



DIMENSIONS OF EDUCATION

*An International Journal of Education
and Research Quarterly*

- ◆ Educational Technology for Better Teaching

- ◆ Understanding Life Skills through Education

- ◆ Construction and standardization of climate change awareness test

- ◆ Women Human Rights Violation in India

- ◆ Academic Problems of Secondary School Head - masters in Relation to Adjustment and Job Satisfaction

- ◆ Self Efficacy and Attitude Towards Research of Secondary School Teachers of North Ballari District



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Curriculum Framework for the NCTE Two-year B.Ed. Programme

Course structure for the NCTE Two-year B.ed Programme presents the outlines the nature of experiences to be offered to the student-teachers to make them reflective Practitioners. The course structure offers a comprehensive coverage of the mes and rigorous field engagement with the child, school and community, the programme is comprised of three broad inter-related curricular areas- I) Perspectives in Education II) curriculum and pedagogic studies and III) Engagement with the field. All the courses include in-Guilt field based units of study and projects along with theoretical inputs from an interdisciplinary perspective. Engagement with the Fields is the curricular component that is meant to holistically link all the courses across the programme. while it also includes special courses for enhancing Professional cofacities of the student teachers. Transction of the courses is to be done using a variety of approaches, such as case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

- Dr. N. B. Kongawad
Editor

EMPOWER LIFE SKILLS THROUGH EDUCATION

✉ Dr. Roopashree B. J., Principal, S.V.S. College of Education, Tumkur.

ABSTRACT

Education plays an important role towards the overall development of human beings. The purpose of the article is to outline a comprehensive conceptual framework for life skills. Generally the term life skills refers to a group of psycho-social and interpersonal skills which can help people make informed decisions, communicate effectively, think critically and creatively, cope with stress and emotions, problem solving, have empathy and self awareness. School education helps in the formation of a sound personality in the child. Today, more and more societal pressures, greater complexity, uncertainty and diversity, rapid changes in the environment and continued deprivation put adolescents at the crossroads of their lives facing an uncertain future in facing the responsibilities of adulthood and to enter the world of work. This is an enlighten on this concept.

Key concepts : life skill, self awareness, stress, emotions etc.

INTRODUCTION

"We are guilty of many errors and many faults, but our worst crime is abandoning the children, neglecting the foundation of life. Many of the things we need can wait. The children cannot. Right now is the time his bones are being formed, his blood is being made and his senses are being developed to him we cannot answer "Tomorrow". His name is "Today".

- *Gabriela Mistral, 1948.*

We live in a world full of challenges and we need life skills to cope with the challenges. It is for this reason that life skills education is an important aspect of the primary school curriculum. The purpose of this theme is to introduce to teachers the concepts of life skills and life skills education and also to highlight to them the various categories of life skills, the importance of life skills and indicators of life skills development. With this background the teachers will be able to study the specific life skills competently. Being an introductory theme, this theme, unlike the others stands as an independent topic.

Initiatives to develop and implement life skills education in schools have been undertaken in many countries around the world. The need for life skills education is highlighted, directly and indirectly in the Convention of the Rights of the Child and a number of international recommendations. Life skills education is aimed at facilitating the development of psychosocial skills that are required to deal with the demands and challenges of everyday life. It includes the application of life skills in the context of specific risk situations and in situations where children and adolescents need to be empowered to promote and protect their rights.

UNDERSTANDING LIFE SKILLS

The term "life skills" is open to wide interpretation. However, there was a consensus that all participants were

using the term to refer to psychosocial skills. Keywords used to describe psychosocial skills were: personal, social, interpersonal, cognitive, affective, universal.

Life skills have been defined as "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO). '**Adaptive**' means that a person is flexible in approach and is able to adjust in different circumstances. '**Positive behaviour**' implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions

KEY LIFE SKILLS

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Essentially, there are two kinds of skills - those related to thinking termed as "**thinking skills**"; and skills related to dealing with others termed as "**social skills**". While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behaviour and negotiating effectively. "**Emotional**" can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one's point of view. To do that, coming to terms first with oneself is important. Thus, selfmanagement is an important skill including managing/ coping with feelings, emotions, stress and resisting peer and family pressure. Young people as advocates need both thinking and social skills for consensus building and advocacy on issues of concern.

The Ten core Life Skills as laid down by WHO are :

- **Self-awareness** includes recognition of 'self', our

character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.

● **Empathy** - To have a successful relationship with our loved ones and society at large, we need to understand and care about other peoples' needs, desires and feelings.

