



DIMENSIONS OF EDUCATION

A English Quarterly Education and Research Journal

Gadag - Karnataka



**Story Telling-An effective pedagogic approach for
constructive learning**

Empowering teachers for better future

Informal Education in formal Education

**Enhancement of Academic Achievement in
Science through Life Skills in Secondary Schools**

**Bruhat Bangalore Mahanagar Palike
High School student : A Sociological study**

**Impact of emotional intelligence of Gender,
Marital status and medium of instruction
among secondary school teachers**

**A study on Higher Secondary Students level of Chemistry
Achievement in relation to Certain selected Variables**

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Good Study Habits

Good Study habits rests on attitudes towards work and on a sense of responsibility and these attitudes are built during one's living. Developing good Study habits could be taken up from the very early age. Some of the crucial requirements of study are:

- Interest in learning.
- Self discipline in studying.
- A good memory.
- Skill in assimilation.

These fundamentals of study are closely related to students and should be helped to cultivate good Study habits and Skills and have a stimulating intellectual life. If they form good Study-habits it can be easier. What they have to do for enjoying study is;

- Set up a definite time for study. Study at the same time every day. Have self-discipline. The procedures for improving self-discipline and the tips for this are many. Time schedule for study helps to assume allotment of sufficient time for study and regularity in studying.
- Improve physical conditions for study. Poor physical surroundings are often a factor for poor concentration.
- Before starting study, it is necessary to sharpen the pencil, keep ready various kinds of material and the like.
- Take down notes of important points of study, catch words and catch sentences that help remember longer what has been studied and also comprehend better.
- It is necessary to write down a few questions to see whether it is possible to answer them. This kind of review and often result in clear understanding and more permanent retention. This enables fixing responses at an automatic level to ensure immediate recall.
- There are many things to remember to study effectively like, Look-hear-say method; Pause and Short Stretches for Study, whole method and mixed method. Rest period are necessary for good study.
- There should be some reward for study. The law of effect is involved here. Learning activity is strengthened or weakened as satisfaction or annoyance attends its exercise.

Wrong types of connections may be established if satisfaction attends undesirable types of behaviour. Rewards are good incentives for better study. This has a place in the reinforcement of learning. Students mind becomes alert if they follow this procedure. In fact if they study at the same time each day, go to study as soon as they prepare their material for study, take notes of important points of their study, and write down questions or discuss with the group. Then study becomes so simple for them and they will get so good at it, that it is just like eating a cake.

- Dr. N. B. Kongawad
Editor

STORY TELLING - AN EFFECTIVE PEDAGOGIC APPROACH FOR CONSTRUCTIVE LEARNING

✉ Bagewadi P. B. Head Master, D.J. English Medium School, Moodbidri.

ABSTRACT

National curriculum frame work for Teacher Education-2009 points out that Teacher should change their perception of child as a receiver of knowledge and encourage its capacity to construct knowledge. They should ensure that learning shifts away from rote methods. Learning is to be viewed as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning. This vision of document implies that approaches and methods that have scope for facilitating students to construct knowledge should be used in teaching learning situation. Researchers have proved story telling as an effective tool to realize these goals envisaged by the documents. Thus an experiment was conducted by the present researcher to study the effect of storytelling on developing constructive abilities on fostering reading and writing skills among primary school students. The results of this experiment have revealed that stories can be effectively used as tools to develop constructive and language abilities among primary school students. This has significant implications for teacher education also.

National curriculum frame work for Teacher Education-2009 points out that Teacher should change their perception of child as a receiver of knowledge and encourage its capacity to construct knowledge; they should ensure that learning shifts away from rote methods. Learning is to be viewed as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning. National curriculum frame work for Teacher Education-2005 in its second chapter emphasizes that Learner engagement for construction of knowledge and fostering of creativity. These visions of documents imply that approaches and methods that have scope for facilitating students to construct knowledge should be used in teaching learning situation. Researchers have proved story telling as an effective tool to realize these goals envisaged by the documents.

Everyone loves a story- especially the young people. In fact, being able to tell a story in an interesting and compelling way is an important teaching skill. This is because a good story is not only entertaining but is capable of holding student attention while they learn important concepts, attitudes and skills.

Story telling relates to current concerns about our future because most stories focus on the Earth, how it was created, and the problems that can arise when we forget the importance of living in harmony with it and each other. (Alida Gersie 1992). The children's story telling gave access to their cultural models of reading. It was found that the stories demonstrated sufficient triangulation with the other data about the children's reading practices to support a socio cultural production of the children's discourse.

(Pauline Davis 2007), Students in both the reading and storytelling groups improved on most measures. However, on some measures, notably those regarding recall ability, students in the storytelling group improved more than students in the reading group. (Mathew P. Gallits-2005), Students showed improvement in language arts and listening comprehension skills as a result of the program. Participating teachers gained a deeper awareness and understanding of storytelling as an art form and its impact on the core subject matter curriculum. (Parks & D.S. Rose-2005)

Thus story telling has proved to be highly constructive, an experiment was conducted by the present researcher to study the effect of storytelling on developing constructive ability, fostering reading and writing skills among primary school students. The results of this experiment have significant implications for teacher education also. The results of the experiment are presented in the following paragraphs.

The problem of the experiment was identified as follows.

A study of the effect of storytelling on developing constructive abilities on fostering reading, writing and speaking skills among students of D J English Medium School, Moodbidri, Mangalore District, Karnataka, India.

The present paper reveals the effect of storytelling on ability to read, write and create stories.

OBJECTIVES

1. To study the effect of storytelling on developing constructive ability of students create stories.

2. To study the effect of storytelling on fostering reading, writing and speaking skills of the students.

METHODOLOGY

The study was conducted with of 83 students of standard 5th to 7th. An organizational approach-where-in the head of the institution, teachers and students were involved-was followed during the experiment.

The present study was qualitative in nature and the observation of the staff was used to identify the effect of the experiment.

PROCEDURE OF THE STUDY

The study involved the following phases.

PHASE - 1

INITIATION : During a staff meeting the personnel of the school felt that the communicative ability of the students is very poor and it was felt by the group that some measures have to be taken to boost the communicative ability. Through a brain storming session the ideas of the teachers to improve the communicative ability of the students were collated. Finally it was decided to achieve the set goals (developing communicative ability) by following a unique story telling approach.

PHASE - 2

Nature of the story telling method had to be decided and therefore once again brain storming session was conducted. After a long discussion, the procedure of storytelling was identified as follows-

1. Identification of stories by the staff
2. Narration of the stories by experts in the field
3. Repetition of stories by students in smaller group
4. Students write the stories after the narration
5. Students write how they felt
6. Students compose stories on their own.

THE COURSE OF THE EXPERIMENT

As per the phases identified, the experiment was conducted. Number of stories was identified by the teachers. The same stories were given to a specialist narrator from the community. The narrator was requested to narrate stories in an interesting manner. The students were made to sit comfortably (in the posture they wanted) and listen to the stories. The second day the students were encouraged to narrate the same stories to their friends in the own words. On the third day students were motivated to write the stories in a manner they could write. The students were then encouraged to compose stories of their own.

At each stage the students were continuously questioned about how they liked the stories.

This procedure was repeated so that each child will go through a unique of six story listening - creating sessions.

ANALYSIS OF THE EXPERIMENTAL SITUATION

It was noticed before the experiment that the students had poor communication skills especially in terms of writing, speaking and reading. The students were not motivated to read, write and speak.

During the experiment each teacher was observing the students throughout the experiment based on behaviors related to said aspects reading, writing and speaking. Starting from the time of narration of stories the students got involved and showed keen interest to listen to the stories. The body language of the students, frequent questions asked by the students about the stories, students talk about the stories with their friends and parents, parent's feedback requesting teachers to have more story sessions-revealed that the students are getting interested to learn. The students were observed during re narrate sessions also. The students narrated with high zeal and concentration. After this, the students were made to write the stories. There was not even a single word of grumbling on the part of the students to write the stories. In each stage the students were boosted to do better. The students started interacting more with their friends and teachers.

They tried to read what their friends had written. They enjoyed reading the stories which is written by others. They started creating their own stories. They articulated their joy about the experiment of story sessions with their friends and parents. This has become part and parcel of the institution.

FINDINGS

The results of the studies as follows -

1. The storytelling approach resulted in helping students to create stories.
2. The reading, writing and speaking abilities were gradually fostered as a result of storytelling sessions.

The above experiment demonstrates the effects of stories in school set up. Apart from the focused objectives in the present study, the story telling approach contributed for raising the self esteem and confidence of students. It brought the students and teachers closer. This implies that of storytelling approach employed thoroughly at teacher education level, it would fetch good results at school level also.

■ ■

EMPOWERING TEACHERS FOR BETTER FUTURE

✍ **Smt. Dr.Manjula.** *D M.A.M.Ed.,Ph.D.,* Principal, Saint Mary's College Of Education, Chitradurga.

1. INTRODUCTION

In our country we place teachers to the place of God as guru Brahma the creator, guru Vishnu one who maintains the world to live peacefully, guru Maheshwara one who destroys evil. These Traditional puranas also shows greater value for teachers and teaching professions this indeed should be supported by the society also, in this aspect the empowerment of teacher is equal to crores together investment on education.

2. WHAT IS EMPOWERMENT ?

Page and Czuba's (1999) literature review of articles indicating a focus on empowerment resulted in no clear definition of the concept across disciplinary lines. They found that any using the term coped with its lack of clear, shared meaning by employing the concept very narrowly, using only their specific scholarly discipline or program to inform them. Others did not define the term at all. As a result, they concluded that many had come to view empowerment as nothing more than a popular buzz word to be thrown in to make sure old programs get new funding.

Empowerment, also referred to as shared decision-making, is essential to school reform and to the changing demands in a global world. The principal is the building leader who structures the climate to empower both teachers and students at the site. Empowerment translates in to teacher leadership and exemplifies a paradigm shift with the decisions made by those working most closely with students rather than those at the top of the pyramid. It is natural that the principal should be the leader in implementing and supporting empowerment and teacher leadership.

3. WHY TEACHERS EMPOWERMENT ?

Throughout the educational institutions across India principal leadership is being led, the teachers. Traditionally principal leadership has been looked upon as being authoritarian. It has evolved into a type of leadership described as being coercive, manipulative, and controlling. These negative tactics have proven counter- productive.

The empowerment of teachers agrees the conditions under which teachers work are often set up in such a way as to deny teachers a sense of efficacy, success, and self-worth. There is after too much isolation and surviving on ones' own.

Paramount is the role a principal plays in faculty empowerment and teacher leadership. It is essential that a

principal create an environment conducive to empowerment, demonstrates empowerment ideals, encourages all endeavors toward empowerment, and applauds all empowerment successes. The successful schools will be the ones where leaders are best able to apply the creative energy of teachers toward constant improvement. An effective approach to adopt constant improvement as a way of life is through. Empowerment and teacher leadership. Teachers can be uplifted through empowerment; this encouragement will allow them to flex those muscles that perhaps have been allowed to atrophy.

4. PROBLEMS FACED BY THE TEACHERS IN THEIR PROFESSION

Unfortunately, many teachers go through a period of teaching under the supervision of principals who are described as authoritarian. The teacher becomes bored, resentful, and unhappy. Many wake up to the morning saying " I really don't want to go." Many contemplate leaving the teaching profession altogether. On the other hand, many teachers find themselves working "with" principals instead of "for" principals. Their opinion has merit. Freedom allows them to take risks in the curriculum and other areas of their job. Their teaching techniques reflect their personality as they are allowed to be empowered and creative. These teachers attribute their success in the classroom to the fact that the principal has empowered them.

PROBLEMS FACED IN FEW AREAS BY TEACHER

- Lack of responsibility, no authority, and no time to solve problems;
- Meaningless work, no challenges, assignments that are always the same;
- No way of measuring your own performance;
- Lack of trust and poor communication;
- Not enough knowledge, skills, or resources to do the job well;
- Lack of support, coaching, and feedback; and
- People treated exactly the same, like interchangeable parts (By ham & Cox, 1992).

5. METHODOLOGY OF EMPOWERMENT

Empowerment is necessary to help organizations develop a vision of what they can be, then mobilize the organization change toward vision. The contexts of leadership involve commitment and credibility and, it is suggested here, involve a radical change in thinking to

achieve leadership effectiveness. The vision of empowerment exemplifies a paradigm shift with the decisions made by those working most closely with students rather than those at the top of the pyramid. The pyramid must be reversed with the decision making occurring at the bottom. The argument can certainly be made that in this new model, the roles of principals and teachers as leaders are greatly expanded. Yet what exactly is the definition of empowerment? Welkins, Byham, and Wilson (1991) indicated empowerment occurs when power goes to employees who then experience a sense of ownership and control over their jobs. Byham and Cox (1992) stated empowering employees involves helping them take ownership of their jobs so that they take personal interest in improving the performance of the organization. According to McKenna (1990), empowerment is a building of personal self-esteem, and possibly the motivation for the worker to further their training and education. Welkins et al. (1991) indicated an organization empowers its people when it enables employees to take on more responsibility and to make use of what they know and can learn. In essence, a more empowered workforce is a more productive workforce.

Although the definitions of empowerment have emerged from the corporate world, the concept of teacher empowerment parallels employee empowerment in a business. Bolin (1989) defined empowerment as.

Investing teachers with the right to participate in the determination of school goals and policies and to exercise professional judgment about what and how to teach. Lucas, Brown, and Markus (1991) defined.

Teacher empowerment as a function of the readiness of building-level administrators to share their autonomy with those whose commitment is necessary to make the educational program function at the

Highest degree of efficiency. Lee (1991) shared this outlook by defining teacher empowerment as the development of an environment in which the teachers act as professionals and are treated as professionals.

He further explained that empowerment means that school authorities provide teachers with the authority to make decisions that have, in traditional systems, been made for them, a time and a place to work and plan together during the school day, and a voice in efforts to deepen their knowledge and improve their teaching. The most effective leaders are those whose teachers have ownership in the mission of the school and a vital.

Interest in its effectiveness. Lucas et al. (1991) stated that the more power that is given away, the more powerful all the leaders become; leaders who create leaders are more powerful than those who do not.

6. MEASURES TO OVERCOME PROBLEMS

In schools where teachers are empowered to be

leaders, the focus of control for the substance of organizational change shifts from the principal to teachers. It is an evolutionary process that is totally dependent upon principals trusting teachers and teachers trusting their principals.

- Work was as natural as play or rest.
- Persons would exercise self-direction when working together toward meaningful objectives.
- Commitment is related to the rewards associated with achievement.
- Individuals learn to accept and seek responsibility.
- The capacity to help the organization solve its problems is widely distributed among the members of the organization.
- In most organizations the intellectual potential is only partially utilized.

Teachers must be convinced that teaching is a profession. Many say it is a profession but few believe it. Everything must be done to project that image. Dress, mannerisms, behavior, and participation in professional activities can enhance their leadership qualities and capabilities. Teachers should put their diplomas, certificates, and awards on their walls to demonstrate their competence and leadership abilities, and awards on their walls to demonstrate their competence and leadership abilities. Teachers should be proud of their academic and personal accomplishments. Like other professions as well, teachers should have personalized business cards (Whaley, 1994).

Teachers need to collaborate and share their expertise. Principals should foster teachers sharing and learning from each other. Professional growth and development must be encouraged and accommodated.

Achievements such as higher degrees, additional certifications, special seminars and workshops, presenting, doing research, writing a journal, receiving grants, partnerships, and/or honors should be encouraged and recognized.

In broad terms, teacher development is the professional growth a teacher achieves from gaining increased experience and examining his or her teaching methodically. It is a long-term process that comprises routine opportunities and systematic experiences planned to foster growth and development in the teaching profession. It is broader than career development, which is the growth that results from moving through the professional career cycle, and broader than staff development, which consists of the provision of organized in-service programmers

1. professional development: it refers to teachers' belief that the school in which they work provides them with opportunities to grow and develop

professionally, to learn continuously, and to expand their own skills through the work life of the school;

2. Autonomy: it relates to teachers' confidence in a sense of freedom to make decisions, to control aspects of their work life.
3. Involvement in decision making: it relates to teachers' participation in and responsibility for taking critical decisions that directly affect their work: budgets, teacher selection, scheduling, curriculum, and other programmatic areas.
4. Teacher impact: it has to do with teachers' perceptions that they have an effect and influence on school life.
5. Teacher status: it refers to teachers' conviction that others truly respect their professional knowledge and that they have real colleague support.
6. And teacher self-efficacy: it has to do with teachers' perceptions that they have the skills to help students learn, that they are competent in building effective programs to effect positive changes in student learning

7. CONCLUSION

The point I'm trying to make here is that if teachers are to be empowered, they need to be able to exercise control over their own educational lives, to gain the agency to realize and understand how and why they do what they do, to have the competence to achieve personal and social transformation, to become dynamic knower's and analytical agents of their educational contexts, and to create their own narratives liberated from dominant discourse. In brief, if teachers to be empowered, they need to be able to discover their own voice, to construct their own living educational theory, to construct their pedagogical know-how.

Teachers from applying learned pedagogical discourse into creating pedagogical know-how, one that enables them to criticize and transform their practice and reality.

Based on the preceding sections, it seems reasonable to assume that the construction of teachers' pedagogical know-how thorough research can help develop and empower teachers because they can construct their own living educational theory and find or enhance their voice in the educational system. To recapitulate, research can:

Help teachers embark on a process of self-discovery, actualization and fulfillment as active knower's responsible for elucidating the nature of their professional lives and critical agents capable of acting on that knowledge to transform their practices and realities (teacher development);

Enable teachers to generate a personal and social narrative that distances itself from the dominant discourse allowing them not only to resist mechanisms of submission

and control, but also to undertake critical and transformative actions to accomplish personal and/or professional adjectives (empowerment);

Aid teachers in developing, increasing and validating their experience , decision-making, authority and power in order to have a voice/discourse about their educational practices and the educational circumstances of their schools, which ultimately prepares them for accomplishing social transformation/improvement (teacher empowerment);and teachers both to have constructive dialogue between theory and practice and to ramset from an empirical/practical doing to a reflective/critical action, one which emits them to systematize and consociate their educational practice, discourse and knowledge (construction of pedagogical know-how).

EMPOWERING TEACHERS FOR BETTER FUTURE

Empowerment, referred to as shared decision-making, is essential to school reform and to the changing demands in global world. The Principal is the building leader who structures the climate to empower both teachers and students at the site. Empowerment translates in to teacher leadership and exemplifies. A paradigm shift with the decisions made by those working most closely with students rather than those at the top of the pyramid. It is natural that the principal should be the leader in implementing and supporting empowerment and teacher leadership.

