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Importance of Mental Health :
The Need of Awareness in Public



First Women
Teacher :
Savitribai Phule



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SCIENCE EDUCATION

The purpose of science education is to impart knowledge and comprehension of the scientific method, as well as concepts, theories, and, most crucially, the discipline's development, to people. It strives to cultivate a sense of curiosity and inquiry about the natural world—the very world we live in and breathe every day—as well as critical thinking abilities and scientific literacy. People who have an education in science are better prepared to manage and engage with an increasingly technologically advanced and complicated society.

In actuality, formal science teaching in schools is implemented encouraging scientific knowledge. People can gain a fundamental comprehension of scientific concepts and principles through science education. They may participate in public discussions on topics like genetic engineering, climate change, and medical developments and make well-informed decisions about scientific matters.

Science education fosters critical thinking and problem-solving abilities, which in turn enable individuals to think critically, assess information, and examine evidence. It emphasises the use of logic and scientific methods in problem-solving and investigation. Recognising that science cannot exist without inquiry is essential. A sense of curiosity about the natural world is fostered and people are encouraged to investigate and ask questions when scientific inquiry and curiosity are encouraged in science education. It fosters comprehension of how observation, experimentation, and the development of hypotheses lead to the discovery of scientific knowledge.

Science education establishes foundations for individuals who want to find employment in scientific research, medicine, engineering, and other professions by training future scientists and researchers. It equips them with the know-how and abilities needed to carry out research, evaluate information, and progress science. To inspire people to create novel answers to social problems, science education must support technological innovation. They gain a better understanding of the connection between science, technology, and innovation, which promotes the creation of novel innovations and breakthroughs that enhance society.

Encouraging people to make well-informed decisions through science education gives them the skills and knowledge necessary to critically assess scientific data. It empowers individuals to make knowledgeable choices regarding their own health, environmental concerns, and policy issues including scientific data.

In light of this, science education contributes to the public's growing trust in science and its institutions, which is essential for allowing scientific knowledge to coexist with democratic political systems. Early childhood science education is essential for young children's cognitive and motor development. It stimulates their general growth and exposes children to scientific ideas at a young age. Students who study science acquire critical thinking and problem-solving abilities that are useful in all aspects of their lives. Additionally, it aids in the development of critical thinking abilities and methods for approaching logic and evidence, preparing pupils to be future citizens. Furthermore, learning science fosters entrepreneurship and skill development, both of which are essential for the advancement of the country and its economy. Through the inclusion of science education in the curriculum, students can gain the knowledge and abilities required for a variety of career paths.

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

FIRST WOMEN TEACHER : SAVITRIBAI PHULE

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ABSTRACT

Women plays important role in the family and society as well. Their dual role is very important in every age. But women Education and Empowerment is the burning issue all over the world. Although women are not completely Educated in India but the process of women Education is started and that credit goes to Savitribai Phule in India. If she would have not taken the initiative to educate women then the condition of women would have been more worse. This paper highlights Savitribai Phule's contribution to women Education, as a woman liberator, as a social reformer.

Key words : Savitribai Phule, Women's Education

INTRODUCTION

A great social reformer of 19th century, Savitribai Phule is hailed for her contribution in the field of education. She was a crusader for women empowerment as she broke all hurdles and spent her life spreading the noble cause of women's education. Savitribai was a pioneer who is remembered for advocating big changes in society too. She also worked to abolish discrimination and unfair treatment of people based on caste and gender. She is regarded as an important figure of the Social Reform Movement in Maharashtra.

EARLY LIFE OF SAVITRI

Born on January 3, 1831, in Naigon district of Maharashtra, she was married to Jyotirao Phule at the age of 9. Savitribai and Jyotirao had no children of their own, but they adopted Yashvantrao, a son born to a Brahmin widow. It was her husband who taught her to read and write. She trained at Ahmednagar's Ms Farar's Institution and later at Ms Mitchell's school in Pune, and became the first woman teacher.

EDUCATION OF GIRLS

In 1848, she along with her husband founded India's first school for women at Bhide Wada in Pune. The school had eight girl students who belonged to different castes. The sole motive to establish a school was to empower women through education in the 19th century. In those times, education for girls was considered a taboo and Savitribai was no stranger to harassment from the orthodox men in the society. It is believed that she carried two sarees while travelling to the school as people would throw mud at her. She later built 18 such schools in the region. Savitribai Phule was honoured by the British government

for her contribution to education. In 1852 Jyotiba and Savitribai were felicitated by the government for their commendable efforts in the field of education.

OTHER SOCIAL REFORMS OF SAVITRIBAI PHULE

Savitribai Phule not only contributed in the educational activities, but also supported her husband in every social struggle that he launched. Once Jyotiba stopped a pregnant lady from committing suicide and promised her to give the child his name, after it was born. Savitribai and Jyotiba later on adopted the child. This particular incident brought new horizons and the couple took serious steps for the troubles of widows in the society.

The next step was equally revolutionary. During those days marriages were arranged between young girls and old men. Men used to die of old age or some sickness and their young widows lived a weary life. Savitribai Phule and Jyotiba were moved by the condition of the widows as well as by the condition of untouchables in the society. Thus, Savitribai Phule shared every activity in which her husband was engaged. She suffered alike with him but she maintained own distinctive personality. After his death, she took over the charge of Satya Shodhak Samaj.

LAST DAYS OF SAVITRIBAI PHULE



Savitribai and her adopted son, Yashwant, opened a clinic to treat those affected by the Plague. when it appeared in the area around Nallasopara in 1897. The clinic was established at Pune, in an area free of infection. Savitribai personally took patients to the clinic where her son served them. While caring for the patients, she contracted the disease herself. She died from it on 10 March 1897.

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"TEMPLES AND IDOL SCULPTURES OF HIREGUNTANOORU"

✉ Dr. Nagaraja V., Guest faculty, Department of History, RGFGC, Malladihalli, Chitradurga Tq. & District.

ABSTRACT

In recent years, there has been a growing trend to adopt modern technologies and practices in education to improve the overall educational experience. Learning management systems, gamification, video assisted learning, virtual and augmented reality are just a few examples of how technology has improved student engagement and educational planning. This paper deals with the topic of artificial intelligence and its impacts on education. A classroom feedback system allowed immediate engagement in real-time discussions to answer multiple-choice questions. Although technology has brought man benefits to education, there are concerns about its impact on education institutions. With the rise of online education and the increasing availability of educational resources on the internet, many traditional universities and colleges are worried about the future of their institutions. As a result, many higher education institutions need help keeping pace with rapid technological changes and are looking for ways to be flexible and relevant in the digital age. By now, you've probably heard about ChatGPT, an artificial intelligence chatbot founded by OpenAI that's taking social media by storm.

Key Words : Artificial Intelligence, Education, Technology, ChatGPT, Chatbot.

INTRODUCTION

Hireguntanur village is a historic statutory village found in chitradurga district . Before the study of Hireguntanur environment's regarding the origin of God temples if we want know-right from veda period in the nature being worshipping wonders finally worshipping and its protection started to build temples. The man for his life leading purpose with the nature was to be held a continuous struggle with the nature wonders were being rain wonder lighting a fire in the forest etc., created in him a fear. Later in nature there must mighty power and it being a wonder, after knowing this that strength he believed to be god. Similarly the man to that strength giving an idol shape started to worship in India an imagination of idol worship and its ancientness from Harappa culture only is identified.

GROWTH AND DEVELOPMENT OF TEMPLE'S

In the Indian religious tradition temples formations is available after the concerning to these relations. Buddhist monument and buddhist temples are witnesses to beginning's religious building sculpture¹ Buddhist monument is a religious building of Buddha religion this being a huge sculpture culture's lomb imagination's continuing phase is to identifying is to be noted. In South India this circular shaped form's tomb mounds surrounding to these constructed from stones circle can be seen. Before Second Century Heliodaras established an eagle pillar's (garudastamba) refered to vasudeva temple is concerning an ancient information.²

In Karnataka as the beginning of christa century constructed temples are not remaining even 150 B.C's

kadamba's original inscription temples formations are being certified. Karnataka's very ancient is being 450 B.C's Talagunda's temple is losing its origin form is being it is remaining a document being a temple. This is temple's formation's regarding is not giving information. Therefore to identify temples birth evolution the formations at Pattadakal, Badami, Mahakuta and Aihole may be verified.³ With the minimum necessity standing several formation in the premises of Mahakuteshwar temple at badami's Bhootanatha temple's groups also in surroundings of Aihole are found out somewhere only canopy later attaching to inner apartment two or four pillars having face canopy or with inner apartment canopy having rooms at other side at Centre canopy is being at both sides inner apartments face canopy this type of formations can be seen. Because of that in the development of temples this can be noted necessarily.

Scholar Persibrown based on the architecture Ladakhan temple is identified as very ancient formation K.V Sundar Raj explained that Aihole's all misghty shiva's temple's (Jyotirling) four pillars formation's is base of temple. With this Mahakuta's on lotus pond is base canopy he identified. Temple's around filled soil's layer from survey different from this point has coming to light, Dr.S.R. Rao this study type's Gouda's temple is identified as an ancient one . Still concerning to temple's architecture after the starting of worship to it's protection architecture was given. For the constructed protection buildings construction may be called are architecture. Built on land architecture's classified in two groups⁴. Then are home architecture and temple architecture. In Gupta's period temple's image was

fulfilled (perfect). In India at the beginning stage for the architecture of temple special encouragement and prominence given, Gupta's are prominent. At the beginning temples were constructed with tree, bamboo, soil and from bricks. Later with the view of their long life using stones started to construct temples. Their periods among main temples Bhumar'sshiva temple, Nachna'sParvati temple, Jabbalpur's Vishnu temples are prominent.

Like such temples starting to construct temples from stones under architecture formation regarding to make known several traditional architecture books like Mansara, Manasollas, shilparatna, Vastuchandrike, Suprabedha kamika, Mayamata etc., were formed. In architecture varied as they are in Karnataka are not at all there in entire Indian subcontinent. In the construction of temples Karnataka showed a vast interest and developing them is a specialized one India continent's all arts good points in it adopting Karnataka has tried it's best. From their reconciliation has formed it's own way⁵.

Many kings dynasties who ruled Karnataka in the development of arts and architecture of their own style concentrated to construct them. Karnataka temples architecture mainly can be divided in four stages.

1. Before Chalukya period till 5th century.
2. Chalukya period- From A.D 6 to A.D 10 century .
3. Hoysala period- from A.D 11 to A.D 13 century.
4. Vijayanagara period- After 14th century

Before chalukya period to say that is in Maurya and Shatavahana period if we take into consideration temples constructed and they are called Kadamba style may be called this is the view of maurya⁶. Kadamba periods temple architecture sliced cave temple also built temple architecture saying may be divided Arvelam, Norvar, Lampagav and in other places constructed with redcan bricks on rocks⁷. In constructed temple Halasi's Jain temple in A.D 5th century Mrugeshsharma constructed it. This may be bold on ancient temple. Inner apartment having comfortnessBanvasi'sMadhukeshwara temple is very famous.

BADAMI CHALUKYAS

Chalukya's architecture has acquired a prominent position in Indian art history⁸. These people temples mainly cave temples and Rachanika temples like that may be divided into two groupsbadamichalukyias mainly constructed the temples from red soil stones also sliced. But Kalyanichalukyias used black mixed blue shaped slate

stone to construct temples using is a prominent point. Maximum temples of Kalyanachalukyias are support less (Nirandhar) types. In them lone joining temples are maximum. These people temples establishment's height from temple to temple is being different with that generally three to five feet of height. In kalyanichalukya temples seen coming reservoir holes are specialized. This period temples a combination of Dravid and nagara made blending style in the son style (vesara) is constructed. Kalyanichalukya periods important temples are Itagi'sMahadeva temple, Lakkundi'sKashiVishwanatha, Kuknoor'sNavalingeshwara, Kallleshwara, Gadag'sTrikoteshwara, Someshwara temples are prominent.

