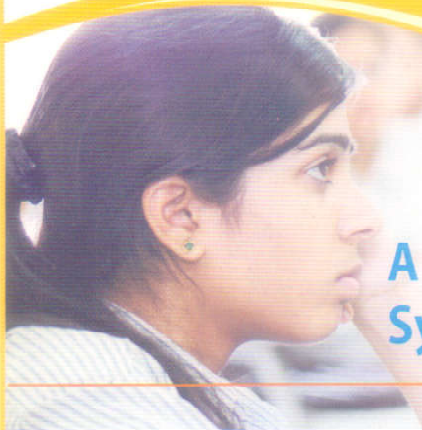




DIMENSIONS OF EDUCATION

A English Quarterly Education and Research Journal

Gadag - Karnataka



**A Review of Indian Administration
System in Ancient period**

**Environmental Change and
Human Health : It's Impact**

**Excellence in the Management of
Higher Education through Quality Circle**

**A Study on effectiveness of concept
attainment model on achievement,
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**A study of administrative behavior
and job satisfaction of secondary
school heads of North Karnataka**

Mahadeva Govinda Ranade

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A Quarterly Education and Research Journal

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SELF-REGULATED LEARNING

Self-regulated learning (SRL) is learning that is guided by *metacognition* (thinking about one's thinking), strategic action (planning, monitoring, and evaluating personal progress against a standard), and motivation to learn. "Self-regulated" describes a process of taking control of and evaluating one's own learning and behavior.

Self-regulated learning emphasizes autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information acquisition, expanding expertise, and self-improvement" (Paris and Paris 2001). In particular, self-regulated learners are cognizant of their academic strengths and weaknesses, and they have a repertoire of strategies they appropriately apply to tackle the day-to-day challenges of academic tasks. These learners hold incremental beliefs about intelligence (as opposed to entity, or fixed views of intelligence) and attribute their successes or failures to factors (e.g., effort expended on a task, effective use of strategies) within their control (Dweck& Leggett, 1988; Dweck, 2002).

Finally, students who are self-regulated learners believe that opportunities to take on challenging tasks, practice their learning, develop a deep understanding of subject matter, and exert effort will give rise to academic success (Perry et al., 2006). In part, these characteristics may help to explain why self-regulated learners usually exhibit a high sense of self-efficacy (Pintrich&Schunk, 2002). In the educational psychology literature, researchers have linked these characteristics to success in and beyond school (Corno, et al., 2002; Pintrich, 2000; Winne& Perry, 2000).

Self regulated learners are successful because they control their learning environment. They exert this control by directing and regulating their own actions toward their learning goals. Self regulated learning should be used in three different phases of learning. The first phase is during the initial learning, the second phase is when troubleshooting a problem encountered during learning and the third phase is when they are trying to teach others (Palincsar& Brown, 1984).

According to Dweck and Master, "Students use of learning strategies - and their continued use of them in the face of difficulty - is based on the beliefs that these strategies are necessary for learning, and that they are effective ways of overcoming obstacles." Students who are not self-regulated learners may daydream, rarely complete assignments or forget assignments completely. Those who do practice self-regulation ask questions, take notes, allocate their time effectively, and use resources available to them. Pajares lists several practices of successful students that Zimmerman and his colleagues developed in his chapter of Motivation and Self-Regulated Learning: Theory, Research, and Applications.

These behaviors include, but are not limited to, the following: finishing homework assignments by deadlines, studying when there are other interesting things to do, concentrating on school subjects, taking useful class notes of class instruction, using the library for information for class assignments, effectively planning schoolwork, effectively organizing schoolwork, remembering information presented in class and textbooks, arranging a place to study at home without distractions, motivating oneself to do schoolwork, and participating in class discussions.

Examples of self regulated learning strategies in practice:Self-AssessmentWrapper Activity ,Think Aloud: Questioning: Reciprocal Teaching:

- Dr. N. B. Kongawad
Editor

A REVIEW OF INDIAN ADMINISTRATION SYSTEM IN ANCIENT PERIOD

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ABSTRACT

The Indian Administrative System in ancient period, different systems of administration are found to have existed at different periods. The earliest reference can be traced to the Indus Valley civilization. From excavations (1921-22 A.D), scholars have come to the summaries that government in Mohenjo-Daro and Harappa was systematic. In the Indus Valley civilization there can be found planned roads and drainage system which shows that in cities there existed a municipal government which looked after the needs and made systematic arrangements in the cities. Moreover, the whole area covered by the civilization contained one type of house, a common system of weights and measures and scripts. After that to assist the king in administration there were various officers. There is also a mention in Rig Vedic period, two democratic bodies known as the 'Sabha' and the 'Samiti', which controlled the king. The king was the head of the state. He had legislative, executive and judicial powers. He was the supreme commander of the military operations with his senapati(Dandanayak). The chief of Chandragupta Mourya Kautilya in his work Arthashastra Mentioned Saptanga siddhant(theory). The Mourya period Enlightened on Administration System of Mourya Empire. The Guptas inherited the administrative system of the earlier empires. The Mauryan bureaucracy, already converted into a caste, had functioned with impartial loyalty under succeeding empires. Under the Guptas we have direct allusions to viceroys, governors, administrators of provinces, and of course to ministers of the imperial government. The Mahamantras or provincial viceroys go back to the Mauryan period and continue. In fact, up to the twelfth century it was the highest ranks in official bureaucracy.

KEYWORDS : Vedic, Epic, Nanda, Maurya, Gupta, Vardan period.

INTRODUCTION

The ancient Indian administrative system in the Vedic period was monarchical. The office of the king was hereditary. But the kings were not despotic and they had to take an oath at the time of coronation to work in the interest of the people. The eldest person in the family became its head. The village consisted of a group of families. The head of the village was known as 'Gramini' who acted as the administrative head. The chief of such council was known as the 'Amatya'. There existed as in

the previous period 'Sabha' and 'Samiti' political institutions were considered as two daughters of the king. The king was controlled by them. He had legislative, executive and judicial powers. He was the supreme commander of the military operations with his Dandanayak. In Kautilya's Arthashastra, the king issued ordinances called 'Sanasads'. The king appointed Sachivas (minister or Amatyas). The king was advised by the Mantriparishad. There was a full complement of departments with their duties well defined. This followed monarchical form of government and the king was assisted by a council of ministers. The entire central administration was organized into departments which were managed by various officers. The empire was divided for the sake of administrative convenience into provinces which were divided into regions which were further divided into 'Vishyas'. The smallest administrative unit was the 'Gram' which was headed by the 'Gramin' and there was 'Gram Sabha' to assist him.

VEDIC PERIOD

The Vedic period administrative units were known as 'Kul', 'Gram' and 'Vish'. Gram or the village consisted of the neighboring households. In the political system of the Rig Vedic period the smallest unit was the family. The eldest person in the family became its head. The village consisted of a group of families. The head of the village was known as 'Gramini' who acted as the administrative head. A group of villages was known as the 'Vish' and its head was 'Vishpati'. Numerous 'Vishas' constituted a 'Jan' whose key officer was known as 'Gopa'. In the Vedic period administration system was monarchical. The Administrative office of the king was hereditary. But the kings were not despotic and they had to take an oath at the time of coronation to work in the interest of the people. The king as well as his subjects were bound by 'Dharmas' or rule of law which was a code of duties. To assist the king in administration there were various officers. There is also a mention in Rig Vedic period of two democratic bodies known as the 'Sabha' and the 'Samiti', which controlled the king. The 'Sabha' was an elite institution and worked as the council of elders whiles the 'Samiti' was a public body.

POST-VEDIC PERIOD

In the post-Vedic period there was an increase in the number of officers assisting the king in the administration.

The chief of such council was known as the 'Amatya'. There existed as in the previous period 'Sabha' and 'Samiti' as institutions to limit despotism of the king. The responsibility of local government was entrusted to a special minister. The head of judicial administration was the king himself who was assisted by other officers.

EPIC PERIOD

The two great Indian epics, the Ramayana and Mahabharata. In the Ramayana period the form of government was monarchical. Administration was sufficiently developed. The head of administration was the king. To advise he in matters of the state and government there used to be ministers and councilors. During the Mahabharata period the state has been called 'Saptanghi' and the principal form of government was monarchy. From the point of view of administration there used to be a council of ministers and officers.

NANDAS OF MAGADHA

They ensured it through employing functionaries on a frequent basis, which formed a constituent of their ruling arrangement. The exchequer was persistently stocked up, the resources of the dynasty being recognized. In addition, the Nanda rulers constructed inland waterways and channels and worked on water supply schemes. The prospect of a colonial system on the basis of a typically cultivation-oriented economy started to develop in the Indian psyche from this period. The dynasty of Magadha which was taken over by the Nandas had significant prospect for expansion and progress. However, it has been acknowledged by all the prominent historians that all the nine monarchs of the Nanda Empire reigned over Magadha. The Nanda Dynasty, Dhana Nanda, became infamous among the mass he ruled as a result of inordinate taxes that he imposed and eviction of people. Chandragupta Maurya made the most of the disapproval and misrule and was triumphant in assassinating Dhana Nanda and conquering the kingdom of Magadha. In doing so, Chandragupta Maurya took the assistance of Chanakya or Vishnugupta. This event marked the ascent of the golden epoch of the Mauryan Empire in the chronicles of India.

MAURYA'S OF PATALIPUTRA

The king was the head of the state. He had legislative, executive and judicial powers. He was the supreme commander of the army and planned military operations with his senapati. In Kautilya's Arthashastra. The king issued ordinances called 'Sasanasad' the king appointed Sachivas (minister or Amatya). The king was advised by the Mantriparishad. There was a full complement of departments with their duties well defined. The Mantris were high ministers. The Amatyas performed judicial and administrative functions and monitored the affairs of the state. The Adhyakshas were in charge of various departments. They collected taxes and controlled the

dealings connected to the land. The Samharta was the collector general of revenue of the kingdom. The Sannidhata was an officer in charge of the treasury. The purohitas, Senapatis and Dauvarikas and Durgapala were other officials who helped in administration. The whole empire divided into provinces. We know about five provinces during Ashoka with Capitals at Taxila, Ujjain, Tosali, Suvarnagiri and Patilaputra. The provinces were subdivided into Vishyas or Aharas. The Vishyas consisted of a number of villages. Besides these territories under direct rule there existed some territories as vassal states. Towns and villages were well organised. The Gramika was the head of the village administration. The state revenue was collected from land taxes, excise, tolls, forest, water rates, mines etc. A major share of which was spent on the army other official charity works and public works. An important work undertaken during the Mauryan rule was the taking of census, according to the number, caste occupation, slaves, freemen, young and old men and women.

GUPTA PERIOD

The Gupta kings administered their huge empire, both in the centre and the provinces, in a systematic manner. This period followed monarchical form of government and the king was assisted by a council of ministers. The entire central administration was organized into departments which were managed by various officers. The empire was divided for the sake of administrative convenience into provinces which were divided into regions which were further divided into 'Vishyas'. The smallest administrative unit was the 'Gram' which was headed by the 'Gramin' and there was 'Gram Sabha' to assist him.

The Guptas inherited the administrative system of the earlier empires. The Mauryan bureaucracy, already converted into a caste, had functioned with impartial loyalty under succeeding empires. Under the Guptas we have direct allusions to viceroys, governors, administrators of provinces, and of course to ministers of the imperial government. The Mahamatras or provincial viceroys go back to the Mauryan period and continue, in fact, up to the twelfth century as the highest ranks in official bureaucracy. The position of Kumaramatyas, of whom many are mentioned, is not clear as we know of them in posts of varying importance. The gramikas or the village headmen formed the lowest rung in the ladder. Uparikas or governors were also appointed to provinces. In the Damodarpur plates we have mention of an uparika named Arata Datta who was governing like police chiefs, controller of military stores, chief justice (Mahadanda Nayak) leave no doubt about the existence of an organized hierarchy of officials exercising imperial authority in different parts of the country. Monarchs took high sounding titles - Supreme Lord and Great King of Kings - the empire had a philosophy called imperialism but unfortunately it only touched the social and cultural fields it had no political objectives.

King was at the apex - princes often Viceroy. Queens were learned. Kumaradevi of Chandragupta I and Dhruvadevi of Chandragupta II appear on the coins. Council of Ministers were often hereditary - Harisena and Saba of Chandragupta II were military generals. Very often, ministers combined many offices - some ministers accompanied the king to the battles. Chief Ministers headed the Ministry.

Central Government - each department had its own seal - number of Mahasenapatis to watch over feudatories - foreign ministers like Sandhi probably supervised the foreign policy towards the feudatory states.

To some extent, the administration mellowed with the Guptas - Police regulations were less severe - capital punishments rare. Glowing tributes were paid to the Gupta administration by Fahien. There was no needless interference of the government in the lives of people. It was temperate in the repression of crime and tolerant in matters of religion. Fahien could claim that he pursued his studies in peace wherever he chose to reside. Provincial administration - known as Bhuktis or Deshes. Officers very often of royal blood - maintained law and order and protected people against external aggression - also looked after public utility services. Bhuktis were divided into groups of districts called Pradeshes. Pradeshas were divided into Vishyas or districts. The head of the districts was Vishayapati. Probably the provincial head was assisted by various officials. Damodar plate inscription mentions number of functionaries - chief banker, Chief Merchants, Chief Artisan, Chief of the writer class etc. Whether they formed part of the non-official council of the districts or were elected is not known. Districts divided into number of villages - villages being the last unit. Villages looked after houses, streets, temples, banks etc. - each village had its own weavers, blacksmiths and goldsmiths, carpenters etc. Village headmen known as gramika were assisted by a council called Panchamandali. Each village had its own seal. Towns looked after by Purapalas - town councils. A very revealing feature of the administration was the payment of grants in land instead of salaries. Only personnel of the military service were paid cash salaries.

The grants in land were of two kinds. The agrahara grant was only to Brahmins and it was tax-free. The second variety of land grant was given to secular officials either as salary or as reward for services. Both these practices were widely used as time passed by. These grants definitely weakened the authority of the king. Although technically the king could cancel the grants, he could not do so as time passed by. Not enough evidence on taxation. Officials on tour were provided free rice, curd, milk, flowers, transport, etc. Perhaps they were like modern day officials at the districts level. Local people paid the expenses for apprehending criminals. Three varieties of land - waste land belonging to State which was donated very often. The crown land was rarely donated. The third was the

private land. Land revenue and various taxes from the land and from various categories of produce at various stages of production. Administration was highly decentralized - police, control of military stores, chief justice, etc. Probably, recruitment ceased to be based on merit. Parallelism of power - highest concentration and extensive decentralization. Such an administration required a good standing army and complicated system of checks and counter-checks.

VARDHANA'S OF THANESWAR

The King Harsha Vardhana. He was a successful warrior as well as also a capable administrator. He took complete consideration for the welfare of his people. He closely supervised the activities of his officials and minister and visited the different parts of his kingdom in disguise to get first hand information from his subjects. During his period, farmers paid 1/6th of their produce as taxes to the Government. Kingdom did not have forced labor. Punishments were not so harsh and there was no death penalty. Hospitals were well managed and maintained. Good roads were constructed with rest houses. True needy travelers were given good food and medical care. King Harsha was generous as he gave all his personal wealth and belongings in charity during the Prayag Assembly which was held once in 5 years. During Harsha's rule, Hiuen Tsang, the Chinese pilgrim, visited India. He stayed for about 14 years in India and traveled almost all parts of North India. The places he visited were Kanchipuram in the South, visited the courts of Harsha, the Chalukya rulers and the Pallava kings. Hiuen Tsang was titled as the 'Prince of Pilgrims'.

Hiuen Tsang wrote a book named Siyuki which means "My Experiences" and also called as Records of the Western World. Harsha was the first to establish the Sino-Indian diplomatic relationships in 6th century A.D. It serves as the main source of information about Harsha's life, achievements in military, religion, administration and the conditions of the people of Harsha kingdom. King Harshavardhan was a Shaivite and tolerant towards all other religions and supported them fully. Sometime later, he became a patron of Buddhism (Mahayana) also. He propagated the religion by constructing numerous stupas in the name of Buddha. He also believed in supporting art and literature and even made several donations to the Nalanda University in 630 A.D. Harshavardhana faced defeat at the hands of Pulakesi II, the Chalukya King of Vatapi, in south India. This defeat resulted in a truce between the two kings, with Harsha accepting River Narmada as the southern boundary for his kingdom. King Harsha left for the holy abode in the year 647 AD, after ruling over the Indian subcontinent for more than 41 years. The Vardhana Dynasty came to an end by the death of Harshavardhana. As he did not have any heirs, his empire rapidly collapsed into small states again.

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ENVIRONMENTAL CHANGE AND HUMAN HEALTH : IT'S IMPACT

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ABSTRACT

As humans are converting more land, water and ecosystem services for their own use, there are serious changes in global environment. Further, the changes in environment have an impact on ecosystem in terms of human health and agriculture etc. Human health depends on ecosystem products and services such as availability of water, fuel sources and foods and these are requisite for good human health and productive livelihood (Brauch, 2006). The environmental changes that have resulted over the years magnify several serious public health threats that include exposure to infectious diseases, water scarcity, food scarcity, natural disasters, air pollution and population displacement (Brauch, 2006). Taking all these factors together, global environment change represents a major threat to public health (Myers, 2009).