Unfortunately, many teachers go through a period of teaching under the supervision of principals who are described as authoritarian. The teacher becomes bored, resentful, and unhappy. Many wake up in the morning saying "I really don't want to go." Many contemplate leaving the teaching profession altogether. On the other hand, many teachers find themselves working "with" principals instead of "for" principals. Their opinion has merit. Freedom allows them to take risks in the curriculum and other areas of their job. Their teaching techniques reflect their personality as they are allowed to be empowered and creative. These teachers attribute their success in the classroom to the fact that the principal has empowered them.

PROBLEM OF TEACHERS IN THEIR PROFESSION

- Lack of responsibility, no authority, and no time to solve problems;
- Meaningless work no challenges, assignments that are always the same;
- No way of measuring your own performance;
- Lack of trust and poor communication;
- Rigid, bureaucratic policies, and confusion;
- Not enough knowledge, skills, or resources to do the job well;

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STUDY OF HELAVA COMMUNITY

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INTRODUCTION

The 'Helava' or 'Heluvavaru' is a Caste of mendicants narrating the Family histories traditionally, and their number in Karnataka State was 82 Thousand in 2012. As we all know that they were doing this work for the sake of their livelihood but it later became their family profession. Their profession was converted into caste by the society and the society began to recognize them in the name of this caste- 'Helava'. The caste system is rigidly followed in India. It has become a great threat to our development. The minor caste people have to undergo suppression and humiliation in the society. In the name of caste they have been exploited in every part of life.

There are main Three Groups. 1. Ettina Helavaru 2. Gante Helavaru and 3. Chape Helavaru. There are both Telugu and Kannada Speaking among them. They have a number of exogamous clans or 'Kulas' named after various objects like Aralikula, Bandi, Belli, Havu, Narasaiahnuru etc. They profess to know the family history of their patrons and repeat the names of all kulas of their clients. They used to arrive at the villages mounted on a bullock, and go from house to house giving out the family history, carrying with them a bell and a begging poach.

Some people of the community trying to get modern education, profession, social up-liftment in their life. They dream to get political, social and economic status in the society. They are ready to leave their profession and way of living but they have fewer opportunities. Large section of the people is hardly living through their traditional family profession, that is Helava profession. These people cannot become forward because of non-profit family profession.

There are thirteen types of Helavas are found in Karnataka. They are;

1. ETTINA HELAVARU
2. CHAPE HELAVARU
3. HANDI HELAVARU
4. DUDI HELAVARU
5. TITI HELAVARU
6. KOOKANI HELAVARU
7. MANDALA HELAVARU
8. KAMBI HELAVARU
9. ADAVI HELAVARU
10. OORA HELAVARU
11. SADHU HELAVARU
12. JATI HELAVARU

13. TAMBURI HELAVARU

Yes, there are thirteen types among Helavas. The adjective behind each and every Helava community mentioned above itself shows their source of origin or source of profession. Some Helavas among the above mentioned types such as Ettina Helavaru, Kambi Helavaru are practicing Veerashaivism.

ETTINA HELAVA

These Helavas sit on a bull and bang the bell to go near the patron houses. That is why they are called as Ettina Helavaru. When they are coming that they close their one leg by the blanket (Kambali) to indicate that they are Helavas(Lame) though they are not lame in real terms. Helavas always kept genealogy-documents or books with them. These books some times are in paranormal type of (Modi) handwriting used some indications are only understood by them only.

CHAPE HEAVA

The name itself says that they do the work of mat making. Chape Helavas are in large number in the part of Bidar, Gulbarga, Raichure, Bellary and Shimoga. Earlier they were working in the farmer houses but in later course of time they stopped to work in the farmer houses because these groups of people started their work mat making independently. They rear pigs also.

SADU HELAVA

This group of people called themselves as Lingayats and they follow the customs and rituals of the Veerashaivas. They wear 'vibhuthi' on their forehead and 'lingu' that is indication of Shiva in their neckline. They never called as Vokkaligas. They found in the some parts of Chitradurga.

JATHI HELAVA

H.L. Nagegowda says that this is also a sub-group among Healavas. But in the field study these people could not be found out. It shows that this sub-group might be vanished.

TAMBURIAN HELAVA

This group of people comes across in the Andhra Pradesh. These people in a group by stringing this musical instrument in front of the Reddy's they tell about their family origin or History on the other hand some Tamburian Helavas wanders throughout the city by praising the song on shrishila Mallikarjuna, Sasurachinnamma and also in praise of so many gods and goddess so they get money from the people.

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INFORMAL EDUCATION IN FORMAL EDUCATION

 **Smt. Jyothi. B.Panth,** Assistant Professor, Sree Siddaganga College of Education, Tumkur -02.

The term education implies to the act or process of acquiring or imparting general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life.

John Dewey once wrote, the 'business of education might be defined as an emancipation and enlargement of experience'. Such education is tried to be accomplished by the informal education as well as formal education.

Tony Jeffs and Mark K Smith focus on informal education as a spontaneous process of helping people to learn. It does not correspond to an organized and systematic view of education. It does not necessarily include the objectives and subjects usually encompassed by the traditional curricula. It is aimed at students as much as at the public at large and imposes no obligations whatever their nature.

Informal education works through conversation, imitation, exploration and enlargement of experience. It's purpose is to cultivate communities, associations and relationships that make for human flourishing. It is also unpredictable. Informal education tend to emphasize the value of respecting others, belongingness, preserving the relationship, tolerance, treating everyone equally and to possess justifiable actions.

In contrary to informal education, Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. It corresponds to the education process normally adopted by our schools and universities. Formal education institutions are administratively, physically and curricularly organized and require from students a minimum classroom attendance. There is a program that teachers and students alike must observe, involving intermediate and final assessments in order to advance students to the next learning stage. It confers degrees and diplomas pursuant to a quite strict set of regulations.

Informal education is quite diverse from formal education. But formal education cannot be aloof without informal education. No doubt teachers in the formal educational system are trained to teach a specific subject to the students of certain class. But while teaching the behaviour imbibed by the teacher, which speaks about

their language, communication, movements, gestures - influences a lot on the students learning. Even though if a topic is asked to be taught by the teachers graduated from the same institution they differ in their presentation. This is because the environment that is created by them various and it will form the centre of education. It helps to exchange the thoughts, feelings, knowledge etc., which will be natural and which will not possess any predetermined curriculum or plan. Such created natural environment within the classroom will help us to capture the attention and interest of the students towards learning and do something to deepen people's thinking or to put themselves in touch with their feelings. For the most part, we do this, and this is what the informality in formal teaching. This has enormous influence on the students learning, even it may influence the future career of the students which is evidential.

Informal planning of formal functions is observed in formal institutions. As Planning of the teacher which forms the part and parcel of his functioning decides the quality of education imparted by the institution. Without planning teacher should not execute any sort of formal action in the institutions, may be with the head of the institution or colleagues or students. The path that is adopted by the teacher in executing his duty undoubtedly speaks of his strengths and weakness. Thus if he is efficient enough in planning informally and smart enough in executing them in his formal actions, then his efficiency will be observed in the transformation of the behaviour of the others who comes in his vicinity.

One more add on informal factor in formal education is the humanistic relationship that a teacher holds with their students, colleagues and head of institution - teaches the students how they should be in their life, this is reflected in the RTE- act. There is a saying by William Arthur Ward that "the mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires"

All of these types of teacher teaches one or the other lesson to the students i.e., how they should be and they should not be. Because in an institution not all the teachers are good enough in maintaining such humanistic relationship with others. Therefore teachers should consider this factor as an important aspect of their

profession to provide an congenial environment for the students to learn group living or belongingness towards each other which will have its impact on the students learning from their peer groups about the importance of good cordial relationship in an informal way.

We do not have a curriculum or guiding plan for a lot of the work, so we have to consider how we should respond to situations. This involves going back to core values. Reflecting on these allows us to make judgments about what might best help people surrounding us to share in a common life. Thus in this direction when the teacher deals idealistically with the problematic situation will have its impact on the behaviour of the students. It informally develops in them the social, moral and living skills to face the future confronting problems. Thereby prepares them for the life, which is one of the aims of formal education.

Above all the attitude of the teacher in the institution accounts a lot. Because attitude decides the behaviour, interest and success of an individual. There is a saying that "don't get confused between my personality and my attitude. Because my personality is who I am and my attitude depends on who you are" Hence the teacher with a positive attitude towards his profession has an informal influence on the attitude of the students and his own companions. Dr. Sarvapalli Radhakrishnan, the greatest teacher in the world and whose birthday is celebrated as 'Teachers day', was loved and respected by his students, which we all of us have learnt. This respect what he obtained was because of the attitude, the passion, the commitment that he had towards the teaching profession. Thus one has to lead his professional life in such a way that it should become an memorable one. To be so one should possess an right attitude towards his profession. There is a saying that "Teachers can make or mar the future of his students". Thus the effect of teacher lingers on with the students for a long time even after they have left the school or college.

When we recall one of the characteristic feature of informal education - that any one can play the role of a teacher and students, it is not specific but it is incidental. Even in formal education we observe the same, wherein teacher while teaching may even become aware of the lapse that they had in their teaching resulting in rectifying their mistakes of creating learning gaps in their teaching. In a classroom, teacher will be one and students are many, when a teacher teaches a topic to the students, each and every student think in their own way and many queries' fountain in their minds which will provide an opportunity for the teachers to start thinking and learning on those queries'. Moreover today's formal education is filled by projects and seminars, which will provide scope for vast learning not only for the students but also to the teachers.

There by help the teacher and students to improve upon in their profession of teaching and learning. With regard to this a tale I want the reader to recollect i.e., the tale of mahatma Gandhi wherein an educational inspector Mr. Giles came to his classroom and asked him to write the spelling of the word 'kettle' and which he wrote wrong. The teacher who stood beside him signed him to correct the mistake. But he didn't. This concept of truth and the act of being truthful to oneself, to others, and to God made him rise to such height. This is a lesson for not only the students but also to the teachers.

One more incident to quote here, is related to Dr. A.P.J. Abdul Kalam's 5th standard school education. He was a good friend of Ramanatha Shastri, who was one of his classmates. Even though they belong to different religion they both use to sit together in a bench. A new teacher who entered their class and saw them sitting together became angry and harshly asked Kalam to sit in the last bench. This incident had a painful experience on both of them, and when their parents came to know about their grievance, Lakshman Shastri, a parent of Ramanatha Shastri, a famous personality linked to Rameswara temple called that teacher and alleged him for the mistake that he has committed in trying to sow the religious discrimination in the minds of their students. This incident later brought a change in the behaviour of that teacher. Therefore teacher and students have reciprocal influence on each other.

Informal education is given free of cost. Even in formal education the attitude, the behaviour, the abilities, the interest, the morality, the habits, civic sense, socialization of character and so on will be developed in the students free of cost. In this venture teachers cast an exemplary influence on the students.

The formal educational institutions are not only social institutions charged with the transmission of cultural and social values. In fact, all social institutions transmit these values in the normal course of their activities. The formal educational institutions transmit and reinforce social values, both explicitly as well as implicitly because most of the values aren't taught but caught by the students.

Thus the analysis from the above will make me to conclude that informal education is not only observed in the family or society or peer groups but we can also enlist it in school education or college education or university education, which are the formal educational agencies. Like Gandhiji, Dr. D.S. Kothari had the perceptiveness of a clear thinker and also the background of an educationist to see education as an instrument for change and for rejuvenating the country. Thus this perception of Dr. D.S. Kothari can be realized only when there is informal education twined in formal educational system.

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URBAN INFRASTRUCTURAL FACILITIES IN GADAG-BETAGERI TWIN CITIES

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ABSTRACT

Urban infrastructure covers the areas such as housing, land, waste management, urban services and local economic development. It also includes the provisions for urban water supply and sanitation, medical facilities, electricity education, transport, entertainment facilities etc. Urban infrastructure is generally linked with the environment through pollution management and public health issues. Rapid urbanization in cities like Gadag-Betageri has become a major challenge that has significant impact on the health and environment of the region. There must be a balanced development of infrastructure in the cities for their healthy development.

In this paper the researchers have made an attempt to apprise the infrastructural facilities of Gadag-Betageri twin cities of Karnataka state. Geographically Gadag-Betageri twin cities are spread over an area of 3585.48 hectares at the intersection of 15025' North latitude and 75038' E longitude. The total population of Gadag-Betageri urban region is 1,72,813. The main objective of this paper is to apprise the infrastructure of Gadag-Betageri urban region.

INTRODUCTION

Urban infrastructure refers basically physical and organization structures needed for the operation of an urban system or the services and facilities necessary for an urban economy to function. Generally it includes the set of interconnected structural elements that provide framework supporting entire structure of development of urban unit. The infrastructure facilities such as roads, bridges, water supply, sewers, electrical grids, telecommunications, education institutions, hospitals markets and so on, are the physical components of interrelated systems providing commodities and services which are essential to enable, sustain or enhance the urban living conditions. Gadag-Betageri urban unit has registered a fast growth and hence needs a planned development of essential infrastructure.

STUDY AREA

Gadag-Betageri twin cities urban region has spread over an area of 3585.48 hectares area at the intersection of 15025' N. latitude and 75038' E longitude. It is located at an altitude of 650 metres above the MSL in the dry region of Deccan Plateau. It is a district headquarter and is 480 Km away from the state capital Bangalore. Hubli-Dharwad twin cities system is the nearest urban agglomeration. The total population of the urban unit is 1,72,813 as per 2011 census. The Karwar-Bellary N.H. 42 passes through the twin cities. The twin cities urban region has a railway junction connecting Gadag-Hubli-Guntkal and Solapur. The temperature ranges between 160C to 370C, with average annual rainfall of 668.64 mm. The climate is generally healthy and agreeable.

OBJECTIVES

The objective of this paper is to apprise the following urban infrastructure: Education, medical, water supply,

electricity, transport network, sewerage/drainage, recreational, socio-cultural institutions, market and industrial facilities.

INFRASTRUCTURAL FACILITIES IN GADAG-BETAGERI

The infrastructural facilities of Gadag-Betageri urban region have been appraised as follows:

A. EDUCATIONAL FACILITIES

There are 87 lower/higher primary schools (2011) providing education for the children. The schools are run by the government and the municipality and by private institutions. These schools are also serving the educational needs of the surrounding villages. The city has 33 high schools (2011) and about 10,500 children are studying in these schools.

There are seven degree colleges in the twin cities. The J.T. College in Gadag is run by the KLE Society Belgaum, provides education for graduation in Science, Arts and Commerce. There is one N.S.S., Commerce College in Betageri. There is also one Law College. In addition there is a college of education run by private management. Tontadarya math's has established one Engineering College and one Basaveshwar Arts college. Other important colleges functioning are K.S.S. College and BBA College, Govt. Degree College, PPG Arts College and PPG Music College (B. Music). There are 11 (2011) junior colleges functioning in the twin-cities.

B. MEDICAL

The city has a general hospital with strength of 60 beds. There is one Municipal maternity home with 20 beds. The Basel Mission runs a hospital which has strength of 50 beds. In addition there is an Ayurvedic hospital in the city.

There are number of private nursing homes and dispensaries. The city has 10 nursing homes with 10 beds each. The existing number of beds works out to be roughly 2 beds for a population of 1000 persons, considering the population of the city only. But the city has to provide these facilities for the surrounding villages and towns also. From this point of view the bed strength in Government and Municipal hospital are required to be enhanced and there is an urgent need for specialized medical services in the city.

C. DRINKING WATER

The Gadag-Betageri twin cities are being provided with 30 lakhs gallons of water per day, from the Karnataka Urban Water Supply and Drainage Board. Thus only 70 liters water per day per person can be served. But in reality a person requires 150 liters of water per day. Because of existing improper distribution system and non-availability of storage tanks, water is not being properly supplied to the citizens. Therefore the board has prepared a plan of Rs. 1116.00 lakhs for construction of 8 over head tanks and renovation of distribution system. The urbanites of Gadag-Betageri must be trained and awareness may be created to develop the rain water harvesting structures in order to reduce the acute shortage of water.

D. ELECTRICITY

The city receives electricity from Sharavathi. The receiving grid is located to the south of Gadag-Hubli roads; there are three service centres in the city. The electricity supply though it is not sufficient, is fairly good. People of Gadag-Betageri must think about solar and wind energy sources and these may be installed to tap the energy for their use.

E. DRAINAGE

At present the city has no underground drainage system. The drainage in the city has mainly through open drains and night soil is being collected by septic tanks. To have a hygienic condition recently the KUWS and DB have prepared a UGD plan at an estimated cost of rupees 1114.66 lakhs and government has already given administrative approval. Under the scheme there is also proposal to have a treatment plant in an area of about 32.39 hectares near Nagasamudra village. However, there is an urgent need for the development of underground drainage.

F. RECREATIONAL

The city has reputation for its contribution in the field of art. Music and Drama. The Kalamandir, known as Girija Shanker Kala Mandir conducts course in arts and painting.

The city has seven cinema theatres, one theater is AC. There is a well maintained Zoo in Binkadakatti by the forest department which is an urban fringe area. There is an Ashram for the blind, run by Dr. Panchakshari Gavai,

which also provides music training for the blind. Rajastani people have their Vridhashram near Banker's colony.

The city has the following four organized parks, in addition to the parks within the premises of Municipal High School.

- i. Veerananarayana park ii. Tilak park
- iii. Children park iv. K.C. Rani park at Betageri.

There are six play grounds in the twin cities. These are attached to J.T. College, New model high school, VDST College and Anjuman Urdu high school. Along Vivekananda road, the area towards north of the APMC in an area of 5.00 hectares the K.H. Patil Stadium is being constructed by the District Administration. The Mahatma Gandhi play ground is located in Betageri.

G. OTHER FACILITIES

The city has the service of several social service organizations like the Rotary club, the Lions and the Jaycees. Akkana Balaga is situated near Tontdarya math. There is an officer's club near the Railway station.

H. LIBRARIES

There are four public libraries in the city. The libraries at K.C. Park Betageri and the library in the Municipal office premises are maintained by the department of libraries. There is a private library known as Veerashaiva library run by the private trust in Rajiv Gandhi nagar.

J. COMMUNITY CENTRES

The city Municipality has one municipal hall in the municipal premises. But the hall is too small for public functions. Gurubhavan is built by the Teachers. This provides accommodation for about 300 persons. Municipality has constructed a Kallyna Mantapa on D.C. mill road. The K.H. Patil Sabha Bhavan built in the APMC yard, the Shivanand Kallyna Mantapa on the Kalasapur road and a kalyan mantapa built by Tontadarya math.

