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# DIMENSIONS OF EDUCATION

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## Methods of Teaching

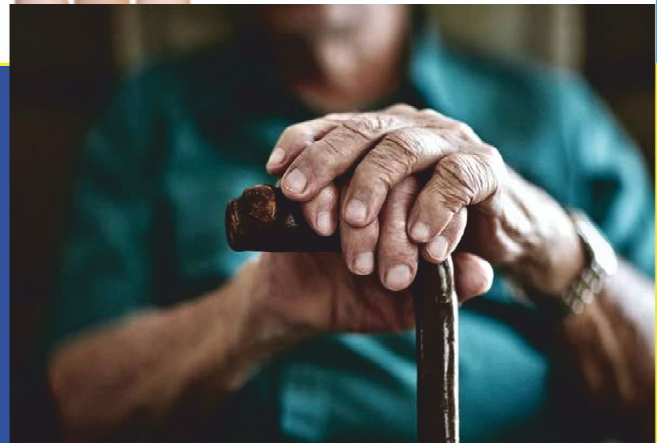


## Impact of Air



Pollution

on Health condition of Senior citizens





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# Dimensions of Education

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- 49 Carl Rogers** - J. M. Menasagi



**"The interest of the students is proportionate to the true capacity of the teacher" as said by sister nivedita**

A good teacher can inspire hope ignite the imagination and instill love of learning, it is very noble profession that shapes the character, caliber and future of each child..

On this occasion of teacher's day... Let us lead into a radically different way of experiencing education and our role as teachers to awaken or grow into a new attitude to whole of life itself to discover the right techniques and methodologies of education naturally flow from us to child's overall development

It's the time for radical changes can only take place when we teachers have an attitude to openness and receptivity and it needs a constant renewal of contact with ideal that we seek to realise in order to establish the change. In this modern era the need of reconsidering role of a teacher because after all with education we are preparing the new generation is brought up in an environment of narrowness , conflict and confusion, absorbing these very qualities in their heart and mind, then when they go out into the world that is what they will contribute So once we are clear about why we are teaching, then we can ask ourselves the next two questions what shall we teach and how shall we teach, and the answer to these rests on a deeper understanding of what the students is really made of the various parts of the human personality and how they learn and grow

Hence its in our hands, as teachers, lies the fate of the future of the world we must never forget that our work as teachers represent the single most important thing that will determine the future of humanity and the world

So let us make teaching drive to make human species unique and it is this we have to set for ourselves as the objective of education.

***Happy Teacher's Day***

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

# ONLINE EDUCATION

✍ Smt. Ratna R. Patil, Assistant Professor, Shree Annadaneswar Arts, Science and Commerce College and PG Center, Naregal.

## ABSTRACT

*Internet and distance learning which is generally known as online education, online education play a vital role in countries education system online education in its various modes has been growing steadily world wide, due to the confluence of new technologies online education may facilitate collaboration and stimulate discussion between people, cultures institutions and subject areas. It is like a melting pot for educators. Young professionals who now enter the field of online education should use these opportunities to learn from and on, all the experience and controversies that came from this melting pot All the information collected through Secondary data. This study examines the implications of online education, government steps towards online education, Best practice for online education. This study recommended to served problems have to be solved in order to Sustain the quality of education for generation.*

**KEY WORDS :** *Internet, online technology, cultures, Institutions, Best practice, importance, Education.*

## INTRODUCTION

Online education has gained immense popularity among working professions and student pursuing higher education. These categories of online learners find immense benefit in the autonomy and flexibility that these courses offer online learning can also help them take out some quite time tom study.

## MEANING

### NELSON MANDELA

Importance of online classes (Education is the most powerful weapon which you can use to change the world)

Online classes via zoom, Googelmeet etc.....are relay useful for everyone in the society, specially for students as they get benefits which some purpose of learning. This is also helpful to teachers too for communicate with their students and share knowledge.

Due to online classes the students are able to dedicate some time learning even though they are actually not joint to place of school and colleges.

Not only studies but various other extra curricular activities including exercise, music webinar, and quiz motivational speaking, author talks, and all the other possible activities are virtualized now online learning provides a platform for everyone to interest and sharing their knowledge.

Online learning resources needed are just proper wifi connection and digital device such as phone or Laptop.

However there are some disadvantages are their in online education at one time number of people get connected then these may be few connections problem but effects whole meeting more so the teacher find it hard to teach new lessons, there are both advantages and

disadvantages to this method of teaching & learning but in Covid -19 pandamic they are truly play an virtual role for virtual communication and learning process.

Online education is a form of education which is delivered and administrated using the internet online education is electronically supported learning that relies on the internet for teacher / students interaction and the distribution of class materials)

## AIM

The aim of the study is to determine the impact of online learning activities on learning outcomes of students who participated in the blended learning course, the learning outcomes or results of learner are usually measured by scores.

## OBJECTIVES OF THE STUDY

- To know the meaning of online education.
1. Study the challenge of online education.
  2. Analyze the Importance and Advantages of online education.
  3. Know how government promoting Digital education with equity.
  4. Discussing the Best practice for online education..

## CHALLENGES OF ONLINE LEARNING

There are however challenges to overcome some students without reliable to overcome some students without reliable internet access and / or technology struggle to participate in digital learning this gap is seen across countries and between income brackets.

Education has changed dramatically with distinctive rise of e learning where by teaching is undertaken remotely and on digital platform.

Research suggests that online learning has been shown to increase retention of information and take less time. Online education is beneficial to urban schools and colleges but is not helpful to reach the students and teachers in rural India. Not everybody has access to a smartphone.

Financial inclusion may be defined as the process of financial service and timely and adequate credit where needed by vulnerable groups such as weaker sections and low income groups at an affordable cost.

### FINANCIAL IMPACTS

In rural India people depend on agriculture due to heavy rain they don't earn profit for the year and for this reason they are not able to pay fees of school & colleges so.

It is possible to get a smart phone & Laptops.

Network issues and some technical issues are reasons for the large number of students not attending the online classes.

Online education is catering to the needs of a chosen few because 24% of the household of students in India have internet access & in urban areas, 42% of households have access to the internet as compared to 15% in rural areas.

Access to electricity is necessary for digital education. Government's "Saubhagya Scheme" to provide electricity to households shows that almost 99.9% of homes in India have a power connection but if we looked at the quantity of electricity and number of hours for which it is available every day. According to the mission, Antodaya Survey of villages says that, 16% of India's households received 0-8 hours of electricity daily, 33% received 9-12 hours & only 47% received more than 12 hours a day. Little number of households have access to internet service.

Gender gap in internet usage. As per the internet and mobile association of India, in rural India 72% of men have access to internet, this figure was only 28% for women. It creates educational inequalities among learners.

Conducting online classes on a regular basis has incurred more cost too, as students have to bear the cost of internet services. There is no communication yet from government to provide free / subsidies data packs. In the current situation, many students, especially the families who have lost the job from lockdown, will not be able to pay for this.

### GOVERNMENT OF INDIA PROMOTING DIGITAL EDUCATION WITH EQUITY

The meaning of Human Resources Development, its associated institutions are promoting digital education through the medium of T. V. and Radio. Indian National Commission on Online Learning Resources.

The following are some of the online resources developed by the Government.

#### 1. DIKSHA

This is an online platform for school education. It offers teachers, parents and students engaging learning materials relevant to the prescribed school curriculum. It has 80,000 e-content items in multiple Indian languages, catering to Grades 01-12. During the lockdown period, these contents have been accessed nearly 215 million times. This app can not be downloaded from iOS and Google Play Store.

#### 2. e - PATHASHALA

A Web portal and mobile app designed and developed by the National Council for Educational Research and Training. It has 1886 audios, 2000 videos, 696 e-books (e-pubs) and 504 Flip Books for classes 1st to 12th in different languages.

#### 3. NATIONAL RESPONSIBILITY OF OPEN EDUCATIONAL RESOURCES (NROER)

A Web portal equipped with best quality informational content on diverse topics in multiple languages, a total of 14527 files including 401 collections, 2779 documents, 1345 interactive, 1664 audios, 2586 images and 6153 videos on different languages.

#### 4. SWAYAM

This is the national online education platform hosting 1900 courses covering both School (class IX to XII) and Higher Education (both UG and PG) in all subjects including engineering, humanities and social sciences, law and management courses. A unique feature of SWAYAM is that, it is integrated with the conventional education. The courses are interactive and prepared by the best teachers in the country, and are available free of cost to any learner in the country. Credit transfers are possible for SWAYAM courses (max 20%). There has been a three times increase in access to the platform during the lockdown period.

#### 5. SWAYAM PRABHA

Has 32 DTH TV channels transmitting educational content on 24/7 basis. These channels are available for viewing all across the country using DD Free Dish set top box and antenna. Now even the private DTH operators are telecasting these courses through their channels. The channels cover both school education (class IX to XII) and Higher Education in a wide range of subjects like engineering, vocational courses, teacher training, performing arts, social sciences and humanities subjects, law, medicine, agriculture and many more.

## 6. NISHTHA

An integrated Teachers Training Portal and Mobile App.

## 7. NATIONAL DIGITAL LIBRARY

This is digital repository of a vast amount of academic content in different formats and provides interface support for leading Indian languages for all academic levels including researches and life - long learners, all disciplines, all popular from of access devices and differently - abled learners.

In additions to the above there are many other resources deployed by University Grants Commission (UGC) , National Institute of Open Schooling (NIOS and Indira Gandhi National Open University (IGNOU) which are being intensified.

The lockdown period has seen a huge upsurge in digital learning. The access to the above digital resources has grown nearly five times. In additional to these, many institutions are holding online classes through various modes.

### BEST PRACTICES FOR ONLINE EDUCATION:

**1. Preparation :** Preparation is very important for online education to make such you have engaged interest of learners once the process start , prepare yourself and the material and analyze how it could benefit for student and what was expected from them.

**2. Organize :** Organize the learning material which are required. Test all of the links to make such they active and up to date converts the text into small use the bullet points, videos and images to make the process interesting and add practice questions to check ions interest.

**3. Set Goals :** Give complete freedom to students however won't give them feeling autonomy when they feel freedom and they get confidence they clear the goals those get confidence they clear the goals, those can test to be completed within certain time and date, so they can move on to the next level..

**4. Analyze the results :** After the students complete some goals stages of class you can start analyzing the results, not only that will show you what are your learner strongest points but also hard teachers can improve your teaching methods and Materials..

**5. Make adjustments :** After analyzing the results & feedback from the students, you can make adjustments in the learning material or update it.

### CONCLUSION

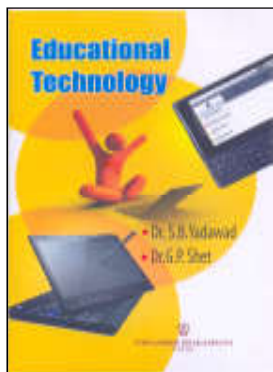
Online education has brought a positive impact in the lives of students and working professionals online education has also helped the faculty in the institution to ask students to study some part of syllabus online which do not require much of classroom instructions.

I would therefore recommended that online learning to implemented on all learning institutions and research on how to improve this learning process should be Covid-act.

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# FACTORS ASSOCIATED WITH POOR DRUG COMPLIANCE AMONG PERSONS WITH MENTAL ILLNESS

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✉ Lingaraj Niduvani, Research Scholar, Department of Anthropology, Kannada University, Hampi.

## ABSTRACT

*The family members of psychiatric patients are happy when patient take medications regularly as suggested by treating doctor. There are different reasons or factors for not taking medicines by persons with mental illness which needs to be understood. This article highlight that merely providing medications for the psychiatric patients does not ensure treatment adherence, unless the associated factors for the drug compliance are taken care by the mental health care team. Hence finding the associated factors for the poor drug compliance and providing psycho-social interventions, like psycho education, supportive therapy, insight facilitation can help reduce the incidence of relapse as well as re-hospitalization of the patients.*

## INTRODUCTION

Patient's compliance is an important factor influencing the successful maintenance of treatment and the prevention of relapse among person with mental illness. Noncompliance with medication during a symptomatic phase is a common problem in the treatment of psychiatric patients. Studies depict that medication non-adherence rates are substantial among psychiatric patients. Recognizing predictors of medication adherence among psychiatric patients is important because poor medication adherence is associated with relapse, re-hospitalization, homelessness, lower quality of life.

The attitude towards medication and compliance to drug is generally said that it is very important factor in treating the patients with mental illness. Though the reasons or factors for relapses are diverse, non-compliance to medication is one of the major concerns of the problem. The knowledge towards medication and positive attitude helps in handling the illness in a more realistic way and leads to initial progress towards recovery and it helps to better socio-occupational functioning of the psychiatric patients.

## WHAT IS COMPLIANCE

Compliance (also adherence) describes the degree to which a patient correctly follows medical advice. It is important to note that the term compliance applies not only to pharmacological treatment but also to all kinds of other measures involved in treatment, such as socio therapeutic and psychotherapeutic interventions. Non-compliance or non-adherence to treatment is the degree to which a patient does not carry out the clinical recommendations of a treating physician (**Kaplan HI, Sadock BJ. Synopsis of psychiatry, 1998.**)

Drug compliance is basically adherence to a drug regimen as in taking medications correctly and on time. It

encompasses the patient's active participation in his or her own health care, seeking medical advices, keeping appointments, following recommendations, concerning life style, as well as following medical regimen.

Both the patients and the health-care provider affect compliance, and a positive physician-patient relationship is the most important factor in improving compliance, although the cost of prescription medication also plays a major role. Poor compliance includes failure to engage with services, premature termination of therapy and refusal to participate in recommended procedures or programs with specific reference to medication, stopping medication prematurely, and taking the wrong amount of medication at the wrong times. Measurement of compliance is difficult for several reasons, and every method has specific limitations. There is differentiation between qualitative and quantitative, and direct and indirect compliance measurement. Self-reports or informant-reports can be used to quantify Compliance.

Up to 80% of psychotic patients fail to comply with their treatment (**Corrigan PW, Liberman RP, Engel JD**). Among the most powerful predictors of compliance are attitudes to treatment and insight into illness (Marder SR, Mebane A, Chien CP, Winslade WJ, Swann E, Van Putten T.A, 1983, Kelly GR, Mamon JA, Scott JE 1987)

Other possible determinants include culture and ethnic group, response to treatment, side effects, symptoms-for example, delusions about drug treatment or of grandeur and the relationship between patient and health professional (treatment alliance). Apart from treatment failures, non compliance to treatment is one of the main causes of relapse and re-hospitalization world wide. Non-compliance to treatment is a complex phenomena that is associated with various factors related to the illness, medication and health care delivery system.

Non-compliance is now a day considered to be the major problem in the health services of both developed and developing countries. Compliance is important because it is directly related to the prognosis of the illness. The results of non-compliance have been studied extensively, and are significant especially, lack of disease control and hospital admissions or readmissions (**Weiden PJ, Shaw E, Mann J 1986**).

In the clinical setting of mental health many psychiatric patients do not believe biological factors of their psychiatric illness. It is due to lack of insight towards illness, poor understanding the nature of psychiatric illness. Hence, these factors contributed for the non-compliance.

Medication noncompliance occurs among as many as one-third to one-half of all medical & psychiatric out patients. Non compliance has serious consequences for individuals having psychiatric disorders often resulting in higher rates of relapse & re-hospitalization, & poorer community adjustment. Poor adherence to psychiatric medication regimens is a major obstacle to the effective care of persons who have chronic mental illness (**Murray CJL and Lopez AD, 1997**).

Poor adherence to psychiatric medication regimens is a major obstacle to the effective care of persons who have chronic mental illnesses. A recent review reported that patient who was receiving antipsychotic or antidepressants took an average of 58% & 65% respectively of the prescribed dosage (**Sullivan G ,Wells KB, Morgenstern H and Leake B, 2004**).

There are other various factors contribute to noncompliance among psychiatric female patients e.g. lack of insight towards psychiatric illness, financial problems, drug related factors, interpersonal factors, religious beliefs, social support, doctor-patient relationship, time taken to improve and long distance where patient has to come to psychiatric hospital for taking treatment, family member's pressure etc. Due to financial problems psychiatric patients are not able to continue medications in their long term illness. Some other factors associated with non-adherence due to negative attitudes towards treatment and belief in black magic.

#### OTHER FACTORS ASSOCIATED WITH NON-COMPLIANCE

- Side effects of Medication
- Friends and family caregiver's negative attitude towards psychiatric medication
- Long distance
- Financial Problems
- Religious beliefs
- Poor insight

- Functions in home
- Lack of supervision by family members
- Fear of becoming addicted
- Patient's Religious beliefs
- Quarreling with the family members

**Side effects of Medication :** Person with psychiatric illness some time not interested to continue long time taking the same drugs. Side effects of various medications as a hindrance to compliance.

**Friend's and family caregiver's attitude towards psychiatric medication :** The family of psychiatric patient is the most important aspect of treatment. If family members insisted patient not to take medications obviously, patient stops taking medication.

**Long distance :** Poverty leads to many problems in psychiatric patient's family. Due to long distance patients sometime are not position to reach hospital for consultation.

**Financial Problems :** Financial problems make the psychiatric patients to face many problems. One problem is that they can't purchase medications on time. If this continues again and again this leads to noncompliance, relapse and rehospitalisation.

**Religious beliefs :** The patient's family negative belief systems affect non-compliance of the psychiatric medicines. If family members educated, they can help the psychiatric patients to continue medications regularly.

**Poor insight :** Poor insight towards psychiatric illness leads to relapse. Mental health professionals educate the psychiatric patients and their caregivers regarding mental illness and importance of treatment, possibility of side effects, supervision of medication, role of family members in take caring patients. This helps psychiatric patients to attend follow up regularly and taking medications regularly.

**Functions in home :** Due to functions psychiatric patients stop taking medications sometimes, they might forget to take or family members forget to give medications to the psychiatric patients.

**Lack of supervision by family members :** Supervision of medication in the family is important. Better supervision give good results. If family members fail to supervise medication which affects psychiatric patient's health condition.

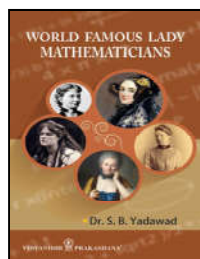
**Quarreling with the family members :** If patients quarrel with the family members they get anger towards family members. In addition it will be displaced on not taking medications and not taking food for few days which can be seen in some psychiatric patients. Interpersonal relationship issues also lead noncompliance among psychiatric patients.

