



DIMENSIONS OF EDUCATION

*An International Journal of Education
and Research Quarterly*

**Importance of Language Laboratory for
B.Ed., Trainees**

Indian Constitution and Human Rights

**The Role of Professional Development in
Ensuring Teacher Quality**



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Universal Declaration of Human Rights - 1948

The Universal Declaration of Human Rights is a declaration by the United Nations General Assembly on 10 December 1948 at the palais de chaillot in Paris, France. The Declaration consists of thirty articles. According to Article 1 - All human beings are born free and equal in dignity and rights everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, Language religion political or other opinion, nation or social origin, property birth or other status. Further more, no distinction shall be made on the basis of the political, Jurisdictional or international status of the country. Everyone has the right to life, liberty and security of person. No one shall be held in slavery. No one shall be subjected to torture or to cruel, Inhuman or degrading treatment or punishment every one has the right to recognition every where as a person before the law. All are equal before the law and are entitled without any discrimination to equal protection of law. No one shall be subjected to arbitrary arrest, detention or exile etc.

- Dr. N.B. Kongawad
Editor

HIGHER EDUCATION IN INDIA

✉ **Dr. V.M. Ramesha**, Asst. Professor, Department of History, KSOU, Mysore.

INTRODUCTION

The development of socio economical structure of a country depends on its education systems. The academic level of citizens plays an important role in strengthening the social and economical and technological fabrication of a nation. Higher education is a major contributor in the overall progress of any country, but today in India higher education facing basic problems. These include inadequate infrastructure and facilities, large vacancies in faculty positions and poor faculty. Thereof low student enrolment, out declining research students, in motivated students overcrowded class rooms and wide speed of geographic, in come gender, and ethic imbalance. Apart from concerns relating to deteriorating standards there is in reported exploitation of students by many private providers. Many colleges established in rural areas. Are non-viable or under-enrolled and have extremely poor infrastructure and facilities with just a few teachers. Here I have made an attempt to explore the opportunities of higher education and its suggestions for the improvement on the basis of primary and secondary sources.

DISCUSSION

Higher education in India is at crossroads. This may sound like an overused cliché but it is because our higher education system is facing greater challenges in the 21st century. This scenario has emerged because of certain development over the past few years. For the first time, India is recognized internationally as a nation which is providing value-added trained human power at a premier level. Indian experts are now persons who generate wealth and also are backbone in many global science and technology revolutions. Indians have made their presence felt in the field of information technology, pure sciences and economics, in financial management and in fields related to humanities and social sciences,

- Our best-trained youths, in all disciplines and all subjects, can become an integral part of the global, social and economic revolution, particularly through expertise in creating and handing of "knowledge" which has tremendous potential for human advancement and for enriching the quality of life. The linking of the Indian economy with that of the

world will create a more favorable employment environment.

- The growing Indian economy and the nation, which is reinventing itself to face the challenge of globalization, also need highly skilled human power to manage its affairs. This requires our education system to address the question of quality and of producing trained human power in all disciplines and all subjects that would sustain and enhance our advantages as a nation contributing to the "Gray revolution"
- A difficult and sensitive issue faced by the higher education system is the dominance of the affiliating system. The system need to plan to give more autonomy to colleges with the right to award degrees. There is urgent need to initiate a process of "authority with responsibility".
- The growing interconnectedness of all the science (pure social and human) is one at the defining feature of are attracting a large number of students, there are doubts about their legitimacy. In addition, foreign universities are also marketing their programmers. In the light of this increased competitions to the public education system there is urgent need to enhance the quality of functioning of the state-run system.
- Areas of studies like defense and security strategies, economic and world trade are truly multi-disciplinary in nature, cutting as they do across the disciplines of sciences, humanities and social science. Their importance is also increasing in the rapidly changing global scenario. These and allied disciplines need to be studied and researched in more organized manner than at present. The institutionalization of such activities therefore is a much-felt need.
- The third dimension of University's activities namely extension education that presently includes adult and continuing education as an important element, needs to be further widened by reorienting it as a link between business and society. Indeed in the changed economic environment, outreach actives in lifelong education in aspects related to skills, health,

environment, physical fitness, values, good citizenship, and other factors that led to good groups (SC/ST, minority, women, physically handicapped) is a task in itself.

SUGGESTION

- Revamp the curricula to reflect the need for national development with international benchmarks.
- Encourage towards a learning society
- Establish connection with the industry and academia
- Encourage innovative practices
- Student centered education and dynamic method
- To provide need based job -oriented courses
- International co operation
- Harness the creativity of teacher, research fellows, students and external experts to develop multimedia teaching material.
- Establish electronic communication network for sharing the academic resources.
- Harness ICT for enhancing the quality of teaching and research.
- Create a framework for combining the strengths of scientific laboratories, private initiatives and universities to start Advanced Institutions for Undergraduate and postgraduate Science Education.
- Identify and support a few universities and colleges that have the potential to do better both in undergraduate and postgraduate education.
- Increase understanding for social changes and enhance perception for human values through outreach activates.
- Reinforce the universities' role of service to society through and interdisciplinary and trans-disciplinary approach.
- Support sports and personality development activities,
- Focus on faculty development and rewards.
- Inculcate an appreciation for internal academic audit and external peer review.
- Enhance research capabilities by upgrading scientific infrastructure in universities and Inter-Universities Centers and enable easy access to research funding.
- Invest in basic and utility-oriented research and promote interdisciplinary research in all subjects and disciplines.
- Encourage interactions between research and development institutions and industries for synergetic research and development programmers.
- Create opportunities for the faculties to spend more time on research through "Joint-employment' opportunities in research and development institutions and industries.
- Promote cross flow of teacher/scientist through interchange between universities and diverse research laboratories at the national/ international levels.
- Promote "quality" consciousness and monitor the performance of educational institutions.
- Create and enable organizational and administrative structure to be more users friendly.
- Expand -links with international educational and research institutions for the benefit of students and faculty.
- Expand study opportunities for foreign students.
- Create an independent financial support structure for venture capital for academic initiatives and students education loans.
- Carefully examine and create ways to change the tuition and other fees structure that will sustain the system without burdening the students from poorer backgrounds.
- Enhance opportunities for mobilizing funds and devising the financial resource base
- To increase quantity of universities.

CONCLUSION

Thus an essential requirement for envisioning India's future in the new century is to recognize that the parameters which determine national development have changed in recent years and will change further in future. This will open up greater possibilities than ever before. The Government of India has announced the national goal to become a developed nation by the year 2020.

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COMPUTATIONAL NEUROSCIENCE

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ABSTRACT

Computational neuroscience is the study of brain function in terms of the information processing properties of the structures that make up the nervous system, Research in computational neuroscience can roughly be categorized into several lines of inquiry. Most computational neuroscientists collaborate closely with experimentalists in analyzing novel data and synthesizing new models of biological phenomena.

The ultimate aim of computational neuroscience is to explain how electrical and chemical signals are used in the brain to represent and process information. This goal is not new, but much has changed in the last decade. More is known now about the brain because of advances in neuroscience, more computing power is available for performing realistic simulations of neural systems, and new insights are available from the study of simplifying models of large networks of neurons. Brain models are being used to connect the microscopic level accessible by molecular and cellular techniques with the systems level accessible by the study of behavior.

INTRODUCTION

Computational neuroscience was introduced by Eric L. Schwartz, who organized a conference, held in 1985 in Carmel California, at the request of the Systems Development Foundation to provide a summary of the current status of a field which until that point was referred to by a variety of names, such as neural modeling, brain theory and neural networks. The proceedings of this definitional meeting were published in 1990 as the book "Computational neuroscience". The first open international meeting focused on computational

neuroscience was organized by James M. Bower and John Miller in San Francisco, California in 1989 and has continued each year since as the annual CNS meeting. The first graduate educational program in computational neuroscience was organized as the Computational and Neural Systems program at the California Institute of Technology in 1985. The human behavior is enabled by the brain. Hence it is not possible to study human behavior without studying the physical structure of the brain. While a sense of the molar structure is essential for a basic recognition of the master organ of the body, an appreciation of the molecular provides foundation and insight to the complex nuances of human behaviour. Many problems related to the nervous system can be attributed to specific brain structures, or areas of associated functional systems. It is an interdisciplinary science that links the diverse field of neuroscience, cognitive science, and psychology with electrical engineering computer science, mathematics and physics.

Computational neuroscience is distinct from psychological connectionism and from leaning theories of

disciplines such as machine learning, neural networks, and computational learning theory in that it emphasizes descriptions of functional and biologically realistic neurons and their physiology and dynamics. The computational models are used to frame hypotheses that can be directly tested by biological and psychological experiments.

WHAT IS COMPUTATIONAL NEUROSCIENCE?

Computational Neuroscience, a relatively recent discipline within the broader field of neuroscience, has emerged as a crucially important discipline for furthering our understanding of brain function and translating this knowledge into technological applications. Computational neuroscience is an approach to understand the development and function of nervous systems at many different structural scales, including the biophysical, the circuit, and the systems levels. Methods include theoretical analysis and modeling of neurons, networks, and brain systems and are complementary to empirical techniques in neuroscience.

Computational neuroscience (CN) is strictly defined as the quantitative understanding of the function of the brain at the level of neuronal dynamics and neural networks. It is the field that is concerned with how the brain computes. The word "compute" is not necessarily an analogy with the computer, and it must be understood in a broad sense. It simply refers to the operations that must be carried out to perform cognitive functions (walking, recognizing a face, speaking). Put in this way, it might seem that this is pretty much the entire field of neuroscience. Note that this means neither that computational neuroscience is mostly about simulating the brain, nor that

the brain is thought of as a computer. It simply refers to the materialistic assumption that, if all the laws that underlie cognition are known in details, then it should be possible to artificially reproduce them (assuming sufficient equipment).

According to David Marr, a very important figure in computational neuroscience, proposed that cognitive systems can be described at three levels :

1. **The computational level: what does the system do? (for example : estimating the sound location of a sound source)**
2. **The algorithmic/representational level : how does it do it? (for example: by calculating the maximum of cross-correlation between the two monaural signals)**
3. **The physical level : how is it physically realised? (for example: with axonal delay lines and coincidence detectors)**

Theories in computational neuroscience differ by which level is addressed, and by the postulated relationships between the three levels. Due to this, David Marr considered that these three levels are independent.

THEORETICAL NEUROSCIENCE

Another related terminology is "theoretical neuroscience". This is somewhat broader than computational neuroscience, and is probably an analogy to theoretical physics, a branch of physics that relies heavily on mathematical models. Theoretical neuroscience is not necessarily concerned with computation, at least not directly. This may lead to the theory called cable theory.

QUANTITATIVE NEUROSCIENCE

"Quantitative neuroscience" also refers to the use of quantitative mathematical models as a tool to understand brain function or dynamics, but the substitution of "quantitative" for "theoretical" suggests that the field is more concerned with data analysis (as opposed to theories of how the brain works).

NEURAL MODELING

Finally, "neural modeling- is concerned with the use of quantitative neural models, in general biophysical models. The terminology suggests a data-driven approach.

This raises two critical issues. One is that it is based on what Francisco Varela called "neurophysiological subjectivism".

Neurophysiological subjectivism is problematic because (in particular) it fails to fully recognize the defining property of living beings, which is teleonomy (in other words, function).

The data-driven approach only considers the constraints deriving from measurements, not the functional constraints, but this essentially amounts to deny the fact that the object of study is part of a living being. Alternatively, it assumes that measurements are sufficiently constraining that function is entirely implied, which seems naive.

