment and school adjustment of low socio-economic status students studying in secondary schools.

#### DISCUSSION AND CONCLUSIONS

For the present study some of the important studies were supported and similar studies were conducted by Shet.D.(2012), Puniot, (2013) Acharya, K (2013), Singh,R (2013) and Shrivastav (2014) have found that there is difference among the students in respect of their school environment and school adjustment. Similarly, there are some studies have supported for the present study such as Reddy,S.N.(2015). Ramesh, V. (2015). Ganapathy, S. (2015) Viswanath, (2015) have found that there is positive correlation among the variables and the school environment and school adjustment. On the basis of the

present findings of the study the following conclusions could be drawn that boys and girls, rural and urban, government and private and high SES and low SES students respectively differ found significant correlation in respect of their school environment and school adjustment.

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# VALUE PATTERNS AND TEACHING APTITUDE OF D.Ed TEACHER TRAINEES - AN EMPIRICAL STUDY

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## ABSTRACT

*In the present study, the research has attempted to study the value patterns of pupil teachers along with their teaching aptitude and the relationship between the two. The investigation was carried out on 100 D.Ed. trainee (50M,50F) from both aided and self-financing college using the personal Values Questionnaire by Sherry and Verma and Teaching Aptitude Test Battery by Dixit. Means, S.D., t-test and product moment correlation were used to analyse the data. The findings of the study indicate value patterns and teaching aptitude of male and female pupil teachers do not differ and self finance colleges. Also a significant difference is found between student teachers from aided and self finance colleges. Also a significant correlation is found to exist between value pattern and teaching aptitude of the pupil teachers.*

## INTRODUCTION

Education is an important human activity. It was born with the birth of the human race and shall continue to function as long as the human race lives. In the short essay on value of education, you can write about how education acts as a vital human virtue. Education is a need for society, paramount for joining of separate entities, gives essentialness of life, education is a sign of superiority. It is a sign of freedom, it's a controlling grace, and it is an essential basis of good life.

In order to become teachers, individuals are expected to possess an innate ability to teach often measured in terms of teaching aptitude. It is considered to be a reflection of an individual's capacity to acquire proficiency in teaching, with a given amount of training. While teaching aptitude is an essential requirement for becoming teachers, the value patterns of the teachers are never taken into consideration. Pupil teachers are the teachers, the value patterns of the teachers are never taken into consideration. Pupil teachers are never taken into consideration. Pupil teachers are the teachers of tomorrow. They are the ones in whose care we intend to entrust the future of our country, our children. Hence it becomes imperative that we evaluate the value patterns of the prospective teachers along with their teaching aptitude.

Over the years numerous studies have been carried out on values of teacher trainees and teachers. Kakkar (1971) reported teacher trainees to prefer social values followed by aesthetic and theoretical values. Sinha (1972)

found teachers trainees to prefer religious, aesthetic and political values. Kulshresrtha (1979) also reported social values to be preferred by teachers. Nayyar's (1989) study reported justice, discipline and honesty to be the most important values of student teachers. Escobar, Ortloff and Ortloff (2000) observed equality and being helpful to be preferred by teachers and teachers and trainees, little or no work has been done to study the correlation between values and teaching aptitude. Hence the need for the present study.

## OBJECTIVES

The major objectives of the present investigation were:

1. To study the value patterns of male and female pupil teachers.
2. To compare the value patterns of D.Ed trainees from aided and self finance colleges.
3. To evaluate the teaching aptitude of male and female teachers from aided and self financing college.
4. To compare the teaching aptitude of D.Ed. trainee from aided and self between value patterns and teaching of pupil teachers.
5. To explore the relationship between value patterns and teaching of pupil teachers.

## HYPOTHESIS

There will be no significant difference between

1. The value patterns of male and female pupil teachers
2. The value patterns of D.Ed. trainees from aided and self financing colleges.

3. The teaching aptitude of D.Ed. trainees from aided and self financing colleges.
4. The teaching aptitude of male and female teacher trainee.
5. There will be no statistically significant relationship between the value patterns and teaching aptitude of pupil teachers.

## METHODOLOGY

### SAMPLE

A sample of 100 (50M, 50F) D.Ed. trainee from various D.Ed college affiliated to M.J.P Rohilkhand University, Bareilly, was choen by random sampling technique.

### TOOLS

**1. PERSONAL VALUES QUESTIONNAIRE (PVQ)** by G.P Sherry and R.P. Verma administrated to assess the values of D.Ed trainees. The PVQ contains 40 items and covers ten values namely, religious, social, democratic,

aesthetic, economic, knowledge , hedonistic, power, family, prestige and health values. The scores on the PVQ indicate the relative hierarchy the relative hierarchy of the values in the personality of the individual.

**2. TEACHING APTITUDE TEST BATTERY (TATB)** by Shamim Kariam and Ashok Kumar Dixit was used to evaluate the teaching aptitude of the pupil teachers. The TATB comprise 80 items related to eight sub areas of teaching aptitude like co-operative nature, fair mindedness and impartiality. Mortal character and discipline, optimistic attitude, motivational aspect and discipline, optimistic attitude, motivational aspect and dynamic personality.

**PROCEDURE :** The PVQ and TATB were administered to the sample subjects. The respondents were given clear instructions and were requested not to omit any item. Though no time limit was given, the filled out response sheets were returned within 45 minutes.

### STATISTICAL TREATMENT

Mean, S.D., t-test and product moment correlations were applied to analyse the data collected.

## Result and Discussions

TABLE-1 : VALUEPATTERN OF MALE AND FEMALE D.Ed TEACHER TRAINEES

Values	Male (N=50)		Female (N=50)		t-value	Level of significance
	Mean	S.D.	Mean	S.D.		
Religious value	11.46	2.67	11.96	3.01	0.88	NS
Social Value	10.72	2.41	11.52	2.11	1.78	NS
Democratic value	8.74	1.75	9.06	2.05	0.84	NS
Aesthetic value	10.52	2.33	12.04	3.54	2.53	0.05
Economic value	12.98	4.05	11.58	3.96	1.75	NS
Knowledge value	12.92	3.88	14.50	4.55	1.86	NS
Hedonistic value	15.54	2.01	13.52	1.82	5.32	0.01
Power value	14.90	2.50	11.96	1.96	6.53	0.01
Family Prestige value	13.50	2.67	14.56	2.80	1.93	NS
Health value	12.44	3.51	12.66	3.44	0.31	NS

Table 1 reveals that male and female teacher trainee do not differ significantly in their value patterns trainee do not ten value are under study. Aesthetic, hedonistic and power values are the only value where the pupil teacher differs. Male B.Ed trainees give higher preference to trainees give greater weightage to values female prestige and knowledge. The absence of any significant in overall

value patterns of male and female B.Ed .trainee could possible be due to greater equality among the sexes in contemporary society. In Case of certain values like significant differences in the male and female preferences. One plausible cause could be the inherent profound effect on certain aspects of one's value preferences.

TABLE-2 : VALUE PATTERN OF TECHER TRAINEES OF AIDED AND SELF FINANCE COLLEGES

Values	Aided (N=50)		Self Finance (N=50)		t-value	Level of significance
	Mean	S.D.	Mean	S.D.		
Religious value	12.40	3.22	11.02	3.54	2.03	0.05
Social Value	11.92	3.11	10.32	2.97	2.61	0.05
Democratic value	9.74	2.84	8.06	1.67	3.60	0.01
Aesthetic value	13.00	1.50	9.56	3.44	6.51	0.01
Economic value	11.32	3.96	13.24	2.67	2.82	0.01
Knowledge value	12.80	2.77	14.62	3.15	3.07	0.01
Hedonistic value	12.74	3.05	16.32	1.71	7.61	0.01
Power value	11.02	2.63	15.84	1.93	10.59	0.01
Family Prestige value	17.08	3.14	10.26	2.33	13.71	0.01
Health value	13.70	3.02	11.40	2.11	4.42	0.01

A perusal of Table 2 indicates significant variation in the value patterns of teacher trainees from aided in the value patterns of teacher trainees from aided and self finance colleges. While D.Ed. trainees from aided college gave higher preference to family prestige, aesthetic and

knowledge values, those from self finance college preferred hedonistic, power and economic Values over others. These differences would possibly be attributed to the difference in SES status , academic background etc. of student enrolled in D.Ed. courses in aided and self finance colleges.