**CONCLUSION**

Drug compliance is related to the knowledge of drug side effects, belief in therapy, and attitudes toward drug therapy. Mental health team members need to understand the patient's level of understanding, feelings about their disease and therapy while dealing with the problems of drug compliance. If they can build a strong alliance with the patients and their families, they will promote good drug compliance.

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# METHODS OF TEACHING ENGLISH

✍ Sangamesh Muttagi, Research Scholar, Kannada University, Hampi.

## INTRODUCTION

English language teaching has become very important because of the global status of English and people all over the world are learning this language. Nowadays, teachers are free to choose other supplementary materials; they can also choose methods or activities they want to use in their lessons. It is a big advantages but also a big challenge. In this unit you will be able to learn different methods techniques and approaches of English language teaching.

When the linguists found that the grammar-translation method and Direct Method lacked the scientific and vigorous basics, it becomes necessary on the part of the linguists to formulate the set of systematic principles that can guide language teaching. An American applied linguist, Edward Anthony proposed a three level difference in 1963 between approach, method and technique. According to him:

- a. **Approach** : An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.
- b. **Method** : Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural.
- c. **Technique** : A technique represents implementation; it is the implementation of a method in the classroom. It is a particular thing of doing things to accomplish an immediate objective. Techniques must be consistent with a method which in turn must be in harmony with an approach.

Different methods have given rise to different practices over the years. Drawbacks in one method have led to the development of another method or approach. In order to achieve the objective of teaching- learning of English, teachers must be familiar with different methods so that they can choose a particular method or approach according to their needs. The teachers of English should be able to weigh methods against each other and choose the one which they find most appropriate in their respective situations.

## METHODS OF TEACHING ENGLISH

### GRAMMAR TRANSLATION METHOD

The grammar translation method is a method of teaching foreign languages derived from the classical method of teaching Greek and Latin. In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Advanced students may be required to translate whole texts word-for-word. The method has two main goals: to enable students to read and translate literature written in the target language, and to further students' general intellectual development.

### STRENGTHS

- Students learn a lot of vocabulary.
- Reading and writing skills are excelled.
- It activates students' memory.
- The method saved time and trouble of teachers.
- Even an average teacher could follow the method confidently.

### WEAKNESSES

- Poor listening and speaking.
- Unnatural and Inaccurate Pronunciation.
- The students learnt the theory but could not use the language as a tool of communication
- GTM is not interactive and engaging for students.

### DIRECT METHOD

The direct method sometimes also called as the 'reform' method, 'natural' method, 'psychological' method, 'phonetic' method, and 'anti-grammatical' method, was established in France and Germany around 1900, and introduced in India in the early 20th century as a reform which was needed in the methods of teaching English. Discarding any use of mother tongue in the classroom. This Method is based on then direct involvement of the student when speaking, and listening to, the foreign language in common everyday situations. Consequently, there is lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammar rules and syntax. The focus of the lessons is on good pronunciation, often introducing learners to phonetic symbols before they see standard writing examples.

**STRENGTHS**

- In this method, the students learn English language in the same way as he learnt his mother tongue.
- Since learning begins with speech, students can read and write better later.
- The Direct Method, with its emphasis on speech practice, helps correction of mistakes the moment they are made.
- Direct association between word and meanings tends to improve expression in speech and expression in writing.

**WEAKNESSES**

- This method promotes the oral aspect of language learning and undermines the significance of reading and written work.
- This method aims at the active command of a language. This makes it learning more difficult.
- Since the method aims at the directly associating word with meaning, it restricts the scope of vocabulary as all words cannot be directly associated with their meaning.
- The success of this method is dependent upon the proper atmosphere conducive for learning English.

**AUDIO-LINGUAL METHOD**

The Audio-Lingual method of teaching had its origins during World War II when it became known as the Army Method. It is also called the aural oral approach. It is based on the structural view of language and the behaviorist theory of language learning. The Audio-lingual method is a method of foreign language teaching in which the students learn language by repeating/imitating the recurring patterns/dialogues of everyday situations by a succession of drills. The Audio-lingual Approach to language teaching has a lot of similarities with the Direct Method. Both were considered as a reaction against the shortcomings of the Grammar Translation method, both reject the use of the mother tongue and both stress that speaking and listening competences preceded reading and writing competences. But there are also some differences. The direct method highlighted the teaching of vocabulary while the audio-lingual approach focus on grammar drills.

**STRENGTHS**

- This is the first language learning method which is grounded on a solid theory of language learning.
- This method emphasises the everyday cultural traits of the target language.
- It provides the opportunity to learn correct pronunciation and structure.

- This method made it possible to teach large groups of learners.

**WEAKNESSES**

- The theoretical foundation of the Audio-lingual Method suffers from inadequacy.
- It is a mechanical method since it demands pattern practice, drilling, memorization or over-learning.
- This method does not put equal emphasis on the four basic skills, such as listening, speaking, reading and writing.
- Here, the learners have a passive role, since they have little control over their learning.

**BILINGUAL METHOD**

CJ Dodson of the University of Wales wrote a pamphlet The Bilingual Method in 1962 in which he argued that the amount of time required learning a language naturally is of necessity, large and our present school curriculum does not allow the time requirement for such a learning process. He further also added that in natural method a teacher employs a technique that waste time. Dodson advocated that a method should be within the capabilities of all teachers, it should be simple and balanced between the spoken and the written word. In practice, most teachers in India use only the Bilingual method to teach English and other subjects in English medium classes. Some kind of English is used even in teaching of modern Indian languages and a classical language like Sanskrit.

**STRENGTHS**

- The teacher is able to teach English to the entire satisfaction of the students.
- The students are also able to understand English well.
- This method helps in developing fluency in spoken English.
- Bilingual Method also helps in giving proper training for different skills namely listening, speaking, reading and writing.

**WEAKNESSES**

- Using this method, the teacher teaches English through English language and sometimes he uses his mother tongue and this practice diverts the attention of the students.
- Sometimes it happens that the teacher of English language may not be good in both the languages. He doesn't get perfection in any of the languages as his labor is also distributed between the two languages.
- The use of mother tongue while teaching English language may spoil the continuity and fluency of the language.

- It is the possibility that a few students in the class may be more attentive to mother tongue sounds and less attentive to English Sounds. As a result their pronunciation may become defective.

### COMMUNICATIVE APPROACH

Communicative Approach in language learning is an approach that is used in learning the second language or foreign language that emphasizes on the improvement of communicative ability that is the ability of applying the language principle in order to produce grammatical sentences and understand when and to whom' the sentences used" Communicative method focuses on language as a medium of communication. It recognizes that communication has a social purpose - learner which has something to say or find out." Communication embraces a whole spectrum of functions and notions"

### STRENGTHS

- Communicative approach is much more pupil-orientated, because it is based on pupils' needs and interests.
- Communicative approach seeks to personalise and localise language and adapt it to interests of pupils. Meaningful language is always more easily retained by learners.
- Seeks to use authentic resources. And that is more interesting and motivating for children.
- Children acquire grammar rules as a necessity to speak so is more proficient and efficient.

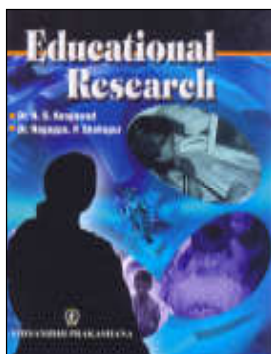
### WEAKNESSES

- It pays insufficient attention to the context in which teaching and learning take place
- The Communicative Approach often seems to be interpreted as: "if the teacher understands the student we have good communication" but native speakers of the target language can have great difficulty understanding students.
- Another disadvantage is that the CLT approach focuses on fluency but not accuracy. The approach does not focus on error reduction but instead creates a situation where learners are left using their own devices to solve their communication problems. Thus they may produce incoherent, grammatically incorrect sentences.

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# NURTURING CREATIVE THINKING IN SCHOOL GOING CHILDREN

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## ABSTRACT

*The expansive nature of the internet and the accessibility of technology have generated a surge in the demand for web based teaching and learning. Online education is quickly infiltrating into school districts and colleges across the nation. It explores that*

*Keywords : Online literacy, flexibility of time, flexibility of location, better organization, enhance learning, professional satisfaction etc.*

## INTRODUCTION

Creative Thinking is defined as the thinking that enables students to apply their imagination to generating ideas, questions and hypotheses, experimenting with alternatives and to evaluating their own and their peers' ideas, final products and processes. Further, Creative Thinking -

- i. is the pre-requisite for any creative process, output and outcome.
- ii. presupposes the active and international involvement of the person(s) who create(s),
- iii. can be fostered by appropriate education.

Each one has creative thinking skills and ideas; but, children have move because they are open, inventive and playful, which are the features of creativity. Adults too can demonstrate their creativity, though it is suppressed through work. In principal, everyone can be (come) creative! There are three factors that contribute to be (com) ingcreative :

- i. Skills
- ii. environment (including means) and
- iii. motivations.

## THE PROCESS

In order to nurture creative thinking in students effectively. we must re-think schooling and reflect on how new educational futures could be outlined by re-examining the following -

- what students learn (e.g. a diverse range of skills and subject content following their own learning pathways);
- how they learn (e.g. learning approaches and methods such as problem-based learning, constructivism, self-organized learning. instructional design, game-based learning);
- where they learn (e.g. in any location within school buildings-foyers, lounges, common spaces

and corridors-home, a youth club, or indeed in the street);

- when they learn (e.g. after formal school hours and at any age);
- who they learn with (e.g. not only with teachers and classmates, but also with a range of other people. such as peers, experts, and. people near to or far from them. and by themselves with self-organized learning methods. etc.); and
- for whom and why they learn (e.g. not just for themselves or for future employers, but also for their fellow citizens, society and industry, and for the world as a whole).

The following are some ideas for teachers who want to teach creatively in all school subjects:

- **Mathematics** : you can help your students to develop their problem-finding and problem-solving skills, and mathematical competence through creative and authentic activities. For example, students could carry out a survey on the use of devices such as mobile telephones, computers or games among the members of the school community and create a report with tables and charts that could be published in the school newspaper or blog. Playing with cards, configuration games such as tangrams and other toys and observing other everyday practices can also be used for creative learning, if these activities are used to engage the students and are integrated into the mathematical exercises.
- **Science** : you can encourage students to experience science not as a set of facts but as a creative endeavour for understanding nature. For example, you can ask students to experiment with paper airplanes and report on the effects that their size, shape and material have on how they fly. Or, you can investigate basic science concepts such as forces by using playground equipment (e.g. seesaws and spring riders) or buoyancy through plastic toys.

- **History** : History can be studied as an exciting adventure that triggers students' imagination and connects the past with the present. For instance, starting from school history (e.g. searching the school archives for information about its foundation, ex-students and teachers, and the development of school premises, etc.), students can study local history and how it reflects specific historical periods. You should use open-ended questions and tasks as far as possible, e.g. 'what information could our school building provide for future historians?'
- **Geography** : Geography can contribute to the development of a range of creative thinking skills through open-ended and meaningful activities. This type of question can elicit creative thinking, raise awareness of global issues and create environment awareness too.

### NATURE OF CREATIVE THINKING

The most difficult task is of discussing the nature of creative thinking and it is also a known fact that creativity is the rare and unique talent in a Particular field of endeavour. Creative Thinking has got a rare capacity of developing insight. Any creative expression is the source of joy and satisfaction for the creator. The creator says what he or she sees and feels; and there is perfect individuality in one's Creative expression. The creator is the person who is able to make ego-involved statement like- "I created this!" or "This is my creation!" creative thinking has complete freedom for the multiplicity of responses choices and line of action. Therefore, just by travelling on the route tract, one will not be able to create; but he or she can only reproduce !

Creative abilities can be defined as the means the individual has for expressing whatever creativity he or she possesses. The distinctive aspect of creative. thinking is characterized in terms like 'flexibility'. 'Originality' and 'fluency e.g. in eight minutes, the pupil must respond to the work 'BRICK'.

### CONCLUDINGLY, IT MEANS THAT -

- i. Creative Thinking represents divergent thinking
- ii. Creative Thinking is purely an intellectual capacity
- iii. Creative Thinking is expressed through original discoveries
- iv. Creative Thinking is the cognitive function of total personality
- v. Creative Thinking directs the behavior of a person.
- vi. Creative Thinking is the outcome of something new.
- vii. Creative Thinking is the expression of joy.

- viii. Creative Thinking paves the way for talents.
- ix. Creative Thinking is helpful to make new observations.

### APPLICATION IN PRACTICE

Even in a typical school with 'standard classrooms', teachers can work out creative arrangements for a variety of working spaces that encourage the active involvement of students. The following suggestion could help achieve this:

1. Utilize new technologies in an innovative and cost-effective way to transform even the most conventional school buildings into stimulating learning spaces. For instance: (a) use video projectors to create inspiring and easily adaptable physical spaces by projecting powerful images and/or texts onto school walls; (b) 'take the class on a trip' to any location in the world through the Internet; or (c) run experiments through online laboratories<sup>2</sup> without leaving the room. In the absence of new technology, try to use older learning technologies, e.g. geographical wall maps, drawings and images produced by the students, etc. Or you can hold the lesson in several different ways, and afterwards compare and contrast the effectiveness and pleasure in teaching and learning.
2. It is a real challenge for teachers to develop a well-planned questioning method that encourages the active involvement of students.

The following are some suggestions on how you could do this:

- Try novel ways of involving all students in asking and answering questions. For example, ask students to raise one green card when they agree and a red card when they disagree with the answer that someone else has given. Start first with closed-ended questions and go progressively to open-ended, higher-order questions.
- Focus on the actual experiences and thoughts of the students, rather than on what they have read or experienced second hand.
- Experiment with everyday materials in order to transform the classroom into a creative learning place. For instance, try re-using cardboard boxes on a table to re-create carrel desks (s individual high-sided desks), as an alternative way to independent study, when needed.

### SUMINGUP

Teachers spend a great deal of their time asking students questions. Many different types of questions are

used. but the main distinction is between closed questions and open-ended questions. Closed questions can be used to test comprehension and to aid retention of information (e.g. what is the capital city of India?). Open-ended questions have many possible answers that are not pre-determined (e.g. what if we had gills?). Open-ended questions can promote creative thinking and learning because they require students to find, combine and criticize information instead of simply recalling facts. Research shows that on average, approximately 60% of the questions asked in classrooms are closed-ended. 20% are procedural, and only 20% are open-ended.

One of the most ancient and effective questioning frameworks is Socrates' maieutic method, which highlights the importance of questioning in deep and active lifelong learning. Socratic questioning differs from random open-ended questioning in the sense that it is planned, disciplined and deep; the questions are selected to probe reasons and assumptions in order to engage in higher levels of thinking progressively - including analytical, critical and creative thinking.

### HOW DOES THE CLASSROOM ENVIRONMENT INFLUENCE CREATIVITY ?

Psychological studies have shown that the conditions for supporting analytical and generative thinking can be quite different. Analytic abilities can be helped by an encouragement to remain focused, being offered some reward for our performance or by the mild stress of knowing we may be evaluated and assessed. Generative ability, on the other hand, can benefit from changes in context (Howard-Jones and Murry, 2003).

Intrinsic motivations such as fascination and curiosity (Cooper and Jayatilaka, 2006) also seem more important in supporting generative activity than the provision of extrinsic rewards such as marks or material incentives. Although engagement in any task is important for its completion, a relaxed and uncritical environment appears most helpful for creative thinking (Forgays and Forgays, 1992).

So, also, teachers can use creative strategy.

Apart from social and environmental effects upon creativity that may be influenced by the teacher, there are also strategies that can be used. Given that generative thought appears more intrinsically motivated, one way of helping a student produce more ideas might be to encourage her/him to operate in an area of personal interest. Providing students with tasks that require the making of unusual connections will encourage movement towards a mode of generative thinking. The strategy of having to incorporate unrelated material in an outcome has often been used by teachers to provoke creative thinking.

More understanding of the brain also supports the use of visualisation as a powerful tool for fostering the generation of ideas (and for many other educational purposes). For example, consciously visualizing an issue/topic within a range of different contexts can help boost idea generation by encouraging new associations (Howard-Jones and Murray, 2003). At least two-thirds of visual brain areas can be activated when we visualize something as when we perceive the real thing (Kosslyn, 2005), suggesting visualization may serve as a reasonable substitute for actual experience.

Everyone knows the fact that capacity without training is blind. So too, creativity being a natural endowment, needs training, nourishment as well as stimulation. If not given proper opportunity, training and education, most of the creative talents will result in a wastage. Moreover, creative thinking is not the monopoly of the few geniuses only. In fact, to a certain extent, each one of us possesses the creative abilities. Gandhi Ji, Lincoln, Bhabha, Newton, Shakespeare, Burt and Russel, were the creative thinkers who put their minds in their respective fields. Certainly, they all were endowed with creative abilities' but the role of environment in terms of education, training and opportunities for it cannot be over-ruled. A good education, proper care and provision of the opportunities for creative expression inspire, stimulate and sharpen the creative mind; and therein, the parents, the society and the teachers come into picture. They are required to help the children in nourishing and utilizing their creative abilities among children; and accordingly promoting creative thinking among our pupils may be fostered !

### CONCLUSION WITH FEW RECOMMENDATIONS

Concluding, it may be said then, that, if teachers are to develop creative thinking among their pupils, then, they must place high value for pupil's creative thinking; and accordingly, must encourage and reward pupils' creativity. They must show respect and give patient listening to their pupils; unusual questions and their unusual imaginative ideas.