OBJECTIVES OF COMPUTATIONAL NEUROSCIENCE RESEARCH

Simulation Objectives To test the theories and principles by modelling (reconstructing) brain functions at the level of :

- whole brain
 - neural networks
 - neurons and synapses
 - substructures of neurons
 - genetic encodings
- Analysis Objectives To deduce brain functions based on the analyses of the signals and structures at the level of :
- whole brain
 - neural networks
 - neurons and synapses
 - substructures of neurons
 - genetic codes

TECHNIQUES IN COMPUTATIONAL NEUROSCIENCE RESEARCH DEVELOPING THEORIES OF OPERATIONS OF THE BRAIN

- Develop mathematical equations that govern brain functions
- Develop equations that describe electrical, biochemical properties of neurons & neural networks
- Reconstruct biologically-realistic model of neural networks
- Simulate the functions of neural networks based on the model
- Perform experiments to test the model to see if it works as predicted

DEVELOPING ANALYSES OF THE COMPLEX FUNCTIONS OF THE BRAIN

- Develop analytical techniques to decode the functions of the brain
- Develop methodologies to analyze brain signals
- Using mathematical/statistical analyses to deduce principles of operation
- Apply analyses to reduce the complexity of the neural system
- Based on the analyses, formulate theories and principles of brain functions

COGNITION, DISCRIMINATION, AND LEARNING

The brain seems to be able to discriminate and adapt particularly well in certain contexts. For instance, human beings seem to have an enormous capacity for memorizing and recognizing faces. One of the key goals of computational neuroscience is to dissect how biological systems carry out these complex computations efficiently and potentially replicate these processes in building intelligent machines. The computational representational understanding of mind is another attempt at modeling human cognition through simulated process like acquired rule based systems in decision making and the manipulation of visual representations is decision making.

CONSCIOUSNESS

One of the ultimate goals of psychology of neuroscience is to be able to explain the everyday experience of conscious life. Francis Crick and Christ of Koch made some attempts in formulating a consistent framework for future work in neural correlates of consciousness.

COMPUTATIONAL CLINICAL NEUROSCIENCE

Is a field that brings together experts in neuroscience neurology, psychiatry, decision sciences and computational modeling to quantitatively define and investigate problems in neurological and psychiatric diseases and to train scientists and clinicians that wish to apply these models to diagnosis and treatment.

CONCLUSION

Computational neuroscience can be roughly categorized into several lines of inquiry. It is distinct from psychological connectionism and from learning theories of disciplines such as machine learning neural networks and computational learning theory.

It is all too easy for us to brush over what's really happening in the brain by explaining behaviour in terms of things we all instinctively think, we understand, but find it very hard to explain what we really mean. One of the ultimate goals of Computational neuroscience is to be able to explain the everyday experience of conscious life. Some attempts are in formulating a consistent framework for future work in this field remains speculative. Hence, Computational neuroscience is an important research strategy of the world.

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■ ■

IMPORTANCE OF LANGUAGE LABORATORY FOR B.ED., TRAINEES

✉ **Dr. Madhumalati V. Boodi**, Lecturer in K.L.E Society's College of Education, Nippani

INTRODUCTION

Today's educational climate is increasingly diverse. Art has long been seen as a visual language. The language lab plays a key role to learn the any language in a happy atmosphere and in a successful way. Both the teacher and the students' inputs are very important in this kind of learning activity. The efforts of the both make the above points victorious. The computers are just an aid and not a solution. The well planned contents and practice help the learners learn the language very quickly. Though the language lab is believed as self learning accessible, we need an expert to handle the classes. Multicultural countries like India, students are taking taut try to learn the English language and its proficiency. So we need a solution that facilitates the second language learning in a trouble-free way.

A language laboratory is a facility-usually a room in a school/university-where students use technology to learn a new language. It's said that the language lab was made possible by Thomas Edison's invention of the phonograph in 1877, which allowed the recording and reproduction of sounds. Today's language labs have certainly come a long way from the "listen and repeat" schemes of the 1960s, and have become ground zero for hyper-multimedia language education. It used to be that hazy audio was channeled to language students donning individual headsets. Today, your class can enjoy authentic videos, engaging apps and innovative game formats-all at the click of a button. For example, learners of yore certainly couldn't imagine sitting in front of consoles that not only present crisp audio, but vividly clear videos featuring native speakers-as if they're sitting outside a café in a foreign country, listening closely to conversations. Learners of the past would also be really glad to see that these videos come with interactive transcripts, meaning every word in the conversation can be looked into closer for translation, pronunciation, usage and more.

ADVANTAGES OF LANGUAGE LAB

- **Auditory Oriented** : The direct sound transmission gives step by step guidance from the teacher to the heads of the students with crystal clear clarity.

- **Better Attention** : The Lab software is more attention enthralling for the students, where they are engaged with individual systems.
- **Comprehensive quickly** : The Lab increases the pace of comprehension as a student coaching is purely based on the level of study.
- **Damper the idea** : The Lab regulates the language through the different thoughts created in the mind of the students.
- **Effective learning** : The lab provides to learn the foreign language practice in a focused setting that eliminates the feelings of self-consciousness.
- **Focus Veracity** : By using text, audio and video can easily be integrated with actuality in every day situations.
- **Guide the group** : It is easy to guide the groups by monitoring each student independently without disturbing the others students.
- **Have the self evaluation** : the students can do a periodical self evaluation to measure the progress as well as evaluate his/her language with that of the expert.
- **Independent learning** : access to resources beyond the timetable encourages independent learning.
- **Janitor for learners** : It care takes the learners to become skilled at the language that they are learning.
- **Kaput the fear** : The automated learning environment removes one's fear and creates a happy learning situation. Learn the need: The lab fulfills the need of the learner that is learning the language skills in an effective way.
- **Medium of interactivity** : The students can record their own voice and play back the recordings, interact with the each other and the teacher, and store the results.

LANGUAGE LABORATORY BENEFITS FOR B.ED TRAINEES

Language labs are becoming **highly valued** at colleges and **universities** because they offer students a structured

eLearning environment that is **successful** and **reliable**. New technologies are increasingly more present in **classrooms** as they facilitate the **teacher's role** in creating a more attractive learning environment for the student and can offer their students more practice hours and up-to-date exercises than can be found in language books.

A LANGUAGE LAB IS PRACTICAL

Learning a new **language** just by studying the theory is not enough to guarantee a successful **language learning experience**. Language labs provide practice in an entertaining and interactive way to acquire the 4 main language skills: **listening, speaking, reading, and writing**. Students learn more comprehensively through a language lab, using more class time instead to achieve these three main objectives :

- **Self-learning** : The student progresses in a self-guided but structured and progressive training to achieve the goals and objective set by the school or educational body.
- **Complimentary** : Language labs allow students to reinforce material learned in class by putting them into practice through interactive activities.
- **Monitoring and Evaluation** : Teachers know the progress of each student and receive reports of strengths and weaknesses to better adapt the classroom activities.

STUDENTS LEARN MUCH FASTER IN THE LANGUAGE LAB

Practice leads to language learning **success!** Language labs' **interactive** courses help students learn much faster than in a **regular classroom** setting. The **methodology** of the classroom language network uses a progressive model to promote natural learning, where students learn the different concepts of language in an **intuitive** way. The **language lab boosts the motivation** of students achieving higher levels of language retention and progress.

THE TEACHER TAKES ON A MORE IMPORTANT ROLE IN THE LANGUAGE LAB

There is a big fear in the **education** world that technology will **replace** the **role** of the **teacher** and the position will become obsolete entirely. The language lab **debunks** this **myth** because it provides **supplementary materials** that only **facilitate** the role of the instructor rather than compete with it. The teacher can then focus on the **important** parts of the course rather than waste time explaining everything. The structure of the language lab

courses also facilitate the work teacher puts in when preparing lessons and allows them to prepare them in less time and with a greater volume of **interactive resources**. The course then collects the student information and provides instantaneous reports of the lesson's progress against objectives; the teacher uses this information to **guide** the direction of the class.

USE MORE RESOURCES AND VARIED ACTIVITIES THAN IN A TRADITIONAL CLASSROOM

Language labs allow students to practice the language with a much wider **variety** of **activities** and **exercises** based on the computer. Learning occurs in a **structured** way, in a **real context** and visually **attractive** way that immerses the student in the language learning environment and **promotes** language use. The students can watch videos, practice their **pronunciation** through a speech recognizer, learn new vocabulary, and much more.

LANGUAGE LABS ALLOW FOR DIVERSITY IN THE CLASSROOM

Language laboratories provide teacher **attention** to students, **especially** in the case of schools with different levels because as **interactive** courses, language labs are **tailored** to the **individual needs** of students. On the other hand, thanks to **monitoring** and **evaluation** in real time, the teacher knows exactly what course objectives pose major difficulties for the student time and can reinforce the class accordingly.

LABS FOSTER COMMUNICATION IN THE CLASSROOM

Language labs also **encourage communication** student-teacher as well as student-student with activities and exercises essential to oral communication and the understanding of the language. The labs include tools for creating **groups**, host conversations via **chat**, promote messages on the **board**, access to a **community** of students who are also studying the same language, etc.

LANGUAGE LABS ARE AN INTUITIVE TOOL FOR BOTH THE STUDENT AND TEACHER

This method of learning does not **require professional technical** skills for use in the classroom, the teacher only needs basic computer skills and students will welcome the added technology they are already so adept with.

LANGUAGE LABS OPTIMIZE COMPUTING RESOURCES

Both **universities** and **colleges** have classrooms with computers there for students to complete school works or

- Continued on Page No. 15

WAYS & MEANS TO INCULCATE ATTITUDE OF NATIONAL INTEGRATION AMONG STUDENTS

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ABSTRACT

In the era of liberalization, globalization and of information and communication technology, the curriculum framers of our nation mostly emphasizing on these dimensions but hardly any efforts is being made for the provision of moral, spiritual and on national building education. The purpose of this paper will be emphasizing the value of national integration and solidarity. Which is must to teach our future generations. Education has to play a major role in inculcating the values of solidarity, integrity, knowledge about literature and culture through moral science, spiritual/secular education and value education.

INTRODUCTION

The Preamble of the Constitution of India states: We, the people of India, having solemnly resolved to constitute India into a Sovereign, Socialist, Democratic, Republic and to secure to all its citizens: Justice-social, economic and political, Liberty of thought, expression, belief, faith and worship; Equality of status and of opportunity: and to promote among them all Fraternity assuring the dignity of the individual and the unity and integrity of the Nation.

National integration is the creation of a feeling of oneness where the diversities are recognized and respected by imbibing a sense of nationhood. There is a certain degree of consistency in the various attempts to conceptualize the notion of national integration. In the words of Pt. Jawahar Lal Nehru 'the Indian state is based on the principle of unity in diversity'.

NATIONAL INTEGRATION

Meaning and Dimensions of National Integration :

The dictionary meaning of 'integrity' is the state of being whole and undivided : upholding territorial integrity and national sovereignty. Origin of this word from French integrite or Latin integritas, meaning integral, and integrate. Indian nation is composed of the people by many religious and cultural beliefs but are unified by certain emotional forces. This is the process of national integration, The main objectives of national integration is to encounter all fissiparous forces/tendencies, which is posing threat to the Indian nation.

National integration is a complex concept. It has social, political, religious, regional and economic dimensions. The basic factors of national integration: Ideological unity and awareness about 'national objectives' should be created among the people who hold

divergent views on political and religious and similar other fields. India observes 19th November, the birthday of former Prime Minister, Indira Gandhi, as National Integration Day, its main aim is to promote among the peoples unity, peace, affection and brotherhood.

DEFINITIONS

- Dorothy Simpson ' feeling that binds the citizens of a country'.
- National integration is the awareness of a common identity amongst the citizens of a country. It means that though we belong to different castes. religions and regions speak different languages we recognize the fact that we are all one.
- Identification of people with nation as a whole and not with sectional identifies.

MEANING /EXPLANATION

National Integration does not imply 'similarity' or becoming 'identical' It is unity in spite of all differences, in other words, Unity in diversity. Some glaring Facts related to Diversity:

- Geographically our land is diverse and there are amazing differences in climate.
- Great varieties in costume, food habits, and social customs.
- All the major religions (Hinduism, Islam, Christianity, Buddhism, Sikhism, Jainism, and Zoroastrianism) are practiced in our country.
- About 1652 languages and dialects are spoken in our country. Out of these 18 are recognized by our Constitution as National languages of our country.