Keywords: Health, Global, Environment, Human, Pollution

1. INTRODUCTION

Global environment change and agriculture have a close relationship. One of the most important aspects of environment change is global warming which is considered to have several impacts on agriculture as well as many other factors (Brauch, 2006). Stern (2001) established that in future, global warming will lead to increase in temperature, melting of snowcaps and glaciers; and increase in carbon dioxide content of air and rainfall. It has also been predicted by experts that global environment change will lead to changes in the interactions between these factors. The capability of the environment to grow and provide food for human beings as well as other beings on earth depends entirely on these factors and their interactions (Brauch, 2006). Thus, global environment change can upset the balance between these and can be detrimental for agriculture. Detailed study of these factors and their interactions can help in adaption of new strategies to maintain agriculture.

IMPACT ON HUMAN HEALTH

Human caused environmental change adversely affects health through other pathways too. Statistics reveal that insufficient access to sanitation, drinking water and hygiene is responsible for around 1.7 million deaths every year (Myers, 2009). As with food, the ability to meet future water needs also face serious constraints. With increasing population, the demand for fresh water is also increasing. Poorer populations are especially susceptible to health consequences due to water scarcity because they are less capable of adapting the technological inventions of purifying water and other infrastructure and they do not have the ability to purchase water from market on a daily basis (Myers, 2009).

Air pollution is another major impact of global environmental change and it too has adverse effects on human health. The Atmospheric Brown Clouds (ABCs)

caused due to the combustion of the fossil fuels and biomass is responsible for a major number of deaths due to heart and other respiratory diseases (Myers, 2009). It also blocks sun rays which reduces the agricultural yields. The sudden temperature increase is responsible for the formation of ozone at ground level which causes deaths from lung and heart disease (Myers, 2009).

CONCLUSION

Besides above mentioned impacts, global environment change is also responsible for frequent occurrences of natural disasters. In the last three decades, the occurrences of highly destructive natural disasters in different parts of the world have increased to almost double. There have been 40 disasters with very high devastation rates in the year 2008 itself (Alexander, 2008). Over the years, the frequency and number of occurrence of such disasters has increased and so has the number of fatalities, pointing out the vulnerable nature of human beings. Even the related consequences of disasters are very serious and include stress, injuries, psychological trauma, pollution, contamination of the environment etc. The global environmental change has led to an increase in the sea level, increased intensity of storms and massive devastation of sea barriers; eventually leading to further loss of human lives (Alexander, 2008).

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EXCELLENCE IN THE MANAGEMENT OF HIGHER EDUCATION THROUGH QUALITY CIRCLE

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1. INTRODUCTION

Indian higher education is second largest in the world absorbing around 90 lakh students through 14000 colleges and 300 universities. It is at the apex of education system and has been playing crucial role in converting population into human asset. Human asset is most valuable resource among the resources available in any country. Countries grow not only due to availability of physical resources but also availability of human resources. And higher education has to make the youth to human resource by providing right type of education to develop some skills in the youth.

Higher education is provided through colleges, universities, and institutes etc. every such body should have some mission or vision imparting knowledge to the students. Their main focus should be on the following points, which may be termed as objectives or mission.

MISSION OF HIGHER EDUCATION

- Education for the development of excellence
- Education for the development of expertise
- Education for the development of knowledge
- Establishing well accepted leadership
- Encouragement of scientific inventions and innovations
- Evolving technological advances and professional excellence
- Education for dedicated, committed, devoted and professionally sound human resource.
- Focusing on self sufficiency through self employment
- Developing spiritual unity for national interest
- Emphasizing social values, environmental awareness, extracurricular activities and informal education.

From the above points the line of action to be followed by educational institutes particularly those, which provides higher education, will become clear. While directing their efforts towards achievement of above objective, various ways and means may be used one of the leading and appropriate way is the application of quality circle (QC) programme in educational institutes. Basically QC is widely used in industrial sector where professional approach is

the main focus. Let us see the theoretical part of QC, which includes its meaning, definition and objectives.

QUALITY CIRCLE

In 1962 Japan "invented" Quality Circle. In India it was started in the year 1980 by "BHEL" India. It is a voluntary group of grass root level employees from the same work area doing similar work who meet regularly to solve their work related problems. This not only brings improvement in their work area but also helps in their personal development. Quality Circle is a part of Total Quality Control Philosophy.

DEFINITIONS

"It is a group of factory workers from the same Dept. who usually meet for an hour each week to discuss their quality problems, investigate causes, recommend solutions and take corrective actions, when authority is in their purview"

"A small group to perform quality control activities voluntarily within the same work shop"

OBJECTIVES

- Self Development
- Mutual Development
- Improvement in Quality
- Improvement in communication and attitude
- Waste Reduction
- Job satisfaction
- Cost reduction
- Improvement in productivity
- Problem solving opportunities
- Team building
- Getting people involved

The above objectives are specially designed and applicable to the commercially professional organizations, where quality service, product and profit is the main objectives but in education though it is regarded as industry, profit is not the only objective in fact excellent knowledge, quality education and making the final product (i.e.,

student) well accepted by the society is the main aim of higher education. In order to achieve this aim, quality circle can be a very useful technique. In education environment, quality circles should be established with certain specific objectives. These objectives are as follows ;

- To develop a sense of unity and equality through co-operation, cutting caste and communal barriers
- To inculcate basic virtues like sincerity, self - control, courtesy and simplicity
- To inculcate the sense of non-violence
- To make the student of sound character and a healthy personality
- To develop the habit of personal cleanliness and cleanliness of surroundings
- To develop proper respect for public and private property

By taking in to account all these objectives, if quality circles are implemented in their real sense in the education field then it will definitely lead to achievement of objectives of higher education.

Before applying the concept of QC to education, it will be appropriate to know the features of education environment

SALIENT FEATURES OF EDUCATION ENVIRONMENT

- Information explosion
- Perfect mobility of information owing to internet, E-mail, compact disk and other audio visual aids.
- Possibility of distance education
- Vocationalisation of education
- Co- education as a common and regular feature.
- Necessity of inter- disciplinary approach.
- Recognition and thrust on management education.
- Emergency of super specialty disciplines.
- Growth and development in the accreditation process of the institutions.

MANAGEMENT OF HIGHER EDUCATION

From the above features it is clear that education should be aimed at developing a student to work as a professional rather than non-expert assistant. For enabling the student to become an expert professional irrespective of any field or discipline it is necessary to look at student as a product. Obviously such student shall be the outcome of certain inputs. These inputs are required to be planned, organized monitored. This process is nothing but the management of higher education. Obviously as in case of industry the quality of input is considered as the basic requirement for the quality out put. Here in case of

education a concept of quality is equally applicable from the input point of view. In short managing these inputs can be taken as management of education.

PROBLEMS IN MANAGING HIGHER EDUCATION

- Delay in timely purchase of adequate teaching material.
- Laxity in conducting of the classes as per timetable.
- Delay in advance information about the changes in work schedule.
- Delay in submitting teaching plan and teaching report.
- Ill organized conduct of examination.
- Improper distribution of workload.
- Delay in salary disbursement because of non-compliance of documents.
- Improper and weak system of maintenance and cleanliness of the premises.
- Poor sanitation facilities.
- Non-availability of facilities to the students such as Reading room, Books, sport equipments.

Majority of problems apparently seem to be minor but are extremely important from the viewpoint of quality of delivery of education to its beneficiaries that is student.

CAUSES OF THESE PROBLEMS

- Communication gap between teaching and non-teaching staff.
- Lack of harmonization of objectives of delivery of education to the student.
- Lack of interest by members of governing council.
- Reluctance to provide support for the delivery of quality inputs on account of ego conflicts of the above categories.
- Administrative lethargy in integrating the efforts.

IMPACT

Above problems is an indicative list, which gives us the idea about how adverse impact it is creating and deteriorating the quality in education system.

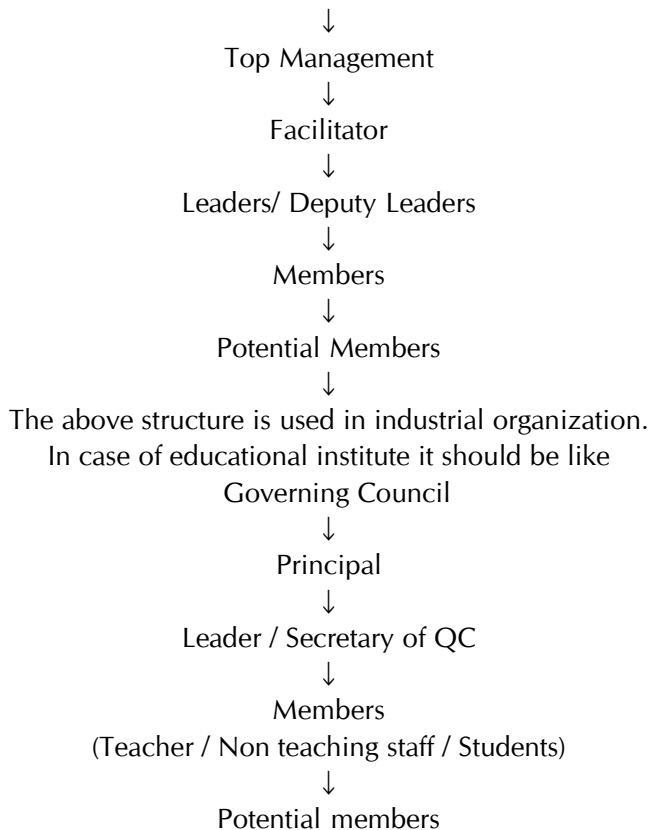
QUALITY CIRCLE

The concept of QC can be taken from industry and if implemented in education system, there is a sufficient room to believe that it will work effectively to resolve the above problems and can be devised with certain modification on realization after its experimentation at different places. For quality education quality circles should be at five levels.

- QC for teachers.
- QC for non teaching staff

- QC for students.
- QC for teachers and students.
- QC for all the contributors.

Organization structure of Q.C.



Role of every segment of the structure is of paramount importance in the achievement of objectives of quality circle. While implementing quality circle program in any educational institutes particularly higher education. It is necessary to bear in mind the foundation of the quality circle program.

- It is a people building philosophy
- It is voluntary
- Every one participates
- Members helps each other to develop
- Emphasis on group efforts and not on individual efforts
- Training is provided to its users

- Creativity is encouraged
- Management has to be supportive
- Change in the "We" and "They" mentality

PREREQUISITES FOR PARTICIPATION IN QUALITY CIRCLE PROGRAM

- 1) The potential benefits of participation should be greater than its costs i.e., members cannot spend so much time that they ignore their original work.
- 2) The subject of participation must be relevant to the education environment.
- 3) The participant should have the ability such as intelligence and ability to communicate.
- 4) Neither party should feel that its position is threatened by participation.

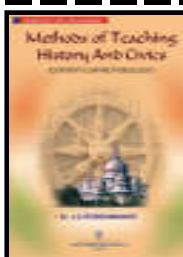
CONCLUSION

Education is a dynamic process which keeps on changing with the needs of time. The 21st Century has witnessed the concern the quality assurance in higher education to meet national and international developments. In an educational institution quality is a cumulative product of both human and material resources. Hence, the quality circle practices may help in bringing quality at higher education institutions.

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UNSCIENTIFIC WAGE POLICY IS THE MAIN HINDRANCE FOR GROWTH

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INTRODUCTION

In the process of production human resource play a significant role. It is not only in the form of labour but also in the form of knowledge and skill. Even American economists namely P.H. Douglas and C.B. Cobb in their own production function popularly known as Cobb-Douglas production function have arrived at the conclusion that in the production of any commodity or service labour contributes 3/4th and capital only 1/4th.

Therefore in the production process labour occupies a pride of place.

As a result in every country labour is given more importance. Moreover almost all labour policies will be framed in such a way that the interest of labourers will be protected into.

WAGES AND THEIR TYPER

It is a realised fact that one of the important demands of the labour is to get sufficient wages. Wages are the price paid to labour for its contribution to the process of production.

Economists allover the world have worked out five types of wages. They include piece wages, time wages, cash wages, kind wages and contract wages. However, for all practical purpose we consider only two types of wages viz. cash wages and kind wages. Cash wages are the payment of wages in terms of money. Salary received by the workers in cash is the best example of cash wages. However payment of wages in terms of goods is called the kind wages. In the modern days almost all countries have the system of money wages. However every worker demands minimum amount of wages. It is a wage below which it is an offence to pay.

It is a sum amount of money wage which workers demand depending upon the cost of living. There is a cry for minimum wage everywhere. due to following reasons.

First of all it ensures minimum standard of living. Moreover, it increases the efficiency of the workers. It drives out the inefficient workers from the factory. Besides, it gives scope for increase in the GDP of the country.

THEORIES OF WAGES AND WAGE DETERMINATION

The theories of wages, starting from classical to neo-classicals have considered only some factors in the fixation of wages. And such descriptions resembles the story of five blindmen's narrating an elephant. In the modern days the process of production is not only complex but also very much complicated.

Under such circumstances, considering a single factor in the determination of wages of the workers will be a futile. For example classical theories like subsistence theory, wage fund theory, and marginal productivity theory have considered either only supply side or only the demand side of labour in the determination of wages. Why not even the Modern theory of wages is also indeterminate while explaining wages. It is so because excepting demand and supply factor the theory is indifferent about the other factors affecting the wage rate in the country.

In these days of globalization with the policy of liberalization, it is not a problem to adjust between demand and supply of labour. The process of globalization has given scope for the mobility of labour between countries.

NEED OF A SCIENTIFIC WAGE POLICY

There is an urgent need of framing a new and a scientific wage policy. It is required not only from an individual point of view but also from national development point of view. One of the basic demands of the workers is the payment of wages depending upon the needs of the workers. Such wage rates encourage the workers to take more interest in the work. Since the workers are capable of leading a high standard of living, their efficiency rises. The net result is increasing production of goods on the one hand and decreasing cost of production on the other.

When output increases and cost decreases naturally producers are capable of selling their goods at a reasonable price. It encourages demand and in turn sales. It further raises the sales revenue and in turn profits of the business firms.

METHOD AND PROCESS OF FIXING SCIENTIFIC WAGE RATES

A scientific wage policy is one which determines the

wage rate by taking relevant factors into consideration. They can be listed as

- 1) Cost of living at different places by taking index number of prices
- 2) Educational standard and the cost of education of the employee.
- 3) Nature of work to be undertaken.
- 4) Degree of risk and responsibility involved in the work being assigned.
- 5) Annual growth rate in the GDP of the country and capacity of the employer to pay the prescribed wages.

Nobody can deny the importance of price level in the fixation of wage rates. Many a times workers cash wage increases but real wages decreases. It is because of inflationary rise in the price of goods in the market. Therefore there is a need of considering price index before fixing wages. I feel proud to say that Government of India has been considering this factor while sanctioning dearness allowance to its workers.

The second most important factor which must be taken into account while fixing the wages is the education, & training on the one hand and the cost of education on the other. There is a beautiful saying that right man must have right job. In India, however due to large scale unemployment, people are ready to do any work without bothering the education and training. It's because of dignity of labour.

Highly educated & trained workers must be paid with higher wage rates. Similarly the wage rate must be high depending upon the cost incurred in the completion of the course. For example the workers holding degrees like M.D., Ph.D., C., A. ICWA, MBA from IIM, M.tech. from IIT, FRCA, FCA, etc must be paid with a higher salary.

The third most important factor which the Govt. or private sector must consider while determining wages is the nature of work which one is capable of undertaking. In the whole world one comes across two types of works viz. agreeable & disagreeable. Most of the workers are rushing towards agreeable work. They are for the most part white collar jobs. However people are reluctant to join disagreeable work. They are beautifully called blue collar jobs. They are to some extent risky, dangerous, tiresome, etc in nature. Only few people are willing to join such jobs. They include work in defence services, in the mines, in the security places, work like that of body guards, engine driving, pilots, police etc. Govt. should fix a very high

wages for such works. And for light, leisurely, and any office work the wage rates must be on the basis of education and training on the one hand & experience on the other.

The fourth important factor influencing the wage rates include the degree of risk and responsibility involved in the work. In this regard every government and private sector undertakings are very much careful in fixing the wage rates. There is no second opinion about the fixation of the wages. Usually almost all higher posts are promoted ones. Naturally such workers get handsome wage rates.

The last two factors which have the bearing on the wage rates include the competency of the worker on the one hand and rate of growth of national income on the other. As an incentive to the worker, highly competent, intelligent, and innovative workers must have a good starting in the salary. It acts as a dose of tonic and a source of inspiration on their part to work sincerely and with dedication.

Similarly, if there is a sustained growth in the national income Government must fix wage rate by passing new wage policy every alternative year. Moreover the paying capacity of the employer is also playing an important role in the matter of wage determination. However it may be the case with the private sector undertakings. Government may give some discretionary power to such undertakings which are in the initial stage of development in the fixation of wage rate.

Besides, there is a need of fixing uniform wages to the similar work undertaken by the workers irrespective of central or state governments.

However, while fixing such wage rate Governments must take into confidence the opinion of the trade union leader. In all these years, there was a lot of difference between the wages of central and state government workers. Henceforth, such differences must be stopped.

CONCLUSION

To conclude I can say that there is an urgent need of changing the wage policy. And future wage policy must be framed by taking all the factors which are given above. Then only it will be a scientific wage policy. Such wage policy will definitely go along a way to bring dramatic and revolutionary change in the economic system of our country. It will definitely accelerate the programme of economic development.



INVESTIGATION THE SUM SELECTED TEACHERS PERSONALITY FACTORS ON ACADEMIC ACHIEVEMENT OF STUDENTS IN SOCIAL SCIENCE OF KUSTAGI CITY.