- Allow students to have personal choices and contribute to decisions that relate to their own learning. Take their suggestions and feedback on the selected activities and tasks seriously.
- Consider student's close friends' interests and hobbies, too. Friends at the age influence each other's learning a lot through their personal preferences and occupations.
- Offer, whenever possible, authentic learning opportunities to students and try also to involve others, e.g. experts, subject specialists, artists,

parents, other teachers etc . in order to stimulate interest and ensure engagement

- Ask your students to follow a local newspaper or the municipality portal for one or two weeks, and they find real world problems. news and situations that capture their personal interest. Ask them to formulate a problem. connecting it with specific curricular areas. The formulation of a problem is very often a more creative process than its solution; raising new questions and new possibilities, while looking at old questions from a new angle requires pure creative thinking.
- Act as role models for creativity by taking sensible risks, trying new things and adopting innovative teaching practices.
- Allow students the freedom to play with ideas and take sensible risks, while engaging in challenging and controversial issues from real life.
- Allow space and time for students to try new things and learn despite the pressures of assessment.
- Encourage initiatives linked to risk-taking and creative thinking, and take them into account in students' final assessments.
- Give students the opportunity to carry out peer reviews of materials where errors were made in order to help that recognize mistakes and reflect upon them.
- Engage students in problem-based and meaningful activities that allow experimentation, sensible risk-taking and learning through trial and error, discussion, argumentation and debate.
- Recognize, accredit and reward any prior experiential and/or informal learning that happens outside classroom through learning-by-doing and through trial-and-error.
- Provide students with role models of successful risk-taking, tolerance of ambiguity and continuous creative efforts in single failure with total failure
- Ask the students to create a bulletin board, a presentation or an essay of 'Great Failures(?)' in order to understand that failure is an 'integral' part of any creative process and that creative efforts are not always accepted at the time they are initiated.
- Ask students to reflect on their own past failures and current mistakes.

Although every creative act contains elements of spontaneity, teachers can play a critical role in fostering creative thinking process through use of environment and strategy. It is assumed that: No single part of our brain is responsible for creativity. Some regions linked to producing divergent associations, of the type needed for creativity,

appear usually located in the right hemisphere. However, creativity is a complex thought process that calls on many different brain regions in both hemispheres. Left-brain/right brain theories of teaming are not based on credible science and are unhelpful in understanding creativity, especially when used to categorize individuals.

Creativity appears to require movement between two different modes of thinking: generative and analytical. Cognitive fixation occurs when we become unable to move beyond an idea or set of ideas. It can be thought of as being stuck in analytical mode. However, in normal circumstances, we can monitor and, to some extent, regulate which mode we are using. In this sense, creative thinking appears amenable to metacognition. Analytical thinking can benefit from extrinsic rewards such as assessment praise, whereas generative thinking can be more from more intrinsic motivations such as fascination and curiosity. Analytical thinking can also be encouraged by mild anxiety, while a stress-free and uncritical environment can produce more generative thinking. Rehearsing the same idea can feel reassuring, whereas generative thinking can feel like a step in the dark, especially when there are few constraints or guidelines. To avoid anxiety, and hence fixation, the right level of constraint is sometimes required: not so constrained that creativity can't flourish, but sufficient to provide some level of reassurance.

Teachers can help their students during a creative process by identifying when their thinking needs to be more generative or more analytical and enabling this transition through influencing their working environment and / or through the application of particular strategies. However, the decision to apply such intelligence at any moment in a creative process must take into account the learners, their progress and the context.

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# ROLE AND IMPORTANCE OF GRAMMAR IN TEACHING LEARNING A SECOND LANGUAGE

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Every Language is a rule governed activity. Grammar is the science of Language. It is a body of rules and regulations that govern a Language. A knowledge of grammar is indispensable for correct speaking and writing a Language. Grammar helps us to produce infinite number of correct sentences and not the incorrect sentences. The students can generate infinite number of correct sentences only when they have a little knowledge of grammar and its application. The speaker does not understand whether a sentence is acceptable or unacceptable without the basic knowledge of rules and regulations that govern a language.

Language learning is essentially a habit formation process. Every learner has to cultivate correct language habits which in turn facilitates him to generate infinite number of correct sentences.

It is very evident that grammar is only a means to an end and not an end in itself. The end being language and it is one of the components of learning a second language.

It is very obvious that grammar is the practical analysis of a language. It performs two important functions; it explains and regulates.

Joseph Priestley defined "Language is a Method of Conveying our ideas to the minds of other persons, and the grammar of any language is a collection of observations on the structure of it, and a system of rules for the proper use of it". It is the scientific enquiry in the form and structure of the sentence.

A few prominent definitions throw light on the meaning and functions of grammar.

Dr. Sweet defines it "the practical analysis of a language its anatomy".

Gordon defines grammar as "a body of empirical rules which explain and regulate the structure of the sentence".

Ballard Says "Etymologically it means the study of letters. It is the science that lies behind the art of literature and compositions".

Grammar occupies an important place in the learning of a language. It is a means to the learning of a second language correctly. It has two important objectives it describes the structure of a language. It regulates when one commits mistakes while speaking and writing.

It is very apparent that there is a lot of difference between learning a second language and learning mother tongue.

The child has the ability to internalize the grammar of its mother tongue and the child can generate infinite number of correct sentences without the study of formal grammar. On the other hand, learning a second language is a deliberate, conscious and sustained effort on the part of learner.

It is very important that the ability to use the language is more important than the ability to describe the language. Grammar does contribute significantly to refine the language.

There are two types of Grammar -

- **Formal Grammar**
- **Functional Grammar**
- **Formal grammar** is called Traditional or prescriptive grammar. It prescribes rules and it doesn't accept any deviation from the established conventions or rules of the language. It doesn't really facilitate the students to acquire competence in English. It just helps him to describe the language. There are many problems with prescriptive grammar. Formal grammar doesn't take into consideration the fact that language is ever-changing and every-growing Ex' they understand the rules of transforming sentences from direct into indirect-speech. But actually they can't transform the sentences from one grammatical structure into another grammatical structure.
- **Functional Grammar** : Functional grammar is also called incidental grammar. While learning the language, they also understand the rules of the language.

Grammar is a part of the language. This type of grammar is learnt by the students quite unconsciously while learning the language. The priority of the learner is to learn the language and knowing the rules and regulations is the secondary concern. This grammar takes into consideration the fact that language is ever changing and ever growing and it allows a little deviation from the established rules and regulations of the language. This type of grammar facilitates the students to use the language. Functional grammar should be preferred to formal grammar

because functional grammar does go a long way in facilitating and equipping the students to produce infinite number of correct sentences.

There are many problems with formal grammar. Ex;

Traditional grammarians claim that there are three tense forms-the past, present and future. Modern grammarians believe that there are only two tenses the present and past tense and there is no future tense. English language can be used without future tense-Future actions can be indicated by using present tense forms.

Ex : My mother is coming from Mysore to tomorrow.

We are planning to go to Mysore during summer holidays.

We are going to play cricket next year.

All these sentences clearly indicate the fact that future actions can be shown by using present tense also.

Rules and definition are not always accurate, especially in English. Ex: We can form the past tense by adding 'ed' to the root verb.

Ex : play-played-work-worked. It doesn't really happen in all the cases. There are some exceptions to this rule. Past tense can be formed even without adding 'ed' to the root verb-

For ex" Teach-taught-put-put-read-read-meet-met-saw. Speak spoke.

## METHODS OF TEACHING GRAMMAR

### 1. Deductive Method

### 2. Inductive Method

**1. Deductive method** is one of the methods of teaching grammar. In this method, the teacher gives definition or makes generalization the teacher then goes on giving examples to help the students. This method has both advantages and disadvantages. It is very evident that mere knowing or learning the definitions or rules doesn't really help the students develop language competence.

**2. Inductive Method** It is one of the methods of teaching grammar. In this method, examples are given to the students. Students induce rules, definitions and generalization based on the examples.

This is the best method of teaching grammar. This method takes into consideration the fact that language is ever changing and ever growing.

Traditional grammarians believe that plural can be formed by adding 's' 'es' and 'ies' to the noun- Ex. Pen - pens - book - books - boy - boys, girl - girls.

This rule doesn't serve the purpose in all the cases - Ex: medium - media. tooth- teeth - syllabus - syllabi- goose - geese - formula - formulae.

All these examples go to show the fact that formal grammar doesn't really serve any purpose.

Wren, a prominent grammarian says" Teach Functional grammar inductively".

There are two important methods of teaching grammar. This method obviously facilitates the students to use English with reasonable speed and fluency. Grammarians opine that functional grammar should be taught inductively.

## CONCLUSION

Grammar is one of the components of learning a second language. It is very clear that the learners commit many mistakes while speaking and writing because they don't have basic knowledge of grammar: Grammar should be taught inductively. This method does facilitate the students to speak and write grammatically correct sentences.

There is a misconception that grammar alone facilitates the students to speak and write grammatically correct sentences. Grammar does contribute significantly to facilitate the young learners to acquire mastery of language and produce flawless sentences. We need to answer a few pertinent questions before teaching grammar-what is to be taught? How is to be taught? How much grammar is to be taught? And who should teach grammar? These questions certainly throw light on the teaching of grammar.

Language learning and grammar learning are complementary to each other and they can't be treated as two different disciplines. Language and grammar are interdependent and inter related to each other. Grammar should be taught in a way that students develop mastery of language and thus be able to produce grammatically correct sentences.

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# IMPACT OF AIR POLLUTION ON HEALTH CONDITION OF SENIOR CITIZENS : IN INDIAN SCENARIO

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## ABSTRACT

*The health of senior citizens is important in each family. The guidance of senior citizens on young generation is necessary in difficult situations in the family. Air pollution impacts on senior citizens of health condition. In India many steps have been taken to safe guard protection of Environment pollution. Objectives of the study: To understand magnitude of environment pollution in India, to study Environment pollution and health problems in Indian scenario, to study environment policies and programs in India. Methodology: Authors gathered the information by using electronic data based PubMed, e-books, text books, inflibnet, and Government annual reports; Authors reviewed few original articles and reviewed based articles which are related Environment pollution. Findings: The study conducted by Pandey and Venkataraman, 2014 shown that the effects of emissions from various modes of transport in India. Their study inferred that on-road transportation contributed over 97% of the estimated emissions in India, when compared to other modes of transport, such as railways, waterways, and airwaysevaluated. The different sources of air pollution impact on health condition of senior citizen such are transportation, industries, agriculture, power, waste treatment, biomass burning, residential construction and demolition waste. Conclusion: Several policy measures have been taken by the Ministry of Environment, Forest and Climate Change Government of India to tackle these issues.*

## INTRODUCTION

As age increases good air is required for elderly to keep good health. Air Pollution creates serious health problems for the senior citizen as the immune system gets weakening with age. It is significant to acknowledge that how does air pollution affects the senior citizen. Air pollution is a matter of concern for everyone; yet, it affects senior citizens more than any other age group. The most common reason is as people age, their immune system slows down. The lungs of senior citizens are not capable of filtering clean air and removing harmful pollutants. Breathing in polluted air leads to a number of health problems among senior citizens. The current study emphasizing to understand different health issues of senior citizens due to Air pollution.

### **Air Pollution and its impact on Senior citizens :**

Different kind of health issues among senior citizens can be seen due to Air Pollution such are respiratory issues, airborne infections, lung cancers and much more. Inhaling the smog can have severe negative impacts on the health of the elderly. As age increases, our bodies are less capable of fighting off the inflammation and other damage caused by air pollution.

Health studies indicated that more prolonged exposure to air pollution is linked to an increased risk of brain damage and silent stroke. The type of air you inhale directly affects your blood pressure and blood vessels. Long-term exposure to low quality of air can cause inflammation in the lungs leading to stiffening of the blood vessels, reducing their flexibility, and weakening the blood

vessels, which can increase the chances of heart problems, including a stroke.

Air pollution is the term that describes harmful gases or particles in the air. It is one of the leading causes of deaths across the globe. A latest research conducted by BBC shows that around 5.5 million people die every year due to Air pollution. Most of these deaths occur among senior citizens in rapidly developing economics of China and India. The main culprit is emission of small particles from power plants, factories, vehicle exhausts and from the burning of coal and wood.

## REVIEW OF LITERATURE

Hajat, Anjum, et al. (2013) reported that, the elderly are more likely to develop chronic respiratory and cardiac illnesses as a result of long-term exposure, and are more susceptible to heart attacks and strokes during episodic high pollution events.

The study by Ians shown that, Air pollution cuts benefits of exercise in elderly. Even a two-hour exposure to air pollution mainly in the form of traffic exhaust can wipe out the positive health benefits of walking on the lungs and hearts of the elderly. The findings showed that even short-term exposure to traffic exhaust can have negative effects on both healthy people, as well as those with pre-existing cardiorespiratory conditions such as chronic obstructive pulmonary disease (COPD) or coronary disease.

Pandey and Venkataraman (2014) evaluated the effects of emissions from various modes of transport in

India. Their study inferred that on-road transportation contributed over 97% of the estimated emissions in India, when compared to other modes of transport, such as railways, waterways, and airways.

According to the World Health Organisation, air pollution or particle pollution is a significant cause of lung cancer. It is estimated that, lung cancer caused due to air pollution leads to 1.8 million deaths globally every year, accounting for 29% of all lung cancer related deaths, smoke and dust from any sources is the main of air pollution. It is usually generated through vehicle exhaust, coal fired power plants and other industrial sources and can cause lung cancer. While the bigger particles that we breathe in can be disposed from the body through sneezing and coughing, the smaller ones can get trapped in the lungs, affecting it. These particles interfere with the development and functioning of the lungs.

#### **What can countries do to reduce air pollution ?**

Interventions to reduce air pollution include developing sustainable transport in cities; implementing solid waste management; providing access to clean household fuels and cookstoves; developing market for renewables energies and energy efficiency, and implementing industrial emissions reductions.

**How is World Health Organisation (WHO) working with countries to reduce air pollution :** WHO's main function is to identify and monitor those air pollutants with the greatest impact on people's health. This helps the WHO Member States to focus their actions on the most effective way to prevent, or reduce health risks. WHO's task is to review and analyse the accumulated scientific evidence, and use expert advice to draw conclusions on how much different air pollutants affect health as well as identify effective measures to reduce the air pollution burden.

WHO Member States adopted in 2015 a resolution to "address the adverse health effects of air pollution". The following year, Member States agreed on a road map for "an enhanced global response to the adverse health effects of air pollution". WHO is working on four pillars such are expanding the knowledge base, monitoring and reporting, global leadership and coordination, institutional capacity strengthening.

**Ways to tackle air pollution and its effect: Monitor pollution levels and warnings :** The first step is to identify if the senior has a disease which can become worse due to polluted air. Respiratory diseases most impacted due to pollution. Whenever pollution indexes are up, advisories are made for anyone with respiratory illness to not venture out. One should keep a check on these warnings through an app or on the computer, and they should be taken seriously. The elderly should stay indoors on days when the pollution levels are high.

**Air purifiers :** There are ways to tackle air pollution indoors, whether within the house or office. There are a number of air purifiers available in the market that can be used to filter out harmful particulate matter.

**Avoid smoking indoors:** All members of the house should avoid smoking indoors where there are seniors. Senior citizens have weak lungs and the impact of passive smoking is very harmful for them

**Face masks :** Seniors and children are most vulnerable to the harmful effects of air pollution. It is a good idea to get a face mask and use it when outdoors for a long duration, when the pollution levels are high.

**Plants that fight pollution :** Indoor houseplants like Garden Mum, Spider Plant, Dracaena and Peace Lily purify the air, and at the same time will beautify your surroundings

## CONCLUSION

Good health condition of elderly is required in each family. There are different reasons for air pollution in our country. Steps have been taken from different governmental stakeholders in order to reduce and control air pollution and other types of air pollution in India. Though, awareness programmes to be conducted where lot of air pollution appears and its management.

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# HIGHER EDUCATION AND PERSON WITH DISABILITIES IN INDIA

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## ABSTRACT

*Education is important for every human being. Every human being has right to get education. Social and economic empowerment can be achieved through education. According to the Census 2001, there are 2.19 crore persons with disabilities in India who constitute 2.13 percent of the total population. This includes persons with visual, hearing, speech, locomotor and mental disabilities. Aim and Objectives: To understand various schemes and provisions for differently abled in India and barriers to access higher education among differently abled children in our country. Methodology: The study followed web based literature survey (secondary data) using Government websites, reports, articles, etc by using key words such as person with disabilities, higher education, programs and policy. The researcher found various schemes, provisions and other facilities have been provided for person with disabilities in our country. The reviewer had chosen important secondary data for the review purpose. Findings: Findings revealed that University Grand Commission is promoting higher education opportunities in the field of special education and equal opportunities for person with disabilities in higher education institutions. There are some barriers to access higher education among person with disabilities. Poverty, family issues, lack of motivation, lack of family members support etc are some of the barriers to access higher education among person with disabilities.*

**Keywords :** Disability, Higher Education, Programs, Policy

## INTRODUCTION

It is estimated that approximately 30 percent of the population is affected by one or the other disability. Data on the disability on a nation-wide basis can be acquired from two sources, namely the Population Census and National Sample Surveys. After a massive public campaign, the Government of India finally yielded and has included disability as a category in Census 2001. More than one billion people in the world live with some form of disability, of whom nearly 200 million experience considerable difficulties in functioning. According to the World Bank Report 2009, nearly 6 percent of the Indian population has some form of disability. To top it up, the World Health Organization figure is indicated at 10 percent of the total population (World Bank Report, 2007). In India, out of the 121 Cr population, 2.68 Cr persons are 'disabled' which is 2.21% of the total population.

University Grand Commission is promoting higher education opportunities in the field of special education and equal opportunities for differently abled in higher education institutions. Based on the inputs received from UGC, National Institute of Educational Planning and Administration (NIEPA) and Rehabilitation of India (RCI) have made action plan for promoting greater participation of differently abled in higher education

The Right to Education: People with disabilities face specific challenges in the pursuit of their right to education resulting in a reduced access to mainstream education, specific provisions guarantee their right to education and

encourage countries to adopt an approach that is inclusive to all, including those with disabilities (UNESCO 2015). The Right of Children to Free and Compulsory Education Act, 2009 says that every child of the age of six to fourteen years, including a child referred to in clause (d) or clause (e) of section 2 of the Right of Children to Free and Compulsory Education Act, 2009, shall have the right to free and compulsory education in a neighbourhood school till the completion of his or her elementary education. i.e from first class to eighth class. The Parliament of India passed the 86th constitutional amendment act in 2002. As per this amendment 21A is inserted in the constitution which aimed at making right to education which aimed at making right to education a fundamental right for children between 6 to 14 years age. Few important provisions of the 86th Amendment are mentioned here. Firstly, it is compulsory duty of parents and guardians to send the children to schools. Secondly importance has been given on "compulsory education". Hence, this act promotes education for all children irrespective of class, colour and disabilities. We can expect more number of differently abled students based on more number of students entering in primary education in our country.

