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# **DIMENSIONS OF EDUCATION**

An International Journal of Education and Research -English Quarterly



**TEACHING  
LEARNING  
MATERIALS**

**STRESS  
MANAGEMENT  
AMONG  
TEACHERS AND REMEDIES**





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## **INTERNATIONAL LITERACY DAY 2022 "TRANSFORMING LITERACY LEARNING SPACES"**

**International Literacy Day (ILD)** is celebrated on **8 September** every year all across the globe to make people aware of the meaning and importance of literacy for individuals and societies. The day spread awareness about the importance of literacy for individuals, communities, and societies and the need for intensified efforts towards more literate societies.

If we look back, UNESCO declared this day as an opportunity for governments, civil society and stakeholders to highlight improvements in world literacy rates, and reflect on the world's remaining literacy challenges. The 14th session of UNESCO's General Conference on October 26, 1966, declared September 8 as International Literacy Day. And since 1967, celebrations have taken place annually around the world on this day to spread awareness about the importance of literacy to individuals, society, and communities.

This year's International Literacy Day will be celebrated worldwide under the theme, "**Transforming Literacy Learning Spaces**" and will be an opportunity to rethink the fundamental importance of literacy learning spaces to build resilience and ensure quality, equitable, and inclusive education for all.

On this day as we the educated let's spread awareness about the importance of literacy for individuals, communities, and societies. Students celebrate this day to raise awareness and concern for literacy problems that exist all across.

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

# STRESS MANAGEMENT AMONG TEACHERS AND REMIDIES

✉ **Dr. Rajashekar S.M.** M.A, M.Ed, M.Phil, Ph.d, MBA, Principal, Sri Raghavendra College of Education, Chikkabanavara, Bangalore - 90. Karnataka State - India.

## INTRODUCTION

Teaching perceived as the oldest and noblest of all professions has been globally recognized to be those actions by which the teachers and learners make learning successful than it would have been without such actions. Teaching is very vital in the realization of the objectives of education. It is the responsibility of teachers the promotion of quality education . Akintunde (2015) described a teachers as a person who attempts to help students acquire or change some knowledge, skills, attitudes or aspirations in a desired direction. But recently, the role of the teacher has expanded to include that of social worker, counselor, motivational arouser, and many other roles (Baraza and Simatwa, 2016). Indeed many teachers feel untrained and unable to deal with these pressures. Nevertheless, the nature and work of a teacher are subject to these pressures and all the teachers are required to develop appropriate measures to manage stress resulting from these pressures.

## CONCEPT OF STRESS

The world stress was derived from latin word "stringer" which means to draw tight. Stress is a feeling of emotional or physical tension. It can come from any event or thought that makes you feel frustrated, angry or nervous .Everyone experiences it regardless of age, religion, gender, culture or social class. Stress according to Rehaman (2015) is a psychological , physical and emotional reaction resulting from an individual's response to environmental anxiety, conflict pressure and similar other stimuli that intimidate a person's ability to manage.

## TEACHER STRESS

Teacher stress is a specific type of occupational stress. Teaching has been viewed as a stressful occupation ( Gliebe,2013)and this has been recognized as a widespread problem in educational sector. Nwimo and Onkuka (2015) defined teacher stress as experiences of teachers that are characterized with unpleasant negative emotions such as frustration, anxiety, depression and nervousness that are as a result of some aspects of their work as teachers.

## THERE ARE TWO MAIN TYPES OF STRESS

**1. Acute Stress :** This is short term stress that goes

away quickly. you feel it when you slam on the brakes, have a fight with partner, or ski down a steep slope . It helps you manage dangerous situations. It also occurs when do you something new or exiting. All people have acute stress at one time or another.

**2. Chronic Stress :** This is stress that lasts for a longer period of time you may have chronic stress if you have money problem, an unhappy marriage or trouble at work. Any type of stress carries months or years is chronic stress.

## CAUSES OF STRESS

some of the major causes and sources of stress are highlighted as follows.

- 1. Interpersonal relationship :** The various complex relationships between the teachers and other individuals including his colleagues bound to expose them to stress.
- 2. Long hours :** It's not uncommon for teachers to take their heavy workload. After class hours also at home they continue school work like a paper setting lesson plan preparation, evaluation etc.
- 3. Poor work condition :** The teachers may be subject to poor working conditions which include poor ventilation, excessive noise and dust unhygienic toilets, inadequate safety measures etc. All these unpleasant conditions create physical and mental imbalance in human thereby causing stress.
- 4. Low salaries and allowances :** Teachers are not getting good salaries to meet their need and demands. Some teachers stay for months without salary. In some schools teachers are owed arrears legitimate allowances.
- 5. School leadership :** A leader creates the environment that determines teachers behavior that may affect their productivity level of engagement. Leadership has to show friendly nature motivations encouragement and equality towards teachers plays a important role.
- 6. School climate :** This includes the shared values, norms, beliefs and set of practices at schools. Healthy school climate is characterized by rich relationship

among the teachers school administrators, learners, and parents. On the other hand an unhealthy school environment is caused by poor , relationships and this crates a source of stress.

**7. Lack of Recognition :** When a teacher is not recognized by the management or government for their great contribution and dedication towards school programs or achievement can be a source of stress.

**8. Toxic positivity :** Teachers are expected to be patient, stable, caring and in control. But under that mask of positivity, they suppress their real struggles to meet they expectation of their profession.

### SIGNS OF TOO MUCH STRESS

Stress can cause many types of physical and emotional symptoms sometimes, you may not realize these symptoms are caused by stress. Here are some signs that stress may be affecting you.

- Diarrhea or constipation
- Forgetfulness
- Frequent aches and pains
- Headaches
- Lack of energy or focus
- Sexual problems
- Tiredness
- Trouble sleeping or sleeping too much
- Upset stomach
- Use of alcohol or drugs to relax
- Weight loss or gain.

### HOW TO COPE STRESS

In order to effectively we need to identify and develops some strategies that are suitable for us.

Ward (1990) suggests some techniques that could be applied in coping with stress, they are :

1. Releasing emotion
2. Emotional supper
3. Diet, rest exercise
4. Balanced body
5. Relaxation
6. Positive stance
7. Realistic expectation
8. Self- management
9. Emotional distance
10. Emotional control

There are several other methods we can use to relax or reduce stress

- Deep breathing exercise or Pranayama
- Meditation
- Walking or exercise
- Mental imagery relaxation
- Relaxation to music
- Counseling
- Healthy relationship with family members and colleagues
- Healthy hobbies
- Healthy food
- Visiting to right places (Nature, Celebrations, Temples, Etc.)
- Outdoor games
- Reading Books
- Watching good and inspirational movies Etc.

### CONCLUSION

Stress is a common disease suffered by employee at work including teachers. Research shows that teachers who teach in the inner city schools suffer more stress compared to other professions. Many teachers are reluctant to admit that they suffer from stress as it is often regard as a weakness.

Teachers stress is often triggered by the increased demands and responsibility placed upon them by the government and society. In order to increase the level of awareness toward the effects of stress and its existence in the life of teacher they need to change the existing view over the stress among them. Stress does not mean the sign of weakness incompetence as stated by Hoyland (1990). First important step for education sector management to recognize that stress is not in indication of weakness or incompetence

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# TEACHING - LEARNING MATERIAL : WHAT ? WHY ? AND HOW ?

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## ABSTRACT

*Education is a tripolar process, with teacher, student and learning environment in each pole, who will be interacting, influencing, immersing with each other in the process of imparting education. Educational goals and objectives are accomplished when these three poles of education support each other's functioning. In this process of executing their tasks there comes the role of innumerable factors, such as approaches, methods, techniques, strategies, materials, etc. Materials which are used to assist the teachers to make the learning of students easier and more enjoyable, are called teaching-learning materials. These teaching learning materials are not only focused on the development of cognitive domain of the children, but also the affective and psychomotor domains are given scope too. Teaching-Learning materials are the tools in the hands of the teachers to concretize the content of teaching, develop suitable attitude and values, improve the skill and talents in the learners. The teachers to have a great impact on the learning of students should make use of appropriate TLM's relevantly. This article throws light upon the factors that the teacher should bear in their mind before using TLM, and what should be the characteristics of TLM, and for their better influence how they should be used. Teachers with a broad objective in their mind, can make use of TLM appropriately.*

**Key words :** Teaching-Learning material, Fatigue, Joyful Learning, Infrangible, nature of TLM.

## INTRODUCTION

Teaching is a skill of imparting knowledge, fostering talents and skills, developing right thinking, attitude, and values among the learners. To execute this herculean task by the teachers, teaching-learning materials come to their support. The teaching-learning materials are the materials that are used by the instructors in imparting information in terms of academic subjects and concepts to the students. These are regarded as not only fundamental in enriching the teaching-learning processes, but also assist the educational institutions to function in an effective manner.

## TEACHING - LEARNING MATERIAL : WHAT ?

Teaching-Learning Material is abbreviated as TLM. TLM is an umbrella word, which encompasses audio aids, visual aids, as well as audio-visual aids. TLM is just like a 'mind' in our body, which helps us to see, feel, hear, analyze, synthesis the ideas.

TLM are the aids, which assist the teachers in teaching effectively. Teachers, to give justice to their teaching profession, should possess a sound knowledge of TLM. Apart from this teacher should know about different types of TLM, construction of TLM, pre-requisites for the construction of TLM, points to be considered while using TLM.....

NOW, we shall know why TLM should become an integral part of teaching ?

- Learning occurs in children, when the topic of teaching is seen, heard, or felt, which mean to say concretized. So, to concretize the content, should

use TLM, FOR EXAMPLE: structure of organs/ organ system, concept of electricity, chemical bonding, art and architecture, location of places.

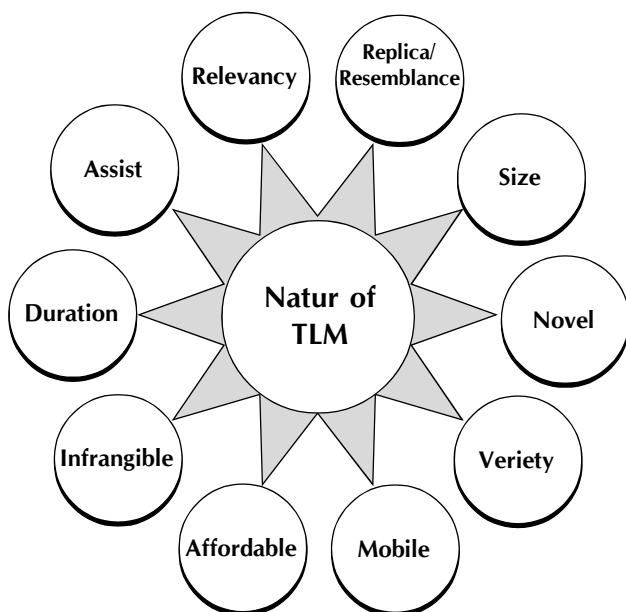
- As a living being, we get fatigue when we focus our attention on one thing for a continuous period. Students, whose eyes, ears, and entire bodily system will be centralized upon the teachers, which will have an overloading impact on their body parts. Hence as teachers we must help the children to avoid getting fatigue, by adding the factor of meaningful change in the form of using different types of TLM.
- A common thing is observed in all of us, i.e., our attention is always drawn towards an intruder, may be in the form of color, size, shape, movement, speed, sound, object, etc. (Which is used in ppt's, videos). Students who have a specific span of attention towards an object, need to be held attentively throughout the class by using varied and appropriate TLM'S.
- Usually, when we go through the learning pyramid, teaching with audio-visual aids contribute for 50% of learning. Thus, to help students to have better learning, teacher must go for using required TLM.
- It is obvious that a classroom possesses, students with different types of learning styles, such as auditory learners, visual learners, and kinesthetic learners. It is the fervent desire of every teacher to reach each student. TLM's play an important role in helping teachers to fulfill this desire.

- Every system of education has an objective of developing creative thinking, critical thinking, reflective thinking in the learners. To accomplish this objective, different types of TLM when used appropriately by teachers, will help to foster, and develop these qualities in their wards.
- TLM's, need to be used by the teachers to make the learning a 'joyful'. Joyful learning in turn amalgamates the playing and learning.
- TLM, when used while teaching arouse curiosity in the students, which is an important factor required for effective learning.
- Scientific attitude is the need of the hour. TLM plays an instrumental role in developing scientific attitude among learners, by providing them the opportunity to observe the things, construct the knowledge by themselves, verify them, draw conclusion....
- To use any object, one must know how to hold and use them according to the context. The TLM's provides an opportunity to handle and manipulate things.