**TABLE-3 : TEACHING APTITUDE OF MALE AND FEMALE D.Ed TEACHER TRAINEES**

Aspects of teaching Aptitude	Male (N = 50)		Female (N = 50)		t-value	Level of significance
	Mean	S.D.	Mean	S.D.		
Co-operative nature	20.60	2.44	21.36	2.76	1.46	NS
Considerativeness	21.06	3.05	21.92	3.20	1.37	NS
Wide interest and scholarly taste	19.72	2.52	23.60	3.88	5.97	0.01
Fair mindedness and impartiality	19.48	2.025	23.60	3.88	5.97	NS
Moral charter and discipline	17.20	1.96	18.46	1.77	3.41	0.01
Optimistic attitude	20.64	2.11	19.88	2.05	1.81	NS
Motivational aspect	18.36	1.92	17.90	20.01	1.18	NS
Dynamic personality	21.44	2.20	20.72	2.67	1047	NS
Overall	158.50	15.06	163.06	16.44	1.45	NS

Data in Table 3 indicates that in the over all teaching aptitude score male and female D.Ed trainees do not differ significantly. It is only in the areas of scholarly taste and moral character that significant variation exist between the male and female teacher trainees. Teaching aptitude being

an innate quality seems to have very little to do with one's gender but in the case of morality and scholarly taste females are found to significantly edge out their male counterparts, perhaps due to greater sense of responsibility that females possess.

**TABLE-4 : TEACHING APTITUDE OF TEACHER TRAINEES FROM AIDED AND SELF FINANCE COLLEGES**

Aspects of teaching Aptitude	Aided (N = 50)		Self-finance (N = 50)		t -value	Level of significance
	Mean	S.D.	Mean	S.D.		
Co-operative nature	22.06	2.67	19.24	2.33	6.96	0.01
Considerativeness	22.60	3.20	2.038	3.01	3.58	0.01
Wide interest and scholarly taste	24.04	3.52	19.28	2.87	7.44	0.01
Fair mindedness and impartiality	19.96	2.48	18.74	2.05	2.65	0.05
Moral charter and discipline	17.24	2.11	18.42	1.67	3.11	0.01
Optimistic attitude	18.86	1.97	21.66	2.25	6.67	0.01
Motivational aspect	18.02	2.10	18.24	1.86	0.56	NS
Dynamic personality	21.80	2.44	20.36	2.50	2.94	0.01
Overall	165.24	16.10	156.32	15.47	2.82	0.01

Table-4 reveals that the teaching aptitude of teacher trainees from aided and self-finance college differs. The differences are statistically significant in seven of the eight areas of teaching aptitude with motivational aspect being the only dimension where in the differences is not found significant.

**TABLE-5 CORELATION BETWEEN VARIOUS VALUES AND TEACHING APTITUDE OF D.Ed TEACHER TRAINEES**

Values	Coefficient correlation	Level of significance
Religious vale	0.1294	NS
Social value	0.2995	0.01
Democratic value	0.3236	0.01
Aesthetic value	0.2047	0.05
Economic value	-0.0988	NS
Knowledge value	0.4229	0.01
Hedonistic value	-0.2755	0.01
Power value	0.0863	NS
Family prestige value	0.1569	NS
Health value	0.0717	NS

Table-5 shows that five of the ten values are significantly correlated with the teaching aptitude of D.Ed.

trainees. While four of these values namely social, democratic, knowledge and aesthetic values show significant positive correlation with the teaching aptitude of the D.Ed teacher trainees, hedonistic value has a significant negative correlation. Correlation between other values and teaching aptitude is found to be statistically insignificant.

The positive relationship between certain values and teaching as a skill involves the possession of social skills, aesthetic sensitively, democratic outlook and aspiration for knowledge and D.Ed trainees scoring high on teaching aptitude must presumably be in possession of these attributes and hence their higher Preference for these values. On the other hand, hedonism involves the pleasure aspect of an individual's personality and people who believe in satiating their own pleasure needs would be self-centred, impatient, less concerned about other's welfare. Such individuals would, in most cases, be least interested in a selfless, toiling profession like teaching.

## CONCLUSION

The teaching aptitude of teacher trainees is found to be significantly correlated with some core values. Teacher trainees showing greater preference for social values, democratic values, aesthetic values and knowledge values evinced higher levels of teaching aptitude. These essential values contribute positively to the making of a good, just and competent teacher and also have a bearing on their overall teaching aptitude. Hence it would be beneficial for all stakeholders if the prospective teachers are also evaluated on their value patterns while screening for admissions along with other aspects. Also value education ought to be made a compulsory part of the D.Ed curriculum. This would help in promoting the inculcation of core universal values in the D.Ed trainees. These values could then be passed on to posterity by active efforts of value enriched teachers of tomorrow.

- From Continued on Page No. 8

an organization's operations worldwide. Helping these talented women grow is the surest route to continued growth now and in future.

3. In India the position of Hindu women is better than that of Muslims wherein (Talak) Divorce, Mohar, Remarriage is allowed on the other hand women of Christians and Parsees enjoy better position than that of Hindu because of Higher Education and Employment.

4. At present we see the establishment of separate schools and colleges for women. In 1958-59 there were 146 colleges for women, it was increased to 824 colleges in 1992 and now it has crossed 1000 mark.

## ESTABLISHMENT OF SEPARATE WOMEN UNIVERSITIES

Article 29(2) permits the state and private citizens to establish Educational institutions only for women colleges and universities. Examples are

1. Smt. Nathibai Damodar Thackersey University for women Poona .
2. Padmavati University for women. Turupathi, Andhra Pradesh.
3. Mother Teresa University for women Kodaikenal Tamilnadu.
4. Women's University Bijapur, Karantaka etc.

Girl students are getting admissions on merit basis to various courses of prestigious engineering, medical, Administration. Law and other colleges in relatively bigger number during the recent years. Women have now realized the importance of higher education. Even the parents are encouraging their daughters to get higher education. Still 60% of our rural women are illiterate and only few of them develop their educational career through their intelligence and good efforts.

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## WOMEN IN THE EMPLOYMENT FIELDzzzzzzzz

The number of women employees is on the increasing trend, they are giving tough competition to men, there is no field left out with women workers. We find women working as teachers, college professors, engineers, Doctors, nurses, advocates, judges, managers, administrators, police officers, military, air force, navy, officials, bank employees, clerks, stenographers, typists, drivers, conductors, politics and agriculture fields.

## CONCLUSION

Empowerment of women and higher Education is not up to the mark what it should be? The process of Liberalization. Privatization and Globalization, Modernization, Industrialization and urbanization of education have provided new opportunities to women to earn wealth, as wage earners, salaried professionals and individual entrepreneurs. This new trend has added greater momentum to the process of social change and social mobility in the society. Even today majority of our women are being identified not as independent individuals but only as daughters, wives, and mothers or as family members and relatives which leads to weaker section. Earning women are not at liberty to spend the. Hard earned money as per their will and wish they are not allowed to take important decisions making.

Thus our women are not free from the clutches of customs and traditions. Unless there is a basic change in the people's attitude towards women and their role in the society the provisions of legislation are of no use. Women suffer from vast divides of religion and class to add inequality laws of succession, marriage and divorce etc., are differently codified for different communities of the country. There is no common civil code. Wish is very much essential. ■■

# BACKBONE OF DEMOCRACY

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## INTRODUCTION

Local governments are figurative aspects in the democratic countries like India. Local government play a vital role in the development of the nation. The functions of the local governments in building the prosperous nation or model nation is very significant. Local governments are the organs of the National government. The prominences of the local governments are as follows:

### 1. LOCAL GOVERNMENTS IN THE SUCCESSFUL RUNNING OF THE DEMOCRACY

India incorporates democratic system in its administration. It is indeed essential to gain the confidence and cooperation of the citizens in the successful running of the democratic system. Until and unless citizens join hands and cooperate we cannot expect the successful democracy.

### 2. LOCAL GOVERNMENTS LEADING TO DEVELOPMENT

India is a developing nation. Either the Central Government or State Governments cannot alone wholly or equally govern the administration across the wide spread regions. In such cases Local governments like Corporation, Municipality, Town Panchayat extend their sincere service in the indiscriminative development of the nation

### 3. LOCAL GOVERNMENTS ARE HELPFUL FOR THE CITIZENS

Due to uncontrolled population growth, the citizens are facing various problems. The existence of local governments is enabling the citizens to directly find the remedy for their problems.

### 4. POLITICAL DECENTRALIZATION

Since is a land of villages the problems faced in the rural area is vivid in nature. It is indeed inevitable to find out the relief for the problems at the level of administration. In such situations, local governments respond to the problems of the rural areas and try to solve their problems in time.

### 5. REMEDIES TO THE NATIONAL PROBLEMS

In fact when compared to the national problems the problems faced at the local levels are very complex and vivid in nature. Therefore finding out the solution to the

problems of the local area is much extraneous than that of finding the remedies to the national problems. In such conditions, local government plays a vital role in solving the problems of the local area.

### 6. SMOOTH ADMINISTRATION

India exhibit simple and easy constitution when compared to constitutions of other nations. There is a provision to make amendments to the constitution when there are any administrative problems. Likewise, there is a provision to make amendments to the State governments too, which may result in the evolution of some problems. In such conditions, local governments respond to the problems of the locality.

### 7. RESPONSIBLE FOR ESTABLISHING THE DEMOCRATIC VALUES

Local governments are as good as the institutions, which teach the art of administration. Local government engages itself in the activities enabling it to achieve the principles of fundamental rights viz, Freedom, Equality and brotherhood. Hence, the local government strives to establish democratic values in the society.

