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Role of Digital Marketing in Small Businesses

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ENVIRONMENTAL EDUCATION

Theme of World Environment Day (WED) June 5, 2024 is "Land Restoration, Desertification and Drought Resilience."

World Environment Day (WED) is celebrated annually on 5 June and encourages awareness and action for the **protection of the environment**. It is supported by many primary **United Nations** outreach day supporting the environment.

History

World Environment Day was established in 1972 by the **United Nations at the Stockholm Conference on the Human Environment** (5-16 June 1972), that had resulted from discussions on the integration of human interactions and the environment. One year later, in 1973, the first WED was held with the theme "Only One Earth"

First held in 1974, it has been a platform for **raising awareness on environmental issues as marine pollution, overpopulation, global warming, sustainable development** and wildlife crime. World Environment Day is a global platform for **public outreach**, with participation from over 143 countries annually, incl. participation from **Argentina, Australia, Austria, Brazil, Canada, Chile, Denmark, Finland, France, Germany, India, Israel, Italy, Japan, Mexico, Poland, South Africa and the United States**. Every year, the program has provided a theme and forum for businesses, **non government organizations**, communities, politicians and stars to advocate environmental causes.

Environmental education (EE) refers to organized efforts to teach how natural environments function, and particularly, how human beings can manage behavior and ecosystems to live sustainably. It is a multi-disciplinary field integrating disciplines such as biology, chemistry, physics, ecology, earth science, atmospheric science, mathematics, and geography.

Environmental education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.

The components of environmental education are :

- **Awareness and sensitivity** to the environment and environmental challenges
- **Knowledge and understanding** of the environment and environmental challenges
- **Attitudes** of concern for the environment and motivation to improve or maintain environmental quality
- **Skills** to identify and help resolve environmental challenges
- **Participation** in activities that lead to the resolution of environmental challenges

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

ROLE OF DIGITAL MARKETING IN SMALL BUSINESSES

✉ Pavitra M. Hugar, Lecturer, Dept. Of Commerce, University First Grade College, Mangalore University, Mangalagangothri

ABSTRACT

The aim of this paper is to study the role of digital marketing on performance of small businesses. And explore local business's current social media practices, ambiance and finally decide the best way to reach the target customers. Also to understand what the tools are and the platform that small businesses are using online marketing. Did they succeed in that? Knowing that the target audience is growing with technology trends, I curious to know if our current marketing methods are reaching as many customers as possible or not. By conducting a study, I will be able to determine which the strategy is very successful and effective for our target market. With a large age range among us, it ideally benefits customers by specifying where they want to see business marketing and other small businesses.

Key Words : Digital Marketing, Target Customers, Small Businesses.

INTRODUCTION

Artificial Intelligence is one of the foremost transformative technological developments of our era, affecting almost every aspect of modern life. From customer service to supply chain management, the use of artificial intelligence is changing the way businesses operate and interact with customers. However, as with any new technology, the widespread adoption of Artificial Intelligence has raised several challenges. This paper aims to provide a comprehensive overview of the impact of artificial intelligence on the business world and the opportunities, challenges that have arisen as a result. We examine the benefits and risks of artificial intelligence, the current state of artificial intelligence regulation, and steps organizations can take to stay ahead of the regulatory curve. By providing an in-depth examination of these key issues, this paper seeks to help businesses and policy makers navigate the rapidly evolving landscape of artificial intelligence and its impact on the business world.

Artificial intelligence is driving advances in technology and business. It is widely used in various industries, and the effects of artificial intelligence can be seen in every aspect of creativity. The development of artificial intelligence has been facilitated by large amounts of data and increased available computing power. As artificial intelligence becomes more popular, developers create new solutions for companies. This technology is trending and there are quite a few ways to use artificial intelligence for business. In this paper, we look at how artificial intelligence is changing the industry.

REVIEW OF LITERATURE

Many businesses are adopting Artificial Intelligence (AI) technology to reduce operational costs, increase efficiency, increase revenue and improve customer experience. For greater benefits, businesses should look to put a full range of smart technologies into their processes and products, including machine learning, natural language processing, generative Artificial Intelligence, and more. However, even businesses new to Artificial Intelligence can reap major rewards. Harsh Sarkar, Harsh Yadav, MirajValecha, SushilPahuja, PurvaShriramwar (2023), studied that Artificial Intelligence has the ability to significantly improve corporate operations, including improved decision-making, cost savings, and better productivity. The deployment of Artificial Intelligence, however, also presents a number of difficulties, including data protection and security issues, moral considerations and possible job loss.

Rahul Jain (2023), found that Artificial Intelligence (AI) has emerged as a transformative technology that is changing the way businesses operate. Artificial Intelligence refers to the use of algorithms and machine learning techniques automate tasks traditionally performed by humans. Potential benefits of Artificial Intelligence include significant increased productivity, cost savings and enhanced decision-making. However, the adoption of Artificial Intelligence poses several challenges, including data privacy and security concerns, ethical considerations and potential job displacement.

OPPORTUNITIES OF ARTIFICIAL INTELLIGENCE

By deploying the right Artificial Intelligence Technology, businesses can gain the ability to:

1. Time and money savings is one opportunity of Artificial Intelligence, business organizations can save time along with money by automating and optimising routine processes and tasks.
2. By deploying Artificial Intelligence, business organizations can increase productivity as well as operational efficiency.
3. Business organizations can take faster and effective business decisions based on the output of cognitive technologies.
4. By properly tuning the Artificial Intelligence systems business organizations can avoid the mistakes and 'human error'.
5. Use insight to predict customer preferences and deliver them a better, personalized experience.
6. Mine vast amounts of data to generate quality leads and grow your customer base.
7. Increase revenue by identifying and maximizing sales opportunities.
8. Build expertise by enabling analytics and providing intelligent advice and support.
9. Artificial Intelligence also assists organizations in cost savings. Businesses can cut down on the demand for labour by automating operations, which can result in cheaper labour expenses.
10. Artificial Intelligence also helps organizations in streamlining their supply chains, lowering the cost of inventory and speeding up delivery.

CHALLENGES OF ARTIFICIAL INTELLIGENCE IN BUSINESS WORLD

Artificial Intelligence is doing a lot of good and will continue to provide many benefits to our modern world, but with the good inevitably come negative consequences or challenges. The sooner we start thinking about what that might be, the better equipped we are to mitigate and manage risks.

1. **Expensive** : The ability to create a machine that mimics human intelligence is no small feat. This requires a lot of time and resources and can cost large sums of money. Artificial Intelligence needs

to run on the latest hardware and software to stay up-to-date and meet the latest requirements, thus it is quite expensive.

2. **Data Quality and Availability** : Artificial Intelligence systems require large amounts of high-quality data to learn and make accurate predictions. However, many businesses struggle with data quality and availability, which can hinder the performance of Artificial Intelligence systems.
3. **Complexity** : Artificial Intelligence is complex and difficult to understand, making it a challenge for businesses to identify and correct errors.
4. **Bias in Artificial Intelligence algorithms** : Bias is something many people worry about stories of Artificial Intelligence systems being "prejudiced" against women or people of colour make the headlines every once in a while. Artificial Intelligence algorithms may perpetuate existing biases and discrimination, and regulations must ensure that they are transparent and fair.
5. **Lack of Expertise** : There is a shortage of Artificial Intelligence experts, making it difficult for business to find the talent they need to implement Artificial Intelligence solutions.
6. **Data Privacy and Security** : One of the key challenges that businesses may face when embracing this transformative technology is data privacy and security. Businesses in both nations are more concerned with data security and privacy. Massive volumes of data, some of which can be private and sensitive, are used by Artificial Intelligence systems.
7. **Regulatory and ethical concerns** : Artificial Intelligence technology raises ethical and regulatory concerns, especially regarding data privacy, bias and transparency. Non-compliance with regulations can lead to legal issues and reputational damage. Ethical concerns may also deter customer trust. Keeping up to date on all regulations, implementing safeguards, involving legal and ethics experts, with responsible and ethical data utilization can alleviate the concerns.

RECOMMENDATIONS FOR BUSINESS:

- Businesses should invest in training and development programs to upskill staff members' existing workforce in Artificial Intelligence technology.

- Businesses develop a clear strategy for data collection, management and security.
- Begin with manageable Artificial Intelligence projects that align with businessmen's business goals. Starting small allows businessmen to learn, adapt and build the skills without overwhelming organizations. As businessmen can gradually expand Artificial Intelligence initiatives.
- Businesses interesting in implementing Artificial Intelligence should adopt a cooperative strategy, working together with regulators and other stakeholders to ensure that the opportunities of Artificial Intelligence are achieved while addressing its potential drawbacks.

MATERIALS AND METHODS

This paper is based on secondary data. A variety of sources, including academic articles, business reports, magazines, books are covered. Researchers offer insightful information about the adoption of Artificial Intelligence at this time and its potential for development in the future.

RESULTS AND DISCUSSION

- The findings of the study indicate that Artificial Intelligence has the potential to lead to significant improvements in business activities.
- Artificial Intelligence automates tedious and repetitive tasks, freeing up workers to work, freeing up workers to work on high-value tasks.
- It can help in making better educated trading decisions through vast amounts of data identifying patterns and trends.
- Though, the Artificial Intelligence adoption faces a number of problems as well.
- Data is one of the most difficult issues, security and privacy issues.
- More data is being collected and analysed by businesses, yet there is a risk of cyber-attacks and data breaches.
- Another critical factor is ethical issues especially in relation to applying Artificial Intelligence to decision-making. There is a chance that Artificial Intelligence can, if not carefully developed and implemented, lead to bias and discrimination.
- Finally, as Artificial Intelligence automates many tasks currently performed by people, there is a risk that some jobs will be lost.

CONCLUSION

In the dynamic landscape of Artificial Intelligence adoption, challenges are stepped stones to innovation. We not only accept obstacles, we must jump over them. Businesses face both opportunities and obstacles as a result of the deployment of Artificial Intelligence. Increased productivity, cost savings, improved decision - making, time and money savings are just few of the possible opportunities of Artificial Intelligence. The adoption of Artificial Intelligence, however, also presents a number of challenges, including data. Concerns about privacy and security, ethical issues and possible employment displacement. Businesses must adopt a collaborative strategy, collaborating closely with regulators and other stakeholders to ensure that Artificial Intelligence's advantages are achieved while addressing its potential, stakeholders' challenges.

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Dr. B.R. AMBEDKAR CONCEPTS OF SOCIAL JUSTICE AND ITS RETHINKING IN THE CONTEXT OF NEO-LIBERAL MARKET POLITICAL ORDER

✉ Dr. Sandeep G. Tiwari, Assistant Professor of Political Science, Government First Grade College, Manhalli Tq., Dist.: Bidar.

ABSTRACT

The concept of social justice which advocated by the Dr. B.R. Ambedkar which stood for the equality, liberty and fraternity for all in their every walk of life as human being. The injustice meted out by the downtrodden, backward classes people and women's in India. The social division based on Varna system which divide the society into four class such as Brahmin, Kshatriya, Vaisy and Sudra. The Brahmin structured society based on Manusmriti authorized the Brahmins to determine the role, lifestyle and social status of non-Brahmin people which compel the large population to lead their life without rights of liberty and equality. Out of non-Brahmin class, the sudra are made to utter deprivation of their rights and led a life without feelings as human being themselves.

INTRODUCTION

For Ambedkar society is comprehensive operative system with interrelationship, this inter relationships should have built on equality, liberty and fraternity without discrimination, to poster the right to live as human being, self and mutual respect to each other, freedom of choice in occupation, equal distribution or allocation of natural resources, equal opportunity in education and assessment of all public places.

But the society which conceived by the Dr. B.R. Ambedkar is totally destroyed by Vedic implication society. Which denied the right to equality, liberty and fraternity within the Hindu religion and culminated in untouchability, caste system, gender discrimination, economic exploitation and authority of determination by one class that is Brahmin even today. The structure of society and economy has direct relation with social justice, both social and economic system always stood adversely to the justice. It directly invites the Moghala's and British's to take opportunity to rule India for long time only for the restoration of dominance of one class by deprivation of rights of others.

SOCIAL JUSTICE WITH DIFFERENT ASPECTS OF SOCIETY

The concept of social justice in India coupled with nature and structure of society basis on hindu religion, distribution of economic resources, share and role of

marginalized people in politics or decision making process, consolidation of marginalized people against power privileged and socially elite people.

SOCIAL JUSTICE, HINDU RELIGION CASTE SYSTEM AND UNTOUCHABILITY



Dr. B.R. Ambedkar throughout the life he struggled for social justice with reformation in Hindu Religion. Dr. B.R. Ambedkar works on 'Who Were the Sudras' in 1947, 'The Untouchables' in 1948, both provides the answer about the caste in India, 'the caste is the monster that crosses your path you cannot have political reform and you cannot have economic reform unless you kill this monster. He believed that the root of untouchability is caste system, the root of caste system is religion attached to Varnashramdharam is the Brahminical religion is authorization of power. The caste became the means of injustice in Hindu religion which denied

the right to education, Equal status, and economic liberty to stand against the upper strata of society to ask and fight for their rights of education and economic accessibility. it not only denied the rights it kills the human being by killing their hopes, opportunities and feelings as instinct nature of human being.

The practice of untouchability as part of Chaturvana system it imposes the restriction on Sudra's to enter public places such as schools, temples, and to use water from lake, wells, pond and rivers to drink by considering as untouchables. Enter in the place where peoples of upper

strata living is considered as desecrated place. They treated as unseasable, unapproachable, even touch of their shadow, and voice was deemed to be polluting by religion Hindu. They people were forbidden to keep certain domestic animals, and use certain metals and ornaments. They are subject to what has to eat be and not to eat by the upper strata of society.

The Hindu religion maintained both social, physical and mental distance from Sudra's by forcing them to live outskirts of village by designating them as uncleaned and out caste people. This social, physical and mental distance made them to live as animal without recognition and opportunity.

The Dr. B.R. Ambedkar conceived that the opportunity for personality development without equal social status, mobilization and participation is the vulnerable and pathetic situation for social justice.¹(Dr. Karnika Dubey, 'Dr. Ambedkar And Indian Society, 'Palarcha's Journal of Archeology, ISSN 1567-214X, PAJEE, 17(9) 2020).

THE EDUCATIONAL OPPORTUNITIES AND SOCIAL JUSTICE FOR DALITS IN INDIA

Dr.B.R. Ambedkar is the first person who made it clear that the education is the key leverage for the change of life style of untouchable and stood equal to who creates untouchable in the society in form of Dalit. The education opportunity for Dalits in India are opened only in British era. For centuries, the Dalit population of India were forbidden from gaining access to education. The denial of conventional education to Dalits was designed to prevent them from increasing their quality of life and to highlight caste division. Both men and women form Dalit category had denied the Sanskrit education since Vedic period. Quantitatively the ratio of entrance in higher education by Dalits is increased positively by 26.3% as per 2020-21 released data but the ration in IIT and other Central level higher education and research centers are still below to their ration of population. The job opportunity as assistant professor, Associate professor and Professor are still subject to discrimination, these institutions preferred to appoint only touchable Dalits's this is the matter of grave concern to ensure justice in job opportunity in field of education. ² (Chalam, K.S. 'Modernisation and Dalit Education' Rawat Publications, New Delhi, 2008).

THE ECONOMIC SYSTEM AND SOCIAL JUSTICE FOR DALIT'S

The share of Dalits in ownership over the property

inform of land and house in comparison to other backward classes and other general category people. As per the 2015-2016 agricultural census report revealed that only 9% Dalit's have the ownership of land but all are within the 5-acre land. According recent released by Agricultural Census of India 71% of Dalits are landless labours who work on the land they do not own. Which made them as permanent labours how long they live. It also made them permanently subject to exploitation at the hands of Jamindars and Jahagiridaras.

The provisions for occupation prescribed under Varna system are not changeable and transformable, the Dalits occupations are confined only to serve rest of three Sudras i.e., Brahamna, Kashtria and Vaisys. And what are the services provided by them are degraded occupation on which Dalit's are not only exploited by economy and also by social status with imposition Vedic economic system.