Empathy is the ability to imagine what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. Worst, we will be acting and behaving according to our self-interest and are bound to run into problems. No man is an island, no woman either! We grow up in relationships with many people - parents, brothers and sisters, cousins, uncles and aunts, classmates, friends and neighbours. When we understand ourselves as well as others, we are better prepared to communicate our needs and desires. We will be more equipped to say what we want people to know, present our thoughts and ideas and tackle delicate issues without offending other people. At the same time, we will be able to elicit support from others, and win their understanding. Empathy can help us to accept others, who may be very different from ourselves. This can improve social interactions, especially, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

● **Critical thinking** is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.

● **Creative thinking** is a novel way of seeing or doing things that is characteristic of four components - fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).

● **Decision making** helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have.

● **Problem solving helps** us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

● **Interpersonal relationship skills** help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships,

which can be of great importance to our mental and social well-being. It may mean keeping, good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

● **Effective communication** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears. And it may mean being able to ask for advice and help in a time of need.

● **Coping with stress** means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax.

● **Coping with emotions** means involving recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

Why teach life skills ?

The Meeting considered that life skills are essential for:

- Freedom The promotion of healthy child and adolescent development;
- Freedom Primary prevention of some key causes of child and adolescent death, disease and disability;
- socialization;
- Preparing young people for changing social circumstances.

Life skills education contributes to:

- basic education;
- gender equality;
- democracy;
- good citizenship;
- child care and protection;
- quality and efficiency of the education system;
- the promotion of lifelong learning;
- quality of life;
- The promotion of peace.

It was also suggested that the learning of life skills might contribute to the utilization of appropriate health services by young people.

Challenges to the Implementation of Life Skills Programming :

Challenges teachers face in promoting lifeskills development among the learners. Owing to lack of funds, some schools cannot even facilitate some of their teachers to attend some refresher courses conducted by NGOs such as GEM. Observed one head teacher. Mangrulkor et al (2001) reported that; insufficient infrastructure for teacher training, lack of quality teaching materials and participatory

methods as some of the barriers to success of skills based health education and life skills. This line of thought is shared by Kann et al (1995) who noted that various individuals involved in skills based health education must be trained to ensure successful implementation of such programmes.

However, whilst negative peer pressure and poor reading culture, were among the top most factors faced by teachers in schools near camps, cultural influence and lack of interest among pupils ranked among the most factors hindering the promotion of lifeskills in schools far from camps. The negative peer pressure and poor reading culture among pupils in schools near camps could be attributed to the influence of the surrounding environment. Most schools near camps are found in trading centres and along main roads. Such areas have people of different socio-economic backgrounds; have access to different modes of communication and entertainment, that affects pupils concentration on studies.

Trained educators observed Kann, are more likely than those who are not specifically trained in a given learning area to implement the programme using effective high quality teaching and learning methods.

1. Life skills-based education in the context of education sector reform
2. creating implementation processes for in-school and especially vulnerable children and adolescent programming
3. Designing life skills programming
4. Building life skills programming capacity and confidence
5. Programme sustainability
6. Participation of children and adolescents in life skills-based education
7. Programme coordination
8. Leadership and networking on life skill-based education
9. Availability of services to children and adolescents
10. Creating a supportive environment for the practice of life skills
11. Advocating and orienting politicians, policy makers, and societal leaders
12. Building support in communities and schools for life skills programming

The teachers also cited lack of life skills materials, low involvement of parents in school issues, pertaining education of their children, high cases of child labour thus rampant absenteeism, early marriages and school dropouts as bottle necks in the promotion of lifeskills.

Minimum Criteria for Implementing a Life Skills Programme :

Although these guidelines focus on the implementation of life skills programmes in Schools, there may be plans for use of the programme in settings other than schools. If this is the case, or indeed if there is concern as to the appropriateness of school settings in a particular

location, it is worth considering the following minimum criteria that should be met for life skills education to be effective, as below.

- The teaching of life skills requires a learning environment in which a teacher/group leader can organize active and experiential learning activities.
- It is important that the teacher/group leader has had training in active and experiential teaching methods, and in facilitating the learning of life skills. He/she should be equipped with a teaching manual that describes life skills lessons.
- The life skills activities should, ideally, be led by a teacher/group leader that the group can work with over a period of time, e.g. over a one-year period.
- The teacher/group leader should be sensitive to the capabilities and understanding of those taking part in the life skills programme, and be able to adapt life skills lessons accordingly.
- The life skills teaching should have continuity and sequence over time, ie. Life skills lessons should, to some extent, relate to and build upon previous lessons. One-off life skills lessons are unlikely to be effective.

The focus on the school in this document partly reflects these minimum criteria, since in most countries; the school is the setting that is most likely to meet these criteria. The most likely person to be able to play the role of a life skills educator is a trained teacher, although a school psychologist, social worker, or guidance counsellor could also be trained as a life skills educator.