RABINDRANATH TAGORE

Indian culture is a fully bloomed lotus in whose every petal flows the culture of different types of ardour; if one of the petals is distorted or remains undeveloped. the beauty of the flowers is impaired'.

PANDIT. JAWAHARALAL NEHRU

We should not become parochial. narrow-minded, provincial. Communal and caste-minded. We have a great mission to perform..... integration of Indian people. Political integration has already taken place.,..., what I am after is something much deeper than that - emotional integration of the Indian people so that we might be welded into one and made strong national unit maintaining at the same time all our wonderful diversity'.

THE PROBLEMS IN ACHIEVING NATIONAL INTEGRATION IN INDIA'

National integration is an essential theme of nation building it brings diverse groups of a nation into a common body.

The problem of integration is not unique to India. as a large number of new nations have faced the monstrous problem of integrating the nation from the plentifulness of diversities and separate, often conflicting interest.

In India the problem of integrating has its own structural. regional economic, political and religious implications, Geopolitically India has its until. Structurally India has no monolithic structure in terms of diversity, different levels of social evolution coexist in India.

Most of the major religions of the world namely Hinduism, Islamism, Christianity and Buddhism are found here. Indian society is pluralistic in character. It has a composite culture, it has diverse ethnic groups, religions, languages and regions.

UNDERLYING UNITY

- Freedom
- Basic teaching of all religions
- Certain spiritual/religious beliefs such as 'heaven / hell, Merit/sin, divine, reward, punishment, transmigration.\
- Great Epics Ramayana, Mahabharata and Mythology
- History of our glorious past
- Great heritage of our fine Arts (classical music, Dance)

RECENT UNIFYING ASPECTS

- Freedom Struggle
- Common Constitution, Laws
- Common National Symbols
- Common National Festivals
- Communication System
- Mass Media.

ROLE OF EDUCATION

- Education as a tool/Instrument for Development
- Fostering NI is a matter of attitude & value so cannot be achieved by framing laws.
- Attitude & Values require input at cognitive & affective level which can be achieved through education & not by law-enforcement.
- It can be included as an important component of Value-Education
- Right attitudes & Values can be easily developed at an early age.

WAYS & MEANS OF DEVELOPING NATIONAL INTEGRATION

- Restructuring the school curriculum/syllabus (curriculum that promotes N1)
- Uniform policy of Education across the country
- Learning of many languages
- Visits & excursions to different places/states for direct contact with people of different states
- Celebration of Festivals of different state (Onam, rathyatra, Durgapuja, Holi, Lodi, Uttarayan, Navrtri.
- Posters/photographs of great men & women of different states (poets, authors, artists, leaders, thinkers)
- Student exchange programs
- Awareness regarding current affairs in different states
- Inviting eminent members of different communities of different states to talk about their specific cultures (customs, traditions, food-habits, their traditions of Music, dance, drama, folk, arts, ways of worship)
- Sensitizing students about the suffering of people of other states at the time of natural calamities as well as other problems such as communal violence.
- Encouraging them for active participation in the rescue operations & Chritable activities

- Traditional dress day
- Showing travel documentaries on 'variegated culture. Flora & Fauna of different states.

CONCLUSION

This objective of the paper is. there cannot be national integration without understanding the character of the nation and there cannot be communal harmony unless by intrinsically believe in the validity of different beliefs and approaches. When the factors are taken into consideration. It can be seen that national integration is a complex problem and political integration is only one part of it. It is beyond doubt that the treats of disingegration are staring us in the face. If we keep on remaining disunited in the name of religion, Community or language. the country will be in trouble. If we do not sink petty differences our freedom is in peril. Divisions, on the the basis of languajges or community will have serious repercussions. In short, there is urgent need to rethink about our basic political and culatal concjepts, reinterpret them, and be bold to emphasize them through educatgional system. political behavior and social environment. At the same time socio-economic and cultural differences are to be avoided also. Caste discriminations should be cradicated. We must re4alize that we have the strong bond of same cultural

heritage and must not let ourselves fall apart and disintegrate. We must sho to the world that a country with as old a tradition as ours can holds back personal differences for the sake of higher interest of the country. Toleration co operation and feeling of brotherhood should guide us in maintaining the national unity of our country. Let us echo what Pandit Nehru said, "There is no division between North and South, east and West of India. There is only India of which all us are inheritors, it belongs to all of us"

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- From Continued on Page No. 12

study other subjects. There are also a number of faculty computer labs or office computers for administration also available. Language labs essentially recycle resources an educational institute already has and adapts it to the language course.

In short, language labs are a very **comprehensive** and **cost-effective** tool for educational institutions to **monetize** their language training and also offer students effective language learning via the latest technology and educational content. They are the perfect solution for designing a **structured academic curriculum** in accordance with the objectives of an educational center with an international vocation audience that seeks the **highest quality** in teaching.

CONCLUSION

Make a conclusion now. According to Aristotle's definition, "speech" is a kind of articulated "voice", the basic difference between "voice" and "speech" is the process of articulation which is performed by the tongue. Aristotle draws such a difference from the aspect of

vocalization organs. Judged from the biological base, speech does not belong to human beings uniquely, some other animal species also have the ability of speech, and the difference is just the degree of the ability to use speech. Human beings are especially good at speech because of their special vocalization organs. So human speech is not thoroughly distinguished from animal speech, but performs as a more complex degree among the whole biological communication continuum. It is concluded that the language lab is the solution and need of the hour to learn the any language. The quality of the language proficiency will be more when they learn it from the multimedia, digital and computerized Language Lab. We need some trained expert to teach the faculties to know how to handle the language lab and the students in a proper way. Surely language laboratories represent the single largest investment and installment of audio resources in education. The computer now fulfillls all the need of language educators and gives life to language for many learners.

■ ■

THEATRE, CINEMA ADAPTATION AND SHAKESPEARE

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ABSTRACT

"All the world is a stage and all the men and women merely players. Earth is a big stage, life is a big drama". This world is a huge stage and we all are actors in our own lives. God is the Director; our actions cause the rise and fall in our own life.

Shakespeare's period the professional theatre was a blooming business and a popular entertainment for people of all backgrounds from royalty to illiterate apprentices. Shakespeare's theatre was full of the people. People did not sit all the time and it was not quiet during the performance. The audience could walk around, eat and drink during the play. They cheered mock and sometimes even threw objects at the actors. The theatre in Shakespeare's time was much different than it is today.

Who doesn't know Shakespeare? The genius playwright's plays have been performed in theatre across the globe since time immemorial. Shakespeare was one of the greatest of genius that have ever been born on this plant of ours. Shakespeare wrote for the popular stage. The stage theatre turned as cinema theatres and plays converted as movies using modern technology.

KEYWORDS : *Theatre, cinema screen, Shakespeare's plays modern theatre, theatre and Shakespeare.*

INTRODUCTION

DURING Shakespeare age, his plays were performed on stages in private theatres, provincial theatres and play houses. They were acted out in the yards of bawdy inns and in the great halls of London Inns of Court. Although the globe is certainly the most well known of all the renaissance stages associated with Shakespeare and is rightfully the primary focus of discussion, a brief introduction to some of the other Elizabethan theatres of the time provides a more complete picture of the world in which Shakespeare lived and worked.

The Globe theatre is said to be the most important structure in Shakespeare's dramatic career. The Chamberlain Company built the theatre in 1699.

In present day cinema as an art form in its own right rather than firm always as adaptation of a literary text. Shakespeare plays deal with the medieval period of the British history, from 11th to 15th century.

We can classify Elizabethan theatres into two main groups. Those within the London district and located throughout the English country side. The theatres within the London district can be further classified as playhouses, inn yards, and private theatres.

AIMS OF STUDYING THEATRE AND CINEMA ADAPTATION

While we are discussing and studying, we should get have the knowledge of theatre and cinema adaptation.

The present article is dealing with the relation between cinema and theatre in general from 16th to 20th and 21st

centuries, and updating Shakespeare's plays on all levels since, the start of the 21st century only one English language. Film using Shakespeare's text has made a profit yet at the same time Shakespeare has become a popular source for adaptations and assimilations have enjoyed differing degrees of success, and the essay interrogates those aspects which make the popular cinema audience Folk to see Shakespeare in such distinguished form.

The Shakespearean theatre and cinemas and adaptations are very important to make sense of nobility, love, friendship, hatredness and moral values too.

OBJECTIVES

Theatre and Shakespeare two aspects are like two faces of coin. Both theatre and Shakespeare cannot detachable subjects. World famous poet-dramatist started his life got shine from the theatre. He acted in theatres and later he wrote many plays. Shakespeare had closer attachment with theatres in London nearly twenty years. He migrated from Warwickshire to London and earned fame and wealth from theatres. He becomes a shareholder in two of them leading theatres of the time the Globe and the Black friars, and purchased in Stratford and London. But the years which brought prosperity also domestic sorrows. His plays are performed in theatres and he influenced on many successor playwright. Though he was comes in English literature 16th century now a day's also his influence continued on theatre and on play wrights.

Perhaps in modern day theatre are consists performance of William Shakespeare plays, particularly

his tragedy plays, performance of William Shakespeare plays, particularly his tragedy plays like Romeo and Juliet, Hamlet, King Lear, Macbeth, Othello, even his plays are made films in various languages. So that modern theatre consists with much more effective plays of William Shakespeare.

Shakespeare was popularly known as play Wright and actor he involved with number of London theatres Shakespeare earliest plays were performed at the theatre. The theatre was first public theatre in England since Roman times just outside London Shakespeare began his acting and writing career with lord. Chamberlains men a theatre company after. Shakespeare move to curtain theatre in 1597 and 1599 to Globe theatre. The Globe Theatre most commonly associated with performance of Thames first production "as you like it". A comedy play during the Henry VIII, it get fired and burnt on June 29, 1613, immediately reconstructed. Black friar's theatre was built by Richard Burbage in 1596 at Thames as a Private theatre, the royal court, the Inns of Court and houses of nobility these courts only for Royal family members did not attend the common play houses.

In 1597 Chamberlains men performed comedy plays Loves Labors Lost at white hall in 1603. Shakespeare performed Lord Southampton's London house.

SHAKESPEARE ON FILM

When it comes to studying the dramatic works of William Shakespeare, it is important to remember that Shakespeare did not write his plays for the express purpose of being read or closely studies. Shakespeare did not write

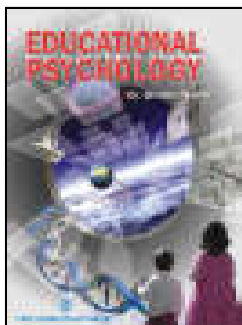
his plays for the express purpose of being read or closely studied. Shakespeare in fact intended for his plays to be performed before public audiences for the purpose of mere enjoyment. While reading Shakespeare's plays as we are doing in this course certainly allows us to come to understand and appreciate the depth of his stories and the richness of his language, we can more fully appreciate and understand Shakespeare's dramatic works by watching productions of them either on stage or on screen. It is almost always preferable to watch his works performed live and in person upon a theatrical stage, as this is exactly the manner in which Shakespeare intended for them to be performed. However, it is also possible to gain a deeper appreciation of shakespeare's dramatic works by watching film production of his plays. Thankfully, hundreds of different filmproductions of virtually all of shakespeare's major plays have been made, withseveraldoxen of them readily available on DVD or for downloading.

CONCLUSION

Shakespeare enjoyed considerable renown during his lifetime and continued to grow in popularity even after his death in grow in popularity even after his death in 1616 and continues to enthrall n engage the interest of theatre persons and scholar even in our own time. It is only natural then that the desire to know about this great genius, his theatrical works and film adaptation continues to grow and diverse speculation and influences continue to be made about him even now.

Thus we look at the way Shakespeare plays with Psyche of human beings. That's why his writing is relevant even after 450 years.