The Vedic economic system by dividing the occupation based on the varna system, that not only degraded the Dalit's it also made them to live in human conditions for centuries. The force of Vedic economic period carrying its influence even after independence era which compel the Dalits to serve just for trite food. They still discrimination in accessing employment, education, and credit facilities. The majority of Dalits are still engaged in low-paying manual labor, and their average income and wealth are significantly lower than the national average. The impact of Vedic Economic system still has its black shadow on 80% Dalits population who are living in rural area, they are all most marginal farmers and labours. Many of them in debt and have to obliged to work just on interest as bonded labour despite the fact that it is outlaw under Bonded Labor Abolition Act 1976.

In comparison to General category which has 9% below poverty line populations while 34% Dalit's still living in below poverty line. In India Dalits has just 7% share in national wealth, which is 2.5 times less than their total population. According to the NSS-PLF survey for 2018-2019 the unemployment rate amongst the SC is 6.4% compare to the national average of 5.8% among its 5.9 shared by higher caste and 5.8 shared by OBCs and 4.3 by scheduled Tribes. This economic situation resulted from Vedic, period, British rule and Hindu caste system which compel them to face a perverse situation of exploitation basis on their economic impoverishment.³ (Prof. Dr. Lella Karunyakar, 'Ambedkar's Vision of Dalit Economic' International Journal of Creative Research Thoughts ISSN: 2320- 2882 (IJCRT) Vol. 11 Issue-2 February 2023.,

SOCIAL JUSTICE AND OPPORTUNITY FOR POLITICAL PARTICIPATION

As per Paul Diwakar a Dalit activist from the National Campaign on Dalit Human Rights, India has 6 lak villages, every Dalits constitute a sizable population to control the politics. But the situation of caste system subjugates them to upper caste people in decision making process though they are representatives of local self-bodies as member and Sarpanch. In every village Dalits are divided as touchable and untouchable. The untouchable Dalit faced difficulty by from Own Dalits who are touchable in many states. State like Karnataka upper caste people preferred rest of Right and Left community of Dalits to select as Members of Local Self Bodies, MLAs and MPs. Even after they elected as member they are not allowed to sit equal many cases in Tamil Nadu a Dalit Women Grampanchyat Member⁴(The Hindu 16th March 2017). The Dalits are not in position to consolidate themselves to emerge as members of legislative institutions at state and central level due to Dalit's internal sect differentiation which led opportunity to the upper caste people to remove them from political dominance.

GENDER EQUALITY

Ambedkar also considered as the savior and emancipation of women. For women's he also resigned his cabinet berth as law ministry when government failed to implement Hindu Code Bill which introduces the all provision for gender equality. Without equal status women to men in education, politics, economic affairs and equal social status. Recently NDA government has passed the law regarding the 30% reservation of seats in parliament, and all state assemblies. The opposition demanded for the 10% reservation for Dalit and OBC women to enter in decision making process. If this law is passed it will become boon for the women to rise their voice towards political participation as part of gender equality.

RETHINKING SOCIAL JUSTICE POLICIES WITH AMBEDKAR TOUCH

In the modern democracy there is need to redefine the capitalism as a pluralistic and cooperative and transformative mode of economic order which guarantees the substantive participation of downtrodden, Adivasis other backward classes but this is being thwarting by power privileged classes in association with institution of market economy. In this way the Ambedkar version of social justice helps us to redefine the concept of social justice in its original form.

For Ambedkar modern state are the key force of transformative for the emancipation of Dalits and Adivasis.

But the present neo-liberal state has been converted as the passive associate of big business that rapidly deviates from its social responsibilities and welfarism values. It the need of hour that is the agenda of present social justice should be oriented towards the educating and adopting welfarism measures for the worst worst-off social groups, and making them integral to economic development.

DALIT SHOULD BE EMERGE AS INDUSTRIALISTS

It is need that Dalits should not be identified only as the poor and migrant working class that is dependent upon the benevolence of corporate social responsibility of their live hood. Instead of this these groups should be considered as advanced and essential components of urbanization industrial production and technological innovations, in this way more affirmative action policies are required to democratize the niche sphere of big business so that that these classes should also emerged as industrialists, market leaders and crucial influencers in the global economy.

Still Dalits remains as class of jobseekers, rather than job-givers. Because of planning process in India in its nature still feudal hierarchically ordered. Policy-makers just concentrate to provide small piece of land through the Land Reform Act in forest area. This process made them Dalits as marginalized and dry land farmers without profit. The income which they generate from the which is always inadequate to the needs their family. It is the urgent need to convert these marginalized farmers as industrialist. To achieve this end of Dr. Ambedkar it is the right time to reimagine how Dalits are made worst off section in the society, how present neo-liberal market economic order should be mould in order to reducing their perpetual subjugation as a passive exploited class. A substantive integration social justice policies in directing prospects of the market economy would integrate Dalits as part of working class also elevate their stature as influential upholders of capital assets.⁵ (Kunhaman.M. Dalit Development in India: A Political Economy Perspective' Glob J Arch & Anthropol 2018;)

ETHICAL AND CORRECTIVE MEASURES TO MAKE INSTITUTIONS MORE DEMOCRATIC AND REPRESENTATIVE

To achieve social justice which imagined by Dr. B.R. Ambedkar there should be ethical and corrective measures should be introduced to make all political institutions more democratic and representative. The political representation of Dalits still remained as the tokenistic policy at the hands of socially elite and power privileged class. In present context there is no disturbance of the social elites as

powerful authorities, national leaders, business tycoons and cultural influencers. There is need to control the political hegemony by conventional ruling class which perpetuated without much disturbance. While socially marginalized people have only managed to have tokenistic presence in the domain of power and privileges. The different political regimes are failed to formulate and implement such policies which ensure political participation of worse-off-groups significantly in the domain of political power. The concept of social justice conceived by the Ambedkar is reprimand to the present neo-liberal market political order which neglects ethos of political representation of Dalits and Adivasis. Ambedkar becomes crucial in such a discourse because his approach allows us to diagnose illness in the social, political and economic order.6(Sarkar, Radha and Sarkar Amar, 'Dalit Politics in India : Recognition Without Redistribution', Economic and Political Weekly, 51(20) 2016.

ENSURMENT OF SOCIAL HARMONY AND DIGNITY

As conceived by Dr. B.R. Ambedkar modern democracy should be the both value of social harmony and reforms that ensures dignity and self-respect to its participants in which marginalized people are historically socially deprived class this class needs to equal status and dignity with other classes of society. The socially oppressed groups in India, especially Dalits, adored and celebrated such modern virtues because of their liberative potential and egalitarian goals. But traditional and conventional

social elites still by controlling the political power as privileged class.7 (Wankhede Harish.S. The Ambedkar touch in rethinking social justice policies 6th December 2023).

CONCLUSION

The concept of Dr. B.R. Ambedkar concept of Social Justice seeks to establish the egalitarian society, which comprehensively free from exploitation based caste, gender bias and economic inequality. This concept also attempts to synthesis the constitutional values such as equality in opportunity, liberty in every walk of life with social harmony and fraternity. The different regimes since independence vouched to implement social justice in the name of socialism, welfare state gender equality and social protection for marginalized people. But they are failed to realize it. As Ambedkar stipulated when Dalit's are scattered into different party line, intersect and on behest of socially elite and power privileged class. This the biggest challenges before social justice not only Dalits, Adivasis and other Backward classes. Every state in India has one or two dominant caste they are politically and economically dominated and power privileges while rest of scattered as Dalits and other backward classes though both are coming under Dalits category they are not in position to consolidate politically to assume political power to formulate and direct neo-liberal economic political order to considered Dalit's as integral part of inclusive and sustainable development and capital assets.

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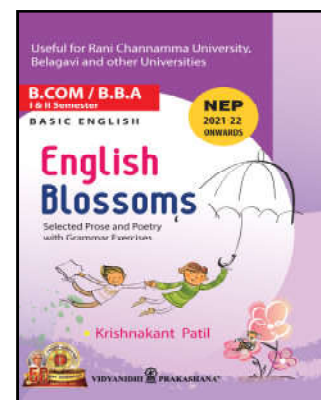

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ISRAEL - HAMAS WAR : A CRITICAL ANALYSIS

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ABSTRACT

The 7th October of 2023 if we considered it as the world dark day it will not be exaggerated. The day claims more than 600 innocent civilians of Israel by the Palestinian militant group Haniyeh. In retaliate to this by the Israel troops which claimed more than 2 lakhs civilian's lives including women's and children's. This is the time to think how to stop the war through the negotiation and release of hostages from both side. This incident also taught the lesson to the world, the problems of terrorism based on religious chauvinism always stood against human rights, peace, stability and economic development. (The Hindu, 8th October 2023)

As analysed by Chinmaya R. Gharekhan a former permanent representative of India to the United Nation on the ongoing conflict between Israel and Palestinian, both state Israeli government and Hamas know that they simply cannot achieve their respective goals. Hamas is fully conscious about that the state of Israel can never be destroyed to pushed into the sea as they say Israeli equally knows that the ideology behind the Hamas cannot be eliminated. Thus both sides are behaving immorally, unethically, pushing ordinary citizens into the jaws of death. The zeal for war has seeped so deep among the populace that it does not realise that it is being exploited by the state for the sake of its and country's glory.(The Israel-Hamas conflict and Nussebeh's analysis, (The Hindu, 16th October 2023)

INTRODUCTION

The Prime minister of Israel Benjamin Netanyahu in his televised address on 12th October 2023 vowed to "crush and destroy" for this he formed a new cabinet for war that prepare the long-term opposition critic "Every Hamas member is a dead man" this action also supported by the United States of America. The U.S has pledged unwavering support for Israel's response and secretary of state Antony Blinken arrived to Israel. (The Hindu, October 16 2023,)³

From 7th October to 13th October within the six days over 1350 Palestinians were killed in overnight airstrike by Israel air force. The groceries and bakeries during shut down for lack of fuel or power, this left the thousands of civilian's weeklong hungers. After seven weeks from 7th October 2023 there instead of effort for negotiation to stop the war, it is expanding towards Jabaliya refugee centre of Gaza city, where Hamas fighters

CRITICAL ANALYSIS

Human Rights violation in Gaza amid Israel - Hamas war :on 9th October 2023 Israel imposes comprehensive siege on Gaza strip by cutting electricity and water supply to retaliate 7th October 2023 Incident. (The Hindu, October 9 2023).

On November 21st 2023 Israel troops battled Hamas militant groups near urban refugee centre which covered area of hospital in Gaza civilians are forced to live without

electricity and water supply for week long where the few Hamas militant group take the shelter. Since the war begun people Gaza fled from their homes. Israel forces dropped leaflets and warning to flee parts of southern part of Gaza. The Israel attacks extending to UN agency Shelter homes were Palestinians take the shelter in south Gaza after fled from north part of Gaza. According Ministry of Health of Palestinian more than 12700 Palestinian have been killed and 4000 people are missing from west bank of Gaza. The Un agency for Palestinian refugee estimates that more than 1.60000 people are still in its shelters even though it is no longer able to cater the basic needs. Shelters have overflowed, people refugees are compelled to sleep on the streets outside of refugee camp even in rains and winter enclave. Till the 20th October 2023 more than 2 Million civilians trapped in Gaza as attacks continue.

INDIA'S STAND ON ISRAEL-HAMAS WAR

India by reiterates its call for a 'Sovereign Palestinian state' remained unchanged. The Ministry of External Affairs made it clear that India always stands for humanity, stability and anti-terrorism. Through the operation Ajay India evacuated 230 its civilians from Israel.

DEATHS OF NEW BORN CHILDREN

On 2nd November Israel troops have cut the internet supply and water supply which creates suffocating situation. Within three weeks of conflict 8796 civilians have lost their lives most of them are women's and minor and

3648 children's have been killed. Over 22000 thousand people have been wounded in air strikes (Palestinian Health Ministry Report. (The Hindu 2nd November 2023).

SHIFA HOSPITAL AND HUMAN RIGHTS DURING HAMAS -ISRAEL WAR

The Shifa is the largest Hospital which situated in the North part of Gaza city, the Hamas militant group made it as their shelter house, they stored weapons. The hospital in spite of becoming health care centre it turned as the centre of violation human rights. Israel blamed that the militants are accompanied with staff of the hospital. This hospital used by militant to provide for its fighters. The new-born children's and patients have suffered for the days without electricity and other basic amenities. The health authority made it cleared that the 2700 peoples are missing from the hospital many are burned, new born babies are lost their lives with oxygen supply and lack medicines. According UN agency for refugee two premature babies are died in Al-Shifa hospital during evacuation and 31 new born babies infected by virus thus Shifa hospitals become death zone. The UN converted all its schools in to shelter house for evacuated civilians from Gaza.

This incident forced to break the silence of the UN human rights chief Volker Turk, he decried on human rights violation in the Israel -Hama war. In his visit to West-Asia he warned both Israel and Hamas committing war crimes in the deadly conflict. He also appealed for investigation over the violation of human rights in the war. He asked Palestinian authority to ensure independent monitoring and documentation and coordination in the protection work but the Palestinian under the influence of militants it kept aside the suggestion of Volkar Turk. He appealed to Israel authority for access to the occupied Palestinian territory but either Palestinian or Israel accept the guidelines suggested by him for restoration of peace. (The Hindu 17th November 2023).

The Israel troops battling in search of hiding Hamas Militant group in south Gaza underground compounds on October 30, 2023, forced to evacuate 8 Lakha Palestinian to North Gaza. at least 50 peoples were killed and 150 wounded. As per the UNRWA it forced nearly 6.72000 Palestinian to sheltering in UN run School, it is four times than its capacity. This Shelter house devoid of food and other basic amenities due to Israeli siege. By observing this scenario, the UK Labour Party's leader Keir Stamer, reiterated his opposition to immediate ceasefire in the Israel -Gaza conflict and need humanitarian pause to curb the

terrorist activities and its supportive agency in Palestinian land. (The Hindu, November 1st,2023)7

Bolvia stands : In a press conference Bolvia Deputy Foreign Minister Freddy Mamani told "Bolvia has decided to withdraw its all diplomatic relationship with Israel, in repudiation and condemnation of aggressive and disproportionate military offensive being carried out in Gaza strip". Israel responded it as " Bolvia moves as a "surrender to terrorism". The Chile which accommodate larger Palestinian population out side of Arab world said "it was recalling its ambassador to Israel in protest against unacceptable violation of of international humanitarian law"

Brazil urgent for urgent ceasefire to ensure humanitarian condition and human rights. Brazil president said "terrorist attack by Palestinian militants against Israel did not justify killing "millions of innocents" in Gaza.(The Hindu 2nd November 2023).

US secretary of state Antony Blinken suggested that "at some point what would make the most sense is for an effective and revitalised Palestinian authority to have governance and ultimately security responsibility for Gaza".

By referring this incident occurred due to Israel's disproportionate

Israel -Hamas War from Economic Point of View : just within the three days of Hamas Militant attack and Israel retaliate to this heinous action on 10th October 2023 its protracted conflict resulted in the crude oil prices surged by more than 3% crossing \$87 a barrel. The shares are shifted from the investment on crude oil shifted to safe-haven assets such as gold. The equity markets around the world comes under pressure. This conflict not only pulled down NSE Nifty by 0.72% or 141.2 points to 19.512 but also it dragged trading volume on the NSE to lowest in many weeks. As per the perception of economist like Deepak Jasani HDFC Securities and Madan Sabnavis from the Bank of Baroda, if the conflict persists even for fortnight or more the oil dynamic will change. The oil price will surpass beyond \$90 a barrel which cause to increase in inflation and it slowdown the GDP rate. (The Hindu 10th October 2023).

Qatar Mediatory Role : after the four months' conflict between Hamas and Israel, Qatar initiates the step to halt the war by negotiating with Israel behalf of Palestinian counterpart. In a press conference Qatar's Foreign Ministry spokesperson Majed al-Ansari on 2nd February 2024 said there were hopes of "good news" about a fresh pause to

the fighting in the next couple of days" that proposal has been approved by Israel troops and now we have an initial positive confirmation.(The Hindu 3-Feb-2024).

But a source close to Hamas said "there is no agreement on the frame work of the agreement yet the fictions have important observations and the Qatari statement is rushed and true". Hamas Militant group had put the three stage plan i.e., six- week halt to the fighting, secondly more aid to delivers into Gaza and the release of workmen, children and sick men over 60" among the Israel hostage hostages in exchange for Palestinian prisoners in Israel.