### 8. CITIZENS ARE THE DECISION MAKERS

In fact, the decision-making authority of the citizen is evincible in various situations. Wherein, the citizens can express their opinions freely, fairly and directly without coming into the influence of others. This opinion is nothing but citizen's vote. Citizen's vote is a indivisible part of the social development. Citizen's vote is a kind of provocative strength evolved from social environment. Local governments enable the citizens to attain such provocative strength.

### 9. STRONG FOUNDATION FOR THE ESTABLISHMENT OF MODEL STATE

In the present democratic administrative pattern the foremost objective and the principle of the model state is to work for the welfare of the people. It is indeed impossible for the state government alone to respond and to meet or fulfil the needs of the civilians. It is even impossible for the state government even to directly express its concern to the civilians. In such situations, local governments are more appropriate bodies of the government that, anticipates to the needs of the civilians.

## 10. LOCAL GOVERNMENTS AS THE DEMOCRATIC INSTITUTIONS

In the modern times as the state governments are heaved with vast responsibilities, local governments have gained the prominence. Both the Central and State governments themselves cannot entirely anticipate to the local demands and fulfil the local needs the people in time. Therefore, the local government strives to inculcate amongst the citizens the characters like Civilian Consciousness, Self-Help, responsibility, Self-Confidence, Political awareness etc. Hence, Local government are termed as the best institutions, which teaches the lessons of democracy.

## 11. SOCIAL SECURITY

The local government aims to establish model state by engaging itself in the activities like Labour Welfare, empowering women, protection of aged, differently abled and poor population. Further, the local government concentrates on providing economic security to the weaker sections of the society. In order to avail the Life Insurance, Crop Insurance and Environmental disasters benefits to its capacities from the state or nation it is indeed inevitable to take the assistance of the local governments without which it is impossible establish a welfare nation or a model state.

## 12. DEMOCRACY AS A SOCIAL SYSTEM

The concepts of Equality and goodwill do exist in the society as the indivisible part of the democratic society. The democratic society is not only the restricted to particular state or the government pattern. Also, it greatly influences on the livelihood of the population therefore it is considered as the social reflection. Democracy is as good as a role model, wherein not every individual can completely deform the societal system but enjoys the equal freedom and actively participate in the activities in the united part of democracy and follows the decisions made by the wise civilians. Further provides such opportunities to others in the society enabling to run their livelihood. Such systems should be incorporated through the local governments which may result in the strengthening of democracy.

## 13. VIGILANT AND RESPONSIBLE OPPOSITION PARTY

There is a need for the existence of efficient, effective, vigilant and responsible opposition party in the democratic system to keep a check on the ruling party in the democracy by controlling the ruling party from violating are going par from the constitutional framework in their functioning. Therefore, it is not sensible for the ruling party to overlook, suspect or to treat the opposition party as traitors.

It is very essential to respect the political opposition. The ruling party should not cultivate the concept of opposing the opposition party itself as their duty. Instead, the ruling party should support the better opinions and oppose the worst opinions of the opposition party. Therefore, it is essential for both the ruling party and the opposition party to possess good and eminent leadership. The existence of ruling parties and opposition parties are the common scenario in every administrative level whether it is at the Centre, or State or Village level.

## 14. REDUCES THE RESPONSIBILITIES OF THE CENTRAL GOVERNMENT

Central government administered at far away from the villages, could not fully concentrate on the development and anticipate and provide solutions to the problems faced at the rural areas. Central government alone cannot justifiably reach to the problems of the rural area. In such conditions the local governments on the directions of the central government are authorized to cast the power in anticipating to the problems and finding solution to the problems of the rural area and to concentrate on developmental activities to be carried out in the rural areas. Such decentralization of power considerably reduces the responsibility of the central government.

From the all the above aspects it is evident that the services of the local governments is very essential in the democratic system so as to expect equal development throughout the nation. Hence, the local governments are responsible to evince successful democracy. There is a need of local governments in order to achieve overall development. Democracy is an everlasting aspect; likewise, local governments should flourish and serve in the nation building activities.

■ ■



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# A STUDY OF RELATIONSHIP BETWEEN SPIRITUAL INTELLIGENCE, EMOTIONAL INTELLIGENCE, SOCIAL INTELLIGENCE AND ITS DIMENSIONS OF STUDENTS STUDYING IN SECONDARY LEVEL TEACHER TRAINING COURSE IN KARNATAK UNIVERSITY, DHARWAD JURISDICTION

✉ A. B. Bhandiwad, Research Scholar, DBHPS, Dharwad.

## ABSTRACT

*The purpose of the study is to study the relationship between Spiritual Intelligence and Emotional Intelligence and its Dimensions of Students Studying in Secondary Level Teacher Training Course in Karnatak University, Dharwad Jurisdiction. Sample of two hundred B.Ed. students (100 male and 100 female) were selected on the basis of simple random sampling method for the purpose of collection of data.*

## INTRODUCTION

Emotional intelligence is concerned with understanding oneself and others, relating to people, and adapting to and coping with the immediate surroundings to be more successful in dealing with environmental demands. Emotional intelligence is tactical (immediate functioning), while cognitive intelligence is strategic (long term capacity). Emotional intelligence helps to predict success because it reflects how a person applies knowledge to the immediate situation. In a way, emotional intelligence is the reflection of one's "common sense" and ability to get along in the world (Bar-On, 1997).

Emotional intelligence represents an ability to validly reason with emotions and to use emotions to enhance thought. Emotional intelligence is increasingly relevant to organisational development and developing people, because the EQ principles provide a new way to understand and assess people's behaviours, management styles, attitudes, interpersonal skills, and potential. Emotional intelligence is an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service, and more.

The roots of emotional intelligence follow the lines of the intelligence testing movement. Thorndike (1920) acknowledged there are multiple intelligences and social intelligence is one of them. Social intelligence was problematic from its inception because it is inherently difficult to measure. Examining humans in interactions is a much more difficult task than measuring the cognitive abilities of an individual solving a mathematical problem. Despite the challenges, researchers still made efforts to measure social intelligence. Thorndike and Stern (1937) reviewed these attempts and concluded social intelligence was composed of three components: attitude toward society, social knowledge, and degree of social adjustment.

They also determined social intelligence was too complex to be measured and the difficulties inherent in measuring interactions with people were too large an obstacle to overcome.

Spirituality exists in the hearts and minds of men and women everywhere, within religious traditions and independently of tradition. If, following theologian Paul Tillich, we define spirituality as the domain of ultimate concern, then everyone is spiritual because everyone has ultimate concerns. However, the term ultimate concern can be interpreted in many different ways. Some people do not consider themselves or their concerns to be spiritual. Spirituality, like emotion, has varying degrees of depth and expression. It may be conscious or unconscious, developed or undeveloped healthy or pathological, naive or sophisticated, beneficial or dangerously distorted. Some current definitions of spirituality can be summarized as follows :

- Spirituality involves the highest levels of any of the developmental lines, for example, cognitive, moral, emotional and interpersonal.
- Spirituality is itself a separate developmental line.
- Spirituality is an attitude (such as openness to love) at any stage; and
- Spirituality involves peak experiences, not stages. An integral perspective would presumably include all these different views and others as well.

Spirituality may also be described in terms of ultimate belonging or connection to the transcendental ground of being. Some people define spirituality in terms of relationship to God, to fellow humans, or to the earth. Others define it in terms of devotion and commitment to a particular faith or form of practice. To understand how spirituality can contribute to the good life, defined in humanistic terms as living authentically the full possibilities of being human, it seems necessary to differentiate healthy

spirituality from beliefs and practices that may be detrimental to well-being. This leads to the challenge of defining and cultivating spiritual intelligence.

Because there is little agreement about definitions of spirituality, discussions of spiritual intelligence need to be exploratory rather than definitive. By asking the question of what is meant by spiritual.

Intelligence I hope to stimulate further discussion of a topic which I think merits further investigation.

Spirituality is truth -full growing with universal consciousness according to natural laws true spirituality leads to fulfilment of fulfilment of all aspiration. Spirituality is more difficult than religion. In religion there are certain rules to follow but in spirituality there is absolute freedom, yet one needs to take responsibility for the outcome. One has to be owns constant guard against becoming unnatural falls, hippo critical and self-destructive. Hence spirituality therefore connects us to our "Natural self." This is distinct from the "self" created by the mind which is only ego leading to self-destructions.

School should provide pupils with knowledge and insights into values and beliefs and enable them to reflect at on their experience and on life?s fundamental questions in away, which develops their spiritual awareness and self-fulfilment in each life the quality of your achievement reflects our sense of personal worth and level of confidence and gives us selves in work that gives us an opportunity to express our unique potential talent and skills. With work or duty then we love and that fulfils us, we grow mentally emotionally and spiritually (Of stead Hand Book 2000).

#### OBJECTIVES OF THE STUDY

1. To study the relationship between Emotional Intelligence and Spiritual intelligence of students studying in secondary level Teacher Training Course.
2. To study the relationship between Emotional and social intelligence of students studying in secondary level teacher training course.