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INTRODUCTION

The Data collected and present investigation have been analysed and findings presented in the presiding chapters. This chapter presents a brief summary of the investigation the findings discussion of the findings, conclusions that have been drawn from the findings. Implications for education and suggestions for further research in the fields.

STATEMENT OF THE PROBLEM

Investigation the sum selected Teachers personality factors on academic achievement of students. In social science of Kustagi city.

VARIABLES

Independent Variables

1. Teacher personality (Extraversion - Introversion)
1. Gender (Male and Female)
2. Qualification of the Teachers (Higher- Minimum)
3. Experience of the Teachers (Maximum- Minimum)

Dependent variable

1. Academic Achievement in Social Science

Objectives of the Study

1. To study Effect of Teacher personality on achievement in social science
2. To study the effect of male Teachers personality on achievement in social science.
3. To study the effect of female Teachers personality on achievement in social science.
4. To study the effect of high Qualification Teachers personality on achievement in social science.
5. To study the effect of minimum Qualification Teachers personality on achievement in social science.
6. To study the effect of high experienced Teachers personality on achievement in social science.
7. To study the effect of low experienced Teachers personality on achievement in social science.

RESEARCH HYPOTHESES

1. Effect of Teacher extraversion and introversion personality types differ significantly in terms of their influence on achievement in social science.
2. Effect of male Teachers extraversion and introversion personality types differ significantly in terms of their influence on achievement in social science.
3. Effect of female Teachers extraversion and introversion personality types differ significantly in terms of their influence on achievement in social science.
4. Effect of higher qualification Teachers extraversion and introversion personality types differ significantly in terms of their influence on achievement in social science.
5. Effect of minimum Qualification Teachers extraversion and introversion personality types differ significantly in terms of their influence on achievement in social science.
6. Effect of higher experienced Teacher's extraversion and introversion personality types differ significantly in terms of their influence on achievement in social science.
7. Effect of lower experienced Teachers extraversion and introversion personality types differ significantly in terms of their influence on achievement in social science.

SCOPE OF THE STUDY

- (i) The present study is confined to secondary schools of Karnataka
- (ii) The study is further confined to Teachers' teaching social Science in VIII Standard
- (iii) The study is further also confined to students studying in VIII standard
- (iv) Academic achievement of students is influenced by various Teachers' factors. However, the present study is confined to certain selected teacher variables like personality attitude and teaching effectiveness.

METHOD OF RESEARCH

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

DATA GATHERING TOOLS

Review of related testing materials revealed that (i) Suitable tools for the assessment of Teachers' personality, Teachers' attitude towards profession and Teachers' Teaching effectiveness are readily available. Hence, it was decided to use (i) Introversion-Extraversion Inventory (1976) developed by Ramanath Kundu; and (ii) A test for the assessment of academic achievement of students in Social Science based on Karnataka State syllabus of VIII Standard is conspicuous by its absence. Hence, it was decided to construct a suitable test for the assessment of academic achievement of students in Social Science.

THE SAMPLE

One of the important steps in any research is to draw a sample which would truly represent the characteristics of the population in which the inferences are intended to be made. In this sense a sample is the population in a miniature form. Generally, the sample for a research is drawn by using either random sampling technique, stratified random sampling techniques and so on depending upon the purpose of the study.

The population for the present study was all those Teachers who were Teaching Social Science subject at the secondary schools in Kustagi City. Sampling was done in order to get school representation, Teacher representation and also the student representation. 30 high schools were drawn randomly among 1 Government, private-aided and private-unaided schools. The Teachers were drawn in such a way that the Teachers Teaching Social Science alone could be included in the sample. Thus, 100 Teachers Teaching Social Science subject in high schools were drawn as the sample.

In addition to the above, in order to get the ratings of the Teaching effectiveness of Teachers, students studying in VIII Standard taught by the same Teachers were also involved in the present study. From each class, 3 students (Above Average, Average, Below Average) were selected to rate each Teacher. Thus, from a school 6 students were involved to rate 2 Teachers and so on. Thus the present

study includes 150 Teachers who were rated by the total number of 300 students.

COLLECTION OF DATA

For this study the Kundu Introversion - Extroversion Inventory is being self-training inventory was administered directly to the Teacher Teaching in social science.

Further, in order to collect data pertaining to Achievement in Social Science, the Academic Achievement test was constructed and validated by the investigator was administered, to the same group of students who have rated the Teachers for teaching effectiveness. The average of three academic achievement scores is used for the purpose of analysis.

STATISTICAL TECHNIQUES USED

The purpose of the study is to investigate the main effects and interaction effects of three independent variables, viz., Teachers' Personality, Teachers' Attitude and Teachers' Effectiveness on the dependent variable, i.e., academic achievement of students in Social Science. As there were three independent variables, it was decided to use 3-way Analysis of Variance (ANOVA) in order to find out the main and interaction effects.

These statistical techniques were also used in order to study the interaction effects in case of sub-samples like Male Teachers, Female Teachers, Teachers with higher qualifications, Teachers with minimum qualifications, Teachers with maximum teaching experience and Teachers with minimum teaching experience. The analysis of data was carried out in pursuance of the objectives of the study as well as the research hypotheses.

MAJOR FINDINGS

1. The Teachers with Introversion personality type will influence higher on academic achievement of students in Social Science than the Teachers with Extraversion personality type.
2. The male Teachers with Introversion personality type will influence more on academic achievement of student in Social Science than the Male Teachers with Extraversion personality type,
3. The Female Teachers with Introversion personality type will influence more on academic achievement of student in Social Science than the Female Teachers with Extraversion personality type.
4. The Higher Qualification Teachers with Introversion personality type will influence more on academic

- Continued on Page No. 46

CURRICULUM CONSTRUCTION FOR SECONDARY TEACHER EDUCATION - SEARCH FOR BETTER FUTURE

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INTRODUCTION

Effective teachers can nurture the effective system of Education. The Weakness of existing system of teacher Education programme was highlighted by the University Educational Commission (1952-53) and the Education Commission (1964-66). The National Policy in Education 1968 and 1986 emphasized the need for quality teacher Education. The linkage between school curriculum was always desired by the nation. Accordingly a school education curriculum always followed by the teacher education curriculum. Ideally, a teacher education curriculum should be developed to implement a school education curriculum and teacher education school prepared.

The nation requires teachers to achieve the goals of access, participation and success at all stages of education. The constitutional directives of universal education up to the age of 14 years have yet to be fulfilled and the nation has created infrastructure for the same. We are moving slowly in the direction of extending educational facilities to all. The national system of Education with common structure and subjects for all children has been achieved. The nation also strived for creating uniform structure for teacher education throughout the country. The National council of Teacher Education (NCTE) was established in 1973 to maintain the standard and quality of teacher education. In pursuance of the National Policy of Education 1986, the NETE was given the statutory status in 1993.

Rajput (1999) highlighted the educational changes in many discussions. After five decades of independence, the experience of policy planners, educational administrator and academic functionaries should be utilized for improving the school education, naturally teacher education must be improved to achieve the objectives of school education as envisaged in the National Curriculum Frame Work for school Education (NCERT, 2000). Rajput advocated the functioning of the schools and the education system are the major concerns of parents and community. The education system has been trying to enhance its efficiency. Everybody is always talking to educational reforms because an efficient educational system would ensure a better quality of life.

It is in this light that a need was felt to re-look in the concerns related with the quality of school education and the and the quality of teacher education. The present study was planned to see the relationship between school curriculum and teacher education curriculum.

OBJECTIVES

The study was undertaken to achieve the main following objective.

- To study the development of teacher education curriculum framework from the point of view of objectives.
- To Identify the linkages and symbiotic relationship between the framework of school education curriculum and teacher education curriculum.
- To match the curriculum provision at the school and teacher education levels.
- To identify the areas of emerging concerns of the National Curriculum Framework for school Education, 2000 with reference to NCTE Curriculum Framework for quality teacher Education.
- To ascertain the direction of possible changes in the curriculum Framework for Teacher Education in the light of the National Curriculum Framework for school Education, 2000.

The kothari Commission (1964-66) recommended a uniform structure of school education. The national policy on Education 1968 advocated a national system of Education in terms of education ladder as 10+2+3. The National Curriculum Framework was developed by the NCERT in 1975. The National council for teacher Education, a teacher Education curriculum Framework was developed by the NCERT in 1978.

After the implementation of the national policy on Education 1986, the NCERT developed the national curriculum of Elementary and Secondary Education. A framework in 1988. The NCTE also evolved Teacher Education curriculum : A frame Work in 1988. In 1988, the NCTE took initiative to develop curriculum framework for quality teacher education. The NCERT on 14th Nov,

2000 released the National Curriculum Framework for school education. The six documents mentioned above have been covered in the present study.

In order to realize the objectives of the study efforts were made to look into the syllabi of secondary teacher education programme of different universities. Since no uniformity emerged, therefore the six documents mentioned above were analyzed. Finally the three documents of school curriculum were studied and quoted for some of the objectives of teacher education. Curriculum framework were analyzed of secondary teacher education programme only.

METHODOLOGY

The content analysis of three teacher education curriculum documents was carried out with reference to objectives and structures of the secondary teacher education level. Efforts were made to use the objectives of school education as a base criterion. The qualities related as objectives, pedagogy suggested underlined value system were analyzed.

ANALYSIS AND INTERPRETATIONS

The NCERT (1975) framed broad objectives of school education. The school curriculum for the ten-year school. A framework presented stage-wise and subject-wise objectives for the guidance of educational planner, administrators, supervisors and teachers.

The child spontaneity, curiosity, creativity and activity should be nurtured by attractive method of teaching and environment for learning. The curriculum has taken into consideration the social, intellectual, emotional and physical maturity of the child as well as the socio economic needs of the community. It was envisaged that there should be enough scope for flexibility and local adaptations. The frames of the curriculum realized that for a number of children the primary stage is terminal. It should therefore be necessary to provide an education to them which prepare them for life and for self learning. The objectives of primary education were stated as follows:

1. The first objective is literacy. The child should learn the first language which would generally be his mother tongue, at all levels where he or she can communicate easily with others in properly articulated speech and in writing.
2. The second objective is attainment of numerical. The child should develop facility in the four fundamental numerical operations and be able to apply these in the life of the community to solve practical problems.

3. The third objective is technology. The child should learn the method of inquiry in science and technology in the life and world around it.

The objectives of education of the middle stage for classes VII to VIII were also covered. During these years from 11+ to 14+ the children become adolescents and this period can become difficult for many children. Problems of adjustment in the family, the school and society begin to appear. Therefore the children should be prepared adequately to face life and develop capacities and attitudes for productive work in which they have no participate. The two classes IX and X were termed as lower secondary stage covering the age range of 14+ to 16+. Thus with the education of these two classes a child was expected to complete the ten year of general education. Even now in the country general education comprises of ten years of schooling. After completion of secondary stage there are three possible courses open to students:

- i) They can enter the working force.
- ii) They can take up vocational courses.
- iii) They can take up higher level academic courses of study to prepare for entrance to the first degree classes in the college.

It is, therefore necessary to bring their education beyond the middle stage up to standard, which will give them the competence to enter life. This means that the process of acquiring useful knowledge and skill, proper work habits, attitudes and character which contributes to productivity and national integration that should have started from the middle stage should be accelerated and brought to a satisfactory level of development.

For achieving the objectives of school education, the nation required teachers who could translate the objectives into reality. The national council for Teacher Education (1978) evolved Teacher Education Curriculum. A Framework after discussion in a national seminar held at Sevagram in 1977. It is important to note that the Second All India Conference (1951) held at Mysore substitute the term 'Education' for 'Training'. It is at this stage that syllabi of teacher education were revised. The central institute of education was established in 1948 by the central government at that time to improve the quality of teacher training in the country.

The analysis revealed that the cognitive goals of instruction were over emphasized in own schools and teacher training institutions. Although the teacher was supposed to look after the total development of the personality of the child, his or her training programmes had rarely included educational experiences that could enable him or her to stimulate the emotional and moral

development of the child. It was encouraged that the teacher should play the role of leader inside and outside the classroom, initiate action for the transformation of society as an agent of social change and thereby help to achieve the goal of national development. Therefore, the emphasis was laid on the cognitive objectives along with those pertaining to the development of attitudes and values. Accordingly, the following major objectives were suggested for all stages of teacher education (NETE, 1978).

- 1) To develop Gandhian values of education such as non-violence, truthfulness, self-discipline, self-reliance, dignity of labour etc.
- 2) To perceive his role as an agent of social change in the community.
- 3) To perceive his/her role only as a leader of the children but also that of a guide to the community.
- 4) Act as liaison between the school and community, the employ suitable resources with school work.
- 5) Keep abreast of the latest knowledge of the subject matter he/she is teaching and the techniques of teaching the same.
- 6) To understand action research and investigatory projects.

Along with the general, objectives of teacher education, the specific objectives of secondary teacher education programme were also frames.

The secondary teacher trainee should :

- a) possess competence to teach subjects of his specialization on the basis of accepted principles of learning and teaching the context of the new school curriculum.
- b) To develop skills, understanding, interest and attitudes, which would enable him to foster all-round children under his core.
- c) Possess sufficient theoretical and practical knowledge of health and physical education, games and recreational activities and work experience.
- d) To develop skill in identifying, selecting, innovative and organizing learning experience for teaching the above mentioned general and specific subjects.
- e) To develop understanding of psychological principles of growth and development, individual differences as similarities, and cognitive, psychomotor and attitudinal learning.

It was important to note that major structure for professional preparation of teachers for secondary school were in practice in the country. One year professional education after graduation leading to the bachelor or Education (B.Ed.) degree, and four year integrated teaching education courses after high secondary reading to the B.Ed

degree in Science, English, Commerce and technology as tried out in the Regional Colleges of education were in Vogue.

The four-year teacher education programme was an open experience to be continued, as the system would provide a lot of mobility, and entry and exit point at various stages, considering them the present conditions in the country. It was envisaged that one-year professional teacher education programme after graduation was likely to continue as the predominant structure. The NCET (1978) observed that it was necessary to considerably improve and enrich the course so that the teachers could effectively transact the curriculum of the ten year school (NCER, 1975).

Specific objectives for each stage of education were precisely stated. Specific objectives of each subject were in the form of expected learning outcomes indicating what extra behaviors would a learner is able to demonstrate. This the curriculum organizes had indicated overall objectives of curriculum that would coincide with the overall objectives of School Education. It was necessarily to further formulate carefully the stage wise objectives keeping in views the developmental characters and level. Associated with different stages of education. Each subject area would have its own specific objectives clearly defined in terms of behavioral outcomes.

It is important to note that education must help our country to express and promote its unique socio-cultural identity and to meet the challenges of the time. The objectives were formulated with almost care keeping in view the national properties and value enshrined in our constitution, socio-economic and cultural consideration, position of physical resources, global inter-relationships, pedagogical concerns and nature and level of learners. The teacher education curriculum was revised in the country. The first paper was titled as 'Principles of Education' in 1964. In 1975, the first paper was visualized as 'Philosophical and Sociological foundations of the education and school administration'. In 1978 the paper was named as 'teacher and education in emerging Indian society'.

It was for the first time that a frame work of teacher education, the objectives of teacher education and school education were in co-ordination. The structure suggested in the document was envisaged to prepare teachers to implement the curriculum of ten-year school.

The school curriculum was revised in pursuance of the national policy in education 1986. Accordingly the NCERT brought out the national for elementary and secondary education; A framework in 1988 school curriculum was aimed at enabling the learners to acquire knowledge, develop concepts and inculcate skills, attitudes,

values and habits conducive to the all round development of the personality. It was further expected that the school curriculum would commensurate with the social, cultural, economic and environmental realities at national and international levels.

The objectives of school education were restated at school curriculum should, therefore, help of promote development in the learner of :

- a) Language abilities and communication skills needed for social living and further learning : (in concern to, issue about whether it is necessarily to introduce English to first standard in Kannada medium schools in Karnataka state).
- b) Competencies that facilitate mathematical operations and their applications in day-to-day life and learning (one of the point at black board operation).
- c) Knowledge, attitudes and habits necessary for keeping physically fit and strong in conformity with normal development pattern.
- d) Qualities that make a man socially effective and happy in various social settings such as friendliness, co-operative ness, compassion, self discipline, self criticism, self control, humor, courage, love and social justice, self control etc.
- e) Appreciation of various consequences of large families and over-population and need of checking population growth.
- f) Understanding of the diverse central and social systems of people living in different parts of the country and country's composite cultural heritage.

The emphasis on the 'child-centered' approach to education necessarily implied that objectives of education to be achieved at a particular stage/class level should be determined carefully, keeping in view the norms of development-physical, mental, social, emotional and moral of children of relevant age group. Exact expected learning outcomes related to each objective for a particular class were also precisely worked out.

Most of the objectives indicated above would continue through various classes. However, the level of achievement with regard to a particular objective would be rising from one class to another class in spiral fashion. Thus, there was a sort of learning continuum so far a targets of achievement with regard to particular objectives were concerned and it would reach its terminal point at a particular class level depending on the nature of the concerned objectives.

In 1988, the NCTe developed the national curriculum for teacher education : A framework, the general objectives of teacher education was also revised. The teacher

education programme at all levels should seek to develop in the prospective teacher :

1. Knowledge and understanding of the Indian socio-cultural context and the role of education in national development.
2. Professional competencies and skill relating to effective communication.
3. Social commitment through participation in development activities in the community, extension activities and community services.
4. Positive attitudes towards children, learning, school, professional growth and manual work.
5. Social , cultural and moral values oriented towards the unity and integration of our people.
6. Aesthetic interests and appreciation - literacy, cultural and artistic. Pursuits.