THE UNITED NATION ORGANISATION BECOMES THE TOOTHLESS IN ENDING WARS

Even after the four months, since the Hamas attacked Israel on 7th October 2023, in retaliation of 1400 lives Israel defence forces have been relentlessly bombing on civilian's locations across the Gaza strip still ongoing. This incident led to engenderment many questions over the inability of UN in bringing about peace. According a former Indian Diplomat Rakesh Sood. It is fail to bring peace where ever wars are ongoing through negotiation. Because the UN was coming into existence by those played important role aftermath of second world war and they got permanent membership in United Nation Security Council. A world order must have reflected two criteria, i) convergence of views among major power of the world, ii) these major powers should seek provide a global public good. These two must saleability for the rest of the countries of the world. In the post-cold war period, gradual decline in the ability of the UN to undertake any meaningful action towards restoration peace across the world. The Israel conflict is one of them. Over the last two or three decades, the UN has been like a bystander with major powers by developing severe difference between permanent and non -permanent members of UNSC. This kind of frozen membership of decision-making bodies thwarted its main motto of restoration of peace, stability and humanity across the world.

Another Scholar Vivek Katju a former Indian Diplomat opined that the end of cold war demises the Soviet Union and chaos. And it continued through the 1990s. China was rising but it was still hiding its fire. The United States of America and its allied states are able to proceed within the UN and outside of the UN as they wanted. The United Nation Security Council in its present shape, as long as the vetoes are there, does not provide any hope for addressing

any international issue, where the national interest of the permanent five are in conflict. Thus the problem is that major powers are not willing to see eye to eye on the most important issue of ceasefire.(Is the United Nations toothless in ending wars?(The Hindu opinion, 3rd November 2023.)

Hamas -Israel War under International Court of Justice: The international Court of Justice said that the humanitarian situation in Gaza is "castrophic" with more than 25000 Palestinians dead. The pivotal function of international law is to hold states accountable for action which led mutual genocide. This issue came to light when South Africa approach the ICJ by alleging that Israel offensive military action in Gaza had resulted in the genocide of the Palestinian people, as defined in Article II of the Genocide convention of 1948. In this case International Court of Justice yet to decide whether Israel is committing or hascommitted genocide in Gaza. this is the time to wait and see whether it issued an interim order to protect the rights of both parties under genocide convention. In the current case International Court of Justice also said that parties involved in Gaza strip conflict are bound by international humanitarian law. (Rrabash Ranjan, Legal studie, South Asian University, Holding Israel accountable, The Hindu, February 5,2023.)¹²

CONCLUSION

It is not the time to think in terms of who is right or wrong, this war made it clear that if a nation allowed to any group which wants to breed the seeds of terrorism based hatredness, intolerance, against humanity it will pay the heavy price one day or another day in future. Non-Islamism countries in the world now a days have the zero tolerance towards militancy attitude. The 600 people have lost their lives surprisely and many of become hostages at hands of Palestinian militancy group. It is better to think who killed 600 innocent people first without any cause rather than glorification 179000 people deaths in this war.

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IMPACT OF ARTIFICIAL INTELLIGENCE ON BUSINESS WORLD : OPPORTUNITIES AND CHALLENGES

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ABSTRACT

Artificial intelligence is a type of intelligence system in which machines learn and analyse data to make human-like decisions. This paper deals with the rapidly growing impact of artificial intelligence on the business world and the opportunities, challenges that have arisen as a result. The rise of artificial intelligence has brought both opportunities and risks. With the potential to revolutionize various industries and develop processes and decisions. However, the use of artificial intelligence raises concerns about ethics, privacy and accountability and highlights the need for clear and effective regulation. The article explores the current state of artificial intelligence regulation and the challenges governments and businesses face in balancing the benefits and risks of this technology. It provides insights into how artificial intelligence regulation may evolve in the future and steps organizations can take to stay ahead of the regulatory curve. This paper provides a comprehensive sketch of the issues, challenges and implications connected to artificial intelligence and artificial intelligence related tasks.

Key words : Artificial Intelligence, Business World, Accountability, Organizations, Opportunities, Challenges.

INTRODUCTION

Artificial Intelligence is one of the foremost transformative technological developments of our era, affecting almost every aspect of modern life. From customer service to supply chain management, the use of artificial intelligence is changing the way businesses operate and interact with customers. However, as with any new technology, the widespread adoption of Artificial Intelligence has raised several challenges. This paper aims to provide a comprehensive overview of the impact of artificial intelligence on the business world and the opportunities, challenges that have arisen as a result. We examine the benefits and risks of artificial intelligence, the current state of artificial intelligence regulation, and steps organizations can take to stay ahead of the regulatory curve. By providing an in-depth examination of these key issues, this paper seeks to help businesses and policy makers navigate the rapidly evolving landscape of artificial intelligence and its impact on the business world.

Artificial intelligence is driving advances in technology and business. It is widely used in various industries, and the effects of artificial intelligence can be seen in every aspect of creativity. The development of artificial intelligence has been facilitated by large amounts of data and increased available computing power. As artificial intelligence becomes more popular, developers create new solutions for companies. This technology is trending and there are quite a few ways to use artificial

intelligence for business. In this paper, we look at how artificial intelligence is changing the industry.

REVIEW OF LITERATURE

Many businesses are adopting Artificial Intelligence (AI) technology to reduce operational costs, increase efficiency, increase revenue and improve customer experience. For greater benefits, businesses should look to put a full range of smart technologies into their processes and products, including machine learning, natural language processing, generative Artificial Intelligence, and more. However, even businesses new to Artificial Intelligence can reap major rewards. Harsh Sarkar, Harsh Yadav, MirajValecha, SushilPahuja, PurvaShriramwar (2023), studied that Artificial Intelligence has the ability to significantly improve corporate operations, including improved decision-making, cost savings, and better productivity. The deployment of Artificial Intelligence, however, also presents a number of difficulties, including data protection and security issues, moral considerations and possible job loss.

Rahul Jain (2023), found that Artificial Intelligence (AI) has emerged as a transformative technology that is changing the way businesses operate. Artificial Intelligence refers to the use of algorithms and machine learning techniques automate tasks traditionally performed by humans. Potential benefits of Artificial Intelligence include significant increased productivity, cost savings and enhanced decision-making. However, the adoption of

Artificial Intelligence poses several challenges, including data privacy and security concerns, ethical considerations and potential job displacement.

OPPORTUNITIES OF ARTIFICIAL INTELLIGENCE

By deploying the right Artificial Intelligence Technology, businesses can gain the ability to:

1. Time and money savings is one opportunity of Artificial Intelligence, business organizations can save time along with money by automating and optimising routine processes and tasks.
2. By deploying Artificial Intelligence, business organizations can increase productivity as well as operational efficiency.
3. Business organizations can take faster and effective business decisions based on the output of cognitive technologies.
4. By properly tuning the Artificial Intelligence systems business organizations can avoid the mistakes and 'human error'.
5. Use insight to predict customer preferences and deliver them a better, personalized experience.
6. Mine vast amounts of data to generate quality leads and grow your customer base.
7. Increase revenue by identifying and maximizing sales opportunities.
8. Build expertise by enabling analytics and providing intelligent advice and support.
9. Artificial Intelligence also assists organizations in cost savings. Businesses can cut down on the demand for labour by automating operations, which can result in cheaper labour expenses.
10. Artificial Intelligence also helps organizations in streamlining their supply chains, lowering the cost of inventory and speeding up delivery.

CHALLENGES OF ARTIFICIAL INTELLIGENCE IN BUSINESS WORLD

Artificial Intelligence is doing a lot of good and will continue to provide many benefits to our modern world, but with the good inevitably come negative consequences or challenges. The sooner we start thinking about what that might be, the better equipped we are to mitigate and manage risks.

1. **Expensive** : The ability to create a machine that mimics human intelligence is no small feat. This requires a lot of time and resources and can cost

large sums of money. Artificial Intelligence needs to run on the latest hardware and software to stay up-to-date and meet the latest requirements, thus it is quite expensive.

2. **Data Quality and Availability** : Artificial Intelligence systems require large amounts of high-quality data to learn and make accurate predictions. However, many businesses struggle with data quality and availability, which can hinder the performance of Artificial Intelligence systems.
3. **Complexity** : Artificial Intelligence is complex and difficult to understand, making it a challenge for businesses to identify and correct errors.
4. **Bias in Artificial Intelligence algorithms** : Bias is something many people worry about stories of Artificial Intelligence systems being "prejudiced" against women or people of colour make the headlines every once in a while. Artificial Intelligence algorithms may perpetuate existing biases and discrimination, and regulations must ensure that they are transparent and fair.
5. **Lack of Expertise** : There is a shortage of Artificial Intelligence experts, making it difficult for business to find the talent they need to implement Artificial Intelligence solutions.
6. **Data Privacy and Security** : One of the key challenges that businesses may face when embracing this transformative technology is data privacy and security. Businesses in both nations are more concerned with data security and privacy. Massive volumes of data, some of which can be private and sensitive, are used by Artificial Intelligence systems.
7. **Regulatory and ethical concerns** : Artificial Intelligence technology raises ethical and regulatory concerns, especially regarding data privacy, bias and transparency. Non-compliance with regulations can lead to legal issues and reputational damage. Ethical concerns may also deter customer trust. Keeping up to date on all regulations, implementing safeguards, involving legal and ethics experts, with responsible and ethical data utilization can alleviate the concerns.

RECOMMENDATIONS FOR BUSINESS

- Businesses should invest in training and development programs to upskill staff

members'existing workforce in Artificial Intelligence technology.

- Businesses develop a clear strategy for data collection, management and security.
- Begin with manageable Artificial Intelligence projects that align with businessmen's business goals. Starting small allows businessmen to learn, adapt and build the skills without overwhelming organizations. As businessmen can gradually expand Artificial Intelligence initiatives.
- Businesses interesting in implementing Artificial Intelligence should adopt a cooperative strategy, working together with regulators and other stakeholders to ensure that the opportunities of Artificial Intelligence are achieved while addressing its potential drawbacks.

MATERIALS AND METHODS

This paper is based on secondary data. A variety of sources, including academic articles, business reports, magazines, books are covered. Researchers offer insightful information about the adoption of Artificial Intelligence at this time and its potential for development in the future.

RESULTS AND DISCUSSION

- The findings of the study indicate that Artificial Intelligence has the potential to lead to significant improvements in business activities.
- Artificial Intelligence automates tedious and repetitive tasks, freeing up workers to work, freeing up workers to work on high-value tasks.
- It can help in making better educated trading decisions through vast amounts of data identifying patterns and trends.
- Though, the Artificial Intelligence adoption faces a number of problems as well.
- Data is one of the most difficult issues, security and privacy issues.
- More data is being collected and analysed by businesses, yet there is a risk of cyber-attacks and data breaches.
- Another critical factor is ethical issues especially in relation to applying Artificial Intelligence to decision-making. There is a chance that Artificial Intelligence can, if not carefully developed and implemented, lead to bias and discrimination.
- Finally, as Artificial Intelligence automates many tasks currently performed by people, there is a risk that some jobs will be lost.

CONCLUSION

In the dynamic landscape of Artificial Intelligence adoption, challenges are stepped stones to innovation. We not only accept obstacles, we must jump over them. Businesses face both opportunities and obstacles as a result of the deployment of Artificial Intelligence. Increased productivity, cost savings, improved decision - making, time and money savings are just few of the possible opportunities of Artificial Intelligence. The adoption of Artificial Intelligence, however, also presents a number of challenges, including data. Concerns about privacy and security, ethical issues and possible employment displacement. Businesses must adopt a collaborative strategy, collaborating closely with regulators and other stakeholders to ensure that Artificial Intelligence's advantages are achieved while addressing its potential, stakeholders' challenges.

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A STUDY ON THE AWARENESS TOWARDS E-LEARNING AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT

The Educational processes are undergoing phenomenal transformations with onset of information technology. Recent innovations in information technology have revolutionized the means of instruction within and outside institutions. The word 'e' has become increasingly evident on lives of Indians in many ways, could not have imagined less than ten years ago. The word 'e' stands for 'electronic' and it relates to the internet to undertake the wide range of activities. Educators are now beginning to hear terms like e-teaching, e-learning and e-education as it subtly becomes part of our regular vocabulary. With this mind it is time to find some answers so that, as e-teaching and e-learning are given support and recognition in the new global school house. Purpose of this study, to identify the level of awareness about e-learning among secondary school teachers and to study the difference between gender, locality, types of school, qualification, teaching experience and so on. Findings of present study; both male (23.18) and female (21.95) secondary school teachers were found to possess same level of awareness on e-learning; there is significant difference between subjects (science 25.76 and arts 20.29) of teaching towards awareness in e-learning among secondary school teachers; and There is a significant difference between trained (18.92) and untrained teachers (24.26) about awareness in e-learning.

Keywords : E-learning, secondary school teachers, awareness

INTRODUCTION

E-learning is learning takes place as a result of experiences and interaction in an internet environment. It is not restricted to a regular school day 'e-learning refers to education created and delivered by using technologies related to computer, the internet and technology in combination or in isolation. E-learning is the use of system technology to design, deliver, selected, administer and enlarge learning. Again e-learning is learning on internet enabled learning, involves the use of e-mail, e-journal, e-book and so on, e-learning is the convergence of learning and the internet.

SIGNIFICANCE OF THE STUDY

E-education involves e-teaching and e-learning along with the range of administrative and strategic actions needed to support teaching and learning in an internet environment. E-education, e-teaching and e-learning concepts are an imperative dimension like how the teachers make the change from their customary way of teaching to the modern e-teaching.

E-learning plays a crucial role in bringing the knowledge gap. It makes learning convenient, relevant and enjoyable. E-learning can be considered as an educational innovation. The three main reasons for popularity of e-learning are, Wide availability, Easy to use and its and High visual and graphic nature. E-learning is student

centered, flexible and convenient with the ease of online delivery. The emphasis now in the educational process shifts from teaching to learning. E-learning helps in creative use of a variety of communication methods such as e-mail, message boards, threaded discussions and chat rooms.

In this regards s few studies has been made, Resta V. (2005) reported that, online conferencing structure promotes proactive problem solving and reduces isolation. This presentation includes the online conferencing tool, structure and preliminary results of analysis of teacher's stages of concern throughout their induction year. Kalpana Mathur (2005) expressed the importance of e-learning to teachers and said, there require re-orientation to our teachers, the need to use multiple resources in teaching and learning. These teachers could be able to generate a great deal of video and e-content resources.

Azliza Yacob (2012), his study revealed that, males and female have a significant awareness towards e-learning. Modupeola Aduke Aboyade. Pannier Selvam (2021) his study revealed that, the post graduate students with computer knowledge have more awareness of e-learning than post graduate students without computer knowledge. (2023) majorly noted that, there is a favorably perception of e-learning platforms among the students of the Federal Polytechnic and also revealed that several challenges such as inadequacy of facilities, lack of orientation, poor internet connectivity, high cost of internet subscription and so on.

The above reviewed literature revealed that many studies had been conducted on effectiveness of e-learning in education. In India e-learning is a developing stage. Hence here is a lack of awareness and research about the process of implementing of e-learning and its impact of e-teaching in our schools. Research had been undertaken in tertiary education relating to online education, but a depth of research has yet to merge in primary and secondary education.

OBJECTIVES

- To study the level of E-learning among Secondary School Teachers of Mysore Taluk
- To study the difference in Awareness of E-learning among the Secondary School Teachers of Mysore Taluk with respect to their,
 - a. Gender
 - b. Locality
 - c. Type of school
 - d. Teaching Experience
 - e. Subject of Teaching
 - f. Training in computer

HYPOTHESIS

1. There is no significant difference in awareness towards e-learning among secondary school teachers with respect to their gender
2. There is no significant difference in awareness towards e-learning among secondary school teachers with respect to their locality
3. There is no significant difference in awareness towards e-learning among secondary school teachers with respect to their type of school
4. There is no significant difference in awareness towards e-learning among secondary school teachers with respect to their teaching experience
5. There is no significant difference in awareness towards e-learning among secondary school teachers with respect to their subject of teaching
6. There is no significant difference in awareness towards e-learning among secondary school teachers with respect to their training in computer

OPERATIONAL DEFINITIONS OF KEY TERMS

The operational definitions of the terms used in the present study are given below;

- **E-learning** - e-learning refers to education created and delivered by using technologies related to

computer, the internet and technology in combination or in isolation.