K. TRANSPORTATION

Gadag city has a railway junction and connecting Hubli-Guntakal and Hubli-Sholapur lines. Hubli-Gadag line bisects the city in to Gadga-Betageri and the Gadag-Sholapur line connects this line in north western side of the cities in Karwar-Bellary National Highway passing through the cities contributing substantially to the movements of goods transported through Karwar-port. The pala-Badami state highway links the southern part of the district. This road also connects Gadag-Raichur-Bijapur and famous historical attractions at Badami. This road runs all along Gadag-Betageri. The city has good regional transportation facilities. The passenger traffic is mainly met by the NWKRTC. These busses provide transportation link to Bangalore, Mysore, Tumkur, Davanageri, Gulbarga, Bidar, Raichur, Mantralaya, Bijapur, Belgaum, Kolhapur, Karwar, Dharamstala etc.

The road pattern in the city is mainly governed by pala-Badami road which passes through the center of the city. The general pattern in the center of the city is good and compelled by the radial roads connecting the neighbouring villages. The city traffic is mainly concentrated along pala-Badami road, Station road, bank road, Namjoshi road, Veernarayana road, Cotton market road, Kittur Rani Channamma road, Vishweshwaraiyya road and Rajendraprasad road. The NWKRTC provides city bus facilities in the city. The city has two central bus terminuses. The new bus terminal is constructed in area 4.05 hectares on Mundargi road, and old bus terminal located along bank road and other at the intersection of Karwar-Bellary road and Pala-Badami road inspection bungalow (PWDIB) called Mulagund Naka. The city does not provide organized parking facilities for vehicles.

Considering the volume and character of the traffic the width and geometries of some of the road are inefficient to cope up with the present traffic in the city.

5. CONCLUSION

The examination of infrastructural facilities in Gadag-Betageri urban region may be concluded in the following manner. As far as educational facilities are concerned the twin-cities have fairly good number of educational institutions. But there is a lack of professional technical institutions like diploma, I.T.I, courses and job oriented

courses. There is a need for the establishment of such training institutions. The medical facilities are fairly good. The Gadag-Betageri urbanites are not getting sufficient water. For this purpose the urbanites may be advised to adopt the suitable rain water harvesting methods.

In order to overcome the scarcity of power supply, the urbanities must take the advantage of new power harnessing methods, such as solar energy and wind energy tapping. The open-drainage in Gadag-Betageri is very worst. For the healthier development of the city the construction of underground drainage is an urgent need of the city.

The intra-city transportation is efficient only along the major roads, but it is highly inefficient in minor and street roads. These roads must be improved in a phased manner through a proper planning.

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- Lack of support, coaching, and feedback; and
- People treated exactly the same, like interchangeable parts (Byham & co 92).

RAMEDIES AFTER EMPOWERMENT

- Work was as natural as play or rest.
- Persons would exercise self-direction when working together toward meaningful objectives.
- Commitment is related to the rewards associated with achievement.
- Individuals learn to accept and seek responsibility.
- The capacity to help the organization solve its problems is widely.

DISTRIBUTED AMONG THE MEMBERS OF THE ORGANIZATION

- In most organizations the intellectual potential is only partially utilized.
- Principal and research guide in education. MMF First Grade College, Chitradurga.
- Research scholar, Department of post Graduate studies and research in Education, Shankarghatta, Kuvempu University.

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ENHANCEMENT OF ACADEMIC ACHIEVEMENT IN SCIENCE THROUGH LIFE SKILLS IN SECONDARY SCHOOLS

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Education is the process of all round development of an individual. Education thus enables an individual to live his life efficiently and successfully. Every individual has certain goals in life. He tries to achieve those goals. In this endeavour he/she has to acquire certain skills to lead a happy life in the present democratic society that encounters a number of challenges in economic, social, political and technological fields.

Education is a never-ending process of inner growth and development and its period stretches from cradle to grave. It is the process of humanizing humanity, making life progressive, cultured and civilized. It is a dynamic and continuous process, by which human beings develop thinking, reasoning, problem solving, creativity, intelligence, coping with emotions, stress, positive sentiments and attitudes.

ACADEMIC ACHIEVEMENT

Academic achievement is defined as "The degree of level success attained by the students in some specified area or in general.

In the word of English and English, "Academic achievement is the success of bringing efforts to the desired end."

LIFE SKILLS

Life skills are defined as those abilities, attitudes, knowledge and behaviours that must be learned for success in society. Life skills from a psychological standpoint are those mental and emotional skills which enable us to better cope with and succeed in our lives.

The World Health Organization has defined life skills as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. UNICEF defines life skills as "a behaviour change or behaviour development approach designed to address a balance of three area knowledge, attitude and skills." The UNICEF definition is based on research evidence that suggests that shifts in risk behaviour are unlikely if knowledge, attitudinal and skill based competency are not addressed.

Being responsible helps the students to achieve their ambitions. It also helps in maintaining social codes as

well as personal targets. In the study "Academic success among students at risk for school failure" (Finn, Jeremy D.; Rock, Donald A., 1997), it was seen that students own responsibility.

NEED OF THE STUDY

Attainment or achievement in Science is based on mastery of skills. The student achievement in Science is low compared to other subjects. It indicates the conventional method may not help the students to achieve more in Science. Students do not have positive attitude towards Science learning. Science teaching has become a challenge in modern days. Innovative teaching has brought lots of changes in teaching learning process of doing the tasks is an important component of achievement.

OBJECTIVES OF THE STUDY

- To find out the relative effectiveness of LSE and Conventional instruction in terms of academic achievement of 9th standard.
- To compare the relative effectiveness of LSE and Conventional instruction in terms of academic achievement among girls and boys of 9th standard.

SAMPLE

The sample for the present study consists 60 students of KLE High School of Gadag City Karnataka.

TOOLS

The following tools were used by the investigator.

- a. Achievement tests (Pre test and post test)
- b. LS Modules prepared by the investigator on the four topic of science of IX std statistical treatment.

Mean and standard deviation were used for the analysis and interpretation.

PROCEDURE

In this study the investigator has adapted experimental research. Here two equivalent group were selected randomly from IX std one group was taken as controlled group and the other as experimental group. Both groups were conducted the pre-test and post-test were only the experimental group was given the treatment with the Life Skills modules (LS modules) in science.

ANALYSIS

Table 1 represents the Mean and Standard Deviation of pre and post-test of achievement test scores of IX std students in science. The total Mean of pre test score was 59.3233 ± 8.7873 and post test achievement test score was 70.2067 ± 6.8800 . In post test Mean achievement score was higher. In the post test, the achievement test is higher than pre test. Mean achievement score of students in science. The Mean achievement score of IX std students is also presented in figure 1.

Table 2 represents the Mean and S.D. of pre and post test achievement scores in Science of girls and boys of IX std students. The total Mean pre test achievement score of boys was 59.3467 ± 8.8378 and post test achievement score of boys 70.3400 ± 5.8971 . In pre test the boys belonging to control group have high / low achievement scores in science (64.7400 ± 6.4391) as compared to the experiment group (56.6500 ± 8.660). But in the post test boys who belongs to experimental group have high achievement scores in science (73.0000 ± 3.7227) as compared to the control group (65.0200 ± 5.8676).

However, the total Mean of pre test achievement score of girls was 59.3000 ± 8.7660 and post test achievement score of girls was 70.0733 ± 7.7573 . In the pre test girls belonging to the control group have high achievements in science (62.2400 ± 8.0040) as compared to the experimental group (57.8300 ± 8.7974).

But in the post test, girls belonging to the experimental group have high achievement scores in science (73.8500 ± 3.9399) as compared to the controlled group (62.5200 ± 8.0154).

CONCLUSION

The results of this study showed the positive outcomes on IX std students achievements in science. Therefore it can be concluded that life skills could be integrated into science education system.

Table -1 : Mean and SD of pre and post test of achievement scores of IX std students in science in both controlled and experimental group.

Test	Summary	Control Group	Experiment Group	Total
Pre test	Means	63.4900	57.2400	59.3233
	Standard Deviation	7.3354	8.7272	8.7873
Post test	Means	63.7700	73.4250	70.2067
	Standard Deviation	7.1022	3.8469	6.8800

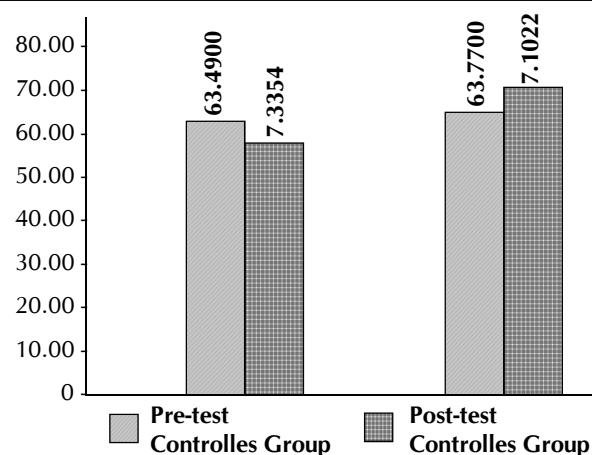


Figure-1: Comparison of Pre and Post test Achievement Scores in Science of Girls and Boys of IX Std Students in Science in Control and Experimental Group.

Table 2: Mean and SD of pre and post test achievement scores in science of boys and girls of IX std students.

Gender	Test	Summary	Control Group	Experimental Group	Total
Boys	Pre test	Mean	64.7400	56.6500	56.3467
		SD	6.4391	8.6601	8.8378
	Post test	Mean	65.0200	73.0000	70.3400
		SD	5.8676	3.7227	5.8971
Girls	Pre test	Mean	62.2400	57.8300	59.3000
		SD	8.0040	8.7974	8.7660
	Post test	Mean	62.5200	73.8500	70.0733
		SD	8.0184	3.9399	7.7573

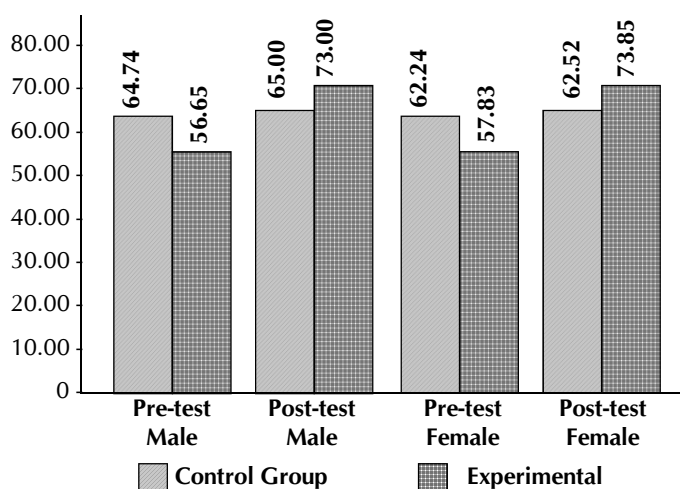


Figure-2: Comparison of Pre and Post test Achievement Scores in Science of Girls and Boys of IX Std Students in Science in Control and Experimental Group.

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A STUDY OF ANXIETY IN LEARNING ENGLISH OF SECONDARY SCHOOL STUDENTS OF DAKSHINA KANNADA DISTRICT

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In the English language has assumed an important place. It is the language of international importance English has an international language gives belongingness among the countries of World. According to its experts like, C.S Bhandari, V.A Hinley and S.K Ram, "language is system, and system is a complex whole It is a set of connected parts or components, Language is a Complex whole like the human body. The system of the functions through different organs such as the heart, lungs, brain, ears and eyes".

Similarly the system of language functions through sound, words and structures. These are integrated with one another constitute the complex organic whole which is language.

We are having in the "age of anxiety". Anxiety is a general feeling that all is not well. Thin state of helpless apprehension may be rested to a limited number of environmental settings or it may be generalized to all in a form that has trafrdnated as "free floating anxiety". In the modern society, it is not possible to prevent the development of certain minimum level of anxiety.

Almost every student fell nervous when he learns a new language. Particularly, our students are more anxious while learning English language learning, Anxiety is the most critical facts which affect the learning English language learning. The principle concern in the child concern in child guidance is not the abolition of all anxiety producing circumstance, but the elimination of needless anxieties wherever necessary.

A School going child faces many problems in learning particularly, in learning a second language. English being a foreign language and introduced as a second language and introduced in India, poses many problems to learners in process of learning it. As it is a new and peculiar language in learning pronunciation, sentence, structure, grammar, vocabulary and other aspects of language. Regional tongue interference is the main problem for the children. It becomes very difficult for than to acquire the four skills of language i.e., listening, speaking, reading and writing. The students where medium of instruction are the regional language. Will be more anxious than the others in learning English language. In present study an attempt has been made to identify the extent of language Anxiety among the student of secondary school in learning English as second Language.

OBJECTIVES OF THE STUDY

The following objectives were framed for the present study.

1. To know the extent of language anxiety among secondary school students.
2. To compare the difference between Government and private secondary school students anxiety in learning English as second language.
3. To compare the difference between rural and urban secondary school students anxiety towards learning English.
4. To compare the difference between boys and girls in respect of their anxiety in learning English language.

HYPOTHESIS OF THE STUDY

To realize the above stated objectives, the following null hypothesis were formulated and tested.

1. There is no significant difference between boys and girls students with respect to their anxiety score in learning English.
2. There is no significant difference between boys and girls students with respect to their academic achievement scores.
3. There is no significant difference between Government and private secondary school students with respect to their anxiety score in learning English.
4. There is no significant difference between Government and private secondary school students with respect to their academic achievement scores.
5. There is no significant difference between rural and urban secondary school students with respect to their anxiety score in learning English.
6. There is no significant difference between rural and urban secondary school students with respect to their academic achievement scores.
7. There is no significant difference between VIII, IX and X class's students' secondary schools with respect to their anxiety score in learning English.
8. There is no significant difference between VIII, IX and X class's students' secondary schools with respect to their academic achievement scores.

9. There is no significant anxiety scores in learning English and academic achievement of the total students of secondary schools.
10. There is no significant anxiety scores in learning English and academic achievement's of boy's students of secondary schools.

METHOD USED

Normative method is a scientific method of describing and analyzing the present condition. Generally with a view to establish norms j.w. Bert says that the normative survey method is concerned with the conditions or relationship that exists, practices that prevail, views or attitudes that are held, procedures that are going on effects that are being felt or trends that are developing.

SAMPLE

For present study a total number of 250 secondary school students out of which 105 boys and 145 girls were selected by using random sampling technique.

TOOLS USED

For present study Questionnaire was the tool, which developed by researcher.

STATISTICAL TECHNIQUES USED

For the testing hypothesis set up in the present study the data were subjected to a parametric statistical treatment i.e. 't' test.

TOOLS DEVELOPED FOR THE STUDY

Tools are most appropriate piece of equipments of the collection of certain type of evidence or information, in this study the researcher adopted the questionnaire.

PROCEDURE USED FOR THE CONSTRUCTION OF THE TOOLS

The steps followed for developing the questionnaire were described below.

1. The researcher studied the descriptive literature on the English language.
2. Researcher taken experience as English teacher in secondary school and higher secondary school.
3. The researcher reviewed the various research studies on anxiety in learning language at various stages.
4. The researcher held informal discussion with students, teachers and some subject experts.
5. The researcher has visited secondary schools in rural as well as urban area.
6. The tools were finalized, multiple .scopies were prepared for administration and data was collected from the students.

SCOPE OF THE STUDY

1. The study was limited to secondary school students.

2. The study was restricted to 250 secondary school students.
3. The study was limited to secondary school students.
4. The study was limited to Government and private schools.
5. The study was limited to know English language anxiety among secondary school students.
6. The study was restricted to 't' test method.
7. The study was limited to Dakshina kannada district only.
8. The study was confined to students anxiety in respect of language skill like Listening, Speaking, Reading and Writing.

MAJOR FINDINGS

1. Boys and Girls students of secondary school have different anxiety scores in learning English.
2. Boys and Girls students of secondary school have similar academic achievement scores.
3. Government and private secondary school students have different anxiety scores in learning English. In other words, the students belongs to Government schools have higher anxiety in learning English when compared to private School Students.
4. Government and private secondary schools have similar academic achievement scores.
5. Rural and Urban secondary school students have different anxiety scores in learning English. In other words students belongs to rural school have higher anxiety scores in learning English when compared to urban secondary school students.
6. Rural and Urban secondary school students have different academic achievement scores in the other words, the students belonging rural secondary schools have similar academic achievement when compared to urban secondary school students.
7. VIII, IX and Xth class students secondary schools have similar anxiety learning English.
8. VIII, IX and Xth class students secondary schools have similar academic achievement
9. The anxiety scores in learning English increase with decrease in academic achievement of the total students.
10. The anxiety scores in learning English increase with decrease in academic achievement of the boys students.
11. The anxiety scores in learning English increase with decrease in academic achievement of the girls students.
12. The anxiety scores in learning English increase with decrease in academic achievement of Government secondary school students.

13. The anxiety scores in learning English increase with decrease in academic achievement of private secondary school students.
14. The anxiety scores in learning English increase with decrease in academic achievement of rural secondary school students.
15. The anxiety scores in learning English increase with decrease in academic achievement of urban secondary school students.
16. The anxiety scores in learning English increase with decrease in academic achievement of VIII th standard students of secondary schools.
17. The anxiety scores in learning English increase with decrease in academic achievement of IX th standard students of secondary schools.
18. The anxiety scores in learning English increase with decrease in academic achievement of X th standard students of secondary schools.

SUGGESTION FOR FURTHER RESEARCH

The following are the suggestions for further research,

1. The same study may be conducted using using large sample of + 2 stage.
2. A study like may be under station at State level.
3. The same study may be conducted for the students in Residential schools.
4. A study maybe conducted at primary level.
5. A study like this may be conducted by using higher order statistical techniques.
6. This study does not cover interview technique, further study may be undertaken by using interview method.
7. A comparative study of anxiety of students studying in secondary and colleges may be undertaken.
8. A study may be connected for better communication purpose in all stages of the school level.
9. Studies can be done to find the relative different method of teaching learning English Language.
10. The researcher study the varies aspect of English language.