The specific objectives of teacher education for secondary stage were also revised. The objectives of this stage of teacher education should be developed in the prospective teacher :

- a) Attitudes and proficiencies for contribution to complementary educational system (adult education, social education, non-formal education etc.,)
- b) Attitudes, knowledge and skills for offering guidance and chiseling in education vocational choice and common personal problems.
- c) Proficiency in organizing learning experiences under work experience.

The general objectives of teacher education derived by NCTE (1988) from the context, concerns and issues of education and teacher. The perceived profile of the teacher could include the following :

1. To promote capabilities for inculcating national values and goals as enshrined in the constitution of India.
2. To enable teacher to act as agents of modernization and social changes.
3. to sensitize teachers towards the promotion of social cohesions, international understanding and protection of human rights and rights of the child. (child rights and its discipline).
4. To transform student teachers into competent and committed professionals willing to perform the identified tasks.
5. To Develop competences and skills needed for becoming an effective teacher.

The NCTE as non - stationary body (1973-1993) made continuous efforts to improve the quality of teacher

education. However, the efforts of NCTE did not result in substantial, modification of the teacher education curriculum. The government of India in pursuance of the national policy on education passed the national council for teacher education act, 1993 (73 of 1993) the NCTE was made a statutory body to formulate rules and regulations.

The specific objectives of teacher education at the secondary stage were also formulated (NCTE 1988) the Objective at this stage were to :

- a) Enable the prospective teacher to understand the nature, purpose and philosophy of secondary education :
- b) Develop understanding of the psychology of their pupils :
- c) Enable them to understand the process of socialization
- d) Equip them to acquire competences relevant to stage specific pedagogy, curriculum development, its transation and evaluation.
- e) Enable them to make pedagogical analysis of the subjects they are teaching gat the secondary stage.

The NCERT as a professional body realize that the curriculum of school education should be developed continuously to incorporate social, pedagogical and other changes, therefore, the national curriculum Framework for school education (NCERT, 2000) was released on children's day, i.e., 14th Nov 2000.

The school curriculum has to aim at enabling learners to acquire knowledge, development understanding and inculcate skills, positive attitudes, values and habits conducive to the all-round development of their personality. Curriculum that values the interaction of the process and the content besides the development of intrinsic values and the emotional intelligence of learners are also crucial.

The general objective of school education is delineated. According to the national curriculum framework for school education (NCFSE - 2000) young girls and boys should be empowered to enhance their capacity. School curriculum has, therefore, to help to generate and promote among the learners.

- 1) Language abilities of listing, speaking, reading writing, thinking and communication skills-verbal and visual needed for social living and effective participation in the day to day activities.
- 2) Mathematical abilities to develop a logical mind that would help learners perform mathematical operations and apply them in everybody life.

- 3) Scientific temper characterized by the spirit of enquiry, problem - solving courage to question and objectively leading to elimination of obscurantism, Superposition and fatalism, while at the same time, sustaining and emphasizing the indigenous knowledge ingrained in the Indian tradition.
- 4) Understanding of the environment in its totality, both natural and social, and their interactive processes, the environmental problems and the way and means to preserve, the environmental problems and the way and means to preserve the environment.
- 5) Understanding of the diversity in lands and people living in different parts of the country and the country's composite cultural heritage.
- 6) Appreciation of the sacrifices and contributions made by the freedom fighters and social workers from rural, tribal and weaker sections from all the regions of the Indian society, particularly from the north-east and the Andaman and nicobar islands, in India's freedom struggle and social regeneration, and readiness to follow their ideals.
- 7) Appreciation for the need of a balanced syntheses between the change -oriented technologies and the continuity of the country's tradition and heritage.
- 8) Knowledge and respect for the national symbols and the desire and determination to uphold the ideals of national identity and unity.
- 9) Deep sense of patriotism and nationalism tempered with the spirit of vasudhaiva khutumbakam.
- 10) Understanding of the positive and he negative impact of the processes of globalization, liberalization and localization in the context of the country.
- 11) Qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective, giving meaning and direction of life.
- 12) Knowledge, attitude and habits necessary for keeping physical and mentally fit and strong in perfect harmony with the earth, water, air, water, air, fire and the sky.
- 13) Qualities and characteristics necessary for self learning and life long learning leading to the creation of a learning society.
- 14) Capacity not only to process information but also to understand reflect and internalize and develop insight.
- 15) Willingness to work hard, entrepreneurship and dignity of manual work necessary for increasing

productivity, obtaining job - satisfaction and creating wealth Generating system.

- 16) Acquisition of pre-vocational /vocational skills.
- 17) Appreciation of the various consequences of large families and over population and need for checking population growth.
- 18) Cultivating proper understained of the attitude towards health sex - related issues and respectful attitude towards members of the opposite - sex.

The objectives of school education have been modified by the subsequent versions of the curriculum framework. One may visualize the continuity in them. Similarly, objectives of the teacher education were also modified to keep the pace with the changing scenarios of the school education. The is continuity in the objectives. The analyzer revealed that the objectives of teacher education in 1975 were directed to meet the challenge created by the 10 + 2 structure. Subsequently, the objectives of teacher education did not keep pace with the objectives of school education.

The national curriculum framework for school education (CERT,2000) was evolved through a long participatory and democratic process. For the first time, the NCERT collaborated with NGOS, state governments and their agencies, Eminent educationalists, Scientists, experts and renowned persons participated in deliberation and discussions held at multi-level seminars and workshops throughout the country. The socio-cultural contexts were enumerated. Curricular concerns were identified. In the organization of curriculum at the elementary and the secondary stage efforts had been made to address these concerns. The curriculum framework for quality teacher education (NCERT - 1998) also presented contexts and concerns through pre-service and in-service teacher education programme. However, these have not been reflected fully on the objectives of teacher education programme.

The curriculum framework for quality teacher education (NCERT, 1998) discussed on evolving a culture-specific pedagogy The national curriculum framework for school education (NCERT 2000) stated " The pluralistic nature of Indian society needs to be reflected in the pedagogical approaches. Since there is no one universal way in which learn, there is a strong need for looking into the specific cultural context in which a learner is placed. The techniques for the environment and participation of local communities needs to form a part of teacher education programme. The use of folk play, folk song, folk dance, story telling, etc., if formed a part of the pedagogy, may lead to joy for learning.

The integration of information and communication technology in the teacher education programme is the need of the hour. Information and communication technology has become an integral part of the schooling process. Continuous efforts are made by the schools for universal computers literacy. Naturally, teachers should be proficient in imparting computer aided instruction (CAI). The traditional learning atmosphere is expected to convert to exploration of and problem solving atmosphere.

The impact of the liberalization, privatization and globalization (LPG) is visible in all walks of life. These have influenced our schools also. The school education has to gear up the challenges of LPG. The NCFSE advocated rethinking about the selection and delivery of educational content to the needs of different socio- cultural groups with maintaining the national and social cohesion of the country. The teacher education programme should also respond to the challenges of LPG.

The world is changing very fast. New frontiers of knowledge are being added with passage of time. Even physical geography of the world is continuously getting modified. Naturally, the school curriculum should also change to keep the learner's knowledge base up-to date. The least development, in the field of communication, health, energy, environments, etc., is to be included into the frontline curriculum. In the past teacher educators did not bother to update their knowledge. Now the time has come when the teacher educators will have to learn to be colearner with their trainees. Naturally, the trainees will also cultivate habits of learning the areas of frontline curriculum.

The NCFSE that value education and education about religions are to be integrated judiciously with all the subjects of study. India is a pluralistic society. The society is religious by nature. For understanding others it is more important and pertinent to understand their religions. In the name of secularism education has kept all regions out very cleverly by few persons.

Now, the nation has revisualized and reinterpreted the concept of secularism. The state is secular, the society is religious. Therefore, let the state remain secular and members of the society know about religions of each other. It is time that the students should understand and exchange the knowledge about different religions. The value like non-violence, peace, love, truth and righteous conduct may flow from religion. Spiritual development is an objective of school education. The teacher education programme may modify itself by including education about religions and promotion of spirituality.

CONCLUSION

The study has revealed that the teacher education curriculum should be revised in the light of the National Curriculum Framework for School Education, 2000. The emerging areas of concern ascertained in the National Curriculum Framework for School Education should get a place in Teacher Education Programme. The pre-service teacher education programme should be designed to prepare capable and competent teachers who may transact the school curriculum. The student are to be prepared for learning to learn in a cohesive society Naturally. The environment in teachers education institutions at secondary level should also promote learning to learn and live into a cohesive society.

India is a secular country. Individuals are religious persons, therefore, by and large societies are also religious. There is a need to include education about religions in the teacher education programme. But in the name of secularism education about religions was removed from teachers education programme. The four major religions of the world are originated in India. Our teachers can respect other religions if they know about them.

The advancement of science and technology has revolutionized the communication process, therefore, information and communication technology should form an integral part of the teachers education programme. The use of computers for computer assisted instruction and computer assisted learning are to be promoted.

Value education has been included in the objectives of the teacher education programme. Sporadic efforts were made to inculcate values enshrined in the Indian constitution. With the implementation of NCFSE, 2000, value education has got prominence in school curriculum. The entire teacher education programme should be geared to promote, inculcate and develop values among the teachers though values education has not been identified as a separate subject in the school curriculum. The activities and the programmes of the schools both scholastic and co-scholastic areas are given a direction to promote value education among the children. Naturally the teacher education programme should also include direct and indirect activities for promotion of values. The classroom, assembly, playground, the house of system and the natural activities are to be included in the teacher education programme. An optional paper may be included in the teacher education curriculum.

The National Council for Teacher Education has developed norms for secondary teacher education programme. These norms are related with infrastructure,

academic faculty, curriculum transaction facilities, finance and administrative support. The emergence of National Curriculum framework for school education, 2000 has created an opportunity to revise the norms in terms of developing prevailing components among the teachers. The teachers education institution and teacher education programme should be accredited if they produce teachers who can successfully implemented the school education curriculum.

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CURRICULUM TRANSACTION IN TEACHER EDUCATION

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India, with its teeming millions of population is experiencing varied problems and failing to achieve many targets. This situation is more glaring in providing access to Teacher's Education. However, there are many programs and schemes are provided by NCTE as well as NCERT. Still many B.Ed College, whether government or private are limited in these facilities. Teachers express their inability in teaching without any suitable teaching - learning material, while transacting in the classroom on different Concepts.

It was felt necessary to locate some relevant situations in curriculum transaction. In this context one needs to understand the curriculum in a broader social connotation. It was also necessary to develop an approach in a later social frame-works, which would broaden the horizons of learning. Such an attempt would disclose many more channels to the curriculum transaction in a more natural way.

Any concept right from the people, things, habitat, etc., can be understood from natural social context. So it was felt apt to work out different social contexts to equip teachers with a new and relevant mode of thinking while teaching. More so, in teachers education can also develop an insight and adopt to any other aspect or concept related to any domain like cognitive, affective and psychomotor.

Hence, an attempt is made here, keeping in view the dearth of teaching learning material and also initiative in our teacher education areas, to prepare different concepts in relevant social context. In the light of the significance of the study the following objectives were formulated.

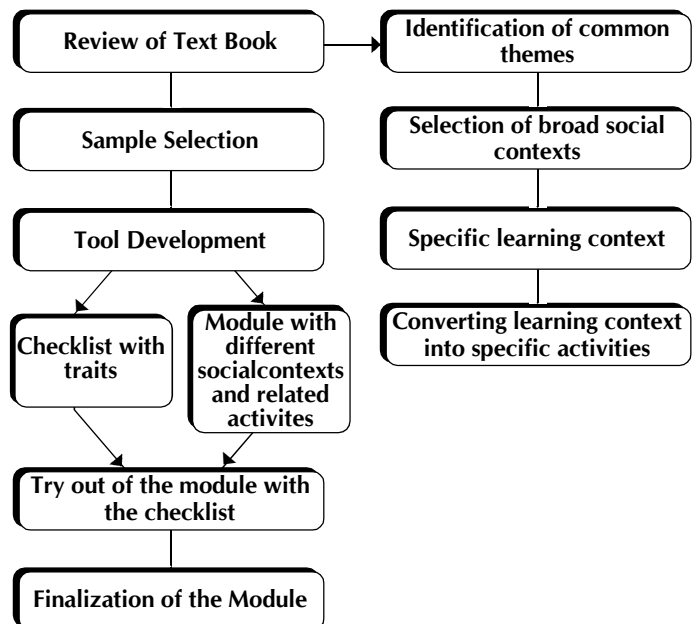
OBJECTIVES

- 1) To facilitate in development of insight in using different social contexts in curriculum transaction.
- 2) To locate suitable approaches in different social context.
- 3) To understand the significance of the contextual - Learning and its effect on teacher trainer.
- 4) To develop an alternative source to minimize the problems related to dearth of material in teaching process.

METHODOLOGY

Given below is a flow chart of research design.

Flowchart



THE FIELD

The study's main focus is to remove dearth of teaching especially in both government and private B.Ed. colleges. The sample is selected from both government and private B.Ed colleges. The effectiveness of social contexts in transacting curriculum is found to be more effective in these selected areas where most of the teachers education experience this sort of problems.

LIMITATIONS

The above field is selected with the following limitations.

- 1) This study was limited to Osmania University, Hyderabad only
- 2) This study was limited to government and private colleges under this university.

RESEARCH DESIGN

In view of the above limitations the research design was framed. It includes preparation of a module and try out of the module.

FRAMEWORK FOR TOOL MAKING

After preparing the tools some discussions were carried out with the experts in the field. The tools used for the study are constructed as follows. The tools are :

- 1) Module with different social contexts.
- 2) A Checklist with traits and skills.

Development of the module with different Social Context :

For establishing the validity and usability of the module only two themes were identified in this module. After selecting these two themes, the relevant social contexts at a broad level were identified. The broad social contexts are

The First area :

- 1) Philosophical development of Education.
- 2) Development of teacher and teacher's education
- 3) Psychological development of education
- 4) Modern Education system i.e., Technology.

Similarly, the second area

- 1) Modern Education system (Like Sarvashishkha Abiyam)
- 2) Science and Technology (E-Learning)

CHECKLIST WITH TRAITS AND SKILLS

The activities developed in the module with social contexts were scored in terms of traits and skills. The traits and skills necessary to explore the environment in different social contexts were identified. While selecting the traits keep observations were made to locate the relevant trait. Finally a list of traits and skills was prepared and the same was used while conducting the activities.

The following traits and skills were enlisted in the checklist.

- | | |
|----------------------------|--------------------------|
| 1) Appreciation | 2) Admiration |
| 3) Alertness | 4) Analytical Thinking |
| 5) Belongingness | 6) Curiosity |
| 7) Clarification (seeking) | 8) Critical Receptions |
| 9) Concern | 10) Commitment |
| 11) Cooperation | 12) Creative expressions |
| 13) Consultation | 14) filching. |
| 14) Discovery | 15) Enthusiasm |
| 16) Experimentation | 17) Interest |
| 18) Initiative | 19) Involvement |
| 20) Inquisitiveness | 21) Leadership |
| 22) Observation | 23) Responsibility |
| 24) Spontaneity | 25) Sharing |

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CONCLUSION

The ancient period India had an ideal administration system. In the Vedic period was monarchical. The office of the king was hereditary. In the post-Vedic period, the responsibility of local government was entrusted to a special minister. In the Ramayana period the form of government was monarchical, During the Mahabharata period the state has been called `Saptanghi` The Nanda Dynasty, Dhana Nanda, became infamous among the mass he ruled as a result of inordinate taxes that he imposed and eviction of people. In the Mourya administrative the king was the head of the state. He had legislative, executive and judicial powers. He was the supreme commander of the military operations with his senapati(Dandanayak), The Gupta kings administrative unit was the `Gram` which was headed by the `Gramin` and there was `Gram Sabha` to assist him.The King Harsha Vardhana period, farmers paid 1/6th of their produce as taxes to the Government. Kingdom did not have forced labor. Punishments were not so harsh and there was no death penalty. Hospitals were well managed and maintained. Good roads were constructed with rest houses.

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IMPORTANCE OF AIDS EDUCATION FOR SECONDARY SCHOOL STUDENTS/ ADOLESCENTS

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"Can we watch one-quarter of some countries' people die ? Can 27 million orphans be left to fend for themselves? We may not be able to solve the entire problem today, but let us not be discouraged from taking the steps necessary to begin the journey. "

- 118 bishops of the Episcopal Church, to President Bush and the US Congress, June 2001



The Indian Constitution resolves to provide quality education to all. The key component of quality education is acquisition of basic competencies by children through schooling process. Secondary education given to the adolescents serves as a bridge between elementary and higher education and prepares young persons in the age group of 14-18 for entry into higher education. As per the educational statistics (2005-2006) and population projections based on census data compiled by Registrar General of India total number of secondary schools in india -classes IX -X is 1,06,084(2.50 crore students) ; classes XI-XII is 53,619(1.34 crore students) and This vast population at adolescents need to face many more problems and challenges in this period. The education if provided in the right channel has the power to develop in them all those capabilities to confront the problems successfully.

Some of the issues that they need to venture upon are the behaviours of the elders around them, their own wishes and ambitions, the social evils - bribe, castism, discrimination, dreadful diseases like sexually transmitted diseases, AIDS, cancer etc., child marriage..... . Among all these AIDS has caught the attention of every one of us because of its subtle nature viz.,

- AIDS is one of the dreadful diseases, that takes the life of the host person.

- AIDS does not have any curative treatment.
- AIDS won't discriminate on the grounds of sex, age, caste, religion, economic level, qualification etc..
- AIDS is acquired, it is not hereditary.