STATE OF THE LIFE SKILLS EDUCATION IN SCHOOLS

- The Meeting emphasized that life skills education is already happening, and that it is possible for United Nations agencies to speed up its development at country level. Many teachers are already engaging in activities related to the development of life skills, but need support to create effective approaches to life skills education for health promotion and primary prevention.
- Life skills are generic skills, relevant to many diverse experiences throughout life. They should be taught as such, to gain maximum impact from life skills lessons. However, for an effective contribution to any particular domain of prevention, life skills should also be applied in the context of typical risk situations.
- Facilitating the learning of life skills is a central component of programmes designed to promote healthy behaviour and mental well-being. To be effective, the teaching of life skills is coupled with the teaching of health information and the promotion of positive (health promoting and pro-social) attitudes and values. The development of life skills requires modelling of life skills by school staff and a "safe",

supportive classroom environment that is conducive to the practice and reinforcement of skills. Furthermore, life skills education needs to be developed as part of a whole school initiative designed to support the healthy psychosocial development of children and adolescents, for example, through the promotion of child-friendly practices in schools.

- To be effective, life skills lessons should be designed to achieve clearly stated learning objectives for each activity. Life skills learning is facilitated by the use of participatory learning methods and is based on a social learning process which includes: hearing an explanation of the skill in question; observation of the skill (modelling); practice of the skill in selected situations in a supportive learning environment; and feedback about individual performance of skills. Practice of skills is facilitated by role-playing in typical scenarios, with a focus on the application of skills and the effect that they have on the outcome of a hypothetical situation. Skills learning are also facilitated by using skills learning "tools", e.g. by working through steps in the decision-making process. Life skills education should be designed to enable children and adolescents to practise skills in progressively more demanding situations for example, by starting with skills learning in non-threatening, low-risk everyday situations and progressively moving on to the application of skills in threatening, high-risk situations.
- Other important methods used to facilitate life skills learning include group work, discussion, debate, story-telling, peer-supported learning and practical community development projects. Practical advice offered during the Meeting included: be humorous, and make it relevant!
- Life skills learning cannot be facilitated on the basis of information or discussion alone. Moreover, it is not only an active learning process; it must also include experiential learning, i.e. practical experience and reinforcement of the skills for each student in a supportive learning environment.
- The introduction of life skills education requires teacher training to promote effective implementation of the programme. This can be provided as in-service training, but efforts should also be made to introduce it in teacher training colleges. The successful implementation of a life skills programme depends on:
 1. The development of training materials for teacher trainers;
 2. A teaching manual, to provide lesson plans and a framework for a sequential, developmentally appropriate programme;
 3. Teacher training and continuing support in the use of the programme materials.
- The scope of life skills education varies with the capacity of education systems. Although programmes can begin on a small scale and for a targeted age group, as a longer-term goal life skills education should be developed so that it continues throughout the school years - from school entry until school leaving age. Life skills education can be designed to be spread across the curriculum, to be a separate subject, to be integrated into an existing subject, or a mix of all of these.
- The development of life skills education is a dynamic and evolving process, which should involve children, parents and the local community in making decisions about the content of the programme. Once a programme has been developed, there needs to be scope for local adaptation over time and in different contexts.
- In the short term (after 3-6 months of implementation), the effectiveness of a life skills programme can be measured in terms of the specific learning objectives of the life skills lessons, and factors such as changes in self-esteem, perceptions of self-efficacy, and behavioural intentions. Only in the longer term (after at least a year) is it feasible to evaluate life skills education in terms of the prevention of health-damaging and antisocial behaviour, e.g. smoking and use of other psychoactive substances, or incidence of delinquent behaviour.
- Additional factors may be measured to assess the impact of a life skills programme, such as the effect of life skills education on school performance and school attendance.
- Evaluation of life skills education should include a combination of quantitative and qualitative assessment. Qualitative assessment gives an indication of how well the programme is implemented and received. This is an important aspect of evaluation, which has an effect on the interpretation of quantitative research findings.

All these approaches to life skills learning are most likely to rely on short-term interventions. Given the limitations on access to out-of-school children and adolescents over an extended period, an important consideration in the development of life skills interventions will be to identify what is the minimum intervention required to have a positive impact.

LIFE SKILLS OUTSIDE SCHOOL

Current knowledge about life skills education internationally is derived chiefly from the School setting. There is a need for greater understanding of the nature of life skills education for young people who are not attending school, in order to identify the best strategies for supporting effective life skills initiatives to reach out-of-school children

and adolescents. There was a consensus among participants that the development of life skills initiatives out of school requires special attention from United Nations agencies. Different types of life skills intervention to reach out-of-school children and adolescents were identified:

(1) Life skills in action. This involves the modeling of life skills using methods such as video films, puppet shows and cartoons (in magazines, newspapers and on television). Such initiatives can be coupled with support materials to introduce discussion about the scenarios presented. The support materials can be developed for implementation by peer or other educators in settings such as youth clubs.