## EDUCATION FOR PERSONS WITH DISABILITIES:

The National Policy for Persons with Disabilities recognizes disabled persons as valuable human resources. According to the Census, 2001, fifty-one percent persons with disabilities are illiterate. This is a very huge percentage.

Education is important for every individual. It is the most effective vehicle of social and economic enablement.

Article 21A of the Indian Constitution emphasized on guaranteeing education as a fundamental right. As per the Section 26 of PWD ACT, 1995 compulsory education has to be provided to all children with disabilities up to the minimum age of 18 years. There is a need for mainstreaming of the persons with disabilities in the general education system through Inclusive education.

**Differently-Abled Students in Higher Education:** Some of people may think that differently abled students can't not able to enter in the higher education due to their health condition or due to disability issues. But, people need to change their attitudes towards differently abled. Because, there is increase in the enrolment of persons with disability (PwDs) students in higher education, as per the All India Survey on Higher Education,

**Schemes for differently abled in India:** The following schemes/facilities have been launched to enhance the representation of the differently-abled students in Higher Education -

1. **Upgradation of existing Polytechnics to integrate the Persons with Disabilities (PwD) :** The objective of the scheme is to promote education and training of persons with disabilities by integrating them in the mainstream of technical and vocational education and skill development programmes through formal and non-formal programme.
2. **Higher Education for Persons with Special Needs (HEPSN) :** The HEPSN scheme is basically meant for creating an environment at the higher education institutions to enrich higher education learning experiences for differently-abled persons. Creating awareness about the capabilities of differently-abled persons, construction aimed at improving accessibility, purchase of equipment to enrich learning, etc., are the broad categories of assistance under this scheme.
3. **The Teacher Preparation in Special Education (TEPSE) :** Scheme is meant for assisting Departments of Education to launch special education teachers' preparation programmes to prepare special teachers to teach children with disabilities in both special and inclusive settings. The scheme provides financial assistance to offer B.Ed. and M.Ed. Degree courses with specialization in one of the disability areas. The specific objective of the TEPSE schemes is to encourage Universities to start M.Ed. special education courses to prepare teacher-educators to serve in higher education institutions offering special education teacher preparation courses.

4. **Financial Assistance to Visually Challenged Teachers :** The Scheme has been formulated to help visually challenged permanent teachers to pursue teaching and research with the help of a Reader and by using teaching and learning aids by way of providing Reader's Allowance and funds for purchase of Braille books, recorded materials, etc. and help such teachers achieve self-dependence by using various aids for teaching, learning and research. Financial assistance under the scheme is available to such universities and colleges which come within the purview of section 2(f) and are fit to receive central assistance under Section 12B of the UGC Act, 1956
5. **Financial Assistance to Visually Challenged Teachers (FAVCT) :** The objective of the scheme, implemented by UGC, is to provide facility to help visually challenged permanent teachers to achieve self-dependence by using various aids for teaching, learning and research.
6. UGC also provide relaxations to PwDs in the National Eligibility Test.
7. **Saksham Scholarship Scheme** is an initiative of the Ministry of Human Resource Development (MHRD), Government of India and implemented by the All India Council for Technical Education (AICTE). The scheme is especially meant for students with disabilities and aims to support and encourage them in pursuing technical education. Every year, disabled students get an opportunity to study further and prepare for their successful future with the help of Saksham Scholarship scheme.

**Barriers to access higher education for person with disabilities in India:** Poverty, financial problems, lack of interest among family members to support person with disabilities to pursue higher education, attitudes towards persons with disabilities in our society, infrastructural amenities within institutions, transportation amenities, and lack of support amenities are a limited areas, which hamper the entry of students with disabilities into higher education.

Empirical evidence also shows that 'Disabled people living in poverty' have always suffered from double disadvantage and are also at a higher risk of becoming even poorer. The same is true for all people living in poverty, who have a higher risk of facing a disabling condition due to their limited access to basic services such as health, education, and sanitation and higher rates of exposure to hazardous working conditions (UNDP India 2012).

Students with disabilities face several barriers such as physical, financial, psychological, mental in pursuing

studies and living with dignity. At times such students are deprived of harnessing their latent skills and thereby miss the opportunity to earn their livelihood and find a dignified place for themselves in the society. This scheme envisages encouraging students with disabilities by providing scholarships and other assistance to pursue professional or technical courses and various skill development courses for their empowerment (NHFDC). The case studies describes the various ugly forms of the discriminatory practices seen in the community towards differently abled children (Janardhana, N., Muralidhar, D., Naidu, D. M., & Raghevendra, G (2015).

Hence, there is need by social work interventions to reduce stigma and discrimination towards differently abled persons in our country.

### EFFORTS TO STRENGTHEN

Various reports given recommendations to empower the rights of person with disabilities in the world. It is very essential to mention few names of reports in this paper. Warnock report of 1978 was the important landmark development in the field of education for persons with disabilities in England. This report introduces the concept of 'Special educational needs' The term has become synonymous with education of the disabled across the world, and is being used in India by all those involved in it, though it does not have legal meaning or an agreed definition unlike in England (C.S Mohapatra, 2004).

Legislations for persons with disabilities in India: The legislative provisions around Disability in India are managed by different laws, which govern different and varied aspects of disability. Important legislations mentioned below :

1. The Government of India has enacted legislations for persons with disabilities viz. Persons with Disability (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, which provides for education, employment, creation of barrier free environment, social security, etc.
2. National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999 has provisions for legal guardianship of the four categories and creation of enabling environment for as much independent living as possible.
3. Rehabilitation Council of India Act, 1992 deals with the development of manpower for providing rehabilitation services. This Act was amended in 2000.
4. Rights of the person with disabilities ACT 2016
5. Mental Health Care Act 2017

### CONCLUSION

It is not easy for everyone to enter into higher education field, many people discontinue their education in the middle due to many reasons. If a person acquires a type of impairment, he or she usually faces some of the barriers. Such type of persons need to be encouraged and motivated to persevere their education.

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## - SAD DEMISE -



With grief and sorrow, we hereby inform sad demise of

**DR. A. V. BAMAGONDA**

Sir was Asst. Lecturer B.L.D.E Trust, J.S.S. College, Vijayapura  
Shikshan Soudha as Editor Board and its honest  
Writer of the Vidyanidhi Prakashana Gadag.

We offer our deepest condolences and sincerest sympathies to his family and Friends

**MAY ALMIGHTY GIVE REST AND PEACE TO THE DEPARTED SOUL**

**- Publisher**

# NEW FARM ACT 2020 : UNDERSTANDING THE CHALLENGES AND IMPLICATION

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## ABSTRACT

*The three new farm acts legislated by the Government of India have been widely acclaimed at home and abroad as historical and long overdue. However, some experts, states, and stakeholders, including farmers, have been protesting against them and seeking their withdrawal. This paper presents the context and significant reasons for undertaking these policy reforms and describes the sequence of efforts made by successive Central governments for about the past two decades to persuade states to adopt the reforms. Drawing from the actual contents and spirit of the three acts, the paper discusses at length how APMC (Agricultural Produce Market Committees) markets, MSP (Minimum Support Price), farmers, and the rural economy will be impacted by the new policy environment. It also addresses the concerns raised by farmers' leaders and critics. The paper finds that the new acts take forward the unfinished agenda of reforms started in 1991 and the fragmented, piecemeal, and patchy reforms undertaken across states to their ultimate culmination. The paper addresses apprehensions about the new acts so that the underlying reform process is implemented in various states with their appropriate understanding. The paper also gives reasons for expecting the new acts to achieve the goal of taking Indian agriculture to new heights and ushering in the transformation of the rural economy.*

**Keywords:** New Farm ACT 2020, Challenges, Implication.

## 1.1. INTRODUCTION

The Farmers' Empowerment and Protection Agreement on Price Assurance and Farm Services Act covers two aspects: (a) provision for guaranteed price and (b) input and technical services to farmers by registered individual, firm, company, cooperative society, etc., under a mutually acceptable agreement between the farmer and sponsor prior to production. This Act intends to insulate interested farmers, especially small farmers, against the market and price risks so they can go for the cultivation of high-value crops without worrying about the market and low prices in the harvest season. If a farmer is interested, they can also get technical services and inputs from the sponsor. There is nothing in the Act beyond these two provisions.

The Act does not require any farmer to go for this agreement; the decision is left entirely on the farmer. The Act prohibits the farming agreement to include the transfer, sale, lease, mortgage of the land or premises of the farmer. All apprehensions about this Act relate to corporate farming, which is totally different and not allowed in any state of India. The PAFS Act is inclined towards farmers. No party is bound to continue with the agreement beyond the agreed period. The Act will promote diversification, quality production for premium price, export and direct sale of produce with desired attributes to interested consumers. It will also bring new capital and knowledge into agriculture and pave the way for farmers' participation in the

The Union government enacted two new farm laws for agriculture, and modified the Essential Commodities

Act 1951 for agri-food stuff", in September 2020. The new acts have been widely acclaimed as historic, path-breaking, and a "1991 movement" for agriculture. However, some stakeholders and experts have expressed serious apprehensions about the effect of these acts on farmers and the agriculture sector. A narrative is being created based on ideological and imaginary grounds to build opinion and pressure against the new laws by ignoring the intent, content and implications of the new policy reforms. Some people have also expressed concern about the likely dilution of role of a small number of middlemen in agricultural marketing, ignoring the benefits to crores of farmers. This paper discusses the implications of all the three acts on farmers, the farm sector, APMCs, the MSP regime, consumers and the future of agriculture, agriculturists and related aspects. It is also important to inform the public why the Centre had to bring about these acts.

## 1.2. WHY POLICY REFORMS IN AGRICULTURE ?

There are at least ten significant reasons for initiating reforms in the agriculture sector. The major policy reforms of 1991 did not cover agriculture. Initially, many thought these reforms were useless; they would harm the country, and were being undertaken due to pressure from the World Bank and IMF. So, nobody felt concerned about the exclusion of the agriculture sector from the 1991 reforms agenda. After a few years, it was found that the growth rate of the Indian economy had started accelerating, driven by the non-agriculture sector. Consequently, India entered the league of modern, emerging economies instead of

sinking into that of the third world. This was attributed to liberalization, lesser control of the government on economic activities, and dilution of inspector raj and license/permit raj. However, agricultural growth remained stuck at the earlier level—with negative growth in agriculture income in five out of 12 years following 1990-91. No wonder, the gap in the agri-income of a farmer and that of a non-agriculture worker increased from Rs 25,398 in 1993-94 to Rs 54,377 by 1999-2000. In the next ten years, the income of a non-agriculture worker exceeded that of a farmer by Rs 1.42 lakh. The favourable effects of the 1991 policy reforms on the non-agriculture sector and the growing disparity between agriculture and non-agriculture incomes caught the attention of some experts and they started speaking about the need for reforms in the agriculture sector. This was followed by a series of papers, committee reports and books emphasizing the need for bringing reforms in agriculture marketing, liberalizing trade, and attracting modern capital and investments into logistics and food value chains. Some clear template for reforms in agriculture emerged around the year 2000. The need for policy reforms in agriculture was further necessitated by the liberalization of agriculture trade due to WTO agreement and rising cases of farmers' suicides and agrarian distress.

The second reason relates to imbalance between domestic demand and supply. India is accumulating a large surplus of some commodities and at the same time importing huge quantities of edible oil and pulses. Even the import of fruit and vegetables, which can be grown in the country and fetches good income, has been increasing. The reasons are the poor state of market facility, post-harvest infrastructure, and logistics and high risks in returns from oilseeds and pulses.

The third reason is the pressing need for improving export competitiveness of Indian agriculture. The growth rate of India's population is decelerating whereas that of agriculture has increased to a record level. The declining population growth rate has

lowered the growth rate in domestic demand for some food groups and aggregate food to a certain extent. According to the emerging scenario of demand and supply, India will be required to sell 20-25% of the incremental agri-food production in overseas markets in the coming years. This is not possible in the "business as usual" setting, which involves a long chain of intermediaries, small market lots, and high transaction costs. The country is witnessing the accumulation of a large surplus of grain and sugar, which is getting increasingly difficult to dispose of in the overseas markets due to poor price competitiveness of our produce. We need to reduce the logistics cost—which is about 15%—to at least half, to make our products competitive.

Fourth, agricultural segments such as horticulture, milk and fishery—where market intervention by the government is either nil or very little—show 4-10% annual growth. Compared to this, the growth rate in cereals—where MSP and other interventions are quite high—remained 1.1% after 2011-12. This clearly indicates that in recent times liberalized markets are more favorable to agricultural growth than government support and intervention in markets. Fifth, India is dominated by small holdings that typically have small surpluses. Most of these farmers lack scale, resources, and the ability to take price risk to go for high-value crops. It is not economically viable for them to take a few kilos of fruit and vegetables to the market as these crops mature in lots. If such farmers get markets close to production, like milk collection centres, and have price assurance, they will be encouraged to diversify towards high-value crops.

Sixth, despite the development of communication, road networks and other trade infrastructure, agri-markets remain fragmented—somewhere glut and price crash, somewhere shortage and high prices. There is also poor integration of prices between the harvest and lean months. Farm to retail price difference shows unjustified spread. The reason is low investments in storage and warehouses and dominance of local traders in the market.

Seventh, the growth of food processing needs to be accelerated to (i) match with the rising demand; (ii) pull agri-diversification; and (iii) create more jobs in the rural economy. For this, processors need raw material of desired quality and at the desired time. Buying so many small lots of different quality in scattered markets adds to the cost of raw materials. This requires new arrangement and partnership between processors and producers. Eighth, with the rise in specialization and commercialization of agriculture, most of the output of several crops produced in a state is consumed outside than within it. This supports efficient and barrier-free interstate trade in the spirit of one nation one market.

Ninth, investment and capital formation in agriculture, which is so essential for the progress and growth of any sector, has seen an unhealthy trend in recent years—the growth rate fell from close to 10% per year during 2002-03 to 2011-12 to 2% in the following decade. The private corporate sector has almost avoided the sector and constitutes less than 2% of the total investments in agriculture and less than 0.5% of the total annual investments of the corporate sector in the Indian economy. There is a pressing need to revive investments in agriculture to modernize the sector.

Lastly, farmers are forced to seek remunerative prices through MSP and government procurement because of their disillusionment with the existing marketing system.

Government intervention through procurement-backed MSP is needed and justified in selected cases like staple foods for food security. However, expanding MSP through procurement to all crops involves very heavy fiscal cost—nearly one third of MSP to back MSP through procurement. The Central government had offered states procurement of pulses and oilseeds at MSP and sharing the costs and losses with it. But, states did not opt for this due to fear of heavy losses. This necessitates that farmers are given more and better options and a competitive environment to get better deals for their produce in the open market.

### GENESIS OF POLICY REFORMS

There is criticism from some quarters that the new farm laws have been rushed in without consultations with the states and stakeholders. As mentioned earlier, the discussions on policy reforms and structural changes in agriculture started around the year 2000. It began with suggestions for changes in market regulation and removal of various restrictions provided under the APMC Act. Some serious limitations of the APMC Act are as follows, though there is variation across states :

- notified commodities produced in the area under the jurisdiction of an APMC mandi to be sold only in them
- traders/buyers must have the licence to operate in the mandi
- multiple levies on sale/purchase transactions
- no direct sale from farmer to trader. Even if allowed user charges and mandi cess must be paid without actually using the facility. This kind of practice amounts to forcing all vehicles to move on toll road and pay toll tax even if that road is not used!
- charges of middlemen, like commission agents, statutorily fixed, not capped

Realizing the need for reforms in agri-marketing and trade, all successive governments at the Centre since 2000 made multiple attempts to persuade states to make appropriate changes in their APMC acts. The NDA government prepared and pushed for the Model APMC Act 2003, which involved significant liberalization and reforms in this law. The model Act also included provisions for contract farming and direct purchase from the farmers outside APMC. The UPA government continued those attempts after coming to power in 2004 and made serious efforts to take fruit and vegetables out of APMC regulation, which has been adopted by 16 states. Such efforts to persuade states to reform their APMC acts continued with the next change in government at the Centre in 2014.

Contract farming was kept out of the Model APLM Act 2017 and a separate model act on contract farming, "The State/UT Agricultural Produce & Livestock Contract

Farming and Services (Promotion and Facilitation) Act 2018", was prepared by the Ministry of Agriculture and Farmers' Welfare after thorough consultation and discussion with states, union territories, and experts.

When states did not come on board to reform their APMC acts—despite repeated pleas and persuasions by successive governments at the Centre—for 18 long years, the only option left with the Union government was either to ignore its responsibility to secure the future of Indian agriculture and farmers, or use the constitutional route for pan-India implementation of agricultural policy and market reforms.

The third policy reform relates to the modification in Essential Commodities Act (1951) for agri-food stu". The attempt to amend ECA also started around the year 2002. Some agri-food commodities were removed from the list of ECA through a government order in 2003 and changes were notified to remove the requirement for licensing of dealers and restrictions on storage and movement of foodgrains, sugar, oilseeds and edible oils. However, many of the controls under ECA were brought back after 2006. Again, such restrictions were removed under a government order on 1 October 2016. This created uncertainty in the minds of investors and caused serious setbacks to agricultural infrastructure, storage, logistics and modernization of the supply chain. It was also found that this Act was of little help in cooling down prices in most cases; and its conviction rate was very low (0.27% during 2015-17). A strong need was felt to revisit this Act as the country moved from an era of shortages to one of surplus production. The above account of events clearly shows that the need and matter underlying the new farm laws have been widely discussed for a very long time, and they have been partly adopted and implemented by state governments. Moreover, covid-19 threw formidable challenges to the economy, which could be addressed through bold and courageous policy decisions with the potential of converting challenges into opportunities.

### 1.3. IMPLICATIONS OF NEW FARM LAWS

Farmers' Produce Trade and Commerce (Promotion and Facilitation) Act 2020 (FPTC Act)

The FPTC Act, enacted by the Central government, gives the freedom to sell and buy farm produce at any place in the country—within APMC mandis or outside them. To promote e-commerce in agriculture, the new law also allows the setting up of an electronic platform for the sale and/or purchase of farm produce. The Act also has a provision to prescribe modalities for the registration of traders and trade transactions in trade areas. Thus, if the new system does not work satisfactorily, then the government can intervene to regulate the system.