#### HYPOTHESES

1. There exists a significant relationship between emotional intelligence total and spiritual intelligence and its dimensions of students studying in secondary level teacher training course is not accepted.
2. there exists a significant relationship between emotional intelligence total and social intelligence and its dimensions of students studying in secondary level teacher training course is not accepted.

#### METHODOLOGY

The study adopts Co-relation survey method for investigation

#### SAMPLE

In the present study Five-Five Colleges of Education in Dharwad districts were selected purposively, further,

from the 10 Colleges, a sample of two hundred B.Ed. students (100 male and 100 female) were selected on the basis of simple random sampling method for the purpose of collection of data

#### TOOLS

1. Emotional Intelligence Scale by Hyde, Pethe and Dhar (2000).
2. Spiritual intelligence scale by Singh & Singh
3. Social intelligence scale by Chadha and Ganeshan was used.

#### STATISTICAL TECHNIQUES

Persons product-moment coefficient of correlation "r.;

#### ANALYSIS AND INTERPRETATION

Table-1 : Coefficient of correlation between emotional intelligence total and spiritual intelligence and its dimensions of students studying in secondary level teacher training course

Variable	Spiritual Intelligence and its Dimensions	Coefficient of correlation (r)	Significant at 0.05 level of Significance
EMOTIONAL INTELLIGENCE	Spiritual Intelligence total	0.094	Not Significant
	Virtuous	-0.151	Significant
	Vision and Insight	-0.011	Not Significant
	Commitment	0.069	Not Significant
	Divinity	0.045	Not Significant
	Compassion	0.247	Significant
	Flexibility	0.024	Not Significant
	Gratitude	0.010	Not Significant
	Being Holistic	0.217	Significant
	Intuition	0.092	Not Significant
	Self-awareness	-0.021	Not Significant
	Inquisitive	0.034	Not Significant
	Resilient	0.061	Not Significant
	Mission and Servant-Leader	-0.003	Not Significant
	Value	-0.021	Not Significant
Field independent	0.094	Not Significant	
Inner Peace and Contentment	0.035	Significant	

Table value of 'r' at 0.05 level of significance with at df 198 = 0.138, N=200

Table -1 indicates that the obtained values of "r? of emotional intelligence total with spiritual intelligence and its dimension viz. vision and insight, commitment, divinity, flexibility, gratitude, intuition, self-awareness, 11, inquisitive, mission and servant-leader, value, value of students studying in secondary level teacher training course do not exceed the critical value of "r? at 0.05 level of significance i.e. .138. Therefore, the concerned null hypothesis is accepted at 0. 05 level of significance.

Further the table -1 reveals that emotional intelligence total and virtuous, compassion, being holistic, inner peace and contentment dimensions of spiritual intelligence of students studying in secondary level teacher training course are related as the critical value of "r?" at 0.05 level of significance i.e..138

In other words we can say that the concerned research hypothesis stated as there exists a significant relationship between emotional intelligence total and spiritual intelligence and its dimensions of students studying in secondary level teacher training course is not accepted.

**Table-2 : Coefficient of correlation between emotional intelligence total and social intelligence and its dimensions of students studying in secondary level teacher training course**

Variable	Spiritual Intelligence and its Dimensions	Coefficient of correlation (r)	Significant at 0.05 level of Significance
EMOTIONAL INTELLIGENCE	Social Intelligence total	-0.085	Not significant
	Patience	0.017	Not significant
	Cooperativeness	-0.115	Not significant
	Confidence	-0.053	Not significant
	Sensitivity	0.138	Not significant
	Recognition of Social Environment	0.036	Not significant
	Tactfulness	-0.055	Not significant
	Sense	-0.140	Significant
	Memory	-0.002	Not significant
	Social Intelligence total	-0.085	Not significant
	Patience	0.017	Not significant

Table value of 'r' at 0.05 level of significance with at df 198 = 0.138, N = 200

Table- 2 shows that the calculated "r" value of emotional intelligence total and social intelligence and its dimension viz. patience, cooperativeness, confidence, sensitivity, recognition of social environment, tactfulness and memory of students studying in secondary level teacher training course do not exceed the critical value of "r?" at 0.05 level of significance i.e. .138. Therefore, the concerned null hypothesis is accepted at 0.05 level of significance.

Further the table-2 shows that emotional intelligence total and sense dimension of social intelligence of students studying in secondary level teacher training course exceed the critical value of "r?" at 0.05 level of significance i.e..138

It means that the concerned research hypothesis stated as there exists a significant relationship between emotional

intelligence total and social intelligence and its dimensions of students studying in secondary level teacher training course is not accepted.

## DISCUSSION AND CONCLUSION

In this study, the researcher aimed to analyze the relationship between From the analysis report, it is concluded that, there exist no significant relationship between emotional intelligence total and spiritual intelligence and its dimensions of students studying in secondary level teacher training course. There exist no significant relationship between emotional intelligence total and social intelligence and its dimensions of students studying in secondary level teacher training course.

## EDUCATIONAL IMPLICATIONS

From the findings of the study it is clear that emotional intelligence, spiritual intelligence and social intelligence play an important role for good achievement of the students. An intelligent person is more capable for controlling his emotions and he will have more critical and analytical ability to use his emotions as per demand of the situations because his emotional, spiritual and social intelligence makes his intellect strong, sharp, clear and in good working order.

Emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings and thus ensures that an individual be able to attain heights in his personal as well as professional life.

A study of relationship between emotional intelligence, spiritual intelligence and social intelligence of students studying in secondary level teacher training course provides an empirical base for understanding as to emotional intelligence, spiritual intelligence and social intelligence. In addition, the study points out the difference between male and female of students studying in secondary level teacher training course on emotional intelligence, spiritual intelligence and social intelligence.

The present study point out that emotional intelligence was negatively correlated with spiritual intelligence of special educators. Spiritual intelligence is an essential element because it is likely to influence the attitude of special educators towards this profession. So, the educational planners should be more conscious about the spiritual intelligence of special educators.

So, we can improve the academic achievement of the students at college level by giving them proper training through curricular and co-curricular activities in emotional, spiritual and social intelligence.

Bodha Nanda Swami (2004) has mentioned that there are three levels of intelligence, first is pursuit of excellence. Second ability to keep mind calm under all circumstances, third is that of assessing the spirit i.e. technical or analytical intelligence, emotional intelligence and spiritual intelligence. By invoking the three levels of intelligence, one enjoys success, peace and happiness.

- Continued on Page No. 50

# EFFECT OF SELF-CONCEPT, ACHIEVEMENT MOTIVATION ASSOCIATED WITH ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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## ABSTRACT

*The purpose of the study is to "EFFECT OF SELF-CONCEPT, ACHIEVEMENT MOTIVATION ASSOCIATED WITH ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS". In the present study Descriptive Survey method was employed. Total 300 Secondary School Students with Stratified Random technique of Uttara Kannada District was taken for the present study. The following tools were used to collect the essential data. 1. Dr. Suryavanshi's Self-Concept Scale. 2. Deo-Mohan's Achievement Motivation Scale' Constructed by Dr. Dev Mohan. 3. Construction of Academic Achievement Test Constructed by the Investigator. From this study, the Investigator was concluding that the achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of secondary school students. The self-concept scores are increases/decreases as increase/decrease the academic achievement scores of secondary school students. The achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of secondary school male students. The self concept scores are increases/decreases as increase/decrease the academic achievement scores of secondary school male students. The achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of secondary school female students. The self-concept scores are increases/decreases as increase the achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of urban secondary school students/decrease the academic achievement scores of secondary school female students. The self-concept scores are increases/decreases as increase/decrease the academic achievement scores of urban secondary school students. The achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of rural secondary school students. The self-concept scores are increases/decreases as increase/decrease the academic achievement scores of rural secondary school students.*

## INTRODUCTION

Historically, the domain of investigation subsumed under "self concept" by psychologists and sociologists was a major concern of the theologians, philosophers, political essayists, playwrights, and novelists. Since difference in defining the domain exist even today. It is hazardous to start with a definition without first preparing ground on which terms of the definition can be built. This task is undertaken here through a glance at the status of the self-concept in contemporary psychology and through a brief report of representative conceptions by various writers, nothing convergences and differences. With an adequate definition, developmental and experimental research can be reviewed to derive leads for a conception of self that is scientifically based, rather than one that suggests "my word against your word."

The phrase 'Achievement Motivation' refers to the motive or desire of individuals to achieve something unique and of excellence in different fields of endeavor. It is not confirmed to academic achievement alone rather, it man manifest in the personal, social or occupational field of one's life. This involves competition with a particular standard of excellence in performance and influences learning and personality development.

Academic achievement of an individual refers to one's attainment in scholastic subjects prescribed for a particular course of study. In this study the academic achievement would mean total attainment of secondary school students in IX standard school subject in social science. There the investigator has constructed an academic achievement test for obtaining achievement scores of students.