EDUCATIONAL IMPLICATION

There are serious misconceptions among students towards learning English language. The students generally feel nervous while learning it is a foreign language. Our educational system, the teachers, parents and methodology we follow in our English classroom are collectively responsible for this. Something should be done to make the teaching learning process of English without any anxiety. Many researcher and teachers have already found out the solution to the current problem in the field of English language education. This particular strategy of reducing

anxiety in a new Endeavour the process of learning English. The study has implications for the teachers to change the class room atmosphere from the traditional note taking and mugging up activity to a lively, anxiety free and activity-oriented atmosphere. It implies cutting the monotony of the English language classroom. The study gives indication to employ variety of techniques like language games, group work, discussion, self activities cooperative learning ...etc. which gives ample scope for learning without any anxiety. These activities are not new; also they do not give any assurance of complete and sudden improvement in the process of learning English. But somewhere someone who is really interested in students welfare should take up this kind of research in English language classroom to bring some changes in our teaching learning process. This kind of quantitative studies may be also helps to improve the quality of research in field of education. But the question remains how well these measures will be implemented in all our English language class room to reduce students language anxiety.

DISCUSSION AND CONCLUSION

Now a days English language plays most important role in world. English is used as scientific language, language of research, invention, language of world trade and commerce and language sports. So English Language teacher should careful while teaching English subject. He or She should not use traditional methods. He must involve students in teaching learning process. Students must active in classroom. Teacher must create positive towards English language by his own teaching style and proper motivation.

As per Jawarlal Nehru English is the window of the world. Really English plays most important role to adjust in life as well as in the world. So teacher must give justice to the students by removing anxiety in learning English by his style of teaching.

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ATTITUDE TOWARDS PROGRAMMED INSTRUCTION, ACHIEVEMENT MOTIVATION SCORES WITH ACADEMIC ACHIEVEMENT IN PHYSICAL SCIENCE OF SECONDARY SCHOOL BOYS AND GIRLS IN CONVENTIONAL GROUP.

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ABSTRACT

The present study was attempted to find out the relationship between Attitude towards programmed instruction, Achievement motivation scores with academic achievement in physical science of secondary school Boys and Girls in conventional group. The present study is an experimental design involving control and experimental groups. Effects on different treatments determined by pre and post test. Total 200 Secondary School Students Selected for the Study. On the basis of the results obtained in the study the following conclusions were drawn, Attitude towards physical science scores are increases or decreases with increase or decrease in their academic achievement in physical science of boys and girls students in conventional group. Attitude towards programmed instruction scores are increases or decreases with increase or decrease in their academic achievement in physical science of boys and girls in conventional group. Achievement motivation scores are increases or decreases with increase or decrease in their academic achievement in physical science of boys and girls students in conventional group.

INTRODUCTION

Today we are living in the age of science and technology, computer age, age of information, atomic age etc. 1. What is age of scientific living? 2. What is the age of science and technology? What is that atomic age? What is the age of information science and technology ? The answer is that these are all the fruits of progress in science. As we are the students of science we are much interested to understand what science is ? How does it grow? What are the benefits we have by studying science? To have answer for all these questions primarily our duty is to understand the nature and scope of science. The embryo of civilization begun with the curiosity of man to know about the things around him. This curiosity led him to know about nature and unveil its mysteries. Unveiling of mysteries led to the establishment of certain knowledge which is based upon facts. These facts are used by him for his daily life. So science is considered as one of those human activities that man has created to satisfy his needs and desires. Before we go deep into the nature of science let us discuss about the definitions of science and its origin.

DEFINITIONS OF SCIENCE

The term 'Science' originated from the latin word 'Scientia', it means 'Knowledge', all that, there is that, anybody can know. (C.W. Owen).

There is no single definition which is universally accepted. We have many definitions of science as many as we have scientists. To clear ourselves with the nature of science let us discuss some of the definitions quoted by our scientists.

"Science is the attempt to make the chaotic discovery of our sense experience correspond to a logically uniform system of thought."

According to scientist, science is a sincere attempt of an individual to discover the miracle of nature which is experienced by his sensory organs but it should be corresponded with uniformity of thoughts based on logic

"Science is not just collection of law a catalogue of facts. It is a creation of human mind with its freely invented ideas and concepts". (Albert Einstein & L. Infild)

Science is not just mere collection of facts and laws. These facts and laws are based on the free intervention or interactions of an individual with the nature. So science is the interpretation of nature and man is the interpreter.

PROGRAMMED INSTRUCTION DEFINITION

1. Smith and Moore : "Programmed Instruction is the process of arranging the material to be learned into a series of sequential steps, usually it moves the students from a familiar background into a complex and new set of concept, principles and understanding."

To include on the basis of the above definitions, programmed learning is a method of individualized instructions in which the educand receives information relating to his own needs in progressive sequences but in small units. The educand remains active and proceeds at his own rate. He knows immediately, whether he is right or wrong. Thus, programmed learning is a method which makes effective use of programmed books, language,

laboratory teaching machines, films, radios, televisions, tape-recorders and the teachers.

PROGRAMMED LEARNING

A variety of personalized instructional techniques and technologies were developed in the 1950's viz., programmed learning, teaching machines, cybernetics, personalized an effective strategy in the teaching learning process. It is a highly individualized strategy which has been found to be quite useful for classroom institution as well as self-learning or auto-instruction. Programmed Learning Instruction emerged out of experimental research on operant conditioning which was formulated by B.F. Skinner and law of effect which was proposed by E.L. Thorndike

OBJECTIVES OF THE STUDY

1. To study the significant relationship between attitude towards programmed instruction, achievement motivation scores and achievement in physical science of secondary school boys in conventional group.
2. To study the significant relationship between attitude towards programmed instruction, achievement motivation scores and achievement in physical science of secondary school girls students in conventional group.

HYPOTHESES OF THE STUDY

1. There is no significant relationship between attitude towards programmed instruction, achievement motivation scores and achievement in physical science of secondary school boys in conventional group.
2. There is no significant relationship between attitude towards programmed instruction, achievement motivation scores and achievement in physical science of secondary school girls students in conventional group.

DESIGN OF THE STUDY

Method

The present study is an experimental design involving control and experimental groups. Effects on different treatments determined by pre and post test.

Sample

Total 200 Secondary School Students Selected for the Study

Tools used

1. Construction of Achievement Test in Physical Science for IX Standard Students
2. Achievement Motivation Test (ACMT)

3. Preparation of Lesson Plans for Conventional Instructions
4. Development of the Programme Instruction Package (PI).
5. Programmed Instruction Attitude Scale (PIAS):
6. Attitude Scale to Measure Attitude towards Physical Science

COLLECTION OF DATA

The researcher collected the data with the help of pre-test and post-test

ANALYSIS OF DATA

Hypothesis : There is no significant relationship between attitude towards programmed instruction, achievement motivation scores and achievement in physical science of secondary school boys in conventional group.

To test this hypothesis, the Karl Pearson's product moment correlation coefficient test was applied and results are presented in the following table.

Table-1 : Correlation coefficient between Attitude towards programmed instruction, Achievement motivation scores with academic achievement in physical science of secondary school boys in conventional group.

Variables	Academic achievement in physical science of boys with				
	r-value	r ²	t-value	p-value	Signi.
Attitude towards physical science	0.0180	0.0003	0.1245	> 0.05	NS
Attitude towards programmed instruction	0.1115	0.0124	0.7775	> 0.05	NS
Achievement motivation	0.3019	0.0912	2.1943	< 0.05	S

The above table results clearly indicate that;

- A non-significant and positive correlation is observed between attitude towards physical science and academic achievement in physical science of boys students in conventional group ($r = 0.0180$, > 0.05 , NS) at 5% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected. It means that, attitude towards physical science scores are increases or decreases with increase or decrease in their academic achievement in physical science of boys students in conventional group.

- A non-significant and positive correlation is observed between attitude towards programmed instruction and academic achievement in physical science of boys in conventional group ($r = 0.1115$, > 0.05 , NS) at 5% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected. It means

that, attitude towards programmed instruction scores are increases or decreases with increase or decrease in their academic achievement in physical science of boys in conventional group.

- A significant and positive correlation is observed between achievement motivation and academic achievement in physical science of boys in conventional group ($r=0.3019$, <0.05 , S) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, achievement motivation scores are increases or decreases with increase or decrease in their academic achievement in physical science of boys students in conventional group.

Hypothesis : There is no significant relationship between attitude towards programmed instruction, achievement motivation scores and achievement in physical science of secondary school girls students in conventional group.

To test this hypothesis, the Karl Pearson's product moment correlation coefficient test was applied and results are presented in the following table.

Table-1 : Correlation coefficient between Attitude towards Attitude towards programmed instruction, Achievement motivation scores with academic achievement in physical science of secondary school girls in conventional group.

Variables	Academic achievement in physical science of girls with				
	r-value	r ²	t-value	p-value	Signi.
Attitude towards physical science	0.8080	0.528	9.5008	> 0.05	S
Attitude towards programmed instruction	0.6256	0.3914	5.5555	> 0.05	S
Achievement motivation	0.6029	0.3635	5.2356	< 0.05	S

The above table results clearly indicate that;

- A significant and positive correlation is observed between attitude towards physical science and academic achievement in physical science of girls students in conventional group ($r=0.8080$, <0.05 , S) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, attitude towards physical science scores are increases or decreases with increase or decrease in their academic achievement in physical science of girls students in conventional group.

- A significant and positive correlation is observed between attitude towards programmed instruction and academic achievement in physical science of girls students in conventional group ($r=0.6256$, <0.05 , S) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, attitude

towards programmed instruction scores are increases or decreases with increase or decrease in their academic achievement in physical science of girls in conventional group.

- A significant and positive correlation is observed between achievement motivation and academic achievement in physical science of girls in conventional group ($r=0.6029$, <0.05 , S) at 5% level of significance. Hence the null hypothesis is rejected and alternative hypothesis is accepted. It means that, achievement motivation scores are increases or decreases with increase or decrease in their academic achievement in physical science of girls in conventional group.

FINDING OF THE STUDY

- Attitude towards physical science scores are increases or decreases with increase or decrease in their academic achievement in physical science of boys students in conventional group.

- Attitude towards programmed instruction scores are increases or decreases with increase or decrease in their academic achievement in physical science of boys in conventional group.

- Achievement motivation scores are increases or decreases with increase or decrease in their academic achievement in physical science of boys students in conventional group.

- Attitude towards physical science scores are increases or decreases with increase or decrease in their academic achievement in physical science of girls students in conventional group.

- Attitude towards programmed instruction scores are increases or decreases with increase or decrease in their academic achievement in physical science of girls in conventional group.

- Achievement motivation scores are increases or decreases with increase or decrease in their academic achievement in physical science of girls in conventional group.

CONCLUSIONS

On the basis of the results obtained in the study the following conclusions were drawn, Attitude towards physical science scores are increases or decreases with increase or decrease in their academic achievement in physical science of boys and girls students in conventional group. Attitude towards programmed instruction scores are increases or decreases with increase or decrease in their academic achievement in physical science of boys and girls in conventional group. Achievement motivation scores are increases or decreases with increase or decrease in their academic achievement in physical science of boys and girls students in conventional group.

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BRUHAT BANGALORE MAHANAGARA PALIKE HIGH SCHOOL STUDENTS : A SOCIOLOGICAL STUDY

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INTRODUCTION

Human life, which is the best creation of god, has got two aspects: The biological and sociological or cultural. While the former is maintained and transmitted by food and reproduction, the latter is preserved and transmitted by education. It is again through education that he promotes his intelligence and add his knowledge with which he can move the world for good and for evil according to his wishes. Education in fact, is one of the major "life processes" of the human beings "just as there are certain indispensable vital processes of life in a biological sense. So education may be considered a vital process in a social sense. Education is indispensable to normal living, without education the individual would be unqualified for group life. Education in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the fullest individual self realization for all people. Education is an instrument for the around development of a nation. This has been acknowledged by the national leaders and educationists since independence. Education is a continuous process from the cradle to the grave that is womb to tomb. There is a saying the family is an elementary school and mother is the first teacher. Socio economic status has an important role in the education of the child. The home is the original social institution from which, all other institutions developed. The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible.

IMPORTANCE OF THE STUDY

Elementary Education provides the platform for Secondary Education. Secondary Education is the connecting link between primary education and higher education. Secondary Education is a crucial point in the lives of individuals. It is at this stage that young people should be able to decide their own future In the light of their own tastes and aptitudes, so that they can acquire

the abilities and skills for a successful adult life. Educationists today have realized the fact that if India has to play an Important role in economic and social growth, then improvements at secondary educational structure are essential in the view of the Kothari Commission, Secondary Education enables the students carry responsibilities of life on their shoulders and can get engaged in useful commercial activities. Secondary education is a gateway to the opportunities and benefits of economic and social development. The global Education For All (EFA) effort provides added momentum for the growth in secondary education. Furthermore, globalization and the increasing demand for a more sophisticated labor force, combined with the growth of knowledge-based economies gives a sense of urgency to the heightened demand for secondary education. In today's world, secondary education has a vital mission - one which combines the policy peculiarities of being at the same time terminal and preparatory, compulsory and post-compulsory, uniform and diverse, general and vocational. Secondary education is now being recognized as the cornerstone of educational systems in the 21st century.

OBJECTIVES OF THE STUDY

- Socio-economic family status for BBMP high school students.
- The Facilities given by the BBMP for high schools.
- Problem faced by the students in BBMP schools.

METHODOLOGY OF THE STUDY

The present study mainly intended to identify the educational constraints at the secondary level in Bangalore. It is conceptually study and primary data is drawn from survey type research, observations, interviews most suitable method for the study.

SAMPLE

The sample for the present study consisted of 200 students from BBMP high schools. The sample was selected using random sampling technique.

DATA COLLECTION

The data was collected from the students of class 8th,9th & 10th from the selected schools belonging to the

10 Schools of South Zone in BBMP. Information was also collected from parents, Direct observation of the school situation was also made by the investigator using an observation and interview schedule.

ANALYSIS AND INTERPRETATION OF THE DATA:

- Socio economic status plays an important role in the life of a person. The status opens the ways for his progress. Intelligence, attitudes, aptitudes and even interests are patterned by socio economic background of the individual. Socio economic status refers to the position that an individual and family occupies with reference to prevailing average standards, cultural possession and participation in group activity of community. The variations in achievement are also due to the differences in socio economic status of the student, differential treatment given by parents, parent's educational level, influence of the surroundings and so on. Individual success and failure can also be judged by facilities and environment provided for his study, environment in the home will definitely have an impact on the school achievement of the student and this intellectual environment in turn is determined by intellectual level of parents, parent's education, occupation, income, size of the family, place of residence are the major factors, which define a condition of social advantage or disadvantage. Parental income and Academic achievement. The income of the family frequently determines the family's social status.

- The purpose of the study was to analyze socio economic family status influence on students behaviour. The independent variables selected for the study were study habits, it has been found that the factors like parent's education, parental occupation, type of family, family size, their impact on the achievement of study for every pupil. Studies dealing with the effect of family environment on student's achievement suggest that several characteristics of family life are relevant. According to level of education of the parents qualification was made a shown below :

Table 1 : Parents Education Status

Education status	Numbers	Percentage
Illiterate	100	50.00
Primary	75	37.50
Secondary	20	10.00
College	05	02.50
Degree	00	00.00
Total	200	100.00

The characteristic of the sample is presented in the Table 1. It is shown that 50.00 percent of parents were illiterate, 37.50 percent of parents had primary school education. About 10.00 per cent parents are educated

high school. More over 02.50 per cent parents had college education.

And zero percent of parents degree education. parental education, significantly related to student academic achievement and parents were not able to spend more time for their children's.

- The size of the family has been found to play an important role in the child's academic performance. According to Types of Family was made a shown below:

Table 2 : Type of Families

Type of Families	Numbers	Percentage
Nuclear Family	150	75.00
Joint Family	50	25.00
Total	200	100.00

It is observed that there were 75.00 per cent of students from nuclear families. Only 25.00 Percent Students from joint families.

- The income of the family frequently determines the family's social status. The children living in poor environment cannot develop their potentials and skills to the maximum extent which do effect negatively on their performance in schools and achievements in social life, children from well to do families show superior cognitive abilities, competence and other similar skills. It was researched that poor children lag behind in all the activities involving cognitive abilities than children from middle and upper section of the society. According to Parents Income and Parents Occupation was made a shown below:

Table 3 : Parents Income

Annual Income	Numbers	Percentage
1,000-5,000	60	30.00
5,001-10,00	80	40.00
10,001 above	60	30.00
Total	200	100.00

It is revealed that 30.00 per cent Parents belong to the low income category. Moreover 40.00 per cent of Parents had medium income , 30.00 per cent of parents above 10.001 income. The income of the family frequently determines the family's social status.

Table 4 : Parents Occupation

Parents Occupation	Numbers	Percentage
Unemployed	50	05.00
Labourer	100	50.00
Caste occupation	28	14.00
Small Business	60	30.00
Govt.Jobs	02	01.00
Total	200	100.00

It is revealed from table that 5.00 percent of Parents were unemployed, 50.00 parents were labourers, 14.00 percent of parents were having caste occupation, 30.00 percent of parents were having small business, 01.00 percent of parents were got a Govt. jobs

● THE FACILITIES OF THE BBMP HIGH SCHOOLS

1. Economic support to Merit students studying in BBMP Schools.
2. Grants to Educational Institutions/Hostels run by SC/St management.
3. Financial supports BBMP to the schools.
4. Educational programmes for school Drop outs.
5. Expenditure for students educational/study tour.
6. Facilities to Children of BBMP Schools- Midday meals & Health Checkup.
7. Facilities to Children of BBMP Schools- Uniform to Nursery, Primary & High School students.
8. Purchase of School Bags to Primary & High Schools /Colleges.
9. Study Tour for BBMP students (7th Std, SSLC & 2nd PUC).
10. To encourage the students studying in BBMP schools a prize money of Rs. 10,000 for the S.S.L.C students and Rs 15,000 for II P.U.C students is being given for those who score above 85%. For students passing in first class also Rs. 750 and Rs. 1000 is given for SSLC and II PUC students respectively.
11. Infrastructural facilities, library facilities. Book facilities, building facilities etc.,

● PROBLEM FACED BY STUDENT

The children living in poor environment cannot develop their potentials and skills to the maximum extent which do effect negatively on their performance in schools and achievements in social life, because student having disturbing factors at home in the form of quarrels between parents and siblings, broken homes, substance abuse in parents and having responsibilities at home, low achievers had the above disturbing factors and adjustment problem with parents friends, siblings and neighbours. Corporation school student most of them time spent on television watching did not affect grades in the present study. children from well to do families show superior cognitive abilities, competence and other similar skills. It was researched that poor children lag behind in all the activities involving cognitive abilities than children from middle and upper section of the society.