(2) Life skills training workshops. Short courses of life skills training can be carried out with children and adolescents who participate in sports and recreational clubs. Life skills training workshops can also be integrated into existing courses offering training in livelihood or vocational skills.

(3) Life skills for vulnerable children and adolescents. There is a need for life skills interventions to reach vulnerable children such as street children, sexually exploited and working children, and orphans. Little is known about life skills interventions with vulnerable young people, although there are many indications that life skills play an important role in determining which children cope in difficult circumstances. One suggestion made during the Meeting was to start from what the children are interested in and experiencing and to use that as a basis for building life skills sessions with them. However, that would mean a less structured approach, implying an additional need for well trained educators.

All these three approaches to life skills learning are most likely to rely on short-term Interventions. Given the limitations on access to out-of-school children and adolescents over an extended period, an important consideration in the development of life skills interventions will be to identify what is the minimum intervention required to have a positive impact.

LIFE SKILL EDUCATION STRATEGIES

Life skill covering the areas like leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skill and self direction. Leadership skill enables the person to solve problems, attain his/her life goal and the ability to motivate others and also achieve a common goal. Person will meet the high standard of accomplishments by following the ethics in his/her personal as well as professional life. He will be able to adapt different roles and responsibilities. They are able to tolerate ambiguity and willing to change their priorities as per the requirement. Thus they will be committed to their work by utilizing the time more effectively. Life skill education will be effective only when people are able to act upon the skill which they have learned. In mental health and other areas, there is a considerable improvement in

behavior with the help of life skill education. Life skill education lays the foundation for learning skill, which is greater demand in job market. Life skill education enhances self direction of the individual. He/She will be able to monitor his or her own understanding and learning needs. And also has the commitment to learning as a life long process.

A life skill programme could include content about friendships, bullying, sexual relationships, anger management, perceptions about drug use. The Key basic categories of life skills including communication, negotiation, refusal skills, assertiveness, cooperation, empathy. Cognitive skills including problem solving skills, understanding consequences, decision making, critical thinking, self evaluation. Emotional coping skills including managing feelings self management and self monitoring.

Different methods that can be used to enhance Life Skills in students

- Class discussions
- Brainstorming
- Demonstration and guided practice
- Role plays
- Audio and visual activities, e.g., arts, music, theatre, dance
- Small groups
- Educational games and simulations
- Case studies
- Story telling
- Debates
- Decision mapping or problem trees

FOLLOW-UP TRAINING FOR TEACHERS

Follow-up training sessions should be provided, if possible, even if the programme and training is not changed as a result of the review periods. Teachers will require follow-up training sessions to guide them in the longer term use of the programme, and to provide them with an opportunity for raising questions about its content and methods. To ensure the long term availability of the teacher training sessions, it may be helpful to institutionalise the training, for example, by trying to make it available in teacher training colleges.

CONCLUSION

In order to have an effective implementation of life skill education there is a need for professionally trained and skilled personal from within the country. Professional training requires a purposely planned programme of study prepared by experts which has the approval of a competent authority. There is an urgent need to train and prepare a large contingent of "trainers of trainers" (TOTs). The TOTs will require adequate training on all aspects of the subject. They have to be expert in this field of study in order to be effective in performing their task.

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NEED FOR DISASTER MANAGEMENT EDUCATION

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ABSTRACT

Disaster management as an identifiable profession is relatively new. The tasks of a disaster manager, however, have been around for a long time. They have typically been thought of as disaster relief assistance or of specific ad hoc activities during and after a disaster emergency. Many people have been disaster managers without thinking of them in that term. There has been a growing awareness in recent years that all of these activities, in fact, comprise the process of disaster management. By understanding this as an identifiable role, we can describe a coherent and cohesive direction for people who are involved in the field of disasters. This, of course, includes the spectrum of activities from administration to project implementation; from disaster prevention to disaster mitigation to disaster preparedness to disaster response. Indians vision in disaster management is to build a safer and disaster-resilient country by developing a holistic, proactive, multi disaster and technology-driven strategy for disaster management through collective efforts of all Government Agencies and non-governmental organizations.

INTRODUCTION

The following is a poem penned by Dr A P J Abdul Kalam former President of India in memory of the children who died in Kumbakonam fire tragedy in Tamil Nadu in a school in which 93 children died.

Oh dear little ones! Oh dear little ones!

For you, parents had glorious dreams!