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INDIAN CONSTITUTION AND HUMAN RIGHTS

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CONCEPT OF HUMAN RIGHTS

- Every human being intends to lead a happy and peaceful life. In order to live a happy and contented life man has to keep two things in mind One is self respect and other is respecting others. If he doesn't respect himself or respect others then he suffers from tension, frustration, and conflict. Universal harmony is possible only if one respect the rights of one another. Everyone should understand that human beings are members of same species. The members of the same society depend upon one another. They are equal so far their rights are concerned. Hence it is essential to educate our students with regard to human rights. This is human rights basic concept.

MEANING OF HUMAN RIGHTS

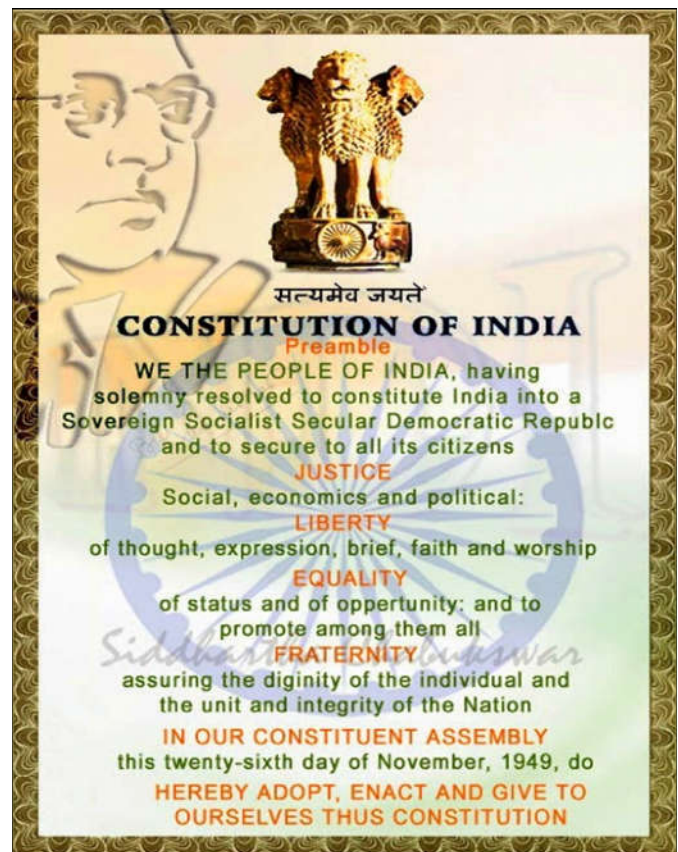
- "After the horrific experiences of the holocaust and world war 2, and amid the grinding poverty of much of the world's population, the documents which declared on 10th of December 1948 in the United Nations to capture the hopes aspirations of every person and ensure that the future of humankind would be different are called human rights."
- "Human rights are those basic rights which every one inherits the moment one is conceived in the womb of mother."
- "Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex national or ethnic origin, color, religion, language, or any other status. We are all equally entitled to our human rites without discrimination."

DEFINITION OF HUMAN RIGHTS

- **The Protection of HR's Act 1993** : "The rights relating to life, liberty, equality, and dignity of the individual guaranteed by the constitution or embodied in the international covenants and enforceable by courts of India are referred as human rights".

CONSTITUTION OF INDIA

- The constitution of India was enacted on November 26, 1949 and put into force on January 26 1950. Originally there were 395 articles and 8 schedules in 22 parts. The current form consists of preamble with 25 parts containing 463 articles, 12 schedules and 98 amendments.
- Most of the resolutions become part of our constitution as fundamental rights and directive principles. The rights that have been guaranteed to the Indians under the constitutions are basically human rights. The rights guaranteed in the Indian constitution, part III ,



FUNDAMENTAL RIGHTS

1. Right to Equality (Art. 14-18)
2. Right to Freedom (Art.19-22)
3. Right to Against exploitation (Art. 23-24)
4. Right to Freedom of Religion (Art. 25-28)
5. Cultural and Education Rights (Art. 29-30)
6. Right to Constitutional Remedies (Art. 32)

1. RIGHT TO EQUALITY (ART. 14-18)

- **Right to Equality before the Law;**

1. **Article 14 :** All are equal before law and equal protection of law
 - The state shall not deny to any person equality before the law or the equal protection of the laws within the territory of India.

2. PROHIBITION OF DISCRIMINATION

1. **Article 15 (1) :** 1. The State shall not discriminate against any citizen on grounds only of religion, race, caste sex place of birth or any of them.
2. Nothing in this article shall prevent the state from making any special provisions for women and children
2. **Article 15 (2) (1) :** No citizen shall on grounds only of religion, race ,caste, sex or place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to access to shops, public restaurants, hotels and place of public entertainment,

3. EQUALITY OF OPPORTUNITY IN MATTERS OF PUBLIC EMPLOYMENT

1. **Article 16 :** 1 There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the state.
2. No citizen shall, on grounds only of religion, race caste, sex descent, place of birth residence or any of them, be ineligible for or discriminated against in respect of any employment or office under the state.
3. Nothing in this article shall prevent parliament from making any law prescribing, in regard to a class or classes of employment or appointment to an office prior to such employment or appointment.

4. ABOLITION OF UNTOUCHABILITY

1. **Article 17 :** Untouchability is abolished and its practice in any form is forbidden. The enforcement

of any disability arising out of "untouchability" shall be an offence punishable in accordance with law.

5. ABOLITION OF TITLES

1. **Article 18 :** 1. No title, not being a military or academic distinction shall be conferred by the state;
2. No citizen of India shall accept any title from any foreign state;
3. No person who is not a citizen of India shall, while he holds any office of profit or trust under the state, accept without the consent of the president any title from any foreign state.

2. RIGHT TO FREEDOM (ART.19-22)

- **All citizens shall have the right,**
1. **Article 19 A :** To freedom of Speech and Expression
 2. **Article 19 B :** To assemble peacefully and without arms
 3. **Article 19 C :** To form associations or unions
 4. **Article 19 D :** To move freely throughout the territory of India
 5. **Article 19 E :** To reside and settle in any part of the territory of India
 6. **Article 19 F :** To practice any profession, or to carry on any occupation, trade or business.
 7. **Article 20 :** protection in respect of conviction for offences
 8. **Article 21 :** protection of life and personal liberty
 9. **Article 21A :** elementary education fundamental rights
 10. **Article 22 :** protection against arrest or detention

3. RIGHT AGAINST EXPLOITATION (ART. 23-24)

1. **Article 23 :** prohibition of traffic in human beings & forced labour
1. Traffic in human beings and beggar and other forms of forced Labour are prohibited and any contravention of this provision shall be an offence punishable in accordance with law.
2. Nothing in this law shall prevent the state from imposing compulsory service for public purposes, and in imposing such service the state shall not make any discrimination on grounds only of religion, race, caste, or any of them.
2. **Article 24 :** Prohibition of Child Labour No child below the age fourteen years shall be employed to

work in any factory or mine or engaged in any other hazardous employment.

4. RIGHT TO FREEDOM OF RELIGION (ART. 25-28)

1. **Article 25** : Freedom of Conscience and Free Profession , practice and Propagation of Religion
2. **Article 26** : freedom to manage religious affairs
3. **Article 27**: freedom as to payment of taxes for promotion of any particular religion
4. **Article 28**: freedom from attending religious instructions

5. CULTURAL AND EDUCATION RIGHTS (ART. 29-30)

1. **Article 29** : protection of interests of minorities:
 - **Article 29A** : citizens residing in any part of india are their own language. Religion. They have the right to protect the culture
 - **Article 29B** : No educational institutions in the state can not deny access to religion, race, language or tribble.
2. **Article 30** : rights of minorities to establish and administer

6. RIGHT TO CONSTITUTIONAL REMEDIES (ART. 32)

Dr. B.R. Ambedkar says the significance of article 32 is like the soul and heart of the constitution These provisions are made possible by article 32, as the fundamental rights constituted by the constitution constitute a judicial protection when infringed / infringed.

DIRECTIVE PRINCIPLES OF STATE POLICY

1. **Article 38** : State to secure a social order for the promotion of welfare of the people.
2. **Article 39** : Certain Principles of policy to be followed by the state
3. **Article 39A** : Equal justice and free legal aid
4. **Article 41** : Right to work to education and public assistance in certain cases.
5. **Article 42** : Provision for just and human condition of work and maturity relief
6. **Article 43** : Living wage to workers
7. **Article 43A** : Participation of workers in management of industries
8. **Article 44** : Common civil code for citizens
9. **Article 45** : Provision for early childhood care and education for below the age of 6 years

10. Article 46 : Promotions of economic and educational interests of schedule caste, scheduled tribes and other weaker sections

11. Article 47 : Duty of the state to raise the level of nutrition and the standard of living to improve public health

12. Article 51 : Promotion of international peace and security

SPECIAL SUBCATEGORIES RELATED TO CERTAIN SECTIONS OF PART-16

1. **Article 330 : Reservation of seats for schedule castes and schedule tribes:**

- Seats shall be reserved in the house of the people for
- (a) the scheduled castes:
- (b) the schedule tribes except the in the schedule tribes in the autonomous districts of Assam
- (c) the schedule tribes in the autonomous districts of Assam and,

2. **Article 331: Reservation of the Anglo Indian Community in the House of the People:**

Notwithstanding anything in article 81, the president may, if he is of opinion that Anglo-Indian community is not adequately represented in the house of the people, nominate not more than two members of that community to the house of the people

3. **Article 332 : Reservation of seats for schedule castes and schedule tribes** : Seats shall be reserved for the schedule castes and schedule tribes

4. **Article 333 : Representation of the Anglo Indian Community in the Legislative Assemblies of the State** : Not withstanding anything in article 170 the Governor of a state may, if he is of opinion that the Anglo Indian community needs representation in the Legislative Assembly of the State and is not adequately represented there in, nominate one member of that community to the Assembly.

5. **Article 338 : Provision for a National Commission for Scheduled Castes and Scheduled Tribes** : There shall be a special officer for the scheduled castes and scheduled tribes to be known as the National Commission for the scheduled castes and scheduled tribes.

■ ■

THE ROLE OF PROFESSIONAL DEVELOPMENT IN ENSURING TEACHER QUALITY

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ABSTRACT

The positive impact of professional development of a teacher on a student's learning outcomes is an indisputable fact. Among the many factors that influence student achievement teacher quality has become one of the determining factors. Acknowledging this fact triggers questions such as what is teacher quality and how does professional development ensure qualitative teaching. The paper tries to explore the parameters of teacher quality and emphasizes the necessity of updating oneself regularly to meet the challenges of teaching profession. It further explores methods and means of acquiring professional development.

KEYWORDS: Professional development, Impact on qualitative teaching, Means of acquiring professional development, Positive outcomes.

INTRODUCTION

The needs and requirements of a communication skills class room is constantly changing as per the requirements of the industry and society. To meet these mercurial demands and ensure qualitative teaching is a challenging task to the present English teacher. The challenge is intensified when the teacher has to shoulder the responsibility of shaping a student's career added to the academic achievement. Such dynamic classrooms need teachers who are equally dynamic and keen on professional development. Teacher quality alone is not the sole factor responsible for students acquiring communicative competence. There are other variables like parental involvement, peer pressure, self-motivation, medium of instruction during schooling, exposure to the language etc. However, teacher quality is definitely one

Successful teaching depends on many factors, including the level of instructional resources available, staffing levels, continuing professional development, and support from administrators and parents (Johnson, 1990). The research conducted across the globe highlights the positive impact of the teacher quality on student's achievement. In Indian context of teaching English as a second language, a progressive shift from viewing teacher as deliverer of the text to teacher as a facilitator, some one who can actually motivate and facilitate language acquisition has begun. This transformation to realize its objective completely today we need teachers who raise up to the challenge of constantly updating themselves and promote qualitative teaching.

LITERATURE REVIEW

Teachers are key to success of students and many studies have been conducted to scale the relationship between teacher quality and student achievement. The impact of teacher quality on student achievement cannot be denied. However, what are the characteristics of effective teachers, what kind of training ensures qualitative teaching, what are the different means to ensure ongoing professional development are the key areas that need to be explored. A substantial amount of research has been conducted on the relationship between teachers and student achievement. Two hundred studies have shown that the only factor that can create student achievement is a knowledgeable, skillful teacher.