PROBLEM FACED BY STUDENT IN BBMP SCHOOL

1. BBMP schools do not have real library facilities, and

Separate reading room were non existent in all the schools selected for the study.

2. The laboratories in the schools lack many of the minimum facilities. A few of the important facilities are totally lacking.
3. Imperfect building conditions in many of the schools. Lack of space and poor maintenance is a common complaint.
4. Financial difficulties especially non receipt of Government grants in line is a major reasons for having poor school building facilities.
5. Teachers, social workers and education experts consider the prevailing administrative system as rigid.
6. Delay occurring in releasing development funds in time creates financial problems.
7. In many cases infrastructural facilities are less than enough.

This Study Three areas: Socio-Economic conditions, facilities, problem faced by the student. The finding have important implications for promoting parental involvement, basic facilities from home, and teaching practices to benefit the student achievement in many cases infrastructural facilities are less than enough. The above said where the problems came to know while conducting the research study based on the genuine information. Through research aspects the detailed problems where known and some recommendations were given they are:

MAJOR RECOMMENDATIONS

1. Agencies like Government Management & BBMP should take initiative for the improvement of the infrastructural facilities of the High schools.
2. The Department of education and BBMP Management of schools should take initiative to perfect the laboratory and library facilities of the schools.
3. Steps are to be taken by every one concerned to provide the schools with educational technology laboratory with modern amenities and facilities.
4. Teachers encouragement should be given to ensure the participation of all students in co-curricular activities.
5. Through multimedia approach and by showing demonstration lessons confidence should be developed in teachers for adopting new instructional strategies.
6. The administrative system at the secondary level should be made more democratic.
7. The prevailing administrative procedures and formalities to be observed in teacher appointment has to be simplified so that substitute appointment

for teachers entering on long leave can be made without delay.

8. Organize inservice programme for educational administrators to familiarise modern educational administrative practices.
9. Funds may be made available for the practice of innovative methods of teaching.
10. Parents should be educated to provide a proper atmosphere in home also, so that student's wishes are taken care in the home.

CONCLUSIONS

Students in schools come from different backgrounds. Quality education focuses on identification of the varieties each individual and nurturing such varieties for holistic development of the individuals. So nurturing each child to optimize his/her potential is an inevitable parameter of school education. Parents should create good home environment for their children. Parents can help and develop the ability for resolving the conflicts in day-to-day life activities of their children. At present parents are failing in their duty in giving proper attention to their children. They must find time to see that their children are brought up in moral surroundings which control the child in the right direction. It trains the mind to identify good from bad and to appreciate and accept what is legally permitted by the society. Where the Parents are the role models for children to imitate them. Therefore parents telling the truth, keeping promises, honesty, courage, perseverance and strong will for right actions. These principles are a part of society's culture and have to be reinforced continuously.

Thus parents along with the schools should work together to support the child's learning, behavior and personality development.

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IMPACT OF EMOTIONAL INTELLIGENCE ON GENDER, MARITAL STATUS AND MEDIUM OF INSTRUCTION AMONG SECONDARY SCHOOL TEACHERS

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The present study aims at finding whether there were significant main effects and interaction effects of gender, marital status and medium of instruction among secondary school teachers. The sample of the study comprises of 582 teachers from 99 high schools of Karnataka state selected on proportionate random sampling technique. The findings of the study revealed that there were no significant main effect and interaction effects of gender, marital status and medium of instruction on emotional Intelligence.

The progress of a nation depends to a great extent on the availability of human resources, its training and proper utilization towards the realization of goals. The teacher's emotions have a huge impact on school life. Positive impact on teachers and pupils in the teaching - learning process. The nature of emotions has an impact on productivity, effectiveness of interpersonal relationships, effectiveness and achievements of a person.

Any job including teaching, which demand interaction with other people or working with informal teams or empathizing with the understanding of others are the ones, which require emotional intelligence. If the person lacks the requisite level of emotional intelligence, he might find it difficult to cope with the job and also the job may be less satisfying. As Goleman (1995) described emotional intelligence as an ability that includes self awareness, impulse control persistence, zeal, self motivation, empathy and social adoptiveness.

It is now recognized that the emotional intelligence plays an important role in many areas of life, including work. Researchers have examined the skills and aptitudes required to succeed in certain jobs. Teaching profession requires emotional competencies such as rapport, harmony and comfort while dealing with the groups. A teacher with high intelligence coefficient (IQ) may not necessarily be high on emotional competencies, but a teacher with high emotional intelligence (EQ) seems to exhibit open and free expression of ideas which lead them to creativity and mutual respect. Peter Salovey and Mayer (1997) defined emotional intelligence as "ability to monitor one's own and other's feelings and emotions to discriminate among them and to use this information to guide ones thinking and actions".

VARIABLES

Emotional intelligence is taken as the dependent

variable and Teacher Related Variables, namely Gender, Marital Status and Medium of Instruction are treated as independent variables.

OBJECTIVES OF THE STUDY

1. To analyze the level of Emotional Intelligence among secondary school teachers
2. To examine to what extent the following factors, namely, Gender, Marital Status and Medium of Instruction will influence Emotional Intelligence.

HYPOTHESES

The following hypotheses were formulated after reviewing the available literature.

1. There are no significant main effects of teacher related variables - gender, marital status and medium of instruction on emotional intelligence (EI) before and after adjusting for the initial difference in general intelligence.
2. There are no significant interaction effects of teacher related variables - Gender, Marital status and medium of instruction on emotional intelligence (EI) before and after adjusting for the initial difference in general intelligence.

METHOD

Descriptive Survey was employed for collecting the required data.

1. Emotional Intelligence Scale : Emotional Intelligence Scale developed by Saavamangala and Lalithamma (2010) Consists of 24 situations based on three dimensions. Namely, Emotional Sensitivity, Emotional Maturity and Emotional Competency. Each of the 24 situations has four alternative responses. Maximum score is 75 and minimum score is 8.

2. General Nonverbal Intelligence Test : General Nonverbal Intelligence Test was developed by Raven

(1956), is a test of a person's capacity at the time of the test to apprehend meaningless figures presented for his observation, see the relations between them, conceive the nature of the figure completing each system of relations between them and by doing so develop a systematic method of reasoning. This scale consists of 5 subsets A, B, C, D and E. Each set consists of 12 problems; all together there are 60 problems. Since the scale is culture fair test, the person's total score provides an index of intellectual capacity irrespective of his nationality or education.

SAMPLE

The sample consists of secondary school teachers, drawn from 99 high schools of Hassan and Mysore districts. Proportionate stratified random sampling procedure was employed.

RESULTS AND DISCUSSIONS

1. Analysis of levels of Emotional Intelligence among Secondary School Teachers.

In order to realize the objective 1 of the study namely, "To analyze the level of emotional intelligence of secondary school teachers". Descriptive analysis was carried out. In order to study the level of emotional intelligence of secondary school teachers, quartile points, namely, Q1, Q2, and Q3 of the distribution on emotional intelligence (EI) scores were calculated.

Table No.1. : Quartiles on Emotional intelligence among Secondary school teachers (N=583)

Quartiles	I	II	III
Quartiles Points	25	50	75
Value of Quartiles Deviation	38.41	46.46	54.52

It is observe for Table 1, that 75% of teachers have scored above the score of Q1: 50% of teachers have scored above the score of Q2 and 25% of teachers have scored above the score of Q3. The score value of Q1, Q2 and Q3 are 38.41, 46.46 and 54.52 respectively. It may be noted that maximum score one can obtain on the scale is 75.

2. Main Effects of Gender, Marital Status and Medium of Instruction on Emotional Intelligence

To examine the effects of Gender, Marital Status and Medium of Instruction Two-way ANOVA was carried out and the results are given in Table 2.

From Table 2, it is revealed that the 'F' value for difference in emotional intelligence between teachers

Table - 2 : Significance of Mean Differences in Emotional Intelligence of teachers classified according to Teacher Related Factors such as Gender, Marital Status and Medium of Instruction - Results of Two -way ANOVA

Source	Type III Sum of Square	Df	Mean Square	F	Signi.
Main Effects :					
Gender	1139.006	1	1139.066	3.578	0.059
Marital Status	4.980	1	4.980	0.016	0.059
Medium - Instruction	95.372	1	95.372	0.300	0.584
Interaction Effects:					
Gender * Marital status	472.122	1	472.122	1.483	0.224
Gender * Medium - Instruction	169,101	1	169.101	0.531	0.466
Marital -status * Medium - Instruction	4.029	1	4.029	0.013	0.910
Gender * Marital-status * Medium Instruction	93.474	1	93.474	0.294	0.588
Error	183037.299	1	318.326		
Total	1718370.000	1			
Corrected Total	185315.427	1			

R Squared = 0.012 (Adjusted R Squared = 0.000)

classified on variables, namely gender, marital status and medium of instruction were 3.578, 0.016 and 0.300 for df (1) before adjusting for the initial difference in general intelligence. This is not significant at 0.05 level. From Table 3, it is revealed that the 'F' value for difference in emotional intelligence between teachers classified on variables, namely, gender, marital status and medium of instruction were 3.679, 0.196 and 0.136 for df (1), which is also not significant at 0.05 level.

Therefore it can be inferred that there is no significant effect of gender, marital status and medium of instruction among secondary school teachers on emotional intelligence both before and after adjusting for the initial differences in general intelligence.

3. Effects of Interaction among Gender, Marital status and Medium of Instruction on Emotional Intelligence.

To examine the interaction effects of the variables, namely, Gender, Marital Status and Medium of Instruction ANCOVA was carried out and the results are given in Table 3.

It can be inferred from Table 3 that, there is no effect of interaction among the three teacher related factors, namely, gender and marital status and medium of instruction, gender and medium of instruction on emotional intelligence. It is also inferred that, there is no effect of interaction among the three teacher related factors, namely, gender, marital status and medium of instruction on emotional intelligence.

EDUCATIONAL IMPLICATIONS OF THE STUDY

It is scientifically proved that the success of

Table - 3 : Results of ANCOVA with respect to Emotional Intelligence (Dependent Variable) and Different Teacher Related Factors such as Gender, Marital Status and Medium of Instruction after adjusting for initial difference in General Intelligence.

Source	Dependent Variable	Type III Sum of Square	Df	Mean Square	F	Signi.
Main Effects :	El	1154.986	1	1154.986	3.679	0.056
Gender	El	61.431	1	61.431	0.196	0.658
Marital Status	El	42.609	1	42..9	0.136	0.713
Medium - Instruction	El	425.331	1	425.331	1.355	0.245
Interaction Effects :	El	134.386	1	134.386	0.428	0.513
Gender * Marital status	El	9.804	1	9.804	0.031	0.860
Gender * Medium - Instruction	El	4.492	1	46.492	0.148	0.700
Marital -status * Medium - Instruction	El	179661.379	572	313.981		
Gender * Marital-status *Medium Instruction	El	1711413.000	581			
Error	El	185098.299	580			
Total El						
Corrected Total	El					

R Squared = 0.012 (Adjusted R Squared = 0.000)

individual's work is 80 percent dependent on emotional intelligence and 20 percent on intelligent quotient.

- Organizational climate of the institution have to be improved to facilitate secondary school teachers to possess necessary potential required for the acquisition of qualities like Emotional Intelligence.
- Enrichment program should be planned out and developed so that secondary school teachers who are low in emotional intelligence can improve their competency and skills in emotional intelligence.

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A STUDY ON HIGHER SECONDARY STUDENTS LEVEL OF CHEMISTRY ACHIEVEMENT IN RELATION TO CERTAIN SELECTED VARIABLES

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ABSTRACT

A poor performer and a poor achiever will contribute less to the society than a good performer. Various factors which influence the achievement through previous researches conducted in India and abroad were identified and more studies were conducted in specific area to get appropriate strategies (Shankar and Thilagavathy 2012). Today chemistry students achievement were not up to the expected level because learning could be affected and influenced by various factors like primary and secondary independent demographic variables. So a study was intended to know about the achievement in chemistry of higher secondary school students in relation to educational aspiration, emotional intelligence, mental health and scientific aptitude. A Normative survey research methodology was adopted to a sample of 800 + 1 chemistry students which constitutes 39.54 (800/2023) percentage of sample from the global population of 40 higher secondary schools selected in Namakkal district based on stratified sampling technique. From the 800 students, 41.62 % (333) were found as low achievers (14.55). 47.51% (380) were average achievers (25.98) and 10.87 % (87) were higher achievers (38.74) in chemistry. The overall chemistry achievement was found to be average achievers. The average achievers of first year higher secondary school students have average educational aspiration, normal emotional intelligence, poor mental health and below average scientific aptitude. There exists positive significant relationship between low achievers, high achievers and total Chemistry Achievement with respect to Educational Aspiration. There exists positive significant relationship between Chemistry Achievement with Educational Aspiration; and no significant relationship between Chemistry Achievement with Emotional Intelligence, Mental Health and Scientific Aptitude of first year higher secondary students. This study shows that there is a need for guidance and counselling among students to excel in their achievement.

INTRODUCTION

One of the serious problems faced by educationists in India is the high percentage of failure in the school and college examinations (Chopra, 1966). Now India is called as young India because it has lots of youth resources (60 %) in which proper utilization of human resources leads to the development of nation. The **Kothari commission (1964-66)** clearly stated about compulsory teaching of chemistry, physics, biology and earth sciences for the promotion of scientific outlook among the students. Chemistry is a branch of science which deals about understanding of the matter which makes up our world. It touches every phase of human activity. The modern world requires reflective thinking and scientific training. Good programs of chemistry education shall aim at imparting a sufficient quantum of scientific knowledge in various fields to all and ultimately develop a scientific outlook in them. Identifying the factors which facilitate high level of academic performance may provide better and more conducive educational environment to the students. This should be done from the school level onwards when they are learning Science. Studying chemistry in first year higher secondary education plays an important role as it is the basis for further study in future.

EMERGENCE OF THE PROBLEM - NEED FOR THE STUDY

1. The incidence of large failures in chemistry in higher secondary school examination and in the chemistry paper of first year engineering graduates at University Examinations is of great concern not only to the parents but also to the educators.
2. The Need of Educational Aspiration for higher secondary students is vital in selecting carrier of correct choice. Students with appropriate educational aspiration alone choose future course of study correctly.
3. The emotional intelligence and emotional skills are important to students achievement, career success, personal well being and leadership in order to improve their achievement and academic success.
4. Chemistry achievement of a child largely depends upon his scientific aptitude. By knowing the scientific aptitude of the child, he can be guided to adopt a profession related to the field of chemistry.
5. The increasing incidence of depression and other mental health issues among youth, adolescents which leads to social deviants and terrorism. The rise in mental health issues in adolescents is a growing concern in the school and for the community counsellors, and educators also.

STATEMENT OF THE PROBLEM.

"A study on Achievement in chemistry of Higher secondary first year students in relation to Educational Aspiration, Emotional Intelligence, Scientific Aptitude and Mental Health".

KEY TERMS

Achievement in chemistry, Educational Aspiration(EA), Emotional Intelligence(EI), Mental Health(MH), Scientific Aptitude(SA), and Higher secondary School students.

VARIABLES

Achievement in chemistry is considered as the main dependent variable. EA, EI, MH and SA are selected as independent variables.

OBJECTIVES OF THE STUDY

1. To find out the low, average & high levels of achievement in chemistry of first year higher secondary students with respect to selected variables.
2. To find out the significant difference in the low, average and high levels of achievement in chemistry of first year higher secondary students with respect to selected sub variables.
3. To find out significant correlation between levels of achievements in chemistry of first year higher secondary students with respect to selected variables.

HYPOTHESES OF THE STUDY

1. There is no significant difference in the low, average and high levels of Achievement in Chemistry of first year higher secondary students with respect to selected variables.
2. There is no significant relationship between levels of achievements in chemistry of first year higher secondary students with respect to selected variables.

METHOD OF THE STUDY

Normative survey research method has been employed.

POPULATION

The global population for the present study is first year higher secondary school students in selected 40 schools in Namakkal District, Tamilnadu, India. The students who are studying chemistry as one of the subject in their higher secondary level constitutes the global population.

SAMPLE AND SAMPLING TECHNIQUE

From the global population, the investigator selected

800 higher secondary students as the sample for the final study. This will constitute 39.54 (800/2023) percentage of sample from the global population. For the present study, the investigator adopted simple random sampling technique from the selection of schools and samples were selected by using stratified random sampling technique.

TOOLS USED FOR THE STUDY

The following tools were employed for the present study. 1. CAQ- Chemistry Achievement Questionnaire (2011) developed and standardized by the investigator; 2. EAS - Educational Aspiration scale constructed and standardized by Dr. S.K. Saxena (1984); 3. EIS-Emotional Intelligence Scale developed by Anukool Hyde and Sanjyot Pethe (2001); 4. MHB- Mental Health Battery was developed and validated by Arun Kumar Singh and Alpna Sen Gupta (1971), and 5. SATB - Scientific aptitude Test Battery was devised by K.K Agarwal (1970).

DESCRIPTION OF THE TOOL- CHEMISTRY ACHIEVEMENT QUESTIONNAIRE (CAQ)

CAQ was developed and standardized by the investigator. It consisted of 50 multiple choice questions each with four options. The reliability of the tool based on test - retest method was found to be 0.85 and face & Content validity was ensured by arriving juries' opinion from the subject experts. The maximum score for the tool is fifty.

STATISTICAL ANALYSIS

Descriptive analysis like percentage, mean, differential analysis like t -Test and Correlation analysis like Co-efficient of Correlation (r) were computed for statistical analysis.

DESCRIPTIVE ANALYSIS

1. Analysis of Low, average and high levels of chemistry achievement of first year higher secondary students with respect to selected variables.

Table - 1 : Shows the Level of Chemistry Achievement mean values with selected variables.

Achivement in Chemistry					EA	EI	MH	SA
Level	N	%	Score Range	Mean				
Low	333	41.62	6-19	14.55	25.70	56.84	48.49	56.36
Average	380	47.51	20-34	25.98	43.37	67.26	64.96	85.56
High	087	10.87	35-48	38.74	59.56	81.59	82.80	122.10
Total	800	100.00	6-48	22.61	37.78	64.48	60.04	77.38

From the above table.1, it is evident that from the 800 students, the overall chemistry achievement of the student is found to be as **average**. The average achievers of chemistry students have average educational aspiration,

normal emotional intelligence, **poor** mental health and **below average** in their scientific aptitude. **41.62 %** (333) of students are found as **low achievers (14.55)** in chemistry. Low achievers are having **average** educational aspiration (25.70), **normal** emotional intelligence (56.84), **poor** mental health (48.49) and **below average** scientific aptitude (56.36). **47.51%** (380) of students are found as average achievers (25.98). Average achievers are having **average** educational aspiration (43.37), **normal** emotional intelligence (67.26), **poor** mental health (**64.96**) and **average** scientific aptitude (85.56). 10.87 % (87) of students are found as higher achievers in chemistry (38.74). High achievers are having **high** educational aspiration (59.56), **normal** emotional intelligence (81.59), **average** scientific aptitude (122.10) and **very poor** mental health (82.80).