Thus, the above points will answer why a teacher must use TLM's in his teaching.

With the above objectives in mind, teachers should know how the TLM's should be? which points out to the nature of TLM's in teaching. First and foremost, thing is that one should have mastery over the content, which will help them to visualize the nature of TLM while teaching.

- ◆ **Replica/ Resemblance** : If the content is abstract, and cannot be seen directly, teacher must go for the



use of appropriate TLM'S with relevant size, color, shape.

- ◆ **Size** : They should be big/small depending upon the number of students in the class. So that the details in them should be visible for each student.
- ◆ **Novel** : TLM's should be novel, because any new thing will draw our attention and to sustain learners' attention, variety of TLM's should be used.
- ◆ **Variety** : Different types of TLM's cater to the individuals with different learning styles.
- ◆ **Mobile** : TLM's which has this nature will be used frequently by the teachers, when in need.
- ◆ **Affordable** : TLM's should not be expensive, because it may become an hinderance for their usability.
- ◆ **Infrangible** : TLM's should not be fragile and should be handy to use easily while teaching.
- ◆ **Duration** : TLM's used should not consume long duration of teaching, again it may become boredom. Time factor should be considered, while incorporating the addition of TLM in teaching.
- ◆ **Assist** : TLM's should help the learners to learn the content, by reducing its complexity.
- ◆ **Relevancy** : Whatever the TLM's used should be in accordance with the age and ability of the students, in addition to the relevancy with the content.

#### HOW SHOULD A TEACHER USE TLM ?

- ◆ **Rehearse before using** : In order to avoid chaos, anxiety, and difficulty, and to utilize the time effectively, a teacher has the obligation of rehearsing the use of TLM before its usage in the classroom.
- ◆ **Provide an introduction before using TLM** : Without introduction if a teacher uses any TLM, students will be taken over by the TLM rather than conveying the information presented through TLM. Hence to avoid distraction of students by abruptly introducing the TLM, its best to throw light on the type and nature of TLM, which is to be used to set the minds of students to receive it.
- ◆ **Place the TLM in the order of their usage** : If there is more than two TLM's, the order of using them should be taken care, for economizing the time and energy and to avoid sweating on searching for the one required to use.
- ◆ **Replace the used one systematically** : Even after the usage of TLM, Teacher should place it in a way that if required once again it can be reused and

moreover this way of functioning develops discipline in the students.

- ◆ **Factor of Curiosity should be considered before using them:** Curiosity draws the attention of the students. Teachers, if utilize this psychology before using TLM can reach the students.
- ◆ **Meaningful inclusion in teaching :** If the usage of TLM's is random and irrelevant, then it disturbs the attention of the students and it will not serve the purpose. Teacher should intertwine the TLM in his teaching, in such a way that it should be in a flow.
- ◆ **Display it at a position, where it is visible to all :** As the seating arrangement of students are not in tiers, the TLM's used will not be visible to all the students and the purpose of it will not be served. So, the TLM's need to be displayed/projected to a height of its visibility to all the students.
- ◆ **Handle/Use TLM by taking care of visibility of every minute details in the presentation :** If a teacher has to teach the vocal parts involved in producing different sounds, focus on the specific parts should be done by using any assistive device with suitable explanation.
- ◆ **Use it with moderate speed :** Any classroom will have students with different learning speed. To reach out these students with their pace, its better if teacher uses the TLM's in a moderate speed, so that they can understand it clearly.
- ◆ **Supplement the use of TLM with black board :** Any TLM for that matter if supplemented with black board work, adds to the effectiveness in communicating the thoughts.
- ◆ **Repeat if required :** There is every chance for the students to become mentally absent in the learning process, hence, to fill this gap, if teacher repeat the things wherever required can help these students to sustain continuity in their learning.
- ◆ **One topic at a time should be taught using a TLM :** If too many concepts are mixed up by using a TLM, can confuse the students and make the learning more complex, which opposes the purpose of using TLM. Always try to present an idea at a time through a TLM, when it gets fixed, then move to the next.
- ◆ **Provide opportunities for students to assist the teacher, while using TLM's in teaching :** This develops a familiarity with the TLM's, brings ease in learning and develops skills in using TLM's.

## CONCLUSION

Owu-Ewie, Charles. (2021). Radhika Kapur(2020), Dev Nandan Kumar(2017), Dr. Hari Krishna patel(2016), in their studies reflect the importance of teaching-learning materials in the learning of students. As TLM's augment the knowledge and understanding of students, teachers should prepare their own TLM's and use it according to the demand of the situation. Educational institutions if, encourage their teachers to provide need based academic support in this endeavor will find a leap in the progress of their institution by providing quality education to their wards. Therefore, can create their own landmark in the educational system itself.

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# SUGGESTOPEDIA METHOD

✉ **Sangamesh Muttagi**, Research Scholar & Assistant Professor, B.V.V.Sangha's College of Education, Bagalkote.  
Karnataka State, India.

Teachers should be innovative in their use of various teaching techniques. Due to the variety of situations and pupils in the class, they must select an effective strategy for imparting knowledge. Students typically lack the confidence to think that they can learn a language successfully. Because they don't want to make mistakes, pupils who lack motivation lack the confidence to talk in the target language. Additionally, they have trouble remembering earlier lessons, like learning new vocabulary. This circumstance inspires teachers to be innovative and to employ a successful teaching strategy.

The language education strategy known as Suggestopedia was developed in the 1970s by psychologist Georgi Lozanov of Bulgaria. The name combines the words "suggestion" and "pedagogy," with the fundamental notion being that rapid learning happens when it is combined with positive suggestion and the de-suggestion of psychological barriers. In order to do this, sessions are conducted in a nice atmosphere with calming music while the teacher actively seeds and eliminates thoughts from the students' minds.

## FEATURES OF SUGGESTOPEDIA

- Target language/mother tongue
- Bright, cheerful classrooms with comfortable chairs
- Soothing background music
- Positive suggestion and negative "de-suggestion" by teacher
- New identities for learners with TL names and new occupations
- Printed TL dialogues with MT translation, vocabulary and grammar notes
- Reading of dialogues by teacher, rhythm and intonation matched to music
- Reading of dialogues by learners just before sleeping and on rising
- Classroom activities based on dialogues, including Q & A, games and song

## SHORT HISTORY

It is ideal to utilize Suggestopedia, a teaching strategy that focuses on how to cope with the relationship between mental capacity and learning ability, to teach speaking to young language learners. George Lozanov, a psychologist and educator from Bulgaria, developed this approach and first used it in 1975. Maleki (2005) thought that if we apply our brainpower and inner resources, we can learn much more than we think. Additionally, De Porter (2008) asserted that the majority of students only employ 5 to 10 percent of their mental capacity and that the human brain is capable of processing large amounts of information given the proper conditions for learning when relaxed. Lozanov developed a learning tool called suggestopedia that made use of multimedia. Lozanov created suggestopedia for learning that capitalized on relaxed states of mind for maximum retention material.

Suggestopedia is an effective comprehensible input based method with a combination of desuggestion and suggestion to achieve super learning. The most important objective of suggestopedia is to motivate more of students' mental potential to learn and which obtained by suggestion. Desuggestion means unloading the memory banks, or reserves, of unwanted or blocking memories. Suggestion then means loading the memory banks with desired and facilitating memories

## THE PRINCIPLES OF SUGGESTOPEDIA

**1. The goal :** The term 'Suggestopedia', derived from suggestion and pedagogy, is often used loosely to refer to similar accelerated learning. The goal is to accelerate the process of language learning. In order to achieve this goal, the students' psychological barriers must be minimized. And the students' mental power must be maximized. Learners have commonly set a limit on their abilities. For instance, students may say, "Oh, it's too late for me, I am too old, "or" How can I remember that amount? Nobody can!" Lozanov says that by using this method.

**2. The role of the teacher and the Students :** The relationship between the teacher and the students is like

parents and children. The teacher is the authority in the classroom. He is sources having great authority. The students will retain information better from someone in whom they have confidence. Once, the students trust the teacher, they can feel more secure, they can be more spontaneous and less inhibited.

### 3. Characteristics of the teaching/ learning process:

The teaching- learning process of suggestopedia instruction are "learner-centered". The learning climate is established that is free from anxiety and cooperation within the group is perceived as supportive. The consciously designed learning environment, consisting, for example, of a bright, cheerfully decorated room, flowers, and a seating order which allows eye-contact among learners as well as maximum freedom of mobility is designed to increase the joy of learning and to create a positive learning environment. The learner is able to practice the material in a playful manner in order to be able to apply it freely and creatively in new contexts. These exercises are designed to promote learning through life-like contexts.

**4. The nature of student-teacher, student-student interaction :** The teacher initiates interactions with the whole group of students and with individuals from the beginning of the course. Later, the students initiate interaction themselves.

**5. The feelings of the students :** are encouraged to be as "childlike" as possible, yielding all authority to the teacher. Students thus become "suggestible". A great deal attention is given to students' feelings. One of the fundamental principles of the method is enhancing the students' feelings of relax and confidence.

**6. The language skills that are emphasized :** Speaking communicatively are emphasized. Lozanov states that the suggestopedic course directs the students to act communications.

**7. The role of the students' native language Native :** language translation is used to make the meaning of the dialog clear. The teacher also uses the native language in the classroom when necessary. As the course proceeds, the teacher uses the native language less and less.

**8. The way the evaluation is accomplished :** Evaluation is usually conducted on students' normal in-class performance and not through formal tests, which would threaten the relaxed atmosphere considered essential for accelerated learning

**9. The way the teacher responds to student errors:** Errors are corrected gently, with the teacher using soft voice.

## TEACHER'S ROLES

Teacher should create situations in which learners are most suggestible and then to present linguistic material in a way most likely to encourage positive reception and retention by learners. Lozanov lists several expected teacher behaviors as follows :

- Show absolute confidence in the method.
- Display fastidious conduct in manners and dress.
- Organize properly, and strictly observe the initial stages of the teaching process-this includes choice and play of music, as well as punctuality.
- Maintain a solemn attitude towards the session.
- Give tests and respond tactfully to poor papers (if any).
- Stress global rather than analytical attitudes towards material.
- Maintain a modest enthusiasm.

## CONCLUSION

The learning environment for teachers will include a variety of situations and pupils. Therefore, when selecting and utilizing various types of approaches to teach various language skills, teachers should be imaginative and astute. Suggestionpedia is a teaching tool that teachers can use. It's tough yet really fun to use suggestopedia. It is evident from a few factors. It offers some advantages on the one hand, but it also has some drawbacks.

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# FAMILY RELATIONSHIP IN A.K. RAMANUJAN'S OBITUARY

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## ABSTRACT

*The paper deals with the speaker telling the reader that his father died. When he died, he left behind a lot. It focuses the themes of familial relationships, experience, emotional and memories. The poet recalls his past memories through the medium of poetry. The poem ends with an emphasis on the importance of the rituals.*

*Key words : Memory, Relationship, personal, feelings, Hindu and Rituals*

## INTRODUCTION

Ramanujan is a versatile author. He has written fifteen books which include verse in English and Kannada. This poem too is from the second collection of Ramanujan's poem Relation: Poem, published in 1971. An obituary is an account of the life, career, and achievements of the people who have passed away. These are published in the newspapers for the benefit of the public. This is a poem that Ramanujan has written for his deceased father long time after his demise. He talks of the legacy that his father left for his sons and daughters. The tone of the poem is uncaring and mock-ironic, but this appears to be only a cover his grief and his seriousness. When the poet's father expired, he left for his heirs a desk full of papers, doubts that had to be paid, an ill bedwetting grandson and an old and decaying house. He also left a legacy of his ashes and two coins that had been used to close his eyes upon his death.

This poem shows how skilful strategy of Ramanujan transmutes personal feelings into art. Cast in an ironic mould, the poem makes almost a newsreel presentation of the uneventful life of the poet's father who had a caesarean birth and who died of heart attack. He was poor, underwent deep suffering and left a legacy of debts and daughter'. Beyond the facade of this narrative of the uneventful life of the poet's father lies the feelings of intense personal grief and concern of the poet." Ramanujan's poetry bounds references to father, mother, grandfather, sister, wife cousin etc. This gives the impression that the family is his main poetic concern" ( Satishkumar, 198)

In fact, this is a poem of memory and reflection. The 'unburnt' eye and the half burnt' spinal discs' show the horror of the death and the legacy of responsibility. The poem blends levity and seriousness like a metaphysical poem. The harsh sounding word 'dust', 'debt' and 'daughter' suggests the nature.