- **Secondary School Teachers** - secondary school teachers are trained graduate teachers who teach standard VIII, IX and X.
- **Awareness on e-learning** - it knows about the concepts and facts about e-learning. It is the consciousness, knowledge and interest on e-learning. In the present study awareness of e-learning means total score obtained by the secondary school teachers on awareness test.

METHODOLOGY

● VARIABLES

The variables included in the study are as follows;

● DEPENDENT VARIABLES

- a. Awareness on e-learning

● INDEPENDENT VARIABLES

- a. Gender
- b. Locality
- c. Types of school
- d. Teaching experience
- e. Subject of teaching
- f. Training in computer

● DESIGN OF THE STUDY

The present study employed a survey method and is descriptive in nature

● SAMPLING PROCEDURE

The whole Mysore district of Karnataka consists of 7 taluks and the researcher was selected Mysore taluk for the present study. From Mysore taluk 12 schools {urban 6, rural 6 schools} were selected randomly giving equal representation of the independent variables. And totally 120 secondary school teachers were selected by using stratified random sampling technique.

● TOOLS USED

To study awareness of teachers about e-learning the researcher adopted e-learning awareness test items developed by Dr. H.N.Vishwanath. This tool consists of 75 items, which is a combination of multiple choice and open ended questions, which are classified under Computer basics and windows (part-I), M.S. office (part-II), Internet application (part-III), and e-learning (part-IV).

● STATISTICAL TECHNIQUES TO ANALYSIS THE DATA

Both descriptive and inferential statistics were employed for analysis of the data. The descriptive statistics such as, percentage, mean, standard deviation, t-test were employed ANOVA was computed to know the significant difference in awareness of teachers with respect to types of school, and teaching experience.

ANALYSIS OF THE DATA AND INTERPRETATION OF THE RESULTS

The data obtained on teachers' awareness towards e-learning are analyzed by using descriptive and inferential statistics. Data was analyzed quantitatively and described under 2 sections namely,

Section I - Level of Awareness towards E-learning

Section II - Hypothesis Testing

Section I - Level of awareness towards E-learning

Table 1: Details of level of awareness towards e-learning

Gender	Category	Frequency	Percentage
1-16	Low	41	34.2
17-32	Medium	66	55.0
33-48	High	13	10.8

Table 2 : Details of Mean score of teachers' awareness about e-learning with respect to gender

Dimensions	Gender	N	Mean	SD	t-valuesions	Sig. Level.
CB	Male	60	9.00	3.37	0.176	0.860
	Female	60	8.88	3.86		
MSO	Male	60	7.88	2.16	-0.043	0.966
	Female	60	7.90	2.11		
INTERNET	Male	60	6.30	3.01	2.123	0.036
	Female	60	5.17	2.84		
TOTAL	Male	60	23.18	7.36	0.861	Not significant
	Female	60	21.95	8.30		

Table 3 : Details of Mean score of teachers' awareness about e-learning with respect to locality

Dimensions	Gender	N	Mean	SD	t-valuesions	Sig. Level.
CB	Urban	60	10.70	3.37	6.092	0.000
	Rural	60	7.18	2.94		
MSO	Urban	60	8.42	2.28	2.781	0.006
	Rural	60	7.37	1.83		
INTERNET	Urban	60	7.27	2.91	6.595	0.000
	Rural	60	4.20	2.12		
TOTAL	Urban	60	26.38	7.20	6.090	Significant
	Rural	60	18.75	6.51		

It is found that from the table 1, 34.2 % of the secondary school teachers showed a low awareness about e-learning and 55% of teachers showed a medium level of awareness and only 10.8% of teachers showed a very high level of awareness on e-learning. Lack of proper facilities, training programs, internet access etc. may be the cause for the low level of awareness on e-learning in the secondary school teachers of Mysore taluk.

Section II - Hypothesis Testing

In this section analysis of the data pertaining to awareness about e-learning among secondary school teachers;

H1 : There is no significant difference in awareness towards e-learning among secondary school teachers with respect to their gender

Table 2 clearly indicates that, overall means score of awareness on e-learning in male teachers is 23.18 and for female teachers mean score is 21.95. The corresponding t-value is 0.861 found to be not significant at 0.05 level. In other words, overall both male and female teachers were found to possess same level of awareness on e-learning. Hence the null hypothesis H1 is accepted.

H2 : There is no significant difference in awareness towards e-learning among secondary school teachers with respect to their locality

Table 3 shows that, it is found to be the urban teachers mean score value 26.38 is much greater than rural teachers mean value 18.75 and supporting t-value is found to be highly significant (6.09) at 0.05 level. So the null hypothesis H2 is rejected. This fact is very much realistic since there is no internet connection facilities in rural schools compared to urban schools. And concluded that there is a significant difference between urban and rural secondary school teachers in awareness about e-learning with respect to locality.

H3 : There is no significant difference in awareness towards e-learning among secondary school teachers with respect to their type of school

From the above table 5 it is found that the F-value for awareness towards e-learning with respect to type of schools is not significant (0.696) at 0.05 level. Hence the null hypothesis H3 is accepted. And concluded that, irrespective of the type of schools, teachers were found to be at the same awareness level towards e-learning.

H4 : There is no significant difference in awareness towards e-learning among secondary school teachers with respect to their teaching experience

Table 4: Details of Mean score of teachers' awareness about e-learning with respect to type of schools

Dimensions	Type of Schools	N	Mean	SD
CB	Govt.	40	9.10	4.07
	Aided	40	8.68	3.30
	Unaided	40	9.05	3.49
	Total	120	8.94	3.61
MSO	Govt.	40	7.45	2.02
	Aided	40	7.50	1.97
	Unaided	40	8.73	2.17
	Total	120	7.89	2.13
INTERNET	Govt.	40	6.43	3.39
	Aided	40	5.53	2.86
	Unaided	40	5.25	2.54
	Total	120	5.73	2.97
TOTAL	Govt.	40	22.96	8.54
	Aided	40	21.70	7.13
	Unaided	40	23.03	7.91
	Total	120	22.57	7.84

Table 5: Details of F-value of teachers' awareness about e-learning with respect to status of schools

Dimensions	Source of Variation	Sum of Squares	DF	Mean Square	F	Significant
CB	Between groups	4.317	2	2.158	0.163	0.850
	Within groups	1546.275	117	13.216		
	Total	1550.592	119	-		
MSO	Between groups	41.717	2	20.858	4.921	0.009
	Within groups	495.875	117	4.238		
	Total	537.592	119	-		
INTERNET	Between groups	30.217	2	15.108	1.738	0.180
	Within groups	1017.250	117	8.694		
	Total	1047.467	119	-		
TOTAL	Between groups	45.117	2	22.558	0.363	0.696
	Within groups	7264.350	117	62.088		
	Total	7309.467	119	-		

From the analysis of table 7, it is found that the F-value is 4.294 for the awareness towards e-learning with respect to the teaching experience. The F-value is highly significant at 0.05 level and so the null hypothesis H4 is rejected. And concluded that, there is a significant difference among teaching experiences towards awareness in e-learning. The reason behind this that the teachers who

are newly appointed are fresh graduates with better computer knowledge. Whereas the experienced teachers lack computer knowledge compared to fresh graduate teachers.

H5 : There is no significant difference in awareness towards e-learning among secondary school teachers with respect to their subject of teaching

Table 6: Details of Mean score of teachers' awareness about e-learning with respect to teaching experience

Dimensions	Teaching Experience	N	Mean	SD
CB	Below 5	9	12.78	3.31
	6-10	40	9.53	3.76
	11-15	35	7.94	3.21
	16-20	26	8.42	3.26
	20+	10	8.00	3.33
	Total	120	8.94	3.61
MSO	Below 5	9	9.44	2.13
	6-10	40	8.28	2.25
	11-15	35	7.60	2.08
	16-20	26	7.31	1.72
	20+	10	7.50	2.17
	Total	120	7.89	2.13
INTERNET	Below 5	9	8.44	3.50
	6-10	40	6.30	2.82
	11-15	35	5.37	3.13
	16-20	26	5.00	2.40
	20+	10	4.20	2.15
	Total	120	5.73	2.97
TOTAL	Below 5	9	3.67	7.37
	6-10	40	24.10	8.17
	11-15	35	24.85	8.85
	16-20	26	20.71	6.70
	20+	10	19.70	5.93
	Total	120	22.57	7.84

Table 7: Details of F-value of teachers' awareness about e-learning with respect to teaching experience

Dimensions	Teaching Experience	N	Mean	SD
CB	Below 5	9	12.78	3.31
	6-10	40	9.53	3.76
	11-15	35	7.94	3.21
	16-20	26	8.42	3.26
	20+	10	8.00	3.33
	Total	120	8.94	3.61
MSO	Below 5	9	9.44	2.13
	6-10	40	8.28	2.25
	11-15	35	7.60	2.08
	16-20	26	7.31	1.72
	20+	10	7.50	2.17
	Total	120	7.89	2.13
INTERNET	Below 5	9	8.44	3.50
	6-10	40	6.30	2.82
	11-15	35	5.37	3.13
	16-20	26	5.00	2.40
	20+	10	4.20	2.15
	Total	120	5.73	2.97
TOTAL	Below 5	9	3.67	7.37
	6-10	40	24.10	8.17
	11-15	35	24.85	8.85
	16-20	26	20.71	6.70
	20+	10	19.70	5.93
	Total	120	22.57	7.84

Table 7: Details of F-value of teachers' awareness about e-learning with respect to teaching experience

Dimensions	Source of variation	Sum of Squares	Df	Mean Square	F	Significant
CB	Between groups	196.829	4	49.207	4.180	0.003
	Within groups	1353.762	115	11.772		
	Total	1550.592	119	-		
MSO	Between groups	40.956	4	10.239	2.371	0.056
	Within groups	496.636	115	4.319		
	Total	537.592	119	-		
INTERNET	Between groups	121.073	4	30.268	3.757	0.007
	Within groups	926.394	115	8.056		
	Total	1047.467	119	-		
TOTAL	Between groups	949.908	4	237.477	14.294	0.005
	Within groups	6359.558	115	55.30		
	Total	7309.467	119	-		

Table 8 : Details of Mean score of teacher's awareness about e-learning with respect to subject of teaching

Dimensions	Subject of teaching	N	Mean	SD	t-value	Significant
CB	Science	50	10.32	3.51	3.210	0.000
	Arts	70	7.96	3.37		
MSO	Science	50	8.50	2.36	2.720	0.008
	Arts	70	7.46	1.84		
INTERNET	Science	50	6.94	3.10	3.995	0.000
	Arts	70	4.87	2.56		
TOTAL	Science	50	25.76	7.95	4.003	Significant
	Arts	70	20.29	6.96		

Table 8 indicates that, the t-value of awareness towards e-learning with respect to subject of teaching is 4.003. Science teachers are having mean scores of 25.76 and arts teachers are having mean score of 20.29. Supportively t-value is (4.003) is found to be highly significant at 0.05 level. So the null hypothesis H₅ is rejected and concluded that, there is significant difference between subjects of teaching towards awareness in e-learning among secondary school teachers. The reason for

the difference in awareness level between the science teachers and arts teachers is due to the theoretical background on technology of science teachers with respect to low theoretical background on technology of arts teachers.

H₆ : There is no significant difference in awareness towards e-learning among secondary school teachers with respect to their training in computer

Table 9 : Details of Mean score of teachers' awareness about e-learning with respect to training in computer

Dimensions	Training in Computer	N	Mean	SD	t-value	Significant
CB	Trained	82	9.63	8.77	-3.205	0.002
	Untrained	38	7.45	2.74		
MSO	Trained	82	8.44	2.17	-4.461	0.000
	Untrained	38	6.71	1.47		
INTERNET	Trained	82	6.18	3.14	-2.491	0.014
	Untrained	38	4.76	2.32		
TOTAL	Trained	82	18.92	5.19	-3.643	significant
	Untrained	38	24.26	8.30		

From the above table 9 it is found that the teachers who are trained is having mean score 5.19 which is much greater than the teachers who are untrained with mean score 8.30. Supportively the t-value is found to be 3.643 which are highly significant at 0.05 level. So, null hypothesis H₆ is rejected; and concluded that, there is a significant difference between trained and untrained teachers' awareness about e-learning. The reason for this awareness difference between the trained and untrained teachers is that the training in computers increased the teachers' skills in computer applications like internet browsing, MS office applications etc.

MAJOR FINDINGS OF THE STUDY

Major findings for the present study are as follows;

- More than 55% of teachers showed a medium level of awareness and only 10.8% of secondary school teachers showed a very high level of awareness on e-learning.
- Both male (23.18) and female (21.95) secondary school teachers were found to possess all most same level of awareness on e-learning.
- There is a significant difference between urban and rural secondary school teachers in awareness towards e-learning.
- Irrespective of type of schools (Govt, Aided, and Unaided), teachers were found to be at the same awareness level towards e-learning.

- There is a significant difference between experienced teachers and newly appointed teachers towards awareness in e-learning; reason that teachers who are newly appointed are having better computer knowledge, but experienced teachers lack of computer knowledge.
- There is significant difference between subjects (science 25.76 and arts 20.29) of teaching towards awareness in e-learning among secondary school teachers.
- There is a significant difference between trained (18.92) and untrained teachers (24.26) about awareness in e-learning.

EDUCATIONAL IMPLICATIONS

- Many of the schools are lack of facilities for implementing e-learning. Hence government should provide the facilities like furniture, computers, and internet access along with the training programme.
- Training must give more emphasis with respect to rural teachers who have low awareness towards e-learning compared to the urban teachers.
- E-learning makes the learning more effective and joyful. Hence e-learning must be recommended by government to implement in all the schools.

CONCLUSION

In the present world, the public are being trained to live "No life without Net". In each aspects of life, we have to depend on the practice of internet. Therefore, as a teacher must have awareness about the e-learning and its usage in order to help their students. In the present study, the researcher have made an effort to study the awareness on e-learning of secondary school teachers of Mysore Taluk and found that more than 55% of teachers showed a medium level of awareness and only 10.8% of secondary school teachers showed a very high level of awareness on e-learning. And it is cleared that each school have minimum level of e-learning facilities irrespective of type of schools and locality. It was found that unaided and aided school teachers have better facilities for e-learning than the government school teachers.

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A STUDY ON THE AWARENESS OF INTERNET USAGE AMONG TEACHER TRAINEES

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INTRODUCTION

The internet is the largest, most powerful computer network in the world. Actually, it is a network of networks all freely exchanging information. It encompasses 1.3 million computers with internet addresses that are used by up to 30 million people in more than 50 countries.

APPLICATION OF THE INTERNET

With access to the internet, teachers and their students can use -

E-MAIL

Electronic mail is shortly referred to as mail. It is used as an information and communication technology in education.

- E-mail involves the process of "sending messages or data from one Computer user to another". E-mail can be used in the following ways.
- Students can ask for some information by having access to teachers E-mail.
- Student-to-student communication can be provided among discussion groups.
- Students can report problems.
- Students can provide biographical information about themselves.

BULLETIN BOARDS

Many bulletin boards can be accessed through the internet. Two common public bulletin boards on the internet are USENET and LISTSERV. USENET is a collection of thousand of topically organized newsgroups, covering super computer design to soup-making in distribution from the whole to single institutions. LISTSERV also provides discussion forums on a variety of topics broken out by topic or area of special interest.

WORLD-WIDE WEB (WWW)

The WWW is an exciting and innovative front-end to the internet. The WWW is described as "Wide-area hypermedia information retrieval initiative aiming to give universal access to a large universe of documents"
- Chughes (1994)

The WWW provides internet users with a uniform and convenient means of accessing the wide variety of resources (pictures, text, data, sound and video) available on the internet.

ONLINE LEARNING

It is synonymous with web-based learning where learning is fostered via the WWW only, in an internet (or) intranet; Mishra (2001) calls it as the new generation in the evolutionary growth of open, flexible and distance learning.