And you were all immersed in your own dreams

Agni engulfed you and all of those dreams Taking you to Almighty's divine presence usually, departed old parents are buried by sons Whereas, Kumbakonam, saw a sad scene! Crying parents burying their little ones!! Oh Almighty! Show your grace on those little ones and keep them all in Thy Holiest Presence!! Oh Almighty! Bless those parents wilting in grief to have the strength to bear this great loss May Thy compassion and grace pervade all souls? And bring down the pain and wipe away the tears Oh Almighty! Show your grace on those little ones. Natural disasters have been visiting every part of the globe at one time or the other. The world is becoming increasingly vulnerable to natural disasters. From earthquakes to floods and famines, mankind is even more threatened by the forces of nature. Disasters can strike at any time, at any place. Nearly three million people worldwide may have been killed in past 20 years due to natural disasters such as landslides, earthquakes, floods, snow avalanches, cyclones etc. Ninety per cent of the natural disasters and ninety five percent of the total disaster related deaths worldwide occur in developing countries, in which India has the second largest share. Recognizing the need of the

hour, the decade 1990-99 was declared as International Decade for Natural Disaster Reduction with a main objective to focus on disaster management planning for prevention, reduction, mitigation, preparedness and response to reduce the loss of life and property. India, a country with diverse geographical conditions, 70 per cent of the cultivable land is prone to drought, 60 per cent of the land area is prone to Earthquake, 12 per cent to Floods, 8 per cent to Cyclones, 85 per cent of the land area is vulnerable to number of natural hazards and 22 States are categorized as multi hazards States. Tens of thousands of people are affected by these natural disasters. We have seen in the recent past that country suffered impact of earthquake even where the seismicity was low as per the seismic zoning map, as in the case of Maharashtra and droughts have occurred in the areas with highest rainfall i.e. Cherrapunji in the North Disaster Risk Vulnerability Conference 2011 81 82 Aruna Gajbhiye East. In spite of the best efforts by the Governments, external assistance and available technologies and media, the 1999 Super Cyclone of Orissa and 2001 earthquake of Gujarat have inflicted untold misery (Kapur et al.2005). The socio-economic backwardness of the majority of our population, coupled with lack of skills or for mitigating, preparing for and responding to disasters increases their vulnerability, negatively affecting their ability to respond and recover from periodic and intense disasters. Amongst all, the children in schools are the most vulnerable groups during any disaster. The lessons learnt clearly bring out the fact that no State, no Government can meet the challenges alone. The Governments efforts have to be strengthened by communities themselves getting involved in the

emergency response system and being aware of the dos and don'ts to be prepared for any eventuality. In the old literature too, disaster management finds mention in Kautilya's Arthashastra as a primary duty of the state. Disaster Management as a post disaster activity has been well established in India especially since independence. The novelty of the new approach lies in taking well-planned and timely proactive measures to prevent disasters, to prepare people to cope with disasters and to motivate them to safeguard their own lives, livelihoods and habitat. Not only in India but throughout the world the initiative is started to include the disaster management in education and it proves its importance, some of the examples are quoted here: Education authorities of Indonesia along with GTZ have developed materials and taught more than 33,000 school children about the causes and results of earthquakes, tsunamis and volcanic eruptions. Culture of prevention should be inculcated in our lifestyle to face the emergencies and to minimize the loss of life and properties.

DISASTER MANAGEMENT AND EDUCATION IN INDIA

Indians vision in disaster management is to build a safer and disaster-resilient country by developing a holistic, proactive, multi disaster and technology-driven strategy for disaster management through collective efforts of all Government Agencies and non-governmental organizations. There has been a paradigm shift in the disaster management approach from relief centric crisis management to prevention, mitigation and preparedness. Education for disaster management is a trans-disciplinary exercise aimed at developing knowledge, skill and values at all level. Government of India in its Tenth and Eleventh Five Year Plan document, have emphasized the need to enhance knowledge, skill and values to reduce the impact of disasters on the education sector. Some of the recent disasters that have affected the education sector in India are the Gujarat earthquake (2001) where 971 students and 31 teachers were killed, 1,884 schools collapsed; Tamil Nadu Fire (2004) incident where 93 children died in a fire due to explosion of a cooking gas cylinder; North Pakistan, Kashmir earthquake (2005) where 17,000 students died at school, and 10,000 school buildings destroyed, no one can forget the school in Leh washed out in cloud bursting with many children recently (Anon 2005, 2006). To build in a culture of safety and resilience at all levels in the education sector, there is a need to carry out a large number of initiatives. Prevention is better than cure, is an old saying which is very apt in the context of disaster management. Every year colossal amount of resources is used by our Government as well as Aid agencies in relief and rehabilitation measures. It is now becoming increasingly evident and mitigation and investment in disaster

preparedness can save thousands of lives, vital economic assets, livelihoods and reduce the cost of overall disaster relief. Government of India, Ministry of Human Resource Development in its Tenth Five Year Plan emphasized the need for integrating disaster management in the existing education system in India. In addition, the government of India launched a set of nation-wide disaster risk mitigation initiatives that addresses larger aspects of development in order to safeguard the developmental gains. One of the important initiatives includes disaster management in the curriculum of school and professional education has been recommended to the Boards. Educational Institutions can contribute towards generation of knowledge in the area of disasters, develop expertise in specific types of disaster and impart training in different fields.