This poem is a comic-serious evaluation of a dead father; the poet estimates what his father meant when he was alive, and what he adds up to now that he is dead. He has left an odd legacy of people and things. He is given a proper funeral; and the dates of his birth and death on the headstone, are the dates of those two events over which he had no control. His obituary was published in a newspaper, copies of which came to be used to contain groceries. The poet's mother is the person who misses the dead man most.

Though his father was the inflammable kind, and had burnt property' there were some unburnt but charred pieces of bones, which were left behind after the cremation. They had thrown the ashes that were left behind confluence of three rivers, near a railway station, as per the behind, at left priest. He left nothing else behind. The poet in this way tells the readers of the poverty of his father, and the suffering that resulted from his poverty. This also illustrates his love for his father and the grief he suffers at his death. The poet uses 'negative of caution' to warn us against presuming that his death. The stone had been erected in the memory of his dead father or to record the story of his life. He says that his father was a poor and ordinary person, for whom death must have been a kind of salvation from a tedious life.

Maintaining the same tone of mockery, the poet says that his father did a lot of things in his life, rather, he didn't do anything, things just happened to him. He gives as example his birth through caesarean section, in a slum inhabited by poor Brahmins, and his death in a fruit market where he suffered a heart attack and died. These, the poet feels are two most noteworthy actions of his father's life. But even these are not fit enough to merit a mention on a head stone. No one remembers these events save for the poet who remembers these with love and grief. The very fact that remember of these events says a lot for the love

the poet holds for his father, and the grief he suffers at his demise. He uses a careless and mocking style to hide his true love for his father, but mention of the two most significant events in his father's life, viz -birth and death, depict his deep feeling his dead father. His obituary reminds one of the elegies written by W.H Auden, to mourn the death of the great poet W. B Yeats.

The real concern and consideration that the poet feels for his father are brought to the fore by the fact that he reads old newspapers in the hope of finding the two lines, which someone has told him, have been published in Madras newspaper, mentioning his father. The poem ends as it had begun with the list of things that his father had left behind as inheritance for his offspring's. To odd to the list mentioned in the beginning the poet now lists the other things that his deceased father has left behind. This list includes a mother who has changed into a widow, and who is also affected by the grief of having lost her husband. Besides this, the father also leaves behind some age old rites to be performed every year as per the prevalent traditions and custom of the Hindus. This way, he links his familiar life with traditional the historical, making what is personal and individual more general. The tone of the poem keeps oscillating between the frivolous and solemn. This constant change in the tone makes the poem emotional and a lot more appealing. The last four lines of the elegy show, 'western -trained intellect looking at things oriental with a detached interest,

The Poem Obituary reflects the memory of the poet. The poet comes to know the sad news

of his father's death through the paper cone from the grocer's shop. The poem blends levity and seriousness but the way of the presentation is humorous.

**"But some told me  
He got two lines  
In an inside column  
Of madras newspaper  
Sold by the kilo  
Exactly four week later  
To street hawkers" (Ramanujan, 114 )**

Thus, A. K. Ramanujan seeks his poetic inspiration from the dead past and turn it into vivid poem. The language of the Poem ' The obituary' takes on a tone of strangeness that in actual experience. It does not have. It is not certain whether it is due to improper usage of idioms, there is no concrete proof to support such an impression, or whether it is because the poet wants to convey something very vivid to his foreign reader, something he isn't very confident of, and cannot express himself very eloquently. The common

and everyday business of a grocery store are portrayed as dramatic and comical, the reasons for such a portrayal are quite unfathomable for the Indian reader.

Obituary tells us of the father and gives a hint of all that happens to a family after the death of the patriarch. The poet first gives a list of the things that he has inherited - assets as well as liabilities.

**"father, when he passed on  
Left dust  
On a table full of papers  
Left debts and daughters,  
A bed witting grandson  
Named by the toss  
Of a coin after him" (Ramanujan, 114)**

In the opening passage of the poem, the poet uses two figures of speech such alliteration ' debts and daughter' and bathos to impress upon the readers that he had inherited a huge liability from the father slightly balanced by an asset, grandson. But this itself is ironical because the grandson is the procreation of the son and not the father.

In the second passage, the poet tells us that his father left for him a dilapidated house and an old coconut tree. Then, he uses pun in the following lines to describe the character of his father.

**"Being the burning type  
He burned properly  
At the cremation  
As before" (Ramanujan, 115)**

Then mortal remains of the father was to be collected and the religious rites to be performed as per the priest's direction. Ramanujan has eyes for details and gives vivid description of it in the following lines:

**"left his eye coins  
In the ashes that didn't  
Look one bit different  
Several spinal disc, rough  
Some burned to coal, for sons  
And throw as the priest  
Said, facing east  
Where three river met  
Near the railway station" (Ramanujan, 115)**

It is Hindu ritual to throw the mortal remains of a person to a river. Here the Ganges, the Yamuna and Saraswati meet and that place is considered auspicious by the Hindus. Then the poet refers to 'Stones' being placed with brief bio data of the dead at public places like burning Ghats or places of worship with a view to immortalise him. His father, as he tells us had a caesarean birth and his death was caused due to heart failure. Obituary in the columns of daily newspaper has lost its importance these

days and therefore, readers do not take it seriously. Even when the newspaper on its own publishers somebody's obituary, it is also missed upon the readers. That is how the obituary of the poet's father was missed and ironically these two lines obituary in a column was discovered from a grocery shop sold to it by a street hawker. The poet tells us with a mocking tone that lately he has developed the habit of purchasing small groceries to read obituary column.

K N Daruwalla commented that "one of confronted with an intricate texture, both visual and cultural in A.K Ramanujan's poetry. Drawing on the past, the cultural heritage and the strong ties of kinship in the orthodox Hindu, he uses language which is rich in subtlety, nuance and colour, and yet retains its precise, adjusting both to reveries and pointed thrust of immediate experience" ( Satishkumar, 199)

Finally the tone of the poem changes and assumes the gravity when the poet mentions his mother. Thus he writes:

"and he left us  
A changed mother  
And more than  
One annual ritual"


(Ramanujan, 115)

Conclusion: The mixing up of the levity with seriousness runs all through the poem. The modulation of tone of the poem shifts now and then as Ramanujan presents a social picture through the ' obituary' of his father in an intimate manner. He speaks to us in a conversational tone and colloquial rhythm and the poem becomes truly an evocative one that reminds us of own situation.

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# CHALLENGES TO INDIAN DEMOCRACY : AN OVERVIEW

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## ABSTRACT

*Democracy is a form of government in which people either directly or indirectly participate in the decision-making process through a system of representation involving periodically held free elections. The Democracy of India is considered as the largest democracy in the world. In a democracy, authority is enjoyed by the people or their representatives and people are the final authority in every field of system of governance. However, in modern India, democracy has faced a lot of challenges like social and economic inequalities, poverty and unemployment, Illiteracy, Casteism, communalism, corruption, terrorism, population explosion. It is required to be addressed to sustain true parliamentary democracy in India. This paper tries to examine and analyse the existing democratic system in India & its implication towards the democratic system of the world. It also suggests certain possible measures or institutional reforms in order to ensure a healthy and sustainable democracy for India.*

**Keywords:** Democracy, Illiteracy, Casteism, Corruption, Unemployment, Terrorism

## INTRODUCTION

We are proud to be the largest democracy in the world. For more than sixty five years we have witnessed the conduct of successful elections, peaceful changes of government at the Centre and in the States, people exercising freedom of expression, movement and religion. India has also been developing and transforming economically and socially. At the same time we, quite often, listen complains about prevalent inequalities, injustice or non-fulfillment of expectations of certain sections of the society. These people do not feel themselves participative in the democratic process. You may ask why it is so. You have already read in earlier unit that democracy means 'government of the people, for the people, and by the people'. It means democracy is not limited to just a process of election, but also fulfilling social and economic aspirations of the people. In India we keep on debating these various aspects of democracy and its achievements and challenges. For a better understanding of the same, we discuss this in this lesson.

## OBJECTIVES

After studying this lesson, you will be able to:

- Understand the meaning of democracy in its different aspects;
- Appreciate the introduction and development of democracy in India;
- Identify major problems and challenges being faced by Indian democracy;
- Recognize the corrective measures for improving the Indian democratic system; and
- Explain the roles of citizens in making an efficient and successful democracy.

## UNDERSTANDING DEMOCRACY

Let us begin with understanding the meaning of democracy and the conditions that are essential for its successful functioning. This will help us in appreciating the challenges to Indian democracy.

## MEANING OF DEMOCRACY

Long back, former President of the United States of America, Abraham Lincoln said, "Democracy is a government of the people, for the people, and by the people." The term 'democracy' comes from the Greek word demokratia which means "rule of the people". It was coined from two words: demos that means "people" and Kratos which refers to "power". That is, in a democracy the power rests with the people. This meaning is based on the experiences of the governments that existed in some of the Greek city-states, notably Athens. And, today also, democracy is defined as a form of government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodic free elections. When you examine the definitions of democracy, as suggested above, you will find that most of those definitions define democracy as a form of government which is run by the elected representatives

Democracy has been defined in many ways. Bryce believes that "Democracy really means nothing more or less than the rule of the whole people, expressing their Sovereign will by their votes". MacIver observes, "Democracy is not a way of governing, whether by majority or otherwise, but primarily a way of determining, who shall govern, and broadly to what ends".

Which aspect of democracy is reflected in these definitions, political, social or self? You have seen above that in the present age democracy is just not limited to

political democracy. It means more than a mere form of government. In its comprehensive form, democracy means, or ought to mean,

- i. a form of government,
- ii. a type of state,
- iii. a pattern of social system,
- iv. a design of economic order, and
- v. a way of life and culture. Therefore,

when we say that India is a democracy, we mean not only that its political institutions and processes are democratic but also that the Indian society and every Indian citizen is democratic, reflecting basic democratic values of equality, liberty, fraternity, secularism and justice in the social environment and individual behavior.

### ESSENTIAL CONDITIONS FOR DEMOCRACY

A system can be termed as a genuine and comprehensive democracy only when it fulfills both political and socio-economic aspects of people's participation and satisfaction. Let us identify those. There may be two major categories: (a) political conditions, and (b) social and economic conditions - the fulfillment of the first leads to political democracy and the second as social democracy. Obviously, the first and the foremost are political conditions of democracy. It is essential that for a system to be democratic, we must adopt a Constitution and laws that vest supreme power in the people. The human rights and fundamental rights, such as equality, liberty of thought and expression, belief, movement, communication and association must be protected by the Constitution. The democratic system has to have universal adult franchise as the basis of electing representatives at various levels of the government. Moreover, opportunities for political participation of all the citizens not only in elections at regular interval, but also in other aspects of the political process have to be made available. There has to be a responsible government in which the executive is answerable to the legislature, the legislature to the people and the Judiciary to remain independent. Political institutions like political parties and interest and pressure groups (associations, various non-governmental organizations) must be functional for expressing popular needs, demands and grievances. A democratic system is strengthened if it maintains an enlightened public opinion in its various forms through free press and other communication processes. Political democracy is thus one which incorporates all the above political traits. Can you think of a few more essentials of democracy, especially in the context of the ideas discussed in the previous lessons? You may also be interested in knowing the social and economic conditions of democracy. A democratic system has to ensure that the social development is in tune with democratic values and norms reflecting equality of social

status and opportunities for development, social security and social welfare. Citizens must avail opportunities of universal and compulsory education. They must also be enabled to utilize means of economic development. The fruits of economic development must reach all and especially to the poor and the deprived sections of the society. Socio-economic development of the people strengthens social democracy.