HOYSALA PERIOD

As per view of Persi Brown "Hoysala temples are more than architecture construction experimental art temples. Temples on outer walls idols each one has it's own environment represents. Tusks workers constructing god's idols in stones in big shapes hear appears to be revised"⁹. In the formation of temples star shaped flat structure chalukya style's in the final stages being starting that is Hoysala's architecture's specialty from regressive and progressive of walls supply of light buildings secureness become maximum with the of slatestone building because of dwarfness from the land four-five feet from height building platform on that temple building constructing tradition was formulated. To see the decorated walls sculptures to circulate temple these platforms become useful.¹⁰

In architecture of Hoysala's another important feature is the sanctum sanctorum's numbers were more single uniting, double uniting, triple uniting a group of four, a group of five temples following flat model divided. Only for single sanction Beluru Channakeshava temple for double sanction Halebid'sHoysaleshwar temple are examples. Kambadahalli, Bhadravati, Undiganhal, Settikere, Belluru, Bandalike, Hosaholalu in etc places triple sanctum temples are there like such in temples varied appearing are with different decorations.

VIJAYANAGARA PERIOD

In medieval period order in complete South India itself the most powerful and prominently rules vijayanagara empire has given a great contribution art and architecture of Karnataka. After Hoysala's developing arrived these kings have given these own specialized temple architecture introduced. That is famous as vijayanagara architecture¹¹. Complete south India's in many parts these kings period's

also this architecture temples have come to light. Dravid and hoysala types beautiful regulated practicing formulating vijayanagar style's famous modern sure getting models promoter vijayanagar temples vase model getting expansion. In these temples usually sanctum rotating route porch; half canopy middle hall of temple and facecanopy are there. To the middle hall three doors are being, beside embrace doors, navaranga is attached to small enbrance door canopy's. Around the temple in the decided direction for retinue gods small temples are there. Around encircling wall there is a high wall is being to enter encircling wall from two to three sides entering canopy's a finding come. On entering canopys high towers are constructed. Besides in the encircling wall marriage chaultreesand celebration canopy's are there. Vijayanagara period's circumbulation is at more below from innerapartment's ground base level. Through staircase getting down arrangement they have made high basement. Hajararama and Vittala temples basements are very high.

Vijayanagara periods pillars are very attractive. In pillars of these wellnourished pillar is much bending and are much decorative. Besides music pillars are another type of pillars. Apart from these horse pillar, lion pillar different model pillars to came developing. In temples of Vijayanagara on the inner apartment (Garbhagraha) Dravid pear constructing has coming to use very much. They were building the temples with granite stones. The important temples of vijayanagar are Vidyashankar temple, VijayaVittala temple, Hajararamaswamy temple, Virupakasha temple, Anantashayana temple etc., Like such from before chalukya period to vijayanagar period temples developed with pomp and architecture style.¹²

HIREGUNTANOORU

This village is in chitradurgataluka's a revenue village. This village has earned a historic importance since past. Since from vijayanagara period till chieftains period being a famous inscription place¹³. In the period of vijayanagara period Bemmatukallu or in chitrdurga border if it is included later joined to revenue sub-division of chitrahalli border. In the cheiftain's period chitradurga's southwest and west areas were included in this Hireguntanoor border.¹⁴

HIREGUNTANOOR VILLAGE'S TEMPLES AND IMAGE SCULPTURES

Hireguntanoor has being acquired historic importance Dyamalambika temple, Anjaneya temple, Durgambika temple and also Veerabhadraswamy temple.¹⁵

DYAMALAMBIKA TEMPLE

Dyamalambika temple included sanctum inner-apartment, middle apartment parts around temple including encircling wall. In temple's innerpart Veerabhadreshwara idol habing a separate small temple is there. Similarly under the neemtreat down past unidentified is a sculpture is being complete worn out, getting orphan it's near by small small cobra sculptures are there¹⁶.

TEMPLE'S DESIGN

Dyamambika temple after sanctum innerpart, middle part of the temple parts are including on top of the middle part of temple Bhuvaneshwari is there. In the middle of the temple four independent pillars are being remaining pillars in a wall has embelded and vijayanagar style's temples pillars may be compared Harihareshwara temple pillars they are full of art, middle part of temple door area is common and easily has got dwishakhe. At the front of temple on swing pillar couple structure dancer folding her hands standing has devotional structure¹⁷.

IMAGE SCULPTURE

In sanctum there is idol of Dyamambike. In A.D 1677 Guntanooramma image and MadakariNayak's grave temples were got it done.

PILLAR'S STYLE

In kadamba's formation pedastal, upper part, khanda, square faces, eight angles formation is there clothes, pilow, wooden plank, wave, abacus is there.

ISLAND PILLAR



Island pillar is at the front part of Dyamambika temple. It's height is about 20 feet. It's at below part basement is being in that foot stand bamboo stick tripatti, lotus shaped sculpture again a bamboo stick platform again the similar formation's basement is thereon this island pillar may be seen.¹⁸

FACE DOOR PANDAL



In Dyamambika temple a chief doorpandal is there. They are on basement. In basement foot stand, tripatti, lotus shaped sculpture platform's formation is there. Here in independent formation seat in the other part square shaped faces and in their centre eight angles later simple wave bhodige is there. Similarly at down nagaband is being may be seen¹⁹.

ANJINEYA TEMPLE

Anjineya temple is one of the important temples of Hireguntanoor village. Anjaneya temple's formation's sanctum attaching to this interior middle hall of the lamp and face pandal involving at the front of temple island pillar is there. Around temple encircling wall is in good condition²⁰.

IMAGE SCULPTURE

In sanctum about from 4 to 5 feet height Anjineya idol is there. Sanctum door is simple. On forehead Anjineya carrying a mountain figure is being as in other Anjineya temple which we see elephant lakshmi is not seen. At the main door vaishnava door keepers are being conch, wheel holding can be seen. Sanctum's at upper part aeroplane is having extended to sthupi. At the front part of Anjineya temple island pillar is at the height of 15 to 20 feet been



on common platform. Several cobra sculpture are being with Torgol brave stone is there²¹.

MATANGI TEMPLE AND IMAGE SCULPTURE

At the front portion of Dyamambika temple Matangi temple is being in simple building Matangi image keeping worshipping is done. To it's right past currently constructed nine planets are having on high platform it is established. It's at down part side by side two cobra sculptures are there.²²

NANDEESHWARA TEMPLE AND IMAGE SCULPTURE

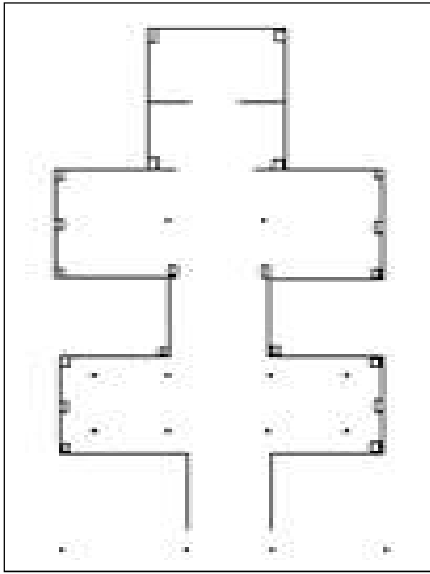
Nandeeshwara temple is having simple formation bull image keeping worshipping is done. About 3 to 4 feet height's bull's image is included. Temple is now-a-days built.²³

ESHWARA TEMPLE AND IMAGE SCULPTURE

Anjineya temple at the side direction eshwara temple is there. A small shivalinga is being at it's front Nandi image is there. At first there might be a big temple to expect even at the front of temple's formation a big platform is there. Eshwara and Anjineya temple's beside to stop water ponds are seen²⁵.

DURGAMBIKA TEMPLE

Among Guntor's prominent temples one is Durgambika temple at present is renovated. Temple is having Dravida style of art in temple there is sanctum middle part of temple parts are seen. As it is in the middle part of the it is called as Durgamma temple. Apart Dyamalamba and Durgamma both are sister is local



people. In temple there is celebration image is being always is will with Durgamma. This is the saying of local people.

CONCLUSION

In total the temples of Hireguntnoor with the view of architecture is very prominent and it is not an enasuration.

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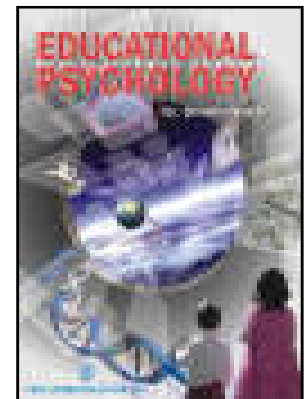
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CONSTRUCTIVIST APPROACH IN SCIENCE EDUCATION

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ABSTRACT

In recent years, the didactic literature has given a prominent place to constructivism as an educational method. There are a tonne of academic publications and articles that discuss constructivism as a theory and as a method of instruction. In several US states, it is utilised to create educational standards, and it is strongly advised that it be employed in teaching in some EU nations. The constructivist theory is unquestionably recognised as a leading and contemporary paradigm in scientific education. For science educators and researchers alike, constructivism has emerged as the most valuable guiding principle.

The tendency for constructivist training to supplant traditional instruction in all educational courses is a significant aspect of contemporary education. In a typical classroom, the teacher imparts knowledge to the students, who are passive students who mostly study facts. The activity of students in the lesson-learning process is stimulated by constructivist training (training based on constructivist approach).

Critical thinking is promoted via constructivist teaching, which also produces engaged and motivated students. The curriculum supports the constructivist approach, which encourages teachers to create settings in which students can build their own understandings. According to Twomey Fosnot (1989), a constructivist method should be used to develop learners who are independent, inquisitive intellectuals who question, research, and reason. The freedom to make choices that will improve and enrich students' growth in these areas is provided by a constructivist approach for instructors.

INTRODUCTION

HOW SIGNIFICANT IS CONSTRUCTIVISM ?

Constructivism is a school of thought that examines how the mind creates and alters its perception of reality. It serves as the cornerstone of our perspective on research and instruction.

Constructivism is a theory of learning based on the idea that students can't just be handed knowledge at their desks by the teacher in the front of the classroom. Instead, knowledge is built by students via a deliberate, conceptual process of learning; students are the architects and designers of meaning and knowledge.

In the constructivist method, critiquing, teamwork, and mutual aid are frequently employed as ways to stimulate students' development and reach a new, higher level of understanding. The foundation of each constructivist lesson is student activity.

Constructivism is an epistemology (science of knowledge) based on the concept that -

- Knowledge is created, not passed on.
- The learning process is impacted by prior information.
- Initial comprehension is local rather than universal.
- Effortful and intentional behaviour is required to create useful knowledge structures.

The constructivist paradigm holds that students construct their knowledge by interpreting the teamwork and experiences they have obtained in their social context. It implies that prior knowledge and experience play a significant part in the learning process and shape the learners' future activities.

According to Lever-definition Duffy's of constructivism, a constructivist is "someone who holds that knowledge is created by the learner and is unique to the person who develops it.

One fundamental constructivist tenet is that knowledge is a "construct of the world," not "knowledge about the world" (Sherman, 1995). Knowledge is a construct that results from each student's unique understanding of this item and their personal experiences with it. Constructivist learning methods emphasise authenticity and encourage collaboration on projects including students, professors, and subject matter experts in a study group. The constructivist method seeks to build a study group that is as realistic as possible. Students become aware of their accountability for their own studies and its outcomes in an authentic atmosphere.

CONCEPTUAL FRAMEWORKS FOR TEACHING SCIENCE

Constructivists believe that learning environments should provide students with numerous opportunities to learn from real-world circumstances. These opportunities

necessitate teamwork as students take into account their individual working paces and support one another. As a result, learners stop being passive viewers and acceptors of information and start actively creating their own knowledge.

The constructivist paradigm explains how learning should be facilitated through the right kinds of activities. According to this learning paradigm, knowledge is acquired by active engagement in social, cultural, historical, and political environment. Dialogue, discussion, decision-making, and model-making are essential components of student active engagement. Therefore, the constructivist approach places more of an emphasis on the processes of learning than the outcomes of learning. Instead of replicating knowledge, it tries to produce knowledge. A student must be able to communicate what they have learned in a variety of ways, including audibly, visually, symbolically, etc.

Constructivism's widespread adoption is due to its well-developed theory, which incorporates the notion of students' cognitive independence. It is often believed that the constructivist approach is appealing, and for those who value cognitive independence and freedom, this is true. Information is less significant than the capacity to collect it in this strategy. The active construction of knowledge using the learners' own experience (Brooks, 1993).