The Education for All Global Monitoring Report (EFA GMR) finds that, 'what students achieve in school is heavily influenced by classroom practices and teacher' skills...One of the most important requirements for sustained progress towards better quality in education is an improved learning environment, encompassing the physical school infrastructure, the learning process and the interaction between children and teachers' (UNESCO GMR, 2010: 114-15).

The article "Teacher Quality and Student Achievement: A Review of State Policy Evidence" by Linda Darling-Hammond (1999), examined a fifty state survey on teacher policies, case analyses, and the National Assessment of Educational Progress. It specifically looked at teacher qualifications and how other school inputs are related to student achievement across all fifty states. Darling-Hammond found that teacher quality relates to increased student achievement, and that at the state level,

teacher quality is more important than other factors such as class size and overall school spending.

The article "How Teacher Education Matters" (2000) looks at teacher preparation and training. It found that greater skills in actual teaching, not just subject matter, and greater exposure to on the job teacher training creates more confident and successful teachers. Therefore teachers who participate in more course work on teaching and learning are more likely to stay in the field of teaching. The research conducted across the globe emphasizes the positive influence of teacher quality and qualifications on student's achievement. Emulating the research happening in US and UK, Asian countries too have started significant research in this area.

In the Indian context, Minister of State for Human Resource Development, Dr. Shashi Tharoor, stated (on 20th August, 2013) that to improve the quality of school teachers, the Government of India has adopted a three-pronged strategy, which includes (i) the strengthening of Teacher Education Institutions, (ii) the revision of curriculum for teacher education in accordance with the National Curriculum Framework for Teacher Education 2009 and (iii) the laying down of minimum qualifications for Teacher Educators and their continuous professional development. The last strategy mentioned above suggests that the teacher quality and student achievement are strongly connected. Especially, for acquiring communication skills the student depends more on the teacher than a textbook. Hence, it is essential that teachers teaching communications skills to professional students should have certain qualities. This takes us to the second phase of the paper to discuss what do we mean by teacher quality and what are the means to improve teacher quality.

TEACHER QUALITY

What is teacher quality? Can we define teacher quality? What are the aspects of teacher quality. Finding answers to these questions is not an easy task as the answers have varied across time. Going back to 1900's we find that one popular criterion for teacher quality is high moral character. Teachers should personify virtue. With the changing times teachers are looked upon as transmitters of cultural and educational values. The ability to teach the prescribed syllabus and the methods they implement became part of research on second language acquisition. Pursuing the idea of the teacher with technical skills, researchers in the next decades focused on observing teachers in their classrooms, at first to see how well they were implementing specific curricula and later to document specific teaching practices that seemed to be

associated with gains in students' test scores (Brophy and Good, 1986).

The diversity in students needs today demand teachers to be multifaceted, constantly honing their skills. In nut shell, in today's context teacher quality define the knowledge, skills, and dispositions that teachers should demonstrate. If knowledge, skills and dispositions are the three aspects that determine a teacher quality the next question would be how can a teacher acquire this teacher quality and maintain it? Do we have any sure means to achieve this?

TEACHER AS A LIFELONG LEARNER

Teacher as a lifelong learner seems to be the only way to ensure ongoing professional development. This continuous professional development is key to students achievement. Self motivation, willingness to learn, and constant practice are the characteristics of a successful language learner. An intellectually engaged teacher can inculcate these characteristics in students and guide the students better through the process of acquiring language.

Means of ensuring ongoing professional development : To ensure long term and ongoing professional development we as teachers have many opportunities like attending trainings, participating in workshops, presenting at seminars and conferences, updating oneself with the new techniques and practices, reading journals, conducting classroom research, discussing with colleagues, becoming member of teaching communities etc.

IN SERVICE TRAINING SESSIONS/ CERTIFICATION PROGRAMS

One of the excellent ways for a language teacher to update oneself is in service teacher training. No matter how qualified and knowledgeable a teacher is he/she becomes stagnant if the desire to update one selves is lacking. It is mandatory for today's language teachers to not only develop knowledge of the subject but to also to assess themselves and develop skills for a flexible teaching style adapted to the needs of the students. Training involves understanding of basic concepts and principles as a prerequisite for applying them to teaching and the ability to demonstrate practices and principles in the classroom (Jack c Ricahrds 2005).

This kind of teacher training is more useful than pre service training as the teachers would be fully aware of the realities and problems in second language teaching. They can select trainings that suit their purpose. The experience and expertise they already have in teaching

can be further deepened and broadened. The expertise gained will be shared with colleagues and thus an ongoing professional environment can be ensured.

There are many useful training modules and certifications offered by renowned universities and institutes across the globe. For language teachers in India who would want to expand their teaching skills here is the list of training modules and certification courses:

CELTA : The Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) teaching award is an internationally recognized teaching qualification which follows a four-week curriculum designed by the University of Cambridge. Along with an internationally recognized certificate CELTA is apt for language teachers who want to enhance their teaching style. The 4 week certificate program is available in New Delhi, Kolkata and Chennai.

Cambridge English Teacher further offers an In-service Certificate in English Language Teaching (ICELT) which is a highly practical course-based award that provides in-service teacher training and development for practicing English Language teachers. Cambridge English Teaching Awards such as TKT: KAL, TKT: CLIL and the Delta Modules are also offered for language teachers who have completed ICELT.

EFLU : The English and Foreign Languages University offers on request the following programs:

- Freedom
 - a Training programmes in English Language for Educational Institutions/Corporate Houses
 - b. Teacher training programmes in English Language Teaching for Educational Institutions.

TRAINER TRAINING PROGRAMMES FOR ENGLISH LANGUAGE TEACHING

ILSC : ILSC language schools with its campus in New Delhi offers teacher training programs which are certified by some of the most respected organizations in the ESL/EFL teaching field. TESOL Business Certificate Program is a comprehensive certificate which provides the teaching tools, techniques, and methodology to address the training needs of employees in the field of business. Diploma in English Language Teaching program enables the learners to bridge the gap between theory and practice of the methodology of teaching English and focuses on different aspects of teaching.

Regional English Language Office (RELO) : Based at the U.S. Embassy in New Delhi, India, the Regional English

Language Office (RELO) supports the professional development of English language teachers. Added to the Six week residential training program for secondary school teachers from the South and Central Asian countries, RELO offers semester-long E-teacher online courses hosted at U.S. universities. Additional teacher training workshops are also organized for practicing teachers. Institutional support is crucial to the teachers in their process of professional development. Fortunately, many colleges and schools are recognizing the need of teacher training and its impact on student's outcome, They support the teachers to undergo such trainings and provide opportunities for collaborative learning. The mutual support structure where the institute supports the teacher's professional development and teachers contribute to the institutional development is highly beneficial to students.. Workshop and Seminar's Workshops and Seminars serve as excellent platforms for ensuring professional development.

The positive impact of these platforms on teachers learning is undeniable and collaborative learning and team teaching are the two positive consequences reaped out of them. Workshops are highly beneficial as they simulate a learning atmosphere similar to classrooms and the teachers can see for themselves the practical application of the ideas discussed. Exchanging ideas and sharing knowledge can be mutually rewarding. The teachers will apply the new ideas and techniques in the actual classrooms. A motivated and updated teacher tries to instill the same qualities in the learners. Hence, there will be a direct impact on the learner's outcome. Presenting papers at seminars and conferences provides scope for learning and becoming part of teaching communities.

MEMBERSHIPS

Earlier the entire teaching learning process is an isolated process where the teacher, if any guidance required, can only turn to his/her colleagues. Fortunately for today's teachers the access to the network of community of teachers is provided through memberships. Becoming member of professional bodies and communities is immensely useful for a teacher's professional development. They provide access to the online journals and depending on the phase of the career and interest one can select groups to join. The communities and associations are spread across the globe and becoming part of them opens windows to many ideas and thoughts. Collaborative learning happens among the members where they can learn from each other experiences and insights. Language classrooms are dynamic in nature and the present day English teacher needs to be equally dynamic to meet the demands of the learners. Being member also had an added

advantage of sharing learning materials and techniques. The members are also provided the opportunity to be part of the webinars and with a click away they are part of the English language teaching communities across the globe.

Many communities and associations are there to join offline and online such as IATEFL, ELTAI, NCTE, TESOL international association, Cambridge English Teacher, which provide excellent resource material and a wonderful platform to gain ideas and interact within the communities. Added to these there are a number of online communities which ensure ongoing professional development. Teacher support groups. Teacher support groups are another wonderful means of collaborative learning. Though unofficially support groups are part of any institution where teachers often discuss and share aspects of subject they are teaching, teacher support groups should be made more systematic streamlined. In the place of vague discussions and probable ideas, a well-planned support group with clear goals and constructive agenda helps a lot in professional development of a teacher. The peer support and advice extended in such groups helps teachers in resolving issues smoothly and updating regularly. In a situation where a student needs guidance and a single teacher cannot completely handle she/he can take the help of the support groups to resolve. Hence, these support groups indirectly extend support to students and influence them.

CONCLUSION

As mentioned earlier a teacher should be a lifelong learner. Learning is an ongoing process and doesn't have any stipulated time. Apart from the ways discussed above there are other means of updating oneself and constantly self-assessing oneself. Maintaining a teacher journal is an excellent way to assess and compare teaching styles, referring journals and browsing online articles regularly helps to keep in pace with changing methodologies and content. Language teaching is not static and problems and perspectives differ from country to country. What applies to a particular group of students may not apply to others. So selecting any relevant area(basing on the students' needs and requirements) that needs further exploration and conducting studies and surveys together as a team will be highly rewarding and improves qualitative teaching. Finally, I would like to emphasize that focusing on professional development not only helps in stepping up the career ladder but also personally rewarding and satisfactory when we realize that we played an important role in influencing a student's career.

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WAYS & MEANS TO INCULCATE ATTITUDE OF NATIONAL INTEGRATION AMONG STUDENTS

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ABSTRACT

In the era of liberalization, globalization and of information and communication technology, the curriculum framers of our nation mostly emphasizing on these dimensions but hardly any efforts is being made for the provision of moral, spiritual and on national building education. The purpose of this paper will be emphasizing the value of national integration and solidarity. Which is must to teach our future generations. Education has to play a major role in inculcating the values of solidarity, integrity, knowledge about literature and culture through moral science, spiritual/secular education and value education.

INTRODUCTION

The Preamble of the Constitution of India states: We, the people of India, having solemnly resolved to constitute India into a Sovereign, Socialist, Democratic, Republic and to secure to all its citizens: Justice-social, economic and political, Liberty of thought, expression, belief, faith and worship; Equality of status and of opportunity: and to promote among them all Fraternity assuring the dignity of the individual and the unity and integrity of the Nation.

National integration is the creation of a feeling of oneness where the diversities are recognized and respected by imbibing a sense of nationhood. There is a certain degree of consistency in the various attempts to conceptualize the notion of national integration. In the words of Pt. Jawahar Lal Nehru 'the Indian state is based on the principle of unity in diversity'.

NATIONAL INTEGRATION

Meaning and Dimensions of National Integration :

The dictionary meaning of 'integrity' is the state of being whole and undivided : upholding territorial integrity and national sovereignty. Origin of this word from French integrite or Latin integritas, meaning integral, and integrate. Indian nation is composed of the people by many religious and cultural beliefs but are unified by certain emotional forces. This is the process of national integration, The main objectives of national integration is to encounter all fissiparous forces/tendencies, which is posing threat to the Indian nation.

National integration is a complex concept. It has social, political, religious, regional and economic dimensions. The basic factors of national integration: Ideological unity and awareness about 'national objectives' should be created among the people who hold

divergent views on political and religious and similar other fields. India observes 19th November, the birthday of former Prime Minister, Indira Gandhi, as National Integration Day, its main aim is to promote among the peoples unity, peace, affection and brotherhood.