### TYPES OF DEMOCRACY

Generally, the practice of democracy in ancient Greece was known as the 'City state system'. In this system, People exercised their power of governance. Hence, it can be said that it was a system of government by the whole people of a democratic country. In ancient Greece, the system of 'City State', democracy is rule and control by qualified persons and citizens of the country. In other words, Democracy or the people's rule was under the control of governance by the citizens. Democracy can be classified into two types. Such as - Direct Democracy and Indirect Democracy. For the first time, the direct democracy system was practiced in ancient Greece. In the system of direct democracy, the peoples of the country assemble together for the enactment of laws required for governance and they implement these rules too. Citizens were also engaged directly in the judicial process of the country. Citizens themselves used to perform these duties as per the provision of democracy. In a nutshell, it can be said that citizens have the power to participate directly in the process of governance as well as in the decision-making process of the country. Switzerland is one of the best examples of direct democracy in the world. Another type of democracy is Indirect Democracy. In this type of democracy, citizens indirectly participate in the decision-making process of the country through their representatives. In the present society, most of the countries of the world accepted indirect democracy as the best form of democracy because of the large size and vast populations. As this system is by the representatives, it is also known representative democracy. The country like India is the best example of indirect democracy and also considered as the largest democracy in the world. In India, due to large populations and vastness of the country, People elect their representatives at the centre, state and local levels in India.

### CHALLENGES TO INDIAN DEMOCRACY

Since independence India has been functioning as a responsible democracy. The same has been appreciated by international community. It has successfully adapted to the challenging situations. There have been free and fair periodic elections for all political offices from the panchayats to the President. There has been smooth transfer of political power from one political party or set of political parties to others, both at national and state levels on many

occasions. You will find many examples in our neighboring countries like Pakistan, Myanmar and even Bangladesh where transfer of power has been done through military coups. The legislative, executive and judicial organs have been functioning properly. The Parliament and the State Legislatures control the Executives effectively through the means like question hours, etc. More importantly, some significant enactments like the Right to Information (RTI) Act 2005, Right to Education 2009 and other welfare means have empowered the people. The mass media, including print and electronic, have full autonomy and play a key role in formulating and influencing public opinion. Significant social change has taken place in almost all walks of life and the nation is moving ahead on course of socio-economic development. India is a very large country full of diversities - linguistically, culturally, and religiously. At the time of independence it was economically underdeveloped. There were enormous regional disparities, widespread poverty, illiteracy, unemployment, and shortage of almost all public welfare means. Citizens had enormous expectations from independence. As mentioned above, India has changed a lot. Yet, there are various challenges that the country faces in terms of fulfillment of expectations of various sections of society. The challenges come both from prevailing domestic and international conditions as well as lack of adequate prerequisites for a smooth functioning of democracy. These are discussed below.

## 1. ILLITERACY

Illiteracy among people was a matter of grave concern for the successful functioning of democracy in India on the eve of independence and it still continues to be a major challenge. The level of education of citizens is a key to both the successful functioning of democracy and socio-economic development of the country. And perhaps, more importantly, it is an essential condition for human dignity. But the state of formal literacy was almost dismal when India achieved independence. The literacy rate in 1951 was mere 18.33 per cent and female literacy was negligible with 8.9 percent. It was, therefore, feared by many that the citizens would not be able to play their roles effectively and exercise their right to vote meaningfully which is an individual's expression of the power of the people. As you also know, this apprehension, however, has been proved wrong by the Indian electorate over the years. In spite of a substantial number of them being illiterates, they have demonstrated maturity in the exercise of their right to vote on more than one occasion thus resulting peaceful transfer of political power since independence. The Indian National Congress under the leadership of Ms. Indira Gandhi was very popular and powerful during the early part of 1970s. But in 1977's general election, the people of India rejected her primarily because of the misuse of power during emergency in 1975-1977 and provided an opportunity to

the first non-Congress government at the Centre in form of the Janata Party. After that there have been changes in the governments both at the Centre and in the States almost regularly. Literacy is necessary not simply for enabling citizens to participate in elections and exercise their right to vote effectively, it has other important implications as well. Literacy enables citizens to be aware of various issues, problems, demands, and interests in the country. It also makes them conscious of the principles of liberty and equality of all and ensures that the representatives elected by them truly represent all the interests in the society. Universal literacy is therefore a must for the successful functioning of Indian democracy. Although according to 2011 Census, the literacy rate has risen to 74.04 per cent, the female literacy rate is still lagging at 65.46 per cent. This means that over one-fourth of the country's population is still illiterate while among women nearly one out of three is not literate. If the children have access to basic education, the problem of illiteracy can be checked. Recently, the Right to Education is provided as a fundamental right. We hope that this will help the cause of educating the children universally.

## 2. POVERTY

It is generally said that for a hungry person right to vote does not have any meaning. For him/her the first requirement is food. Therefore, poverty is considered as the greatest bane of democracy. It is, in fact, the root cause of all kinds of deprivations and inequalities. It is the state of denial of opportunities to people to lead a healthy and fulfilling life. Of course, India inherited poverty from the long exploitative British colonial rule, but it continues to be one of the gravest problems today. Even now a considerable proportion of Indian population lives below poverty line, called 'BPL'. The poverty line means an income level below which human beings cannot provide for their basic necessities of food, much less for clothes and shelter. The governmental definition of poverty line during the 1960s sought to measure the extent of poverty on the amount of income required to purchase a barest minimum desirable food having nutritional standards of caloric intake by a person. According to it, in Indian conditions, a person in rural areas needs an average of 2400 calories per day and in urban areas an average of 2100 calories per day in order to keep himself above the poverty line. During the 1990s non-food items like clothes, employment, shelter, education, etc. got included in the definition of poverty. Poverty in the contemporary phase is linked with systemic deprivation of rights. It is also associated with the notion of Human Development Index (HDI) as championed by Mabud-ul-Haq and Amartya Sen. Viewed from the HDI perspective, the definition of poverty also includes socio-economic-political and human rights issues under its ambit. Based on the current criteria, the

Planning Commission estimated the poverty ratio to be 28.3 per cent in rural areas, 25.7 per cent in urban areas and 27.5 per cent for the country as a whole in 2004-05. India was ranked 134 out of 182 countries of the world by Human Development Report 2009 of the United Nations Development Programme (UNDP). The persisting phenomenon of poverty is attributed to many factors, one of which is mass unemployment and under-employment. A large number of people in rural areas do not have regular and adequate work. In urban areas also the number of educated unemployed is very high. The growing population is regarded as a reason for poverty, though population is considered as the greatest resource in the country. In fact, the process of economic development has not been able to ensure social justice and gap between rich and poor has not been bridged. Because of all this, poverty continues to remain a great challenge to Indian democracy.

### 3. GENDER DISCRIMINATION

Discrimination against girls and women exists in every walk of life. You must have had such experiences of prevailing gender inequality in our society and polity. But we know that gender equality is one of the basic principles of democracy. The Constitution of India enjoins upon the State to ensure that men and women are treated as equals and there is no discrimination against women. Fundamental Rights and Fundamental Duties as well as the Directive Principles of State Policy make these intensions very clear. But the discrimination against females continues to be a fact of life. It is clearly reflected in the sex ratio, child sex ratio and maternal mortality rate. The number of females in comparison to males has been declining ever since 1901. In 1901, the sex ratio was 972 females per 1000 males. It came down to 927 females per 1000 males in 1991. According to 2011 Census it is 940 females per 1000 males which is still very unfavorable to females. In some of the States, the 2011 Census reported a very low sex ratio of 877 females per 1000 males (Haryana), the lowest being 618 in Daman & Diu and 866 in the NCT of Delhi. The child sex ratio is a matter of greater concern. According to 2011 Census, the child sex ratio (0-6 years) in India is only 914 female children per 1000 male children. This is lower than the 2001 Census which reported child sex ratio of 927 female children per 1000 male children. It has been declining because of several factors, like the prevailing preference for male child, discriminatory treatment against the girl child right after birth, and the increasing incidence of female infanticides and female feticides. By using technology, people are forcing mothers to get the fetus of a female child aborted. The infant mortality rate among girl children is high, as compared to that among boy children. The maternal mortality ratio as per the Sample Registration System 2004-06 is 254 per lakh live births, which is considered very high.

### 4. CASTEISM, COMMUNALISM, RELIGIOUS FUNDAMENTALISM

The Indian democracy faces serious challenges also from casteism, communalism and religious fundamentalism. They weaken the functioning and stability of democratic system.

**a. Casteism :** The caste system which presumably originated in the division of labour in the ancient society has become a more or less rigid group classification, based on birth. Have you ever experienced the role of caste in your life and society? You will agree that the most detrimental and inhuman aspect of the caste system is the practice of untouchability which is continuing in spite of the constitutional ban imposed on it. This has led to segregation of so called low castes or 'Dalits', depriving them of education and other social benefits. The Dalits have been typically performing menial labour and some of the hardest physical work in society. Casteism has played a negative role even in the democratic political processes. In fact, casteism has become notorious as a strategy of exploitation of caste consciousness for narrow political gains. The caste system acts against the roots of democracy. The democratic facilities - like fundamental rights relating to equality, freedom of speech, expression and association, participation in the electoral process, free media and press, and even legislative forums - are misused for maintaining casteist identity. Casteism has also been contributing towards continuation of socio-economic inequalities. It is true that India has been an unequal society from times immemorial. The Scheduled Castes (SCs), the Scheduled Tribes (STs) and the backward classes have suffered down the ages from socio-economic deprivations. There are enormous inequalities in our society which are posing serious challenge to Indian democracy. What is more alarming is the mixing of caste and politics resulting into 'politicization of caste' and 'casteization of politics' in contemporary Indian polity which has become a grave challenge to our democracy? Despite the era of liberalization and globalization caste consciousness has not been eroded in our society and castes are being increasingly used as vote bank politics.

**b. Communalism :** Communalism and religious fundamentalism have acquired a very dangerous form and alarming proportion in India. They disrupt the pattern of co-existence in our multi-religious society. Communalism is an affront to India's nationalist identity and a tragic setback to its evolving secular culture. It is subversive of our democratic political stability and destroyer of our glorious heritage of humanism and composite culture. Quite often, communalism is wrongly used as a synonym for religion or conservatism. Adherence to a religion or attachment to a religious community is not communalism.

**c. Religious Fundamentalism :** Religious fundamentalism also reinforces communalists in exploiting both

religion and politics. In fact, fundamentalism acts as an ideology which advocates a return to orthodoxy and a strict compliance to the fundamental tenets of religion. Religious fundamentalists vehemently oppose progressive reforms in order to establish their exclusive control on their respective communities.

## 5. REGIONALISM

Indian democracy has also been struggling with regionalism which is primarily an outcome of regional disparities and imbalances in development. We all know that India is a plural country with diversities of religions, languages, communities, tribes and cultures. A number of cultural and linguistic groups are concentrated in certain territorial segments. Although development process in the country aims at growth and development of all regions, the regional disparities and imbalances in terms of differences in per capita income, literacy rates, state of health and educational infrastructure and services, population situation and levels of industrial and agricultural development continue to exist. Existence and continuation of regional inequalities both among States and within a State create a feeling of neglect, deprivation and discrimination. This situation has led to regionalism manifested in demands for creation of new States, autonomy or more powers to States or even secession from the country. It is true that regionalism and sub-regionalism are unavoidable in a vast and plural country like India. It is not always correct to consider every attempt to support or defend regional or sub-regional interests as divisive, fissiparous and unpatriotic. The problem begins when these interests are politicized and regional movements are promoted for ulterior political motives. Such unhealthy regional or sub-regional patriotism is cancerous and disruptive. The continuing regional imbalances have given rise to militant movements in certain parts of our country. Separatist demands in Jammu and Kashmir or by ULFA (United Liberation Front of Assam) in Assam or by different groups in the North-Eastern region are matters of grave concern for Indian polity.

## 6. CORRUPTION

Corruption in public life has been a major concern in India. In 2011, India was ranked 95th of 183 countries defined as corrupt in Transparency International's Corruption Perceptions Index (CPI). In fact, corruption is rampant in all walks of life, be it land and property, health, education, commerce and industry, agriculture, transport, police, armed forces, even religious institutions or so-called places of spiritual pursuits. Corruption continues to exist in covert and overt ways at all three levels - political, bureaucratic and corporate sector. One can see the nexus between the politicians, the bureaucrats and the industrialists which has resulted into corruption and corrupt practices. The tentacles of corruption have affected all

organs of government, including the judiciary. Above all, corruption in electoral processes and bribing of voters who participate in elections at different levels has now become a common practice. Have you or your friends observed this happening during elections in the recent past? In recent years, various scams have been coming out in our country in quick succession. In fact, corruption is a sign of political instability and institutional decay, challenging seriously the validity and propriety of governance. We as citizens should take a vow not to indulge in corrupt practices at any level and contribute in eliminating corruption from our country.