THE ORIGINS OF CONSTRUCTIVISM IN HISTORY

- The views and contributions of scientists like Immanuel Kant, John Dewey, Jean Piaget, Ernst von Glaserfeld, Leo Vygotsky, Faznot, etc. have influenced the development of constructivism theory.
- One of the founders of the theory of development, Jean Piaget, identifies critical junctures in children's growth that have an impact on learning. Jean Piaget comes to the conclusion that kids absorb and make sense of knowledge based on pre-existing structures. A teacher should take into account the stages of a child's growth in this way. The teacher's job is to support students as they create their own cognitive systems.
- Leo Vygotsky develops the social constructivism theory and the notion that speech and language are crucial for intelligence and effective learning.
- The theory of constructivism later experiences a quick development, close to the end of the 80th year of the twenty-first century. In a more comprehensive

constructivist approach, research by Vygotsky, Dewey, and Piaget is coupled with Piaget's work in the evolution of psychology.

- A third premise is inherent in von Glaserfeld's radical constructivism: The first claims that knowledge is not passively acquired but rather is constructed by the subject who is cognizant. The second principle indicates that cognition serves an adaptive purpose and empowers learners to create rational justifications for their experiences. The third principle states that the act of creating meaning is always enmeshed in the social context of which the individual is a part.

PRINCIPLES OF CONSTRUCTIVIST LEARNING

1. People learn to learn as they learn;
2. Learning is an active process in which the learner makes sense of sensory data. Building meaning and building systems of meaning are both components of learning;
3. Physical activity and hands-on learning are important for learning, especially for young children, but they are insufficient; we need to offer activities that engage both the mind and the hand. This introspective practise was described by Dewey.
4. Language is a part of learning; the language we use affects what we learn. The psychologist Lev Vygotsky, who contributed to the development of constructivism, asserted that language and learning are closely linked;
5. Learning is a social activity: We learn best when we are connected to other people, including our teacher, our friends, our family, and random strangers. Dewey emphasised that traditional education is primarily focused on removing the learner from social interaction and viewing learning as a one-on-one interaction between the student and the objective information being studied;
6. Learning is contextual: We relate what we learn to other knowledge, beliefs, prejudices, and fears;
7. Knowledge is necessary for learning since new information cannot be assimilated without some foundation of previously acquired information. Knowing more allows us to learn more;
8. Learning takes time; it is not instantaneous. For meaningful learning, we must review concepts, consider them, put them to use, experiment with them, and play with them;

PRINCIPLES OF CONSTRUCTIVIST TEACHING

1. Supporting and valuing students' initiative and freedom;
2. Awareness and convictions that students already possess on the subject under consideration;
3. Teachers employ cognitive terms and concepts, such as "classify," "analyse," and "invent," when preparing their lectures.
4. Students are granted the chance to take ownership of their learning, to substitute other methods of instruction, and to modify the subject matter;
5. Welcoming kids to the contradictory world;
6. Promoting conversation between the teacher and the students as well as among the students;
7. Building the structure of the students' activities in such a way as to promote thinking by posing open-ended questions and fostering dialogue among the students;
8. Involving students in an investigation that might lead to a disagreement between their current and original hypotheses, provoking a discussion;

9. Patiently awaiting student responses and allowing ample time for students to form connections and hypotheses;
10. Encouraging students' inherent desire to learn by constantly applying the educational cycle model, which includes the phases of discovery, creation of new knowledge, and application of that knowledge.

NEW RESPONSIBILITIES FOR EDUCATORS AND CONSTRUCTIVIST LEARNING ENVIRONMENTS

The constructivist method of science education involves both teachers and students in the creation of knowledge. Students evaluate new concepts and ideas in light of their pre-existing beliefs as they take into account the novel scenario (student-centered approach).

Basic prerequisites for implementing student-centered constructivist training are presented by Brooks and Brooks (1993). They choose the classroom as a crucial requirement. Students should be able to ask for opinions, estimates, and studies in a proper learning atmosphere. The classroom concept of a constructivist differs from the conventional classroom in which pupils get instruction directly from a teacher.

A comparison between the objectivist and constructivist approaches in the learning process.

Objectivist Approach	Constructivist Approach
<ul style="list-style-type: none"> ● Knowledge exists independently of the individual and is exchanged by teachers with their pupils. 	<ul style="list-style-type: none"> ● Each person's understanding is unique. Students built it on their own terms.
<ul style="list-style-type: none"> ● What students read and hear is what they learn. Students will learn an abstract concept if the teacher explains it clearly. 	<ul style="list-style-type: none"> ● By examining the meaning and connections between the new information and what they already know, students create their own knowledge. On the basis of their outdated knowledge and abilities, people make sense of what they have heard, read, and seen. Lack of a solid foundation prevents pupils from accurately "hearing" and "seeing" what they are about to learn.
<ul style="list-style-type: none"> ● Students are successful learners when they can apply what they have learned. 	<ul style="list-style-type: none"> ● Students can demonstrate understanding of what they have studied, at which point learning is accomplished.

SEVERAL DEFENCES OF THE CONSTRUCTIVIST THEORY

Some educators and psychologists disagree with this method of teaching, and their viewpoints could be grouped according to the following criteria:

- The constructivist paradigm of knowledge construction emphasises the value of students' prior learning and experiences. If this baseline knowledge is inaccurate, there is a serious likelihood that the newly learned information will also be inaccurate, leading to the formation of an incorrect view;

- Since this type of instruction places a strong emphasis on collaboration, it is dangerously likely that pupils who are more talkative and active will dominate in reaching a consensus;
- Students who learn in this constructivist way spend a lot of time on the units and are later in learning according to the specific syllabus than students who learn in a traditional way because of the unique character of creating new knowledge (individual or group study of a certain matter, many and distinct speculation about the right answer, giving examples of its usage);
- Students are asked to rediscover information on their own, which appears very much like "rediscovering the wheel," in accordance with constructivist philosophy. They only need to learn how to use it and become familiar with its features-they don't need to find it.

CONCLUSION

Constructivism has taken centre stage in didactic literature during the past few years as an educational strategy. The constructivist theory is unquestionably recognised as a leading and contemporary paradigm in scientific education. For both scientists conducting research in this area and science teachers, constructivism has emerged as the most important guiding principle. Critical thinking is promoted via constructivist teaching, which also produces engaged and motivated students. The constructivist philosophy, which encourages teachers to foster conditions in which students can build their own understandings, has been integrated into the curriculum. Constructivism comes in several flavours, including radical, social, and cognitive. The constructivist tenets of active construction on the basis of intriguing notions, the

arrangement of a tentative function Object, the assessment of its viability, and acknowledgment of the social character of the construct are crucial. Constructivism provides a new approach to educating the environment and alters the role of the teacher in the educational process.

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ALCOHOLISM AS A GLOBAL ISSUE : SOCIAL WORK INTERVENTION

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INTRODUCTION

The current world is experiencing a number of issues, particularly related to the health of individuals due to alcohol addiction. Excessive alcohol consumption can result in a variety of health problems, both physical and mental. Additionally, it can contribute to family discord and have a significant impact on the overall family dynamic. Children with parents who abuse alcohol may suffer negative consequences, affecting both their academic performance and overall well-being. Alcohol is widely used by adults in many countries, with excessive consumption being linked to an increased risk of accidents, injuries, and neglect of self-care. Individuals who abuse alcohol often encounter challenges in their relationships, at work, and in their interpersonal interactions. Social work interventions can assist those struggling with alcohol addiction to overcome their dependency.

Alcoholism is characterized by the inability to regulate alcohol consumption because of a physical and emotional reliance on alcohol. Signs include persistent drinking despite legal and health problems. Individuals with alcoholism might start their day with a drink, feel guilty about their drinking habits, and want to decrease the amount they consume. Therapy usually involves counseling from a medical expert. For those requiring extra support, a detox program at a hospital or medical center is an option. Medications are also accessible to help decrease the urge to drink.

Objectives this study : To understand the health related problems due to Alcoholism, to know the impact of Alcoholism on society and family and to understand the social work implications in Patients with Alcohol addiction

Methodology : The current study was conducted using secondary sources, specifically published articles from reputable national and international journals. Various sources of secondary data were utilized, including online articles, books, websites, Government reports from different countries, reports from global health organizations. Searched good article from Google scholar, Google and

PubMed. The key words used in the study were Alcoholism, Health issues related to alcoholism, Social work interventions, and impact of Alcoholism.

LITERATURE REVIEW

Alcohol consumption is a significant concern for public health and is linked to various issues within families, social circles, and economies. As a result, many countries around the world have implemented their own regulations on alcohol. In recent years, India has seen a rise in alcohol consumption and the problems associated with it. The regulations on alcohol differ greatly between states in terms of government approvals, pricing, and legal age for drinking, leading to differences in availability and the prevalence of alcohol use disorder and its consequences. Despite alcohol being addressed in various national policies and strategies, there is still a lack of a comprehensive national policy specifically for alcohol (Parmar, A., Balhara, Y. P. S., & Singh, A. 2023).

Excessive consumption leads to many problems. Injuries arise from various incidents like motor vehicle accidents, falls, drownings, and burns. Violence encompasses acts of homicide, suicide, sexual assault, and intimate partner violence. Alcohol poisoning is a critical medical condition caused by excessive blood alcohol levels. Engaging in risky sexual activities, such as unprotected sex or having multiple partners, can lead to unintended pregnancies or sexually transmitted diseases like HIV. Miscarriages, stillbirths, and fetal alcohol spectrum disorders (FASDs) are potential risks for pregnant women. (Centers for Disease Control and Prevention 2021, December 29).

The research conducted by Lomakin, S., Sharapova, D., Turayev, B., & Shernazarov, F focused on investigating the socio-demographic characteristics of alcoholics seeking treatment at the de-addiction center at Burdwan Medical College and Hospital in West Bengal. The goal was to identify factors contributing to alcohol-related disorders among patients. The study suggests that teenagers with a family history of alcoholism are at a higher risk for

developing alcohol-related problems. It is recommended to introduce educational programs in schools and launch media campaigns to raise awareness about the issue. Additionally, it is crucial for parents struggling with alcohol addiction to seek help at de-addiction centers to prevent their children from developing alcohol dependency in the future. (Lomakin, S., Sharapova, D., Turayev, B., & Shernazarov, F. 2023).

Professional social workers have a responsibility to actively facilitate change by guiding, encouraging, educating, mentoring, and assisting individuals as they navigate through the process of transformation. Setting goals is essential for initiating change, and establishing an action plan or detailed steps is crucial for achieving those goals. This task is fundamental to the role of a social worker. Social workers should focus on providing counseling, motivational interviews, organizing support groups, and offering assistance. When providing support to individuals struggling with alcohol misuse, social workers must not only concentrate on the individual but also involve the entire family. By adopting a holistic approach and engaging in practical interventions, social workers can effectively work within the client's social network and ensure that family members are also able to offer support. When working with individuals dealing with alcohol addiction, social workers often fulfill various roles such as being an advocate, educator, consultant, gatekeeper, and researcher. Ivanauskienė, V., & Motiešienė, R. (2010).

Chronic alcohol consumption can have negative effects on the brain, thinking abilities, and behavior. Persistent heavy drinking can result in seizures, memory loss, and alcoholism. Studies have indicated that individuals who start drinking regularly at a young age are more likely to develop alcoholism later in life. Some individuals, such as recovering alcoholics and those with a family history of alcohol abuse, may struggle to control their drinking. The risk of alcoholism is influenced by a combination of genetic, psychological, and environmental factors. Children of parents with alcohol dependence have a higher likelihood of developing alcoholism themselves. This increased risk is believed to be due to a combination of genetic and family environment factors. (Moss, H. B. 2013).

In addition, this study has highlighted other important aspects and indicated a correlation between the amount of alcohol consumed and death associated with alcohol. Research has shown that different levels of alcohol consumption, such as light, moderate, and heavy, can either

increase or decrease the risk of morbidity and mortality in more than 60 different disease conditions. These conditions include common ailments like hypertension, stroke, digestive issues, and liver cirrhosis. Many research studies have continually shown connections between drinking alcohol and different forms of cancer. Recent analyses combining multiple studies have shown that drinking an average of 25 grams of pure alcohol per day (which is about two drinks) can greatly raise the chances of developing cancer in various parts of the body including the mouth, stomach, colon, liver.