More over the Associated Press reported that India has the world's

largest HIV/AIDS population. According to UNAIDS, India has approximately 3.7 million HIV cases, topping all South and South Asian countries(UNAIDS, 2000, P.12).

About 80% of the reported cases are occurring in sexually active and economically productive age group of 15-44 years. As Adolescents lie in this age group they need to be made cautious of HIV/AIDS. The education that is given to create awareness about the cause and prevention of AIDS is AIDS Education.

Adolescence is a developmental stage of life that is shaped by changes in the body and mind, and by the environment. Through out the adolescent years, the body and brain grow and change.

Adolescence is a stage where the hormonal level changes dramatically and this is controlled by the development of brain. Hormones do have a powerful effect on the emotions and behaviour. Up to age 25, changes in brain development also have a significant impact on adolescents' ability to make decisions.

Studies conducted on adolescents generally reveals that they exhibit higher levels of novelty-seeking behaviour than younger and older individuals(Amett, 1992; Kelley et al.,2004) and males report engaging in more novelty - seeking behaviour than females from adolescence onwards(Zuckeman, 2006). Researchers have argued that these age and sex differences in behaviour could be adaptive; for instance, adolescents potentially gain important information about their environment by seeking out novel experiences at a time when they are becoming independent from their parents(Chambers et al.,2003) and

sexual selection pressures can favour riskier behavioural strategies in males than females (Daly and Wilson, 1983; Spear, 2000).

Adolescence is the first time that individuals begin to think about how their identity may affect their lives. During adolescence, they are much more self-conscious about their changing identities than at any other stage in lives. It is an interesting, exciting and potentially dangerous time for an adolescent that often leads to conflict with parents or other authorities.

Effects of the mass media have been found to be far reaching and potentially harmful in influencing the behaviours of adolescents, many of whom are not yet mature enough to distinguish fantasy from reality, particularly when it is presented as "real life." Presently the mass media especially the internet and movies have their impact enormously on the behaviour of the adolescents, which will evoke the curiosity of getting practical experience. This is one of the nature of experimentation, which will make them to involve in illegal activities like experimenting with the use of drugs, alcohol, sexual activities etc., all these activities may prone them to AIDS.

These students have the nature of hero-worshipping. If they have selected an wrong person as their hero, even chances are there for them to become one of the victims of AIDS.

NRI are the causes for AIDS, where in N = negligence, R = Risk and I = ignorance, even these students are not serious about the matters they should be. Their NRI nature towards AIDS may push them to the society of AIDS.

Victims suggest innocence. And innocence, by the inexorable logic that governs all relational terms, suggests guilt. Thus as these are the individuals who are innocent and can be easily bluffed due to which they may fall into the hands of wrong persons.

This is the period where in they develop self love and wish to beautify themselves. Hence in this venture they may long to have the things which they cannot afford. Thus for acquiring these things they may find the easy means of getting it and they even won't bother about its consequences.

Even this is the stage of getting attracted by opposite sex and to fall in love without even thinking of their future. Even this may also distract them from healthy living.

Above all the educational system is expecting too much from these adolescents. The overcrowded classrooms, inefficient teachers, heavy syllabus, parents expectations will develop in them to ditch the education and to find the ways and means to relish themselves. Thus they may be distracted from the desirable behaviour and these students they won't possess sufficient

knowledge about AIDS. Hence incomplete knowledge will not develop in them the seriousness towards the AIDS.

This is the stage wherein they are marked by their energy drainers like hesitation, inferiority complex, greediness, jealousy etc., which will make them in or the other way to indulge in prone activities.

Adolescents if not accomplished with right education, they may ill treat the person with HIV/AIDS. As the people who may be infected with HIV need societal support and protection to lead their life with dignity, hence if these adolescents are instilled with matured desirable behaviour they can help these people afflicted with HIV/AIDS to live a secured harmonious life.

All these above points mirror out that the negatives of world can't put you down unless you allow them to get inside yourself it is just like all the water of sea can't sink a ship unless it gets inside the ship.

This is the stage at which they reach physical maturity, which will make them to think and behave in a different way. But maturity is not when we start speaking BIG things. It is when we start understanding small things. Thus they should be made aware of all those things that go around them and those which protects and preserve their future. They should be made to accustomed to the changes that takes place in and out of them and they must learn to negotiate new responsibilities, evolving relationships and a new sense of self.

We should not let the shadow of their past to Eclipse the brightness of their future. Therefore as these students are the individuals who are going to become responsible citizens of our nation, they should be educated about this dreadful AIDS. Hence for all the above reasons AIDS EDUCATION is important for Adolescents as it is an ANTIDOTE to most of the problems.

If we want to make their life a beautiful journey, we should motivate them to develop the willingness to learn how to live and love.

It is easy to fight against HIV/AIDS if people lead by example. Also, we need to inform others about AIDS and empower them, so that they make safe choices. This is what actually AIDS education is.

There is a saying-"Before you make a final decision, really think about what you are doing and ask yourself....., Is it worth it?" This attitude of thinking should be developed in these students for their better living.

Thus the education with the meaning of bringing desirable behaviour in the individuals will be uplifted if we provide them the AIDS education at the secondary school stage, where actually the persons are actively

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A STUDY ON EFFECTIVENESS OF CONCEPT ATTAINMENT MODEL ON ACHIEVEMENT, RETENTION AND ATTITUDE TOWARDS SCIENCE AMONG 9th GRADE STUDENTS"

✉ Jagadeesh Basapur, Research Scholar & Lecturer, Kotturwamy College of Education, BELLARY.

This study aimed at finding the Impact of Concept Attainment Model on Achievement, Retention and Attitude towards Science of 9th Grade students. A sample of 100 Students of 9th Grade was selected randomly from Bellary city. Among them 50 Students were randomly selected for both controlled and Experimental group. In this study experimental-control (pre-test post-test) parallel group design was used. The study was completed in two stages: Pre-test stage and Post-test stage. The data were collected and analyzed with the help of Differential analyses i.e. t-test. A significant difference was found between the Pre-Test and Post-Test scores of Achievement, Retention, and Attitude towards Science of both experimental and controlled group. The study reveals that the gain of achievement, retention and Attitude towards science of experimental group is higher than the control group. It shows that the treatment given to experimental group through Concept Attainment Model is more effective than the Traditional method of teaching.

1. INTRODUCTION

It goes without saying that Teaching -Learning is as old as is the humanity. Some sort of teaching has always been going on which might have been of any level. Improvements in the process of Teaching have been made from time to time by the teachers. Some research workers, intellectuals, administrators etc. have been making special efforts to improve the teaching process.

The objectives of education have changed from time to time and so has our concept of teaching. What we teach? And how we teach? Depends to a great extent on what we want to achieve. Teaching is both an arts and science. Able teachers are always find ways and means to improve their teaching techniques. The improvement of teacher by employing newer methods of teaching is a need of the locus. The ways the knowledge, skills and values are delivered to the learner have a meaning both for a teacher and the student.

The most recent concept of teaching is: teach the child how to learn, how to discover, how to think and how to inquire. The emphasis is upon 'know how' rather than 'know what. In modern world, knowledge increases at a terrific pace and social change is very rapid. Education can no longer be taken as the preparation of a finished product. Due to science and technological advancement the entire world has been shrunken in its space and time. And it also impacts on all human activities. So that teacher should adopt dynamic methods to cater the needs and interest of the children. For that teacher should provide conducive environment for the full development of the learner's potentials.

At present, instructional strategies are being developed for effective science teaching. The models can create most suitable environment and stimuli for the student to Achieve concepts in science. The concept Attainment Model (CAM) is designed and developed to teach concepts and to help students to become more efficient at learning.

The CAM developed by Bruner succeeded in the learning the concepts. So a genuine interest was aroused in the minds of investigator to prove the effectiveness of CAM on secondary school students with special reference to Academic achievement, Attitude towards science and retention.

CONCEPT ATTAINMENT MODEL

Teaching models are **prescriptive teaching strategies** designed to accomplish particular instructional goals. They are perspective in that the teacher's responsibilities during the planning, implementing and assessment stages of instruction are clearly defined.

- Paul.D.Eggen et.al (1979)

The concept attainment model is an inductive teaching strategy designed to help **students of all ages reinforce their understanding of concepts and practice hypothesis testing**. The models use positive and negative examples to illustrate concepts of simple and complex.

The design of this model first suggested by **Joyce and weil** (1972) is based on the work of Bruner, Goodnow, and Austin (1956). Who investigated how different variables affect the concept learning process. The concept attainment model is also useful for giving students experience with the scientific method and particularly with hypothesis testing.

OBJECTIVES OF STUDY

The main objective of this study was to find out the effectiveness of CAM on achievement, retention and Attitude Towards science of ninth grade students. This is further explicated by the following specific objectives :

- 1) To study the effectiveness of Concept Attainment Model (CAM) and Traditional Method (TM) of instruction on the achievement of ninth graders
- 2) To find out the effectiveness of CAM and TM on the Attitude towards Science of the ninth grade students.
- 3) To find out the effectiveness of CAM and TM on the Retention of the ninth grade students.

HYPOTHESIS

- 1) There is no significant difference between experimental and control groups with respect to pre test, post test and gain of pre and post test achievement in science of 9th standard students.
- 2) There is no significant difference between experimental and control groups with respect to pre test, post test and gain of pre and post test attitude towards science of 9th standard students.
- 3) There is no significant difference between experimental and control groups with respect to pre test, post test and gain of pre and post test retention in science of 9th standard students.

METHOD

In this study experimental-control (pre-test post-test) parallel group design was used. The study was completed in two stages: Pre-test stage and Post-test stage. The study was conducted in the Ex. Municipal high school Bellary. The sample selected was purposive but representative of the population. Out of 150 pupils studying in class 9th of the said school, 100 Pupils were selected on the basis of intelligence by administering R.P.M (Raven's Progressive Matrices) and were randomly assigned to two groups (on the basis of Intelligence viz. above Average, Average and below Average) to be taught through two different methods.

TOOLS

In order to collect the data pertaining to achievement, Attitude towards Science and Retention, following tools were used :

- 1) Achievement test which was developed and standardized by the investigator.
- 2) Avinash grewal Science Attitude scale
- 3) Retention test which was developed and standardized by the investigator.

RESULTS AND DISCUSSION

Comparison of experiment and control groups, with

respect to pre test and post test scores of achievement, attitude towards science and retention in science of 9th grade students. To achieve these hypothesis, the unpaired t-test was applied and results represented in the following table.

Hypothesis: 1) There is no significant difference between experiment and control group with respect to pre test, post test and gain of pre and post test achievement in science of 9th standard students

Table :1) Results of t-test between experimental and control groups with respect to pre test, post test and gain of pre and post test achievement in science of 9th Standard Students

Variable	Groups	Mean	SD	t-value	p-value	Signi.
Pre test	Control	42.58	16.77	0.1407	0.8884	No
	Experiment	42.08	18.71			
Post test	Control	43.06	17.11	-3.7270	0.0003	Yes
	Experiment	55.78	17.02			
Gain score	Control	0.48	1.80	-17.2981	0.0000	Yes
	Experiment	13.70	5.10			

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

1. Control and Experiment groups do not differ significantly with respect to pretest scores achievement in Science of 9th standard students ($t=0.1407$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. **It means that, the mean score of pretest achievement in Science of 9th standard students is similar in control and Experiment groups.**
2. Control and Experiment groups differ significantly with respect to post test scores achievement in Science of 9th standard students ($t=-3.7270$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. **It means that, the mean score of posttest achievement in Science of 9th standard students is higher in experimental group as compared to control group.** Control and Experiment groups differ significantly with respect to gain of pre and post test scores achievement in Science of 9th standard students ($t=-17.2981$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the mean score of gain of pre and posttest achievement in Science of 9th standard students is higher in experimental group as compared to control group.

Hypothesis : 2) There is no significant difference between experiment and control groups with respect to pre test, post test and gain of pre and post test attitude towards science of 9th standard students.

Table : 2) Results of t-test between experiment and control groups with respect to pre test, post test and gain of pre and post test attitude towards science of 9th Standard Students

Variable	Groups	Mean	SD	t-value	p-value	Signi.
Pre test	Control	38.56	10.30	0.0223	0.9823	No
	Experiment	38.52	7.42			
Post test	Control	41.84	9.16	-17.7710	0.0000	Yes
	Experiment	74.02	8.94			
Gain score	Control	3.28	12.19	-13.7256	0.0000	Yes
	Experiment	35.50	11.26			

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

- Control and Experiment groups do not differ significantly with respect to pretest scores attitude towards science of 9th standard students ($t=0.0223$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the mean score of pretest attitude towards science of 9th standard students is similar in control and Experiment groups.
- Control and Experiment groups differ significantly with respect to post test scores attitude towards science of 9th standard students ($t=-17.7710$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. **It means that, the mean score of posttest attitude towards science of 9th standard students is higher in experimental group as compared to control group.**

Control and Experimental groups differ significantly with respect to gain of pre and post test scores of attitude towards science of 9th standard students ($t=-13.7256$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the mean score of gain of pre and post test attitude towards science of 9th standard students is higher in experimental group as compared to control group.

Hypothesis : 3) There is no significant difference between experimental and control groups with respect to pre test, post test and gain of pre and post test retention in science of 9th standard students

Table : 3) Results of t-test between experimental and control groups with respect to pre test, post test and gain of pre and post test retention in science of 9th Standard Students

Variable	Groups	Mean	SD	t-value	p-value	Signi.
Pre test	Control	42.58	16.77	0.1407	0.8884	No
	Experiment	42.08	18.71			
Post test	Control	42.12	16.52	-4.7401	0.0000	Yes
	Experiment	57.94	16.85			
Gain score	Control	0.46	2.92	-19.4301	0.0000	Yes
	Experiment	15.86	5.17			

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

- Control and Experiment groups do not differ significantly with respect to pre-test scores retention in science of 9th standard students ($t=0.1407$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. **It means that, the mean score of pretest retention in science of 9th standard students is similar in control and Experimental groups.**
- Control and Experimental groups differ significantly with respect to post- test scores retention in science of 9th standard students ($t=-4.7401$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. **It means that, the mean score of post-test retention in science of 9th standard students is higher in experimental as compared to control group.**

Control and Experiment groups differ significantly with respect to gain of pre and post test scores retention in science of 9th standard students ($t=-19.4301$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the mean score of gain of pre and posttest retention in science of 9th standard students is higher in experiment as compared to control group.

EDUCATIONAL IMPLICATIONS

CAM provides a chance to analyze the students thinking process and to help them develop more effective strategies for thinking and concept attainment.

In this study CAM has been found to facilitate achievement of learners in science. This has an important implication for teaching science to the school children. Therefore, the science teachers may be trained in using CAM for teaching of science.

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SCHOLASTIC ACHIEVEMENT OF 9TH STD STUDENTS IN RELATION TO THEIR DIVERGENT PRODUCTION ABILITY

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ABSTRACT

In the present investigation an attempt has been made to study the scholastic achievement of 9th std students in relation to their divergent production ability. The sample consisted 800 9th std students of Karnataka State. The divergent production ability tool developed by K.N.Sharma. The result show that the Scholastic achievement of 9th std students is depends on their divergent production ability. The girl students have higher divergent production ability. Government, aided & unaided school have similar divergent production ability. The urban students have higher divergent production ability scores as compared to rural students.

INTRODUCTION

Divergent production is the generation of information from given information where the emphasis is upon variety and quality of output from the same source. It show fluency, flexibility and individuality, an ability to break away the conventional but on other hand it should also show quality, relevance and discipline an ability to stay with in reasonable bounds.

Scholastic achievement is defined as "Success in completion with standards of excellence". The desire to exceed regardless of social rewards. It continues to be one of the most important values helped in high esteem in all cultures, countries and times.

PURPOSE OF STUDY

The present study aims at investigating the scholastic achievement of 9th std students in relation to their divergent production ability.

OBJECTIVES

1. To study the scholastic achievement of 9th Std Students in relation to their divergent production ability.
2. To study the divergent production ability of urban and rural 9th Std Students.
3. To study the divergent production ability of girl and boy 9th Std Students.
4. To study the divergent production ability of government, aided and unaided 9th Std Students.

HYPOTHESES

1. There is a relationship between scholastic achievement with divergent production ability of 9th Std students.

2. There is a relationship between urban and rural 9th Std Students with respect to divergent production ability.
3. There is a relationship between government, aided and unaided 9th Std Students with respect to divergent production ability.
4. There is a relationship between girl and boy 9th std students with respect to divergent production ability.

VARIABLES

The independent variable of the study is divergent production ability. The dependent variable is scholastic achievement.

LIMITATIONS

The present study was confined to 9th std students of Karnataka state.

METHODOLOGY

The study was designed to find out the scholastic achievement of 9th Std Students in relation to their divergent production ability. The study was conducted on a sample of 800 9th std students of Karnataka state. Stratified random sampling procedure was employed to collect information.

TOOLS

The divergent production ability tool was used and it is developed and standardized by Dr.K.N.Sharma. Scholastic achievement refers to the marks scored by different students in different schools.

STATISTICAL TECHNIQUES USED

Mean, SD, T-test, correlation, regression analysis and ANOVA were used for statistical analyzing the data.

ANALYSIS OF THE DATA

Table -1 : Relationship between scholastic achievement scores of 9th Std Students.