Due to inadequacies of the APMC markets, more than half of the marketable surplus is sold outside the mandis. Such deals lack transparency and fairness as they are in violation of APMC regulation; due to their underhanded nature, there is also the constant fear of being busted upon by APMC. The new Act legalizes such transactions, which is favorable for farmers. The best part of the new Act is that it allows direct purchase from farmers at their doorstep or farm, as is the case with milk. For the first time, farmers will have the opportunity to quote the price for their produce. Although these changes might appear too good to be true, if reforms are encouraged in the right direction by the states, it won't take long for farmer producers or their FPOs to become "price dictators" rather than remaining "price takers".

Another relevant question is how smallholders will benefit from the new Act. Our farm size is getting smaller day by day. If we want our farmers to diversify to produce high-value crops, they need price assurance and outlet to sell small lots. Crops like fresh vegetables and fruit do not mature on the same day and are thus harvested in small lots over time. This requires a collection facility or sale opportunity near the farm as is the case with dairy production throughout the country. FPTC will facilitate the creation of the required ecosystem for diversification at small farms.

Traditional supply chains involve six to seven transactions between the production point and end use (farm to fork). Each transaction involves cost and margin, leading to a large price spread between producers and consumers. FPTC will result in compressing the value chains and eliminating excessive intermediation. In many cases farmers will be able to sell their produce directly to consumers through their groups.

The new policy environment will create business opportunities for the rural youth, including farmers' children, in agriculture trading, as witnessed in denotified crops and the dairy sector.

#### 1.4. IMPACT ON APMC

Since the sixties, concerted efforts were made to bring all wholesale markets for agricultural produce under the "Agriculture Produce Market Regulation Act". This included a series of legal instruments for regulating market conduct and trade activities. These legislations, known as APMC acts, were enacted by all the states, except Kerala, Jammu and Kashmir, and Manipur. They mandated that the sale/purchase of agricultural commodities should be carried out in a specified market area and the producer/sellers or buyers must pay the requisite market fee, user charges, levies and commissions for the agents (arthiyas), as specified under the APMC Act. These charges varied widely across states and commodities.

Initially, a lot of investment was made for the development of regulated markets, and their growth was much higher than that of crop output. Improved infrastructure and APMC regulations helped remove malpractices from markets and created orderly and transparent marketing conditions. This freed the farmers from the exploitative power of middlemen and mercantile capital at the time. Between the mid-nineties and 2006, growth in market infrastructure turned one-fourth of the growth in output, despite

large deficiency existing in the former. After 2006, no growth in mandi infrastructure was reported. This increased the woes of Indian farmers as the market facility did not keep pace with increase in output, and regulation did not allow farmers to sell outside the APMC markets. The farmers were left with no other choice but to seek the help of middlemen in the market and with time, their dependency on them grew. At the same time, commission agents and traders slowly increased their bargaining powers over the farmers by providing them greater access to credit. This, however, led to a system of interlocked transactions that robbed the farmers of the choice to decide whom and where to sell, and subjected them to exploitation by the arthiyas.

Another big setback to APMC markets started with states treating them as sources of revenue generation through taxes, cess, and other charges, instead of looking at them as infrastructure service for the farmers. In several states, commission charges were increased without any improvement in the services provided to the sellers/buyers. To avoid any protests from farmers against these high charges, most of them were required to be paid by buyers, like FCI. In Haryana and Punjab, where wheat and paddy sells at or above MSP, mandi fee and rural development charges for these two crops are 4-6 times the charges for basmati rice purchased by private players. The reason is that wheat and paddy are almost entirely purchased on account of FCI, whereas basmati rice is purchased by private players. In all the cases where the produce is not purchased by public agencies, high mandi charges affect farmers as they are factored in the price paid to the sellers by the buyers.

The increase in mandi charges over time and the structure and level of these charges show that the APMC markets, which were created to ensure competitive prices for farm produce and free producers from exploitative practices of middlemen, have come to be used for revenue generation and rent-seeking under the cover of regulation, and at the cost of producers and consumers. This is against the spirit of APMC regulation and makes such mandis uncompetitive. Only a small fraction of user charges levied as mandi fee, etc., is used for operation and maintenance

of the mandis and the rest is mostly spent as political largesse. Having APMC acts, 12 do not charge commission on notified crops. The service charges, like mandi fee for representative crop, in these states vary from 0-1% in 9 states and 2% in Madhya Pradesh and Tripura. There is no threat from the FPTC Act to APMC mandis, in these states, as private traders and sellers will get benefits commensurate with the mandi charges.

The second category of states has Andhra Pradesh, Himachal Pradesh, Maharashtra, and Telangana, where the service charge for mandi is 1% of the value of the produce and the commission varies from 1-2%. Uttarakhand also falls in this category, with 2% mandi fee and 1% commission charge. Karnataka follows these states closely, with total charges at 3.5%. These states can easily bring down their mandi charges to 2% or less by lowering the commission or mandi fee to 1% or below, to keep the business in APMC markets intact.

The third set of states includes Punjab, Haryana, Rajasthan, Gujarat, Arunachal Pradesh, West Bengal, and Uttar Pradesh, where the total charges vary from 5-8.5%, with the highest in Punjab followed by Haryana. Among these states, Punjab and Haryana will not face any challenge from sale outside of mandis as long as paddy and wheat are the dominant crops, and are procured by the government. Ultimately, for the states in this category, market charges and commissions need to be brought down to 2% or less, as is the case in others and which is reasonable to enable APMC mandis to compete effectively with transactions outside their premises.

The real threat to APMC mandis and their business is from excessive and unjustified charges in these markets. The new FPTC Act will only put pressure on these markets to become efficient and competitive. Discussion with mandi officials revealed that a maximum of 1.5% of the total charges, including market fee and commission, is adequate to maintain and run mandi operations. This will not wean away traders from APMC markets as they will get the benefit of mandi infrastructure, bulk produce in one place and save the cost required for individual transactions outside the market. The states that are really interested in farmers' welfare should do away with unjustified and excessive mandi charges and keep them below the reasonable level of 1.5%. This will ensure coexistence of APMC mandis and private channels permitted under the new Act in a true competitive spirit.

Madhya Pradesh removed commission agents from notified crops during 1985-90, and now buyers like FCI can directly pay farmers. This was found beneficial for both buyers and sellers. Further, Madhya Pradesh is contemplating to reduce mandi fee to 0.5% of the value of the produce.

The decision to avail services of arthiyas should be better left to producers and sellers instead of being necessitating through law. At best, the state government should announce a cap on commission charges rather than fixing them. The MP model of APMC is best for farmers and the farm sector. It ensures no threat to APMC mandis from the new Act.

### 1.5. IMPACT ON MSP

Fear has been expressed by the leaders of some farmers' unions in Punjab and Haryana that the new Act aims to gradually stop public procurement through MSP, which will leave the field open to private corporate players considered a threat to farmers. MSP for wheat and paddy will remain a genuine concern for Punjab and Haryana till better crop options are developed. However, linking the continuation of MSP to the new Act has no grounds whatsoever. MSP and procurement are purely administrative decisions. If the government has the intention to change them, it does not require the help of any act or law. The intentions of the incumbent government regarding MSP and procurement should be better judged from its actions. During the last six years, the current government at the Centre has given three major pushes to the MSP regime. One, a new benchmark for MSP, which ensures 50% or higher margin on cost A2 + imputed cost of family labour. As a result of which, MSP has moved up to a higher trajectory. Two, much-needed procurement for ensuring MSP expanded to some other crops. To support this, the Centre is now maintaining a buffer stock of pulses. Three, a new scheme, ASHA, was started to extend financial support and share cost/losses to states that pay MSP to farmers for pulses. These moves show the commitment of the Central government towards MSP.

Some estimates suggest that MSP reaches less than 7% of farmers in the country. This is in sync with other evidence that shows the share of officially procured crop output close to 11% in total crop output, and 7% in total agricultural output. This raises the challenge to ensure remunerative prices for the remaining 90% of produce. The underlying intention of the new Act has been to keep the MSP system intact for the produce already benefiting from it and create a policy environment that improves price realization for the remaining produce.

Suggestions have been made to make MSP a statutory price for producers and treat any transaction below it as unlawful. If according legal status will ensure MSP to farmers, then this would be the easiest way for any government to help farmers get desired prices. This can be done by state governments and does not require Central intervention. Kerala has announced minimum prices for 16 fruit and vegetables on 27 October. Economic theory as well experience indicate that the price level that is not

supported by demand and supply cannot be sustained through legal means. This was tried by Maharashtra in 2018 when the Cabinet approved a change in law to send any trader to jail for a year and impose a penalty of Rs 50,000 for not adhering to MSP declared by the government. As open market prices were lower than the (legalized) MSP levels declared by the state, the buyers withdrew from market and farmers had to suffer. The move was soon abandoned. Another example is that of sugarcane, where MSP (fair and remunerative price) is statutory minimum price. When sugar mills (private sector) did not find FRP for sugarcane matching with sugar prices, they stopped buying and crushing sugarcane. A long, protracted battle in court could not offer a solution. Finally, sugar mills were no longer making full payments to sugarcane producers, resulting in the accumulation of arrears running into thousands of crores of rupees every year. On the other side, the new trading Act creates a favourable environment for private buyers to pay MSP as it saves APMC fee, user charges, commission charges and many other costs. This also shows that any move by the states to counter a Central act while keeping market fee, user charges, commissions, cess, etc., intact, will in practice work against private traders giving MSP to farmers by making purchase price costlier.

The new Act has also been criticized by quoting the example of Bihar, which scrapped the APMC Act in 2006. It is argued that freeing trade in Bihar did not help in getting MSP—however, they were not getting MSP even before the scrapping of the APMC Act! Price data from Bihar shows that average farm harvest price for ten years before the scrapping of the APMC Act was 30% below MSP, which went down to 20% in the following decade. This does not indicate any negative effect on prices received by farmers due to scrapping of the APMC Act. The second, and more serious, flaw in this argument is that the FPTC Act is taken to imply the shutting down of APMC markets. The major difference between what Bihar did and what is proposed in the FPTC Act 2020 is to create one more option for farmers while retaining the option of selling produce in APMC mandis.

As discussed earlier, the best benefit from the new Act will accrue when APMC mandis and private channels coexist and compete. This can be ensured by the states by nurturing APMC mandis as infrastructure service for the farmers—like other government facilities such as hospitals, schools, roads and parks, etc.—rather than using them for generating revenue for the government and middlemen.

It is also pertinent to point out that the mere existence of APMC markets does not ensure MSP, as seen in the case of many crops in Punjab and Haryana and with wheat and paddy in several states. There are also cases of sizable procurement at MSP in states without the APMC Act (20 lakh tons of paddy procured in Bihar and 7 lakh tons in

Kerala in 2019-20). Implementation and continuation of MSP is an administrative decision and in the case of rice and wheat it is part of the four pillars of food security, that include (i) procurement, (ii) buffer stock and (iii) PDS in addition to MSP. The system will collapse if one pillar is demolished. No responsible government would like to be seen as doing damage to the system that has served the purpose of food security, price stability, food self-sufficiency so well. The Prime Minister has stated a couple of times that the MSP system will continue after implementation of the new farm acts. The Union Agriculture Minister has even given written assurance in this regard. It is very clear that the running MSP system has nothing to do with the APMC Act or FPTC Act 2020.

#### **1.6. FARMERS' EMPOWERMENT AND PROTECTION AGREEMENT ON PRICE ASSURANCE AND FARM SERVICES ACT 2020**

The Farmers' Empowerment and Protection Agreement on Price Assurance and Farm Services Act—or the Agreement on Price Assurance and Farm Services (APAFS)—is greatly simplified and an improved version of the Contract Farming Act that has already been adopted by 20 states. The new Act shifts the balance in the favour of farmers. It removes the complicated system of registration/licence, deposits, and various other compliances in contract farming provisions in various states.

Contract farming has been practiced in India at a limited scale in specific cases for a long time. The State of Punjab has been a pioneer in initiating this practice. It facilitated multinational company PepsiCo in 1988 to start contract farming for the production of fruit and vegetables in the state. This initiative did not meet its objective and remained unsuccessful. However, no fallouts were reported due to this arrangement. In contrast to this, another multinational corporate giant, Nestle, has been enjoying a very successful partnership with farmers in the Moga district of Punjab in the dairy (milk) sector since 1961. More than one hundred thousand farmers supply milk to Nestle in Moga in the partnership mode, which is almost similar to what is provided in "Agreement on Price Assurance and Farm Services" Act. Nestle provides technical guidance to milk producers and supplies inputs such as feed, medicine and vaccines, and veterinary services. Nestle has created a sophisticated supply chain at a price announced every week based on the fat and solid content in the milk.

Though "corporate" has become a much maligned word in the current farmers' agitation, Nestle's partnership with dairy farmers in Punjab is a classic example of great success and economic transformation. Likewise, there are scores of success stories involving formal contract farming in almost all states. Documentary evidence points to a lot

of benefits for farmers through contract farming. Obviously, there are also failures, such as the PepsiCo experience in Punjab. If farmers don't find contract farming beneficial, they can leave it willingly and without any hassle. Also, there have been no reports of firms taking control of farmers' lands or any other assets by misusing any provision of contract farming. In a nutshell, experience of contract farming proves it is advantageous for farmers.

The Agreement on Price Assurance and Farm Services (new act) between farmers and sponsors, i.e. agri-business firms, is restricted to (i) an assured price to be paid to farmers as agreed between them and the sponsor prior to production and (ii) to provide farm services and inputs to the farmers, if so desired, on mutually agreed terms and conditions. As per the Act, production of desired quality produce will be undertaken by farmers and not by the sponsor. The role of the sponsor is restricted to buying the produce at the price agreed in advance and supplying inputs and services. The new agreement is much simpler than the existing contract farming practices and

many clauses have been kept in favour of farmers. This is totally different from corporate farming, where production activity is undertaken by the business firms. The new Act has no provision for leasing out land by the farmers in any manner to the sponsor or firm. As per the Act, the sponsor is prohibited from acquiring ownership rights or making permanent modifications on farmers' lands or premises. Therefore, apprehensions like corporates usurping the lands of the farmers, or forcibly taking their assets by manipulating the agreement are totally misplaced.

In order to protect farmers from the costly and long process of legal redressal of grievances, the agreement provides for dispute resolution through the sub-divisional authority (SDM) and collector or additional collector as the appellate authority. No action for any recovery of dues against farmers shall be initiated against land of the farmer. In case the sponsor fails to pay the farmer, there is a provision for penalty extending to one and a half times the amount owed. If a farmer reneges into the agreement, the recovery shall not exceed the actual cost incurred by the sponsor on account of any advance payment or cost of input supplied by him.

State governments have been given the power to make rules for carrying out provisions of the Act, such as registration of a farming agreement. The Act keeps scope to remove any difficulty in giving effect to the provisions of this Act.

### 1.7. ESSENTIAL COMMODITIES (AMENDMENT) ACT

The Essential Commodities Act has been modified for agriculture and food stuff, including cereals, pulses, potato, onion, edible oilseeds and oils. The modification

says that the Central government may regulate the supply of the above commodities only under extraordinary circumstances, which may include war, famine, extraordinary price rise and natural calamities. The modification lays down a transparent criterion on imposing or regulating stock limit, which is 100% increase in retail price of horticulture produce or 50% increase in retail price of non-perishable agri-food stuff over the price prevailing in the preceding 12 months or average price of last five years, whichever is lower. This modification incorporates predictability in government action to invoke ECA based on a price trigger rather than mere perception or whim. The Act in no way dilutes the power of the government to intervene in the market for price control. This is evident from the action taken by the government in imposing stock limit on onions on 23 October 2020, i.e. after the enactment of the modification in the Essential Commodities Act. Thus, the criticism that a free hand has been given to stockiest and market manipulators is totally unfounded. In the past ECA has been invoked to cool down high food prices for consumers. This obviously has an adverse effect on prices received by producers. The commodities of farmers' interest like fertilizers and seeds have not been touched by the modification in ECA. But, surprisingly, agitating farmers' groups are opposing the modification even though it is clearly in their interest,—it will encourage investment in warehouses, cold storages, pack houses, and logistics and will help in reducing food wastage, violent fluctuations in prices and price crashes due to gluts.

### 1.8. CONCLUSIONS

The Farmers' Empowerment and Protection Agreement on Price Assurance and Farm Services Act covers two aspects: (a) provision for guaranteed price and (b) input and technical services to farmers by registered individual, firm, company, cooperative society, etc., under a mutually acceptable agreement between the farmer and sponsor prior to production. This Act intends to insulate interested farmers, especially small farmers, against the market and price risks so they can go for the cultivation of high-value crops without worrying about the market and low prices in the harvest season. If a farmer is interested, they can also get technical services and inputs from the sponsor. There is nothing in the Act beyond these two provisions.

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# ROLE OF EDUCATION IN WOMEN EMPOWERMENT

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*"Education is the root of progress; Education is the only medicine for all our social ills, Education is necessary for everyone, and everyone has a right to get education, knowledge and education are not for men only It is necessary for women too".*

*- Dr. B. R. Ambedkar*

## INTRODUCTION

Indian women played an prominent role in Indian society since times immemrioal.They enjoye distinct position in Indian family. She was considered as an equal partner of life. Less than 1% of women enjoy facilites in the field of education, freedom, equality, property right and social status. The remaining are deprived of the above facilities. Her activities are restricted to home making and the allied work which is unproductive.

In India during the Renaissance, Sri Raja Mohan Ray tried to eradicate the social evils like-inequality, atrocities, mental agony, trauma, physical harrasment, expositation, child marriage, polyandry, sati system etc. Lateron, this movement led by Eshwar Chandrs Vidya Sagar of bengal resulted in the framing of law regarding widow remarriage in 1856. The Cotribution of Kudmal Ranga Rao, Chandavarkar of Karnataka and veereshalingam Panthulu of Andradesh, Jyothiba Phule, Savithriba Phule, R.G. Bhandarkar and D.K. Karve of Maharashtra are noteworthy in this regard. D. K. Karve married a widow and established 'Hindu Widows Home' in poona in 1899. Savithriba Pule was the first teacher who had given education to suppressed women before independence was the remarkable contribution.