## OBJECTIVES

1. To study the relationship between Achievement Motivation and Self-Concept with Academic Achievement of secondary school students.
2. To study the relationship between Achievement Motivation and Self-Concept with Academic Achievement of secondary school male students.
3. To study the relationship between Achievement Motivation and Self-Concept with Academic Achievement of secondary school female students.
4. To study the relationship between Achievement Motivation and Self-Concept with Academic Achievement of urban secondary school students.
5. To study the relationship between Achievement Motivation and Self-Concept with Academic Achievement of rural secondary school students.

## HYPOTHESES

1. There is no significant relationship between Achievement Motivation and Self-Concept with Academic Achievement of secondary school students.
2. There is no significant relationship between Achievement Motivation and Self-Concept with Academic Achievement of secondary school male students.
3. There is no significant relationship between Achievement Motivation and Self-Concept with Academic Achievement of secondary school female students.
4. There is no significant relationship between Achievement Motivation and Self-Concept with Academic Achievement of urban secondary school students.
5. There is no significant relationship between Achievement Motivation and Self-Concept with Academic Achievement of rural secondary school students.

## METHODOLOGY

In the present Study Descriptive Survey method was employed.

## SAMPLE

The study is confined to the students of standard IX studying in geography of UttaraKannada District. From the population of 181 secondary schools in Uttara Kannada, 6 secondary schools were selected at Random. Total 300 students constituted the sample for the present study.

## TOOLS

The following tools were used to collect the essential data :

1. Dr. Suryavanshi's Self-Concept Scale: Constructed by Dr. Vijay R. Suryavanhi.
2. Deo-Mohan's Achievement Motivation Scale': Constructed by Dr. Dev Mohan.
3. Construction of Academic Achievement Test: Constructed by the Investigator.

## STATISTICAL TECHNIQUES USED

To make the analysis of the entire data the Correlation analysis Technique was used.

## ANALYSIS OF DATA

**Hypothesis : 1.** there is no significant relationship between Achievement Motivation and Self-Concept with Academic Achievement of secondary school students.

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

**Table :1. Results of correlation coefficient between achievement motivation and self-concept with academic achievement of secondary school students**

Variables	Academic achievement in Geography of secondary school students			
	Correlation coefficient	t-value	p-value	Signi.
Achievement motivation	0.2764	2.7127	<0.05	S
Self concept	0.5998	12.9390	<0.05	S

The results of the above table clearly showed that,

1. The relationship between achievement motivation and academic achievement of secondary school students is found to be positive and statistically significant ( $r=0.6649$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of secondary school students.

2. The relationship between self-concept and academic achievement of secondary school students is found to be positive and statistically significant ( $r=0.5998$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the self-concept scores are increases/decreases as increase/decrease the academic achievement scores of secondary school students.

**Hypothesis : 2.** there is no significant relationship between achievement motivation and self-concept with academic achievement of secondary school male students.

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

**Table : 2. Results of correlation coefficient between achievement motivation and self-concept with academic achievement of secondary school male students**

Variables	Academic achievement in Geography of secondary school male students			
	Correlation coefficient	t-value	p-value	Signi.
Achievement motivation	0.6681	10.5476	<0.05	S
Self concept	0.5144	7.0462	<0.05	S

The results of the above table clearly showed that,

1. The relationship between achievement motivation and academic achievement of secondary school male students is found to be positive and statistically significant ( $r=0.6681$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of secondary school male students.

2. The relationship between self-concept and academic achievement of secondary school male students is found to be positive and statistically significant ( $r=0.5144$ ,  $p<0.05$ ) at 5% level of significance. Hence,

the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the self concept scores are increases/decreases as increase/decrease the academic achievement scores of secondary school male students

**Hypothesis : 3.** There is no significant relationship between achievement motivation and self-concept with academic achievement of secondary school female students.

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

**Table : 3. Results of correlation coefficient between achievement motivation and self-concept with academic achievement of secondary school female students**

Variables	Academic achievement in Geography of secondary school female students			
	Correlation coefficient	t-value	p-value	Signi.
Achievement motivation	0.6512	10.7873	<0.05	S
Self concept	0.6570	10.9551	<0.05	S

The results of the above table clearly showed that,

- The relationship between achievement motivation and academic achievement of secondary school female students is found to be positive and statistically significant ( $r=0.6512$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of secondary school female students.

- The relationship between self-concept and academic achievement of secondary school female students is found to be positive and statistically significant ( $r=0.6570$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the self-concept scores are increases/decreases as increase/decrease the academic achievement scores of secondary school female students.

**Hypothesis : 4.** There is no significant relationship between achievement motivation and self-concept with academic achievement of urban secondary school students.

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

**Table : 4. Results of correlation coefficient between achievement motivation and self-concept with academic achievement of urban secondary school students**

Variables	Academic achievement in Geography of urban secondary school students			
	Correlation coefficient	t-value	p-value	Signi.
Achievement motivation	0.7025	12.0090	<0.05	S
Self concept	0.6457	10.2865	<0.05	S

The results of the above table clearly showed that,

1. The relationship between achievement motivation and academic achievement of urban secondary school students is found to be positive and statistically significant ( $r=0.7025$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of urban secondary school students.

2. The relationship between self-concept and academic achievement in urban secondary school students is found to be positive and statistically significant ( $r=0.6457$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the self-concept scores are increases/decreases as increase/decrease the academic achievement scores of urban secondary school students.

**Hypothesis : 5.** there is no significant relationship between achievement motivation and self-concept with academic achievement of rural secondary school students.

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

**Table : 5. Results of correlation coefficient between achievement motivation and self-concept with academic achievement of rural secondary school students**

Variables	Academic achievement in Geography of rural secondary students			
	Correlation coefficient	t-value	p-value	Signi.
Achievement motivation	0.6272	9.7976	<0.05	S
Self concept	0.5603	8.2291	<0.05	S

The results of the above table clearly showed that,

- The relationship between achievement motivation and academic achievement of rural secondary school students is found to be positive and statistically significant ( $r=0.6272$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of rural secondary school students.

- The relationship between self-concept and academic achievement of rural secondary school students is found to be positive and statistically significant ( $r=0.5603$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the self-concept scores are increases/decreases as increase/decrease the academic achievement scores of rural secondary school students.

## FINDINGS

1. The achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of secondary school students.

2. The self-concept scores are increases/decreases as increase/decrease the academic achievement scores of secondary school students
3. The achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of secondary school male students.
4. The self concept scores are increases/decreases as increase/decrease the academic achievement scores of secondary school male students
5. The achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of secondary school female students.
6. The self-concept scores are increases/decreases as increase/decrease the academic achievement scores of secondary school female students
7. The achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of urban secondary school students.
8. The self-concept scores are increases/decreases as increase/decrease the academic achievement scores of urban secondary school students
9. The achievement motivation scores are increases/decreases as increase/decrease the academic achievement scores of rural secondary school students.
10. The self-concept scores are increases/decreases as increase/decrease the academic achievement scores of rural secondary school students

## CONCLUSION

Purkey (1970) suggests that the following four student self-concept factors are likely to lead to a academic success, relating (to others), asserting (or experiencing a sense of self control) investing (encouraging students to get involved with learning and with classmates) and coping (how well students meet school expectations). In the final chapter of "Inviting School Success". Purkey suggests that teachers should try to establish an atmosphere of warmth and a cooperative spirit and those they convey positive expectations. These measures will help students in secondary school students to build positive self-concept.

Scientists continue to be intrigued why some people are motivated to achieve and others are not motivated at all. Achievement-orientated people do not gamble with success. They have to believe that achievement is 100% guaranteed in order to "play".

An example involves a gambler, a conservative person and an achievement-oriented person. The gambler chooses the highest risk because he believes it is beyond his control anyway. He can then rationalize any loss this way. This can be represented by sales associates. The risks

they take are worth it when they win. The conservative individual will choose the lowest amount of risk. In the business world, this is the person who does his or her job but does not stick their neck out

The secondary school leaving certificate was expected to the furnish full information as to the progress of the pupil during the whole period of the schools course as well in the public examination conducted at the end of the course. On the basis of these records it was left to employers then in service or to admit them to college for such course of study as in the opinion of the principals concerned the pupils were best fitted

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# TO STUDY THE RELATIONSHIP BETWEEN JOB SATISFACTION AND ATTITUDE TOWARDS TEACHING PROFESSION OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS OF GADAG DISTRICT

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## ABSTRACT

*The purpose of the study is to find out the relationship between Job Satisfaction and Attitude towards Teaching Profession of Male and Female Secondary School Teachers of Dharwad District. Descriptive and predictive researches method is appropriate for the study. From entire population of these secondary school teachers one hundred five (105) teachers were selected as the sample for the study. Thus random sampling technique was used to select the Students. The study revealed that; there is a positive significant relationship between job satisfaction and attitude towards teaching profession of secondary school teachers. There is a positive significant relationship between job satisfaction and attitude of male secondary school teachers towards teaching profession. But there is no significant relationship between job satisfaction and attitude of female teachers towards teaching profession.*

## INTRODUCTION

The teacher or the educationists responsible for the education of individual children from the beginning, are supposed to know as to what is understood by intelligence, what is its real nature; whether it is a unitary quality and a faculty or is composed of certain elements or factors. Sometimes teachers in the classroom and even many educational administrators are not quite clear about the concept of intelligence.