OBJECTIVES OF THE STUDY

- To study the awareness of internet usage of male and female teacher trainees.
- To study the awareness of internet usage of Under Graduate and Post Graduate teacher trainees.
- To study the awareness of internet usage of Arts and Science teacher trainees.
- To study the awareness of internet usage of urban and rural teacher trainees.
- To study the awareness of internet usage of Government and self-financing college teacher trainees.

HYPOTHESIS OF THE STUDY

- There is no significant difference between the male and female teacher trainees in the awareness of internet usage.
- There is no significant difference between the Under Graduate and Post Graduate teacher trainees in the awareness of internet usage.
- There is no significant difference between Arts and Science teacher trainees in the awareness of internet usage.
- There is no significant difference between urban and rural teacher trainees in the awareness of internet usage.
- There is no significant difference between Government and Self-financing college teacher trainees in the awareness of internet usage.

SAMPLE

The investigator selected students from four colleges of education in Namakkal district (Government and Self-financing). The investigator used random sampling technique.

METHODOLOGY

In order to realize the above said objectives, normative survey method was employed.

TOOLS USED

Awareness of internet usage among teacher trainees

RESULTS

VARIABLES	N	MEAN	SD	t-VALUE	LEVEL OF SIGNIFICANT AT 0.05
Male	111	161.26	9.54	0.21	Not Significant
Female	89	161.59	11.78		
U.G	117	168.37	5.03	16.43	Significant
P.G	83	151.59	8.28		
Arts	135	162.74	10.15	1.91	Not Significant
Science	65	159.65	10.97		
Urban	117	168.37	5.03	16.43	Significant
Rural	83	151.59	8.28		
Government college	80	161.02	10.81	0.41	Not Significant
Self-financing college	120	161.66	10.44		

STATISTICAL TECHNIQUES USED

For the analysis of data, the researcher has used statistical technique such as mean, standard deviation and t-test.

MAJOR FINDINGS

- There is no significant difference between the male and female teacher trainees in the awareness of internet usage.
- There is significant difference between the Under graduate and Post Graduate teacher trainees in the awareness of internet usage.
- There is no significant difference between Arts and Science teacher trainees in the awareness of internet usage.
- There is significant difference between urban and rural teacher trainees in the awareness of internet usage.
- There is no significant difference between Government and self-financing college teacher trainees in the awareness of internet usage.

tool developed and standardized by investigator was used for the study. The questionnaire consisted of 50 statements. Each statement provided three responses. The responses were expressed on a three point scale, agree, undecided, disagree and weights of 3, 2, 1 are given in that order the favourable statements.

TEACHER TRAINEES

They are those who are studying B.Ed., courses in training colleges.

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A STUDY ON THE LEADERSHIP BEHAVIOUR OF SECONDARY SCHOOL HEADMASTERS IN RELATION TO THEIR MORALE

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INTRODUCTION

According to Philips Sadler (2002), as an element of social interaction, leadership is a complex activity involving:

1. A process of influence
 2. Actors who are both leaders and followers
 3. A range of possible outcome – the achievement of goals, but also the commitment of individuals to such goals, the enhancement of group cohesion and the reinforcement of change of organisational behaviour
- Effective leaders someone who knows how to inspire and relate to subordinates; able to convince subordinates that the organisational vision is not only important but attainable; able to challenge them with goals, projects, tasks and responsibility that allow them to feel a sense of personal success, achievement, and accomplishment; rewards subordinates who perform well with recognition, money and promotions

AN EFFECTIVE ISLAMIC LEADERS

has positive personality traits and the traits are God-fearing, high morality, compassion for the people, patience, humble, fair, just, diligent, courageous, pious, honest, positive outlook, considerate and noble.

Effective leadership is associated with good character Al-Ghazali refers to good character as the person's good inward form, that is, in his soul, which has four faculties; knowledge, anger, desire and justice. In a man of good character, all these faculties remain sound, moderate and mutually harmonious.

Leadership style is the manner and approach of providing direction, implementing plans and motivating people Laissez-faire leader - minimally involved in decision making and encourage group members to make their own decisions.

Authoritarian leader - make all group decisions and assign tasks to members Democratic leader - encourage group discussion and decision making through census building. Paternalistic leader – consider his/her

subordinates as being not fully mature and responsible. Varying Leadership Style While the proper leadership style depends on the situation, there are other factors that influence which style to use

- The manager's personal background. What personality, knowledge, values, ethics does the manager have.
- The employees being supervised. Employees are individuals with different personalities and backgrounds.
- The company. The traditions, values, philosophy and concerns of the company will influence how the manager acts.

CONCEPT OF LEADERS

If you are instructed to form a volleyball team in a secondary school, at the first stage you will select totally 10 students who are well versed in this game. After finalising the list you will observe their performance in the volleyball playground for 2 days. After keen observation of many skills of the game you will select one student as a leader of the team.

At present you are working in an education institution. From the reopening day to the last working day you have to organise many activities. It is not a simple affair, because it is a complex structure. As now know your institution is composed of a number of formal and informal groups. The head of your institution is required to know the group dynamic and leadership role. Probably you have studied the functions of head of your institution. He has to deal with the teachers, students, persons, members of the management, officers of the department and community as in general. The head of your institution, who is considered as leader of your institution has to play different roles. Probably, head of your institution may be having his own perception of his role. In some situation he has reconciled these differences in role expectations. This is because the behaviour pattern of your head is conditioned by a number of situational factors. Anyhow

he is very clever and efficient in handling the situations. Now, you would agree that head of your institutions has behaved very well for the successful functioning of your institution.

TEACHERS' MORALE

Morale is intangible. It cannot be seen or isolated. But it is possible to determine the quality of morale by careful observation of the way the faculty behave gentleness, cheerfulness, promptness, indicators of morale.

'Morale' is one to which various meanings have been given. To some, it means zeal or enthusiasm with which is the willingness of a group to work towards a collective purpose. The investigator would like to define faculty morale as the way of faculty feels, acts and beliefs. The kind of feelings, actions of beliefs determine whether there is high or low morale. Group morale depends upon the feelings, actions and beliefs of all persons concerned. In other words, faculty morale means the collective feelings and attitudes or the faculty as a whole towards their professions and colleagues in the institutions.

In case of teachers there are certain other factors also which are important such as Napier (1966) identified twelve factors with associated with high teachers' morale. The factors are;

- i) The administrator's understanding and appreciation of the teacher as an individual.
- ii) The confidence the teacher has in the administrator's professional competence.
- iii) The support the teacher receives from the administration regarding discipline problem.
- iv) Teacher participation in the formulation of policies that affect them.
- v) Adequate facilities and equipment, adequate teaching supplies.
- vi) Teaching assignments, which are commensurate with training.
- vii) Fair and equitable distribution of extra curricular assignments.
- viii) Professional training provided through an in service programme.
- ix) Job security
- x) An adequate policy for leave of absence.
- xi) A fair and equitable distribution the teaching loads.

- xii) Salaries those are comparable with professions requiring equal training.

The factors which are responsible for lowering morale are:

- i) Lack of relief from pupil contact during the school day.
- ii) Clerical duties.
- iii) Lack of co-operation
- iv) Excessive teaching load
- v) Low salary
- vi) Lack of parental co-operation and interest
- vii) Poor pupil discipline
- viii) Lack of proper equipment and supplies

REVIEW OF RELATED LITERATURE

Lincan Education, Administration (1980). Studied the Relationship of Leadership Behaviour of Secondary School Principals he found that There was no significant interaction between principals' leadership dimensions, 'consideration' and 'initiating structure,' with principals' formal training. Ryan Kelley, Ed.D.(2000). Studied that the Relationship between Servant Leadership Behaviour of High School Principals, School Climate and Student Achievement, it reveals that the leadership style of the building principal is an integral factor in the development of an open school climate. Specifically, servant leadership appears to be an effective leadership style for developing an open school climate.

Morgen A. Houchard (2005) studied that Principal Leadership, Teacher Morale, and Student Achievement in Seven Schools he found that satisfaction with teaching had the highest level of teacher morale of all of the 10 different morale factors.

Keith A. Rowland (2008) studied that The Relationship of Principal Leadership and Teacher Morale found that, principal leadership and teacher morale were significantly correlated and that the leadership practice of Enable Others to Act had the strongest positive correlation to teacher morale.

OBJECTIVES

The following objectives were framed for the present study

1. To study the difference between male and female heads of secondary schools with respect to their leadership behaviour and its dimensions i.e.

- Consideration and Initiating structure
- 2. To study the difference between heads of urban and rural secondary schools with respect to their leadership behaviour and its dimensions.
- 3. To study the difference between graduate and postgraduate head masters of secondary schools with respect to their leadership behaviour and its dimensions.
- 4. To Study the significant difference between low and high morale of head masters of secondary schools with respect to their leadership behaviour and its dimensions.

HYPOTHESES

The following null hypotheses were set up for the present study.

1. There is no significant difference between male and female heads of secondary schools with respect to their leadership behaviour and its dimensions i.e. Consideration and Initiating Structure.
2. There is no significant difference between heads of urban and rural secondary schools with respect to their leadership behaviour and its dimensions.
3. There is no difference between graduate and postgraduate head masters of secondary schools with respect to their leadership behaviour and its dimensions.
4. There is no significant difference between low and high morale of head masters of secondary schools with respect to their leadership behaviour and its dimensions i.e.

LIMITATIONS

1. The present study was limited to leadership behaviour of secondary school headmasters only.
2. The present study was restricted to secondary school headmasters only.
3. The present study was confined to 90 secondary school headmasters from and 270 Teachers of Dharwad District only.
4. The Study was confined to 185 Graduate Headmasters and 85 Post graduate Headmasters only.
5. The study was confined to 184 Urban and 86 Rural Headmasters only.

METHODOLOGY ADOPTED

a. Sample : The study was conducted on a sample of 90 secondary school Headmasters and 270 Teachers of which 162 were male teachers and 108 female teachers from Dharwad district in Karnataka. For selecting the candidates from each school random sampling technique was used.

b. Tool used : For the present study to collect the data the following tool was used; Leadership Behaviour Description Questionnaire, developed by E.A. Fleishman (1973); Teachers Morale developed by Parimila Dekhtawala (1977) was used

c. Collection of Data : To collect the necessary data for the study, printed copies of the questionnaire was administered to the individual headmasters in different secondary schools. The investigator personally visited to each school to collect duly filled questionnaire. Personal data relating to name, sex, location, type of school and teaching experience of the headmasters were also collected through a personal data sheet specially prepared for the purpose.

d. Statistical Technique : In order to know study the Leadership behaviour of Secondary School headmasters, the scores obtained from the headmasters 't' test technique was applied to test the hypotheses for the significances shown in the following tables.

DIFFERENTIAL STATISTICS

The statistical significant differences between gender (male and female), location (rural and urban), medium of instructions (Kannada, English, Urdu), types of management (government, aided and unaided), with respect to leadership behaviour and its dimensions (consideration and initiating structure) of head masters of secondary schools were compared by using one way analysis of variance (ANOVA) and unpaired t-test and the results were discussed in the preceding section.

Male and female heads of secondary schools do not differ significantly with respect to leadership behaviour ($t=1.7460$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female heads of secondary schools have similar leadership behaviour.

Male and female heads of secondary schools do not differ significantly with respect to dimension of leadership behaviour i.e. consideration ($t=1.5324$, $p>0.05$) at 5% level of significance. Hence, the null

Table - 1 : Results of t-Test Between Male and Female Heads of Secondary Schools with Respect to their Leadership Behaviour and its Dimensions

Variable	Gender	Mean	SD	t-value	p-value	Signi.
Leadership Behaviour	Male	117.5926	14.0516	1.7460	> 0.05	NS
	Female	114.5463	14.0349			
Consideration	Male	68.0679	8.9845	1.5324	> 0.05	NS
	Female	66.3241	9.4194			
Initiating structure	Male	49.5247	7.7156	1.3439	> 0.05	NS
	Female	48.2222	7.9288			

The above table reveals that;

hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female heads of secondary schools have similar consideration.

Male and female heads of secondary schools do not differ significantly with respect to dimension of

leadership behaviour i.e. initiating structure ($t=1.3439$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female heads of secondary schools have similar initiating structure.

Table - 2 : Results of t-Test Between Heads of Urban and Rural Secondary Schools with Respect to their Leadership Behaviour and its Dimensions

Variable	Location	Mean	SD	t-value	p-value	Signi.
Leadership Behaviour	Urban	119.4620	12.5118	5.5480	< 0.05	S
	Rural	109.7674	15.0729			
Consideration	Urban	68.9457	8.4179	4.2516	< 0.05	S
	Rural	64.0000	9.8733			
Initiating structure	Urban	50.5163	7.1173	4.8435	< 0.05	S
	Rural	45.7674	8.2813			

The above table reveals that;

- The heads masters of urban and rural secondary schools differ significantly with respect to leadership behaviour ($t=5.5480$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the heads of urban secondary schools have higher leadership behaviour as compared to heads of rural secondary schools.

- The heads masters of urban and rural secondary schools differ significantly with respect to dimension of leadership behaviour i.e. consideration ($t=4.2516$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the heads of urban secondary schools have higher consideration as compared to heads of rural secondary schools.

- The heads masters of urban and rural secondary schools differ significantly with respect to dimension of leadership behaviour i.e. initiating structure ($t=4.8435$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the heads of urban secondary

schools have higher initiating structure as compared to heads of rural secondary schools.

From the above table, we clearly noted that,

- The graduate and postgraduate head masters of secondary schools differ significantly with respect to leadership behaviour ($t=-4.4327$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the postgraduate head masters of secondary schools have higher leadership behaviour as compared to graduate head masters of secondary schools.

- The graduate and postgraduate head masters of secondary schools differ significantly with respect to dimension of leadership behaviour i.e. consideration ($t=-3.5640$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the postgraduate head masters of secondary schools have higher consideration as compared to graduate head masters of secondary schools.

- The graduate and postgraduate head masters of secondary schools differ significantly with respect to

Table-3 : Results of t-Test Between Graduate and Postgraduate Head Masters of Secondary Schools with Respect to their Leadership Behaviour and its Dimensions.

Variable	Education	Mean	SD	t-value	p-value	Signi.
Leadership Behaviour	Graduate	113.8811	13.0233	-4.4327	<0.05	S
	Postgraduate	121.8000	14.8835			
Consideration	Graduate	66.0486	8.6692	-3.5640	<0.05	S
	Postgraduate	70.2471	9.6559			
Initiating structure	Graduate	47.8324	7.5950	-3.7198	<0.05	S
	Postgraduate	51.5529	7.7159			

The above table reveals that;

dimension of leadership behaviour i.e. initiating structure ($t=-3.7198$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and

alternative hypothesis is accepted. It means that, the postgraduate head masters of secondary schools have higher initiating structure as compared to graduate head masters of secondary schools.

Table - 4 : Results of t-Test Between Low and High Morale of Head Masters of Secondary Schools with Respect to Their Leadership Behaviour and its Dimensions

Variable	Organizational Culture	Mean	SD	t-value	p-value	Signi.
Leadership Behaviour	Low	106.6600	11.7587	-10.2166	<0.05	S
	High	122.0882	12.1118			
Consideration	Low	62.6700	8.2817	-7.0025	<0.05	S
	High	70.1353	8.5616			
Initiating structure	Low	43.9900	6.7532	-9.2784	<0.05	S
	High	51.9529	6.8430			

From the above table, we clearly noted that,

- The low and high morale of head masters of secondary schools differ significantly with respect to leadership behaviour ($t=-10.2166$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the high morale head masters of secondary schools have higher leadership behaviour as compared to low morale head masters of secondary schools.

- The low and high morale of head masters of secondary schools differ significantly with respect to dimension of leadership behaviour i.e. consideration ($t=-7.0025$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the high morale head masters of secondary schools have higher consideration as compared to low morale head masters of secondary schools.

- The low and high morale of head masters of secondary schools differ significantly with respect to dimension of leadership behaviour i.e. initiating structure ($t=-9.2784$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the

high morale head masters of secondary schools have higher initiating structure as compared to low morale head masters of secondary schools.

IMPORTANT FINDINGS

1. It is found that, the male and female heads of secondary schools have similar leadership behaviour.

- It is found that, the male and female heads of secondary schools have similar consideration.