DIFFERENTIAL ANALYSIS

2. Analysis of significant difference in the low, average and high levels of first year higher secondary students Chemistry Achievement with respect to selected variables.

Table-2 : Shows the t-values of low, average and high level of First year Chemistry Achievers with respect to selected variables

Variable	Low/Average Achievers	Low/High Achievers	Average/High Achievers
EA	1.59*	1.865*	2.800**
EI	1.15*	1.8*	2.1**
MH	5.3***	6.6***	2.09**
SA	4.1***	6.16***	3.2***

*** Significant at 0.01 level (Table value - 2.58),

** Significant at 0.05 level (Table value - 1.96), and

* Not significant

It is evident from the table.2, that Low achievers and average achievers differ significantly in their mental health; Average achievers and high achievers differ significantly in their educational aspiration, emotional intelligence, mental health, and scientific aptitude; Low achievers and high achievers differ significantly in their mental health and scientific aptitude.

CORRELATIONAL ANALYSIS

3. Analysis of significant relationship between levels of chemistry achievements of first year of higher secondary Chemistry students with respect to selected variables.

From the above table.6, it is evident that there is positive significant relationship between low achievers, high achievers and total Chemistry Achievement with respect to Educational Aspiration.

Table-3 : Shows Correlation Values of First year Chemistry Achievement with respect to selected variables.

Level of Achievement in Chemistry	ES	ES	SA	MH
Low	.152(**)	.019	-.011	-.019
Average	.099	-.039	.055	-.008
High	.446(**)	-.174	-.107	.011
Total	0.287**	0.001	0.042	0.010

Tabulated value 0.062(0.05 level), 0.081(0.01 level), 0.052(0.1level)

RECOMMENDATIONS

Assessment of students' performance through comprehensive continuous evaluation (CCE) should be followed. In this competitive world, Parents kindly accept their wards ability, promote their excellence friendly. Teacher ensures the safe atmosphere to the students. Both Ministry of education and Curriculum designers should make policy level decisions and students' friendly curricula by including students' representatives. Teacher must evaluate the Educational aspiration of the school students' frequently. So, proper career guidance and counselling should be given to the students having low aspiration. The parents must modify their unrealistic educational aspirations among their children, especially those who strive to provide income support for the family. Evaluations in achievement not only carry with cognitive abilities but also with emotional skills and practical skills. School management appoints emotionally matured teachers. Government must give in-service Training to teachers to develop their emotional skills. School must conduct many community programmes for families with young children such as family reading programmes in Literary, health screening clinics, organized recreation and television programmes that teach socio - emotional values. So, Government introduces life skill education at all levels of education. Life skills education is model of health promotion that seeks to teach adolescents to deal effectively with the demands and challenges of everyday life. The school must provide positive psycho - social environment such as friendly, rewarding and supportive atmosphere, supporting cooperation and active learning and forbidding physical punishment and violence. Inclusion of laboratory assessment with theory starting from primary level promotes scientific aptitude among the students. Use of library, organising science club activities, exhibition, science fair, science corner and field work enhances students' scientific aptitude.

CONCLUSION

It was concluded that chemistry students have average

- Continued on Page No.44

AN INTERACTION EFFECT OF FEMALE TEACHERS TEACHING EFFECTIVENESS, STUDENTS PERSONALITY AND ATTITUDE TOWARDS SCIENCE ON THEIR ACADEMIC ACHIEVEMENT

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ABSTRACT

The purpose of the study was to analyse Independent and Dependent Variables viz., Female Teacher Teaching Effectiveness, Students Personality and Attitude towards Science on Academic Achievement in Science.

The sample of the present study are 60 schools (30 Urban and 30 Rural). 240 female teachers and 1200 students studying in IX standard taught by the respective selected teachers who are involved in the present study. Thus stratified random sampling technique was used to select the teachers and random sampling technique was used to select the students from Dharwad and Gadag District. The study revealed that, i) The favourable attitude towards the science and female teachers effective teaching will influence more on academic achievement of students in science than favourable attitude towards the science and female teachers teaching ineffective teaching; ii) the favourable attitude towards the science and female teachers effective teaching will influence more on academic achievement of students in science than unfavourable attitude towards the science and female teachers effective teaching; iii) the favourable attitude towards the science and female teachers effective teaching will not influence more on academic achievement of students in science than unfavourable attitude towards the science and female teachers ineffective teaching.

INTRODUCTION

The purpose of the present study was made an attempt to know the Female Teachers Teaching Effectiveness of Secondary School Students Personality and Attitude towards Science on their Academic Achievement. The Dictionary of Education (Good and Markel, 1959) defines teacher efficiency as "the degree of success of a teacher in promoting instructional and other duties specified in his contract and demand by the nature of his position." The effective teacher is only an abstraction. Effectiveness stems from reasoned or value judgement. Teacher effectiveness is judged on the basis of goals of education. The term "teacher-effectiveness" will be used to refer to the results a teacher gets or to the amount of progress the pupils make towards some specified goals of education. Effective teachers are those who contribute to the growth of pupils. Another type of definition says that "personality is more than the sum of its parts and that more than is its pattern or organization". Some people define personality as "an individual's characteristic pattern of adjustment". According to Cattell (1950), "Personality is that which permits a prediction of what person will do in a given situation". Analysis of educational achievement in terms of its predictors has been increasing as a focal point of research activity. Some attempts have been successful in establishing a direct relationship between certain variables and academic performance. During the past two decades there have been fervent researches to probe into variables other than intelligence which might determine achievement. These variables may be grouped as under:

i) Environmental variables such as social status (Crouch, 1962; Curry, 1962; Dockerell, 1959; Lindgren and Guedes, 1963; McDonal, 1964 and Venables, 1963). Physical conditions and effects of schooling (Colquhoun and Corcoran, 1964).

ii) Personality variables including all its factors, types, traits, attitudes and interests (Child, 1964; Corties, 1963; Demos and Spolyer, 1961; Elliott, 1972; Eysenck, 1957; Lynn and Gordon, 1961; Mohan, 1972 and Savage, 1961). Quite a few investigations have reported certain definite trends, facilitating or interfering, between some personality traits and academic achievement. The results indicate trends but fail to be conclusive and non-controversial. A general tendency is to relate a major type of personality to academic achievement rather than to discover a relationship between a number of personality traits and academic attainment.

REVIEW OF RELATED LITERATURE

Yadav and Ghamandi Lal (1992) studied the impact of teacher training on certain personality characteristics of trainees and found that (i) All the dimensions of self-concept increased through teacher training except the feeling of inadequacy, which decreased through this programme; ii) Social maturity of the teacher-trainees increased in all the dimensions except for self-direction, personal adequacy and enlightened trust; **Beckman (1993)** studied the personality characteristics of effective teachers and found that, the Gregore Mind Style Delineator ordering variable of randomness significantly impacted effective teaching;

Singh Mahendra and Pooniya A.S. (2002) studied a comparative study of community attitude towards government and private primary schools' and found that (i) Parents were impressed with the attractive primary school building but 56 percent parents were not satisfied with buildings. In their view, there was no correlation between school building and quality education; (ii) Most of the parents appreciated the ability and capability of private schools; **Crulckshank(2000)** concluded that good teaching have included ideal, analytic, effective, dutiful, competent, expert, reflective, satisfying, diversity-responsive and respect. If good teaching could be observed and measured, the results would not indicate a one-size-fits-all model, but rather demonstrate that good teaching is linked to multiple, desirable outcomes; **Raj and Sreethi (2000)** studied academic achievement is related to procrastination behaviour and study habits. Sample consisted of 166 male and 134 female government and private higher secondary school students in Tamil Nadu. The inventory developed by Sananada Raj was used to measure procrastination and study habits. Results revealed that procrastination behaviour lead to improper study habits which further lead to lower academic achievement. Differences in procrastination behaviour, study habits and in turn academic achievement were observed among students of government schools and private schools.

OBJECTIVES

For the present study the following objectives were framed

1. To study the effect of female teachers' teaching effectiveness on achievement of students in science.
2. To study the interaction effect of students' personality and attitude towards science on the achievement in science.
3. To study the interaction effect of students' personality and female teachers' teaching effectiveness on achievement in Science.
4. To study the interaction effect of students' attitude towards science and female teachers' teaching effectiveness on achievement in Science.
5. To study the interaction effect of students' personality, attitude towards science and female teacher teaching effectiveness on achievement of students in science.

HYPOTHESES

1. There is no significant difference between the main effects of Students Introversion and low Neuroticism and Extroversion and high Neuroticism personality in terms of their influence on academic achievement in science when the female teachers are concerned.

2. There is no significant difference between the main effects of favourable and unfavourable attitude towards science in terms of their influence on academic achievement in science when the female teachers are concerned.
3. There is no significant difference between the main effects of female Teachers effective and ineffective teaching in terms of their influence on academic achievement in science .
4. There is no significant difference between the interaction effects of students' personality factors and attitude towards science in terms of their influence on academic achievement in science when the female teachers are concerned.
5. There is no significant difference between the interaction effects of students' personality factors and female teachers teaching effectiveness in terms of their influence on academic achievement in science.
6. There is no significant difference between the interaction effects of students' attitude towards science and female teachers teaching effectiveness in terms of their influence on academic achievement in science.
7. There is no significant difference between the Interaction effects of students personality factors, attitude towards science and female teachers teaching effectiveness in terms of their influence on academic achievement in science.

To achieve these hypotheses, the ANOVA with 3-way interaction effect model was applied to analyze the data with regard to female teachers. The F-ratios thus calculated are presented in the following table.

METHODOLOGY

RESEARCH DESIGN

Ex Post Facto research design was used for the present study (Kerlinger, 1964, [374). Ex Post Facto research is a systematic empirical inquiry in which the investigator does not have direct control of independent variable because their manifestations have already occurred because they are inherently not to manipulate. Inferences about relation among variables are made, without direct Inversion from concomitant variation of independent and dependent variables.

SAMPLE

The sample of the present study there are 60 secondary schools (30 Urban and 30 Rural). 240 female teachers and 1200 students studying in IX standard taught by the respective selected teachers who are involved in the present study. Thus stratified random sampling technique was used to select the teachers and random

sampling technique was used to select the students from Dharwad and Gadag District.

TOOLS

The following tools were used for the collection of required data;

- Junior Personality Inventory (JPI) Kanada version. Constructed and standardized by Eysenck (1956).
- Achievement Test in Science. The investigator planned to construct and standardize an achievement test in Science.
- Student Rating of Teaching Effectiveness Scale (SROTES), developed by Shashikala Deshpande (2001).
- High School Students' Attitude towards Science Scale developed by Freeman (1965).

RESULTS

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

STATISTICAL ANALYSIS

In order to study the scores of female teacher with their teaching effectiveness secondary school students personality and attitude towards science on their academic achievement the differential analysis were computed and tested for significance as show in the following table-1.

Table - 1 : Table of ANOVA with 3-way interaction effects with respect to female sample.

SV	DF	SS	MSS	F-value	p-value	Signi.
Main Effects						
Personality	1	320.56	320.56	5.8191	< 0.05	S
Attitude	1	233.68	233.68	4.2419	< 0.05	S
Teaching effectiveness	1	306.21	306.21	5.5586	< 0.05	S
2-way Interactions						
Personality x Attitude	1	30.21	30.21	0.5483	> 0.05	NS
Personality x Teaching effectiveness	1	42.35	42.35	0.7687	> 0.05	NS
Attitude x Teaching effectiveness	1	310.22	310.22	5.6314	< 0.05	S
3-way Interactions						
Personality x Attitude x Teaching effectiveness	1	252.34	252.34	4.5806	< 0.05	S
Error	65	3580.73	55.09			
Total	72	5076.29	1550.65			

From the above table, we can see clearly .

- A significant difference was observed between students Introversin and low Neuroticism and Extroversion high Neuroticism personality with respect to academic achievement in science since, the obtained F-ratio (5.8191) is greater than the tabled F-ratio (3.9200) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted when the female teachers are concerned.
- A significant difference was observed between favourable and unfavourable attitude of students towards the science with respect to academic achievement in science, since; the obtained F-ratio (4.2419) is greater than the tabled F-ratio (3.9200) at 0.05% level of significance. Hence, the null

hypothesis is rejected and alternative hypothesis is accepted when the female teachers are concerned.

- A significant difference was observed between female teachers effective and ineffective teaching of teachers with respect to academic achievement in science, since; the obtained F-ratio (5.5586) is greater than the tabled F-ratio (3.9200) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted.
- The interaction effect of factors personality and attitude towards science on academic achievement in science is found to be not significant, since; the obtained F-ratio (0.5483) is smaller than the tabled F-ratio (3.9200) at 0.05% level of significance. Hence, the null hypothesis is accepted and

alternative hypothesis is rejected when the female teachers are concerned.

- The interaction effect of factors personality and female teachers teaching effectiveness on academic achievement in science is found to be not significant, since; the obtained F-ratio (0.7687) is smaller than the tabled F-ratio (3.9200) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected.
- The interaction effect of factors attitude towards science and female teachers teaching effectiveness on academic achievement in science is found to be significant, since; the obtained F-ratio (5.6314) is greater than the tabled F-ratio (3.9200) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted.
- The interaction effect of factors personality, attitude towards science and female's teachers teaching effectiveness on academic achievement in science is found to be significant, since; the obtained F-ratio (4.5806) is greater than the tabled F-ratio (3.9200) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted.

If F is significant, to know the pair wise interaction between personality & Attitude, attitude & female teachers teaching effectiveness and Personality x Attitude x Teaching effectiveness on academic achievement in science, the Scheffes multiple comparison tests is applied and the results are presented in the following table.

Table - 1 : Table of ANOVA with 3-way interaction effects with respect to female sample.

No.	Comparison of treatment groups	Corresponding means	p-value	Signi.
1.	b1c1 & b1c2	71.9955, 62.9427	< 0.05	S
2.	b1c1 & b2c1	71.9955, 63.5132	< 0.05	S
3.	b1c1 & b2c2	71.9955, 63.5426	< 0.05	S
4.	a1b1c1 & a1b1c2	70.9271, 63.7011	< 0.05	S
5.	a1b1c1 & a1b2c2	70.9271, 65.2944	< 0.05	S
6.	a1b1c2 & a2b1c1	63.7011, 73.0640	< 0.05	S
7.	a1b2c1 & a2b1c1	65.2944, 73.0640	< 0.05	S
8.	a1b2c2 & a2b1c1	61.6853, 73.0640	< 0.05	S
9.	a2b1c1 & a2b1c2	73.0640, 62.1844	< 0.05	S
10.	a2b1c1 & a2b2c1	73.0640, 61.7320	< 0.05	S
11.	a2b1c1 & a2b2c2	73.0640, 65.4000	< 0.05	S

Note :

- Comparison of other groups of entire sample were found to be not significant
- Higher the mean scores indicates higher influence of predictor variables on criterion variable

THE ABOVE TABLE RESULT REVEALS THE FOLLOWING:

- The means of the treatment groups' b1c1 (71.9955) & b1c2 (62.9427) differ significantly in respect of their influence on academic achievement of students in science at 0.05% level of significance. It means that, mean of the treatment group b1c1 is greater than the mean of the treatment group b1c2. This further implies that the favourable attitude towards the science and female teachers effective teaching will influence more on academic achievement of students in science than favourable attitude towards the science and female teachers teaching ineffective teaching.
- The means of the treatment groups' b1c1 (71.9955) & b2c1 (63.5132) differ significantly in respect of their influence on academic achievement of students in science at 0.05% level of significance. It means that, mean of the treatment group b1c1 is greater than the mean of the treatment group b2c1. This further implies that the favourable attitude towards the science and female teachers effective teaching will influence more on academic achievement of students in science than unfavourable attitude towards the science and female teachers effective teaching.
- The means of the treatment groups' b1c1 (71.9955) & b2c2 (63.5426) differ significantly in respect of their influence on academic achievement of students in science at 0.05% level of significance. It means that, the mean of the treatment group b1c1 is greater than the mean of the treatment group b2c2. This further implies that the favourable attitude towards the science and female teachers effective teaching will not influence more on academic achievement of students in science than unfavourable attitude towards the science and female teachers ineffective teaching.
- The means of the treatment groups' a1b1c1 (70.9271) and a1b1c2 (63.7011) differ significantly in respect of their influence on academic achievement of students in science. It means that, the mean of the treatment group a1b1c1 is greater than the treatment group a1b1c2. This further implies that the Introversion and Low Neuroticism personality type,

favourable attitude, and female teachers effective teaching will influence more on academic achievement of students in science than the Extroversion and high Neuroticism personality type, favourable attitude, and female teachers ineffective teaching.

- The means of the treatment groups' a1b1c1 (70.9271) and a1b2c2 (65.2944) differ significantly in respect of their influence on academic achievement of students in science. It means that, the mean of the treatment group a1b1c1 is greater than the treatment group a1b2c2. This further implies that the Introversion and low Neuroticism personality type, favourable attitude, and female teachers effective teaching will influence more on academic achievement of students in science than the Extroversion and high Neuroticism personality type, unfavourable attitude and female teachers ineffective teaching.
- The means of the treatment groups' a1b1c2 (63.7011) and a2b1c1 (73.0640) differ significantly in respect of their influence on academic achievement of students in science. It means that, the mean of the treatment group a1b1c2 is smaller than the treatment group a2b1c1. This further implies that the Introversion and low Neuroticism personality type, favourable attitude, and female teachers ineffective teaching will not influence on academic achievement of students in science than the Extroversion high Neurotic personality type, favourable attitude and female teachers effective teaching.
- The means of the treatment groups' a1b2c1 (65.2944) and a2b1c1 (73.0640) differ significantly in respect of their influence on academic achievement of students in science. It means that, the mean of the treatment group a1b2c1 is smaller than the treatment group a2b1c1. This further implies that the Introversion and low Neuroticism personality type, unfavourable attitude, and female teachers effective teaching will not influence on academic achievement of students in science than the Extroversion high Neurotic personality type, favourable attitude and female teachers effective teaching.
- The means of the treatment groups' a1b2c2 (61.6853) and a2b1c1 (73.0640) differ significantly in respect of their influence on academic achievement of students in science. It means that, the mean of the treatment group a1b2c2 is smaller than the treatment group a2b1c1. This further implies that the Introversion and low Neuroticism

personality type, unfavourable attitude, and female teachers ineffective teaching will not influence on academic achievement of students in science than the Extroversion and high Neurotic personality type, favourable attitude and female teachers effective teaching.