Job satisfaction is a complex phenomenon. It is one of the most crucial and controversial issues of behavioral management in any organization. Job satisfaction is the result of various attitudes the employee holds towards his job, towards related factors and towards life in general. Job satisfaction is caused by and is derived from many inter-related factors. It is viewed as a result of or consequence of the workers' experiences on the job in the relation of his own values, and what he wants or expects from the job satisfaction can be viewed as similar to pleasure.

Super (1939) views "Work satisfaction and life satisfaction depends upon the extent to which the individual finds adequate outlets for his ability, interests, personality traits and values. They depend upon his establishment in a type of work, a work situation and a way of life in which he can play the kind of experiences have led him to consider congenial and appropriate."

The term 'Attitude' is defined by Freeman (1965) as "a dispositional readiness to respond to certain situations, persons, objects or ideas in a consistent manner, which has been learned and has become one's typical mode of response". It is a tendency to react in a certain way toward a designated class of stimuli. These are the ways in which an individual thinks feels and acts. Attitude always arouses

one's feelings and emotions. Attitude ranges from Positive extreme to Negative extreme. Attitudes vary in the amount of positiveness or negativeness.

## SIGNIFICANCE OF THE STUDY

**a. Job Satisfaction :** Job satisfaction is psychological condition varying in degree in various places and times because, it is conditioned by socio-cultural and economic factors to a large extent, job satisfaction can be measured at two levels, i.e.. intrinsic and extrinsic with efficiency of work or turnover.

Historically, the concept of human relations assumed that high job satisfaction led to high productivity, but later researchers indicated that this was an incorrect assumption, satisfied workers turned out to be either high producers or low producers or only average producers. The scanty researches in this area does not give satisfactory evidence of the relationship between job performance levels of job satisfaction may create variations in the predominance of individuals on their jobs This could be more so in the case of a leader of an organization, since he is under great stress and strain due to the normative expectation of his role performance by virtue of his occupying the position. A relationship between the two variables, namely, administrative behavior and job satisfaction of school heads might answer a few topical questions on the need for qualitative uplift of the profession and improvement of service conditions in the field of teaching.

**b. Teachers' Attitude :** The study of attitudes and their measurement, change in attitudes and their relationship with other variables has been a very important area of research in social and educational psychology. Attitude influence the psychological, social and political processes in the minds of both laymen and scientists.

Importance of attitudes was formally recognized in the early period of social psychology. Thomas and Znanieck, (1918) defined social psychology as the scientific study of attitudes. Allport (1954) viewed the attitude as 'the most distinctive and indispensable concept in contemporary American social psychology

Education is the most potent instrument of bringing about social, political and economic betterment and cultural transformation of a country. It is the quality of education that determines the level of prosperity, welfare and security of the people. But the quality of education depends upon the quality of education depends upon the quality of teachers. It is good augury that educationists and educational planners in India have started realizing that only securing enough teachers will not do as what is equally important is securing the right type of teachers. Unless such teachers are found, secondary schools cannot deliver the goods that are expected of them. Fundamentally the success of secondary education does not depend either on the definition of aims, statements of objectives, or discussion of subject values, but on the academic and professional preparation of teacher

Par the professional preparation of the teachers the study of attitudes held by them is very important. How a teacher performs his duty as a teacher is dependent. to a great extent, on his attitudes, values and beliefs. A positive favorable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavorable attitude makes the teaching task harder, more tedious and unpleasant. In addition a teachers attitudes not only ailed his behavior in the classroom but also influence the behavior of his students moreover effective and productive learning on the part of the pupils can be achieved by employing teachers with desirable attitudes or by shaping their attitudes in the desired directions.

The influence of teacher attitudes or expectations upon the behavior of school children has been discussed in several studies. Among the most interesting of those has been that of Pidgeon (1970). He traced from a number of studies, some tentative evidence supporting the hypothesis that a teachers attitudes influence the behavior and ability of his pupils. Lunn (1970). too, has suggested that the observed decline in reading performance of children of lower social origin relative to higher social class children might in some measure, be due to their teachers' lower expectations of them.

Indeed as writers like Bernard (1952) and Crow and Crow (1951) have pointed out the teachers with an undesirable set of attitudes should not be entrusted with the change of tender, developing minds of pupils, as otherwise, he would impart to them his own tensions, frustrations. According Goyal (1984) the teachers' attitude is significantly correlated to pupils' achievement. All these evidences clearly indicate that the attitude of the teachers

play an important role in deciding quality of education. There by in building an efficient system of education.

Beginning of 21 century has given birth to tremendous changes in the educational field also, role of the teacher has become narrower due to the developments in the field of science and technology. Influence of information technology has extended to such an extent that teacher has no role to play in educational process. But as pointed out earlier, more transmission of knowledge is not a job of teacher. He has a great responsibility of developing good citizens through the development of right attitudes, beliefs, norms, characters nationality and so on. To do this, basically teacher should have right attitude towards teaching, his pupils teachers. Then only he can able to influence the pupils to develop, modify their attitude in the right direction.

Importance of study job satisfaction and teacher attitude towards teaching profession generated in the mind of investigator to study the correlation between job satisfaction and attitude towards teaching profession. From the psychological point of view the job satisfaction is most influential on teachers in developing their attitude towards teaching profession. Commonly speaking the teacher who is a satisfied with his job, his attitude towards teaching profession will also be favourable.

#### OBJECTIVES

1. To investigate the relationship between job satisfaction and attitude towards teaching profession of teachers.
2. To investigate the relationship between job satisfaction and attitude of male teachers towards teaching profession.
3. To investigate the relationship between job satisfaction and attitude of female teachers towards teaching profession.

#### HYPOTHESIS

1. There is a positive significant relationship between job satisfaction and attitude towards teaching profession.
2. There is a positive significant relationship between job satisfaction and attitude towards teaching profession of male teachers.
3. There is no significant relationship between job satisfaction and attitude towards teaching profession of female teachers.

#### SCOPE OF THE STUDY

1. The present study was confined to secondary schools located in Gadag District.
2. The study was limited to urban and rural secondary school teachers.
3. The study was also confined to job satisfaction and attitude towards teaching profession.

4. The Scope of the study is limited to Gadag District Urban and Rural areas.

## METHODOLOGY

The present research study is a descriptive survey

## SAMPLE

From entire population of these secondary school teachers one hundred five (105) teachers were selected as the sample for the study.

## TOOL

- A attitude scale (JSE) Job Satisfaction Scale for primary and secondary teachers standardized by Mrs. Meera Dixit (1993) was used
- Teacher attitude inventory developed and standardized by Ahluwalia (1974) was used as a tool for the present study.

To find out the relationship between the job satisfaction and attitude towards teaching profession of secondary school teacher correlation coefficient techniques were used.

**H1** : There is a positive significant difference between job satisfaction and attitude towards teaching profession of secondary school teachers.

**Table-5.1: Correlation Coefficient Between Job Satisfaction Scores and Attitude Scores (n = 105)**

Variable	Mean	S.D.	Correlation Co-efficient	t-value	p-value	Signi.
Job satisfaction score	200.791	23.4614	0.2637	2.8098	< 0.01	S
Attitude Score	310.467	25.1483				

Significant at 0.01 level

## FINDINGS

There is a positive significant relationship between job satisfaction and attitude towards teaching profession of secondary school teachers.

**(H1)** : There is a positive significant relationship between job satisfaction and attitude of male secondary school teachers towards teaching profession.

**Table-5.2 : Correlation Coefficient Between Job Satisfaction Scores and Attitude Scores of Male Teachers (n = 54)**

Variable	Mean	S.D.	Correlation Co-efficient	t-value	p-value	Signi.
Job satisfaction score	202.6952	26.0117	0.3100	2.3355	< 0.01	S
Attitude Score	313.8258	25.6606				

Significant at 0.05 level

## FINDINGS

There is a positive significant relationship between job satisfaction and attitude of male secondary school teachers towards teaching profession.

**(H1)** : There is no significant relationship between job satisfaction and attitude of female teachers towards teaching profession

**Table-5.3 : Correlation Coefficient Between Job Satisfaction Scores and Attitude Scores of Female Teachers (n = 51)**

Variable	Mean	S.D.	Correlation Co-efficient	t-value	p-value	Signi.
Job satisfaction score	201.7843	21.7065	0.2181	1.56451	< 0.01	S
Attitude Score	309.9216	25.6584				

Not Significant at 0.05 level

## FINDINGS

There is no significant relationship between job satisfaction and attitude of female teachers towards teaching profession.

## STATISTICAL TECHNIQUES

In pursuance of the objectives of the study as well as to test the research hypothesis, the Pearson's Product Moment correlation was used to know the relationship between job satisfaction and attitude towards teaching profession of secondary schools teachers working in different institution in Gadag District.