Findings : Every year, three million people die due to excessive alcohol consumption. The World Health Organization is working to reduce the negative effects of alcohol in order to improve the health and quality of life of individuals, families, and communities by reducing alcohol-related illnesses and death, as well as its impact on society. This global strategy is intended to support and promote initiatives at different levels - local, regional, and global - to prevent and reduce the damaging effects of alcohol abuse.

The worldwide strategy emphasizes ten main aspects of policy choices and actions that can be taken at the national level. These ten areas for action within countries are: Leadership, awareness and commitment. These are as below :

1. Health services' response.
2. Community action.
3. Drink-driving policies and countermeasures.
4. Availability of alcohol.
5. Marketing of alcoholic beverages.
6. Pricing policies.
7. Reducing the negative consequences of drinking and alcohol intoxication.
8. Reducing the public health impact of illicit alcohol and informally produced alcohol.
9. Monitoring and surveillance.

ALCOHOL USE IS A SIGNIFICANT PUBLIC HEALTH CONCERN

The study by Parmar, A., Balhara, Y. P. S., & Singh, A. (2023) has mentioned some important information increasing in South-East Asia and expected rise in South-East Asia. Alcohol use is a significant public health concern that has notable social, political, and economic implications. According to the recent WHO Status Report on Alcohol and Health, the consumption of alcohol per person has been increasing in South-East Asia and is

expected to continue rising by 2025. In India, various nationally representative surveys have been conducted to gather important data on the prevalence and patterns of alcohol use. The National Family Health Survey-5 (NFHS-5) found that 22.9% of men and 0.75% of women surveyed reported alcohol consumption. Another survey indicated that the current alcohol use prevalence in India was 14.6%, with 27.3% of men and 1.6% of women reporting alcohol use. Additionally, around 19% of current alcohol users in India have been categorized as dependent users, while 43% engage in heavy episodic drinking. The National Mental Health Survey also reported similar findings, with a prevalence of 4.6% for alcohol use disorder.

CASE STUDY METHOD

The case study method is utilized in mental health settings, particularly in cases of substance use disorder. One study supports this method and highlights its benefits. The research was conducted to assess the effectiveness of Psychiatric Social Work Intervention for Substance Addiction in the Indian society. The study's findings reveal the various types and severity of psychosocial issues experienced by young unmarried men grappling with drug addiction. By undergoing psychosocial intervention, the patient is able to gain a better understanding of their illness and other related psychosocial concerns. Ultimately, the case study suggests that combining psychosocial intervention with pharmacotherapy yields more favorable results, offering a promising treatment option for Substance Addiction. Nonetheless, it is crucial to acknowledge that the single case study design has limitations, so caution should be observed when generalizing the results (Paul, F. A., Gaga, J. K., & Zaid, M. 2022).

GROUP INTERVENTIONS

Social work intervention plays a crucial role in assisting individuals who are facing substance use disorders. Social workers play a vital role as part of the team in substance abuse treatment centers. Group therapy involves bringing together individuals who are struggling emotionally in a group setting, led by therapists with the aim of promoting personal development and change. The therapy is designed to enhance social skills and help individuals better handle personal, group, or community challenges through meaningful interactions within the group. Group therapies serve various purposes such as corrective, developmental, educational, preventative, recreational, and therapeutic (Ezhumalai, S., Muralidhar, D., Dhanasekarapandian, R., & Nikketha, B. S. 2018).

Group therapy for individuals with substance use disorder was found to be highly successful in diminishing the frequency and amount of substance consumption. Furthermore, it was associated with fewer days of family role dysfunction, financial issues, disruption in routine family activities, and occupational problems. A moderate to large effect size was observed in enhancing various aspects of quality of life, coping mechanisms, and self-confidence. (Bala Shanthi Nikketha, Muralidhar D, Benegal V 2009).

Trained psychiatric social workers in mental health settings will provide counselling, motivational enhancement therapy, family interventions, contingency management techniques, motivational interviewing, couple and family therapy. They work closely with a psychiatrist for guidance and support in treating complex cases related to substance abuse disorder, which requires a comprehensive approach involving biological, psychological, and social factors.

Research has shown that effective treatment of substance abuse involves addressing physical complications that may arise from stopping drug use, as well as addressing motivation, lifestyle adjustments, risk reduction, and coping skills to prevent relapse. Donovan and Wallace (1986) proposed a bio-psycho-social model for understanding addictive behaviors, which is widely used in the treatment of substance use disorder.

This model considers biological, psychological, and social factors in addressing substance abuse. Treatment options include biomedical approaches such as detoxification, anti-craving medication, and substitution therapy; psychological approaches such as addiction counselling, psychodynamic therapy, and cognitive-behavioural therapy; and socio-cultural approaches like community reinforcement, therapeutic communities, and vocational rehabilitation.

Psychiatric social work is a specialized field within the social work profession that specifically deals with mental health concerns, in addition with areas and working as part of a team in mental health institutions. Doing psychosocial assessments, providing counselling, case studies, conducting group therapy for patients addicted to alcohol, teaching stress management techniques for caregivers of those with alcohol issues, providing family counselling or therapy, providing psychosocial interventions based on individual needs through collaboration with the treatment team. These actions can lead to positive outcomes in the treatment process.

Good initiatives are being taken from different departments to create awareness about the ill effects of consuming alcohol and substances like smoking, tobacco etc in the community, students of social work profession create this kind of awareness through street plays, writing articles, health education mode and other good ways in the community. Social work students play a key role in spreading this kind of awareness activities through street plays, writing articles, providing health education, and in other creative methods in the community.

CONCLUSION

In India, it is estimated that there are about 62.5 million people who consume alcohol, 8.7 million who use cannabis, and roughly 2 million who use opiates. The number of tobacco users aged 10 and above is believed to be around 250 million. Alcohol and drug abuse have serious consequences for public health. The impact of substance abuse among women is increasingly noticeable in India. The misuse of illegal drugs such as cannabis, heroin, and other opiates is widespread across the country. Steps are being taken to address this issue. There is a growing trend in the misuse of psychotropic substances and solvents. Using substances like alcohol, tobacco, and drugs is associated with various physical, psychological, social, and occupational challenges. Social workers play a crucial role in educating individuals about the harmful effects of alcohol consumption. Through offering psychosocial support, these professionals can help clients in overcoming their alcohol addiction and developing healthier behaviors.

Keywords : Alcoholism, Health issues related to alcoholism, Social work interventions, impact of Alcoholism.

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A STUDY ABOUT EMOTIONAL VULNERABILITY ELEMENTS TO UNDERSTAND VULNERABILITY

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ABSTRACT

The suggested study's goals were to investigate the variables that affect emotional vulnerability and make an effort to understand vulnerability through emotional vulnerability. The degree to which a person exposes themselves to the emotional agony of rejection is known as emotional vulnerability. Self-esteem is negatively impacted by social rejection, yet a high level of self-worth may act as a pain-relief mechanism. Numerous studies indicate that being vulnerable is a crucial quality for satiating people's need to establish and maintain close connections. The current research evaluated if any psychological characteristics are linked to emotional sensitivity when taken as a whole. Additionally, the researcher looked for potential sources of emotional sensitivity. The study also attempted to provide a succinct explanation of the advantages of emotional vulnerability and concrete examples of how to practise emotional vulnerability.

THE MEANING OF VULNERABILITY

Vulnerable is defined as "capable of being emotionally or physically hurt" and "open to damage or attack" by Merriam-Webster. Understandably, many professors worry that showing weakness may damage their credibility and expose them to student attacks (Huddy, 2015). Ironically, when we try to "defend" ourselves by covering up our weaknesses, we end up creating the same thing we dread. Additionally, we fall short of accomplishing our main objective-effective student instruction. Vaughn and Baker (2004) point to a wide range of research suggesting that engaging pupils interpersonally boosts student learning and enhances the impact of the teaching, despite the fact that faculty may believe the most essential factor in the classroom is the material. Personal relationship and level of trust with teachers are important components of transformational learning moments, according to Yair (2008).

In order to be vulnerable with students, we must lower our guard and reveal our flaws and challenges, which force us to keep improving and learning. If we don't, we'll project an ideal image onto them that suggests they must be flawless in order to succeed (Huddy, 2015). According to Carol Dweck's (2016) research on growth mind-set, people including students who are willing to embrace mistakes and failures as a necessary component of learning achieve considerably greater success. Teaching failures as a barrier to achievement is a crucial component of effective education. By being open to being vulnerable and flawed, we give our students the confidence to be flawed as well and take the chances necessary to develop in our classrooms.

Believe it or not, a corporation needs emotional openness since it fosters success at work. Instead of forcing oneself to be emotionless or robotic, everyone in the firm should be able to express their sentiments.

WHY IS EMOTIONAL VULNERABILITY SIGNIFICANT?

Inevitably, complicated emotions and shifting emotional states are experienced by humans. Despite the fact that it is in our nature to feel uncomfortable emotions, many people learn socially or develop a predisposition to repress and hide these feelings. Mental health may suffer if unpleasant feelings like embarrassment, frustration, worry, hurt, or loss are avoided or denied.

Your emotional and mental health can be greatly impacted by your capacity to recognise and, if appropriate, discuss the emotions you experience. This behaviour frequently starts with you and then spreads to your family, friends, romantic partners, co-workers, and other people in your trusted circle. Building and maintaining good relationships will be made easier for you if you practise emotional openness with yourself.

CONNECTION ESTABLISHMENT

What does student vulnerability look like? Humour, enthusiasm, and love for the subject are categorised by Huddy (2015) as components of vulnerability. This category includes telling personal tales that clarify a concept and help students feel connected to the instructor. Saying "I don't understand the answer to this question, but permit me to see if I can find out" is another example. Students once noted in their course assessments that I was willing to own my ignorance while still attempting to find the answers to their queries. Statements like, "My endeavours

to convey you this didn't go as smoothly as I wanted," are problematic from a development mind-set standpoint. Show your kids your commitment to improve as a teacher by saying, "Let's try this another way." Sharing a personal experience of trying something and failing, being terrified, or even feeling pain can be a form of vulnerability.

In-person interactions outside of the classroom, like having a casual meal together, can be a means through which teachers foster these bonds. I work at a small institution where it is customary for professors to have gatherings in their homes. Even if we are unable to host such gatherings, taking the time to talk to students after or before class gives us a chance to build relationships.

Sometimes acknowledging unpleasant emotions is preferable to avoiding or squelching them right away.

THE BENEFITS OF EMOTIONAL VULNERABILITY

- It will make your relationships stronger.
- It will raise your level of self-awareness.
- It will build empathy
- It will improve self-awareness
- It will help in building relationships
- It will help in lowering anxiety
- It will expand your gratitude

HOW TO BE MORE PRONE TO EMOTION

What does being more emotionally vulnerable actually look like? That sounds fantastic. How do I go about doing it? This is also a wonderful question, too. Fortunately, the solution is much simpler (but perhaps not necessarily simpler) than you may anticipate.

It only takes a moment to notice painful emotions before acting on them to be emotionally sensitive. We see monitoring and validating our feelings as the two fundamental components of acknowledging them.

Observing your emotions is what remains after acting and contemplating :

- When you observe your anger, you don't analyse its meaning or what you should do about it.
- Simply seeing your anxiety entails not dwelling on it with anxieties or berating yourself for feeling it.
- Instead than criticising or interpreting your melancholy, observe it by describing how it feels.

Simply telling oneself that it's acceptable to feel whichever you feel serves as validating your emotion:

- It's acceptable that you're frustrated, even though you might not love feeling that way.
- Even though you might want to be joyful rather than sad, it's common to experience sadness after losing something.
- Even though you may detest feeling apprehensive, it is normal that you do given the circumstances of your life.

To put it another way, validating your feelings is reminding oneself simply because something makes you feel awful, it doesn't necessarily indicate that it is bad. The simplest way to exercise emotional vulnerability is to acknowledge your uncomfortable emotions for a small period of time, observe them without reacting or obsessing over them, and validate them by telling yourself that it's alright to feel whatever you're feeling.

If you develop the practise of exposing yourself to emotional risk in minor ways throughout the day, you'll find it much simpler to do in significant ways when you most need it.

CAUSES FOR SELF FAILURE TO MAKE OURSELVES VULNERABLE

You'll find yourself avoiding vulnerability when

1. YOU ASPIRE TO PERFECTION

Your toughest opponent may be your own perfectionism. You choose to be silent because you don't want to say or do anything that could be misinterpreted. You'll sit this one out if you don't have everything figured out.