## 7. CRIMINALIZATION OF POLITICS

In recent years, criminalization of politics in India has become a debatable issue. There have been allegations that there are some elements in politics who do not have faith in democratic values and practices. They indulge in violence and take refuge in other unhealthy, undemocratic methods to win elections. Undoubtedly, this is not a healthy trend in politics and there is an urgent need to apply serious check on such tendencies. Criminalization of politics is the very negation of democratic values and has no place in a democratic set up. Democracy can be strengthened by adopting and promoting democratic values and shunning criminal activities. Recently, the judiciary, while taking a serious note of criminal tendencies in politics, has showed signs of adopting remedial measures to apply a serious check on such elements. The Central government and many State governments have been taking steps to address this issue effectively. This is a matter of great satisfaction and a healthy sign for the successful functioning of democracy in our country. We, as awakened citizens and as voters of the largest democracy in the world, can also contribute by discouraging such persons who have a criminal background, from contesting elections.

## 8. POLITICAL VIOLENCE

Violence has been with us for long, but use of violence for political end is dangerous for the existence of any system. In India we have been witnessing various forms of violence. Communal violence, caste violence and political violence in general have attained serious proportion. Communal riots are engineered by vested interests for political, religious and economic reasons. Caste violence in various shapes has been increasing. Despite agricultural development, abolition of zamindari system, and developments like green revolution and white revolution, there are still powerful feudal elements in the society. A serious conflict of interests has emerged between higher and middle castes and this has led to aggressive competition for political power which many a time leads to violence.

Another aspect of caste violence is the backlash of the higher castes against the growing awareness and assertion of their rights by the Dalits and lower castes,

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# A STUDY ON WOMEN EMPOWERMENT INPUTS TO WOMEN STUDENTS IN HIGHER EDUCATION COLLEGES OF HASSAN DISTRICT OF KARNATAKA STATE

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## ABSTRACT

*The present study titled "Women Empowerment Inputs to Women Students in Higher Education Colleges of Hassan District of Karnataka State" was a Descriptive Survey Study. This study refers to the awareness created in the women students by means of the "Women Empowerment Inputs" received by them on the College Campus in variety of forms in the course of their study in Higher Education.*

*In this study the investigator was interested to find out the Inputs received by the women students in Higher Education Colleges of Hassan District by way of interactions in the college Campus in the form of Lectures, Seminars, Assemblies, Informal talk with peers and faculty members, Library reading and so on.*

*This study comprises a brief summary of the Need of the Study, Objectives of the Study, Variables of the Study, Sample of the study, Tools used to collect meaningful Data, Statistical Techniques used and the Major Findings of the Study. This also contains the Educational Implications of the Study and the Suggestions for further research in this field.*

## INTRODUCTION

Higher Education in India is defined as the education attained after the completion of 12 years of schooling. Higher Education for women has gained a wider role and responsibility of all over the world. "Women Empowerment Inputs" enkindle the potential abilities of a woman to be self-actualized and dignified human being in the family, community, society and the world at large. Empowerment Inputs awakens her to the existing status of a woman in and around her. Empowerment does not mean to overpower but its all about, one's confidence, freedom and security in all forms. Women Empowerment is not that something which depends on exterior factors, but environment be it cultural or social contributes a lot to woman's status.

Higher Education of women plays a crucial role in releasing their energy, creativity and enabling them to meet the complex challenges of the present world. In acknowledge them as potential human resources, investment must be made in developing their capacity in terms of education, skill development and technology transfers through technical training. Special emphasis needs to be given to Research and Development of appropriate scaled-down occupations engaging women in large proportions. Illiteracy and cultural barriers need to be removed without any further delay. For women to make personal strides forward, a synergy of effort, concentrations, planning and cohesive functioning at the Higher Education

level will create possibilities of a different future. By extending women's visibility and their self-sustaining ability, Higher Education must train them to become leaders with decision making capacities to achieve the best for themselves and the country.

Women Empowerment and Higher Education is surely to make a difference in the life of a woman specially an Indian Woman in her decision making ability, mobility utility chances, awareness of the legal, political, constitutional facilities, freedom of expression, right for information and economic security. An empowered woman with the weapon of education will surely gain her status in the family, society and the country. Hence the need was felt to explore the awareness received by women students on Higher Education Colleges.

## NEED FOR THE STUDY

Today although literacy rate of female is comparatively higher than in earlier times and woman has more participation in politics, job opportunities are increased, has greater autonomy in decision making in the family, community and society, more freedom for expression and right for information and mobility chances are much high, yet woman has not received equal status in the family, community and the society. Cultural, religion, superstitions, myths and beliefs make the life of a woman miserable.

Education is important for everyone, but it is especially significant for girls and women. This is true not only

because education is an entry point to other opportunities, but also because the educational achievements of women can have ripple effects within the family and across generations. Investing in girls' education is one of the most effective ways to reduce poverty. An investment in secondary school education for girls yields especially high dividends.

Girls who have been educated are likely to marry later and to have smaller and healthier families. Educated women can recognise the importance of health care and know how to seek it for themselves and their children. Education helps girls and women to know their rights and to gain confidence to claim them. However, women's literacy rates are significantly lower than men's in most developing countries.

Hence the Investigator was interested in measuring Inputs in Higher Education Colleges, as Education only will make her free and enable her to make herself empowered.

### SAMPLE OF THE STUDY

No. of Colleges	Rural				Urban			
	Govt.	Aided	Govt.	Aided	Govt.	Aided	Govt.	Aided
	College-1	College-2	College-1	College-2	College-1	College-2	College-1	College-2
	50	50	50	50	50	50	50	50
	100		100		100		100	
<b>Total</b>	<b>200</b>				<b>200</b>			

### TOOLS USED IN THE STUDY

An Inventory (Check List) was constructed by the Investigator as a Tool for the Study of Women Empowerment Inputs in Higher Education Colleges.

### STATISTICAL TECHNIQUES OF THE STUDY

- Descriptive Statistics :** Mean, Median and Standard Deviation.
- Inferential Statistics :** 't' test was employed to find out the difference in the Mean Score of groups with respect to
  - Locality / Area - Rural and Urban
  - Type of College - Government and Private

### ANALYSIS AND INTERPRETATION OF THE DATA

#### Analysis and Interpretation of Objective One

The first objective of the study, the Investigator was to Study the Present Status of Women Empowerment Inputs to women students in Higher Education Colleges of Hassan District of Karnataka State. To analyze this objective the

### OBJECTIVES OF THE STUDY

- To Study the Present Status of Women Empowerment Inputs to women students in Higher Education Colleges
- To Study the Difference in the Status of Women Empowerment Inputs to Women students between Rural and Urban Colleges of Higher Education.
- To Study the Present Status of Women Empowerment Inputs to Women students in Government Colleges of Higher Education.
- To Study the Present Status of Women Empowerment Inputs to women students in Aided Colleges of Higher Education.

### VARIABLES OF THE STUDY

The only variables of the study is Women Empowerment Inputs in Higher Education.

Descriptive Statistics namely, Median, Standard Deviation and Skewness. Frequency Distribution of the scores on Present Status of Women Empowerment Inputs in Higher Education are given in the below table.

**Table-1: Frequency Distribution of the scores on Present Status of Women Empowerment Inputs to women students in Higher Education.**

Class Interval (C.I)	Mod-Point (x)	Frequency (F)	Smoothed Frequency(Smf)
19-28	023.5	003.0	1.3
29-38	033.5	001.0	4.0
39-48	043.5	008.0	9.3
49-58	053.5	019.0	31.0
59-68	063.5	066.0	66.6
69-78	073.5	115.0	118.6
79-88	083.5	175.0	159.6
89-98	093.5	189.0	129.3
99-108	103.5	024.0	71.0
109-118	113.5	000.0	0.0
		N = 600	

**Table-2: Distribution of Mean Percentage Scores and Number of Scores of Women Empowerment Inputs in 12 Colleges of Hassan District.**

Women Empowerment Inputs	Unsatisfactory	Satisfactory	Highly Satisfactory	Total
Number	78	414	108	600
Percentage	13	69	18	100

### INTERPRETATION

From the above table, it is shows that 69% of scores in Women Empowerment Inputs lay between 13% and 18%. This indicates that 18% of the scores in Women Empowerment Inputs fall above 69% and 13% of the scores fall below 69%. This indicates that the Women Empowerment Inputs to women students in Higher Education Colleges is Average.

The Mean, Median, Standard Deviation and Skewness were calculated in the distribution of scores on Women Empowerment Inputs to women students in Higher Education. The results are given below.

**Table-3 : Number(N), Mean(M), Median(Mdn), Standard Deviation(SD) and Skewness(Sk) of distribution of scores of Women Empowerment Inputs to women students in 12 colleges of Higher Education.**

Women Empowerment Inputs	Unsatisfactory	Satisfactory	Highly Satisfactory	Total
Number	78	414	108	600
Percentage	13	69	18	100

**Table-4 : Smoothed Cumulative Frequency Percentage Distribution of the Women Empowerment Inputs in Rural and Urban Colleges in Higher Education Colleges of Hassan District of Karnataka State.**

C.I.	Upper Limited	Rural Colleges				Urban Colleges			
		f	ef%	ef%	Smcf%	f	ef%	ef%	Smcf%
19-28	28.5	000	000	00.0	00.1	03	003	00.9	00.6
29-38	38.5	001	001	00.3	00.8	00	003	00.9	01.1
39-48	48.5	006	007	01.1	02.9	02	005	01.5	01.8
49-58	58.5	014	021	06.3	07.8	05	010	00.3	06.2
59-68	68.5	029	050	015	17.3	37	047	14.1	16.7
69-78	78.5	052	102	30.6	35.4	63	110	33.0	34.2
79-88	88.5	100	202	60.6	59.9	75	185	55.5	57.6
89-98	98.5	093	295	88.5	79.7	96	281	84.3	76.6
99-108	108.5	005	300	90.0	89.5	19	300	90.0	88.1
109-118	118.5	000	300	90.0	100	00	300	90.0	100.0
	N1 = 300					N2 = 300			

Higher Education. However to test the significance the following Hypothesis was formulated.

### HYPOTHESIS ONE

**H1:** There is a significant difference in the Mean

### INTERPRETATION

From the above table, it is observed that the obtained Mean value 81.42 is very close to Median value 83.87. So the Frequency Polygon had a slight negative skewness of 0.97. Thus it can be concluded that the scores on Women Empowerment Inputs to women students in Higher Education Colleges of Hassan District of Karnataka State are nearly normally distributed.

### CONCLUSION

Women Empowerment Inputs to women students in Higher Education Colleges of Hassan District of Karnataka State are nearly normally distributed.

### ANALYSIS AND INTERPRETATION OF OBJECTIVE TWO

The second objective of the study the Difference in the Status of Women Empowerment Inputs to Women students between Rural and Urban Colleges of Higher Education in Hassan District. The analysis and interpretation of this objective was done by using the Descriptive Statistics namely, Median, Standard Deviation. Inferential Statistics 't' test was employed to test the Hypothesis with a Level of Significance at 0.05.

### INTERPRETATION

From the above table, it is observed that the scores of Rural and Urban Women Empowerment Inputs overlap, indicating that there is no difference in the Women Empowerment Inputs in Rural and Urban Colleges of

Scores on Women Empowerment Inputs in Rural and Urban Colleges of Higher Education in Hassan District.

In order to test the research hypothesis it was changed into null form.

**Ho:** There is no significant difference in the Mean Scores on Women Empowerment Inputs in Rural and Urban Colleges of Higher Education in Hassan District.

't' test was employed to test the null hypothesis with a level of significance at 0.05 with a theoretical 't' value of 1.97 for 158 degree of freedom. The results are given in the below table.

**Table-5 : Number(N), Mean(M), Standard Deviation(SD) and 't' value for the Score on Women Empowerment Inputs in Rural and Urban Colleges of Higher Education in Hassan District.**

Women Empowerment Inputs	N	M	SD	't' Vluue	Result
Rural	300	82	13.43	0.92	Not Significant at 0.05 Level
Urban	300	81	13.33		

From the above table, it is observed that obtained 't' value of 0.92 is less than the theoretical 't' value at 0.05 Level of Significance with 598 degree of freedom.

Hence the Null Hypothesis is accepted.

**Ho:** There is exists no significant difference in Women Empowerment Inputs to Women students in Rural and Urban Colleges of Higher Education.

The Acceptance of Null Hypothesis leads to the rejection on Alternative Hypothesis.