## CONCEPT OF WOMAN EMPOWERMENT

Historically women have been regarded as constituting a weaker section. they have often been treated as " Second grade citizen". They have been pictured and presented as "home makers" that are good in household chores. This image of women has been changing everywhere. extension of the voting right to women in britain and america in the beginning of the 20th century brought about a series of changes in the status of women especially western world. Many of their disabilities and inequalities came to an end due course. The quest for equality pursued consistently by the western women.

On the contry, women of Asia and Africa were not able to secure equal status and opportunities even 1950s.

wimen continued to suffer from one or the other kind of disability. Theor exploration was also continued. They were given unequal treatment on the basis of sex.

This development was trmed as "gender discrimination". The united nations also through its various meeting and pronounvements was giving call to its member-nations to remove as early as possible, the ugly practice of "gender discrimination."

Due to the efforts of the UNO the issue of empowerment of women becomes an international issue. The UN delclared the year 1975 as the international Women's year. Since that year march 8 has been celebrated as Internationa, Women's Day. and the United Nations Decade for Women from 1976-1985, was also established. Further, the U.N. Declaration of 1975 colmpelled the national governments to shift their emphasis on women's programmes from welfare to development. The declaration prescribed for the all-round development of women.

## MEANING OF WOMEN EMPOWERMENT

The term empowerment of women has become popular especially after 1980s. According to oxford dictionary empower mans 'give authority'. 'Power to' and 'give strength and confidence to'. So

The term "empowerment of women" refers to the process of providing power to woman to become free from the control of others, that is, to assume power to control her own life and to demine her own conditions.

*"Developing capacities in all part of life by recognizing self of women is women empowerment".*

**- Pillei**

The term of "empowerment of women" could also be understood as the process of providing equal rights. Opportunities, responsibilities and power positions to women so that they are able to play a role par with men in society.

'Women empowerment is considered as development of skills to make omen more confident, self reliant and

develop ability to take self decisions. It is process of strengthening or enhancing the authority or autonomy by giving information, delegation of responsibility and offering share in decision making so that the performance in different sectors of life improves'.

## ROLE OF EDUCATION IN WOMEN EMPOWERMENT

**1. Providing Educational Opportunities :** On the basis of the proceeding of the world conference on women, the Government of India prepared a national document concerning the development of women. The Government also declared the year 2001 as the "year of women's empowerment". The national document which the Government of India had prepared with the intention of promoting women's development highlights the importance of three strategies which are mentioned below.

Education is powerful means for women empowerment. The educated women can get jobs easily and lead an independent life. She can understand her capacities and limitations. She can also contribute her best to the society. So following special educational provisions are made for the progress of women's education.

Special constitutional provisions (Articles 14,15,14(3), 16, 39(a), 39(b), 39(c) and 42) are made for free and compulsory education of girls.

Tuition fee concession up to 12th class.

Reservation in admissions of higher and professional courses.

Supply of free textbooks and uniforms.

Establishment of special girl's schools/colleges/universities.(KGBV, Karnataka State women University ect)

Free hostels at school and college level.

Special scholarships for poor and intelligent girls.

**2. Education or Literacy :** Among other countries of the world, India has the highest number of illiterate people. The average literacy in 1951 was only 18.33%. As per the 2001 Census report, 75% men are literate while only 54.16% women are found to be so. It has increased to 74.4% in 2011. Male and female literacy rates are varied. The male literacy was 82.1% in contrast to the female literacy of only 65.5%. State wise distribution depicts that Kerala with 93.91%, is the highly literate state in India. In contrast, Bihar with 63.82%, is the lowest literacy state.

In the rural areas, the level of illiteracy is still higher. Illiteracy is the biggest weakness of women. Given them education means empowering them to enjoy the benefits of development which in turn enables them to contribute further to the national progress.

## Trend in literacy rate (in percentage)

Year	1951	1961	1971	1981	1991	2001	2011
Male	27.16	40.4	45.95	56.27	64.13	75.85	82.1
Female	8.86	15.24	21.97	29.75	39.29	54.16	65.5
India	18.33	28.31	34.45	43.56	52.21	65.38	74.4

**3. Atrocities against women :** Women constitute the weaker sex. This fact is also borne by the number of crimes and atrocities committed against them. There are cases of rape, kidnapping of girls, dowry harassments, molestations, molestation, sexual harassments, abuse of women, incestuous sex relations and so on. Women in all walks of life are discriminated against by men. They become the victims of atrocities in a number of way. They require empowerment of all kinds in order to protect themselves against all types of atrocities and to preserve their purity and dignity.

**4. Self-reliance :** The women empowerment is needed to make women economically and socially self reliance.

**5. Uplifting to Main Stream:** Since women are dependent on men. So they are considered as second grade citizens. To uplift from this to mainstream and make them to participate in nation's development women empowerment is essential.

**6. Economically Strong :** To increase economic conditions of women and to make economically strong women empowerment is essential.

**7. Confidence and self respect :** To achieve success in any area women must be confident enough and aware of self respect. Through women empowerment confidence and self respect can be attained.

**8. Minimizing gap between men and women :** There exist lots of gap between status and ratio of men and women. This can be minimized through women empowerment.

**9. Developing decision making capacity :** To make all women to decide about her health, education, profession, and marriage women empowerment is essential.

**10. Obtaining Greater Political Participation of women :** The document recommends that 33% of the seats should be reserved for women in order to get the effective participation of women in politics. It was also recommended that some power positions (posts) should be reserved for women at the block and village level bureaucracy.

**11. Income generating schemes for women :** On the economic front, a number of income generating

schemes were be introduced to women as per the provisions of this document. It was insisted that sufficient provisions were to be made in all the rural developmental programmes [such as, IRDP: integrate rural developmental programme; JRY: Jawahar Razgar Yojana,; TRYSEM: Training of Rural youth and self-employment, etc]. Enabling a certain proportion of women to become their beneficiaries.

**12. Job opportunities :** The creation of job opportunities for women is one of the powerful strategies for her empowerment. The central and state governments have been planning on organizing different programmes with regard to job opportunities for women. Some of those are.

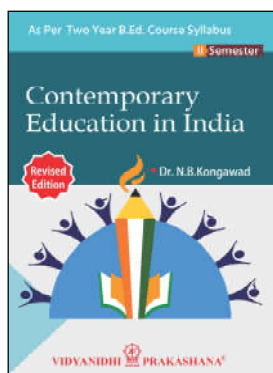
- a. Crating job opportunities for women in all fields.
- b. 33% to 50% reservations in government appointment

**13. Encouraging Social and Cultural activities :** Encouraging women to participate more and more in socio-cultural activities and programmes helps her to enrich her powers and abilities as social worker. Our country has rich heritage of culture, where in we perform different festivals, marriage, family programmes where women are dominated. Women are encouraged to participate in the functions like Bhajans, Keertans and other music concerned organizations.

## CONCLUSION

This is an extension of my previous point. Education, today, is enabling women to go beyond professions considered traditionally good for them like medicine, nursing, teaching, librarian etc. Today, women are becoming models, actors, fighter pilots, gym instructors, cops, writers, engineers, architects, journalists, scientists, corporate, law, filmmaking and whatnot they are breaking the glass ceiling. Today's intellectually liberated and emancipated woman is also earning her own keep. Now she doesn't have to depend on a man to give her a house, food, clothing and shelter. She can earn her own keep, and buy her own house and feed herself. T, women are leading good lives sans men they are no longer forced to play second fiddle to males who treat them, in many cases, like doormats.

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# A STUDY ON THE EFFECTIVENESS OF INDUCTIVE THINKING MODEL OF TEACHING ON THE ACHIEVEMENT OF THE STUDENTS OF PRE UNIVERSITY COLLEGE OF DAKSHINA KANNADA DISTRICT IN ECONOMICS SUBJECT IN RELATION TO TRADITIONAL TEACHING

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## ABSTRACT

*Teaching is an important part of the process of Education. Its special function is to impart knowledge and develop understanding and skill. The achievement of the objectives of Education to a large extent depends upon teaching learning process. Teaching as conventionally understood by a traditional teacher, is the act of disseminating information to the learners in the class room. At present, in almost all levels, traditional teaching i.e., lecture method dominates the teaching learning process. If one observes traditional class room teaching, it is obvious that either the teacher is delivering information or one of the students is reading from the text book and other students are silently following him. It is an age old method and has lost much of its efficacy now. As a result, most of the objective in the process are not attained.*

*The generally accepted group of disciplines that is classified as Social Science includes History, Geography, Economics, Political Science, Anthropology and Sociology. These disciplines represent man's historical records, his habit and the relationship of his activities with the environment, his understanding of the world in which he lives, the political structure, the society, man's subsistence and social organisation.*

*As per the first objective of this study, the investigator found that there was significant difference in the Mean scores of Achievement Test in Economics of students taught by Inductive Thinking Model of Teaching and traditional teaching. The study revealed that Inductive Thinking Model is superior than traditional teaching.*

*As per the second objective of this study, the investigator found that there was no significant difference between the Mean scores of in Achievement Test in Economics of Boys and Girls taught by Inductive Thinking Model of Teaching. The investigator framed this objective with the same assumption that Boys and Girls will differ significantly in their achievement in Economics when taught through Inductive Thinking Model of Teaching. But the present study neglected this fact showing that there is no significant difference between Boys and Girls in relation to their achievement in Economics.*

## INTRODUCTION

Models of teaching have come up as innovative practices in the teaching-learning situation. The phrase 'model of teaching' has been defined specifically for the purpose. Joyce and Weil stated that "A model of teaching is a plan or a pattern that can be used to shape curriculum, to design instructional materials and to guide instruction in the class room and other setting". It has direct application and utility in making the teaching more effective. It also breaks the monotony of the conventional teaching methods.

Economics as a branch of social science was not considered as an independent and separate academic discipline for several years. Until the middle of the 1960's most of the literature on Economics Education dealt with the question of whether there was a need for Economics Education in the curriculum prior to college. By the end of the 1960's strong realization of the desirability of

Economics Education and a commitment to implementing programmes were manifested in many countries, but most visibly within the United States.

At present Economics is taught as a part of Social Science in secondary level and as an optional subject in Higher Secondary level. Students who are having real interest in Economics or really want to study Economics opt for this subject. More than this Economics is the best subject to teach the ways to promote to Human Resource Development.

Since it has been found that teaching of Economics is beneficial, there is an urgent need to find appropriate methods of teaching the same. The models of teaching, in this regard is felt would give appropriate strategies to teach Economics in order to achieve its different objectives. Hence an attempt has been made in this study to see how far the Inductive Thinking Model of Teaching would make the teaching of Economics effective in terms of Achievement.

Reasoning is a process of solving problems through logical thinking, seeing and developing relationships between ideas to reach logical conclusions. Reasoning or thinking is different from learning. In learning, one can copy, follow someone else's formula or paradigm, may be even extent it a bit but more the pattern is extended into new ideas, the more there is need for a new and different act-that of thought. Dewey identified it with Active Reconstruction Piaget (1974) agreed that 'for a child to understand something he must reinvent it'.

Inductive method means, gaining knowledge by Induction, that is the process of inferring a general law or principle from the observation of particular instance. In Inductive Reasoning process, a person starts from particular experiences and proceeds to generalization. Inductive method leads to probabilities, not certainties. It is the basis of commonsense, upon which people act.

A model of teaching consists of guidance for designing educational activities and environment. Teaching models have direct application and utility in making the teaching learning process more effective. Mastery of a repertoire on the students needs and characteristics. It also breaks the monotony of the conventional teaching methods.

### NEED FOR THE STUDY

Though Inductive Thinking Model of Teaching is mainly meant to develop thinking skills among students, the investigator thought that it may results in high achievement also because the attributes of traditional teaching also is expected to develop thinking habits among students. Hence an attempt has been made in the present study to see whether Inductive Thinking Model would raise the achievement level of the students. Inductive Thinking Model of Teaching is claimed to be adaptable to different teaching situations with or without teaching aids, different school subjects and for children of different age group.

Economic class could be very interesting if this model of teaching is used. The present study has emerged out of these needs. Therefore, the investigator had selected this Inductive Thinking Model of Teaching to make an attempt to prepare Instructional Material on selected topics of Higher Secondary School Economics syllabus and has also compared it with the traditional teaching of Economics.

### OBJECTIVES OF THE STUDY

1. To find out whether there is any difference in the Achievement of the students in Economics taught by Inductive Thinking Model of teaching and traditional teaching.
2. To find out whether there is any difference in the Mean scores of achievement in Economics of boys and girls taught by Inductive Thinking Model of teaching.

### HYPOTHESES OF THE STUDY

1. There is significant difference between the Mean scores of Achievement Test in Economics of the students taught by Inductive Thinking Model of Teaching and traditional teaching.
2. There is significant difference between the Mean scores of Achievement Test in Economics of boys and girls taught by Inductive Thinking Model of teaching.

### VARIABLES OF THE STUDY

- a. Independent Variable :** The independent variable of the study was the Instructional Material prepared by the investigator based on Inductive Thinking Model of Teaching (COMD) to develop the achievement of students in selected topics of Economics.
- b. Dependent Variable :** The dependent variable of the study was the achievement of the students of Standard XI in Economics.

### POPULATION OF THE STUDY

Educational and other forms of social research are often concerned with the study of one or more properties of a large number of individuals. The population is usually very large and therefore ordinarily it is not possible to conduct the study on the whole population. The population for the present study covered all the Economics pupils of Standard XI in Dakshina Kannada District. The age ranges of these pupils were sixteen to eighteen. These belongs to both boys and girls.

### SAMPLE OF THE STUDY

As the population was very large it was not possible to conduct the study on the whole population. Instead the sample was selected from the population and the study is confined to a small group.

The investigator used simple random sampling method to select the experimental group. For that purpose, the investigator listed all the Pre University Colleges in Dakshina Kannada District offering Economics as optional subjected. By using simple random sampling method (lottery Method), Government Pre University College, Mangalore was selected as experimental group. Since the study had a parallel group experimental design, the investigator had to select two groups of higher secondary school Economics students having the same learning abilities. As the experimental group selected was in rural area, the investigator selected another College in Puttur Taluk, Government Pre University College as control group which is situated in rural area and made sure that both groups had the same learning abilities by comparing their previous mid-term examination scores. The sample

of the study consists of thirty five students from Government Pre University College, Mangalore Higher Secondary School as experimental group and thirty five students from Government Pre University College(Puttur Taluk) as control group.

### TOOLS USED IN THE STUDY

The investigator used mainly two types of tools, which are as follows.

**1. Evaluative Tool :** The evaluation tool was an objective type Achievement Test to measure the achievement of students in selected topics of Higher Secondary School Economics Syllabus.

**2. Facilitative Tool :** The investigator designed and prepared Instructional Material based in Inductive Thinking Model of Teaching in selected topics of Higher Secondary School Economics syllabus to develop achievement of the students in this area.

### ANALYSIS AND INTERPRETATION OF THE DATA

**Analysis and Interpretation of Objective One :** The second objective of the study was to find out whether there is any difference in the Achievement of in Economics of the students taught by Inductive Thinking Model of teaching and the students taught by traditional teaching.

In order to study the objective, mean and standard deviation of the scores and calculated.

**Table-1 : Showing the size, Mean and Standards Deviation(S.D) Scores of Achievement Test in Economics of Experimental Group and Control Group.**

Group	Size	Mean	Standard Deviation (S.D)
Experimental	36	65.44	9.51
Control	36	60.22	7.49

From the above table-1, it is observed that the Mean scores of experimental group is higher than the Mean scores of control group. In other words the Mean scores of Achievement Test in Economics of the students taught by Inductive Thinking Model of Teaching (65.44) was higher than the Means scores of students taught by traditional teaching (60.22).

The scores obtained were classified into a cumulative percentage frequency distribution table, which is given in the below table.

From the above table-2, it is observed that Mean scores of experimental group is 65.44 and the Mean scores of control group is 60.22. It is clear that the Mean scores of experimental group is higher than that of control group.

The same objective was analyzed using 't' value in order to know the significant difference between the Mean scores of students taught by Inductive Thinking Model and

**Table - 2 : showing the Cumulative Percentage Frequency Distribution Scores of Achievement Test in Economics of Experimental Group and Control Group.**

Class	Experimental Group			Control Group		
	f	ef	Cm%f	f	ef	Cm%f
81-85	2	36	100	0	86	100
76-80	2	34	94	1	36	100
71-75	4	32	88	2	35	97
66-70	9	28	77	6	33	91
61-65	6	19	52	8	27	76
56-60	7	13	33	9	19	52
51-55	2	6	16	6	10	27
46-50	2	4	11	4	4	11
41-45	2	2	5	0	0	0
36-40	0	0	0	0	0	0

traditional teaching. A null hypothesis was formulated to study the above objective.

### HYPOTHESIS ONE

In order to test whether there is any significant difference between the Mean scores of Achievement Test in Economics of the students taught by Inductive Thinking Model of Teaching and traditional teaching. The following hypothesis was formulated.

$H_1$  : There is any significant difference between the Mean scores of Achievement Test in Economics of the students taught by Inductive Thinking Model of Teaching and traditional teaching.

In order to test the research hypothesis, it was converted into a null form.

$H_0$  : There is no significant difference between the Mean scores of Achievement Test in Economics of the students taught by Inductive Thinking Model of Teaching and traditional teaching.

't' value was employed to test the null hypothesis. The results are given in the below table.

**Table - 3 : Showing the Mean, Standard Deviation(SD) and 't' value of experimental and control group.**

Group	N	Mean	SD	't' value	Table0 Value at 0.05 level
Experimental	36	65.44	9.51	2.597	2.00
Control	36	60.22	7.49		

From the above table-3, it is observed that the obtained 't' value between the scores of experimental and control group (2.597) is higher than the table value (2.00) at 0.05 level. So the obtained 't' value is significant at 0.05 level. In the light of this the null hypothesis was rejected. It means that there is significant difference between the Mean scores of the students taught by Inductive Thinking Model of Teaching and traditional teaching.

Further analysis shows that the Mean scores of the students taught by Inductive Thinking Model of teaching (65.44) is greater than the Mean scores of students taught by traditional teaching (60.22). This means that Inductive Thinking Model of Teaching can be used to increase the achievement of the students.