OBJECTIVES OF DISASTER MANAGEMENT EDUCATION

- (1) It provides contemporary and relevant information about local environment.
- (2) It prepares for participation in both pre and post disaster activities of the affected/vulnerable community on a wider scale.
- (3) It contributes past experience with recent developments in technology to combat disaster.
- (4) It helps to develop effective domain abilities for collective work as successful disaster management efforts involve an effective teamwork and spirit.
- (5) It promotes informed decision-making in the event of a disaster.

The Tenth plan (2002-2007) document outlined the need for preventive planning, which is intrinsically linked to disaster prevention. The prevention measures tend to be large due to the varied nature of disasters. Prevention along with appropriate preparedness and mitigation measures shall prove effective. The multi-sect oral and multi-hazard prevention based approach to Disaster Management requires specific professional inputs. Professional training in disaster management should build into the existing pedagogic research and education. Universities and professional teaching institutions may develop specialized courses for disaster management, and disaster management should be treated as a distinct academic and professional discipline, something that the American education system has done successfully. In addition to separate diploma/degree courses in disaster management, the subject needs to be discussed and taught as a specific component in professional and specialized courses like medicine, nursing, engineering, environmental sciences, architecture, and town and country planning.

The focus towards preventive disaster management and development of a national ethos of prevention calls for an awareness generation at all levels. An appropriate component of disaster awareness at the school level will help increase the awareness among the children and, in many cases, parents and other family members through these children. Curriculum development with a focus towards dissemination of disaster related information on a sustained basis. The different school boards in the country may work out middle and high schools involvement in Disaster Management. The above quotation from the tenth plan document clearly indicates the importance of disaster management in school education. The Eleventh Five Year Plan Suggests, The Investments in Disaster Education, Public Awareness, Community Leadership Development, Disaster Education of Unemployed youth, physically challenged, elderly, women and school children are essential. A large number of professionals require training and retraining for which we will have to generate quality teachers, quality text books, quality training kits, etc. This will call for innovation in disaster education, effective use of multi-media and self-education in different vernacular languages. All knowledge based institutions may be encouraged to give priority to such initiatives. This will call for innovation in disaster education, effective use of multi-media and self-education in different vernacular languages. All knowledge-based institutions may be encouraged to give priority to such initiatives.

THE MEDIA AND DISASTER REDUCTION

The number and impact of natural disasters are increasing at a dramatic rate. Between 1963 and 1967, the world experienced 16 disasters that took the lives of 100 or more people and 89 disasters that caused damage of 1 percent or more of national GNP of the countries affected. Twenty-five years later, between 1988 and 1992, the world experienced 66 disasters that killed 100 or more people and 205 that cost 1 percent or more of national GNP. Over three million people have been killed by disasters in the past two decades. In constant (1990) dollars, the total economic cost of natural disasters has tripled in the last 30 years, from \$40 billion in the 1960s to \$120 billion in the 1980s. In the first three years of the 1990s, natural disasters caused more than \$85 billion in economic losses, and the figures continue to increase.

Although 90 percent of all people affected (95 percent of all people killed) by natural disasters live in the developing world, more developed countries are not immune from this deadly trend. In the United States, insurance payouts from natural disasters since 1990 already have more than quadrupled payouts for all of the 1980s. The actual economic cost of natural disasters occurring in

the United States in 1993 and the first three months of 1994 is expected to exceed \$100 billion—more than the nation's investment in research and development during the same period.

THE FOCUS ON DISASTER PREVENTION AND MITIGATION

As recognized in the Yokohama Strategy and Plan of Action for a Safer World, adopted by the World Conference on Natural Disaster Reduction, many of these costs—both in terms of lives lost and property destroyed—could be avoided:

Natural disasters continue to strike and increase in magnitude, complexity, frequency and economic impact. Whilst the natural phenomena causing disasters are in most cases beyond human control, vulnerability is generally a result of human activity. Therefore, society must recognize and strengthen traditional methods and explore new ways to live with such risk, and take urgent actions to prevent as well as to reduce the effects of such disasters. The capacities to do so are available.