**H1 :** There is exists significant difference in Women Empowerment Inputs to Women students in Rural and Urban Colleges of Higher Education.

## CONCLUSION

Hence it can be concluded that Women Empowerment Inputs do not differ significantly between Rural and Rural Colleges of Higher Education in Hassan District.

## ANALYSIS AND INTERPRETATION OF OBJECTIVE THREE

The third objective was to study the Present Status of Women Empowerment Inputs to Women students in Government Colleges of Higher Education in Hassan District of Karnataka State. The analysis of this Objective was done using the Descriptive Statistics namely, Mean, Median, Standard Deviation, Skewness.

## INTERPRETATION

From the above table, it is observed that the obtained Mean value 82 is very close to Median value 84. So the frequency polygon had a slight negative skewness of -1.01. Thus it can be concluded that the scores on Women Empowerment Inputs to women students of Government Colleges of Higher Education of Hassan District of Karnataka State are nearly normally distributed.

**Table-6 : Smoothed Frequency Distribution of the scores on Present Status of Women Empowerment Inputs in Government Colleges of Higher Education.**

Class Interval (C.I)	Mod-Point (x)	Frequency F	Smoothed Frequency(Smf)
19-28	023.5	00	00.3
29-38	033.5	01	01.3
39-48	043.5	03	03.3
49-58	053.5	06	07.3
59-68	063.5	13	19.3
69-78	073.5	39	41.3
79-88	083.5	72	56.7
89-98	093.5	59	46.0
99-108	103.5	07	22.0
109-118	113.5	00	02.3
		N = 200	

**Table - 7 : Number(N), Mean(M), Median(Mdn), Standard Deviation(SD) and Skewness(Sk) of distribution of scores of Women Empowerment Inputs to women students in Government Colleges of Higher Education.**

Variables	N	M	Mdn	SD	Sk
Women Empowerment Inputs	200	82	84	12.58	-1.01

## CONCLUSION

Hence, Women Empowerment Inputs to women students of Government Colleges of Higher Education of Hassan District of Karnataka State are nearly normally distributed.

## ANALYSIS AND INTERPRETATION OF OBJECTIVE FOUR

The third objective was to study the Present Status of Women Empowerment Inputs to women students in Aided Colleges of Higher Education in Hassan District of Karnataka State. The analysis of this Objective was done using the Descriptive Statistics namely, Mean, Median, Standard Deviation, Skewness.

**Table-8 : Smoothed Frequency Distribution of the scores on Present Status of Women Empowerment Inputs in Aided Colleges of Higher Education.**

Class Interval (C.I)	Mod-Point (x)	Frequency F	Smoothed Frequency(Smf)
19-28	023.5	03	01.0
29-38	033.5	00	02.0
39-48	043.5	03	02.7
49-58	053.5	05	12.0
59-68	063.5	28	25.3
69-78	073.5	43	45.3
79-88	083.5	65	52.0
89-98	093.5	48	39.3
99-108	103.5	05	17.7
109-118	113.5	00	01.7
		N = 200	

**Table - 9 : Number(N), Mean(M), Median(Mdn), Standard Deviation(SD) and Skewness(Sk) were calculated of distribution of scores of Women Empowerment Inputs to women students in Aided colleges of Higher Education.**

Variables	N	M	Mdn	SD	Sk
Women Empowerment Inputs	200	79	82	13.37	-1.33

### INTERPRETATION

From the above table, it is observed that the obtained Mean value 79 is very close to Median value 82. So the frequency polygon had a slight negative skewness of -1.33. Thus it can be concluded that the scores on Women Empowerment Inputs to women students of Aided Colleges of Higher Education of Hassan District of Karnataka State are nearly normally distributed.

### CONCLUSION

Hence, Women Empowerment Inputs to women students of Aided Colleges of Higher Education of Hassan District of Karnataka State are nearly normally distributed.

### MAJOR FINDINGS OF THE STUDY

1. The Status of Women Empowerment Inputs to Women Students in Higher Education Colleges of Hassan District of Karnataka State are nearly normally distributed.
2. Women Empowerment Inputs to Women students in Rural and Urban Colleges of Higher Education does not differ significantly.
3. Women Empowerment Inputs to Women students in Government Colleges of Higher Education does not differ significantly.
4. Women Empowerment Inputs to Women students in Aided Colleges of Higher Education does not differ significantly.

### EDUCATIONAL IMPLICATIONS

The Women Empowerment Inputs in Higher Education Colleges are at Average Level and need to be enhanced through the following measures:

1. Female Students could be given more chances to express their views and opinions in the classroom.
2. Encourage female students to have extensive reading on successful women of contemporary times.
3. Provide opportunities to share one's aspirations and discuss ways to attain them for one's growth and the development of the society and the country.

4. Create awareness on helpline available for women in times of necessity and to access it for themselves for others.
5. Encourage students to build their profile.

### SUGGESTIONS FOR FURTHER RESEARCH

1. A study on the execution of Women Empowerment Inputs.
2. A Study on the Economic security of a house wife and a working women.
3. A Study on the Impact of Women Empowerment Inputs in Higher Education Colleges.
4. A Study to explore a realistic working model for both Rural and Urban women, highly educated and minimal education, married and singles, working and Non-working women to be at par with men.

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# A STUDY ON USAGE OF TEACHING - AIDS IN KANNADA LANGUAGE TEACHING IN SECONDARY SCHOOLS OF MYSORE SOUTH ZONE

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## ABSTRACT

*The present study was lead to assess the usage of teaching aids in Kannada Language teaching in secondary schools of Mysore south zone. The data was collected by administering the tools (Attitude Scale and Questionnaire of Kannada Language Teaching) considered on the sample (100 students were drawn on Random basis from IX class) selected for the study. The data collected were analyzed using percentage analysis, mean, SD while Kurtosis statistics was used to test the research questions. The findings of the present study that, Text books, black board, rolling board, charts, posters, diagrams, pictures and models were the most commonly available teaching aids in the schools. The less available teaching aids were bulletin board, magnetic board, flannel board, and projected aids; there is no significant difference between attitude of teachers of Government and Private schools in their use of teaching aids in teaching Kannada language.*

*Key words : Teaching Aids, Usage, Attitude, Availability, Secondary Schools*

## INTRODUCTION

Teaching aids are very effective, helpful and important in enhancing the curiosity of students in teaching-learning process. They are used widely in the teaching at different levels of Education. The results of teaching learning process can be known or judged with the use of different teaching aids compared to the other methods. There are varieties of teaching aids available for importing knowledge to the students. Even though variety of teaching aids are existing, the way they have to use in the classroom situations depends on the attitude of the teachers towards teaching aids. And the non-projected aids are most widely used in the schools and are useful and suitable in terms of time and money. This study was taken to find out the availability, condition, utilization of teaching aids and also the attitude of the teachers towards teaching aids.

## NEED AND SIGNIFICANCE OF THE STUDY

Teacher plays a major role in bringing out the potentialities of the child. In 1986 National Policy on Education emphasized on the child centered education, experience based teaching, learning as joyful experience, activity based teaching etc to implement these strategies they have followed the Operational Black Board (OBB) scheme and Minimum Level of Learning (MLL) approach. Moreover, to improve our teaching more and more teaching aids must be used in our classroom.

Hence the teacher should know the importance of the utilization of teaching aids to motivate learner to bring novelty in the class room, break monotony for both the teacher and the students provide meaningful experience,

etc., keeping all those facts in mind and the realization of immense potentialities of teaching aids for successful and effective teaching in our schools has prompted the attitude of teachers towards teaching aids in secondary schools of Mysore South Zone. The present study is an attempt in that direction.

## OBJECTIVES

1. To find out the availability of teaching aids for teaching Kannada Language in the Secondary Schools of Mysore South Zone.
2. To assess the utilization of teaching aids for teaching Kannada Language in the Secondary Schools of Mysore South Zone.
3. To identify the reason for not using the teaching aids in teaching Kannada Language in the Secondary Schools of Mysore South Zone.
4. To know the attitude of teachers towards the utilization of teaching aids.

## RESEARCH QUESTIONS

In pursuance of the objectives of the study the following research questions were raised;

1. What are the teaching aids available for teaching Kannada Language in the Secondary Schools of Mysore South Zone
2. How often the teachers use the teaching aids for teaching Kannada?
3. What are the reasons for not utilizing the Kannada Language teaching aids?

4. Is there any significant difference between the attitude of teachers of Government, and Private schools towards the utilization of teaching aids ?

### OPERATIONAL DEFINITION OF KEY TERMS

- **Teaching Aids** : Senses are supposed to be the gateways of knowledge. Among the sense organs of seeing is most important. The knowledge acquired through our eyes will be relatively permanent. The material that help us to make our knowledge clear and vivid through our sense organs are called teaching aids.
- **Usage** : Usage of teaching aids refers to the fact and rate of using teaching aids during teaching. The frequency and relevance of use of teaching aids also has been considered as a part of utilization of teaching aids.
- **Attitude** : In this attitude refers the way teachers think, behave and feel towards the teaching aids in secondary schools in Mysore South Zone.

### METHODOLOGY

- **Design of the Study** : This study is descriptive baseline in nature concerning survey method of research.
- **Sampling Procedures** : In Mysore district there are 9 Zone of secondary schools, out of which the Mysore South Zone is selected. Mysore South is a Zone in the Mysuru district of Karnataka which is having about 10 Cluster in it. The investigator adopted Random Sampling Technique to select 5 urban and 5 rural schools for the study. Out of 5 urban schools 2 Government schools and 3 Private schools were selected and the same was followed in the case of rural. And the sample of 10 Kannada language teachers from each schools and 100 students were drawn on Random basis from IX class for the study.
- **Statistical Techniques to analyse the data** : The data was quantified, tabulated and analyzed in appropriate situation in terms of percentage for comparison. Under quantitative analysis the number of teachers, schools, students and teaching aids were taken in to account.

### ANALYSIS OF THE DATA AND INTERPRETATION OF THE RESULTS

**Objective 1** : To find out the availability of teaching aids for teaching Kannada Language in the Secondary Schools of Mysore South Zone.

**RQ 1** : What are the teaching aids available for teaching Kannada Language in the Secondary Schools of Mysore South Zone ?

**Table 1: Details of the availability of teaching Aids in Government and Private Schools**

Sl. No.	Type of Teaching Aids	Urban Schools (Govt. and Private)	Rural Schools (Govt. and Private)
<b>Non-Projected Aids</b>			
1.	Text books	5 (100)	5 (100)
2.	Black board	5 (100)	5 (100)
3.	Bulletin board	3 (60)	1 (20)
4.	Flannel board	1 (20)	00
5.	Rolling board	5 (100)	5 (100)
6.	Magnetic board	1 (20)	00
7.	Flash cards	1 (20)	1 (20)
8.	Charts	5 (100)	5 (100)
9.	Diagrams	2 (40)	1 (20)
10.	Pictures	3 (60)	2 (40)
11.	Models	2 (40)	1 (20)
12.	Posters	4 (80)	2 (40)

**Note** : Number in the parentheses indicate percentage

Table 1 reveals that, 100 percentages of urban and rural schools both Govt. and private have text books, block board, rolling board and charts. The bulletin boards are available in 60 percentages in urban and only 20 percentage in rural schools. And a very less in no. i.e.20 percentage of magnetic board are available in urban private schools only but there is no magnetic board in rural schools. And also a very few no. of flash cards (20%) are available in both rural and urban schools. Moreover only few working models are available both urban (40%) and rural (20%) secondary schools and there is no projected aids (OHP, Filmstrip Projector and Slide Projector) available in secondary schools in Mysore South Zone.

**Objective 2** : To assess the utilization of teaching aids for teaching Kannada Language in the Secondary Schools of Mysore South Zone.