Variable	Correlation coefficient	t-value	p-value	Signi.
DPA	0.3094	9.1900	<0.05	S

From the table-1 it is seen that, a significant and positive relationship was observed between scholastic achievement with divergent production ability ($r=0.3094$, $p<0.05$). Scholastic achievement of 9th Std Students is depends on their divergent production ability.

Table - 2 : Showing the Location and Divergent Production Ability of 9th Std Students

Variable	Location	N	Mean	SD	t-value	p-value	Signi.
Divergent production ability	Urban	356	29.03	8.82	-11.0796	<0.06	S
	Rural	444	36.81	10.65			

From the table-2 it can be inferred that the 9th Std Students of urban secondary schools have higher divergent production ability scores as compared to rural students.

Table - 3 : Showing Different Management and Divergent Production Ability of 9th Std Students

SV	DF	Sum of Squares	Mean sum of Squares	f-value	p-value	Signi.
Between Management	2	75.6342	37.8171	0.3356	>0.05	NS
Within Management	797	89805.7608	112.6398			
Total	797	89881.3950				

From the table-3 it can be inferred that the 9th Std Students of government, aided, and unaided secondary schools have similar divergent production ability.

Table-4 : Showing Scores of Boy and Girl Students and Divergent Production Ability of 9th Std Students.

Sex	N	Mean	SD	t-value	p-value	Signi.
Boy	427	32.41	10.30	-2.6790	>0.05	S
Girls	373	34.42	10.86			

From the table-4 it can be inferred that the 9th Std girl students of secondary schools have higher divergent production ability as compared to boy students.

MAJOR FINDINGS

1. Scholastic achievement of 9th std students is depends on their divergent production ability.

2. The urban students have higher divergent production ability scores as compared to rural students.
3. The government, aided and unaided secondary school students have similar divergent production ability scores.
4. The girl students have higher divergent production ability scores as compared to boy students.

CONCLUSIONS

The Scholastic achievement of 9th Std Students is depends on their divergent production ability. The urban students having higher divergent production ability scores. The government, aided and unaided schools showing similar divergent production ability scores. And girl students have higher divergent production scores.

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involved and who held the responsibility of it and become the victim. Thus AIDS education need to be imparted to the students studying in secondary school level. Therefore, most of the concerns discussed in this may not be relevant for most people. However, adequate education on various aspects with regard to HIV/AIDS need to be given so that the last person in the country is enabled to take necessary precaution to avoid transmission of HIV/AIDS.

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A GEOGRAPHICAL ANALYSIS OF AGRICULTURE STATUS IN BIJAPUR DISTRICT

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ABSTRACT

Agriculture is one of the oldest and important occupations of man. Therefore almost half of the economic status of any country directly or indirectly depends on agriculture. The role of agriculture in development can be similarly discussed on the basis of how it helps the development of an under developed economy. Agriculture also supports many industries by providing raw materials. More than 70 percent of world population lie in rural areas and engaged in agriculture.

India is Agricultural country. Indian economy depends upon agriculture after independence, a series of important committees and commissions have been formed to look after the state of affairs of agriculture and its allied problems and suggested, ways and means of agricultural growth.

Bijapur district is relatively less developed in agriculture and also economically undeveloped region because the area comes under rain shadow region and most of the area practiced by the dry land agriculture, irrigation facility is too less. In this paper the attempt made to analyze the special aspects of agriculture in this region.

Result: Bijapur district comes under rain shadow region, it leads to dry forming, but agriculture is not profitable therefore farmers migration is common in this region.

KEY WORDS : Rain shadow, Soil contents, dry land, migration.

INTRODUCTION

Agriculture is one of the oldest and most important occupations of man and it is the main foundation of rural life. Man has been benefited by modern agricultural therefore agriculture is vital sector of rural economy, all rural development programmers are centers of its development. This sector contributes a large share to the income of the rural people and plays a crucial role in the economic development, providing capital not only for own development but also generating surplus for the development of non agricultural sectors. But at present in the world, hunger percentage recently extend one-third to half of the mankind, that is 1000 million to 1606 million people still suffer from hunger and malnutrition.

India is endowed with rich and vast diversity of natural resources but the population is increasing faster than food production, it has tremendous strain on shrinking resources particularly soil and water, on increasing food production in future requires a more efficient management of soil and water resources.

India is one of the leading agricultural country of the world, agriculture has played a central role in Indian economy, and about 35 percent of the national income is derived from the agriculture sector, and near about 70 percent of workers depended on agriculture for their livelihood, 33 percent of soil is affected by soil erosion and 66 percent of our arable land need soil conservation measures.

The present population is more than 102 crore, it has been estimated that the population of India would become 121 crore by 2025 and 150 crore by 2050. It requires 443 MT and 610 MT food grains respectively, and the per capita availability of land has been decreased from 0.5 ha in 1950-51 to 0.15 ha in 1999-2000. It is likely to reduce further to 0.08 ha in 2020. Thus there is a greater need for the proper use and management of soil to feed the growing population.

STUDY AREA

Bijapur district is one of the 30 districts in Karnataka state and district total Geographical area is 1502 sq km. The topography is 375 meter height from M.S.L and it is 300 km for from the Arabian Sea. The average annual rainfall is 625 mm, this area comes under rain shadow region, and it leads to dry forming. Agriculture is main occupation of the people, out of total population 2,53,638 (2001 census) in which 1,51,558 people are engaged in agriculture. Therefore this area has been selected for the study of agricultural status in Bijapur district

OBJECTIVES

The main objectives are

- i) The identification of soil types and its contents
- ii) To analysis the land use pattern
- iii) The occupational structure and functional nature.

- i Deep black soil- depth more than 60 cms.
 - ii Medium black soil- depth ranging between 30 to 60 cms.
 - iii Shallow black soil- depth less than 30 cms.
- (Source: Status report,1989).

As per my analysis in Bijapur district five types of soils may be classified Such as deep black, medium black, shallow black,(based on soil depth) red and red mixed black soil. These soils play an important role in agriculture, and regional economy.

Table-No 1. Talukawise Average Soil Content in Bijapur District

Name of the Taluks	P H	EC.s/m	Available Nitrogen kg/ha	Available P2 O5 Kg/ha	Available K2 O5 Kg/ha
Muddebihal	7.80	0.32	157	54.1	239
Basavana Bagewadi	8.14	0.32	242	22.9	156
Bijapur	8.32	0.29	226	20.9	210
Indi	8.20	0.35	168	17.5	292
Sindagi	8.0	0.61	115	16.9	310
Bijapur Total	8.0	0.37	182	26.4	241

EC- Electrical conductivity Unit: Ds/ m (Desi seimen /meter.
(The data presenting in Table No -1 is average of 15 samples of each Taluk)

Bijapur district comes under semi arid condition, Soil is commonly alkaline, (PH Value is More than 7) maximum area comes under dry forming, deficiency of nutrients is not same, nitrogen deficiency is common and also it changes from place to place, and one soil to another, table 1 shows soil deficiency is explained on the basis of soil tested reports collected from various different fields from all the five taluks in Bijapur district.

METHODOLOGY

The present study is based on primary and secondary data collected from various sources. The primary data was collected from extensive field visit and personal interviews of formers and secondary data was collected from district statistical office.

ANALYSIS OF THE TEST

Soil types and its contents

Soil is an important natural resource, the fertile soil of river banks was the result of evolution of our civilization and emergence of the great agriculture, Soil constitute complex natural formation on surface of the earth and made up of five components viz water, minerals, organic matter, air and living organisms. The chief function of the soil is to provide all nutrients to plant growth. Knowledge of the soil is helpful in agricultural practices, such as cultivation, irrigation, and use of fertilizers.

The soil derived from different parent materials. Deccan trap (Basalt) is the predominant parent material for the black soil formed in Basavana bagewadi, Bijapur, Indi, Sindagi and Muddebihal taluks. These soils derived from limestone and slate. They are grouped into the following three categories based on report of the national commission on agriculture and soil depth and clay content.

LAND UTILIZATION

Talukwise land utilization of Bijapur district as follows, quite a little portion of the land is under forest, Therefore adding of humus content is too less in the soil, Table- 2 shows that Bagewadi and Bijapur talukas small area have forest and reaming taluks have no forest. Non agriculture land use is more in Indi taluk lowest in Mudebihal taluk. Barren land, Cultivable waste and permanent pasture land is more in Bijapur taluks. Net shown area is more in Bijapur followed by Sindagi, Indi taluks and less in Bagewai and Muddebihal taluks.

NET IRRIGATED AREA AND DOUBLE CROPPED AREA:

Bijapur district only 19 % of agriculture land is irrigated; remaining 81 % of agriculture land still depends on monsoon rain. But Irrigation plays a vital role in the development of agriculture in any region. Increase in

Table No 2. Taluka wise Land utilization 2008-09 (in Hectares)

Sl.No.	Name of the Taluk	Geographical Area	Forest	Non Agricultural Use	Barren Land	Cultivable Waste	Permanent Pasture	Fallow land	Net Shown area
1.	Bagewadi	197865	1143	8878	3521	155	1268	43042	189105
2.	Bijapur	265769	834	9875	9975	3627	4145	7927	254690
3.	Indi	222492	--	10382	3773	834	1637	42169	216068
4.	Muddebihal	149744	--	2450	6064	623	1016	14382	145852
5.	Sindagi	217601	--	4262	5726	263	1509	20099	217844
Total		1053471	1977	35847	29059	5502	9575	127619	1023559

population needs more food it can be fulfilled by providing irrigation facilities to agriculture field. Table-3 shows irrigation methods and double cropped area in the Bijapur District. Indi taluk has highest irrigated area and followed

by Bijapur and Sindagi taluks, lowest irrigated area is Bagewadi and Muddebihal taluk. Double cropped area is highest in Bagewadi taluk because deep black soil is maximum and lowest double cropped area in Bijapur taluks.

Table No -3.Taluka wise Net Irrigated area and Double cropped area - 2008-09 (in Hectares)

Sl.No.	Name of the Taluk	Canals	Tanks	Wells	Bore Wells	Lift Irrigation	Other Sources	Total	Double Cropped Area	%
1.	Bagewadi	--	868	5373	7472	--	4728	18441	49247	26.04
2.	Bijapur	--	436	23409	19191	--	8221	51257	25620	10.05
3.	Indi	5558	--	305 04	15005	--	17103	68170	52393	24.24
4.	Muddebihal	678	826	384	11047	--	882	14495	21093	14.46
5.	Sindagi	19539	--	19885	5704	--	2123	46251	32620	14.97
S Total		25775	2130	79555	58419	--	33057	198614	180973	100.00

TALUKA WISE OCCUPATIONAL STRUCTURE 2001

Table No - 4 shows that the occupational structure varies from one taluka to another within the district. It is evident from the table, the maximum population engaged in primary activity is found indi taluk 23.18% followed by

Bijapur and Sindagi taluks; it is because of large area under cultivation and the less of secondary and tertiary activities. The minimum population engaged in primary activities is in Basavan Bagewadi and Muddebihal taluk. The most of the people are engaged secondary and tertiary activities.

Table No - 4. Taluka wise Occupational Structure 2001

Sl.No.	Name of the Taluk	Population	Primary	%	Secondary	%	Tertiary	%	Total Workers	%
1.	Bagewadi	234095	86731	18.77	4001	26.66	8490	20.02	99222	19.14
2.	Bijapur	281608	106090	22.96	2839	18.92	10166	23.97	119095	22.97
3.	Indi	278012	107093	23.18	2836	18.90	8808	20.77	118737	22.91
4.	Muddebihal	177260	67001	14.50	2984	19.88	6233	14.70	75218	14.5
5.	Sindagi	264732	94954	20.55	2345	15.62	8703	20.52	106002	20.45
Total		1235707	461869	100.00	15005	100.00	42400	100.00	518274	100.00

TALUKA WISE FUNCTIONAL NATURE OF THE DISTRICT 2001

Table No -5 shows that the highest numbers of cultivators are found in Indi, Bijapur and Sindagi taluks in order because of large area comes under cultivation in these talukas, the lowest in Bagewadi and Muddebihal it

is due shortage of cultivable land and undulating topography.

The highest number of agriculture labors are found in Bijapur followed by Indi Bagewadi and Sindagi taluks, and lowest is in Muddebihal taluk because large number of people are engaged in secondary and tertiary activities.

Table No. - 5 : Taluka wise Functional Nature of the District 2001

Sl.No.	Name of the Taluk	Cultiva-tors	%	Agri-labours	%	Hiusehold Industries	%	Other Workers	%	Total Workers	%
1.	Bagewadi	40251	18.54	61055	21.29	5117	24.20	26605	2.71	133029	18.36
2.	Bijapur	52398	24.14	63601	22.18	5797	27.42	874239	89.19	209225	28.88
3.	Indi52727	24.29	63020	21.98	3533	16.71	26437	2.69	145717	20.11	
4.	Muddebihal	27073	12.47	39231	13.68	3267	15.46	30226	3.08	99837	13.78
5.	Sindagi	44607	20.55	59792	20.85	3423	16.19	22583	2.30	136465	18.84
Total		217056	100.00	286699	100.00	21137	100.00	980090	100.00	724273	100.00

Table No. - 6 Taluka wise Main crops 2008-09 (in Hectors)

Sl.No.	Name of the Taluk	Cereals					Pulses			
		Jowar	Bajra	Maiza	Wheat	Total	Gram	Tur	Other Pulses	Total
1.	Bagewadi	49154	12827	2933	3745	68659	3873	1783	11286	18942
2.	Bijapur	59451	35532	9443	11159	115585	7405	3837	30896	42138
3.	Indi	49580	21852	3279	17071	91782	15799	8616	16047	40462
4.	Muddebihal	44418	11089	547	3512	59589	10267	1496	3619	15382
5.	Sindagi	41834	16329	3234	13629	75427	12314	19216	11718	43248
Total		244437	97629	19436	49116	411042	49658	36948	73566	160172

Table No. - 6 Taluka wise Main crops 2008-09 (in Hectors)

Sl.No.	Oil Seeds				Fruits	Vegetables	Sugrr Cane	Other Non Foods Crops	
	Ground Nut	Sun Flowers	Other Oil Seeds	Total Oil Seeds	Total Fruits	Total Vegetables	Total Sugrr Cane	Cotton	Other
1.	10259	85101	9242	97529	324	3241	44	58	97645
2.	12278	60876	19749	76614	11213	1236	7135	260	76830
3.	8684	46767	25999	66258	7226	439	8787	86	66351
4.	11884	54431	12152	69555	226	881	33	86	69592
5.	28387	60499	35021	90940	1034	82	3167	1778	91283
Total	8452	30767	102163	400896	20023	6979	19166	3043	401701

CONCLUSION AND SUGGESTIONS

Entire Bijapur district comes under semiarid conditions most of the area practiced by dry land agriculture, Deep black and medium black soil is well suitable for Jowar, Wheat, and recently Onion and Tur are more profitable (in the year 2011) crops in place of Sunflower due to uncertainty of rain, production become less, therefore agriculture is not profitable in this region, every year most of the agricultural labors are migrated to Maharashtra and Goa states.

- Agricultural land must be leveled and Soil test made compulsory
- Deep black soil permeability is less therefore better to add some percent of sand is mixed with the top layer of the soil.

- Crop rotation is also made compulsory to maintain natural fertility of the soil.
- Fallow land, Cultivable wastes etc can be used for cultivation by providing reclamation and management measures.
- Transport facilities must be extended to remote areas.
- Formers must be trained to use modern technology in agriculture.
- By increasing the irrigation facilities from nearest Almatti Project. This is the only way of the overall developments of the region and also avoids the migration of labors from this region.

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A STUDY OF ADMINISTRATIVE BEHAVIOUR AND JOB SATISFACTION OF SECONDARY SCHOOL HEADS OF NORTH KARNATAKA

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INTRODUCTION

Values are formed by a series of process of interaction of individual with his environment. As we are born, we are subject to the values and concepts of our parents, teachers and colleagues. Peer pressure probably these days is more important especially since the joint family has failed. In my own case, I think I was fortunate to have parents who were very God fearing and also scrupulously honest. In fact this perhaps runs in the family.

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job Weiss (2002) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviours. This definition suggests that we form attitudes towards our jobs by taking into account our feelings, our beliefs, and our behaviors.

Educational administration is to enable the right pupils, to receive the right education from the right teachers, at a cost within the means of the State under conditions which will enable the pupils best to profit by their training. Educational administration may be defined by Paulmort as, in large by part "influencing the group of human beings, the pupils to grow towards defined objectives, utilizing a second group of human beings, the teachers as agents and operating in a setting of a third group of human beings, the public, variously concerned both with objectives and means used to achieve them."

The present study therefore attempts to investigate the association between administrative behavior and job satisfaction of secondary school heads.

REVIEW OF RELATED LITERATURE

The studies related to the topic are reviewed under the following headings:

1. Studies related to administrative behaviour
2. Studies related to job satisfaction

OBJECTIVES

1. To Study the difference between male and female heads in respect of their administrative behaviour and job satisfaction.

2. To Study the difference between rural and urban heads in respect of their administrative behaviour and job satisfaction.
3. To Study the difference between 1-5 and 6+ years age group heads in respect of their administrative behaviour and job satisfaction.
4. To Study the difference between graduate and post-graduate heads in respect of their administrative behaviour and job satisfaction.
5. To investigate the relationship between male and female heads in respect of their administrative behaviour and job satisfaction.
6. To investigate the relationship between 30-40 and 41-50 years of age group heads in respect of their administrative behaviour and job satisfaction.
7. To investigate the relationship between 41-50 and 51+ years of age group heads in respect of their administrative behaviour and job satisfaction.
8. To investigate the relationship between undergraduate and post-graduate heads in respect of their administrative behaviour and job satisfaction.
9. To investigate the relationship between aided and unaided school heads in respect of their administrative behaviour and job satisfaction.
10. To investigate the relationship between urban and rural heads in respect of their administrative behaviour and job satisfaction.