2. YOU DON'T REQUEST WHAT YOU DESIRE

There are numerous instances that come to your mind, whether they originate from your workplace or personal experience. You're aware that you merit the promotion. You want your relationship to be more intimate. What happens, though, if you don't receive what you want? You keep quiet.

3. PEOPLE ARE KEPT AT A DISTANCE BY YOU

You won't dive in and to get injured again because you've already been harmed. Whatever it takes to keep you secure, you keep busy at work, at home, or at school.

4. YOU DON'T SHARE ACHIEVEMENTS OR FRUSTRATIONS

You think that if you show frustration, others will think you're petty. Sharing success shows your arrogance. Therefore, whatever occurs, you keep it to yourself.

SPECIFIC WAYS TO PRACTICE BEING EMOTIONALLY VULNERABLE

1. LABEL YOUR EMOTIONS IN SIMPLER TERMS

The majority of us have a habit of intellectualising our emotions, which is when we express how we feel using flowery, too intellectual words in order to escape the raw emotion that results from expressing how you feel simply. It's easier to say "I'm only a little stressed" than "I'm really unhappy and irritated right now." Anytime you experience emotional discomfort, consider how small children of age seven or eight years may express it. Most likely, they would say "I'm sad" rather than "I'm anxious," "I'm terrified" rather than "I'm overwhelmed," and "I'm upset at you" rather than "I'm a little bothered."

2. JOURNAL ABOUT YOUR EMOTIONS

We have all these thoughts and emotions in our heads, but we hardly ever express and verbalise them, which contributes to part of what causes being emotionally vulnerable difficult. This indicates that we lack a lot of confidence in our capacity to coherently discuss our sentiments. By making yourself write down your feelings, you can get practise communicating your feelings clearly. Consider journaling for 5 to 10 minutes each day about your feelings.

3. DEVELOP YOUR ASSERTIVENESS

Being assertive entails being open and courteous while expressing your needs and wants. When you do this frequently-when you are straightforward when requesting what you want and refusing what you don't-you develop confidence in your capacity to convey challenging things, such as painful feelings. For instance, work on saying what you want to watch on television rather than merely accepting what your companion suggests. When dining out, practice asking for a finer table rather than accepting the one the hostess offers you.

4. TRY COUNSELLING OR PSYCHOTHERAPY

Treating therapy or counselling like a gym to strengthen your emotional vulnerability muscle is one of its most beneficial uses. I promise you'll get stronger with being emotionally fragile with yourself and the people who matter in your life if you spend an hour each week talking out loud and with someone else about emotionally challenging topics.

CONCLUSION

In the end, companies, organisations that are trying to make their environments more employee-friendly may

find that emotional openness is a blessing. Employees perform their duties with minimal to no difficulty when they feel free to express their emotions and request assistance. Additionally, emotional openness enables managers to comprehend their staff members better. Employees will feel more at ease voicing their concerns whenever issues like fatigue or dissatisfaction arise when they can confide in their bosses about how they are feeling. In conclusion, being vulnerable is important for professional work etiquette as well as personal connections and personal growth. Therefore, you open the door to invention, creativity, and productivity when you bring emotional vulnerability at your workplace.

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IMPORTANCE OF MENTAL HEALTH : THE NEED OF AWARENESS IN PUBLIC

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INTRODUCTION

A person in a condition of mental health is able to manage life's stressors, reach their full potential, learn and work effectively, and give back to their community. It is a vital aspect of health and wellbeing that supports our capacity as individuals and as a society to make choices, form bonds with one another, and influence the world we live in. A fundamental human right is mental health. Furthermore, it is essential for socioeconomic, collective, and personal growth. Beyond the lack of mental illnesses, mental health is more. It is experienced differently by each individual and lies on a complex continuum with variable degrees of difficulty and distress as well as potentially very different social and therapeutic effects.

There's no health without mental wellness. The World Health Organization (WHO) defines health as a condition of complete physical, mental, and social well-being, rather than simply the absence of disease or disability (WHO 2001, p.1). Mental health is certainly an essential component of this description. The goals and traditions of public health and health promotion can be used to mental health in the same way that they have been used in heart health, infectious diseases, and tobacco control.

More than just the absence of mental illness, mental health is essential for people as a whole, as well as for families and society. According to WHO, mental health is defined as:..... a state of well-being in which the person recognizes their own potential, is able to manage everyday stressors, can work effectively and efficiently, and is able to contribute to their community (WHO 2001a, p.1). In this regard, mental health serves as the cornerstone for both an individual's and a community's well-being and efficient operation. This fundamental idea of mental health aligns with the diverse ways that it is understood throughout the world (World Health Organization, 2004).

Mental Health and Physical Health is important for everyone. During Covid-19 Pandemic people realized the significance of mental health issues like anxiety, stress, depression and management of stress.

A thinking, mood, or behavior abnormality that deviates from societal norms and beliefs is indicative of a mental or behavioral disease. The majority of the time, the symptoms are connected to distress and disruption of daily activities. A person's everyday difficulties become worse when they are in distress.

OBJECTIVES

1. To understand concept of mental health
2. To know the determinants of mental health
3. To understand the healthy life styles for good mental health
4. To understand mental health programs in India to create awareness about mental health

Methodology : The current study is based on secondary data, the authors have used secondary data from sources like published articles, books, Google scholar, PubMed, online articles published in e-journals, Reports, Government websites etc.

FINDINGS

Concept of Mental Health : Mental health is a condition of mental well-being that allows people to deal with life's challenges, develop their potential, study and work effectively, and contribute to their community.

It is a crucial element of health and wellbeing because it supports our ability as individuals and as a society to make choices, build relationships, and change the world in which we live. A basic human right is mental health. Furthermore, it is essential for social, societal, and individual development. There is more to mental wellness than merely the absence of mental illnesses. It happens on a complex spectrum that each person experiences differently, with varying degrees of hardship and suffering as well as potentially very different social and therapeutic outcomes.

Mental health issues encompass a range of mental states and disorders, including psychosocial disabilities and mental disorders, that are linked to considerable suffering, impaired functioning, or self-harm risk. However, person

with mental health conditions are more possible to experience lower levels of mental wellbeing but this is not for all time or necessarily the case (World Health Organization).

Determinants of Mental Health : Numerous individual, social, and structural factors may come together at different times in our lives to either support or compromise our mental health and change where we fall on the mental health spectrum. Individual psychological and biological characteristics might increase a person's susceptibility to mental health issues. These factors include emotional intelligence, substance abuse, and heredity.

People are more likely to suffer from mental health disorders when they are exposed to unfavorable social, economic, geopolitical, and environmental circumstances, such as poverty, violence, inequality, and environmental deprivation. While risks can arise at any point in life, they are especially harmful when they arise in developmental sensitive times, such as early childhood. For instance, it is well established that physical punishment and strict parenting negatively impact children's health, and bullying is a major risk factor for mental health issues.

In a similar way, protective factors arise throughout our lives and help us become more resilient. They comprise, among other things, our unique social and emotional competencies and qualities, as well as constructive interpersonal relationships, high-quality education, respectable employment, safe neighborhoods, and cohesive communities. There are many levels of mental health dangers and protective variables in society. Risk for individuals, families, and communities is increased by local threats. Global risks include economic downturns, disease outbreaks, humanitarian crises, forced displacement, and the escalating climate problem, which increase risk for entire populations.

Mental Health issues facing in the Community : Promotion and Preventions of Mental Health: In order to lower risks, foster resilience, and create supportive environments for mental health, promotion and preventions interventions must identify the individual, social and structural determinants of mental health. It is possible to create interventions for individual patients, particular communities or both. Promotion and prevention programs should engage the education, labor, justice, transportation, environment, housing, and welfare sectors since changing the determinants of mental health frequently requires action outside of the health sector. The health sector can make a substantial contribution by encouraging, starting, and, when

necessary, supporting multi-sectoral collaboration and coordination. It can also do this by integrating promotion and prevention initiatives inside health services.

HOW CAN WE TAKE CARE OF OUR MENTAL HEALTH?

1. Regular Exercise
2. Setting goals and priorities
3. Focus on positivity
4. Stay connected with friends and family
5. Eating Healthy and balanced diet
6. Avoiding bad habits
7. Make sleep a priority
8. Meaningful activities
9. Healthy thinking
10. Healthy connectedness
11. Listening good music

Mental Health Programs in India : The introduction of the National Mental Health Program (NMHP) in 1982 was a significant moment in the development of Indian psychiatry. The implementation of such a comprehensive program when there were less than 1000 psychiatrists in the country demonstrates the urgent requirement for mental health services. (Wig, N. N., & Murthy, S. R. 2015).

NATIONAL MENTAL HEALTH PROGRAM (NMHP) : Around 6-7% of the population is estimated to be affected by mental disorders. According to a report from the World Bank in 1993, the impact on Disability Adjusted Life Years (DALY) caused by neuro-psychiatric disorders surpasses that of diarrhea, malaria, worm infestations, and tuberculosis individually. Together, these disorders contribute to approximately 12% of the global burden of disease (GBD), with projections suggesting this could rise to 15% by the year 2020 (World Health Report, 2001). It is estimated that one in four families may have a member experiencing a behavioral or mental disorder (WHO, 2001). These families not only offer physical and emotional support, but also face the challenges of stigma and discrimination. The majority of individuals with mental disorders (>90%) go untreated due to various factors such as lack of awareness about symptoms, myths and stigma surrounding mental illness, as well as limited knowledge about available treatments and their benefits.

In 1982, the Indian government initiated the National Mental Health Program (NMHP) with the goal of providing basic mental healthcare to all individuals, especially those who are marginalized and disadvantaged. The NMHP also aims to integrate mental health services into general

healthcare and social development, as well as encourage community involvement in mental health service delivery and promote self-help initiatives within communities.

Under the NMHP, the District Mental Health Program (DMHP) was introduced in 1996 during the IX Five Year Plan. The DMHP was modeled after the 'Bellary Model' and focused on early detection and treatment of mental illnesses, providing training to general physicians in diagnosing and treating common mental disorders with limited medication under specialist supervision, training health workers in recognizing individuals with mental health issues, raising public awareness through Information, Education, and Communication (IEC) activities, and implementing simple monitoring systems for record-keeping purposes.

District Mental Health Program (DMHP) : The primary goal of DMHP is to offer Community Mental Health Services and to merge mental health and general health services by shifting treatment from specialized mental hospitals to primary health care facilities. Following the "Bellary model," the District Mental Health Program was initiated in 1996 in four districts as part of NMHP and eventually expanded to 27 districts across the country by the end of the ninth five-year plan period. Currently, DMHP is operational in various districts nationwide, focusing on a community-based approach to address the issue. This approach includes training mental health teams at specific institutions, raising awareness and reducing stigma surrounding mental health issues, offering services for early detection and treatment of mental illnesses in the community through outpatient and inpatient care, as well as follow-up services. Furthermore, DMHP aims to provide valuable information and insights at the community, state, and national levels to guide future planning, improve services, and advance research efforts.

Addressing mental health issues in India is more important : Addressing mental health issues very important not only urban cities but necessity in rural areas in India. In India, many problems are facing including the prevalent stigma and negative attitudes towards mental illness in the society. Financial barriers to accessing mental health services also pose a significant challenge. The COVID-19 pandemic has heightened awareness about the importance of mental well-being.

National Tele Mental Health Program (NTMHP) : Recognizing the urgent need to address the mental health challenges exacerbated by the COVID-19 pandemic, the Indian Government introduced the National Tele Mental Health Program (NTMHP) in the Union Budget 2022-2023.

This initiative aims to establish a digital mental health network that can effectively support individuals during this crisis.

The initiation of Tele-MANA by the Indian Government is aimed at providing helpline services to the public. A toll-free helpline number (14416) is available 24/7 nationwide, allowing callers to choose their preferred language for assistance. The service can also be reached by dialing 1-800-891-4416 or 14416, which is toll-free.

MANODARPAN : MANODARPAN, an initiative by the Ministry of Education, aims to offer psychosocial support to students to enhance their mental health and well-being.