- It is found that, the male and female heads of secondary schools have similar initiating structure.

2. It is found that, the heads of urban secondary schools have higher leadership behaviour as compared to heads of rural secondary schools.

- It is found that, the heads of urban secondary schools have higher consideration as compared to heads of rural secondary schools.

- It is found that, the heads of urban secondary schools have higher initiating structure as compared to heads of rural secondary schools.

3. It is found that, the postgraduate head masters of secondary schools have higher leadership behaviour as

compared to graduate head masters of secondary schools.

- It is found that, the postgraduate head masters of secondary schools have higher consideration as compared to graduate head masters of secondary schools.

- It is found that, the postgraduate head masters of secondary schools have higher initiating structure as compared to graduate head masters of secondary schools.

4. It means that, the high morale head masters of secondary schools have higher leadership behaviour as compared to low morale head masters of secondary schools.

- It is found that, the high morale head masters of secondary schools have higher consideration as compared to low morale head masters of secondary schools.

- It is found that, the high morale head masters of secondary schools have higher initiating structure as compared to low morale head masters of secondary schools.

DISCUSSION AND CONCLUSION

On the basis of the results obtained in the study the following conclusions were drawn the male and female heads of secondary schools have similar leadership behaviour; the male and female heads of secondary schools have similar consideration; the male and female heads of secondary schools have similar initiating structure; the heads of urban secondary schools have higher leadership behaviour as compared to heads of rural secondary schools; the heads of urban school have higher consideration structure as compared to

heads of rural secondary schools; the heads of urban secondary schools have higher initiating structure as compared to heads of rural secondary schools; the postgraduate head masters of secondary schools have higher leadership behaviour as compared to graduate head masters of secondary schools; the postgraduate head masters of secondary schools have higher consideration as compared to graduate head masters of secondary schools; the postgraduate head masters of secondary schools have higher initiating structure as compared to graduate head masters of secondary schools; the high morale head masters of secondary schools have higher leadership behaviour as compared to low morale head masters of secondary schools; the head masters of secondary schools have higher consideration and higher initiating structure as compared to low morale head masters of secondary schools.

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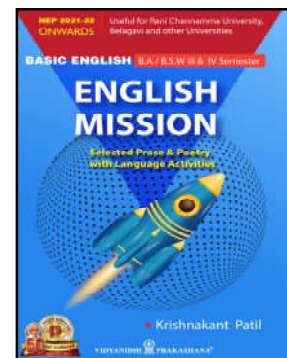

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AN INTERACTION EFFECT OF STUDENTS SCHOOL ADJUSTMENT, ATTITUDE AND SOCIO-ECONOMIC STATUS ON ACADEMIC ACHIEVEMENT IN SCIENCE AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

The purpose of the study was to analyse Independent and Combined effects of Variables viz., School Adjustment (High and Low), Attitude Towards Science (Favourable and Unfavourable) and Socio-Economic Status (Rich and Poor) on Academic Achievement in Science. The sample of the present study includes 500 students selected randomly from 50 secondary schools. The study revealed that, (i) The Boys with high school adjustment will influence more on academic achievement of students in science than the Boys with low school adjustment; (ii) The Boys with high school adjustment & favorable attitude towards science will influence more on academic achievement of students in science than the Boys with high school adjustment & unfavorable attitude towards science and (iii) The Boys with high school adjustment, favourable attitude towards science and rich socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, unfavorable attitude towards science and poor socio-economic status.

INTRODUCTION

The practice of science education has been increasingly informed by research into science teaching and learning. Research in science education relies on a wide variety of methodologies, borrowed from many branches of science. Science education research aims to define or characterize what constitutes learning in science and how it is brought about.

Science is comparatively easier to experience and it is one of those human activities that man has created to gratify certain human needs and desires. The search of truth became the dominant motive in the prosecution of science.

"Science thereby becomes knowledge acquired in a particular way. It becomes a human activity, an attitude and an exercise of the mind that puts us as it were in a state of familiarity with nature"

RATIONALE FOR THE STUDY

i. School Adjustment : George (1966) studied comparative study of the adjustment and achievement of 10 years and 11 years schooling in Kerala state and found that, the pupils with high intelligence were identified as better adjusted and higher achievers in all the groups studied. Reddy (1978) studied that related academic adjustment of scholastic achievement of secondary school pupils and found that, academic adjustment was significantly related scholastic performance. Walgerg et.al. (1986) collected data from

national sample and found that, academic achievement was related to ability, motivation amount of home work, school and class environment, home environment, sex and race.

ii. Attitude towards Science : Darchingpui (1989) Studied science achievement science attitude and problem solving ability among secondary school students in Aizawal and found that, significant relationship between scientific attitude and achievement in science.

Kar, D. K. (1990) Studied relationship between attitude towards and achievement in general science of class IX students of Cuttack city and found that there was positive relationship between attitude and achievement ; Boys were found to be more favourably disposed towards science than Girls.

iii. Socio-economic Status : Rao (1978) studied 428 urban adolescents belonging to middle and upper socio-economic status in the age group of 13 to 16 years and revealed that, academic performance and psychiatric morbidity were inversely related. Misra (1986) conducted a study on influence of socio-economic status on academic achievement of higher secondary students and revealed that, there was a positive relationship between SES and academic achievement of students. Brook (1991) measured the achievement of 168 Israeli high school students and found that, there is a significant difference between the achievement of students coming from low-income

families and those coming from higher income families. Cherian (1992) investigated the relationship between parents' education and academic achievement and found that positive significant relationship between academic achievement and parental education.

OBJECTIVES

The present study was designed with the following objectives in view :

1. To study the effect of Boys school adjustment on academic achievement in science
2. To study the effect of Boys attitude towards science on academic achievement in science
3. To study the effect of Boys socio-economic status on academic achievement in science
4. To study the interaction effect of boys school adjustment and attitude towards science on academic achievement in science.
5. To study the interaction effect of Boys school adjustment and socio-economic status on academic achievement in science.
6. To study the interaction effect of Boys attitude towards science and socio-economic status on academic achievement in science
7. To study the interaction effect of Boys school adjustment, attitude towards science and socio-economic status on academic achievement in science.

HYPOTHESES

In pursuance of the objectives 1 to 7 the following null hypotheses were set up:

- There is no significant difference between the effects of high and low school adjustment of Boys in terms of their influence on academic achievement of students in science.
- There is no significant difference between the effects of favourable and unfavourable attitude towards science of Boys in terms of their influence on academic achievement of students in science.
- There is no significant difference between the effects of Rich and Poor Socio-economic status of Boys in terms of their influence on academic achievement of students in science.
- There is no significant difference between the effects of School adjustment X attitude towards science of Boys in terms of their influence on academic achievement of students in science.

- There is no significant difference between the effects of School adjustment X Socio-Economic status of Boys in terms of their influence on academic achievement of students in science.
- There is no significant difference between the effects of attitude towards science X Socio-Economic status of Boys in terms of their influence on academic achievement of students in science.
- There is no significant difference between the interaction effects of school adjustment X attitude towards science X Socio-economic status of Boys in terms of their influence on academic achievement of students in science.

RESEARCH DESIGN

Ex Post Facto research design was used in the present study (Kerlinger, 1964 p. 379). Ex Post Facto research is systematic empirical inquiry in which the investigator does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulatable. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables.

METHODOLOGY

SAMPLE

Random sampling technique was used to select the sample.

The sample consisted of 500 secondary students (250 Boys and 250 Girls) belonging to secondary schools (Urban –Rural and Govt.-Private) from Chikkodi Educational District, Karnataka. Thus 500 students of class IX, those who are studying Science as a compulsory subject were included in the sample.

TOOLS

The following tools were used to collect the essential data :

- i) Adjustment Inventory for School Students (2004) by A. K. P. Sinha and R. P. Singh. The inventory consists of total 60 items with three areas, 20 items in each area of adjustment.
- ii) Science Attitude Scale (1990) by Avinash Grewal. It consists of 20 items with ten positive and ten negative items (favourable and unfavourble). The administration of the test reveals that the scores ranged from 25 to 70 with 5-point scale.

Reliability was estimated by the Split-half method and found to be 0.86. The test-retest reliability coefficients after the interval of 3 months are found to be 0.75.

iii) Socio-Economic Status Scale (2004) By Meenakshi. It consists of total 7 parts viz., Education, Profession, Monthly income, Total wealth in cash or Debts, Property, Surrounding Locality and Social Status. The test-retest reliability has been found to be 0.82. The validity of two groups ($N_1=37$ and $N_2=42$) of students were found to be 116.8 and 54.8 with S.D.'S of 35.9 and 20.1 and differentiating 't' standing at 9.29 significant at 0.01.

iv) Academic Achievement in Science, it was constructed by the investigator. It consists of 55 items and the coefficient of reliability was found

to be 0.9197 ($n=100$) which is significant at 0.05 level and consistency reliability was found to be 0.8135 ($n=100$) which is significant at 0.05 level.

PROCEDURE

Data pertaining to students school adjustment, attitude towards science, socio-economic status and academic achievement in science were collected by administering the above tools to the 500 students studying in 50 secondary schools of Chikkodi educational district.

RESULTS

The data were analyzed using 3 –way ANOVA technique with a view to identify independent and combined effect of selected variables on Academic Achievement. The results of the analysis are given in Tables 1 to 2.

ANALYSIS OF DATA PERTAINING TO 'BOYS'

Table – 1 Summary Table of ANOVA With Respect to 'Boys'

Source variation	DF	SS	MSS	F-value	P-value	Signi.
Main effects						
Adjustment (A)	1	2604.8562	2604.8562	52.8703	<0.01	S
Attitude (B)	1	909.7081	909.7081	18.4642	<0.01	S
SES (C)	1	157.6915	157.6915	3.2006	>0.05	NS
2way interactions						
Adj. x Atti (A x B)	1	190.0235	190.0235	3.9108	<0.05	S
Adj. x SES (A x C)	1	199.6106	199.6106	4.0515	<0.05	S
Atti. x SES (B x C)	1	100.2909	100.2909	2.0356	>0.05	NS
3way interactions						
Adj. x Atti. x SES(AxBxC)	1	216.9626	216.9626	4.4036	<0.05	S
Error	242	11923.0521	49.2688			
Total	249	16302.1955				

NS- Not Significant

FINDINGS

1. The Boys with high school adjustment will influence more on academic achievement of students in science than the Boys with low school adjustment.
2. The Boys with favourable attitude towards science will influence more on academic achievement of students in science than the Boys with unfavourable attitude Science.

3. There is no significant difference between the effects of Rich & Poor Socio-economic status of Boys in terms of their influence on academic achievement of students in Science.
4. There is a significant difference between interaction effects of high/low School Adjustment & favourable / unfavourable attitude towards science of Boys in terms of their influence on academic achievement of students in Science.

5. There is a significant difference between the interaction effects of high/low school adjustment and rich/poor Socio-economic status of Boys in terms of their influence on academic achievement of students in Science.
6. There is no significant difference between the interaction effects of favourable/Unfavourable attitude towards science and rich/ poor Socio-economic status of Boys in terms of their influence on academic achievement of students in Science.

7. There is a significant difference between the interaction effects of high/low School adjustment, favourable/unfavourable attitude towards science and rich & poor Socio-economic status of boys in terms of their influence on academic achievement of students in Science.

MULTIPLE COMPARISON OF MEANS – 'BOYS'

Scheffe's simultaneous confidence intervals for all the possible treatment groups pertaining to the boys are given below:

Table -2 : Comparison of Means of Treatment Groups on Boys – Scheffe's Simultaneous Confidence Intervals

Sl.No.	Comparison of treatment groups	Corresponding means	Simultaneous Confidence Intervals	p-value	Significance
1	a_1b_1 & a_1b_2	43.1574 & 37.3095	3.4964 & 8.1995	<0.05	S
2	a_1b_1 & a_2b_1	43.1574 & 33.2411	7.4775 & 12.3551	<0.05	S
3	a_1b_1 & a_2b_2	43.1574 & 27.3333	12.8963 & 18.7519	<0.05	S
4	a_1b_2 & a_2b_1	37.3095 & 33.2411	1.8366 & 6.3002	<0.05	S
5	a_1b_2 & a_2b_2	37.3095 & 27.3333	7.2183 & 12.7339	<0.05	S
6	a_2b_1 & a_2b_2	33.2411 & 27.3333	3.0752 & 8.7403	<0.05	S
7	a_1c_1 & a_2c_1	40.7273 & 31.5000	4.6333 & 13.8213	<0.05	S
8	a_1c_1 & a_2c_2	40.7273 & 29.0744	7.8836 & 15.4221	<0.05	S
9	a_1c_2 & a_2c_1	39.7396 & 31.5000	4.9784 & 11.5008	<0.05	S
10	a_1c_2 & a_2c_2	39.7396 & 29.0744	8.7319 & 12.5985	<0.05	S
11	$a_1b_1c_1$ & $a_2b_2c_2$	44.0000 & 25.6667	11.6461 & 25.0206	<0.05	S
12	$a_1b_1c_2$ & $a_1b_2c_2$	42.3148 & 37.1644	2.6656 & 7.6353	<0.05	S
13	$a_1b_1c_2$ & $a_2b_1c_1$	42.3148 & 34.0000	4.2742 & 12.3554	<0.05	S
14	$a_1b_1c_2$ & $a_2b_1c_2$	42.3148 & 32.4821	7.1923 & 12.4731	<0.05	S
15	$a_1b_1c_2$ & $a_2b_2c_1$	42.3148 & 29.0000	7.3573 & 19.2723	<0.05	S
16	$a_1b_1c_2$ & $a_2b_2c_2$	42.3148 & 25.6667	13.4957 & 19.8006	<0.05	S
17	$a_1b_2c_1$ & $a_2b_2c_2$	37.4545 & 25.6667	6.9081 & 16.6676	<0.05	S
18	$a_1b_2c_2$ & $a_2b_2c_2$	37.1644 & 25.6667	8.4954 & 14.5000	<0.05	S
19	$a_2b_1c_2$ & $a_2b_2c_2$	32.4821 & 25.6667	3.6832 & 9.9477	<0.05	S

Note :

1. Comparison of other treatment groups of Boys were found to be not significant.
2. Higher the mean scores indicates higher influence of predictor variables on criterion variable.

The above table reveals the following

1. The Boys with high school adjustment & favourable attitude towards science will influence more on academic achievement of students in science than the Boys with high school adjustment & unfavourable attitude towards science.
2. The Boys with high school adjustment & favourable attitude towards science will influence

more on academic achievement of students in science than the Boys with low school adjustment & favorable attitude towards science.

3. The Boys with high school adjustment & favourable attitude towards science will influence more on academic achievement of students in science than the Boys with low school adjustment & unfavourable attitude towards science.
4. The Boys with high school adjustment & unfavourable attitude towards science will influence more on academic achievement of students in science than the Boys with low school adjustment & favourable attitude towards science.
5. The Boys with high school adjustment & unfavourable attitude towards science will

influence more on academic achievement of students in science than the Boys with low school adjustment & unfavourable attitude towards science.

6. The Boys with low school adjustment & favourable attitude towards science will influence more on academic achievement of students in science than the Boys with low school adjustment & unfavourable attitude towards science.
7. The Boys with high school adjustment & rich socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment & rich socio-economic status.
8. The Boys with high school adjustment & rich socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment & poor socio-economic status.
9. The Boys with high school adjustment & poor socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment & rich socio-economic status.
10. The Boys with high school adjustment & poor socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment & poor socio-economic status.
11. The Boys with high school adjustment, favourable attitude towards science and rich socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, unfavourable attitude towards science and poor socio-economic status.
12. The Boys with high school adjustment, favorable attitude towards science and poor socio-economic status will influence more on academic achievement of students in science than the Boys with high school adjustment, unfavourable attitude towards science and poor socio-economic status.
13. The Boys with high school adjustment, favorable attitude towards science and poor socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, favourable attitude towards science and rich socio-economic status.
14. The Boys with high school adjustment, favorable attitude towards science and poor socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, favourable attitude towards science and poor socio-economic status.
15. The Boys with high school adjustment, favorable attitude towards science and poor socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, unfavourable attitude towards science and rich socio-economic status.
16. The Boys with high school adjustment, favorable attitude towards science and poor socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, unfavourable attitude towards science and poor socio-economic status.
17. The Boys with high school adjustment, unfavourable attitude towards science and rich socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, unfavourable attitude towards science and poor socio-economic status.
18. The Boys with high school adjustment, unfavourable attitude towards science and poor socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, unfavourable attitude towards science and poor socio-economic status.
19. The Boys with low school adjustment, favourable attitude towards science and poor socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, unfavourable attitude towards science and poor socio-economic status.