- The means of the treatment groups' a2b1c1 (73.0640) and a2b1c2 (62.1844) differ significantly in respect of their influence on academic achievement of students in science. It means that, the mean of the treatment group a2b1c1 is greater than the treatment group a2b1c2. This further implies that the Extroversion and high Neurotic personality type, favourable attitude, and female teachers effective teaching will influence on academic achievement of students in science than the Extroversion high Neurotic personality type, favourable attitude and female teachers ineffective teaching.
- The means of the treatment groups' a2b1c1 (73.0640) and a2b2c1 (61.7320) differ significantly in respect of their influence on academic achievement of students in science. It means that, the mean of the treatment group a2b1c1 is greater than the treatment group a2b2c1. This further implies that the Extroversion and high Neurotic personality type, favourable attitude, and female teachers effective teaching will influence on academic achievement of students in science than the Extroversion high Neurotic personality type, unfavourable attitude and female teachers effective teaching.
- The means of the treatment groups' a2b1c1 (73.0640) and a2b2c2 (65.4000) differ significantly in respect of their influence on academic achievement of students in science. It means that, the mean of the treatment group a2b1c1 is greater than the treatment group a2b2c1. This further implies that the Extroversion personality type, favourable attitude, and female teachers effective teaching will influence on academic achievement of students in science than the Extroversion and high Neurotic personality type, unfavourable attitude and female teachers ineffective teaching.

DISCUSSION AND CONCLUSION

i. A significant difference was observed between students Introversion and low Neuroticism and Extroversion high Neuroticism personality with respect to academic achievement in science. ii) A significant difference was observed between favourable and unfavourable attitude of students towards the science with respect to academic

achievement in science; iii) A significant difference was observed between female teachers effective and ineffective teaching of teachers with respect to academic achievement in science; iv) The interaction effect of factors personality and attitude towards science on academic achievement in science is found to be not significant; v) The interaction effect of factors personality and female teachers teaching effectiveness on academic achievement in science is found to be not significant; vi) The interaction effect of factors attitude towards science and female teachers teaching effectiveness on academic achievement in science is found to be significant. vii) The interaction effect of factors personality, attitude towards science and female's teachers teaching effectiveness on academic achievement in science is found to be significant.

ii. The favourable attitude towards the science and female teachers effective teaching will influence more on academic achievement of students in science than favourable attitude towards the science and female teachers teaching ineffective teaching; ii) the favourable attitude towards the science and female teachers effective teaching will influence more on academic achievement of students in science than unfavourable attitude towards the science and female teachers effective teaching; iii) the favourable attitude towards the science and female teachers effective teaching will not influence more on academic achievement of students in science than unfavourable attitude towards the science and female teachers ineffective teaching; iv) the Introversion and Low Neuroticism personality type, favourable attitude, and female teachers effective teaching will influence more on academic achievement of students in science than the Extroversion and high Neuroticism personality type, favourable attitude, and female teachers ineffective teaching; v) the Introversion and low Neuroticism personality type, favourable attitude, and female teachers effective teaching will influence more on academic achievement of students in science than the Extroversion and high Neuroticism personality type, unfavourable attitude and female teachers ineffective teaching; vi) the Introversion and low Neuroticism personality type, favourable attitude, and female teachers ineffective teaching will not influence on academic achievement of students in science than the Extroversion high Neuroticism personality type, favourable attitude and female teachers ineffective teaching; vii) the Introversion and low Neuroticism personality type, unfavourable attitude, and female teachers effective teaching will not influence on academic achievement of students in science than the Extroversion high Neuroticism personality type, favourable attitude and female teachers effective teaching; viii) the Introversion and low Neuroticism personality type, unfavourable attitude, and female teachers ineffective teaching will not influence on academic achievement of

students in science than the Extroversion and high Neurotic personality type, favourable attitude and female teachers effective teaching; ix) the Extroversion and high Neurotic personality type, favourable attitude, and female teachers effective teaching will influence on academic achievement of students in science than the Extroversion high Neurotic personality type, favourable attitude and female teachers ineffective teaching; x) the Extroversion and high Neurotic personality type, favourable attitude, and female teachers effective teaching will influence on academic achievement of students in science than the Extroversion high Neurotic personality type, unfavourable attitude and Female teachers effective teaching ;xi) The Extroversion personality type, favourable attitude, and female teachers effective teaching will influence on academic achievement of students in science than the Extroversion and high Neurotic personality type, unfavourable attitude and female teachers ineffective teaching.

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A STUDY OF ADJUSTMENT PROBLEMS OF BOYS STUDENTS STUDYING IN MORARJI DESAI RESIDENTIAL SCHOOLS IN KARNATAKA

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ABSTRACT

The purpose of the study was find-out the Adjustment problems - residence, food, peer-group, curriculum, co-curriculum, classroom teaching and evaluation with their academic achievement in Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement of Girls and Boys Students Studying in Morarji Desai Residential Schools in Karnataka.

Descriptive and predictive researches method is appropriate for the study. The sample of the present study Urban 63, Rural 237 and Boys-190 Students from Murarji Desai Residential Schools in Karnataka State. Thus random sampling technique was used to select the Students. The study revealed that; The 'residence adjustment problems' of boys have significant relationship with Kannada, Hindi, Science, Social Studies and total academic achievement. The 'peer-group adjustment problems' of boys have significant relationship with Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement. The 'curriculum adjustment problems' of boys have significant relationship with Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement. The 'classroom teaching adjustment problems' of boys have significant relationship with Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement. The 'evaluation adjustment problems' of boys have significant relationship with Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement.

INTRODUCTION

MORARJI DESAI RESIDENTIAL SCHOOL (MDRS) SCHEME

It has been truly accepted that children with special talent or aptitude should be provided opportunities to proceed at a faster pace than others. In fact, such children are found in all sections of the society, in all areas including the most backward one. However, so far, education with good quality has been available only to well-to-do sections of society, the poor have been left out.

AIMS OF MDRSs

- The broad aims for the establishment of MDRSs are:
- To serve the objective of excellence coupled with equity;
- To promote national integration;
- To provide opportunities to the talented children to develop their full potential; and
- To facilitate the process of school improvement.

Within this broad framework, the specific objectives of this scheme are as follows :

- To provide good quality modern education including a strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education to the talented children pre-dominantly from the rural areas who are economically backward.

- To ensure that all students of MDRSs attain a reasonable level of competence in three languages as envisaged in Three Language Formula: and
- To serve, in each Taluka as focal points for improvement in the quality of school education in general, through sharing of experiences and facilities.

SPECIAL FEATURES OF MDRSs

Special features of MDRSs are as follows:

- The MDR schools will be covering classes from V to X.
- Education in MDRSs will be free of cost including boarding and lodging, expenses on uniform, text-books, stationary, rail/bus fare from and to the home, etc.
- The MDRSs are co-educational and residential in nature.
- Hostel accommodation is in the form of dormitories with attached living quarters for the House-master/mistress and his/her family to promote congenial family-like atmosphere for students.
- Separate dormitories are provided for girl students with attached staff quarter of House-mistress.
- The location of MDRSs will be in rural areas.
- Sufficient building facilities for classroom teaching, laboratories, co-curricular activities, etc., are provided.

- Sufficient facilities and materials for conducting sports and games, gymnastics, etc. Students participation in sports and games, work-experience. SUPW and other cultural activities are compulsory.
- MDRSs are primarily for children from rural areas. Hence, admission of children from urban areas will be restricted to a maximum of one-fourth.

REVIEW OF RELATED LITERATURE

Peter Ponraj (1993) examined the adjustment problems of the adolescents. The study was carried out to find the levels of adjustments of adolescents at home, school, society and health as well as in terms of sex and religion of the respondents.

The major findings of the study were :

- Girls from both the Hindu and Christian community were better adjusted than the boys at the three levels of adjustment at home.
- Girls were better adjusted than boys at the three levels of adjustment at school,
- Both the Hindu and Christian girls were better adjusted than boys at the three levels of adjustment in society, and
- Christian boys were better adjusted than Hindu boys at the three levels of adjustment at school and Hindu girls were better adjusted than Christian girls at the three levels of adjustment at school.

Talawar (2002) conducted a study on adjustment problems of students studying in Police Residential School, Dharwad with regard to residence, food, peer-group, curriculum, co-curriculum, and classroom teaching and evaluation adjustment problems.

The major findings of the study were :

- There is a relationship between 8th, 9th and 10th Standard students and their residence adjustment problems being experienced.
- There is a relationship between 8th, 9th and 10th Standard students and their of food adjustment problems being experienced.
- There is a relationship between 8th, 9th and 10th Standard students and their peer-group adjustment problems being experienced.
- There is a relationship between 8th, 9th and 10th Standard students and their curriculum adjustment problems being experienced.

OBJECTIVES

- To investigate the relationship of various components of boys adjustment problems - residence, food, peer-group, curriculum, co-curriculum, classroom teaching and evaluation with their academic

achievement in Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement.

HYPOTHESES

- There exists a significant relationship between various components of boys adjustment problems - residence, food, peer-group, curriculum, co-curriculum, classroom teaching, evaluation and academic achievement in Kannada.
- There exists a significant relationship between various components of boys adjustment problems - residence, food, peer-group, curriculum, co-curriculum, classroom, teaching, evaluation and academic achievement in English.
- There exists a significant relationship between various components of boys adjustment problems - residence, food, peer-group, curriculum, co-curriculum, classroom teaching, evaluation and academic achievement in Hindi.
- There exists a significant relationship between various components of boys adjustment problems - residence, food, peer-group, curriculum, co-curriculum, classroom teaching, evaluation and academic achievement in Mathematics.
- There exists a significant relationship between various components of boys adjustment problems - residence, food, peer-group, curriculum, co-curriculum, classroom teaching, evaluation and academic achievement in Science.
- There exists a significant relationship between various components of boys adjustment problems - residence, food, peer-group, curriculum, co-curriculum, classroom teaching, evaluation and academic achievement in Social Studies.
- There exists a significant relationship between various components of boys adjustment problems - residence, food, peer-group, curriculum, co-curriculum, classroom teaching, evaluation and total academic achievement.

METHODOLOGY

The present research seeks to find out the answers to questions: What adjustment variables seem to systematically associated with academic achievement of students? Which adjustment factors will predict the academic achievement of the students in a more efficient way? What would be the direct and indirect effects of selected adjustment components on academic achievement of students? How the adjustment variables will cluster together when they are interrelated? The descriptive and predictive researches were more appropriate to answer these questions.

RESEARCH DESIGN**SAMPLE**

The study is confined to the students of X Standard studying in MDRSs of Karnataka. Random sampling technique was used to select the schools from both urban and rural Students.

Description of Sample (n = 300)

Sex		Locality	
Boys	Girls	Urban	Rural
190	110	63	237
Total	300	300	

TOOLS

- Talawar's Residence Adjustment Problem Check-list (RAPC)
- Talawar's Food Adjustment Problem Check-list (FAPC)
- Talawar's Peer-group Adjustment Problem Check-list (PAPC)
- Development of Curriculum Adjustment Problem Check-list (CAPC)
- Development of Co-curriculum Adjustment Problem Check-list (CCAPC)
- Development of Classroom Teaching Adjustment Problem Check-list (CTAPC)
- Development of Evaluation Adjustment Problem Check-list (EAPC)

Relationship Between Adjustment Variables and Academic Achievement in Boys (n = 190)

In order to study relationships of the scores obtained by boys in different adjustment areas with the scores in the school subjects, Pearson's correlation coefficients were computed and tested for significance. The findings are given in the following table:

Table - 1 : Correlation Coefficients and their Significance for Adjustment Variables and Academic Achievement Variables - Boys (n = 190)

Adjustment Variables	Kannada (1)			English			Hindi			Mathematics		
	'r'	't'	'Sig.'	'r'	't'	'Sig.'	'r'	't'	'Sig.'	'r'	't'	'Sig.'
1	2			3			4			5		
RAPC	-0.1211	-2.5674	Yes	-0.0621	-0.8536	NS	-0.1142	-2.4360	Yes	-0.0509	-0.6986	NS
FAPC	-0.0144	0.1979	NS	0.0340	0.4669	NS	0.0265	0.3636	NS	0.0814	1.1200	NS
PAPC	-0.1185	-4.0551	Yes	-0.1045	-2.2410	Yes	-0.1620	-3.7180	Yes	-0.1723	-3.7310	Yes
CAPC	-0.0132	-0.2301	Yes	-0.1324	-5.5812	Yes	-0.2602	-5.7662	Yes	-0.2661	-5.8840	Yes
CCAPC	-0.0180	-0.2466	NS	-0.7460	-1.0252	NS	-0.0537	-0.7372	NS	0.0212	0.2903	NS
CTAPC	-0.2911	-6.4611	Yes	-0.2411	-5.2641	Yes	-0.2810	-6.2150	Yes	-0.2316	-5.1528	Yes
EAPC	-0.2851	-6.5472	Yes	-0.1230	-2.1401	Yes	-0.2533	-5.5541	Yes	-0.1128	-6.5221	Yes

Table - 2 : (Contd.)

Adjustment Variables	Science			Social Studies			Total		
	'r'	't'	'Sig.'	'r'	't'	'Sig.'	'r'	't'	'Sig.'
	6			7			8		
RAPC	-0.1180	-4.0651	Yes	-0.1381	-2.9591	Yes	-0.1711	-3.6866	Yes
FAPC	-0.0001	-0.0014	NS	-0.1248	-1.7240	NS	-0.0279	0.3821	NS
PAPC	-0.1050	-2.2420	Yes	-0.2361	-5.1582	Yes	-0.2811	-6.2511	Yes
CAPC	-0.1171	-2.5021	Yes	-0.2800	-6.1960	Yes	-0.1452	-3.1123	Yes
CCAPC	0.0067	0.0915	NS	-0.0414	-0.5865	NS	-0.0498	-0.6838	NS
CTAPC	-0.1201	-2.5671	Yes	-0.1482	-3.1782	Yes	-0.1474	-2.0430	Yes
EAPC	-0.1901	-4.1181	Yes	-0.2951	-6.5572	Yes	-0.2374	-6.0276	Yes

Yes = Significant at 0.05 level

NS = Not Significant

RESULTS

The analysis of the above table reveals the following:

1. There is a negative significant relationship between residence adjustment problems of boys and their academic achievement in Kannada, Hindi, Science, Social Studies and total academic achievement. However, the relationship of boys with achievement in English, Mathematics is not significant.
2. There is no significant relationship between food adjustment problems of boys and their academic achievement in Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement.
3. There is a negative significant relationship between peer-group adjustment problems of boys and their academic achievement in Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement.
4. There is a negative significant relationship between curriculum adjustment problems of boys and their academic achievement in Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement.
5. There is no significant relationship between co-curriculum adjustment problems of boys and their academic achievement in Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement.
6. There is a negative significant relationship between classroom teaching adjustment problems of boys and their academic achievement in Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement.
7. There is a negative significant relationship between evaluation adjustment problems of boys and their academic achievement in Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement.

STATISTICAL ANALYSIS

In pursuance of the General Objective, the Pearson's Product-Moment Coefficient of Correlation technique was used to find out the relationship between predictor variables and criterion variable. Further, the obtained 'r' values were tested for significance using 't' test.

FINDINGS

1. The 'residence adjustment problems' of boys have significant relationship with Kannada, Hindi, Science, Social Studies and total academic achievement.

2. The 'peer-group adjustment problems' of boys have significant relationship with Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement.
3. The 'curriculum adjustment problems' of boys have significant relationship with Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement.
4. The 'classroom teaching adjustment problems' of boys have significant relationship with Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement.
5. The 'evaluation adjustment problems' of boys have significant relationship with Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement.

DISCUSSION AND CONCLUSION

From the results obtained in the present study, it was found that there is a negative and significant relationship as well as a positive and significant relationship between adjustment problems and academic achievement. The negative relationship among certain variables is due to the correlation between adjustment problems scores and achievement scores. Study conducted by Semler (1980) reported a linear relationship between adjustment scores and achievement scores. This may be due to the correlation between adjustment and achievement scores directly. Sondefur, et al. Peter Ponraj (1993) reported girls from both the Hindu and Christian community were better adjusted than the boys at the three levels of adjustment at home. Girls were better adjusted than boys at the three levels of adjustment at school, Talawar(2002) There is a relationship between 8th, 9th and 10th Standard students and their residence adjustment problems being experienced. There is a relationship between 8th, 9th and 10th Standard students and their of food adjustment problems being experienced.

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

1. The 'resident adjustment problems' of students studying in MDRSs have negative and significant relationship with academic achievement of students in Kannada, Hindi, Science, Social Studies and total academic achievement.
2. The 'food adjustment problems' of students studying in MDRSs have negative and no significant relationship with academic achievement in all the school subjects.
3. The 'peer-group adjustment problems' of students studying in MDRSs have negative and significant relationship with academic achievement of students

in Kannada, English, Hindi, Science, Social Studies and total academic achievements.

4. The 'curriculum adjustment problems' of students studying in MDRSs have negative and significant relationship with academic achievement of students in Kannada, English, Hindi, Mathematics, Science, and Social Studies. However, its relationship with total academic achievement is not significant.
5. The 'co-curriculum adjustment problems' of students studying in MDRSs have negative and not significant relationship with academic achievement of students in all the school subjects.
6. The 'classroom teaching problems' of students studying in MDRSs have negative and significant relationship with academic achievement of students in Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement.
7. The 'evaluation adjustment problems' of students studying in MDRSs have negative and significant relationship with academic achievement of students in Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement.

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- From Continued on Page No. 33

achievement. The average achievers of first year chemistry students have **average** educational aspiration, **normal** emotional intelligence, **poor** mental health and **below average** in their scientific aptitude. The condition poor mental health and below average scientific aptitude shows that there is a need for the guidance and counselling among

the first year school going students in selected 40 schools in Namakkal District, India. Being a developing country, India should use its resources to the fullest extent without wastage. Hence it becomes the responsibility of everyone concerned with education to prevent failure, wastage and ensure proper achievement on the part of the students.