The MANODARPAN initiative comprises components such as advice and guidance for students, teachers, and faculty members in schools and universities, as well as for families. The website which containing advices, practical tips, posters, videos, do's and don'ts for psychosocial support, FAQs, and an online query system. A national database and directory of counselors at school and university levels who can provide voluntary tele-counseling services through the National Helpline. The National Toll-free Helpline - 8448440632, for students nationwide to address their psychosocial issues. This helpline, staffed by experienced counselors, psychologists, and other mental health professionals. A handbook on psychosocial support for students, focusing on enriching life skills and well-being. It will cover frequently asked questions, facts, myths, and strategies for managing emotional and behavioral concerns during and after the COVID-19 pandemic. An interactive online chat platform for contact, counseling, and guidance by psychologists and other mental health professionals for students, teachers, and families during and after the COVID-19 crisis. Webinars, audio-visual resources such as videos, posters, flyers, comics, and short films to be shared as supplementary materials on the website. Students from across the country will be encouraged to contribute to peer support.

Manochaitanya (Super Tuesday clinic) : This program is unique step of Government of Karnataka, in this program on selected Tuesdays Psychiatrists from DMHP/DH/ Medical College/Private, provide specialist services to the mentally ill at the Taluka level hospitals. Currently these are active in many Talukas of the Karnataka State.

Community Mental Health Centres (Manasadhara Centers): This is another unique program has been initiated by Government of Karnataka i.e Community Mental Health

Day care Program. These centers are operational in various districts and there are ongoing efforts to establish them in all districts.

Mental Health Indicators: An individual who is considered to be holistically healthy is actively participating in activities that promote productivity, fostering meaningful connections with others, and demonstrating resilience in the face of challenges and the ability to adjust to different circumstances.

- Develop Psychologically, Emotionally, Intellectually and spiritually
- Initiate develop and sustain mutually satisfying relationships
- Become aware of others and empathize with them
- Play and learn
- Develop a sense of rights and wrong
- Resolve problems and setbacks and learn good things from others

POSITIVE MENTAL HEALTH = SUCCESS IN LIFE

Each child possesses unique talents that should be identified and fostered. The mental well-being of children is essential for their academic and personal achievements. Children who receive mental health support and good encouragement can perform well in school, display adaptability, and good improvement in academic performance. Mental Health plays a significant role in a child's ability to learn and succeed. Behavioural and activity problems can be addressed through proper mental health support.

CONCLUSION

It is crucial to enhance community awareness through various initiatives that are currently in progress. Overcoming negative attitudes and stigma associated with mental illness requires efficient efforts. Educating individuals and encouraging them to spread awareness about available mental health treatments is key. Mental health professionals strive to provide quality services within the community. Psychiatrists, clinical psychologists, psychiatric social workers, and other team members all have important roles in the therapy process. Additionally, departments, associations, NGOs, volunteers, and similar organizations contribute significantly to mental health promotion and prevention. Public participation in these events is vital.

Keywords: Mental Health, Awareness, Mental Health Professionals

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MULTIDISCIPLINARY NATURE OF ENVIRONMENTAL STUDIES

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INTRODUCTION

Term environment means surroundings and is generally used as abstract concept. The surroundings may be natural, manmade, physical, chemical or biotic. Environment, is thus a fully complex of so many things encompassing an organism that interact not only with organisms but also among themselves. As a result, it is difficult to isolate or alter any one of them without affecting the other components. The term environment is therefore defined as "that whole outer physical and biological system in which man and other organisms live as whole, a complicated one with many interacting components. Hence, the wise management of environment depends upon an understanding of those components : namely, rock, minerals and water, of its present and potential vegetation, animal life, livestock husbandry and climate. Hence, the study of environment is unlike any other existing subject. It is not just a collection of facts or information about the environment ; but it is about the way we all should live. When people start developing this concern, it is expected that all will begin to act at his or her own level to protect the environment.

There are three reasons for studying the state of environment.

1. The first is the need for information that clarifies modern environmental concepts such as :-the need to conserve biodiversity, the need to lead more sustainable lifestyles, and the need to use resources more equitably.
2. Second, there is a need to change the way in which we view our own environment, using a practical approach based on observation and self-learning.
3. Third, there is the need to create concern for our environment that will trigger pro-environmental action, including simple activities we can do in our daily life to protect it.

It has long been held that environmental science deals with the study of the atmosphere, the land, the oceans and the great chemical cycles that flow through the physical and biological systems. However, currently, it was noticed

that modern environmental science is increasingly becoming entirely interdisciplinary, preparing people for global citizenship and training them to be flexible, competent to analyze and be good decision makers. Environment constitutes the various physical, mental, social, spiritual, educational, economical and intellectual aspects of whole humanity. When kept healthy and inspiring, it promotes the progress and development and so, it is a boon to mankind !

NECESSITY FOR ENVIRONMENTAL STUDIES

Environmental science is definitely an interdisciplinary encompassing the principles of basic sciences like physics, chemistry, biology, geology and applied sciences like engineering, agriculture and other similar disciplines. It also gives input form to social sciences and philosophy.

It is divided into two main aspects as stated below -

- i. Theoretical aspects dealing with development of environmental problems.
- ii. Applied aspects dealing with development of solutions to the environmental problems.

Hence, to maintain the quality of life, there is a dire necessity to protect the environment. This protection is initiated by creating awareness among the people so that it becomes a part of their life style. Hence, it may be said then that environmental studies helps a lot to we human beings in very many ways, which is stated as written below -

1. It helps the maintenance of life and health, self-preservation of human race- it then, essential for self-fulfillment and social development.
2. It helps in understanding the different food chains and the ecological balance in nature.
3. It helps in addressing the problems of population explosion, depletion of natural resources and pollution of the environment.
4. It helps in understanding as to how the environment is useful for the daily livelihood and for promoting a material culture.

5. It helps in enjoying the nature and for changing the environment in a systematic manner for the present as well as future generations.

Concluding, it may be said then that environmental studies deals with every issue that affects a living organism. It is therefore, an interdisciplinary approach that brings about an appreciation of our natural world and human impact on its integrity; and helps us all to make civilization sustainable on an Earths resources.

SCOPE

The Industrial development and intensive agriculture that provides the goods for our increasingly consumer-oriented society uses up large amounts of natural resources like water, minerals, petroleum products, wood, etc. Non-renewable resources, such as minerals and oil, are those which will be exhausted in the future if we continue to extract these without a thought for subsequent generations. Renewable resources, such as timber and water, are those which can be used but can be regenerated by natural processes such as regrowth or rainfall. But these too will be depleted if we continue to use them faster than nature can replace them. For example, if the removal of timber and firewood n from a forest is faster than the regrowth and regeneration of trees, the supply of wood cannot be replenished. And the loss of Forest cover not only depletes the forest of its resources, such as timber and other wood products, but also affects our water resources because an intact natural forest acts like a sponge which holds water in the rainy season and releases it slowly over the drier periods. In addition, deforestation leads to floods in the monsoon and dry rivers once the rains are over.

Such multiple-effects on the environment resulting from routine human activities must be understood on by each one of us, if it is to provide us with the resources we need in the long-term.

Our natural resources can be compared with money in a bank. If we use it rapidly, the capital will reduced to zero. On the other hand, if we use only the interest, it can sustain us over the longer term. This is called sustainable utilization or development.

Understanding and ntaking ourselves more aware of our environmental assets and problems is not enough. We, each one of us, must become increasingly concerned about our environment and change the way in which we use every resource. Unsustainable utilization can result from overuse of resources, because of population increase, and because many of us are using more resources than we really

need. Most of us indulge in wasteful behavior patterns without ever thinking about their environmental impacts. Thus, for all our actions to be environmentally positive we need to look at them from a new perspective at how we use resources.

Environment is not a single subject; it is an integration of several subjects that include both Science and Social Studies. To understand all the different aspects of our environment we need to understand biology, chemistry, physics, geography, resource management, economics and population issues. Thus, the scope of Environmental studies is extremely wide and covers some aspects of nearly every discipline.

We live in a world wherein natural resources are limited. Water, air, soil, minerals, oil, the products we get from forests, grasslands, oceans and from agriculture and livestock, are all a part of our life support systems. Without them, life itself would be impossible. As we keep increasing in numbers and the quantity of resources each of our uses also increases, the Earth's resource base must inevitably shrink. The Earth cannot be effected to indefintety sustain this expanding level of utilization of resources. Added to this is the misuse of resources. We waste or pollute large amount of nature's clean water; we create more and more material like plastic that we discard after a single use; and we waste colossal amounts of food, which is discarded as garbage. Manufacturing processes create solid waste byproducts that are discarded, as well as chemicals that flow out as liquid waste and pollute water, and gases that pollute the air. Increasing amounts of waste cannot be managed by natural process. These accumulate in our environment, leading to a variety of disease and other adverse environmental impacts now seriously affecting all our lives.

Air pollution leads to respiratory disease, water pollution to gastro-intestinal diseases, and many pollutants are known to cause cancer.

This situation will only improve if each of us begins to take actors in our daily lives that will help preserve our environmental resources. We cannot expect Government alone to manage the safeguarding of the environment, nor can we expect other people to prevent environmental damage. We need to do it ourselves. It is a responsibility that each of us must take on as one's own.

VALUES TO BE NOTED

Productive value of nature : As scientists make new advances in fields like biotechnology we begin to

understand that the world's species contain an incredible and uncountable number of complex chemicals. These are the raw materials used for developing new medicines and industrial products and a storehouse from which to develop thousands of new products in the future. The flowering plants and insects that form the most species-rich groups of living organisms are thus vital for the future development of man. If we degrade and destroy their habitat, these species will become extinct. If we see a product that comes from an illegally killed wild species being used or sold and if we do not inform the authorities, then we become party to its extinction. Once a species is lost, man cannot bring it back. When we permit the destruction of a forest, wetland or other natural area and do not protest about it, future generations are being denied the use of these valuable resources.

Aesthetic/recreational value of nature : The aesthetic and recreational values that nature possesses enliven our existence on earth. This is created by developing national parks and wildlife sanctuaries in relatively undisturbed areas. A true wilderness experience not only has recreational value but is an incredible learning experience. It brings about an understanding of the oneness of nature and the fact that we are entirely dependent upon the intricate functioning of ecosystems.

The beauty of nature encompasses every aspect of the living and non-living part of our Earth. One can appreciate the magnificence of a mountain, the power of the sea, the beauty of a forest, and the vast expanse of the desert. It is these natural vistas and their incredible diversity of plant and animal life that has led to the development of several philosophies of life. It has also inspired artists to develop its and writers and poets to create their works that vitalize our lives.

A wilderness experience has exceptional recreational value. This has been described as nature tourism, or wildlife tourism, or ecotourism, and is also one aspect of adventure tourism. These recreational facilities not only provide a pleasurable experience, but are also intended to create a deep respect and love for nature. They are key tools in educating people about the fragility of the environment and the need for sustainable lifestyles.

In an urban setting, green spaces and gardens are vital to the psychological and physical health of city dwellers. They provide not only aesthetic and visual appeal but the ability to ensure that each individual is able to access a certain amount of peace and tranquility. Thus, urban environmental planners must ensure that these facilities

are created in growing urban complexes. Another important conservation education facility in urban settings includes the need to set up well-designed and properly-. managed zoological parks and aquariums. These have got great value in sensitizing school students to wildlife. Many young people who frequented zoos as young children grow up to love wildlife and become conservationists.

In the absence of access to a Protected Area, a botanical garden or a zoo, one concept that can be developed is to create small nature awareness areas with interpretation facilities at district and taluka levels. These areas can be developed to mimic small-scale natural ecosystems. Such nature trails are invaluable assets for instituting conservation education and awareness. They can be developed in a small woodlot, a patch of grassland, a pond ecosystem, or be situated along an undisturbed river or coastal area. This would bring home to the visitor the importance of protecting our dwindling wilderness areas.

The Option value of nature : While we utilize several goods and services furnished nature and enjoy its benefits, we must recognize that every activity that we do in our daily lives has an adverse impact on nature's integrity. Thus, if we use up all our resources, kill off and let species of plants and animals become extinct on Earth, pollute our air and water, degrade land, and create enormous quantities of waste, we as a generation will leave nothing for future generations. Our present generation has developed its economies and lifestyles on unsustainable patterns of life. However, nature provides us with various options on how we utilize its goods and services. This is its 'option value'. We can use up goods and services greedily and destroy its integrity and long-term values, or we can use its resources sustainably and reduce our impact on the environment. The option value allows us to use its resources sustainably and preserve its goods and services for the future.