**RQ 2** : How often the teachers use the teaching aids for teaching Kannada ?

Table 2 clearly indicated that, the non-projected aids i.e. text books, black board are fully utilizing in the schools for 100% whereas bulletin board, flannel board and magnetic board are never used in both urban and rural schools. Only 20% of diagrams daily used in urban schools whereas 30% of rural schools. Flash cards used in sometime at urban schools whereas 100% never used in rural schools because there is any special training to prepare and uses of flash card during teaching process. Finally 100% never

**Table 2 : Details of the extent of Utilization of Teaching Aids for Teaching Kannada.**

Sl. No.	Type of Teaching Aids	Urban Schools (Govt. and Private)			Rural Schools (Govt. and Private)		
		Use Daily	Some Times	Never	Use Daily	Some Times	Never
Non-Projected Aids							
1.	Text books	5(100)	00	00	5(100)	00	00
2.	Black board	5(100)	00	00	5(100)	00	00
3.	Bulletin board	00	00	5(100)	00	3(60)	2(40)
4.	Flannel board	00	00	5(100)	00	00	5(100)
5.	Rolling board	1(20)	1(20)	3(60)	00	00	5(100)
6.	Magnetic board	00	00	5(100)	00	00	5(100)
7.	Flash cards	00	1(20)	4(80)	00	00	5(100)
8.	Charts	2(40)	3(60)	00	4(80)	1(20)	00
9.	Diagrams	1(20)	4(80)	00	3(60)	1(20)	1(20)
10.	Pictures	1(20)	4(80)	00	3(60)	1(20)	1(20)
11.	Models	00	00	5(100)	1(20)	00	4(80)
12.	Posters	1(20)	2(40)	2(40)	2(40)	3(60)	00

Note : Number in the parentheses indicate percentage

used in urban school whereas only 20% of rural schools are used models daily. And concluded that there is no projected aids used in both urban and rural schools of government and private schools.

**Objective 3 :** To identify the reason for not using the teaching aids in teaching Kannada Language in the Secondary Schools of Mysore South Zone.

**RQ 3 :** What are the reasons for not utilizing the Kannada Language teaching aids?

**Table 3 : Details of the reasons for not utilizing the Teaching Aids**

Sl.No.	Reasons	Projected Aids	Non-Projected Aids
1.	Lack of funds	80%	80%
2.	Lack of interest	10%	10%
3.	Lack of time	10%	10%

From the table 3, understood that 80% of the teachers are not using the projected aids due to lack of funds and time only 10% are not using it due to lack of interest and 80% of the teachers are not using the non-projected aids due to lack of funds. Only 10% of the teachers accepted the fact that the non-projected aids are not use due to lack of interest which 10% of the teachers accepted that non-projected aids were not used due to lack of time. Finally the main reasons for not using the teaching aids are lack of funds and lack of time which are most important factor in government and private schools.

**Objective 4 :** To know the attitude of teachers towards the utilization of teaching aids.

**RQ 4 :** Is there any significant difference between the attitude of teachers of Government, and Private schools towards the utilization of teaching aids?

**Table 4: Details of the Descriptive Statistics of Attitude of Kannada Language Teachers towards utilization of teaching aids**

	Government Schools	Private Schools
Mean	93.4	93.2
Median	95	96
Mode	96	96
Standard Deviation	5.02	3.89
Variance	25.3	15.2
Skewness	-1.55	-0.756
Kurtosis	2.699	-2.479
Range	13	8
Minimum	85	88
Maximum	98	96

Table 4 revealed that, there is no significant difference between attitude of teachers of Government and Private schools in their use of teaching aids in teaching Kannada language.

## MAJOR FINDINGS OF THE STUDY

The following are the major findings of the present study;

- Text books, black board, rolling board, charts, posters, diagrams, pictures and models were the most commonly available teaching aids in the secondary schools. The less available teaching aids were bulletin board, magnetic board, flannel board, and projected aids.
- Black boards, text books were the teaching aids used daily by the teachers as they were using diagrams, pictures and charts.
- Projected aids are not available in the secondary schools of Mysore south zone.
- Major reasons for not using teaching aids were lack of funds and lack of time.
- There is no significant difference between attitude of teachers of Government and Private schools in their use of teaching aids in teaching Kannada language.

## SUGGESTIONS

- Similar kind of study can be undertaken in other zone or cities or district to arrive at the better generalization.
- A study can be undertaken with respect to different variable such as gender, age, experience, teaching etc.

- A similar kind of study with the student's achievement in other subject areas.

## CONCLUSION

The government schools and private schools have sufficient amount of teaching aids but its maintenance and utility are not done properly. The Govt. and Private schools set to be initiated to motivate the teachers to utilize them frequently. In case of private schools more funds could be provided and the teachers could be trained to utilize the teaching aids. The students also must be involved in the preparation of teaching aids. Thus, if the difficulties are identified and remedial arrangements will go a long way in teaching of Kannada language in Government schools easier and effective.

In the case of projected aids the schools are not having educational technology very well. Since we are in global and competitive world, schools have to be provided with latest technology and the resources teachers by giving effective and efficient training programmes in preparation

- From Continued on Page No. 19

particularly the Scheduled Castes and the backward castes. During elections, violence is being adopted either to mobilize voters or to prevent them from exercising their right to vote. Moreover, violence has been associated with demands for separate States, reorganization of States or adjustment of State boundaries. Violence has also been used quite frequently during industrial strikes, farmers' movements, and students' agitations.

## CONCLUSION

From the above discussion, it can be said that though India is considered as one of the largest democracy in the world, but in practice, there are various emerging challenges or issues that are responsible for creating obstacles in the smooth functioning of the democratic republic of India. However, it is a matter of discussion that despite the elapse of seventy-two years of independence since 1947, there is a lot of illiteracy, corruption, terrorism and Maoist activities in India which threatened the backbone of democratic governance. In the modern world, every democracy has faced many economic, social, religious and political problems. These problems can be solved by the cooperation of the people. Further, a democracy can flourish only if there is no big gap between the thinking of the people and of the government & when there is a spirit of cooperation between them. Due to the corruption and self-interest of the politicians, the faiths of the voters have diminished towards democracy. Though, we are the members of the largest democratic country of the world which ensures equal rights and duties to its

of teaching-learning material by the government with collaboration of other non-government organizations.

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citizens. So, it is the supreme duty of the politicians, governments and the peoples to make the collective efforts & actively participate in the functioning of the government and make their country perfect. The Right to Information Act must be properly implemented throughout the country and acts should serve as a watchdog against the abuse of democratic principles in India. The challenges to democracy may be tackled by the way of political consciousness and educating the peoples about the democratic right, duties and values.

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# A STUDY OF TEACHER EFFECTIVENESS OF SECONDARY SCHOOLS TEACHERS

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## ABSTRACT

*In the present study, the Investigator selected the topic and find out the teacher effectiveness of secondary school teachers of Haveri District and compare the teacher effectiveness between urban and rural locality schools and Government and Private Management Schools. The objective of the present study is to Study the difference in teacher effectiveness, mean scores of Secondary School Teachers with respect to their Gender, Locality and Type of School Management. Descriptive survey method was used for the present study. The sample for the present study consisted of 500 teachers was selected from different schools of Haveri Taluk, Karnataka State. The findings reveal that, urban school teachers have higher teacher effectiveness than rural school teachers and the Government teachers have higher teacher effectiveness than Private School teachers. Teacher effectiveness also depends upon monetary benefits. So private schools should enhance salaries of teachers and should be given on time. For increasing teacher effectiveness of private school teachers, there should be change in managerial ideology, a good level of personal relationships and democratic school environment should be provided.*

**Keywords:** Teacher Effectiveness; Secondary School; Education; Management.

## INTRODUCTION

The quality of nation depends upon the quality of its citizens. The quality of its citizens depends upon not exclusively but in critical measure upon the quality of their education. Education is the back bone of our society. Globally there is an overwhelming concern over the quality and relevance of education. Education plays a key role in molding, shaping, reforming and reconstructing the society from time to time. It facilitates realization of self-potential and talents of an individual. In education, this crucial and all pervasive role is played by the teachers. Teachers shape the destiny of children. The teacher is the living ideal, the fountainhead of knowledge and the potential guide to provide directive for the growth and developments of students of today as the worth citizens of tomorrow. To put it in a nutshell the teacher is the backbone of the educational systems, the maker of the mankind and the architect of the society.

The development of new generation is only possible through teachers. All committees and commissions have emphasized the importance of teachers and teacher educators. Teacher plays a pivotal role in educational administration; therefore, a teacher must be philosophically, sociologically and psychologically sound so that students imbibe these qualities. Effectiveness of teacher stems from a combination of knowledge, skills and personal characteristics (Katz, 1993), the characteristics which are correlated with effectiveness are: good

knowledge of subject matter, ability to organize learning materials, ability to communicate his knowledge to the students successfully and to deal with classroom situations (Gupta & Jain, 2007) and personal characteristics that is enthusiasm, effective communication, adaptable to change, a lifelong learner, competent, accepting of others, patient, willingness to take risks, flexibility, creativity, hard working and sense of humour (Taylor & Wash, 2003; Colker 2008). An effective teacher helps the students in the development of basic skills, understanding, proper work habits and desirable attitude, value judgment and adequate personal adjustment (Ryan, 1969).

Today, teachers are more responsible for student education than parents. As my opinion, a skillful teacher must have both professional and personal skills because those should play a more important role in an education of students. First of all, a teacher should have a thorough knowledge of subject and must have excellent communication skills. However, they can easily communicate with students. We think teachers would read everything and get depth subject. Additionally, how much subject does have known is not necessary, how they have explained the subject to students is important. So, the student should perceive a subject easily. This may refer to good communication skills of teacher. These professional skills may useful for both a good teacher and a student second one is personal skills of a good teacher. Patience, kindness and friendly nature are prominent characteristics

of any teacher. Patience is one of the best characteristics of a good teacher. Let me explain that, for instance, young age students do not realize about an education. So, the teacher should take an active part to encourage them with a lot of patience for studying. For this reason, children can spend more interest on an education in young age.

### NEED FOR THE STUDY

The usefulness and effectiveness of the education system largely depends upon active, resourceful, competent and effective teachers. Teacher's competence, capability and effectiveness make school good or bad, flourishing or deteriorating. So quality of teaching depends upon the efficiency of the teacher. One can say that teacher effectiveness is the capability of teachers to teach in such a manner that he gets success to bring the desirable change in the students' behaviour. It is assessed not only from the academic pursuits and classroom teaching of the teacher but from the sum total influences exerted by the teacher upon the students. It well knows that effective teaching results into positive outcomes. Unfortunately, before a teacher is recruited no effort is made to judge how effective the teacher will be and how effectively he will convey his abilities. It has been recognised that the personality of the teacher and healthy attitude towards his work contributes to effective and efficient teaching.

The effectiveness is an area of research which is concerned with relationship between the characteristics of teachers, teaching acts, and this effect on the educational outcomes of classroom teaching. For almost half a century, research on teacher effectiveness dominated in educational research. Thousands of studies seeking relationship between teacher characteristics, contextual variables and teaching acts on the one hand, pupil outcomes on the other appeared. But the results on qualitative studies on teacher effectiveness popularized during 1900-1952, concluded that no specific observable at has yet been found whose frequency of occurrence in invariably and significantly correlated with student's achievement.

Teaching pattern will affect directly on pupils, so teacher should provide effective teaching. Since necessarily teachers have no check from time to time for his successive and effective teaching, it helps in adopting effective method and improving his teaching level. Student's ratings of instruction on the most common method of teacher evaluation of teaching effectiveness and the focus of much of controversy surrounding it. The other methods are self-evaluation and rating by faculty members, administrators. Supporting evidence to the effect that what often asses for

teaching are not teaching because students learn little or nothing from it. It may be helpful to perspective teachers to explore some of the reasons why teaching, or professed teaching, is so inadequate. The loads, for much effective teaching are at hand. We now know, because of abundant evidence form research, now the efficiency of classroom teaching can be stepped up, why do we not put these goals to use? Is it the fault of teachers of administrators, of school boards, or of society at large ?

Information about effective teacher's characteristics will be useful to educational administrators who have to select and promote teachers year after year. The recruitment, as we know, is presently done just one the basis of academic degrees and performance in a brief interview. If one knows what capacities and process of recruitment could be greatly improved. The placement of in-service teachers could be more meaningful and fruitful in the sense that highly effective teachers could be posted at places where they're justifiable grounds. If it is possible to determine what characteristics are commonly associated with good directed towards increasing the desirable characteristics. Most of the studies on teacher effectiveness of secondary school teachers with few factors affecting was done. In the present study, the researcher selected the topic and find out the teacher effectiveness of secondary school teachers of Haveri District and compare the teacher effectiveness between urban and rural locality schools and Government and Private Management Schools.

Recent years have seen that parents are sending their children in private schools and society at large feels that better and quality education is being provided to the students in private schools only. Private schools are also becoming more attractive and showing better results than government schools. There can be many reasons for better results but the quality of the teachers in the institution can be one of the major reasons for better results. Quality of teachers undoubtedly depends upon the academic potentialities and psychological abilities of the teachers. The selection of the teachers in government schools is strictly done as per merit and the selection in private schools is done by the managements depending upon the criterion laid down by them from time to time. Hence there is a need to see whether there is a difference in the background variables such as Type of Management and Locality.