CONCLUSIONS

1. The Boys with high school adjustment will influence more on academic achievement of students in science than the Boys with low school adjustment.
2. The Boys with high school adjustment & favourable attitude towards science will influence more on academic achievement of students in

- Continued on Page No. 45

A STUDY OF EDUCATIONAL STATUS AMONG STUDENTS STUDYING IN HIGH SCHOOLS WHOSE PARENTS ARE INFLICTED BY HANDIGODU SYNDROME IN SAGAR TALUK, KARNATAKA

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INTRODUCTION

The Indian constitution has given utmost importance to education as the fundamental right to all the citizens. The national policy of education formed under the Indian constitution emphasizes mainly on upbringing the educational status of socially deprived classes. The facilities extended under the schemes include provision of scholarships, merit scholarships and academic scholarships. The government is taking all possible measures to ensure education to all. Several new concepts on education are being implemented to motivate children to enroll themselves to schools. Mid day meals, providing basic facilities for children to attend schools, distribution of free books to underprivileged are some of them to mention.

The main objective of national policy of education, 1986 is "universalization of education".

In spite of all these efforts, some classes of the society, be it poorer section, deprived classes, children with physical deformalities or such family histories are not being able to enroll to the schools. One such group is children or children of families inflicted by Handigodu Syndrome.

An effort is being made here to study and analyze the educational status and related factors among the students studying in high schools whose parents are inflicted by Handigodu Syndrome in Karnataka.

HANDIGODH SYNDROME

The disease was named after the village "Handigodu" where the first ever case was reported. According to a study conducted by the 'Department of Public Health Analysis Bangalore' in the year 1975, the water and food samples used by the affected people was subjected to laboratory analysis the major symptom of the disease include sever back pain and difficulty in walking scientifically the disease was named as '**Endemic Family Arthritis of Malnad**'.

The disease has been reported at a time among various villages after 1975 is Shimoga and Chikamagalore districts in Karnataka.

The disease gradually develops in an individual without any notice. Generally it starts with back pain and tightness in the knee joints. Weakness appears equally among the left and right side of the body. The disease takes its severity after the joints lose their efficiency thereby making the diseased person unable to do his daily routine. The person loses his normal height due to bent legs. Knock knees and bent legs worsens the body structure itself.

The person feels difficulty in carrying out daily routine. He cannot even sit on the floor due to tightness of the knee joint. It becomes difficult for him to stretch the legs. The disease though not lethal reduces the efficiency of the person affected.

HISTORICAL BACKGROUND OF HANDIGODU SYNDROME

Handigodu is a small village belonging to Sagar taluk of Shimoga District in Karnataka. The Disease originated from Handigodu, hence its 'Handigodu Syndrome'. The disease was first reported in the year 1975 January 17. It is found mostly in socially depressed scheduled classes even though the disease has been noticed in other backward classes the number is too low compared to the schedule castes. On the contrary all the victims are Non Vegetarians. There are no evidences of the disease noticed in vegetarians.

The diseases is not only restricted to Shimoga District. This disease has also been noticed in Chikmagalore District in Karnataka.

OBJECTIVES

1. To compare enrollment ratio and retention of SC/ST students in high schools in Shomoga district between groups classified as under:
 - a. Students whose parents are inflicted

- b. Not inflicted, no genetic linkage students (Normal SC/ST students)
2. To compare randomly selected students belonging to the above group (a) & (b) with respect to food and food habits, educational status of the family, income and occupation.
3. To analyze the perception of parents, teachers and students whose parents are inflicted about the educational facilities and provisions made by the government.
4. To analyze the level of awareness of these educational components related to syndrome among the students, whose parents are inflicted.
5. To identify the educational components in different government programmers meant for these students.
6. To study the social distance between the teachers and students whose parents are inflicted.
7. To study the social distance between students whose parents are inflicted and other students in high schools.

HYPOTHESIS

- There is no significance between the enrollment ratio and retention of SC/ST students in high schools in Shimoga District between groups classified as students whose parents are inflicted and not inflicted no genetic linkage students (Normal SC/ST students).
- There is no significant difference between randomly selected students belonging to the above group with respect to food and food habit, Educational status of the family, Income and Occupation.

METHODOLOGY

Design of the study : It is a survey/co-relation study involving both qualitative and quantitative aspects.

SAMPLE

The sample of the study was selected through purposive sampling technique. The study was conducted on randomly selected SC/ST children studying in high schools in Shimoga district. Only affected taluks of Shimoga district was selected.

Shimoga District: Sagar, Sorab, Theerthalli in these taluks only affected area high schools were selected.

TOOLS

Different tools are used by the investigator regarding this contest. These include Awareness test developed by

the investigator, Food and food habit tool developed by the investigator, Bogardus social distance scale, Office records, School records, Questionnaires and Interview techniques were used.

ANALYSIS AND INTERPRETATION

The results will be analyzed with the help of Statistical Techniques like Chi-Square test, Histogram, percentage analysis, t-test, pie chat, ANOVA, Standard Deviation. The variables like self concept of students, enrollment and retention ratio, adjustment pattern, learning competencies, academic achievements are interpreted by proper application of the above stated statistical techniques were used.

LIMITATIONS

- ✓ The study was restricted only to the affected areas of Shimoga Districts.
- ✓ The study was focused only on educational status and related factors of the diseased.
- ✓ The observations was made only on SC/ST category.

MAJOR FINDINGS OF THE STUDY

Social status of inflicted student

Social distance between inflicted and normal students

Valid	N	Percent	Valid percent	Cumulative Percent
No	87	43.5	43.5	43.5
Yes	113	56.5	56.5	100.0
Total	200	100.0	100.0	

56.5% of students have good relationship with normal students.

Parent's occupation

Valid	N	Percent	Valid percent	Cumulative Percent
Agriculturist	92	46.0	46.0	35.0
Labour	108	54.0	54.0	100.0
Total	200	100.0	100.	

Educational status of parents

Valid	N	Percent	Valid percent	Cumulative Percent
No	151	75.5	75.5	75.5
Yes	49	24.5	24.5	100.0
Total	200	100.0	100.0	

Maximum 75.5% of parents are illiterate

Medical facilities by State Govt.

Valid	N	Percent	Valid percent	Cumulative Percent
No	111	55.5	55.5	55.5
Yes	89	44.5	44.5	100.0
Total	200	100.0	100.0	

Only 44% of inflicted parents are getting medical facility

Education status comparison between normal students

Valid	N	Percent	Valid percent	Cumulative Percent
Backward	148	74.0	74.0	74.0
Equal	42	21.0	21.0	95.0
Forward	10	5.0	5.0	100.0
Total	200	100.0	100.0	

Maximum 74% of inflicted family students' are educationally backward.

Enrollment and retention of HPP and APP Year of 2003-04

Valid	N	Percent	Valid percent	Cumulative Percent
Healthy parents Pupils	1068	86.1	86.1	86.1
Affected Parents Pupils	173	13.9	13.9	100.0
Total	1241	100.0	100.0	

2004-05

Valid	N	Percent	Valid percent	Cumulative Percent
Healthy parents Pupils	851	78.9	78.9	78.9
Affected Parents Pupils	227	21.1	21.1	100.0
Total	1078	100.0	100.0	

2005-06

Valid	N	Percent	Valid percent	Cumulative Percent
Healthy parents Pupils	989	80.2	80.2	80.2
Affected Parents Pupils	244	19.8	19.8	100.0
Total	1283	100.0	100.0	

The enrolment of APP is very less compare to HPP

The inflicted persons are socially deprived. The inbreeding practices followed together with physical disability further renders them socially and economically backward. As they have to earn their livelihood by means of labour, the physical disability hinders their capacity to

work thereby depriving them of their bread and butter. The social distance of the inflicted students and the normal students is more. The parents of the inflicted children are far away from the main streams of the society. The learning competency among the inflicted children is very less compared to the normal students. Because of the social and economic backwardness, the parents of the inflicted children and the children themselves are lagging behind in education.

SUGGESTIONS

Emphasis need to be given by the medical field regarding eradication of the syndrome. The government has to provide for the education and awareness among the inflicted persons/children. Awareness has to be provided regarding the ill effects of inbreeding among the inflicted families. A congenial environment for education has to be provided for inflicted children. Employment facilities have to be provided by the government for economic self dependence. There is a need to provide remedial teaching, scholarships, residential schools, basic facilities to the inflicted. The girl students have to be given more emphasis as they are totally remaining out of the main streams.

CONCLUSION

There might be many social problems concerning the education or other aspects of deprived classes in the society. Most of them are not coming to light. This study is concentrating only upon the educational status and related factors. There is an urgent need to analyse the other social aspects. Particularly the societal upbringing of that students. The Handigodu syndrome has put all the inflicted families under darkness. Studies can also be carried out on most other problems that are emanating out of the syndrome like the psychological status of the inflicted families, their social, economical status, and other normal people's perception towards the inflicted families to develop relationships with them and so on.

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A STUDY OF EMOTIONAL INTELLIGENCE OF STUDENT TEACHERS IN DISTRICT INSTITUTES OF EDUCATION AND TRAINING (DIET's)

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INTRODUCTION

In general, Emotional Intelligence(EI) is defined as the ability to recognize and manage your emotions and the emotions of others. As a result, individuals, groups and organizations high in EI are presumed to be more capable of utilizing emotion to adapt and capitalize on environmental demands. As such it is conceivable that organizations whose membership exhibited emotional competencies in sufficient number and degree may impact sustainability in organizations.

Although there are literally hundreds of articles on EI, with dozens of competing models and measures that utilize the EI term, the emotional competency model of Boyatzis and Goleman (2002) to serve as a basis for guiding the qualitative interview method.

According to Boyatzis, Goleman and Rhee (2000), EI is observed "when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation". A competency is an "underlying characteristic of the person that leads to or causes effective or superior performance (Boyatzis, 2002, p. 21). Within this definition, EI includes the competencies to recognize and manage one's emotions and the emotions of others in order to better adapt and capitalize on environmental demands, a key component of sustainability.

In contrast with other models (e.g. Bar-On, 1985; Salovey and Mayer, 1990), the competency model (Boyatzis and Goleman 2002) examines the frequency and effectiveness of specific behaviours that lead toward individual and organizational outcomes. Emotional competencies are an individual's set of skills, distinct from general intelligence that involves a person's interaction with self and others in successfully resolving environmental challenges. The focus is on those sets of skills that lead to superior performance. Since the goal of the current study is to ascertain the subjective

interpretation of the impact of emotion on outcomes, the competency model was to help drive the initial research questions.

The Secondary Education Commission (1952-53) expressed and emphasised the need for taking early initiative for improving the standards of primary education, as to make it relevant the standards of primary education, as to make it relevant to the needs of people of the country. This need came into sharp focus again in 1966 when the Kothari commission (1964-66) in its reports pointed out for the improvement of entire system of education at all levels. Concern for improving the situation by pointing out an overall of the entire system of education.

A scrutiny of National Policy on Education(1986) reveals a total lack of concern by the policy makers regarding the involvement and development of teacher educators. Until the adoption of the NFE (1986), support for elementary education was provided largely at the national and state levels, only by institutions like NCERT, NIEPA and SCERT. Similarly, in the area of adult education, the support was being provided at national level by the Central Directorate of Adult Education and at State level by the State Resource Centres. There were elementary teacher education institutions. But their function was only confined to the preservice teacher education. The physical, human and academic resources of institutions were inadequate.

REVIEW OF RELATED LITERATURE

Gyanani, T.C and Kushwaha Shyam Sundar (2001) studied on emotional intelligence and its development and found that studies have shown that IQ is inherent but emotional intelligence can be developed and nurtured even in adulthood and prove beneficial to one's health, relationships and performance. On order to survive in a fast-changing and competitive world, every person needs to develop and nurture emotional intelligence. **De Souza, Russell (2004)** conducted a study on "EQ smart teachers" explained that the traditional intelligence is no

more a matter of concern in contemporary times and Researches indicate that besides IQ, EQ (Emotional Intelligence) is very essential in the life of a person. EQ may not enable a person to recall material and data at tremendous rate, nor enhance spatial relationship, nor help in solving complex algebraic and other complex relations and function, but, it would definitely enable a person to have a balanced composure whereby the different faculties of an individual work in synchronization. Poor emotional health and emotional malnourishment could be due to the pouring in of irrational cognitive outputs which bring about discomfort and anxiety. In the field of education as we deal with humans it becomes essential that teachers possess a high degree of emotional intelligence to that they are able to become better educators. **Jyothika Gupta and Rajwinder Kaur (2006)** the primary aim of the present investigation was to study the emotional intelligence of perspective teachers. Further, the study compared different groups on emotional intelligence and found that , the mean emotional intelligence score for the male B.Ed. Teacher Trainees of DIET's. is 94.03 with SD. 9.43, while for the female B.Ed. Teacher Trainees of DIET's. it is 94.8 with an SD. 10.10. it implies that 9% of male B.Ed. Teacher Trainees of DIET's and 22% of female B.Ed. Teacher Trainees of DIET's have a high level of emotional intelligence and 6% male B.Ed. Teacher Trainees of DIET's and 12% female B.Ed. Teacher Trainees of DIET's have a low level of emotional intelligence. Male and female B.Ed. Teacher Trainees of DIET's emerged significant on self-management with female B.Ed. Teacher Trainees of DIET's scoring higher than male B.Ed. Teacher Trainees of DIET's Stream-wise comparison shows the significant difference on social skills with Arts B.Ed. Teacher Trainees of DIET's scoring more than Science B.Ed Teacher Trainees of DIET's. The significant t-ratio between B.Ed. Teacher Trainees of DIET's of working mother and B.Ed. Teacher Trainees of DIET's of non-working mothers scored more on internality while B.Ed. Teacher Trainees of DIET's of non-working mothers scored more on internality while B.Ed. Teacher Trainees of DIET's of working mothers scored more on empathy. The extent of relationship between sex and self-management, stream and social skills, occupation status of mother and internality and empathy. Point-biserial correlation coefficient was determined by treating sex, stream, and occupational status of mother as true dichotomy. The point-biserial correlation coefficient was found to be significant for sex and self-management, stream and social skills, occupational status of mother and internality and

empathy. Emotional intelligence is significantly related with self-awareness, self-management, internality, motivation, empathy and social skills in male, female, postgraduate, graduate, Arts, Science, hostlers and B.Ed Teacher Trainees of DIET's. of working mothers. Emotional intelligence was not significantly related with empathy in non-hostler B.Ed. Teacher Trainees of DIET's and B.Ed Teacher Trainees of DIET's of non-working mothers.

OBJECTIVES

For the present study the following objectives were framed :

1. To study the difference between I year and II year student teachers in respect of their emotional intelligence.
2. To study the arts and science student teachers in respect of their emotional intelligence.
3. To study the difference between boys and girls in respect of their emotional intelligence.
4. To study the difference between rural and urban student teachers in respect of their emotional intelligence.
5. To study the difference between high SES and low SES student teachers in respect of their emotional intelligence.
6. To study the difference between SC/ST and other category student teachers in respect of their emotional intelligence.
7. To study the group wise differences of emotional intelligence among student teachers.

HYPOTHESES

In pursuance of the objectives 1-6 the following hypotheses were setup.

1. There is no significant difference between I year and II year student teachers in respect of their emotional intelligence.
2. There is no significant difference between arts and science student teachers in respect of their emotional intelligence.
3. There is a significant difference between boys and girls in respect of their emotional intelligence.
4. There is no significant difference between rural and urban student teachers in respect of their emotional intelligence.
5. There is a significant difference between high SES and low SES student teachers in respect of their emotional intelligence.

6. There is a significant difference between SC/ST and other category student teachers in respect of their emotional intelligence.

METHODOLOGY

Normative survey method was used for the present study as it is concerned with the conditions or relationships that exists, practices that prevails and views or attitude that are held.