HYPOTHESES OF THE STUDY

In pursuance of the specific objectives 1 - 8 the following null hypotheses were setup for the present study.

1. There is no difference between male and female heads in respect of their administrative behaviour and job satisfaction.
2. There is no difference between urban and rural heads in respect of their administrative behaviour and job satisfaction
3. There is no difference between 1-5 and 6+ years of age group heads in respect of their administrative behaviour and job satisfaction.
4. There is no difference between graduate and postgraduate heads in respect of their administrative behaviour and job satisfaction.

5. There is no relationship between male and female heads in respect of their administrative behaviour and job satisfaction
6. There is no relationship between 30-40 and 41-50 years of age group heads in respect of their administrative behaviour and job satisfaction.
7. There is no relationship between 41-50 and 51+ years of age group heads in respect of their administrative behaviour and job satisfaction.
8. There is no relationship between urban and rural heads in respect of their administrative behaviour and job satisfaction.

METHOD

The investigator in consultation with his guide felt that normative survey method could be the most appropriate one, to study the personality, home environment and school environment of secondary school students so this method was solely relied upon for the present study.

SAMPLE

In this study Random sampling was used as it was thought to be the most convenient one. It represents a total sample. A total number of 63 secondary school headmasters were selected using random sampling technique.

TOOLS USED

1. Administrative Behaviour Scale : The administrative behaviour scale standardized by Dr. (Smt.) Haseen Taj in the year (1998).

2. Job Satisfaction Scale : The job satisfaction scale standardized by Dr. Amar Singh and Dr. T.R. Sharma in the year (1999).

STATISTICAL TECHNIQUES USED

For the present study the following statistical techniques were used. They are :

1. 't' test
2. Pearson Product Moment Correlation
3. ANOVA
4. Linear Regression Analysis

MAJOR FINDINGS

1. Male and female headmasters differ significantly in respect of their job satisfaction, but these two groups do not differ significantly in respect of their administrative behaviour.
2. Urban and Rural headmasters differ significantly in respect of their job satisfaction, but these two groups

do not differ significantly in respect of their administrative behaviour.

3. 1-5 and 6+ years experienced heads differ significantly in respect of their job satisfaction, but these two groups do not differ significantly in respect of their administrative behaviour.
4. Post-graduate and undergraduate heads do not differ significantly in respect of their job satisfaction and administrative behaviour.
5. Headmasters working in government, aided and unaided schools are differ significantly in respect of their job satisfaction and administrative behaviour.
6. Headmasters with age groups 30-40 and 51 and above differ significantly in respect of their job satisfaction and administrative behaviour.
7. There is a positive and significant relationship between administrative behaviour and job satisfaction of all the heads of secondary schools.
8. The secondary school heads working in rural and urban area and in government and private management do not differ significantly in respect of their job satisfaction.

DISCUSSION AND CONCLUSION

From the result obtained in the present study, it was found that there is a negative and positive and significant relationship between independent variables and job satisfaction. The negative relationship among certain variables is due to the correlation between independent variables scores and job satisfaction scores.

Shukla (1980) conducted "A Study of Teachers' Alienation in relation to Principal's Administrative Styles, Administrative Effectiveness and Some Other organizational Characteristics of the Schools at +2 Level" found that Alienation was present in varying degrees in all the teachers of the intermediate colleges. **Georgia (1984)** studied on "Administrative Behaviour of Principals and Attitude Towards Teachers" found that The secondary school principals were moderately effective in their performance of administrative tasks. **Lai Ching Shum, Yin Cheong Cheng (1997)** Perceptions of women principals' leadership and teachers' work attitudes found that The findings of this study support the advocacy of the five leadership dimensions and androgynous orientation in women principals' leadership.

Agarwal V. A. (1983) Study of Stress Proneness, Adjustment and Job Satisfaction as Predictors of Administrative Effectiveness of Principals found that Stress proneness of principals was not significantly related to their administrative effectiveness. **Goswame, T.N. (1988)** studied the Job satisfaction among teachers of Central Schools found that The Central Schools teachers of all

cadres except PRT of the NE region were generally dissatisfied with their job. Rama Mohan Babu, V. (1992) studied the Job satisfaction, attitude towards teaching, job involvement, efficiency of teaching and perception of organizational climate of teachers of residential and non-residential schools, found that Considering overall JS, the teachers were neither satisfied nor dissatisfied with their job.

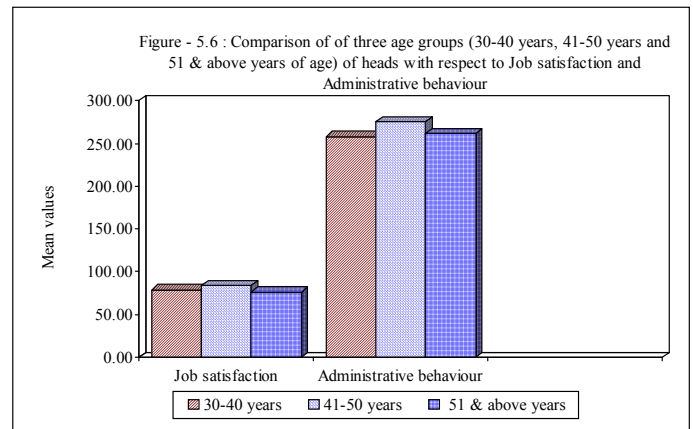
CONCLUSIONS

On the basis of the results obtained in the present study the following conclusions were drawn.

1. Male and female, Urban and Rural, 1-5 and 6+ years experienced headmasters differ significantly in respect of their job satisfaction,
2. Post-graduate and undergraduate heads do not differ significantly in respect of their job satisfaction and administrative behaviour
3. There is a positive and significant relationship between administrative behaviour and job satisfaction, and administrative behaviour of male, female all heads of secondary schools.

Table : Pair wise Comparison of Three Age Groups (30-40 Years, 41-50 Years and 51 & above Years of Age) with respect to Job satisfaction and Administrative behaviour

Variable	Age group	n	Mean	SD	t-value	p-value	Signi.
Job Satisfaction	30-40 years	12	78.7500	2.6671	2.8514	<0.05	S
	41-50 years	27	84.1481	6.2739			
	30-40 years	12	78.7500	2.6671	1.4577	<0.05	NS
	51 & above years	24	76.3333	5.3946			
	41-50 years	27	84.1481	6.2739	4.7394	<0.05	S
	51 & above years	24	76.3333	5.3946			
Administrative Behaviour	30-40 years	12	258.1667	9.6562	-2.8022	<0.05	S
	41-50 years	27	275.7037	20.5816			
	30-40 years	12	258.1667	9.6562	-0.8004	>0.05	NS
	51 & above years	24	261.8750	14.4653			
	41-50 years	27	275.7037	20.5816	2.7428	<0.05	S
	51 & above years	24	261.8750	14.4653			



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INTEREST AND STUDY HABITS IN RELATION TO ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present paper deals with the study of finding out the relationship between interest and study habits with academic achievement of secondary school students from Dharwad Taluk. A total number of 200 secondary school students out of which 109 boys and 91 girls were selected by random sampling method. Interest inventory standardized by Dr.(Mrs.) S. K. Bawa (1995) consists of 320 items Study Habits Inventory standardized by M. Mukhopadhyaya and D. N. Sansanwal (1893) were administered to collect the data and academic achievement scores were taken from the school records of the selected students, and the correlation coefficient statistical technique was adopted to analyses the data. And the important findings of the study were; There is a positive and significant relationship between academic achievement and interest and study habits of boys studying in IX standard. There is a positive and significant relationship between academic achievement and interest and study habits of girls studying in IX standard. There is a positive and significant relationship between academic achievement and interest and study habits of urban students studying in IX standard. There is a positive and significant relationship between academic achievement and interest and study habits of rural, high SES studying in IX standard. There is a positive and significant relationship between academic achievement and interest and study habits of students with low SES students studying in IX standard.

INTRODUCTION

A person's interests are the product of interaction between (1) inherited bases of ability and temperament and (2) many environmental factors, notably the opportunities he has had for pursuing certain interests and the value placed on their development by persons whose approval he values. In some instances, a young child's aptitudes result in his receiving satisfaction and approval for his successes; in other cases, early failures result in discouragement or early successes are met with indifference or disapproval.

Study habits differ from students to student; it differs amongst different types and categories of socially disadvantaged students. Many students do badly academically, due to factors other than low general intellectual capacity. One such factor is unhealthy study habits, which often result in poor academic performance even among the naturally bright students.

OBJECTIVES OF THE STUDY

The following objectives were framed for the present study.

1. To compare boys and girls in respect of their interest and study habit with academic achievement.
2. To compare urban and rural students in respect of their interest and study habit with academic achievement.
3. To compare high SES and low SES students in respect of their interest and study habit with academic achievement.

4. To investigate the relationship between interest and study habit and academic achievement of boys.
5. To investigate the relationship between interest and study habit and academic achievement of girls.
6. To investigate the relationship between interest and study habit and academic achievement of urban students.
7. To investigate the relationship between interest and study habit and academic achievement of rural students.
8. To investigate the relationship between interest and study habit and academic achievement of high SES students.
9. To investigate the relationship between interest and study habit and academic achievement of low SES students.

HYPOTHESES OF THE STUDY

In pursuance of the Specific Objectives 1 -9 the following null hypotheses were set up for the present study.

1. There is no difference between boys and girls in respect of their interest and study habit with academic achievement.
2. There is no difference between urban and rural students in respect of their interest with study habit and academic achievement.
3. There is no difference between high SES and low SES in respect of their interest and study habit with academic achievement.

4. There is no relationship between interest and study habit and academic achievement of boys.
5. There is no relationship between interest and study habit and academic achievement of girls.
6. There is no relationship between interest and study habit and academic achievement of urban students.
7. There is no relationship between interest and study habit and academic achievement of rural students.
8. There is no relationship between interest and study habit and academic achievement of students with high SES.
9. There is no relationship between interest and study habit and academic achievement of students with low SES.

METHOD

The investigator in consultation with his guide felt that Normative Survey method could be the most appropriate one, to study the Interest, Study Habits and Academic Achievement of secondary school students so this method was solely relied upon for the present study.

SAMPLE

In this study Random sampling was used as it was thought to be the most convenient one. It represents a total sample. A total number of 200 secondary school students out of which 109 boys and 91 girls were selected from Secondary Schools of Dharwad Taluk.

TOOLS USED

1. Interest Inventory standardized by Dr. (Mrs.) S. K. Bawa (1995) consists of 320 items
2. Study Habits Inventory standardized by M. Mukhopadhyaya and D. N. Sansanwal (1893).
3. Academic Achievement Test constructed by the investigator by applying scientific procedure.

STATISTICAL TECHNIQUES USED

For the present study the following statistical techniques were used.

1. Differential Analysis and
2. Simple Correlation

Table- 1 : Comparison of Mean, SD and 't' Value of Boys and Girls, Urban and Rural and High and Low SES in Respect of their Interest Study Habit and Academic Achievement (IX Standard)

Variables	Gender	N	Mean	SD	t	p-value	Signi.
Interest	Boys	109	121.9633	11.4519	0.5370	0.5919	NS
	Girls	91	120.8901	16.6856			
Study Habits	Boys	109	89.5138	11.9673	-0.3671	0.7139	NS
	Girls	91	90.1978	14.3846			
Academic Achievement	Boys	109	29.8440	3.5776	-0.1313	0.8957	NS
	Girls	91	29.9121	3.7376			
Variables	Location	n	Mean	SD	t-value	p-value	Signi.
Interest	Urban	89	132.1348	5.3517	13.0902	<0.05	S
	Rural	111	112.9279	12.9809			
Study Habits	Urban	89	91.7640	14.7487	1.8875	>0.05	NS
	Rural	111	88.2703	11.4288			
Academic Achievement	Urban	89	31.0225	3.7325	4.1489	<0.05	S
	Rural	111	28.9550	3.3067			
Variables	SES	n	Mean	SD	t-value	p-value	Signi.
Interest	High	89	130.4607	6.7083	9.8675	<0.05	S
	Low	111	114.2703	14.2605			
Study Habits	High	89	90.3820	14.7729	0.5378	>0.05	NS
	Low	111	89.3784	11.6221			
Academic Achievement	High	89	30.5056	3.8321	2.2139	<0.05	S
	Low	111	29.3694	3.4163			

Table - 2 : Correlation Coefficient between Interest and Study Habits with Academic Achievement of Boys, Girls, Urban, Rural, High SES and Low SES Students.

Variables	Academic Achievements of Boys			
	Correlation coefficient (r)	t-value	p-value	Signi.
Interest	0.5016	5.9972	< 0.05	S
Study habits	0.4794	5.6506	< 0.05	S
Variables	Academic Achievements of Girls Students			
	Correlation coefficient (r)	t-value	p-value	Signi.
Interest	0.2764	2.7127	< 0.05	S
Study habits	0.6160	7.3767	< 0.05	S
Variables	Academic Achievements of Urban School Students			
	Correlation coefficient (r)	t-value	p-value	Signi.
Interest	0.3167	3.1145	< 0.05	S
Study habits	0.5455	6.0185	< 0.05	S
Variables	Academic Achievements of Rural School Students			
	Correlation coefficient (r)	t-value	p-value	Signi.
Interest	0.2645	2.8629	< 0.05	S
Study habits	0.5332	6.5793	< 0.05	S
Variables	Academic Achievements of High SES School Students			
	Correlation coefficient (r)	t-value	p-value	Signi.
Interest	0.4333	4.4848	< 0.05	S
Study habits	0.5628	6.3510	< 0.05	S
Variables	Academic Achievements of Low SES School Students			
	Correlation coefficient (r)	t-value	p-value	Signi.
Interest	0.3504	3.9062	< 0.05	S
Study habits	0.5356	6.6225	< 0.05	S

RESULTS OF TABLE 1 AND 2

- Boys and girls do not differ significantly in respect of their interest. However, the mean score of boys is greater than the girls.
- Boys and girls do not differ significantly in respect of their academic achievement. However, the mean scores of girls is greater than the boys.
- Urban and rural students differ significantly in respect of their interest and academic achievement. However, urban and rural students do not differ significantly in respect of their study habits. The mean scores of urban students is greater than the rural students in all the four variables.
- High and low socio-economic status students differ significantly in respect of their interest and academic achievement. Whereas, the students of high and low SES do not differ significantly in respect of their study habits. However, the mean scores of high SES is students is greater than low SES in all the four variables.
- There is a positive and significant relationship between academic achievement and interest and study habits of IX standard students.
- There is a positive and significant relationship between academic achievement and interest and study habits of boys studying in IX standard.

7. There is a positive and significant relationship between academic achievement and interest and study habits of girls studying in IX standard.
8. There is a positive and significant relationship between academic achievement and interest and study habits of urban students studying in IX standard.
9. There is a positive and significant relationship between academic achievement and interest and study habits of rural students studying in IX standard.
10. There is a positive and significant relationship between academic achievement and interest and study habits of students with high SES studying in IX standard.
11. There is a positive and significant relationship between academic achievement and interest and study habits of students with low SES students studying in IX standard.

DISCUSSION AND CONCLUSION

Joshi, R. R. An investigation into Higher Secondary school going pupil text of some psycho-socio variables and found that urban areas were more interested in computational, scientific and literary of the rural areas. 2) the pupils of the economic status group were more interministrative. Sharma, J. N. (1982) adolescence Geist - interests as determined by personality factors, anxiety and sex, and found that 1) personality factors affected interests of adolescents. Anxiety affected interests independent of sex. Sex showed anxiety-independence. 2) persuasive interest was promoted by intelligence in high anxiety girls-by super ego in girls and by ergic tension in boys. Bhargava, R. (1991) a study on the interest and difficulties faced by the student studying the vocational education stream and found that (1) Eighty-three per cent of the students chose vocational education out of their own interest, while a smaller section joined it as they could not get admission in the academic stream. (2) the majority of the students felt that vocational education were purposive, interesting and important for enhancing employability and national development.

D. Bhaksara Rao, (1986), An inquiry into the study habits of B.Ed. students. Objectives of the Study : This study is intended to identify the study habits of B.Ed students. This type of study can yield fruitful suggestions in promoting the study skills among student teachers and found that Regarding the budgeting of time for study, average percentage (47.5%) of the sample are studying at fixed and regular hours and only a low percentage (24.6%) are studying every subject regularly Majority (79.7%) of the students are in an understanding that some intermittent rest pauses are necessary in the long hours of work.

Ghalsasi, P.G. (1988), A descriptive and experimental study in the field of study habits/ skills of students in secondary schools and found that significant differences were not noticed between the study habits scores and the achievement scores. (2) The majority of the students had no clear idea about the purpose of studying and the objectives of schooling their response being 'better jobs' 'knowledge' social status' etc., Singh, S. (1990), Creative thinking in relation to level of aspiration. Field dependence independence and study habits among Scheduled Castes and Scheduled Tribes students and found that 1) There was no significant relationship between creativity and level of aspiration of Scheduled Castes as well as non Scheduled Castes students. (2) Among Scheduled Castes students. High picture creative were more field - independent than the low picture creative.