### ANALYSIS AND INTERPRETATION OF OBJECTIVE TWO

The third objective of the study was to find out whether there is any significant difference in the Mean scores of achievement in Economics of boys and girls taught by Inductive Thinking Model of Teaching.

**Table - 3 : Showing the Number, Mean and Standard Deviation (S.D) scores of Achievement in Economics of Boys and Girls taught by Inductive Thinking model of teaching.**

Gender	Number	Mean	SD
Boys	19	62	10.3
Girls	17	66	10.59

From the above table-4, it is observed that the Mean scores of Girls (66) is higher than the Mean scores of Boys (62). This means that Boys and Girls do differ in achievement when they were taught by Inductive Thinking Model of Teaching.

**Table - 5 : Showing the Cumulative Percentage Frequency Distribution Scores of Achievement Test in Economics of Boys and Gils taught by Inductive Thinking Model of Teaching.**

Class	Experimental Group			Control Group		
	f	ef	Cm%f	f	ef	Cm%f
81-85	1	17	100	1	19	100
76-80	2	16	94	0	18	95
71-75	2	14	82	1	18	95
66-70	4	12	70	6	17	89
61-65	4	8	47	0	11	57
56-60	1	4	23	9	11	57
51-55	0	3	17	1	2	10
46-50	2	3	17	0	1	5
41-45	1	1	6	1	1	5
36-40	0	0	0	0	0	0

The scores obtained were classified into a cumulative percentage frequency distribution table, which is given in the below table.

From the above table-5, it is observed that, Mean scores of the girls in experimental group is (66) and Mean scores of boys in experimental group is 62. It is clear that the Mean scores of girls in experimental group is higher than that of boys.

The same objective was analyzed using 't' test in order to know the significant difference between the Mean scores of Boys and Girls taught by Inductive Thinking Model

Teaching. A null hypothesis was formulated to study this objective. The significant level of the groups was fixed at 0.05 level with degrees freedom thirty four.

### HYPOTHESIS TWO

In order to test whether there is any significant difference between the Mean scores of Achievement Test in Economics of boys and girls taught by Inductive Thinking Model of teaching, following hypothesis was formulated.

$H_2$ : There is any significant difference between the Mean scores of Achievement Test in Economics of boys and girls taught by Inductive Thinking Model of teaching.

In order to test the research hypothesis, it was converted into a null form.

$H_0$ : There is no significant difference between the Mean scores of Achievement Test in Economics of boys and girls taught by Inductive Thinking Model of teaching.

't' test was employed to test the null hypothesis. The results are given in the below table.

**Table - 6 : Showing the Number, Maximum Marks, Mean, Standard Deviation(S.D) and 't' value of the scores of Achievement Test in Economics of Boys and Girls taught by Inductive Thinking Model of Teaching.**

Group	N	Max. Marks	Mean	SD	't' value	Table Value at 0.05 level
Boys	19	100	62	10.30	1.27	2.03
Girls	17	100	66	10.59		

From the above table-6, it is observed that the obtained 't' value between the scores of Achievement Test in Economics of Boys and Girls taught by Inductive Thinking Model of Teaching (1.27) is lower than the table value (2.03) at 0.05 level. So the obtained 't' value is not significant at 0.05 level. In the light of this the null hypothesis was accepted. It means that there is no significant difference between the Mean scores of Boys and Girls taught by Inductive Thinking Model of Teaching. In other words Girls and Boys do not differ significantly in their achievement in Economics when taught using Inductive Thinking Model of Teaching.

Further analysis shows that the Mean scores of Girls (66) is higher than the Mean scores of Boys(62). This means that Inductive Thinking Model of Teaching can be used to increase the achievement of Girls and Boys.

### DISCUSSION OF MAJOR FINDINGS OF THE STUDY

- As per the first objective the investigator found that there was significant difference in the Mean scores of Achievement Test in Economics of students taught by Inductive Thinking Model of Teaching and traditional teaching. The study revealed that Inductive Thinking Model is superior than traditional teaching.

2. As per the second objective the investigator found that there was no significant difference between the Mean scores of in Achievement Test in Economics of Boys and Girls taught by Inductive Thinking Model of Teaching. The investigator framed this objective with the same assumption that Boys and Girls will differ significantly in their achievement in Economics when taught through Inductive Thinking Model of Teaching. But the present study neglected this fact showing that there is no significant difference between Boys and Girls in relation to their achievement in Economics.
3. The students in experimental group were more active than in control group. The investigator could find that the students in experimental group were interested in doing the activities related to each content taught in the class.
4. The teacher pupil interaction was more in experimental group. Teacher's role in Inductive Thinking Model of Teaching was to direct the students in a desired manner. The total atmosphere of the classroom was co-operative with a good deal of pupil activity.
5. Students of experimental group showed more interest in learning new concepts and principles than in control group. The investigator could find that the students learned enthusiastically the concepts and principles taught to them.
6. Inductive Thinking Model of Teaching the content was presented in a logical sequence. New information was always connected with the student's previous knowledge. Inductive Thinking Model of Teaching such as, concept formation, interpretation of data and application of principles, the lessons will be more effective and it increases the achievement level of the pupils.

### MAJOR FINDINGS OF THE STUDY

1. There is significant difference between the achievement of students taught by Inductive Thinking Model of Teaching and the students taught by traditional method.
2. Inductive Thinking Model of Teaching is more effective in relation to traditional teaching of Economics in terms of Achievement.
3. Boys and Girls do not differ significantly in their achievement in Economics when taught using Inductive Thinking Model of Teaching.
4. Inductive Thinking Model of Teaching can be successfully and effectively used to foster the achievement level of students.

### EDUCATIONAL IMPLICATIONS

1. Training strategy should be developed of train the teacher trainees at colleges of Teacher Education to orient the student teachers in the Inductive Thinking Model of Teaching.
2. Methodology of Curriculum needs to restructured to suit the needs of Economic Education at the school level.
3. Traditional method of teaching with some modifications for developing the components of Inductive Thinking Model of Teaching.
4. Inductive Thinking Model of Teaching can be used to increase the participation of the pupils in Economic class room.

### SUGGESTIONS FOR FURTHER RESEARCH

1. Similar studies may be conducted with a large sample.
2. Similar studies may be conducted for a longer period of time under carefully controlled conditions.
3. Similar studies may be undertaken in other school subjects like Mathematics, Science, English at different level.
4. Comparative studies can be conducted to find out the effect of Inductive Thinking Model of Teaching and any Model which develop thinking.

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# A STUDY OF MORALE OF SECONDARY SCHOOL TEACHERS OF TUMAKURU DISTRICT

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## ABSTRACT

*Education is the most potent instrument of bringing about social, political and economic betterment of cultural transmission of a country. Quality of education depends on the quality of teachers. Success of teachers depends on academic and professional preparation of teachers. Teachers morale also influence the behaviour of his students more over effective and productive learning on the part of pupils can be achieved by employing teachers with desirable morale. Therefore the present study has made an attempt to study the morale of secondary school teachers. The sample of 200 teachers was selected from secondary schools of Tumakuru Educational District. The data was collected by using Teachers' Morale Inventory, constructed by Dr.B.G.Sudha and Sri. B.S.Satyanarayana. The findings reveals that the teachers of Government schools were significantly better in their Teaching Effectiveness and gender has no influence on Teaching Effectiveness of secondary school teachers.*

## INTRODUCTION

One of the major concerns in contemporary India is the quality of education that is being imparted in our classrooms beginning from the primary school to higher education, technical and professional education. It is also true that this concern about the quality of instruction is essentially a concern reflecting the quality of the teachers around whom the activities of instruction revolve. Therefore teacher should be absolutely perfect and ideal in his character.

The formation of sound character the role of a teacher is latent and imperceptible. What are needed on the part of the teacher for this task is not his intellectual ability, but his own personality and its impact on the students. The more important thing is the impact he exercises on them by his emotive and effective behavior.

Teacher behaviour includes not only his outer and manifest behaviour but also those non-measurable, non-perceivable, internal factors like his intensions, his commitments, his fear and anxieties and so on, which are not readily apparent. The social expectation of a teacher is also varied and multiphasic. The society expects that a teacher should perform almost unbelievable miracles. This makes the task of a teacher never satisfying to the larger group, be it students, parents or colleagues. He is expected to do anything and everything. Any lapse at any sector is immediately reflected upon the lapse on the part of the teacher.

Unlike the factory worker, the teacher does not operate upon the pupil in isolation from other agents. The long term effects of a teacher are difficult to assess because of the problem of isolating his contribution from those of others and often the immediate effects of a teacher may be

unobservable or have little meaning in relation to educational goals.

So there is a great need to pay more attention to teacher and his teaching. A good teacher has powerful influence in the formation of character. Therefore, the provision of a proper teaching staff in any school is an important consideration than the building, rich curriculum and expensive equipments.

## VARIABLE OF THE STUDY

In the present study Teachers' Morale was the dependent variable. Types of school and gender are considered as independent variables.

## DEPENDENT VARIABLE:TEACHER'S MORALE

Morale is defined as a cognitive, psychological state of a teacher which determines his/her perceptions, attitudes and involvement in the process of teaching which limits his/her institution, the head, the students and other aspects of his/her school life".

Morale can be defined as a general well being and psychological comfort in which one works. Teacher morale is one of the pre-requisites that influence the climate of any school.

As defined by Mathis "Morale is a feeling of general well-being and psychological comfort relative to attitudes about oneself and environment in which he works".

Sharma says that "Morale can be defined in terms of specific human needs and individual's perception of the environmental sources for the satisfaction of their needs".

Morale is defined as "A confident spirit of whole hearted co-operation in a common effort". Morale may be individual oriented or it may be group morale because

everyone influences the feelings of others in group by providing the co-operation and sympathy.

### INDEPENDENT VARIABLES

- a. Types of School
- b. Gender

**a. Types of School :** It is the controlling authority of secondary schools. The types of school are of three kinds:

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

**b. Gender :** Gender of the secondary school teachers was under prime consideration. The present study includes male and female teachers of secondary schools of Tumakuru educational district.

### OBJECTIVES OF THE STUDY

1. To study the morale of secondary school teachers.
2. To study the effect of types of school on the morale of secondary school teachers.
3. To study the effect of gender on the morale of secondary school teachers.

### HYPOTHESES OF THE STUDY

The researcher formulated the following hypotheses by keeping the variables and objectives of the study in mind.

1. There is no significant difference in the morale of secondary school teachers of different types of schools.
2. There is no significant difference in the morale of male and female teachers of secondary schools.

### METHODOLOGY

Researcher followed Descriptive Survey Method in the Study.

### SAMPLE

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

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

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

### TOOLS OF RESEARCH

**Teachers' Morale Inventory :** In the present study, Teachers' Morale inventory was used to collect the Data. This inventory was developed by Dr. B.G. Sudha and B.S. Satyanarayana (1985) at the Department of Education, Bangalore University. This tool had a total number of 64 items. It has eight dimensions, namely, Commitment to Work, Affectionate towards the students, Willing Cooperation with the Head of the Institution, Inter-personal adoption with colleagues, Loyalty to the Institution, Sense of propriety, Honesty in dealing, Sense of social responsibility. Each dimension has 8 items. Items were initially included based on the scrutiny of the experts. Each item has 3 modes of responses namely Always 'A' sometimes 'S', Never 'N'. In the case of positive statements of the inventory, weightages of 3, 2 and 1 given for A, S and N respectively. For negative items it was reversed by giving 1, 2 and 3 for A, S and N respectively. Thus the range of scores on this scale for each area varied from 8 to 24. Higher the score higher would be the Morale of the teacher.

### STATISTICAL TECHNIQUES

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

### ANALYSIS AND INTERPRETATION OF THE DATA

The obtained scores by administering the Morale of Government, Aided and Un-aided school were subjected to analysis in the following order.

The raw scores obtained by 200 teachers were classified into 3 categories. They are High Morale (score ranged from 153 to 173), Moderate Morale (score ranged from 132 to 152, and Low Morale (score ranged from 111 to 131). The total numbers of teachers coming under each category were calculated and are tabulated as below.

**Table-2 : Table showing Morale category, number of teachers and percentage of teachers in secondary school**

Sl. No.	Morale Category	No. of Teachers	% of Teachers
1.	High Morale	160	80
2.	Moderate Morale	38	19
3.	Low Morale	2	1

The above table reveals that 80% of teachers were having High Morale and 19% of teachers were having Moderate Morale. Only 1% of teachers were having Low Morale. This indicates that majority of teachers were with High Morale.

**Table-3 : Table showing Mean, Standard deviation, N and t-value of Morale of teachers working in Government and Aided secondary schools.**

Types of School	N	Mean	SD	t- value	Level of Significance
Government	65	195.3	19.40	7.04	S*S**
Aided	90	175	15.20		

(\* - significant at 0.05 level of significance,

\*\* - significant at 0.01 level of significance)

The above table shows that the obtained t-value 7.04 was greater than the critical values at both the levels of significance. Hence the null hypothesis was rejected and alternative hypothesis was accepted. This shows that the Morale of Government school teachers was significantly better than the teachers of Aided schools.

**Table-4 : Table showing Mean, Standard deviation, N and t-value of Morale of teachers working in Government and Un-aided secondary schools.**

Types of School	N	Mean	SD	t- value	Level of Significance
Government	65	195.3	19.40	4.34	S*S**
Aided	90	180	17.30		

(\* - significant at 0.05 level of significance,

\*\* - significant at 0.01 level of significance)

The above table shows that the obtained t-value 4.34 was greater than the critical values at both the levels of significance. Hence the null hypothesis was rejected and alternative hypothesis was accepted. This shows that the Morale of Government school teachers was significantly better than the teachers of Un-aided schools.

**Table-5 : Table showing Mean, Standard deviation, N and t-value of Morale of teachers working in Aided and Un-aided secondary schools.**

Types of School	N	Mean	SD	t- value	Level of Significance
Aided	90	175	15.20	1.64	NS
Un-Aided	45	180	18.20		

(\* - significant at 0.05 level of significance,

\*\* - significant at 0.01 level of significance)

The above table shows that the obtained t-value 1.64 was greater than the critical values at both the levels of significance. Hence the null hypothesis was accepted. This shows that there was no significant difference in the morale of Teachers of Aided and Un-aided Secondary schools.

**Table-6 : Table showing Mean, Standard deviation, N and t-value of Morale of male and female teachers of Secondary schools**

Types of School	N	Mean	SD	t- value	Level of Significance
Male	85	184.1	16.12	0.348	NS
Female	115	185.3	18.20		

(\* - significant at 0.05 level of significance,

\*\* - significant at 0.01 level of significance)

Above table reveals that the obtained t-value 0.35 is less than critical value. Hence obtained t-value found to be non-significant. Therefore the null hypothesis was accepted. There is no significant difference in Morale of male and female teachers of Secondary schools. Hence it was concluded that gender has no influence on the Morale of teachers.

## CONCLUSION

In case of Morale of teachers from different types of schools, t-values reveal that Morale of teachers of Government schools was significantly better than the teachers of Aided and Un-aided schools. Teachers of Aided and Un-aided schools didn't differ significantly in their Morale.

On the whole, Teachers of Government schools were significantly better in their Morale.

## EDUCATIONAL IMPLICATIONS

The Morale of teachers' increases, their teaching effectiveness also increases. Hence to expect significantly better teaching effectiveness of teachers, the level of their morale is to be increased considerably. The present study also reveals that morale is a strong attribute of an effective teacher. Hence it has to be fostered or strengthened to expect significantly better teaching effectiveness from them.

High morale leads to high teaching effectiveness. Hence it can be concluded that teachers' morale generates a substantial positive impact on the teaching effectiveness of secondary school teachers.

The study reveals that teachers of Government schools were significantly better in their teaching effectiveness than teachers of Un-aided schools and Aided schools. This has to be appreciated and the same has to be developed in teachers of others two types of school also. The educational authorities can take bold steps in this regard.

Only deserving people with significantly better cognition, motor and affective abilities that can accommodate the dynamism of any constructive development in educational spectrum should be given the place of teaching.

Whatever the facilities prevailed in Government schools should be extended to aided schools also.

The study concludes that gender has no influence on the teaching effectiveness of secondary school teachers. This implies that while employing teachers for secondary schools, equal opportunities should be given for male and female teachers in teaching profession.

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# A STUDY ON RELATIONSHIP BETWEEN JOB SATISFACTION WITH, LOCUS OF CONTROL AND PROFESSIONAL BURNOUT OF GOVERNMENT, PRIVATE AND TOTAL PRIMARY SCHOOL TEACHERS

✉ Dr. Nagaraj M. Shivalli, Teaching Assistant, Post Graduate Department of Education, Karnatak University, Dharwad.

## ABSTRACT

*The study on Relationship between Job Satisfaction with, Locus of Control and Professional Burnout of Government, private and total primary school teachers was conducted in Dharwad Taluka with a sample of 180 primary school teachers were selected using random sampling technique. The interview schedule was used for collection of data. From the findings it is concluded that; a significant negative relationship is observed between teaching competency and professional burnout scores of government primary school teachers. Significant relationship is observed between teaching competency and job satisfaction scores and a significant negative correlation/relationship is seen between teaching competency and professional burnout scores of private primary school teachers. The multiple R of the linear regression equation is 0.1979 in government primary school teachers, 0.3545 in the private primary school teachers and, 0.2453 in total study primary school teachers. The coefficient of multiple determination of R<sup>2</sup> is 0.0916 in government, 0.1256 in private and 0.0602 in total study. The regression equation is 10.2120 in government, 15.5761 in private and 11.5110 in total study.*

**Keywords :** Teaching-Competency, Locus control, Professional Burnout, Government, private school

## INTRODUCTION

Teacher is the most vital single factor of influence in the system of education. It is the teacher who matters most as far as the quality of education is concerned. The educational process is governed by the extent of his receptivity and initiative. The well-equipped teacher is supreme in education. At all times the teacher is the pivot in the system of education. Teaching is the core profession and the key agent of change in today's knowledge society. Issue of teacher quality, training and continuous professional development is vital to the improvement of not only our education system but also in achieving the goal of education for all.