## FINDINGS

1. There is a positive significant relationship between job satisfaction and attitude towards teaching profession of secondary school teachers.
2. There is a positive significant relationship between job satisfaction and attitude of male secondary school teachers towards teaching profession.
3. There is no significant relationship between job satisfaction and attitude of female teachers towards teaching profession.

## CONCLUSION

From the above results it is concluded that; there is a positive significant relationship between job satisfaction and attitude towards teaching profession of secondary school teachers. There is a positive significant relationship between job satisfaction and attitude of male secondary school teachers towards teaching profession. Bur there is no significant relationship between job satisfaction and attitude of female teachers towards teaching profession.

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# A STUDY OF DIFFERENCE BETWEEN EMOTIONAL INTELLIGENCE AND SPIRITUAL INTELLIGENCE SCORES OF MALE AND FEMALE STUDENTS STUDYING IN SECONDARY LEVEL TEACHER TRAINING COURSE

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## ABSTRACT

*The purpose of the study is to study the difference between Emotional Intelligence and Spiritual Intelligence scores of male and female students studying in Secondary Level Teacher Training Course in Karnatak University, Dharwad Jurisdiction. Sample of two hundred B.Ed. students (100 male and 100 female) were selected on the basis of simple random sampling method for the purpose of collection of data.*

## INTRODUCTION

Emotional intelligence, on the other hand, "is a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (Mayer and Salovey, 1993).

One of the most significant emotional intelligence breakthroughs took place in 1980, when the American born Israeli Psychologist. Bar-On began his work in the field. He developed perhaps the first attempt to assess emotional intelligence in terms of a measure of well-being. He was perplexed by a number of basic questions. Why, he wondered, do some people possess greater emotional well being? Why some are better able to achieve success in life? And, most important, why do some people who are blessed with superior intellectual abilities seem to fail in life, while others with more modest gifts succeed? By 1985, he thought he had found a partial answer in what he called a person's Emotional Quotient (EQ) an obvious parallel to the long standing measures of cognitive and rational abilities that we know as IQ, or intelligence quotient (cited in Jermy Geiser 2001). Bar-On (1988) in his doctoral dissertation used the term 'Emotional quotient' ("EQ") long before the concept gained widespread popularity as a name for emotional intelligence and before Salovey and Mayer had published their first model of emotional intelligence.

The first use of the term "Emotional Intelligence" is usually attributed to Payne's (1985) doctoral thesis, A study of emotion: Developing emotional intelligence. This seems to be the first academic use of the term emotional intelligence.

The concept of emotional intelligence has been theorized as being critical for effective functioning and providing enhanced personal well-being and growth

(Mayer and Salovey, 1997). Although attempts to measure emotional intelligence have been numerous and there have been some important advances in the use of ability measures, Salovey and Colbs. developed an earlier self-report approach to assess relevant aspects of individuals' perception of their emotional competencies (Mayer and Stevens, 1994; Salovey, Mayer, Goldman, Turvey, and Palfai, 1995). One of the most widely used self-report measures with regard to emotional intelligence is the Trait Meta-Mood Scale (TMMS). This measure taps into what researchers have termed Perceived Emotional Intelligence, or the knowledge individuals have about their own emotional abilities as opposed to actual capacity or capacity of mental abilities (Salovey, Bedell, Detweiler, and Mayer, 1999; Salovey, et al., 2002). In particular, the TMMS is a measure of beliefs concerning one's own emotional attention (perceived attention paid to one's own emotional states), Clarity (perceived understanding of one's emotional states), and emotional repair (perceived ability to regulate one's emotional states).

Emotional intelligence allows thinking more creatively and use our emotional to solve problems. Deniel Goleman believes that emotional intelligence appears to be an important set of psychological abilities that relate to life success. It is empathy and communicational skills as well as social and leadership skills that will be central to our success in life and personal relationships, rather than high IQ. Goleman purports that if we want to be a valued and productive member of the society it is better to have high EQ.

Daniel Goleman argues that men particularly need to develop emotional skills, and he give many examples of men with high intelligence who were not successful because they had problems with their people skills. He found from his research that people with high emotional intelligence generally have successful relationships with

family, friends and fellow workers. They are also successful because they persist in the face of setbacks and channel their emotional energies towards achieving their goals.

Spirituality exists in the hearts and minds of men and women everywhere, within religious traditions and independently of tradition. If, following theologian Paul Tillich, we define spirituality as the domain of ultimate concern, then everyone is spiritual because everyone has ultimate concerns. However, the term ultimate concern can be interpreted in many different ways. Some people do not consider themselves or their concerns to be spiritual. Spirituality, like emotion, has varying degrees of depth and expression. It may be conscious or unconscious, developed or undeveloped healthy or pathological, naive or sophisticated, beneficial or dangerously distorted. Some current definitions of spirituality can be summarized as follows :

- Spirituality involves the highest levels of any of the developmental lines, for example, cognitive, moral, emotional and interpersonal.
- Spirituality is itself a separate developmental line.
- Spirituality is an attitude (such as openness to love) at any stage; and
- Spirituality involves peak experiences, not stages. An integral perspective would presumably include all these different views and others as well.

Spirituality may also be described in terms of ultimate belonging or connection to the transcendental ground of being. Some people define spirituality in terms of relationship to God, to fellow humans, or to the earth. Others define it in terms of devotion and commitment to a particular faith or form of practice. To understand how spirituality can contribute to the good life, defined in humanistic terms as living authentically the full possibilities of being human, it seems necessary to differentiate healthy spirituality from beliefs and practices that may be detrimental to well-being. This leads to the challenge of defining and cultivating spiritual intelligence.

### OBJECTIVES OF THE STUDY

1. To study the difference between emotional intelligence of male and female students studying in secondary level teacher training course.
2. To study the difference between spiritual intelligence of male and female students studying in secondary level teacher training course.

### HYPOTHESES

There exists no significant difference between male and female students studying in secondary level teacher training course with regard to their emotional intelligence is retained.

### METHODOLOGY

The study adopts Differential statistics method for investigation

### SAMPLE

In the present study Five-Five Colleges of Education in Dharwad districts were selected purposively, further, from the 10 Colleges, a sample of two hundred B.Ed. students (100 male and 100 female) were selected on the basis of simple random sampling method for the purpose of collection of data

### TOOLS

1. Emotional Intelligence Scale by Hyde, Pethe and Dhar (2000).
2. Spiritual intelligence scale by Singh & Singh

### STATISTICAL TECHNIQUES

Differential Analysis

### ANALYSIS AND INTERPRETATION

**Table-1 : Significance of difference between mean emotional intelligence scores of male and female students studying in secondary level teacher training course**

Group	N	Mean	S.D.	S. Ed.	t-ratio	Significant at 0.05 level of significance
Male	100	306.63	22.245	3.359	0.533	Not Significant
Female	100	304.93	26.037			

Table value of 't' at 0.05 level of significance with df 198 = 1.97, N= 200

Table-1 depicts that the mean emotional intelligence scores of male and female students studying in secondary level teacher training course are 306.04 and 303.93 with S.D. 22.245 and 26.037 respectively. The calculated t-value comes out to be 0.533 is not significant at 0.05 level of significance. It means that the emotional intelligence of male students studying in secondary level teacher training course did not differ significantly as compared to female students.

Hence, the concerned null hypothesis which is stated earlier that there exists no significant difference between male and female students studying in secondary level teacher training course with regard to their emotional intelligence is retained.

**Table-2 : Significance of difference between mean spiritual intelligence scores of male and female students studying in secondary level teacher training course**

Group	N	Mean	S.D.	S. Ed.	t-ratio	Significant at 0.05 level of significance
Male	100	120.77	27.760	5.10	5.13	Not
Female	100	127.68	34.369			

Table value of 't' at 0.05 level of significance with df 198 = 1.97, N= 200

It looks from the Table -2 that the mean spiritual intelligence scores of male and female students studying in secondary level teacher training course are 120.77 and 127.68 with S.D.s 27.760 and 34.369 respectively. The calculated t-value comes out to be 1.35 is not significant at 0.05 level of significance. It means that the spiritual intelligence of male students studying in secondary level teacher training course did not differ significantly as compared to female students.

Hence, the concerned null hypothesis which is stated earlier that there exists no significant difference between male and female students studying in secondary level teacher training course with regard to their spiritual intelligence is retained. Difference between mean and S.D. scores of male and female students studying in secondary level teacher training course on spiritual intelligence shown below in figure-4.3.

### DISCUSSION AND CONCLUSION

In this study, the researcher aimed to analyze the relationship between From the analysis report, it is concluded that,

### EDUCATIONAL IMPLICATIONS

From the findings of the study it is clear that emotional intelligence, spiritual intelligence and social intelligence play an important role for good achievement of the students. An intelligent person is more capable for controlling his emotions and he will have more critical and analytical ability to use his emotions as per demand of the situations because his emotional, spiritual and social intelligence makes his intellect strong, sharp, clear and in good working order.