**Statement of the Problem :** The present investigation has been stated as follows: "A Comparative Study of Teacher Effectiveness Between Government and Private Secondary School Teachers".

**Objectives of the Study :** The objective of the present study is as under -

- To Study the difference in teacher effectiveness, mean scores of Secondary School teachers with respect to their Gender, Locality and Type of School Management.

**Variables of the Study :** The variables considered for the present study are represented as follows :

- Dependent variable: Teacher Effectiveness
- Background Variables: Type of School Management and Locality

**Hypothesis of the Study :** The hypotheses are stated in null form are open for verification. Keeping various variables involved in the study the following hypothesis were formulated in the null form.

- There is no significant difference in the teacher effectiveness scores between Male and Female secondary school teachers.
- There is no significant difference in the teacher effectiveness scores between Government and Private secondary school teachers.
- There is no significant difference in the teacher effectiveness scores between Urban and Rural secondary school teachers.

**Sample for the Study :** The present study involves 20 secondary schools from urban area and 20 secondary schools from rural area of the Haveri taluk, Karnataka has been selected by using simple random sampling technique. Sample of 500 teachers was selected from different schools of Haveri Taluk.

**Method of Research :** The present study is involved a descriptive survey research method which was conducted on Secondary Schools Teachers. It is descriptive study were a survey was undertaken to assess the Teacher Effectiveness. The descriptive and predictive researches were more appropriate to answer the research questions.

**Tools Used for the Study :** The following tools were used for the Data collection. To measure the teacher effectiveness of secondary school teachers Kulsum Teacher Effectiveness Scale was developed and standardized by Dr. Umme Kulsum (2006) was used to collect the data for the present study. 60 items divided into 5 dimensions namely, Classroom management, Knowledge of subject-matter, Preparation and planning for teaching, Teacher characteristics and Inter personal relations.

**Collection of Data :** The data was collected by the researcher himself by personally visiting the schools. The

tool was administered to the secondary school teachers under normal conditions. The teachers have been asked to respond to the items freely and frankly. The teachers included in the sample were asked to furnish the details required for them with personal proforma.

**Statistical Technique used to analyze the Data :** The collected data was scored and tabulated for the purpose of analysis. The following statistical techniques are used. Mean, Standard Deviation and 't'-test procedures was used to analysis the data.

#### Analysis of the Data

Variable		N	Mean	S.D.	't' value	Remarks
Gender	Male	250	429.23	16.24	1.1885	Not Significant at 0.05 level
	Female	250	433.21	20.34		
Locality	Urban	250	442.01	14.52	6.5471*	Significant at 0.05 level
	Rural	250	421.18	22.31		
Type of Management	Government	250	435.26	17.45	1.9936*	Significant at 0.05 level
	Private	250	427.35	28.24		

**Major Findings of the Study :** The following are the major findings of the study :

- There is no significant difference in the teacher effectiveness between male and Female secondary school teachers ( $t=1.1885$ ;  $p>0.05$ ).
- There is a significant difference in the teacher effectiveness between urban and rural secondary school teachers ( $t=6.5471$ ;  $p<0.05$ ). The urban school teachers ( $M=442.01$ ) have higher teacher effectiveness than rural school teachers ( $M=421.18$ ).
- There is a significant difference in the teacher effectiveness between Government and Private school teachers ( $t=1.9936$ ;  $p<0.01$ ). The Government teachers ( $M=435.26$ ) have higher teacher effectiveness than Private School teachers ( $M=427.35$ ).

**Educational Implications :** From the findings and conclusion of the present study under investigation, the following educational implications are drawn :

- Urban teachers have higher teacher effectiveness than rural teachers. Teachers for various stages, levels and categories are prepared professionally by teacher educators. The quality and character of teachers therefore, would largely depend on the professional education of teachers. Therefore, it is necessary that their education should be given a new orientation and improved qualitatively and adjusted properly with the demands of the present context. For rural

teachers give training, materials and methods for teaching and conduct workshops for teachers to improve their teacher effectiveness. Rural school teachers try to understand the student's problems. All the teachers together can have a brainstorming session, having healthy discussion. Definitely the problem will be solved. In that way their teacher effectiveness can be improved. Rural school teachers should shift from teacher-centered method to learner-centered methods Encourage pair work, group-work activity, group discussion, project work, activity-oriented Assignment / home Task etc. Rural school teachers should encourage using library use, self-learning, and using mass media.

- The quality of teachers determines the quality of education which in turn is directly linked to a nation's development. Therefore, care should be taken in providing quality education to rural teachers and also in the teacher support services. Teacher Evaluation should be a regular feature to sensitize the teachers regarding developments of their subjects.
- Give training to rural school teachers through periodic programs organized for them.
- Refreshers courses of rural teachers are compulsory every five years. Periodic appraisal of teacher's performance based on peer evaluation, or student evaluation if conducted objectively might help the teacher improve professionally.
- The system of education, while recruiting teachers for teaching need not attach any importance to their personal biographical variables. As far of teacher's effectiveness of teachers is concerned, all teachers need to be effectiveness in their teaching irrespective of their personal biographical variables. This further establishes the need for effective teachers in the whole system of education.
- The concerned authorities in the field of education need to give pre-service and in- service teacher training programmes for enhance their teacher effectiveness for rural teachers. Within schools there can be number of opportunities created for individual teachers to exhibit their personal leadership thereby it can influence and enhance their teacher effectiveness in their respective teaching environment. Teacher effectiveness is an important input for the success as the whole system of education only when teachers are effective, the success of education as a system can be guaranteed.
- The results of the present study show that government secondary school teachers are more effective as compared to private school teachers. Government secondary school teachers are recruited on the basis of merit and now teacher eligibility test is being implemented with reference to Right to Education. Hence policies or characteristics that can contribute towards effective teaching among private schools should be mentioned as well as recognized by the private authorities also. Teacher effectiveness also depends upon monetary benefits. So private schools should enhance salaries of teachers and should be given on time. For increasing teacher effectiveness of private school teachers, there should be change in managerial ideology, a good level of personal relationships and democratic school environment should be provided.

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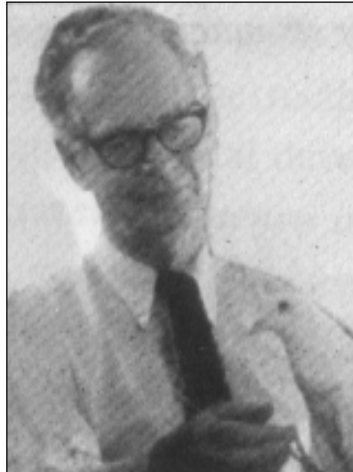
## B. F. SKINNER

### (1904-1990)

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

“One could teach high-jumping simply by raising a bar, a millimeter after each successful jump, and I had one programme, a bit of verbal behavior in essentially that way, when Debbie brought home a worksheet in arithmetic. There were twenty or thirty problems designed to teach the equivalence of different expressions for the same operation. Debbie was to add, for example, when she saw ‘the sum of ... and...’ or ‘...plus...’ or ‘...added to ....’. But the blanks contained two or three digit numbers and in her concern for correct calculation, she was missing the point about equivalence. I wrote the expression on a sheet of paper in ink and inserted the figures 2 and 3 in the blanks in pencil. Debbie had no trouble with ‘the sum of 2 and 3’, ‘2 plus 3’, or ‘2 added to 3’. She obviously knew what the expression meant. Then I erased the numbers and put in slightly larger ones, and again she had no trouble. After two or three revisions, she did the original sheet effortlessly.”

Burrhus Frederic Skinner is arguably the most important psychologist since Sigmund Freud. Born in Susquehanna, Pennsylvania, he graduated from Hamilton College with a major in literature and tried his hand at becoming a writer, without much success. Recounting his failure as a writer in his autobiography *Particulars of My Life*, he said, “I was foundering in a stormy sea and perilously close to drowning, but help was on the way. The Dial published some articles by Bertrand Russell which led me to his book *Philosophy*, Bertrand Russell which led me to his book *Philosophy*, published in 1927, in which he devoted a good deal of time to John B. Watson’s behaviourism and its epistemological implications.” Soon Skinner’s writings focussed more on behaviourism and he moved from literature to behavioral psychology, without ever taking a psychology course. Of course, a series of



conversations with faculty friends from Hamilton College helped him in this direction.

In his book, *The Behaviour of Organisms*, the brilliance of Skinner’s efforts are more than apparent. His focus was on intact organisms living in an environment and not on mind or other inner states like ego, id or superego. For him, behaviour, which is visible, defined the subject matter and he tried to typify all voluntary behaviours. In fact, he also made an attempt to predict and control

behaviour. With the help of his Skinner Box and the white rat which he used for his experiments, controlling the environment and stimuli, he created a database and theoretical point of view.

In his autobiography, Skinner, after a brief account of his own education, wrote about his daughter’s educational experiences. Once, disturbed by the amount of homework required of his older daughter, he wrote to the director of that school, and commented about a significant day:

“On November 11, 1953, I made a positive move. It was Father’s Day at Shady Hill, and with a few other fathers I sat in the rear of Debbie’s fourth-grade arithmetic class. The students were at their desks solving a problem written on the blackboard. The teacher walked down the aisles, looking at their work, pointing to a mistake here and there. A few students soon finished and were impatiently idle. Others, with growing frustration, strained. Eventually the papers were collected to be taken home, graded and returned the next day.”

Reacting to this situation, which Skinner witnessed, he commented further:

“I suddenly realized that something had to be done. Possibly through no fault of her own, the teacher was violating two fundamental principles: the

students were not being told at once, whether their work was right or wrong (a corrected paper seen twenty-four hours later could not act as a reinforcer), and they were all moving at the same pace, regardless of preparation or ability.”

A few days later Skinner built a teaching machine since the issue, as he saw in the above situation, was one of contingencies of reinforcement and the means of presenting the reinforcements. He followed up his teaching machine movement with programmed learning. As is evident from the event described above, he had the ability to observe behaviour in complex natural settings, immediately seeing the relevance of major concepts and principles from his theoretical position, and then devising and building technological equipment to remedy the situation.

His book, *The Technology of Teaching*, brought his theoretical perspective to the classical problems of teaching and learning. In the chapter *The Etymology of Teaching*, he analyses the factors that are responsible for the changes from an uneducated individual to an educated individual. In the last chapter, *The Behaviour of the Establishment*, he dwells on the different aspects of school organization and administration. In the other chapters of this book, which was a major work on educational psychology for teachers, Skinner reveals his thoughts on what the individual must do to qualify as being a motivated, self-controlled and creative and what the teacher-experimenter must do, to make those end behaviours probable.

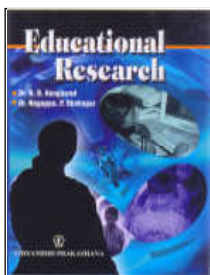
If one views the work of Skinner from the perspective of a qualitative action researcher, one

discovers in him a fellow teacher, working on a difficult practical problem, inventing creative tactics and conceptualising what he is trying to do. For example, consider this from *A Matter of Consequences*:

“One could teach high-jumping simply by raising a bar a millimetre after each successful jump, and I had one programme a bit of verbal behaviour, in essentially that way when Debbie brought home a worksheet in arithmetic. There were twenty or thirty problems designed to teach the equivalence of different expressions for the same operation. Debbie was to add, for example, when she saw ‘the sum of ... and...’ or ‘...plus...’ or ‘...added to ....’. But the blanks contained two or three digit numbers and in her concern for correct calculation, she was missing the point about equivalence. I wrote the expression on a sheet of paper in ink and inserted the figures 2 and 3 in the blanks in pencil. Debbie had no trouble with ‘the sum of 2 and 3’, ‘2 plus 3’, or ‘2 added to 3’. She obviously knew what the expression meant. Then I erased the numbers and put in slightly larger ones, and again she had no trouble. After two or three revisions, she did the original sheet effortlessly”.

Like an accomplished teacher, Skinner also introduced an array of concepts, which help the students to learn. These are models, shaping, priming, prompting, vanishing and fading. What he demonstrated was that any teacher, who already has a broad range of teaching strategies and tactics, will always be on the look out for more elements to supplement the intellectual and practical repertory.

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