Dr. Frank Press, who was acclaimed an Honorary Vice President of the World Conference in recognition of his role as the founder of the International Decade for Natural Disaster Reduction (IDNDR), has written: "Disasters are tragic, not only because of the great losses to the victims, but also because they are often avoidable. The means to reduce disasters' toll and ensure a safer future are available." Science and engineering provide effective, reliable means of identifying hazard-prone regions, predicting most natural hazards, and significantly protecting people and property from the fury of earthquakes, floods, winds, landslides, avalanches, cyclones, tsunamis, locust infestations, drought, and volcanic eruptions.

In short, natural hazards do not have to result in natural disasters. As Vice President Al Gore has noted: "Natural hazards are inevitable. They represent the earth's normal way of doing business....."

Natural disasters are determined as much or more by societal behavior and practice as by nature per se. They can and should be reduced." Disaster reduction takes many forms. It may involve discouraging building in hazard-prone regions, such as flood plains, or investing in hazard-resistant building styles and materials, such as flat roofs in high wind areas. Most disaster prevention and mitigation, however, involves assuring effective, reliable communication.

THE CENTRAL ROLES OF COMMUNICATIONS IN DISASTER REDUCTION

Communication plays many vital roles in disaster reduction. While they often overlap, these roles may be divided into five broad categories: Technical

communications systems, such as satellites, remote sensing devices, and computer networks, and other technology-based communication systems research, predict, track, and provide early warning of natural hazards. Disaster site communications maintain links with disaster response officials, the government, affected populations, and sources of emergency relief supplies. Organizational communications are essential for the effective, dependable operation and interaction of private, governmental, and multinational disaster prevention and relief organizations. Communication for scientific development and policy formation, between scientists, engineers, government officials, other disaster response officials, insurers, the media, and the public develop our knowledge of natural hazards and how to keep them from becoming disasters. Public education and communication—through electronic and print media, wired and cellular telephones, and alternative media—educate the public about natural hazards and disaster prevention, warn of approaching hazards, and facilitate participation in public discussions about disaster preparedness and response.

Each of these uses of communications in response to disasters has attracted the attention of scientists, disaster relief officials, and communications specialists. Technical communications systems, disaster site communications, and organizational communications, in particular, have been the subject of ongoing international discussions and reports, a number of which are reprinted elsewhere in this volume. The importance of communications in disaster mitigation has played a significant role in the IDNDR. One of the earliest meetings on communications and disasters in the 1990s was the International Conference on Disaster Communications, convened by the United Nations Disaster Relief Coordinator in Geneva, March 19-21, 1990, and funded by the Federal Republic of Germany. Stephen Rattien, whose contribution to The Annenberg Washington Program's report, *Communication When It's Needed Most: How New Technology Could Help in Sudden Disasters*, captured the theme of these many discussions when he wrote that communications are "central" to the effort to "save many lives and reduce human suffering, dislocation and economic losses" in the face of disasters. Dr. Rattien, now Executive Director of the National Academy of Sciences Commission on Geosciences, Environment and Resources, concluded: "Mass communications is inextricably entwined with disasters and hazard mitigation."

Geo-data acquisition through mobile GIS and digital video: an urban disaster management perspective.

SOFTWARE AVAILABILITY

Two different types of software packages were tested.

One group was tested with the objective of analyzing the capacity to import points internally tracked by the GPS and export them into a GIS. The second group was tested with the objective of analyzing the capture of still images from digital video. ArcPad proved the most adequate software for handling GPS data; it is user-friendly and it allows to virtually skip several steps since it constitutes a mini or light version of Arc View that has the ability to link real-time to a GPS unit. Moreover, it can be customized using the Arc Pad Application Builder. For the automated production of still images based on video, the Scenalyzer Live software was the only one amongst those tested that was able to automatically save a sequence of images using the time-code as their filename.

RECOMMENDATIONS

1. Disaster Management requires specific professional inputs. Professional training in disaster management should build into the existing pedagogic research and education. Universities and professional teaching institutions may develop specialized courses for disaster management, and disaster management should be treated as a distinct academic and professional discipline, something that the American education system has done successfully. In addition to separate diploma/degree courses in disaster management, the subject needs to be discussed and taught as a specific component in professional and specialized courses like medicine, nursing, engineering, environmental sciences, architecture, and town and country planning.

2. To build in a culture of safety and resilience at all levels in the education sector, there is a need to carry out a large number of initiatives. Prevention is better than cure, is an old saying which is very apt in the context of disaster management. Every year colossal amount of resources is used by our Government as well as Aid agencies in relief and rehabilitation measures.

3. Public education and communication—through electronic and print media, wired and cellular telephones, and alternative media—educate the public about natural hazards and disaster prevention, warn of approaching hazards, and facilitate participation in public discussions about disaster preparedness and response.