Unless teachers are committed to their profession, they may not be able to discharge all the changing roles and functions of their profession. But the very people, who build up the educational system by their skills and professionalism, now find themselves exposed to public criticism and questioning. They find that their ascertains of professional competency to carry out the responsibilities of their autonomy are not automatically accepted, and questions of their 'accountability' are being raised, both by the parents and society, on the one hand, and the Government on the other.

The monetary benefits obtained in the teaching profession is different as compared with the monetary benefits obtained in other professions, in some educational institutions the working conditions and terms of tenure are not in teachers' favour. Normally teachers find themselves handicapped by lower salary, lower status, longer hours

of work and fewer facilities. In many cases it so happens that persons take up to teaching not because of interest or liking for the profession but because of their inability to secure positions elsewhere. Though this gloomy picture of teaching profession and teachers cannot be generalized it is true in the case of many teachers.

Job satisfaction and teacher efficacy are related to each other. Persons with high teacher efficacy seem to rely on their own strengths to cope with problems they are active and interactive and interact with people and the environment, and persist in solving problem mostly by themselves and sometimes by taking help of other people. They show positive and appropriate behavior, and feel satisfied with life and with their jobs and roles in their organizations. If the teacher gets higher job satisfaction it contributes to teacher efficacy.

## OPERATIONAL DEFINITIONS OF THE TERMS USED

**Job Satisfaction :** According to Meera Dixit (1993) "Job satisfaction is the result of various attitudes of an employee towards his job". These attitudes are related with specific factors such as salary, service conditions, advancement opportunities and other benefits.

**Locus of Control :** The term Locus of control refers to the perceived causality of behavioural outcomes. At one end behavioural outcomes that originate internally within the individual, where he thinks he himself is responsible for his own behaviour. At the other extreme the individual sees others or luck or circumstances beyond his control as responsible for his behaviour, that is to say, factors occurring externally or outside of the individual. It is the

effect and importance of various internal and external factors in the learner's opinion that control, govern or reinforce the behaviour of an aspirant in the pursuit of this goal.

**Burnout** : A syndrome of emotional exhaustion, Depersonalization and reduced personal Accomplishment that can occur among individuals who undertake of some kind.

### OBJECTIVES OF THE STUDY

1. To study the relative contributions and influence of Job Satisfaction, Locus of Control and Professional burnout on Teaching Competencies of Government and Private Primary School Teachers.

### RESEARCH HYPOTHESES

**Hypothesis 1** : There is no significant relationship between teaching competencies with job satisfaction, locus of control and professional burnout of government, private and total primary school teachers.

**Hypothesis 2** : There is no significant joint effect of job satisfaction, locus of control and professional burnout on teaching competencies of government, private schools and as a whole primary school teachers.

### METHODOLOGY

To identify the teacher competencies from each of the above selected sources, different approaches were adopted.

### LITERATURE ANALYSIS

The competencies identified by various researches were analysed on the basis of the three criteria chosen to define the term competency in the present study. A set of 36 competencies was identified from the selected studies. In order to derive the competencies from the national documents, the procedure of task analysis was adopted.

### SAMPLE

Sampling is the very fundamental aspect of testing and the interpretation of its results. For the purpose of the present study the stratified random sampling technique was followed. It is applicable when the population is composed of subgroups as strata of different sizes so that a representative sample must contain individuals drawn from every category or stratum according to the size of the subgroups.

In the present study, the sample is involved 180 primary school teachers serving in primary schools located in urban and rural areas of Dharwad and Dharwad Taluka were selected using stratified random sampling technique of Dharwad district for the purpose of collection of data.

### TOOLS USED FOR THE COLLECTION OF DATA

The selection or construction of tools is of vital importance in a research study. Therefore, the investigator has used the most valid and reliable tools for collecting various kinds of data. The following tools were used for the data collection :

- i. Job Satisfaction Scale (JSS) constructed and standardized by Meera Dixit.
- ii. Locus of Control Scale (LCS) constructed and standardized by Levinson
- iii. Professional Burnout (PBO) developed by Christina, Maslach and Susan E-Jackson.

### STATISTICAL TECHNIQUES EMPLOYED FOR DATA ANALYSIS

The data collected from the 180 schoolteachers with regard to teachers' Teaching Competencies, job satisfaction, locus of control and professional burnout were analyzed with reference to the objectives and hypotheses. The data have been subjected to the following statistical analyses:

The Karl-Spearman's correlation coefficient test was used to measure the significant relationship between Teaching Competencies, job satisfaction, locus of control and professional burnout scores in all different characteristics and as a whole.

The multiple linear regression analysis was used to identify which of the variables (job satisfaction, locus of control and professional burnout scores) had a significant effect with variable (Teaching Competencies). In addition to this, by using correlation and regression analysis results relative (%) contribution was calculated as a whole and in all different characteristics. All these statistical analysis were carried out using SYSTAT statistical software.

where  $r =$  Karl's Spearson Co-efficient of Correlation

$$r = \frac{\sum xy - n \bar{x} \bar{y}}{\sqrt{[\sum x^2 - n(\bar{x})^2] [\sum y^2 - n(\bar{y})^2]}}$$

**HYPOTHESIS 4** : There is no significant relationship between teaching competency with job satisfaction, locus of control and professional burnout of government; private and total primary school teachers. To achieve this, the Karl-Pearson's correlation coefficient test was applied and results are presented in the following table:

From the above Table, it is clearly indicated that,

- i. A non-significant relationship is observed between teaching competency and job satisfaction scores. In this case, the null hypothesis is accepted. A significant negative relationship is observed between teaching competency and professional burnout scores of government primary school teachers at 0.05

**Table 1: Correlation Coefficient Between Teaching Competency and Locus of Control, Job Satisfaction, Professional Burnout of Government and Private and Total Study Primary School Teachers (n = 180)**

Variables	Government (n = 101)			Government (n = 101)			Total (n = 180)		
	Job Satisfaction	Locus of control	Professional burnout	Job Satisfaction	Locus of control	Professional burnout	Job Satisfaction	Locus of control	Job Satisfaction
Teaching	0.1172	0.1256	-0.2401	0.1877	0.1208	-0.2705	0.1844	0.1159	-0.2138
Competency	>0.05. NS	>0.05.NS	>0.05.S	>0.05.S	>0.05.NS	>0.05.NS	>0.05.S	>0.05.S	>0.05.NS

level of significance. Hence, the null hypothesis is rejected.

- ii. A significant relationship is observed between teaching competency and job satisfaction scores and a significant negative correlation/relationship is seen between teaching competency and professional burnout scores of private primary school teachers at 0.05 level of significance. Hence, the null hypothesis is rejected.

**Hypothesis 9 :** There is no significant joint effect of job satisfaction, locus of control and professional burnout on teaching competencies of government, private schools and as a whole primary school teachers.

To test or achieve this hypothesis, the multiple regression analysis was applied and results are presented and the regression coefficients obtained for the teaching competency scores are shown in the following table:

**Table 2 : Regression Summary of Locus of Control, Job satisfaction and Professional Burnout on Teaching Competency of Government, Private and as a Whole Primary School Teachers (n = 180)**

Type of School	Variable	Beta coef.	St.Err.of beta	Reg. coef.	St. Err.	t-level	p-level
Govt. (n = 101)	Intercept	-	-	269.72	17.3338	15.5607	<0.05, S
	Job satisfaction (x1)	0.0217	0.0996	0.082	0.0569	1.4477	>0.05, NS
	Locus of control (x2)	0.1009	0.1010	0.185	0.1854	0.9992	>0.05, NS
	Professional burnout (x3)	-0.1535	0.1009	-0.191	0.0662	-2.8937	<0.05, S
	<b>R = 0.1979, R<sup>2</sup> = 0.0916, F = 1.3176, &gt; 0.05, NS, SE = 1 &lt; 3.2120</b>						
Private (n = 79)	Intercept	-	-	347.00	34.5702	10.0376	<0.05, S
	Job satisfaction (x1)	0.2395	0.1098	0.2308	0.1058	2.1815	<0.05, S
	Locus of control (x2)	0.0312	0.1155	0.0865	0.3204	0.2700	>0.05, NS
	Professional burnout (x3)	-0.2867	0.1144	-0.3857	0.1539	-2.5065	<0.05, S
	<b>R = 0.3545, R<sup>2</sup> = 0.1256, F = 3.5929, &lt; 0.05, S, SE = 15.5761</b>						
Total (G + P)	Intercept	-	-	296.3262	18.1496	16.3268	<0.05, S
	Job satisfaction (x1)	0.0896	0.0747	0.1692	0.0577	2.9341	<0.05, S
	Locus of control (x2)	0.0175	0.0771	0.0841	0.0*23	1.0224	>0.05, NS
	Professional burnout (x3)	-0.1215	0.0770	-0.2510	0.0957	-2.6221	<0.05, S
	<b>R = 0.2453, R<sup>2</sup> = 0.0602, F = 2.2660, &lt; 0.05, S, SE = 11.5110</b>						

The linear regression equation predicting the teachers teaching competency (Y) in terms of job satisfaction (x1), locus of control (x2), professional burnout score (x3) is found to be as shown below:

TC (Y) = 269.72 + 0.082x<sub>1</sub> + 0.185x<sub>2</sub> - 0.191x<sub>3</sub> in government primary school teachers

TC (Y) = 347.00 + 0.2308x<sub>1</sub> + 0.0865x<sub>2</sub> - 0.3857x<sub>3</sub> in private primary school teachers

TC (Y) = 296.3262 + 0.1692x<sub>1</sub> + 0.0841x<sub>2</sub> - 0.2510x<sub>3</sub> in the total study primary school teachers

The multiple R of the linear regression equation is 0.1979 in government primary school teachers, 0.3545 in the private primary school teachers and, 0.2453 in total study primary school teachers. For testing multiple

correlation coefficient is F = 1.3176, > 0.05, NS in government, F = 3.5929, < 0.05, S in private and F = 2.2660, < 0.05, S in the total study primary school teachers. Thus, the null hypothesis is accepted in government but it is rejected in private and total study primary school teachers.

The coefficient of multiple determination of R<sup>2</sup> is 0.0916 in government, 0.1256 in private and 0.0602 in total study. It can therefore be said that, nearly 9.16 percent and 12.56 and 6.02 percent of the variation in teaching competency of primary school teachers is accounted for whatever is measured by job satisfaction (x<sub>1</sub>), locus of control (x<sub>2</sub>), and professional burnout (x<sub>3</sub>) in Government, Private and total study primary school teachers.

The regression equation is 10.2120 in government, 15.5761 in private and 11.5110 in total study. This means that each time the regression equation for the sample is used to predict teaching competency scores are about 1 in 10. It predicts that teaching competency will not miss the actual teaching competency in primary school teachers by more than  $\pm 10.2120$ ,  $\pm 15.5761$  and  $\pm 11.5110$  respectively in government, private and total study primary school teachers.

### EDUCATIONAL IMPLICATIONS OF THE STUDY

In the process of discussion made in the earlier chapter, various analyses are made by using statistical techniques. Based on the analysis and interpretation, several implications have been drawn here which apply to the present educational system.

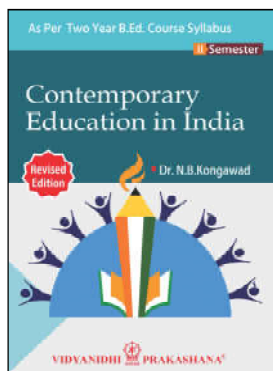
1. The present study reveals that the Teaching Competencies of primary school teachers is influenced by Job Satisfaction, Locus of Control and Professional Burnout. Thus, study stresses the need for promoting Teaching Competencies of teachers. Hence, intensive training programs may be organized to enrich the Teaching Competencies in turn to promote their job satisfaction and locus of control.

2. The difference is found, in between primary school teachers of rural - urban, Government-private and male-female teachers in respect of their job satisfaction, locus of control and professional burnout. Thus, this study suggests the need of implementation of some teaching packages, to improve the Teaching Competencies and counseling programme to minimize the burnout.
3. It is necessary to orient the primary school teachers on teacher competencies.
4. A competency based monitoring system needs to be evolved for quality improvement at primary education level since, competency is an essential aspect for qualitative improvement in education. Intensive well-planned training programmes may be organized to enrich Teaching Competencies of primary school teachers.

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# CARL ROGERS

## (1902-1987)

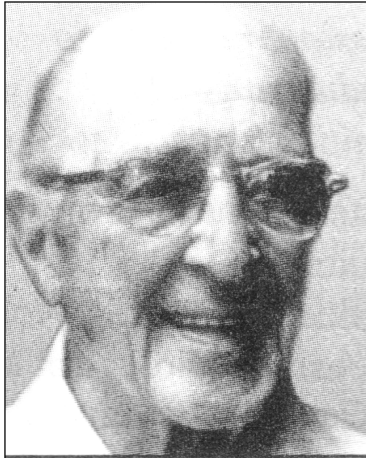
✍ J. M. Menasagi, M.A., Chairman, M.M.M. Trust, Gadag.

**"I see the facilitation of learning as the aim of education, the way in which we develop the learning man, the way in which we can learn to live as individuals in the process. I see the facilitation of learning as the function which may hold constructive, tentative, changing, process answers to some of the deepest perplexities which beset man today".**

Carl Rogers, one of most prominent American psychologists, believed that a student has interests and enthusiasms, and the task of the teacher was to free and to aid these interests and enthusiasms. Born in a farmer's family in 1902, he chose agriculture as his undergraduate major at the University of Wisconsin. Subsequently, he decided that his future lay in religious work and, in 1924, he went to the Union Theological Seminary where, after two years, he felt that he could not work in a field where he was required to believe in a specific religious doctrine.

Later, he joined the Teachers College, Columbia University, where he was strongly influenced by William H. Kilpatrick's courses in the philosophy of education. It is here that he came in contact with John Dewey's emphasis on experience as the basis of learning. After some time, he joined Rochester Child Guidance Clinic as a clinical psychologist and became immersed in psychological services. In the process, he realized that his clients had a better knowledge than himself about what was important and the direction to take after receiving therapy.

In 1940, Rogers moved to Ohio State University where he made his teaching more experiential, requiring the students in his courses to determine the direction of the course and its content. After joining the University of Chicago in 1945, he published Client-Centred Therapy and in one of its chapters on Student-Centred Teaching, he discussed the evolution of his thinking about teaching emphasizing the importance of attitudes rather than techniques. He asserted, "We cannot teach another person directly ; we can only facilitate his learning." In his view, a teacher sets the mood, clarifying the purposes to the students and serving as a flexible resource for them.



After serving the University of Chicago for 12 years, Rogers returned to the University of Wisconsin and, in 1963, when he left that university, he also left the academic field. In 1969, he wrote a book **Freedom to Learn**, which reflects his broad interests in education. In this book, which was revised and published as **Freedom to Learn** for the 80s he stressed that, because of the continually changing atmosphere in which we live, we are :

*"..... faced with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning. The*

*only man who is educated is the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, (sic) a reliance on process rather than upon static knowledge, is the only thing that makes any sense as a goal for education in the modern world".*

### DESCRIBING HIS GOAL, ROGERS SAID

*"I see the facilitation of learning as the aim of education, the way in which we develop the learning man, the way in which we can learn to live as individuals in the process. I see the facilitation of learning as the function which may hold constructive, tentative, changing, process answers to some of the deepest perplexities which beset man today."*

### ON HOW TO ACHIEVE THIS GOAL, ROGERS CLARIFIED

*" We know..... that the initiation of such learning rests not upon the teaching skills of the leader, not upon his scholarly knowledge of the field, not upon his curricular planning, not upon his use of audiovisual aids, not upon the programmed leaning he utilizes, not upon his lectures and presentations, not upon an abundance of books, although each of these might at one time or another be utilized as an important resource. No, the facilitation of significant learning rests upon certain attitudinal qualities*

which exist in the personal relationship between the facilitator and the learner".

What are these attitudinal qualities that facilitate learning? The first of these is realness about which Rogers said :

" Perhaps the most basic of these essential attitudes is realness or genuineness. When the facilitator is a real person being what he is, entering into a relationship with the learner without presenting a front or facade, he is much more likely to be effective. This means that the feelings which he is experiencing are available to him, available to his awareness, that he is able to live these feelings, be them, and able to communicate them if appropriate. It means that he comes into a direct personal encounter with the learner, meeting him on a person-to-person basis. It means that he is being himself, not denying himself."

The second group of these attitudes includes qualities like prizing, acceptance and truth. About the third attitudinal quality, empathic understanding, Rogers observed :

"A further element which establishes a climate for self initiated experiential learning is empathic understanding. When the teacher has the ability to understand the student's reaction from the inside, has a sensitive awareness of the way the process of education and learning seems to the student, then again the likelihood of significant learning is increased".

Rogers, of course, did not think these attitudes are easy to achieve when he said :

"It is natural that we do not always have the attitudes I have been describing. Some teachers raise the question, 'But what if I am not feeling empathetic, do not, at this moment, prize or accept or like my students? What then? My response is that realness is the most important of the attitudes mentioned. It is not accidental that this attitude was described first. So if one has little understanding of the student's inner world, and a dislike for his students or their behaviour, it is almost certainly more constructive to be real than to be pseudo-empathic, or to put on a facade of caring."

### ROGERS ENUNCIATED THE FOLLOWING PRINCIPLES OF LEARNING

- Human beings have a natural potential for learning.
- Significant learning takes place when the subject matter is perceived by the student as having relevance for his her own purpose, when the individual has a goal he she wishes to achieve and

sees the material presented to him/her as relevant to the goal, learning takes place with great rapidity.

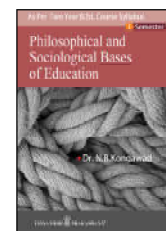
- Learning which involves a change in self-organization-in the perception of oneself-is threatening and tends to be resisted.
- Those learnings (sic) which are threatening to the self are more easily perceived and assimilated when external threats are at a minimum.
- When the threat to the self is low, experience can be perceived in differentiated fashion and learning can proceed.
- Much significant learning is acquired through doing.
- Learning is facilitated when the student responsibly participates in the learning process.

Self-initiated learning which involves the whole person of the learner-feeling as well as intellect-is the most lasting and pervasive.

- Independence, creativity and self-reliance are all facilitated when self-criticism and self-evaluation are basic and evaluation by others is of secondary importance.

The most socially useful learning in the modern world is the learning of the process of learning, a continuing openness to experience and to incorporate into oneself the process of change.

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