Boys and girls do not differ significantly in respect of their interest. However, the mean score of boys is greater than the girls. However, the mean scores of girls is grater than the boys in respect of their study habits. Urban and rural students differ significantly in respect of their interest and academic achievement. However, urban and rural students do not differ significantly in respect of their study habits. The mean scores of urban students is greater than the rural students in all the four variables. High and low socio-economic status students differ significantly in respect of their interest and academic achievement. Whereas the students of high and low SES do not differ significantly in respect of their study habits. However, the mean scores of high SES is students is greater than low SES in all the four variables.

There is a positive and significant relationship between academic achievement and interest and study habits of IX standard students. There is a positive and significant relationship between academic achievement and interest and study habits of boys studying in IX standard. There is a positive and significant relationship between academic achievement and interest and study habits of girls studying in IX standard. There is a positive and significant relationship between academic achievement and interest and study habits of urban students studying in IX standard.

There is a positive and significant relationship between academic achievement and interest and study habits of rural students studying in IX standard. There is a positive and significant relationship between academic achievement and interest and study habits of students with high SES studying in IX standard. There is a positive and significant relationship between academic achievement and interest and study habits of students with low SES students studying in IX standard.

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AWARENESS ABOUT HANDIGODU SYNDROME AMONG PARENTS WHO ARE INFLICTED



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INTRODUCTION

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

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

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

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

HANDIGODU SYNDROME

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

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

The disease gradually develops in an individual without any notice. Generally it starts with back pain and

tightness in the knee joints. Weakness appears equally among the left and right side of the body. The disease takes its severity after the joints lose their efficiency thereby making the diseased person unable to do his daily routine. The person loses his normal height due to bent legs. Knock knees and bent legs worsens the body structure itself

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

HISTORICAL BACKGROUND OF HANDIGODU SYNDROME

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

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

OBJECTIVE

To study the level of awareness about the symptoms, preventive measures and management of syndrome among parents

Research Question : What is the level of awareness about the symptoms, preventive measures and management of syndrome among parents?

METHODOLOGY

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

SAMPLE

The sample of the study will be selected through

purposive sampling technique. The study will be conducted on randomly selected parents of SC/ST children studying in high schools in Shimoga and Chikkamagalur districts. Only affected taluk of Shimoga and Chikkamagalur district was selected.

TOOL

Awareness test about Handigodu syndrome : This test was developed by the investigator in regional Kannada language. The Test consists of 20 items. Each question carries one mark. This awareness test questionnaire measures the level of awareness about the Handigodu syndrome symptoms, preventive measures and management of syndrome. For developing this awareness tool investigator took the suggestions from physician Dr. Shasidar Prasad (Physician specially appointed to treat Handigodu syndrome patients by Govt. of Karnataka), PHS Sagar.

Administration of tool and mode of data collection : Awareness test about Handigodu syndrome is in regional (Kannada) language. Before using awareness test investigator checked the reliability and validity of the tool, it is standardized. Awareness test about Handigodu syndrome is used in the present study for measure the Awareness about Handigodu syndrome. This tool was administered to 100 inflicted parents in affected area of Shimoga and Chikkamagalur districts, for data collection.

Reliability : For check the reliability of awareness tool, Test-retest method was used. It founds to be 89.0 reliabilities.

Validity : Discriminate and convergent validities for the present tool were worked out. Validity for tool is being worked out.

Scoring : The awareness test has twenty questions. Each question carries one mark. After scoring, awareness about syndrome is categorized into three levels. Those who score 0-6 marks are considered to have low level of awareness and who scores 7-15 marks are considered to have medium awareness similarly those who scores 16-20 marks they are comes under high level of awareness about Handigodu syndrome.

Level of awareness about Handigodu syndrome among parents who are inflicted.

To study the level of awareness syndrome among parents who are inflicted.

The awareness about the syndrome in the parents was measured. This measurement was done for Awareness and preventive measures of the syndrome. Awareness score were made by percentage analysis and Chi-Square test.

The awareness about syndrome is taken in three levels High, Medium and Low. Awareness tool consists of 20 questions, each question carries 1 mark. Those students/ teachers/parents who have scored between 0-6 come under Low level and who have scored 7-14 considered as medium level similarly those who scored between 15-20 are considered to have high level awareness about syndrome. Results are given below in the following caption

Parents awareness about Handigodu syndrome

Research question : What is the level of awareness about the symptoms, preventive measures and management of syndrome among parents ?

Data analysis and interpretation : To find out the level of awareness about the symptoms, preventive measures and management of syndrome among parents 'Chi-Square' test was employed and the details are given in the table

Result of 'Chi-Square' test for Awareness about syndrome among parents

Awareness Level		Parents frequency and percent	Chi-square Value	df.	Signft.
High	N	26	60.080	2	0.000
	%	26			
Medium	N	68			
	%	68			
Low	N	6			
	%	66			
Total	N	100			
	%	100			

From the table 4.28 it is revealed that the awareness about syndrome among parents, the highest 68% of the awareness laid on medium level. 26% of awareness comes under high level, low 6% of awareness comes low level of awareness about syndrome. The 'Chi-Square' value 60.080 is significant at 0.05 level. Hence it can be concluded that inflicted parents have medium level of awareness about syndrome.

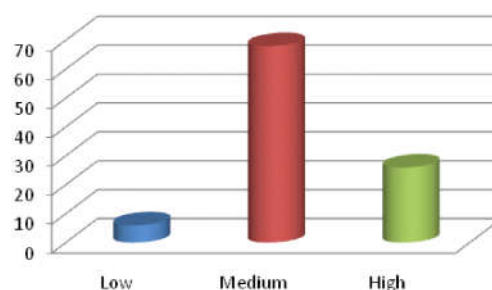


Figure 4.16
Level of awareness about syndrome among parents

Major finding : Inflicted parents have medium level of awareness about syndrome.

LIMITATIONS

The study is restricted only to the affected areas of Shimoga Districts.

CONCLUSION

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

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- Continued from on Page No. 15

achievement of student in Social Science than the Higher Qualification Teachers with Extraversion personality type.

5. The Minimum Qualification Teachers with Introversion personality type will influence less on academic achievement of student in Social Science than the Minimum Qualification Teachers with Extraversion personality type.
6. The Maximum Experienced Teachers with Introversion personality type will influence more on academic achievement of student in Social Science than the Maximum Experienced Teachers with Extraversion personality type.
7. The Minimum Experienced Teachers with Introversion personality type will influence less on academic achievement of student in Social Science than the Minimum Experienced Teachers with Extraversion personality type.

CONCLUSIONS

Based on the discussion of the findings of the study the following conclusions could be drawn.

The Introversion personality type of secondary school Teachers has more Influence on academic achievement of students in Social Science than the Extraversion Personality type in the entire sample, male Teachers, female Teachers, Teachers with higher qualifications and Teachers with higher teaching experience.

Where as the minimum qualification teaches and the Teachers with minimum teaching experience of the Introversion personality of secondary schools has Influence on academic achievement of students in social science than the Teachers with extraversion personality type.

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LEARNING ACHIEVEMENT IN SCIENCE OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR METACOGNITIVE SKILLS

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ABSTRACT

In the present investigation an attempt has been made to study the learning achievement in science of secondary school students in relation to their metacognitive skills. The sample consisted of 800 students of class 9th from secondary schools of Karnataka state. Achievement test in science was developed by investigator herself and Metacognitive skills scale was developed and published by Dr. Agnivesh Gupta in the year (2005). The results shows that the secondary school students with high metacognitive skills have higher learning achievement scores as compared to students with low metacognitive skills. The urban secondary school students have significant higher metacognitive skills scores as compared to rural students. The English medium secondary school students have significant higher metacognitive skills scores as compared to Kannada medium students. The boy and girl students of secondary school students of Karnataka have similar metacognitive skills scores. The students of unaided secondary schools of Karnataka have higher metacognitive skills scores as compared to students of aided and government secondary schools of Karnataka.

INTRODUCTION

Learning achievement is about how success the learner can master the materials of the learning object. learning achievement is the "level of student success in learning the subject matter in schools that are expressed in the form of scores obtained from the results of tests on a particular subject. Cognition is the scientific term referring to the mental processes involved in gaining knowledge and comprehension, including thinking, knowing, remembering, judging, and problem solving. Where as Metacognition is knowledge and understanding of our own cognitive processes and abilities and those of others, as well as regulation of these processes. It is the ability to make your thinking visible. Learning how to learn. Helps to promote "deep learning" A key component of Assessment for Learning emphasises the child's active role in his/her own learning, in that the teacher and child agree what the outcomes of the learning should be and the criteria for judging to what extent the outcomes have been achieved. This level of involvement in shaping their own learning can heighten children's awareness of themselves as learners and encourage them to take more personal responsibility for, and pride in, their learning.

PURPOSE OF THE STUDY

The present study aims in investigating the learning achievement in science of secondary school students in relation to their Metacognitive Skills.

OBJECTIVES

- 1 To study the relationship between metacognitive

skills and learning achievement in science of students studying in secondary schools.

2. To study the metacognitive skills of secondary school students belonging to urban and rural locality.
3. To study the metacognitive skills of secondary school students belonging to english and kannada medium.
4. To study the metacognitive skills of boy and girl students of secondary schools.
5. To study the metacognitive skills of students belonging to govt, aided and unaided secondary schools.

HYPOTHESES

1. There is a relationship between learning achievement with metacognitive skills of students of secondary school.
2. There is a relationship between urban and rural students of secondary school with respect to metacognitive skills.
3. There is a relationship between english and kannada medium students of secondary school with respect to metacognitive skills.
4. There is a relationship between boy and girl students of secondary school with respect to metacognitive skills.
5. There is a relationship between govt, aided and unaided students of secondary school with respect to metacognitive skills.

Variables :

The independent variable is Metacognitive skills and dependent variable is Learning achievement

Limitations :

The present study was confined to 9th standard students of secondary schools of Karnataka state.

Methodology :

The study was designed to find out the learning achievement of secondary school students in relation to their metacognitive skills. The study was conducted on a sample of 800 students of IXth std from the secondary

schools of Karnataka state. Stratified random sampling procedure was employed to collect the information.

Tools :

The achievement test in science prepared by research investigator was used to measure the learning achievement. The metacognitive skills scale developed by Dr.Agnivesh Gupta (2005) were used.

Statistical Techniques used :

Mean, standard deviation, correlation, T-test and ANOVA were calculated for analyzing the data.

ANALYSIS OF THE DATA**Table -1 : Relationship between learning achievement of secondary school students**

Variable	Correlation coefficient	t-value	p-value	sign
Metacognitive skills	0.8139	39.5724	<0.05	S

Table - 2 : Showing the location and metacognitive skills of secondary school students

Variable	Location	n	Mean	SD	t-value	p-value	sign
Metacognitive skills	Rural	400	104.90	12.70	-4.5684	<0.05	S
	Urban	400	109.83	17.45			

Table - 3 : Showing relationship between English and kannada medium students and metacognitive skills

Variable	Medium	n	Mean	SD	t-value	p-value	sign
Metacognitive skills	Kannada	400	99.18	15.18	-17.6377	<0.05	S
	English	400	115.54	10.56			

Table - 4 : Showing relationship between boy and girl students of secondary school with metacognitive skills.

Variable	Sex	n	Mean	SD	t-value	p-value	sign
Metacognitive skills	Boy	400	107.92	14.48	1.02.6	<0.05	S
	Girl	400	106.81	16.36			

Table - 5 : Showing relationship between the type of management and metacognitive skills of secondary school students.

SV	DF	Sum of squares	Mean sum of squares	t-value	p-value	sign
Between Management	2	19412.8589	970.4294	45.1570	<0.05	S
Within Management	797	171314.0161	214.9486			
Total	799	190726.8750				

See Table 1 : From the results of the above table, it can be seen that, A significant and positive relationship is observed between learning achievement in science and metacognitive skills scores of students of Karnataka as a whole ($r=0.8139$, $p<0.05$) at 5% level of significance. The learning achievement in science and metacognitive skills scores of students of Karnataka as a whole are dependent on each other.

See Table 2 : From the above table 2, it can be inferred , a significant difference was observed between the rural and urban students of Karnataka with respect to their metacognitive skills scores ($t=-4.5684$, $p<0.05$) at 5% level of significance. The urban students of Karnataka have higher metacognitive skills scores as compared to rural students of Karnataka.

See Table 3 : From the table 3, it can be inferred that, , a significant difference was observed between the Kannada medium and English medium students of Karnataka with respect to their metacognitive skills scores ($t=-17.6377$, $p<0.05$) at 5% level of significance. The English medium students have higher metacognitive skills scores as compared to kannada medium.

See Table 4 : From the table 4, it can be inferred that, a non-significant difference was observed between the boy and girls students of Karnataka with respect to their metacognitive skills scores ($t= 1.0206$, $p>0.05$) at 5% level of significance. The boy and girls students of Karnataka have similar metacognitive skills scores.

See Table 5 : From the results of the above table, it can be seen that, a significant difference was observed between the students of government, aided and unaided schools with respect to their metacognitive skills scores ($F=45.1570$, $p<0.05$) at 5% level of significance. The students of government, aided and unaided schools have different metacognitive skills scores.

MAJOR FINDINGS

1. The secondary school students with high metacognitive skills showed higher learning

achievement scores as compared to students with low metacognitive skills.

2. The urban secondary school students have significant higher metacognitive skills scores as compared to rural students.
3. The English medium secondary school students have significant higher metacognitive skills scores as compared to kannada medium.
4. The boy and girls students of Karnataka have similar metacognitive skills scores.
5. The students of government, aided and unaided schools have different metacognitive skills scores.

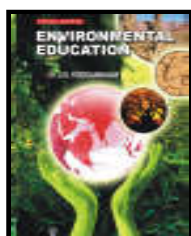
CONCLUSION

The urban secondary school students have significant higher metacognitive skills scores as compared to rural students. The English medium secondary school students have significant higher metacognitive skills scores as compared to kannada medium. The boy and girls students of Karnataka have similar metacognitive skills scores. The students of government, aided and unaided schools have different metacognitive skills scores.

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MAHADEVA GOVINDA RANADE

(1842 - 1901)

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1. INTRODUCTION

Mahadeva Govinda Ranade (1842-1901), a distinguished jurist, economist, historian, social reformer and educationist, was one of the stupendous figures produced by modern MAHARASHTRA. He was born on 18th January, 1842 at Nasik and died on 16th January, 1901 at Bombay. In 1862 Ranade became the

editor of an Anglo-Marathi weekly, the Indu-Prakash. In 1868 he was appointed professor of English and History at the Elphinstone College, Bombay. In 1871 he was appointed a judge by the Bombay Government. He was a great inspiration for the foundation of the Deccan Education Society in 1884. In 1885 Ranade was appointed an additional member of Bombay Legislative Council. He was promoted Legislative Council. He was promoted to the Bench of the Bombay high Court to fill the vacancy caused by the death of K. T. Telang. He was the guiding spirit behind the Poona Sarvajanika Sabha founded in 1870 by G. V. Joshi, for nearly a quarter of a century. He has been called 'the Socrates' of Maharashtra as he had a massive power of intellectual comprehension. Ranade was one of the brains working behind the Indian National Congress. He had been one of the seventy-two members who joined the first session of the National Congress at Bombay. Even A. O. Hume regarded him as his "political guru".

2. PHILOSOPHICAL FOUNDATIONS OF RANADE'S THOUGHT

Ranade was influenced by the theistic ideas both of Maharashtra saints and of Christian writers. But Christian influence was never as marked on him as on Ram Mohan and along with R. G. Bhandarkar was a member of the Prarthana Samaj founded in March 1867 under the inspiration of Keshav Chandra Sen.

Ranade was a theist and he had profound faith in the kindness of providence. Like Kant, Ranade held that the moral law of conscience vindicated the existence of God. The existence and kindness of God is also testified to by the experiences and visions of God. Ranade was a deeply

religious man and believed the teachings of the religious scriptures. He accepted the importance of religion both for individual and social lives. Ranade says :

When favored souls in all times and countries are born, inspired with a prophet's vision, poet's fire, or a great preacher's eloquence, a philosopher's wisdom, or a martyr's self-surrender, then the vision and the fire and the eloquence and the wisdom and the heroism are Divine, i.e., special gifts of God, and what these favored men see, feel and teach, and their whole life, are a special sort of a higher and a truer revelation in the only tenable sense of the word. All the book revelations are now mere reflections, and being, as a matter of course, local and temporary, their value is only relative and provisional.

Their that by due devotion to God and the chastening of conscience, the solid foundations of character are created and had a great belief in the purification of the human heart in accordance with the dictate of conscience. The failure of Buddhism to have a permanent hold here eloquently testifies to the fact. Being a deep believer in the omimportant majestory Histroy. Thus, is a manifestation of divine will. Even in the workings of external Nature, like the Stoic philosophers, Ranade found evidence of God's existence. According to him, the human soul is not identical with the supreme Godhead and to this extent his position is different from that of Vedhantism of the extreme monistic school. Unlike Spinoza and Leibnitz, Ranade grants a measure of independence and free will to the human soul.

Like the Maharashtra saints and Tulsidas, Ranade believed in the reinvigorating power of prayers. There was deep devountness in his heart and he was embodiment of charity and deep love for man. He was greatly moved by the poems of Tukaram and used to recite the abhanga of the letter. In the semitic religion the emphasis is on the transcendent awestriking character of the Godhead; the Hindu religion, on the other hand, teachers the philosophy of pantheistic immanence. The monistic Vedanta teaches that the psychic self is identical with the cosmic self. Thus in India religion is a matters of inner intuitive realization and absorption. Ranade himself had been influnced by the Bhakti movement and in his lectures on theism he adheres to the belife in God as a compassionate power. In his appreciation of the evolution of religious currents in India.