DEFINITIONS

- Dorothy Simpson ' feeling that binds the citizens of a country'.
- National integration is the awareness of a common identity amongst the citizens of a country. It means that though we belong to different castes. religions and regions speak different languages we recognize the fact that we are all one.
- Identification of people with nation as a whole and not with sectional identifies.

MEANING /EXPLANATION

National Integration does not imply 'similarity' or becoming 'identical' It is unity in spite of all differences, in other words, Unity in diversity. Some glaring Facts related to Diversity:

- Geographically our land is diverse and there are amazing differences in climate.
- Great varieties in costume, food habits, and social customs.
- All the major religions (Hinduism, Islam, Christianity, Buddhism, Sikhism, Jainism, and Zoroastrianism) are practiced in our country.
- About 1652 languages and dialects are spoken in our country. Out of these 18 are recognized by our Constitution as National languages of our country.

RABINDRANATH TAGORE

Indian culture is a fully bloomed lotus in whose every petal flows the culture of different types of ardour; if one of the petals is distorted or remains undeveloped. the beauty of the flowers is impaired'.

PANDIT. JAWAHARALAL NEHRU

We should not become parochial. narrow-minded, provincial. Communal and caste-minded. We have a great mission to perform..... integration of Indian people. Political integration has already taken place.,..., what I am after is something much deeper than that - emotional integration of the Indian people so that we might be welded into one and made strong national unit maintaining at the same time all our wonderful diversity'.

THE PROBLEMS IN ACHIEVING NATIONAL INTEGRATION IN INDIA'

National integration is an essential theme of nation building it brings diverse groups of a nation into a common body.

The problem of integration is not unique to India. as a large number of new nations have faced the monstrous problem of integrating the nation from the plentifulness of diversities and separate, often conflicting interest.

In India the problem of integrating has its own structural. regional economic, political and religious implications, Geopolitically India has its until. Structurally India has no monolithic structure in terms of diversity, different levels of social evolution coexist in India.

Most of the major religions of the world namely Hinduism, Islamism, Christianity and Buddhism are found here. Indian society is pluralistic in character. It has a composite culture, it has diverse ethnic groups, religions, languages and regions.

UNDERLYING UNITY

- Freedom
- Basic teaching of all religions
- Certain spiritual/religious beliefs such as 'heaven / hell, Merit/sin, divine, reward, punishment, transmigration.\)
- Great Epics Ramayana, Mahabharata and Mythology
- History of our glorious past
- Great heritage of our fine Arts (classical music, Dance)

RECENT UNIFYING ASPECTS

- Freedom Struggle
- Common Constitution, Laws
- Common National Symbols
- Common National Festivals
- Communication System
- Mass Media.

ROLE OF EDUCATION

- Education as a tool/Instrument for Development
- Fostering NI is a matter of attitude & value so cannot be achieved by framing laws.
- Attitude & Values require input at cognitive & affective level which can be achieved through education & not by law-enforcement.
- It can be included as an important component of Value-Education
- Right attitudes & Values can be easily developed at an early age.

WAYS & MEANS OF DEVELOPING NATIONAL INTEGRATION

- Restructuring the school curriculum/syllabus (curriculum that promotes N1)
- Uniform policy of Education across the country
- Learning of many languages
- Visits & excursions to different places/states for direct contact with people of different states
- Celebration of Festivals of different state (Onam, rathyatra, Durgapuja, Holi, Lodi, Uttarayan, Navrtri.
- Posters/photographs of great men & women of different states (poets, authors, artists, leaders, thinkers)
- Student exchange programs
- Awareness regarding current affairs in different states
- Inviting eminent members of different communities of different states to talk about their specific cultures (customs, traditions, food-habits, their traditions of Music, dance, drama, folk, arts, ways of worship)
- Sensitizing students about the suffering of people of other states at the time of natural calamities as well as other problems such as communal violence.
- Encouraging them for active participation in the rescue operations & Chritable activities

- Traditional dress day
- Showing travel documentaries on 'variegated culture. Flora & Fauna of different states.

CONCLUSION

This objective of the paper is. there cannot be national integration without understanding the character of the nation and there cannot be communal harmony unless by intrinsically believe in the validity of different beliefs and approaches. When the factors are taken into consideration. It can be seen that national integration is a complex problem and political integration is only one part of it. It is beyond doubt that the treats of disingegration are staring us in the face. If we keep on remaining disunited in the name of religion, Community or language. the country will be in trouble. If we do not sink petty differences our freedom is in peril. Divisions, on the the basis of languajges or community will have serious repercussions. In short, there is urgent need to rethink about our basic political and culutal concjepts, reinterpret them, and be bold to emphasize them through educatgional system. political behavior and social environment. At the same time socio-economic and cultural differences are to be avoided also. Caste discriminations should be cradicated. We must re4alize that we have the strong bond of same cultural

heritage and must not let ourselves fall apart and disintegrate. We must sho to the world that a country with as old a tradition as ours can holds back personal differences for the sake of higher interest of the country. Toleration co operation and feeling of brotherhood should guide us in maintaining the national unity of our country. Let us echo what Pandit Nehru said, "There is no division between North and South, east and West of India. There is only India of which all us are inheritors, it belongs to all of us"

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EFFECT OF FAMILY ENVIRONMENT ON THE SELF-ESTEEM OF B.Ed., STUDENTS

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1.1. FAMILY ENVIRONMENT

Family is the oldest and most important of all the institution that man has devised to regulate and integrate his behaviour as he strives to satisfy the basic needs. The family is basically a unit in which parents and children live together. Its key position rests on its multiple functions in relation to development of its members their protection, and over all well-being. Therefore, an individual's philosophical, psychological and social wellbeing is taken care by the family.

Self esteem is a hypothetical construct of rather equivocal character, with a wide range of interpretations and usage. It has been a variable of interest in experimental research in such diverse areas as interpersonal attraction, conformity, cognitive dissonance, and help-seeking behaviour (Wells & Marwell 1976). Its definitional elements are complicated by the wide range of other self-related terms with which it is connected, such as self concept, self-description, self-efficacy, and self-identity (Murrow, 1991). In particular, self esteem and self concept are often used interchangeably (Hughes, 1984).

(Wells & Marwell 1976), for example, specified four basic ways of defining self-esteem. The four are :

The attitudinal approach, where the self is treated as an object of attention.

SELF-ESTEEM-WORTHINESS

Coopersmith defined self-esteem as a subjective judgement of worth, expressed in a relatively enduring evaluate attitude to the self as an object. Analogous to Coopersmith (1967), and surviving a similar are group, Resenberg (1979) also viewed self-esteem as an attitude and as an expression of worthiness.

SELF-ESTEEM-COMPETENCE

An emphasis on competence can be traced back to James (1890), a seminal theorist of self-concept. Several premises which have been endorsed by more contemporary researchers such as Harter (1990, 1993), and

he is renowned for characterising self-esteem as the ratio of successes to pretensions. This is a competence-based definition which argues that self esteem dependent on proficiency in domains which are of particular consequence to the individual. (Harter, 1996).

WORTHINESS AND COMPETENCE

Both worthiness and competence, and their interaction are arguably essential components of self-esteem, as when an accomplishment of beneficial values is effected (Mruk, 1995). The humanistic theorist,

STABILITY OF SELF-ESTEEM

One such challenge implicit in the complexity of self-esteem relates to its potential for both stability and change. Mruk (1995) referred to this potential as the dynamics of self-esteem, arguing that this should be an essential constituent of any definition.

SELF-ESTEEM LEVELS

Although high and low levels of self-esteem and those most commonly appraised, medium self-esteem, and varieties such as discrepant self-esteem, are also discussed in the literature.

HIGH SELF-ESTEEM

High self-esteem is generally held to be consistent with positive affect, effective functioning, and autonomy. It is hedonically preferred, that is, a more pleasant experience than low self-esteem, and has been described as a positive illusion involves personal qualities and abilities. On the negative side, high self-esteem can linked to limitations in acknowledging personal weaknesses, and a lack of sensitivity or empathy towards others.

MODERATE SELF-ESTEEM

It may be then, that a medium amount of self-esteem is preferable. Again, concepts of medium/moderate self-esteem are equivocal, although one perspective does represent the best of high and low self-esteem. Here, medium self-esteem involves a modest belief in personal

competence and worthiness and allows for an openness of life without imprudence (Mruk, 1995).

LOW SELF-ESTEEM AND ITS VARIABLES

Uncertain self-appraisal has also been linked to low self-esteem, and is discussed further below. However, a commonly endorsed view of low self-esteem is that of negative effect, including loneliness, feeling of inferiority, and even depression. There is a tendency towards ineffective behaviour and low energy or motivation (Mruk, 1995). Low self-esteem may also be embodied in variants of self-esteem, such as defensive or discrepant self-esteem. Although these may sometimes resemble high self-esteem, Mruk argued that all involve problems with competence, worthiness, or both. As such, he selected narcissism and pseudo self-esteem as representative of these variants.

SIGNIFICANCE OF THE STUDY

Self-esteem ranks among the most important aspects of self-development because of evaluations of our own competencies affect emotional experiences, future behaviour and long term adjustment. Influences on self-esteem across the age could be gender, culture and most important is family environment. Children, adolescents and youngsters whose parents are warm and accepting and who provide reasonable expectations for mature behaviour feel especially good about themselves. Warm, positive relationship and sensitive bonding between parents and siblings, healthy environment and systematic maintenance of family environment, culture and climate provide a strong base for the structure of self building that gets elevated by healthy self-esteem. Hence the present study has been taken up to assess the family environment on their self-esteem of B.Ed students and the effect of family environment on their self-esteem. Since the healthy development of self-esteem is highly essential for well adjustment, stable, sociable relationships and conscientiousness and the magnificent role of family plays in this, the research is highly essential.

METHODOLOGY

Statement of the problem: To study the effect of family environment on the self-esteem of B.Ed students.

OBJECTIVES

- To find out the perception of the family environment of B.Ed Students.
- To determine the self-esteem of B.Ed Students.

- To study whether there is a gender differences in their family environment and self-esteem.
- To find out the effect of family environment on the self-esteem of B.Ed students.

HYPOTHESES

There will be no relationship between the self-esteem and family environment of B.Ed. Students.

TOOLS TO BE USED

- Stanley Coopersmith's Self-esteem Inventory.
- Family Environment Scale (FES) developed by Researcher.

SAMPLE

The sample of about 60 B.Ed students from Karnataka Teachers College Indi, Vijayapura district in Karnataka State was taken has the sample for the present study.

PROCEDURE

Tools were administered individually on the sample. Tools were in Kannada and they were self-administered tools. The researcher read out the instructions carefully to each individual before starting the administration of tools. The data collected were statistically analyzed for further interpretations.

RESULTS OF THE DISCUSSION

The present study includes the distribution of the sample and the analysis of the data with respect to independent variables of the sample across gender. The following results were tabulated in below :*

Under relationship dimension, the correlation between self-esteem and factors cohesion (2.19), expressiveness (5.30), conflict (1.23) and acceptance and caring (7.06) is found to be positive.

Under personal growth dimension, the correlation between self-esteem and factors independence (4.78) and active recreational orientation (1.73) is found to be positive.

Under system maintenance dimension, the correlation between self-esteem and the factors organization (2.50) and control (0.12) is found to be positive.

CONCLUSION

The study has been concluded to know the effect of family environment on the self esteem of B.Ed. students.