Emotional intelligence essentially reflects our ability to deal successfully with other people and with our own feelings and thus ensures that an individual be able to attain heights in his personal as well as professional life.

A study of relationship between emotional intelligence, spiritual intelligence and social intelligence of students studying in secondary level teacher training course provides an empirical base for understanding as to emotional intelligence, spiritual intelligence and social intelligence. In addition, the study points out the difference between male and female of students studying in secondary level teacher training course on emotional intelligence, spiritual intelligence and social intelligence.

The present study point out that emotional intelligence was negatively correlated with spiritual intelligence of special educators. Spiritual intelligence is an essential element because it is likely to influence the attitude of special educators towards this profession. So, the educational planners should be more conscious about the spiritual intelligence of special educators.

So, we can improve the academic achievement of the students at college level by giving them proper training through curricular and co-curricular activities in emotional, spiritual and social intelligence.

Bodha Nanda Swami (2004) has mentioned that there are three levels of intelligence, first is pursuit of excellence. Second ability to keep mind calm under all circumstances, third is that of assessing the spirit i.e. technical or analytical intelligence, emotional intelligence and spiritual intelligence. By invoking the three levels of intelligence, one enjoys success, peace and happiness.

### IMPORTANT ACTIVITIES TO BE INTRODUCED IN COLLEGE AND HOME

- Parents and teachers should be the role models. By observing their behaviour, students gradually learn how to analyze and cope with life situation.
- Students should be encouraged to read books and articles related to personally development and make education useful.
- Seminars, works shop and lectures on personality development and spiritual development should be arranges in college and institutions.
- Value education should be introduced in college.
- Meditation, self- management classes should be organized under the guidance of experts invited from different spiritual organizations.
- Social Service activities should be organized by N.S.S., Red Cross, Society and Health Service etc.
- Trips should be organized to religious place.

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# N. K. KRUPSKAYA

## (1869-1939)

✍ D. Mohan, M.M. First Grade College, Gadag.



As long as the organization of schooling stays in the hands of the bourgeoisie, the vocational school will be a weapon directed against the interests of the working class. Only the working class can turn the vocational school into a tool for the transformation of contemporary society.

Nadezhda konstantinovna Krupskaya, the states woman, party activist, wife and companion of Lenin, was born in St.Petersburg on 14 February 1869. The poverty of her parents helped her in acquiring a progressive world-view. As she wrote in one of her works, her sympathies were with the revolutionaries and her educational philosophy embraced almost all aspects of educational policy, from basic principles for the organization and management of schools, the content of education and teacher training, adult education, eradication of illiteracy to children's and youth movements.

Krupskaya's first love was the teaching profession. After completing her secondary education with distinction in 1886. she underwent teacher training. She, however, could not find a teacher's job, and was forced to tutor and give private lessons in a boarding school. In 1891, she joined as a teacher at the workers' Sunday Evening School in St. Petersburg. An enthusiastic reader of Russian and foreign authors who wrote on the dynamics of society, she was fond of the works of Karl Marx and Friedrich Engel. She became a member of a Marxist student society in 1890 and acquainted herself with the living and working conditions of the workers.

For Krupskaya, the people's level of education became an integral part of her revolutionary concerns. As she wrote in 1910, "The time will come when it will be possible to set up the kind of school the future generation needs. We will have to know how to set up such a school, and for that we need experience, and we need to work on it in advance in order to understand how to approach the task". She not only familiarized herself with the educational systems in her country Russia, but also with the educational systems that prevailed in countries like the United States of America, United Kingdom, Germany, France, and other western countries. Besides, she also studied the works of contemporary educationists like Rousseau, Pestalozzi, Comenius, Tolstoy and Dewey. This enabled her to critically analyze the state of education in different countries and select the best of educational theory and practice.

By 1917, Krupskaya published more than 40 works, including Public Education and Democracy, which made significant contribution to the development of Marxist educational philosophy. Citing a wealth of documentation she revealed the link between education and productive labor showing how the substance of the idea of work education changed in various phases of history in accordance with the class and conditions that shaped it. Analyzing the history of work education, she said, "As long as the organization of schooling stays in the hands of the bourgeoisie, the vocational school will be a weapon directed against the interests of the working class. Only the working class can turn the vocational school into a tool for the transformation of contemporary society."

The success of the Socialist Revolution in Russia enabled Krupskaya to do a great deal of organizational, political and educational work in her country. As the Deputy to the people's Commissar (Minister) of Education, She directed the preparation of teaching plans for the new system of education. Combining her work in government, party and education with her research and literary endeavors, she published more than 3000 books, pamphlets, articles, and reviews. In fact, the October Revolution provided her with an opportunity to revamp education in Russia by breaking the educational monopoly of the propertied classes and overcoming the cultural backwardness of her country. Part of the reconstruction of the education system, as she wrote in 1918 was, "the destruction of the old class-ridden school system, which had become scandalously unjust, and the establishment of schools that would satisfy the requirements of the rising socialist order;" According to her the role of the school was the formation of fully developed people with an integral view of the world and a clear understanding of what was happening around them in nature and society ;people prepared at the theoretical and practical levels for any kind of physical or intellectual work, and able to build a rational, fulfilled and happy life in society.

Krupskaya did not find the establishment of a single all-embracing education system an easy one, as it was not easy to build a consistently democratic system of public education on the ruins of the old system. Her efforts were also hindered by widespread destruction and famine. Besides the civil war unleashed by the counter-revolutionary forces, foreign intervention and mass illiteracy made her task a difficult one. Illiteracy of the adult population was one of the main obstacles in the implementation of the new educational system. Writing

on the importance of eradicating illiteracy, Krupskaya said, "economically and culturally we can develop no further without dispelling the darkness of illiteracy." While the old textbooks were abolished, they were not replaced by new ones, A part from this, there were not enough school buildings and many teachers were encouraged by the supporters of the old regime to sabotage the new system. There were not enough teachers to replace them. Writing on this problem, she wrote, "Yet in spite of all these difficulties, the development of public education is set on course and will soon assume the definite organizational form that life itself dictates."

In the new educational system, Krupskaya assigned an important role to the teacher. As she observed in one of her works. "In fact, the people's teacher is close to the people's environment and in most cases is connected with it in a thousand ways; the divide between the teaching profession and the people was artificially created, for a specific purpose. The new situation is abolishing this divide, and forms of collaboration between teacher and population must be established to put an end to the universal division... This rapprochement will ensure that schools flourish, and that through had work together the cultural level of the country will rise, and that we will have a better future; it promises a renaissance of the teaching profession, whose role can now become honoured and respected."

After the October Revolution, in 1920, the Russian government created the All Russian Extraordinary Commission for the Eradication of Illiteracy, and in 1923 a voluntary organization "Down with Illiteracy" was launched. The government's strategies at checking illiteracy led to sharp reduction in mass illiteracy.

Polytechnic education, based on the ideas of Marxism and Leninism, was one of the important contributions of Krupskaya, Stressing the need for polytechnic education.

she wrote that the aim of the system was to "present students with basics of modern engineering, which all its diverse branches have in common." she said that the polytechnic education would help the rising generation to comprehend the economy as a whole, without which it is impossible to become a genuine builder of socialism. Stating that polytechnic education should be linked with mathematics and natural science, she said, "The difference between polytechnic and vocational schools is that the former's center of gravity is in the comprehension of the processes of labour, in development of an ability to combine theory with practice, to understand the interdependency of certain phenomena, whereas in vocational school the center of gravity is the acquisition of working skills by pupils." She further clarified polytechnic system is not merely a matter of acquiring an aggregate of knowledge and skill, crafts or merely the study of modern engineering, but a whole system which studies the bases of production in their various forms, states of development and manifestations.

Krupskaya considered the organization of collective work as one of the important means of conducting communist education. Stressing the need for labor education, she asked the authorities "to consider to what extent the work imparted the skills of collective labour; an ability to establish the principal aims, to get an overall picture of the work, to plan it and divide it up in such a way as to ensure that each was allotted the most appropriate task within his or her powers, the ability to come to the assistance of comrades in their work, a capacity for evaluation of the work of each person in the productive process and of the results and effectiveness of the work".

Acclaiming the work of Krupskaya, the Russian government awarded the order of the Red Banner of Labour in 1929 and the Order of Lenin in 1933. ■■

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### IMPORTANT ACTIVITIES TO BE INTRODUCED IN COLLEGE AND HOME

- Parents and teachers should be the role models. By observing their behaviour, students gradually learn how to analyze and cope with life situation.
- Students should be encouraged to read books and articles related to personal development and make education useful.
- Seminars, works shop and lectures on personality development and spiritual development should be arranged in college and institutions.
- Value education should be introduced in college.
- Meditation, self- management classes should be organized under the guidance of experts invited from different spiritual organizations.

- Social Service activities should be organized by N.S.S., Red Cross, Society and Health Service etc.
- Trips should be organized to religious place.

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