PUBLIC AWARENESS : ITS NEED

As the Earth's natural resources are rapidly dwindling and our environment is being increasingly degraded by human activities, it is evident that something needs to be done. We often feel that managing all this is something that the Government should do. But if we go on endangering our environment, there is no way in which the Government can perform all these clean-up functions. It is the prevention of environmental degradation that must become a part of all our lives. Just as for any disease, prevention is better than cure, protecting our environment is economically more viable than cleaning it up once it is

damaged. Individually, we can play a major role in environment management. We can reduce wastage of natural resources and we can act as watchdogs that inform the Government about sources that lead to pollution and degradation of the environment.

This can only be made possible through public awareness. Mass media such as newspapers, radio and television strongly influence public opinion. However, someone has to bring this about. If each of us feels strongly about the environment, the press and media will add to our efforts. Politicians in a democracy always respond positively to a strong publicly-supported movement. Thus, if you join a NGO that supports conservation, you might be able to influence politicians to make green policies. We are living on spaceship Earth with a limited supply of resources: Each of us is responsible for spreading this message to as many people as possible.

SUGGESTED FURTHER ACTIVITIES FOR CONCERNED STUDENTS

- Join a group to study nature, such as WWF-I or BNHS, or another environmental group.
- Begin reading newspaper articles and periodicals like Down to Earth, WWF-I Newsletter, BNHS, Hornbill, Sanctuary magazine, etc., which will tell you more about our current environmental issues. There are also several environmental websites.
- Lobby for conserving resources by taking up the cause of environmental issues during discussions with friends and relatives. Practice and promote issues such as saving paper, saving water, reducing use of plastics, practising the 3Rs principle of 'Reduce, Reuse, Recycle', and proper waste disposal.
- Join local movements that support activities like saving trees in your area, go on nature treks, recycle waste, buy environmentally-friendly products.
- Practice and promote good civic sense and hygiene such as enforcing no spitting or tobacco chewing, no throwing garbage on the road, no smoking in public places, no urinating or defecating in public places.
- Take part in events organized on World Environment Day, Wildlife Week etc.
- Visit a National Park or Sanctuary, or spend time in whatever natural habitat you have never visited at home.

Over and above there are many instances which one needs to know - For example, when a person leaves a car or motorbike during a traffic stop, he or she does not usually remember that the fuel that is wasted is a part of renewable resources that the Earth cannot regenerate. Such situations will only improve if each of us begins to take actions in our daily lives that will help preserve our environmental resources. We cannot expect Government alone to manage the safeguarding of the environment, nor can we expect of other people to prevent the environmental damage. We need to do it ourselves. It is an important responsibility that each of us must take on as one's own.

INSTITUTIONS IN ENVIRONMENT

There have been several Government and Non-Government Organizations (NGOs) that are working towards environmental protection in our country. They have led to a growing interest in environmental protection and conservation of nature and to be traditional conservation practices that were part of ancient natural resources. India's culture has, however, gradually disappeared. Public awareness is thus a critical need to further environmental protection. Among the large number of institutions that deal with environmental protection and conservation, a few well-known organizations include government organizations like the BSI and ZSI, and NGOs like the BNHS, WWF-I, etc.

The Bombay Natural History Society (BNHS), Mumbai : The BNHS began as a small society of six members in 1883. It grew from a group of shikaris and people from all walks of life into an important research organization that substantially influences conservation policy in the country. Its influence on wildlife policy building, research, popular publications and people's action has been a unique feature of the multifaceted society. Undoubtedly its major contribution has been in the field of wildlife research. It is India's oldest conservation research-based NGO and one that has been at the forefront of the battle for preservation of species and ecosystems. BNHS publishes a popular magazine called the Hornbill and also an internationally well-known Journal on Natural History. Its other publications include Salim Ali's Handbook on Birds, JC Daniel's Book of Indian Reptiles, SH Prater's Book of Indian Mammals and PV Bole's Book of Indian Trees. One of its greatest scientists was Dr. Salim AU, whose ornithological work on the birds of the Indian subcontinent is world-famous. The BNHS has over the years helped the Government to frame wildlife-related laws and

has taken up battles such as the 'Save the Silent Valley' campaign.

World Wide Fund for Nature-India (WWF-I), New Delhi : The WWF-I was initiated in 1969 in Mumbai, after which the headquarters were shifted to Delhi with several branch offices all over India. The early years focused attention on wildlife education and awareness. It runs several programs, including the Nature Clubs of India program for school children and works as a think-tank and lobby force for environmental and developmental issues.

Center for Science and Environment (CSE), New Delhi : The activities of this Center include organizing campaigns, holding workshops and conferences, and producing environment-related publications. It has published a major document on the State of India's Environment, the first of its kind to be produced as a Citizen's Report on the Environment. The CSE also publishes a popular magazine, Down to Earth, which is a science and environment fortnightly. It is involved in the publication of material in the form of books, posters, video films and also conducts workshops and seminars on biodiversity-related issues.

CPR Environmental Education Centre, Madras : The CPR-EEC was set up in 1988. It conducts a variety of programs to spread environmental awareness and create interest in conservation among the general public. It focuses attention on NGOs, teachers, women, youth and children, to generally promote conservation of nature and natural resources. Its programs include component; on wildlife and biodiversity issues. CPR- EEC also produces a large number of publications.

Centre for Environment Education (CEE), Ahmedabad : The Centre for Environment Education, Ahmedabad was initiated in 1989. It has a wide range of programs on the environment and produces variety of educational material. CEE's Training in Environment Education (TEE) program has trained many environmental educators.

Bharati Vidyapeeth Institute of Environment Education and Research (BVIEER), Pune : This is part of the Bharati Vidyapeeth Deemed University. The Institute has a PhD, a Masters and Bachelors program in Environmental Sciences. It also offers an innovative Diploma in Environment Education for in-service teachers. It implements a large outreach program that has covered over 435 schools in which it trains teachers and conducts fortnightly Environment Education Programs, Biodiversity

Conservation is a major focus of its research initiatives. It develops low-cost Interpretation Centers for natural and architectural sites that are highly locale-specific as well as a large amount of innovative environment educational material for a variety of target groups. Its unique feature is that it conducts environmental education from the primary school level to the postgraduate level. The BVIEER has produced several EE aids. It has developed a teacher's handbook linked to school curriculum and a textbook for UGC for the compulsory undergraduate course on environment. Its Director has developed a CD-ROM on india's biodiversity.

Uttarkhand Seva Nidhi (UKSN), Almora : This organization is a Nodal Agency that supports NGOs in need of funds for their environment-related activities. Its major program is organizing and training school teachers to use its locale-specific Environment Education Workbook Program. Its main target is sustainable resource use at the village level through training school children. Its environment education program covers about 500 schools.

Kalpavriksh, Pune : This NGO, initially Delhi-based, is now working from Pune and is active in several other parts of India. Kalpavriksh works on a variety of fronts : education and awareness; investigation and research; direct action and lobbying; and litigation with regard to environment and development issues. Its activities include talks and audio-visuals in schools and colleges, nature walks and outstation camps, organizing student participation in ongoing campaigns including street demonstrations, pushing for consumer awareness regarding organic food, press statements, handling green alerts, and meetings with city administrators. It is involved with the of site-specific environmental manuals for schoolteachers. Kalpavriksh was among those responsible for developing India's National Biodiversity Strategy and Action Plan in 2003.

THE SALIM ALI CENTER FOR ORNITHOLOGICAL NATURAL HISTORY (SALON.), COIMBATORE

This institution was Dr. Salim Ali's dream, which became a reality only after his demise. He wanted to support a group of committed conservation scientists on a permanent basis. Initially conceived as being a wing of the Bombay Natural History Society (BNHS), it later evolved into an independent organization based at Coimbatore in 1990. It has instituted a variety of field programs that have added to the country's information on our threatened biodiversity.

The Wildlife Institute of India (WII), Dehradun : This institution was established in 1982, as a major training establishment for Forest Officials and for research in Wildlife Management. Its most significant publication has been Planning a Wildlife Protected Area Network for India (Rodgers and Panwar, 1988). The organization has over the years added an enormous amount of information on India's biological wealth. It has trained a large number of Forest Department officials and staff as Wildlife Managers. Its M.Sc. Program has trained excellent wildlife scientists. It also has an Environment Impact Assessment (EIA) cell. It trains personnel in ecodevelopment, wildlife biology, habitat management and nature interpretation.

The Botanical Survey of India (BSI) : The BSI was established in 1890 at the Royal Botanic Gardens, Calcutta. However it closed down for several years after 1939 and was reopened in 1954. In 1952, plans were made to reorganize the BSI and formulate its objectives. By 1955, the BSI had its headquarters in Calcutta with Circle Offices at Coimbatore, Shillong, Pune and Dehra Dun. Between 1962 and 1979, offices were established in Allahbad, Jodhpur, Port Blair, Itanagar and Gangtok. The BSI currently has nine regional centers. It carries out surveys of plant resources in different regions.

Zoological Survey of India (ZSI) : The ZSI was established in 1916. Its mandate was to do a systematic survey of fauna in India. It has over the years collected 'type specimens' on the basis of which our animal life has been studied over the years. Its origins were collections based at the Indian Museum at Calcutta, which was established in 1875. The older collections of the Asiatic Society of Bengal, which were made between 1814 and 1875, as well as those of the Indian Museum made between 1875 and 1916 were then transferred to the ZSI. Today, it has over a million specimens! This makes it one of the largest collections in Asia. It has done an enormous amount of work on taxonomy and ecology. It currently operates from 16 regional centers.

The Madras Crocodile Bank Trust (MCBT) : MCBT, the first crocodile conservation breeding centre in Asia, was founded in 1976 to conserve Indian crocodilians and establish a program for the conservation and propagation of other species of endangered reptiles. Over the years, over 1500 crocodiles and several hundred eggs have been supplied to various State Forest Departments for restocking programmes in the wild, and for setting up breeding facilities in other states in India and neighbouring countries. MCBT started the first sea turtle surveys and conservation

program in India, including a sea turtle hatchery. MCBT has an on going Environmental Education program for villages and schools that includes nature camps for children, and training workshops for teachers, youth from fishing villages and resource personnel.

In 1992, the Andamati and Nicobar Islands Environmental Team (ANET), a division of the MCBT, was constituted. A base was set up by Harry Andrews in South Andaman for herpetological and other ecological studies in these islands. The Crocodile Bank is the site of the Irula Snake Catchers' Cooperative Society, which is an adivasi self-help project and supplies all of India's snake and scorpion venom needed for the production of anti-venom and for medical use. MCBT personnel also initiated the Irula Tribal Women's Welfare Society, which is primarily a society for reforestation of wastelands and income-generation projects for Irula women.

PEOPLE IN ENVORONMENET

There are several internationally-known environmental thinkers. Among those who have made landmark contributions, the names that are usually mentioned are Charles Darwin, Ralph Emerson, Henry Thoreau, John Muir, Aldo Leopold, Rachel Carson and EO Wilson. Each of these thinkers looked at the environment t from a completely different perspective. Charles Darwin wrote the Origin of Species, which brought to light the close relationship between habitats and species. It brought about a new way of thinking about man's relationship with other species that was based on evolution. Alfred Wallace came to the same conclusions during his work. Ralph Emerson spoke of the dangers of commerce to our environment way back in the 1840s. Henry Thoreau, in the 1860s, wrote that the wilderness should be preserved after he had lived in the wilderness for a year. He felt that most people did not care for nature and would sell it off for a small sum of money. John Muir is remembered as having saved the great ancient sequoia trees in California's forests. In the 1890s he formed the Sierra club, which is a major Conservation NGO in the USA. Aldo Leopold was a forest official in the US in the 1920s. He designed the early policies on wilderness conservation and wildlife management. In the 1960s, Rachel Carson published several articles that caused immediate worldwide concern on the effects of pesticides on nature and mankind. She wrote a well-known book called Silent Spring, which eventually led to a change in Government policy and public awareness. E.O Wilson is an entomologist who envisioned la biological diversity was a key to human survival on Earth.

He wrote *Diversity of Life* in 1993 which was awarded a prize for the best book published on environmental issues. His writings brought home to the world the risks to mankind due to man made disturbances in natural ecosystems that are leading to the rapid extinction of species at the global level.