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SPATIAL ANALYSIS OF NET SOWN AREA UNDER DIFFERENT CROPS, IN KARNATAKA : GEOGRAPHICAL ANALYSIS

✉ Dr. M. G. Nayak Asst. Professor, Dept. of Geography, Karnataka University, Dharwad.

ABSTRACT

During the year 2003-04 Karnataka had 52.07% of net sown area (9919871 hectares) when compared to its geographical area. During the same year the area sown more than once was 17.52% (1738187 hectares) of the net sown area. Thus the gross cropped area during 2003-04 was 11658058 hectares (9919871 hectares of net sown area + 1738187 hectares of area sown more than once).

During the year 2004-05 the total land use for cultivation of various agricultural crops in Karnataka was 12807402 hectares as gross cropped are which includes 10499477 hectares of net sown area and 2307925 hectares of area sown more than once. When compared to the geographical area of Karnataka (19049836 hectares) the net sown area (10499477 hectares) is 55.11%. The area sown more than once (2307925 hectares) is 21.98% to the net sown area (10499477 hectares) of Karnataka.

AIMS AND OBJECTIVE

1. To make percentage wise spatial analysis of net sown area data by identifying ranges
2. To identify general land-use pattern of Karnataka for the year 2003-04.
3. To make critical analysis of rural developmental programmes with special reference to agriculture.
4. To analyse talukwise net sown area under fourteen food crops and their yields.

DATA BASE

1. The present Paper based on secondary data of the year 2003-04, collected from the Directorate of Economics and Statistics, Bangalore.
2. Opinion data/information base is obtained through discussions made with agricultural science scientists, besides referring to books, journals, periodicals of geography, agricultural science and rural economics.

METHODOLOGY

The following quantitative/statistical methods have been applied in the paper: pie chart, percentage data analysis through 5 class interval of mean and SD method,

. In this Paper based on the data of the year 2003-04 an attempt is made to explain the geographical aspects of cultivation of various crops, their area occupied and their yield per hectare. Crops are categorized into food crops, commercial crops and horticultural crops. A lengthy note on dry farming practice is added, so as to know how to harness the water to obtain more yield. Further, based on the climatic zones of Karnataka the cropping systems are mentioned so as to achieve success in the operation of farming by farmers. The whole chapter is explanatory in

nature in the back ground of various problems of agriculture in Karnataka.

During the year 2003-04 Karnataka had 52.07% of net sown area (9919871 hectares) when compared to its geographical area. During the same year the area sown more than once was 17.52% (1738187 hectares) of the net sown area. Thus the gross cropped area during 2003-04 was 11658058 hectares (9919871 hectares of net sown area + 1738187 hectares of area sown more than once).

During the year 2004-05 the total land use for cultivation of various agricultural crops in Karnataka was 12807402 hectares as gross cropped are which includes 10499477 hectares of net sown area and 2307925 hectares of area sown more than once. When compared to the geographical area of Karnataka (19049836 hectares) the net sown area (10499477 hectares) is 55.11%. The area sown more than once (2307925 hectares) is 21.98% to the net sown area (10499477 hectares) of Karnataka.

If Karnataka has to progress in the agricultural growth leading to the production of various crops then Karnataka has to increase its area under various crops by way of area sown more than once as it is not so easy to add new land for agriculture. In this regard it may be noted that in India the area sown more than once is 26% of the net sown area while it is 90% in China and 60% in Bangladesh. The only way to increase area under more than one crop is by way of increasing the area under irrigation, so that it can lead to regeous use of arable land to cultivate more than one crop in one year of monsoon season.

The data of talukwise net sown area during 2003-04 shows Bijapur taluk as highest with 206114 hectares, which being 77.55% of its geographical area. The second highest taluk in net sown area Jevargi with 161317 hectares, which being 88.48% of its geographical area. The taluk showing talukwise net sown area in descending order shows that

nearly 23 taluks have net sown area in the range of 100266 hectares to 161317 hectares. The table further shows that there are 142 taluks showing the net sown area in the range of 10784 hectares to 99275 hectares. There are another 10 taluks that show 5624 hectares to 8351 hectares of net sown area. The taluks belonging to Maidan region of north Karnataka have the maximum land under net sown area as these taluks have plain topography and very little area under rugged topography and rocky surface. The ten taluks that show less land under agriculture area from coastal area where very limited land is available for agriculture.

The area sown more than once during 2003-04 shows Surpur taluks as having maximum area of 53201 hectares, which is due to irrigation (64.23%). The second ranking taluk is Kundagol with 51971 hectares. However the Kundagol taluk has only 0.57% area under irrigation and yet it is having maximum area under more than once sown, mainly because of the favourable rainfall which has made the farmers to grow more number of crops in a year. The table showing area sown more than once reveals that apart from Surpur taluk and Kundagol taluk, there are 9 taluks that show area sown more than once in the range of 31204 hectares to 39768 hectares. There are another 16 taluks having area sown more than once in the range of 20437 hectares to 29897 hectares. There are another 38 taluks having area sown more than once in the range of 10110 hectares to 19777 hectares. There are another 86 taluks having area sown more than once in the range of 1074 hectares to 9996 hectares. There are another 28 taluks having area sown more than once in the range of 29 hectares to 987 hectares. Considering the spatial variations, it is to be noted that the area sown under more than once has to be considerably increased in all the taluks of entire Maidan region of Karnataka, which can be possible by way of increase in percentage of irrigation.

In this Paper an attempt has been made by this researcher to interpret talukawise area and yield of food crops, commercial crops and horticultural crops for the period 2003-04. In support to this interpretation, the study of intensity of cropping is done. Further it may be noted that the intensity of cropping depends on the basis of availability of rainfall as well as area under irrigation.

CONCLUSION

Out of 191791 Square Kms of geographical area of Karnataka, 52.07% area (9919871 Square hectares) was under agriculture use during 2003-04, while it was 55.11% (10499477 square hectares) during 2004-05. The net sown area is almost to the maximum extent as remaining geographical area of Karnataka is devoted to forest, settlements, roads, railways, water body and rugged terrain. The keen observation of data of taluk level reveals that there is no scope to bring new land / additional land under agriculture and hence only way available for increase of crop productivity is by way of intensity of cropping through

irrigation and better management of rain water, soil and adopting scientific methods to manage various crops.

OBJECTIVES

5. To make percentage wise spatial analysis of irrigation data by identifying ranges like very high irrigated to very low irrigated.
6. To identify ranges of intensity of irrigation and make spatial analysis.
7. To identify general land-use pattern of Karnataka for the year 2003-04.
8. To make critical analysis of agricultural land holdings in Karnataka.
9. To make critical analysis of rural developmental programmes with special reference to agriculture.
10. To analyse talukawise net sown area under fourteen food crops and their yields.
11. To make case village sample survey to identify problems and remedies of agriculture in eleven selected villages.
12. To make summary and findings of the thesis.

DATA BASE

3. The present thesis is based on secondary data of the year 2003-04, collected from the Directorate of Economics and Statistics, Bangalore.
4. Primary data is also used by collecting through door to door survey carried out by this researcher.
5. Opinion data/information base is obtained through discussions made with agricultural science scientists, besides referring to books, journals, periodicals of geography, agricultural science and rural economics.

METHODOLOGY

The following quantitative/statistical methods have been applied in the present thesis: pie chart, percentage data analysis through 5 class interval of mean and SD method,

HYPOTHESIS

For the present thesis the following hypothesis are considered.

1. In the dry land agriculture if rainfall is adequate then it leads to higher productivity of crops (this hypothesis is proved).
2. The impact of agricultural university on a village closely located to it can show modernization in agriculture (this hypothesis is not proved).
3. The highly irrigated villages can show commercial farming on high priority (this hypothesis is proved to good extent).

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OORA HELAVA

This name might come because they live in the midst of other group of people in a Village. They depend on farming and also they can work in the houses of the other farmers. They live with others with affectionately Helavas are enjoying brotherhood with others. These people are found throughout Karnataka.

Majority of the Helavas keep the Genealogy Documents of patron (farmers) houses whom they meet often and often. They collect the information of the generations after generations. Helavas come to know about the new vital event in the patron's houses. They record it and place it in the diagrams such as family trees (Vamshavruksha) of the patrons. Helavas poetically sing, praise and explain in front of the patron-farmer's house about their native, deity family tree and migrations. They also explain about their courage and property earned. The power they experienced is praised by them. They sing and adorn the clans of patron-farmers.

Helavas have Caste Panchayat. They have the resolution mechanism of their family conflicts. Punishment of ban is still existed in their society. Their life style, culture, traditions are equivalent to Lingayats. Gradually dowry system is entering in the caste of Helavas. They are socially organizing at the Village, Taluk, District and State Level. They are also showing interest towards education. Many people are getting higher education.

ON THE THRESHOLDS OF CHANGES

The president of Karnataka Helva organization Mr. M.S Helwar gives us the details about Helavas. He said

that Helavas are approximately eighty two thousand in Karnataka. According to Venkataswami report they are nomadic and semi nomadic tribes who are in destitute. This report recommends the government of Karnataka to consider Helavas as backward class who are lightly spread all over the Karnataka. The educated are very less among them and the number of people who are attaining the government jobs is not remarkable. They are placed economically; politically and socially backward hence they are not progressed in the society. Now a day the government is conducting birth and death documental records in the name of the census. The heritageous occupation of Helavas having no value. In this community they imbibe richness in History but influence of modernization has made it irrelevant.

Helavas must leave their superstitious belief, rituals and customs and traditions to compete with the modern people. Now a day's society has improved a lot by Industrialization, Science, Urbanization and Technology and also it changed the minds of people. Now people give more importance to money than human values. Helavas should learn to be independent default by becoming manual labor. They should lead their life with self respect and should become self dependent.

THE PROBLEMS BEFORE HELAVAS ARE

1. These tribes should get prepared for the modern world.
2. It should leave its old traditional jobs and should leap to the present competitive world.
3. Now a day it is inevitable to get the education in competitive world.
4. It should lead its tribes and also should fight for the fundamentals rights.
5. In this modern world it should find its existence.
6. It should become financially independent.

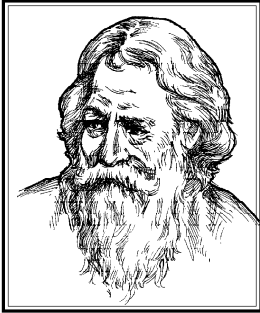
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RABHINDRANATH TAGORE

(1861 TO 1941)

✍ Dr. Raju G. Department of Education, Kittel Arts College, Dharwad.



A great philosopher, educator, dramatist, actor, poet, novelist, writer and painter **Rabindranath Tagore was born in Calcutta on may 6, 1861 in Tagore family which was famous for its progressive and enlightened views.** He was the

fourteenth and the youngest son of Maharishi Devendranath and grandson of Dwarkanath Tagore. He received his early education at home from a private tutor. He also studied the Upanishads, Astronomy and Sanskrit from his father. By nature he loved beauty, music and poetry. He attended the seminary and the Bengal academy for his other studied. When he had grown a little older he was sent to St. Xavier's school, Calcutta. Tagore was unable to adjust himself to the 'dead routine and lifeless teaching' of the educational institutions. His teachers pronounced that he was 'unfit' for studies. Tagore considered himself 'fortunate to escape' for these 'book-learning factories'. He observed later on, "The masters and pundits who were charged with my education soon abandoned the thankless task.. and realized that this boy could never be driven along the beaten track of learning."

At the age of 16 in 1877, Tagore was sent to England to study law but this subject did not appeal to him and he returned to India after a year. While in England he developed a taste in English literature and joined the London University for three months only. While still young, he commenced writing for Bengali periodicals. His first collection of Poems was published when he was only twenty.

In 1901 Tagore established the famous shantiniketan school at Bolapur; 93 miles from Calcutta. It developed into an important educational institution conducted on unconventional lines.

In 1909, his world famous work 'Gitanjali' was published. He visited England in 1912. An English edition of Gitanjali was published in 1912 and an introduction to it was written by the renowned Irish poet W.B. Yeats who regarded this "work of

supreme culture". Through it Tagore was introduced to the people of the west. The publication of the English version of Gitanjali was a turning point in his life.

In 1913, Tagore was awarded the **Nobel prize** for literature. Tagore became a world figure in his own right. Besides visiting England thrice, he visited Europe, Japan, Russia and the united states. The Government made **him the 'Knight' in 1915 but in 1919, he renounced it as a protest against the massacre of Jallianwala Baugh, Amrita sar,** while giving up the title, Tagore addressed a letter to the viceroy on 29 may 1919 in which he expressed his sentiments in these words, "..... Time has come when badges of honour make our shame glaring in the incongruous context of humiliation and I, for my part, wish to stand, shorn of all special distinctions by the side of those of my countrymen who for their so-called insignificance, are liable to suffer degradation not fit for human beings."

On December 22, 1921, Vishwabharati, an international university, was founded to bring about an understanding between eastern and western cultures. From 1921 to 1941, the poet devoted his life to develop various institutions such as Kala Bhavan, Chena Bhavan and other at his Vishwabharati. Tagore, the great apostle of peace and universal brotherhood passed away on August 7, 1941.

WORKS OF RABINDRANATH TAGORE

1. Gitanjali, 2. Manassi 3. Chitra, 4. Sandhya, 5. Kalpana, 6. Prema, 7. Chitrangadha, etc

TAGORE'S PHILOSOPHY

Tagore has been a great philosopher. We do not agree with those who regard him only as a poet, literary man, novelist and painter. Dr. Sir Radhakrishnan has meant to say that "Tagore's literary piece entitled SADHANA, is charged with the practical problem of life. In fact, Tagore's literary works are inspired by his philosophical experiences. He was a philosopher, from the core of his heart and it is not necessary at all to present examples for proving it. According to Indian traditions one must be

a philosopher for being a poet." Tagore had acquired an insight. His literary qualities and philosophical temperament were complementary to each other and not contradictory. May be that he has not written books on his philosophical outlook. If we are able to collect and unite them together we shall get a consistent philosophical approach to various things pertaining to human life.

THE GENERAL NATURE OF TAGORE PHILOSOPHY

It was a special characteristic of Tagore that he used to realize any truth on the basis of his own personal experiences. Another point to be noted about him is that he has tried to effected a harmony between many extremes. He has shown the Inter-relationship between God, man and nature. He has full faith in pleasures of life, but he has shown his vehement opposition to hedonism. In social life he has indicated as to how a harmony may be effected between individualism and universalism. In human life he stands for both freedom and discipline. He does not like either extreme ascetism or egoistic idealism.

TAGORE'S CONCEPTION OF GOD

Tagore says that he has not visualized God, man and nature as separate entities. He finds an intimate relationship between them. He says that he sees this reality in an integrated manner. Therefore he has looked at soul in the context of a whole and not as a separate biological unit. He says that existence of God has not to be proved, as it is self-evident. He says that one should realize the experience of God in the same way as that of light. One must accept that the various phenomena in this universe happen and go on due to the influence of the Almighty God. Any activity in the universe is because of the grade of God. Man cannot be happy by fulfillment he feels that he is wanting something. He of the keeps himself busy for meeting these wants. So he connects himself with Nature and tries to satisfy his wants. Still he gets no satisfaction. In fact, he wants to understand the relationship between his soul and God. In understanding this relationship alone he can get satisfaction. Tagore feels that the relationship between man and God should be that of love and joy. It is not enough to accept the existence of God. In fact, His Nature should also be determined. Tagore does not like the existence of the Impersonal God. Tagore believes that God must have a personality, otherwise, it will be difficult for him to accept him as a symbol of being, awareness and Bliss. However, we have to keep in mind that Tagore does not overrule the existence of impersonal God; but he

wants that certain attributes must be accepted as His symbol; otherwise, it will be difficult for man to reach him. It may be noted that Tagore accepts impersonal God also. However, Tagore believes in the concept of the Sagun Brahma, i.e., God with certain attributes.

TAGORE'S CONCEPTION OF SELF

To Tagore 'self' is an independent reality. For perfection of this reality freedom is very necessary. Tagore believes that one's self is free to have its own experiences. It is because of this that he does not like that the self should be subsequent to the will of god. Tagore thinks that man can reach God, but he cannot be merged into him. He feels that there should be a distinction between soul (Self) and God. God has already reached that stage where we strive to reach. Therefore, the difference between self (or soul) and God is that of imperfect and Perfect. God is an example of Eternal Perfection and man (or self) is only a process of experiencing the idea of perfection (through himself not reaching the perfection).

Tagore tries to effect a harmony between monism and dualism through his spiritual philosophy. He visualized unity in diversity god may be experienced through many forms, but all these various forms are really only one. For creation of the universe unity and diversity are necessary. It may be noted that Tagore does not accept that dualism in which no relationship has been accepted between soul and god.

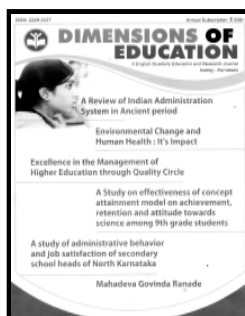
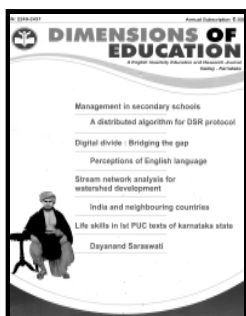
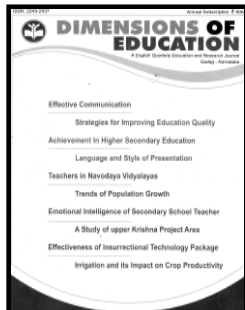
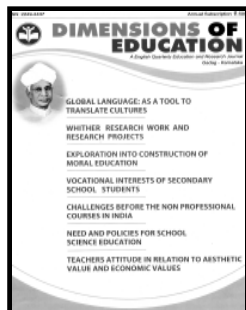
TAGORE'S CONCEPT OF MAYA (ILLUSION)

Tagore does not refute the theory of Maya. In his essays he has emphasized the reality of world and the theory of Maya. He thinks that nature is not separate from god, nor does he accept god and world as only the entity. He believes that God and world are dependent upon each other. Tagore thinks that this world is a Maya (illusion) in the form of an art. To Tagore it appears that this world exists because of Maya and it may also be held that it is wrong to think so. "Whatever exists" appears to be so, but it is not visualized as much. The various elements in this world are illusory, they may be called Maya (illusion). They may not be believed. The great artist god may be called mayavi (or creator of illusion), but is does not affects him in any way.

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