SAMPLE SELECTION

The study was conducted on a total sample of 150 student teachers from different DIETs of North Karnataka. For selecting the student teachers from each DIET the random sampling method was used.

TOOL

The following tool was used for the collection of required data;

Emotional Intelligence Scale developed by Anukool Hyde and Sanjyot Pethe (2001) was used.

DATA COLLECTION

The emotional intelligence scale was administered to student teachers in DIET to obtain the required data. The investigator personally visited to each DIET to collect duly filled tool. Personal data relating to name, age, location, subjects, category, socio-economic status and class of the student teachers were also collected through a personal data specially prepared for the purpose.

STATISTICAL ANALYSIS

In order to study the comparison scores of sex, location, subjects, category, SES and class with emotional intelligence the differential analysis was computed and tested for significance as shown in the following table-1 and 2.

Table - 1 : Comparison of Mean, SD and 't' value of Sex, Location, Subjects, Category, SES and Class with Emotional Intelligence of Student Teaches.(n= 150)

Variables		n	Mean	SD	t-value	p-value	Signi.
Class	I Year	91	132.5275	23.7545	0.6713	> 0.05	NS
	II Year	59	129.7627	25.9538			
Subject	Arts	91	85.4615	9.9178	-1.7864	> 0.05	NS
	Science	59	88.6949	12.1076			
Gender	Boys	39	148.9487	21.5418	5.6855	< 0.05	S
	Girls	111	125.2883	22.6308			
Location	Rural	39	88.6667	13.2771	1.2895	> 0.05	NS
	Urban	111	86.0541	9.9241			
Socio-Economic Status	High SES	67	127.2985	28.0379	-1.9684	< 0.05	S
	Low SES	83	134.7831	21.0012			
Category	SC/ST	67	82.5075	9.2513	-4.5341	< 0.05	S
	Others	83	90.1446	10.9979			

Results of the Table-1

1. I year and II year student teachers do not differ significantly in respect of their emotional intelligence. However, the mean score of I year students is greater than II year student in their emotional intelligence.
2. Arts and Science student teachers do not differ significantly in respect of their emotional intelligence. However, the mean score of science student teachers is greater than arts student teachers.
3. Boys and girls differ significantly in respect of their emotional intelligence. However, the mean score of boys is more than the girls in respect of emotional intelligence.
4. Urban and rural student teachers do not differ significantly in respect of their emotional intelligence. However, the mean score of urban student teachers is greater than rural student teachers in respect of emotional intelligence.
5. High and Low Socio-economic student teachers differ significantly in respect of their emotional

intelligence. Further, the mean score of Low SES student teachers is more than the High SES student teachers in respect of emotional intelligence.

6. SC/ST and other category student teachers differ significantly in respect of their emotional

intelligence. Further, the mean score of other category student teachers is greater than SC/ST student teachers in respect of emotional intelligence.

Table - 2 : Comparison of Mean, SD and 't' value of Arts and Science Students in respect of different components of Emotional Intelligence. (n= 150).

Sl.No.	Components	Subject	Mean	SD	t-value	p-value	Level of Sign.
1.	Self Awareness	Arts	49.45	6.43	0.08	> 0.05	NS
		Science	49.39	5.36			
2.	Self- Regulation	Arts	6.83	1.33	0.00	> 0.05	NS
		Science	6.83	1.41			
3.	Motivation	Arts	5.19	1.61	0.89	> 0.05	NS
		Science	4.81	1.49			
4.	Empathy	Arts	4.70	1.32	0.67	> 0.05	NS
		Science	5.29	1.44			
5.	Social Skills	Arts	4.96	1.66	1.74	> 0.05	NS
		Science	5.19	1.66			

Results of the Table-2 ;

There is no significant difference between Arts and Science students in respect of self-awareness, self-regulation, motivation, empathy and social skills components of emotional intelligence. Further the mean score of arts students is greater than science students in self-awareness, self-regulation and motivation. However, the mean score of science students is greater than arts students in empathy and social skills.

DISCUSSION AND CONCLUSION

On the basis of the findings of the other studies have supported for the present study. The most scientifically rigorous model of EI is arguably the Salovey et al. (2000) four-branch model (see Table 1). Table 1 illustrates conceptual similarities between the components of ability and mixed models in how emotional competencies are viewed. In updating his mixed model, Goleman (2001) proposed that the competencies associated with emotional intelligence relate to the ability to recognise emotion and regulate emotion in self and others. A definition that integrates the work of Goleman (1995, 1998) and Boyatzis (1982) is that emotional intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation. **On the basis of findings**

of the study it is concluded that, I year and II year, arts and science and rural and urban student teachers do not differ significantly in respect of emotional intelligence. However, boys and girls, high and low SES and SC/ST and other category student teachers differ significantly in respect of emotional intelligence. There is no significant difference between Arts and Science students in respect of self-awareness, self-regulation, motivation, empathy and social skills components of emotional intelligence. Further the mean score of arts students is greater than science students in respect of self-awareness, self-regulation and motivation. However, the mean score of science students is greater than arts students in respect of empathy and social skills.

EDUCATIONAL IMPLICATIONS

On the basis of findings of the study the following implications for education for drawn;

1. Teachers should help to promote emotional intelligence among the students that they can better involved in learning process.
2. Self-awareness should be developed in the students.
3. Students be increased their identify in the group with their better emotional intelligence.

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4. Motivation and self- regulation make the students to develop their ability in learning situations.
5. Love, sympathy and social skills be developed by the students to have better emotional intelligence.

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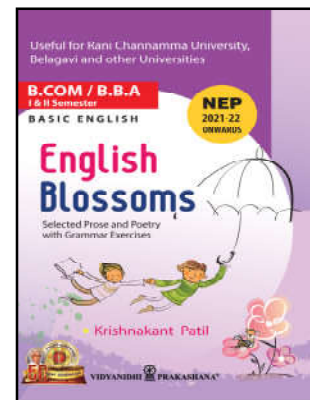
science than the Boys with high school adjustment & unfavourable attitude towards science.

3. The Boys with high school adjustment, favourable attitude towards science and rich socio-economic status will influence more on academic achievement of students in science than the Boys with low school adjustment, unfavourable attitude towards science and poor socio-economic status.

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TEACHING METHODS AND TEACHING MATERIALS USED BY THE TEACHER EDUCATORS IN TEACHING B.ED. PROGRAMME

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ABSTRACT

Now – a – Days teaching and learning plays main role to mould the society, so that the teacher educators should enact as a friends to the student teachers and find out the new methodology in teaching. The investigator felt that the teacher educators should also give due importance to the teaching materials because it creates variety of experiences. In order to meet the demand of academic and professional streams, the teacher or teacher educators should understand the concept of using appropriate teaching methods and materials in teaching. Hence, an attempting made to find out the teaching materials and methods used by the teacher educators in teaching B.Ed programme with respect to certain demographic variables. It was found that the teaching materials and methods used by the teacher educators is average and no significant difference exists between demographic variables such as, Gender (Male and Female), Type of college (Government, Aided and Self – Finance), Location of college (Urban and Rural) and a significant difference existes between demographic variables such as, Subject specialization (Arts and Science) in teaching materials and methods used by the teacher educators.

INTRODUCTION

Teaching is considered as a noblest profession and it is responsible for quality of education from textbook to students' mind. Teaching is one of the best quality indicator and practice for quality enhancement in teacher education. Teacher educators who teach to student teachers should be a role model and expertise in teaching methodologies and materials used for quality enhancement in teaching and ensure maximum useful outcomes in academic as well as non- academic activities. Therefore, the teacher educators play vital role in teaching student teachers who are the teachers of future India. Hence teacher educators should expertise in their class room teaching methods and materials utilization to make effective curriculum transaction among student teachers thereby sustaining maximum quality in teaching in teacher education.

STATEMENT OF THE PROBLEM

“A Study on teaching methods and materials used by the teacher educators in teaching B.Ed programme”.

OBJECTIVES

- To find out the level of methods of teaching and materials used by the teacher educators.
- To find out the response of teacher educators in selected teaching methods and materials used in teaching B.Ed programme.
- To analyze the significant difference in teaching methods and materials used by the teacher educators in teaching B.Ed programme with respect to -

- Gender (Male and Female)
- Types of colleges (Government, Aided and Self Finance)
- Location of College (Urban and Rural)
- Subject Specialization (Arts and Science)

HYPOTHESES OF THE STUDY

- There is no significant difference in teaching methods and materials used by the teacher educators in teaching B.Ed. programme with respect to -
- Gender (Male and Female)
- Types of Colleges (Government, Aided and Self Finance)
- Location of College (Urban and Rural)
- Subject Specialization (Arts and Science)

POPULATION

For the present study, the investigator had selected the population as Teacher Educators who are the working from various Government, Aided and Self – Finance B.Ed Colleges in and around Erode, Namakkal and Salem Districts of TamilNadu.

SAMPLE

For the present study, the investigator had selected 69 teacher educators as sample of the study from eight to ten colleges of education in Salem, Namakkal and Erode districts of TamilNadu

SAMPLING TECHNIQUE

The researcher used “Simple Random sampling technique” for the present Study.

METHODOLOGY

Normative survey method.

TOOL

The investigator prepared a questionnaire with four point rating scale based on Likert scale type consisting of "Never, Rarely, Occasionally, Frequently, and Always" as options with help of his experience and from referring various Books and online materials. The tool was finalized after getting opinion from subject cum research experts and experienced teachers.

PILOT STUDY

A pilot study was conducted among 20 teachers educators from three different colleges of education in Salem District of TamilNadu. Suggestions and comments from respective teacher educators during teaching were considered for the finalization of the research tool. The final tool consisted of 18 and 9 items for assessing different teaching methods and materials used by the teacher educators.

SCORING PROCEDURE

For the options "Never, Rarely, occasionally, Frequently and always" the scores were allotted as zero, one, two, three and four. The Maximum score was 108. The collected data was scored and subjected to further statistical analysis.

Teaching Methods	Never	Rarely	Occasionally	Frequently	Always	Total
Traditional Lecture	6	10	25	18	10	69
Chalk Board Text	0	13	8	18	30	69
OHP	15	8	12	16	18	69
Group Discussion	24	18	12	07	8	69
Experiments	29	21	12	04	3	69
Teaching Materials	Never	Rarely	Occasionally	Frequently	Always	Total
Developed Hand Notes	-	-	14	16	39	69
Library Books	-	-	-	27	42	69
Printed Materials	20	15	12	11	11	69

● There is no significant differences in teaching methods and materials used by the teacher educators in teaching B.Ed programme with respect to -

- Gender (Male and Female)
- Types of Colleges (Government, Aided and Self Finance)
- Location of College (Urban and Rural)
- Subject Specialization (Arts and Science)

VALIDITY AND RELIABILITY OF THE TOOL

Content and face validity were found for the tool. The test retest method was used reliability. Reliability was found to be 0.84.

STATISTICAL TECHNIQUES USED

Suitable descriptive and differential techniques were used in the interpretation of the data to draw out a meaningful picture of results from the collected data. In the present study, the following statistical measures were used.

- Percentage
- Mean
- Standard Deviation and
- T – test

FINDINGS

● To find out the level of methods of teaching and materials used by the teacher educators.

S.No.	Sample	Mean	Maximum Score	Percentage
1.	69	54.875	108	50.81

The level of teaching methods and materials utilized by the teacher educators in Teaching B.Ed Programme is average.

● To find out the responses of teacher educators in selected teaching methods and materials used in teaching B.Ed programme.

There is no significant difference in teaching methods and materials used by the teacher educators in teaching B.Ed programme with respect to -

- Gender (Male and Female)
- Types of Colleges (Government, Aided and Self Finance)
- Location of Colleges (Urban and Rural)

S.No	Variables	Number	Mean	SD	t- Value	Significant at 0.05 level
1	Male	25	53.2	8.72	1.5123	Not Significant
	Female	44	56.5	9.06		
2	Government	6	56.1	8.70	0.2484	Not Significant
	Aided	7	60.0	5.01		
3	Aided	7	60.0	5.01	0.4462	Not Significant
	Self – Finance	56	54.6	8.40		
4	Self – Finance	56	54.6	8.40	0.1215	Not Significant
	Government	6	56.1	8.70		
5	Urban	23	54.7	7.02	0.9495	Not Significant
	Rural	46	56.5	9.77		
6	Arts	43	54.9	75.1	9.7351	Significant
	Science	26	55.9	96.9		

There is significant difference in teaching methods and materials used by the teacher educators in teaching B.Ed programme with respect to

- Subject specialization (Arts and Science).

RECOMMENDATIONS OF THIS STUDY

1. Institutions should arrange the in-service training programme for the teacher educators regarding modern teaching methodologies and using of modern teaching gadgets.
2. Management can arrange refreshment courses by utilising the different persons from various departments.
3. Teacher educator should use the infrastructural facilities to improve the modern technologies in teaching.
4. It is better to use the lab, media etc., like audio – Visual method.
5. Teacher educator may make use of internet to know modern innovative trends in teaching methodologies.
6. Teacher educator should develop more attitudes towards modern methodologies and source their keen interest in using modern gadgets.
7. Teacher educators should expertise in different methods of teaching.
8. Seminars and guest lectures should be conducted in the institutions for the teacher educators regarding modern teaching methodologies.

CONCLUSION

In this study, the researcher has attempted to study about the methodologies of teaching and materials used by teacher educators in Teaching B.Ed Programme.. Since the role of the teacher educators is very important in

shaping the personality of the students, it is always necessary to see that the teacher educators should be well trained not only in academic aspects but also in non – academic aspects. The methods of teaching and materials should be given due importance in the college experience of the teacher educators. This will enlighten and ensure the quality of education in Teaching as expected by National level Educational Bodies like UGC, NCTE, NAAC and AICTE.,Etc.

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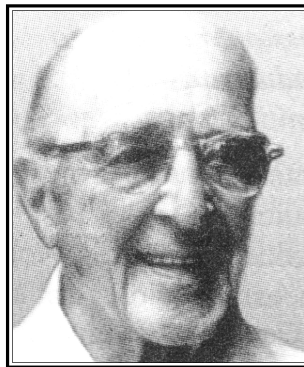
CARL ROGERS

(1902-1987)

✍ Dr. Jayadev M. Menasagi, M.A., Chairman, M.M.M. Trust, Gadag.

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

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



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

In 1940, Roggers moved to Ohio State University where he made his teaching more experiential, requiring the students in his courses to determine the direction of the course and its content. After joining the University of Chicago in 1945, he published Client-Centred Therapy and in one of its chapters on Student-Centred Teaching, he discussed the evolution of his thinking about teaching emphasizing the importance of attitudes rather than techniques. He asserted, " We cannot teach another person

directly ; we can only facilitate his learning." In his view, a teacher sets the mood, clarifying the purposes to the students and serving as a flexible resource for them.

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

"..... faced with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, (sic) a reliance on process rather than upon static knowledge, is the only thing that makes any sense as a goal for education in the modern world".

DESCRIBING HIS GOAL, ROGERS SAID

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

ON HOW TO ACHIEVE THIS GOAL, ROGERS CLARIFIED

" We know..... that the initiation of such learning rests not upon the teaching skills of the leader, not upon his scholarly knowledge of the field, not upon his curricular planning, not upon his use of audiovisual aids, not upon

the programmed leaning he utilizes, not upon his lectures and presentations, not upon an abundance of books, although each of these might at one time or another be utilized as an important resource. No, the facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner".

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

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

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

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

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

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

ROGERS ENUNCIATED THE FOLLOWING PRINCIPLES OF LEARNING

- Human beings have a natural potential for learning.
- Significant learning takes place when the subject matter is perceived by the student as having relevance for his/her own purpose, when the individual has a goal he/she wishes to achieve and sees the material presented to him/her as relevant to the goal, learning takes place with great rapidity.
- Learning which involves a change in self-organization-in the perception of oneself-is threatening and tends to be resisted.
- Those learnings (sic) which are threatening to the self are more easily perceived and assimilated when external threats are at a minimum.
- When the threat to the self is low, experience can be perceived in differentiated fashion and learning can proceed.
- Much significant learning is acquired through doing.
- Learning is facilitated when the student responsibly participates in the learning process.

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

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

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


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