There have been a number of individuals who have been instrumental in shaping the environmental history in our country. Some of the well-known names in the last century include environmentalists, scientists, administrators, legal experts, educationists and journalists. Salim Ali's name is synonymous with ornithology in India and with the Bombay Natural History Society (1:51,1HS). He also wrote several great books including the famous *Book of Indian Birds*. His autobiography, *Fall of a Sparrow*, should be read by every nature enthusiast. He was our country's leading conservation scientist and influenced environmental policies in our country for over 50 years.

Indira Gandhi as PM played a very significant role in the preservation of India's wildlife. It was during her period as PM, that the network of Protected Areas (PAs) grew from 65 to 298! The Wildlife Protection Act was formulated during the period when she was PM and the Indian Board for Wildlife was extremely active as she personally chaired all its meetings. India gained a name for itself by being a major player in CITES and other International Environmental Treaties and Accords during her tenure. BNHS frequently used her goodwill to get conservation action initiated by the Government.

S.P.Godrej was one of India's greatest supporters of wildlife conservation and nature awareness programs. Between 1975 and 1999, SP Godrej received 10 awards for his conservation activities; he was awarded the Padma Bhushan in 1999. His friendship with people in power combined with his deep commitment for conservation led to his playing a major advocacy role for wildlife in India.

M.S.Swaminathan is one of India's foremost agricultural scientists and has also been concerned with various aspects of biodiversity conservation both of cultivars and wild biodiversity. He has founded the MS Swaminathan Research Foundation in Chennai, which does work on the conservation of biological diversity.

Madhav Gadgil is a well-known ecologist in India. His interests range from broad ecological issues such as developing Community Biodiversity Registers and conserving sacred groves to studies on the behaviour of mammals, birds and insects. He has written several articles,

published papers in journals, is the author of 6 books, and the editor for the series *Lifescapes of Peninsular India*.

M.C.Mehta is undoubtedly India's most famous environmental lawyer. Since 1984, he has filed several Public Interest Litigations for supporting the cause of environmental conservation. His most famous and long-drawn battles supported by the Supreme Court include protecting the Taj Mahal, cleaning up the Ganges River, banning intensive shrimp farming on the coast, initiating Government to implement environmental education in schools and colleges, and a variety of other conservation issues.

Anil Agarwal was a journalist who wrote the first report on the State of India's Environment in 1-982. He founded the CES, an active NGO that supports various environmental issues.

Medha Patkar, known as one of rural India's champions, has supported the cause of the downtrodden tribal people whose environment is being affected by the dams on the Narmada River.

Sunderlal Bahuguna's Chipko Movement has become an internationally well-known example of a highly successful conservation action program through the efforts of local people for guarding their forest resources. His fight to prevent the construction of the Tehri Dam in a fragile earthquake-prone setting is a battle that he continues to wage. The Garhwal Hills will always remember his dedication to the cause for which he has walked over 20 thousand kilometers.

CONCLUDING REMARKS

Environment is not a single subject. It is an integration of several subjects that include both science and social studies. To understand all the different aspects of our environment we need to understand biology, chemistry, physics, geography, resources management, economics and population issues. Thus, the scope of environmental studies is extremely wide. We live in a world where natural resources are limited. Water, oil, soil, minerals, etc all the products that we get from forests, grasslands, oceans and also from agriculture, etc all are a part of our support life system. Without them, life itself would be impossible. The earth cannot be expected to indefinitely sustain the expanding level of utilization of resources. Added to this is the misuse of resources. We waste or pollute large amount of nature's clean water; we also create more and more materials like plastic that we discard after a single

use; and we do waste colossal amount of food, which is discarded as garbage. Such things get accumulated in the environment, leading to a variety of disease. Air pollution leads to respiratory diseases, water pollution to gastro-intestinal disease and many pollutants are known as cause cancer.

If we study the natural history of the areas in which we live, we can see that our surrounding were originally a natural landscape, such as forest, river, mountain, desert or even a combination of these elements. Most of us live in landscapes that have been profoundly modified by human beings- in villages, towns, cities. But even those of us who live in cities must get our food supply from surrounding villages and these in turn are deponent on natural landscape, such as forest, grasslands, rives, seashores, for resources such as water for agriculture, fuelwood, fooder and fish. Thus our daily lives are inextricably linked with our surroundings and inevitably affect them. We breathe air, we use resources from which food is made, and we depend on the community of living plants and animals which form a web of life, of which we are also a part. Everything around us forms our environment and our lives depend on keeping its vital systems as on nature is so great that we can never continue to live without protecting the Earth's environmental resources.

Environmental problems are always inter related. Often solution to one problem actually creates another problem. For example, when people are sick and dying from disease, it is natural to want to improve human health. When health is improved, a population explosion might result. To feed this growing population, natural habitants are often converted into farmland. In turn, the destruction of natural

habitants eliminates the native wild species of plants, predatory animals and parasites. The outbreak of insect pests become more common. Subsequently farmers use pesticides to control and protect the corps, they also pollute the environment. On the whole, the major environmental problems are divided into following categories -

1. Over population
2. Depletion of resources.
3. Pollution
4. Global Changes
5. War.

Thus, individual act in ways that promote their own short-term welfare, which often conflicts directly with the long term environmental interests of present and future generations. This tragedy is the main factor that limits the effectiveness of voluntary action as solution to environmental problems.

Serious deterioration of agricultural soils will occur world-wide, due to erosion, loss of organic matter and water logging.

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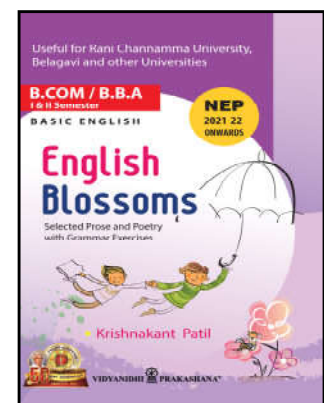

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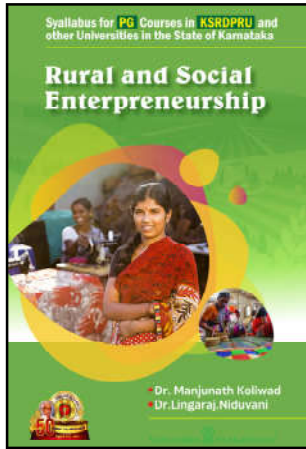
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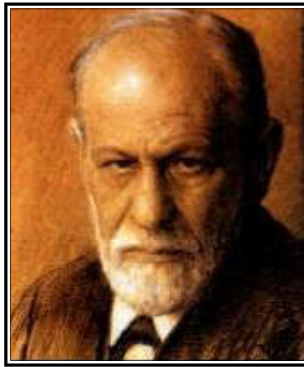
(1856-1989)

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

"The main aim of all education is to teach the child to control its instincts. It is indeed impossible to allow it total freedom, to authorize it to follow its impulse, without constraint."

Born on May 6, 1856 in Frieberg, (Pribor, Czech Republic), Sigmund Freud studied medicine, botany, chemistry, zoology, pathological anatomy, philosophy and history. Though he did not leave any treatise specifically on education, throughout his career he scrutinized the role of teachers and the authority of parents over children.

Childhood is an important topic in Freud's writings. His entire corpus is predicated on a theory of childhood and the child's development. In fact, he regarded childhood as a decisive period in the development of human being.



Freud's thinking on education begins with the confluence of two lines of enquiry, the biological and the historical. From biology, he gained an insight into the radical immaturity of the child at birth-naked and incapable of feeding itself. This vulnerability of the child compels the child to be under the protection of the adults for a much longer period as compared to other animals, and consequently comes under the influence of the adults. The child's individual history marks it for life, its traces remaining permanently etched in the man or woman.

According to Freud, the task of education has been one of dominating, or more properly repressing instincts. He adds that even in the gentlest forms of education that seek to prevent such prohibitions from degenerating into a morbid condition, there remains a necessary minimum element of prohibition. If pleasure is replaced by reality, instinct by society and desire by rules and regulations in the process of education, then socialization is simply a process of substitution. Education, in such a case, would be the practice (techniques, procedures, methods and content) whereby adults force children to forego the immediacy of instinctual pleasure and replace it with a willingness to fall in line with reality. It is not the pleasure that must be foregone but the immediacy of pleasure. It

is not a matter of rejecting the instincts, but rather of adapting it and adjusting it to a natural and social reality that cannot be circumvented and in which it must find expression.

For Freud education need not secure a naive illusory substitution but should effect a sort of adaptation aiming to preserve within the context of the reality principle, all or part of the regulatory pleasure necessary to the psychological apparatus.

Freud asserted that desire or instinct does not necessarily lead to pleasure if it is content to act solely on immediate impulse. Infinite freedom actually tantamounts to the negation of freedom. Says Freud, "Primitive man in fact had the best of the bargain, since he experienced no restriction upon his instincts. On the other hand, his certainty of enjoying such happiness for long was minimal indeed. Civilized man has exchanged a measure of happiness for a measure of security. More precise information on the mores of present day savage peoples have taught us that there are no grounds at all for envying them the freedom of their instinctual life. They are in fact subject to restrictions of another order, ones that are possibly more severe than those imposed upon the modern, civilized individual. If we quite properly tax our present day civilization with falling so short of creating a vital order calculated to make us happy-which is what we nevertheless expect of civilization - and with allowing to persist so much suffering that could probably be avoided, and if, moreover, we endeavour, through ruthless criticism, to discover the sources of its imperfection, we surely do not declare ourselves to be its enemies. It is also our right to expect from it gradual changes that will enable it better to satisfy our needs and so put it beyond the reach of such criticism. Nevertheless, we may well become familiar with the idea that certain pre-existing difficulties are intimately bound up with its essence and are proof against all attempts at reform".

The essence mentioned above is the minimum amount of repression imposed by the disciplining of instincts and this is achieved by education. As

such, education begins with unpleasure caused by authority.

If the ultimate goal of education is the installation of the reality principle, what does this reality principle consist of? According to Freud it is everything that occurs to the child once it emerges from the initial state of dependence upon its mother. It is made up of all the natural or cultural factors that resist the child by introducing a hiatus between desire and its satisfaction. Reality thus seems to be foe of desire, and reality principle is yielding to unavoidable co-ercion. Thus though pleasure and reality seem to be irreconcilable, according to Freud's analysis these two principles are not contradictory but complementary.

From the above, it is evident that pleasure principle alone cannot facilitate human existence. It can succeed only when it is clubbed with the reality principle. Certain real limits are inherent in the pleasure principle. Reality, in fact, is a part of the pleasure principle, at least as an inner obstacle though not as a regulatory principle.

The task of education is to prohibit and frustrate while discovering a balance between the pleasure which governs physical equilibrium after socialization is completed and the constraints that the natural and social realities impose upon primitive instincts. In the words of Freud. "The main aim of all education is to teach the child to control its instincts. It is indeed impossible to allow it total freedom, to authorize it to follow its impulse, without constraint. Education must therefore inhibit, forbid and repress, and it is to that task that it has at all times applied itself to the full. However, analysis has shown us that it is in fact such repression of instincts that causes neuroses. Education must therefore navigate its way

between the Scylla of laissez-faire approach and the charybdis of prohibition. The aim must be to strike an optimal balance, that is to work out how such education will be most beneficial and least dangerous."

"Observation shows that to date education has been very deficient in fulfilling its mission and has harmed children greatly. If an 'optimum' can be discovered, if it succeeds in doing its work to the full, then and then only may it hope to succeed in nullifying the effect of the one of the one of the factors of disease: the action of the accidental trauma of childhood. With regard to another factor, education will never ever manage to suppress the demands of an unruly instinctual make-up."

From the above it is evident that the educator must strike a delicate balance between maintaining the child in its original brute state due to the absence of adult resistance and the neurosis that results from excessive repression.

Ego with its instinct for self-preservation and self-denial enters into conflict with those instincts whose energy is characterized by the libido, and with primitive instincts of Id. Education can manage any aspect of nature that threaten culture only when the subject finds the needed sacrifice to be in the interest of the culture.

Thus we see the great originality and coherence of Freud's thinking on education which is possible because there exists within the individual (psychic apparatus) tendencies requiring that individual to be amenable to education instead of regarding education as the training of personality to obey an external trainer.

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