*Table showing the correlation between self-esteem and family environment

	Self esteem	Cohesion	Expressiveness	Conflict	Acceptance and caring	Independence	Active-Recreational	Organization	Control
Self esteem	-	2.19	5.30	1.23	7.06	4.78	1.73	2.50	0.12
Cohesion	2.19	-	1.12	3.42	0.002	1.18	7.75	1.66	1.19
Expressiveness	5.30	1.12	-	1.36	7.73	0.36	0.001	4.28	4.35
Conflict	1.23	3.42	1.36	-	1.46	3.94	5.65	4.03	1.60
Acceptance and caring	7.06	0.002	7.73	1.46	-	2.47	2.51	3.39	4.66
Independence	4.78	1.18	0.36	3.94	2.47	-	0.005	2.08	6.77
Active- Recreational Orientation	1.73	7.75	0.001	5.65	2.51	0.005	-	3.59	1.28
Organization	2.50	1.66	4.28	4.03	3.39	2.08	3.59	-	3.00
Control	0.12	1.19	4.35	1.60	4.66	6.77	1.28	3.00	-

Form the result it can be concluded that found there is a positive correlation between Self-esteem and family environment and hence the hypothesis is rejected.

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AN OPINION STUDY OF PARENTS' IN RELATION TO SCIENCE CURRICULUM OF NINTH STANDARD IN THE PERSPECTIVE OF KARNATAKA STATE CURRICULUM FRAMEWORK-2007

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✉ Dr (Smt.) L.B.Patted, Principal (Rtd) University College of Education, Dharwad-1

ABSTRACT

The present study intends to examine the analysis of Science Curriculum of IX standard in relation to perspective of Karnataka Curriculum Framework-2007. Investigator studied Belagavi district parents' opinions in relation to the analysis of IX standard Science Curriculum. The sample of the study consists of 265 educated parents and 235 illiterate (uneducated) parents of ten talukas of Belagavi district. Investigator used Descriptive Survey method in the present study. Investigator prepared the 3 point Rating Scale which consists of 10 items on the scale which was established the content validity and found the 'r' by test and re-test method with the help of Karl Pearson's Correlation Coefficient Method. The 'r' is highly reliable.

Investigator personally visited the secondary schools of Belagavi district and collected data from the parents. The differential statistics is used for the analysis of collected data.

The results of the study reveals that the mean and S.D of the opinion score of parents found high in rural as compared to urban.

Key words: Science Curriculum, Karnataka Curriculum Framework-2007, Ninth Standard, Parents' opinions, analysis of the Curriculum.

INTRODUCTION

The child of today is the builder of the Nation of tomorrow. It is only through a well designed and effectively implemented educational programme the child could be equipped to realize his inner potential and to contribute meaningfully to Nation building.

Under the National Policy on Education, 1986 National Council of Educational Research and Training (NCERT) has developed the document for the 10 years school curriculum titled 'National Curriculum for Elementary and Secondary Education Frame work - 2005' and the policy are historical documents which hold the promise at revolutionizing the content and process of school education throughout the country. The main objective of National Curricular Frame Work for elementary and secondary education is to build on the positive experience of the past educational reforms and reflect the present concerns. On the basis of NCF-2005 at the National level the Karnataka State Government evolved the Karnataka Curriculum Frame Work - 2007. The present study aims to study the opinions of parents in relation to study the curriculum of Ninth Standard Science Subject of the KCF-2007.

1.2. CONCEPT OF CURRICULUM

Curriculum is an important factor of education. Aims of education are reflected in the curriculum. As a basic factor, curriculum forms the very backbone of any educational system. Curriculum reflects the aims and objectives, hopes and aspirations of a society. In the past, the curriculum was designed merely from the perspective of its cultural transmission functions with its structure consequently reflecting discrete areas of knowledge. Given the complexity of today's ever-changing world, contemporary approaches to curriculum development far exceed the traditional understanding of curricula as merely plans of study or lists of prescribed content.

Over the last two decades, the curriculum innovations and reforms have been driven by rapid technological and social changes, the need to address the new challenges of contemporary life, the renewed emphasis on Education for All and on issues related to quality, equity and inclusion, and the emergence of a knowledge society based on lifelong learning along with the growing emphasis on assessment of performance and greater accountability. Processes of curriculum development therefore need to address local changes but are also influenced by, and

increasingly refer to broader, transnational trends and models.

1.3. NEED OF THE STUDY

The curriculum includes the totality of experience that the student receives in the institution and it encompasses mainly the subjects of the study and the activities provided by the teacher. In India, the State Department of Education or the University prescribes subjects, their detailed syllabi and related textbooks for every courses of study. By and large such subjects belong to four categories - Languages, Sciences, Humanities and Physical Education; and each of these includes a number of subjects.

Sciences include physical and natural sciences; and physical sciences include physics, chemistry, bio-physics, bio-chemistry, geology etc. and Natural Sciences include biology, zoology, marine sciences, etc. Every institution prescribes a variety of activities which are naturally known as curricular, co-curricular and extra-curricular activities. Activities such as self study, creative writing, observation, experimentation, work experience, projects etc are curricular activities. Academic discussions, debates, participation in symposium, panel discussion and seminar etc are co-curricular activities, while field trip, sports meet, celebration of birthdays of National Leaders, Scientists, National festivals etc are extra-curricular activities. Although, such activities are known as co-curricular and extra-curricular, they are indeed an integral part of curriculum. In fact, the teacher employs these as methods to teach the various subjects of curriculum.

1.4. OBJECTIVES OF THE STUDY

The present study was undertaken with the following objectives.

1. To do the analysis of new science curriculum of IX Standard in perspective of Karnataka Curriculum Framework-2007 with reference to-
- Opinions of Parents.
2. To study and compare the Opinions of Rural and Urban Parents in relation to New science curriculum of IX Standard in perspective of Karnataka Curriculum Framework-2007.

1.5. HYPOTHESES OF THE STUDY

Hypothesis No. 1.

There is no significant difference between the opinion scores of the Parents of Belagavi district ten taluka Secondary Schools Students, in relation to analysis of New

Science Curriculum of IX Standard in the perspective of Karnataka State Curriculum frame work-2007

Hypothesis No. 2.

There is no significant difference between the opinion scores of rural and urban secondary schools student's parents in relation to the analysis of New Science Curriculum of IX Standard in the Perspective of Karnataka State Curriculum Frame work-2007.

1.6. DESIGN OF THE STUDY

Investigator used the Descriptive Survey method for collecting the opinions of 265 educated parents and 235 illiterate parents of rural and urban places of Belagavi district. Investigator used the random Sampling Technique for the selection of 500 samples in the present study. The sample of the study also consists of both rural and urban parents of secondary schools students.

investigator constructed Rating Scale for parents on the dimension, such as logical sequence of the science units in the textbook, conduct of science experiments, observation of plants and animals in the nature, the study of science with learning activities, pictures, living things, space technology, ICT, etc. and interest of students in science subject.

There are totally 10 items in the Rating Scale. Investigator found 'r' of the Rating Scale which is highly reliable (0.8577) and the investigator also found validity (0.9261) of the tool by seeking the opinions of the experts.

In the present study, investigator used Differential Statistics for the analyses of the collected data.

1.7. ANALYSIS OF THE DATA AND RESULTS

Table No-1 : The Sample of the study, Mean and S.D of the opinions of the Educated Parents.

Talukas	N	Mean	SD
Athani	30	21.20	3.58
Bailhongal	30	22.63	3.56
Belagavi	30	24.40	3.60
Gokak	30	24.23	3.73
Hukkeri	30	22.83	3.99
Khanapur	15	20.40	4.36
Kittur	15	23.40	3.38
Raibag	35	24.20	3.31
Ramdurg	20	22.55	3.83
Savadatti	30	22.37	3.83
Total	265	22.96	3.82

DIFFERENTIAL STATISTICS

Investigator has used differential statistics for the analysis of the collected data. And compared the different characteristics like taluka places (Athani, Bailhongal, Belagavi, Gokak, Hukkeri, Khanapur, Kittur, Raibag, Ramdurg and Savadatti) and location of schools (rural and urban) with respect to opinion scores of parents of secondary schools students in relation to analysis of New Science Curriculum of IX Standard in the Perspective of Karnataka Curriculum Framework-2007 by applying independent t-test and one-way ANOVA followed Tukeys

multiple posthoc procedures and presented in the following.

Hypothesis No. 1

There is no significant difference between the opinion scores of the parents of Belagavi district ten taluka Secondary Schools Students in relation to analysis of New Science Curriculum of IX Standard in the Perspective of Karnataka State Curriculum Frame work-2007.

To achieve this hypothesis, the one way ANOVA test was applied and the results are presented in the following table

Table No-2: Results of ANOVA test between the parents of students' of ten taluka places with respect to opinion scores of New Science Curriculum of IX Standard in the Perspective of Karnataka Curriculum Framework-2007.

Source of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	P-value	Signi.
Between talukas	9	376.41	41.8229	3.0635	0.0017	
Within talukas	255	3481.22	13.6518		< 0.05	S
Total	264	3857.62				

From the results of the above table, it clearly shown that, the parents of student's of different taluka places differs statistically significant with respect to opinion scores in relation to analysis of New Science Curriculum of IX Standard in the Perspective of Karnataka Curriculum Framework-2007 ($F=3.0635$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the parents of students of different talukas

places have different opinion scores in relation to analysis of New Science Curriculum of IX Standard in the Perspective of Karnataka Curriculum Framework-2007.

Further, to know the pair wise comparisons among the parents of students of different taluka places with opinion scores by applying the Tukeys multiple posthoc procedures and the results are presented in the following table.

Table No.3 : Pair wise comparisons of ten taluka places with respect to opinion scores of parents of students in relation to analysis of New Science Curriculum of IX Standard in the Perspective of Karnataka Curriculum Framework-2007 by Tukeys multiple posthoc procedures

Talukas	Athani	Bailhongal	Belagavi	Gokak	Hukkeri	Khanapur	Kittur	Raibag	Ramdurg	Savadatti
Mean	21.20	22.63	24.40	24.23	22.83	20.40	23.40	24.20	22.55	22.37
Athani	-									
Bailhongal	$p=0.8917$	-								
Belagavi	$p=0.0275^*$	$p=0.7017$	-							
Gokak	$p=0.0477^*$	$p=0.8087$	$p=0.9999$	-						
Hukkeri	$p=0.7890$	$p=0.9999$	$p=0.8274$	$p=0.9050$	-					
Khanapur	$p=0.9996$	$p=0.6613$	$p=0.0218$	$p=0.0348^*$	$p=0.5399$	-				
Kittur	$p=0.6808$	$p=0.9997$	$p=0.9976$	$p=0.9994$	$p=0.9999$	$p=0.4403$	-			
Raibag	$p=0.0368^*$	$p=0.7935$	$p=0.9999$	$p=0.9999$	$p=0.8979$	$p=0.0295^*$	$p=0.9995$	-		
Ramdurg	$p=0.9611$	$p=0.9999$	$p=0.7759$	$p=0.8590$	$p=0.9999$	$p=0.7938$	$p=0.9997$	$p=0.8519$	-	
Savadatti	$p=0.9689$	$p=0.9999$	$p=0.5050$	$p=0.6297$	$p=0.9999$	$p=0.8053$	$p=0.9969$	$p=0.6031$	$p=0.9999$	-

* $p < 0.05$

From the results of the above table, it can be seen that,

1. The parents of students of Athani taluka and Belagavi taluka differ significantly with respect to opinion scores in relation to analysis of New Science Curriculum of IX Standard in the Perspective of Karnataka Curriculum Framework-2007 at 5% level of significance. It means that, the parents of students of Athani taluka have significantly smaller opinion scores in relation to analysis of New Science Curriculum of IX Standard in the Perspective of Karnataka Curriculum Framework-2007 as compared to parents of students of Belagavi taluka.
2. The parents of students of Athani taluka and Gokak taluka differ significantly with respect to opinion scores in relation to analysis of New Science Curriculum of IX Standard in the Perspective of Karnataka Curriculum Framework-2007 at 5% level of significance. It means that, the parents of students of Athani taluka have significantly smaller opinion scores in relation to analysis of new science curriculum of IX standard in the perspective of Karnataka curriculum framework-2007 as compared to parents of students of Gokak taluka.
3. The parents of students of Athani taluka and Raibag taluka differ significantly with respect to opinion scores in relation to analysis of New Science Curriculum of IX Standard in the Perspective of Karnataka Curriculum Framework-2007 at 5% level of significance. It means that, the parents of students of Athani taluka have significantly smaller opinion scores in relation to analysis of new science curriculum of IX standard in the perspective of Karnataka curriculum framework-2007 as compared to parents of students of Raibag taluka.
4. The parents of students of Gokak taluka and Khanapur taluka differ significantly with respect to opinion scores in relation to analysis of New Science Curriculum of IX Standard in the Perspective of Karnataka Curriculum Framework-2007 at 5% level of significance. It means that, the parents of students of Khanapur taluka have significantly smaller opinion scores in relation to analysis of new science curriculum of IX standard in the perspective of Karnataka curriculum framework-2007 as compared to parents of students of Gokak taluka.
5. The parents of students of Khanapur taluka and Raibag taluka differ significantly with respect to opinion scores in relation to analysis of New Science

Curriculum of IX Standard in the Perspective of Karnataka Curriculum Framework-2007 at 5% level of significance. It means that, the parents of students of Khanapur taluka have significantly smaller opinion scores in relation to analysis of new science curriculum of IX standard in the perspective of Karnataka curriculum framework-2007 as compared to parents of students of Raibag taluka.

6. But rests of pairs of other combinations of taluka parents of students do not differ significantly with respect to opinion scores in relation to analysis of New Science Curriculum of IX Standard in the Perspective of Karnataka Curriculum Framework-2007 at 5% level of significance. The details are presented in the above table.

HYPOTHESIS NO. 2.

There is no significant difference between the opinion scores of rural and urban Secondary Schools student's parents in relation to the analysis of New Science Curriculum of IX Standard in the Perspective of Karnataka Curriculum Framework-2007.

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

Table No. 4 : Results of 't' test between the rural and urban schools student's parents with respect to opinion scores of New Science Curriculum of IX Standard in the Perspective of Karnataka Curriculum Framework-2007.

Location	Mean	SD	t-value	p-value	Signi.
Rural	22.33	4.08	0.33	-3.1450	S
Urban	23.80	3.28	0.31	<0.05	

From the results of the above table, it clearly shown that, the rural and urban school's parents of students' differs statistically significant with respect to opinion scores in relation to analysis of New Science Curriculum of IX Standard in the Perspective of Karnataka Curriculum Framework-2007 ($t = -3.1450$, $p < 0.05$) at 5% level of significance. Hence, the null hypothesis is rejected. It means that, the rural school's parents of students' have significantly higher opinion scores in relation to analysis of New Science Curriculum of IX Standard in the Perspective of Karnataka Curriculum Framework-2007 as compared to urban parents of students.

1.7.1. OPINIONS OF THE UNEDUCATED PARENTS OF THE CHILDREN TOWARDS TOOL OF THE STUDY

The investigator conducted oral interview for the

235 uneducated parents of the IX Standard students of Belagavi district Secondary Schools. The questionnaire is translated into kannada and orally asked questions for the parents of students of each school.

The parents of students of Athani taluka have lesser opinions about New Science Curriculum of IX Standard in the Perspective of Karnataka Curriculum Framework-2007 as compared to parents of students of Belagavi taluka.

The parents of the students of Gokak taluka have answered positively to the questionnaire. The parents of the students of Raibag taluka also have answered positively to the questionnaire. Some of the parents were very eager to know about science. They used to encourage their children to do science activities at home.

In Khanapur taluka, the parents are facing the problem of language because most of the parents are using Marathi as their language. They answered in Marathi language to the questionnaire. But investigator translated their answers into Kannada with the help of the science teacher of the schools. But their children are studying in Kannada medium government schools.

Urban and Rural areas parents of the students also answered positively for the questionnaire.

Everyone has explained about their children's curiosity. And rest of the taluka parents of the students has also given positive response about the questionnaire.

1.8. DISCUSSION

Karnataka State Curriculum Frame work-2007 has been evolved by the Karnataka State Government on the basis of the National Curriculum Frame work-2005. The results of the study indicates that the mean and S.D opinions scores of secondary school's parents of students' in relation the analysis of New Science Curriculum of IX Standard in the Perspective of Karnataka State Curriculum Frame work-2007 is 22.96 + 3.82.

The majority of the rural and urban secondary school's uneducated parents of students' have similar opinion scores in relation to analysis of New Science Curriculum of IX Standard in the perspective of Karnataka

State Curriculum Frame work-2007.

The mean and S.D opinions scores of rural secondary school's parents of students' in relation to analysis of New Science Curriculum of IX Standard in the Perspective of Karnataka State Curriculum Frame work-2007 is 22.33 and 4.08 as compared to the urban secondary school's parents of the students.

Majority of the parents of Belagavi district secondary schools have similar opinion scores about the analysis of the New Science Curriculum of IX Standard in the perspective of Karnataka State Curriculum Frame work-2007.

1.9. CONCLUSION

The curriculum is one of the important components of the any stage of education, which helps the teachers, parents and learners to attain the goals of education. The curriculum enhances all-round development of the learners. Realizing the importance of Science Curriculum, investigator analyzed the science curriculum of IX Standard in the perspective of Karnataka State Curriculum Frame work-2007.

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MICHAEL E. SADLER

(1861-1943)

✍ M. N. Halavagali, J. A. College of Education, Mundargi

"The practical value of studying, in a right spirit and with scholarly accuracy, the working of foreign system of educations, is that it will result in our being better fitted to study and understnad our own".



Michael Ernest Sadler was born in 1861 at Barnsley in north of England, in a rapidly changing period of European history, encompassing the French Revolution, the Industrial Revolution and the Russian Revolution. Being part of a radical home, his early memories involved associations with the working-class movement and its leaders. Writing about these leaders, he said, *"I can see how much religion deepened their insight and steadied their judgement, and saved them from coarse materialism in their judgement of economic values. The common heritage was a bond of social union. A social traditon is the matrix of education"*. In contrast to his earlier experiences with the working-class leaders, his ten-year schooling at a private boarding school at Winchester had a markedly conservative atmosphere. On these contrasting environments, he said, *"Think of the effect on my mind of being swung from the Radical West Riding... where I had never heard the Conservative point of view properly put, to where I was thrown into an entirely new atmosphere in which the old Conservative and Anglican tradtions were still strong"*.

In 1882, Sadler became the President of the Oxford Students Union and while continuing his studies he was offered many jobs. These offers included the headship of a school, a position in India, and an invitation to take up journalism. Because of his eloquence, some felt that he would be more suited for a political career. But Sadler, given the conflicting views that had coloured his upbringing, could not commit himself to the monopoly of any one political party. As he said, *"These variant impressions spoilt me for ever for parliamentary life in English politics. The experience that I gained then and since made me feel that England is united only in English politics. The experience that I gained then and since made me feel that England is united only in supreme moments of common danger, and is really two Englands, each of which inclines to a different form of social organization, and has different preferences in social ideas, as well as in religious observance and in its attitude to state control. The one is ultimately feudal and hierarchical; the other oscillates between being individualistic and being bureaucratic"*.

After exploring the various options before him, Sadler finally opted for adult education and became the secretary to the Oxford University Standing Committee of the Delegacy for Local Examinations. Thus began his energetic career as traveling lecturer, tutor and organizer of lectures for the working classes in the industrial areas of England. Impressed with his work for university extension, the National Conference on University Extension in Philadelphia invited him for three talks. At the end of this tour, he told his American colleagues. *"Your Common Schools, I take it, go as far as our Elementary Schools in fitting pupils for the University. The next step we have to take in England is that of Secondary Education - a medium between Primary and the University"*.

Sadler concentrated his efforts largely on secondary education in England. To ensure that secondary education is on the right track, he arranged a conference, which brought together representatives from

the public schools, the universities, the charity commissioners, school boards and teachers unions to discuss how secondary education could be extended and made meaningful. This conference resulted in a Royal Commission with Sadler as one of its most active members. As part of his work for the Commission, he sent out questionnaires on the main problems of secondary education, as bridge between primary and higher education, to several European countries and the United States. Thus began his work on comparative education, a field in which he soon became an outstanding pioneer.

While investigating the contemporary scene in secondary education in Britain, he became aware of the inadequacy of commercial and industrial training in the country. As he had influential friends in the government, he persuaded them to aim at increasing British awareness of what was taking place educationally in other countries. As Sadler recorded. *"A study of the publications of the United States Bureau of Education in Washington D.C. then under the direction of the venerable philosopher Dr. W.T.Harris, with whom I had many conversations during a tour which we made in Pennsylvania, had kindled in my mind a belief that a new organ of inquiry and report, if attached to the Education Department in Whitehall in London, might prove useful in stimulating public opinion"*.

The British government, subsequently, set up the new organ of inquiry and report as the Office of Special Inquiries and Reports with Sadler as its first Director. As the Director. Sadler initiated eleven massive volumes of reports covering educational happenings in many European countries, and the United States. Today, this material provides a wealth of data for historians, sociologists and those specializing in comparative education. Contemplating on the transition from the nineteenth to the twentieth century, Sadler speculated. *"Never before in history has there been so worldwide an awakening to the profound significance of National Education; we find the former everywhere: in France, in Germany ; in Scandinavia; in Holland and in Belgium, in Austria, in Hungary, in Italy and in Switzerland. We can discern its workings in Russia. Japan is full of it. It is stirring in many parts of the British Dominion overseas. especially in Canada. And in the United States the educational movement is in some ways the most remarkable in the world"*.

As the Director, Sadler required those who investigated for him to deal with specific problems,

identifying relevant factors within their social contexts, and if possible to point any pointers or implications for future actions. Explaining the functions of a Director, he said, *"The chief work of an educational intelligence office is to collect, summarize, and publish various kinds of educational experience, with a view to 1) getting what is sound and true from a number of discrepant opinions. 2) informing the nation how it stands in regard to educational efficiency as compared with other nations, and 3) promoting, as far as possible, general consent and agreement as to the wisest and most fruitful line of development of national education"*.

Given his early life, Sadler was very much concerned about the education of the young wage earners. To acquaint himself with the work in this area, he visited some of the continuation schools in Munich. From his experiences in this field, he edited a work titled. **"Continuation Schools in England and Elsewhere"**. Giving expression to his feelings on the subject in one of his articles in The Times of London, he said. *"To go round the continuation schools in Munich in his (Kerschensteiner) company was like finding Plato in charge of a huge departmental store... He believed that education for the ordinary men and women must be woven into the practical work of life. For him, Allgemeine Bildung for the multitude must intergrate the power of the body and the powers of the mind"*.

At the age 42, Sadler joined the University of Manchester as a part-time professor of history and administration of education. Here he gave a lecture course to intending teachers and contributed a course to intending teachers and contributed a course of twenty-four lectures per session from 1903 to 1911 on the **History of Education in England, 1800-1911**. During the course of one of his lectures, he said, *"The practical value of studying, in a right spirit and with scholarly accuracy, the working of foreign system of education, is that it will result in our being better fitted to study and understand our own"*.

Sadler became the Vice-chancellor of University of Leeds in 1911. On the appointment of Sadler to this post, Prof. Peter Gosden said, *"As possibly the foremost scholar of that time, he recognized the opportunity that Leeds post then offered to give rein to his own missionary zeal; to build up a centre of learning in an industrial society which could widen educational opportunities for those who lacked them"*.

Sadler was appointed as the Chairman of a commission that was appointed to inquire into the affairs of Calcutta University. The commission produced a thirteen-volume report in 1919. providing a comprehensive sociological account of the context in which Mahatma Gandhi was campaigning for the end of British Raj and the independence of India. Later, he addressed the Senate of Bombay University wherein he told the Senate members, "And in India you stand on the verge of the most hazardous and inevitable of adventures. the planning of primary education for the unlettered millions of a hundred various races. I doubt whether the European model will fit Indian conditions.

If you want social dynamite, modern elementary education of the customary kind will give it to you. It is the agency that will put the masses in motion. But to what end or issue no-one can foretell."

In 1923, Sadler was knighted for his work as the President of the Calcutta University Commission, Subsequently, he was elected as Master by the Fellows of University College of Oxford, a post, which he held until his retirement in 1934.

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