4. Disaster management relies heavily on the use of maps and mapping techniques for control of disasters and for managing response. At a minimum, disaster managers must be familiar with a variety of different types of maps including topographic maps, land-use maps, hazard maps, geologic maps, vegetation maps, population distribution maps, seismic maps, and hurricane tracking maps

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EFFECT OF HEALTH AND NUTRITION PROGRAMME, STUDY HABITS AND INTEREST ON ACADEMIC STUDENT ACHIEVEMENT OF HYDERABAD KARNATAKA

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I. INTRODUCTION

Government has introduced and has implemented several programs in the field of Education and Health for the purpose of achieving self sufficiency in the field of Education and Health from the day of independence to our country.

II. MEANING OF PROBLEMS

"Effect Of Health And Nutrition Program, Study Habits And Interest On Academic Student Achievement Of Hyderabad Karnataka" As per the above study it is found that in order to achieve development of the said region, achievement of self sufficiency in Education and Health is most important. In order to achieve self sufficiency in the area of Education and Health there are many hurdles and the same is a huge problem in achieving the intended Goal. By Implanting new health nutrition programs, study habit and knowing their problems and thereby we can reduce the number of students who are backward in study habit and who lack interest in the academics.

III. CO-RELTION/DEFINITION

Indian Philosophers:

1. **Chidananda Murthy** - Research is like excavating Gold from mines.
2. **Dr. Javaregowda** - Research can be blossomed by following memory, thoughtfulness and care.

WESTERN PHILOSOPHERS

1. **L. V. Redmen** and **A.V.H. Mory** - Effort in acquiring new knowledge by systematic method is called research.
2. **Traverse** - It is an effective step of an educated, who knows aiming for scientific study is a step towards progress achieved through education institution having scientific behavioral activity.

IV. OBJECTIVE OF STUDY

1. Knowing the number of children suffering from lack of nutrition.
2. Studying the reason of reduction in interest and habit of reading amongst students.

3. To know the advice and effort made by the parents of the students in helping them to eradicate bad habits.
4. Knowing about the infrastructure required for better health.
5. To know about the Execution of plan by the Government to bring back the children to school that lack nutrition and to help them in developing, reading habit and interest.
6. In order to find out from which programs the nutrition in the children has increased.
7. To obtain required advice and to make the Government Programs successful.
8. To know about all the Programs made and implemented by the Government through Health Department.
9. To know the program for which importance is giving by Health Department.
10. Officers of the Department to take personal interest in bringing about the children to track who are suffering from having no interest in study habits and to bring them back to studying.

V. HYPOTHESIS

1. To reduce substantially the number of students suffering from Malnutrition.
2. To understand the problems of the student and reason for having no interest in academic and study habit.
3. To learn about the efforts and advice given by the parents in eradicating bad habits amongst students.
4. To find out the reason for lack of nutrition facilities, which has resulted in keeping the children out of good health.
5. To learn about the programs of the Government to bring children suffering from study habit and suffering from malnutrition, into the main stream.
6. To understand that from certain programs bad habits amongst the students can be substantially reduced.
7. To understand the reason for failure of Government programs.

8. To learn about the reasons for failure of Health Department in bringing certain Government Programs into operation.
9. To learn about the programs being neglected by officers of Health Department.
10. To understand the reason for negligence shown by officer of Health Department, with respect to children suffering from study habits and lack of interests academics.

VI. VARIABLE

1. In order to collect the "Effect of health and nutrition program, study habits and interest on academic student achievement of Hyderabad Karnataka" in all 29 Taluks in 6 Districts has been randomly selected in Hyderabad Karnataka Area.

VII. DESIGN OF STUDY

For study of this subject and to obtain the result, survey method is adopted.

VIII. RESEARCH METHODOLOGY

Another method adopted for research is statistical method i.e., mean mode, median, SD, T- Test, Square Test.

In the Study the average method is adopted. For the collection of the findings. The questioner mentioned below shall be incorporated.

IX. LIMITATION / CONDITIONS

"Effect of Health and nutrition program, study habits and interest on academic student achievement of Hyderabad Karnataka" when the study of the same is made, the following points are observed.

1. It is found that the programs of Government in Health Sector is given importance and is implemented.
2. It is found that the parent's apprehension and ill health are not the reason for students giving study habits.
3. It is found that students of rural area are having lesser interest in studies than the students in Urban Area.
4. From neither the study it is observed that, mocking by other children and school are nor the reason for children in giving up study habits.
5. From the study it is also observed that Women and child welfare department and Health Department officials have failed to implement and have failed to supply the Medicine to students.
6. Women and Child Welfare Department has also failed in successfully conducting nutrition agitations or Jatha Programs every year in Urban and Rural Areas.
7. It is also observed that the necessities to reach the messages that are requires to implement Government Programs have to be effectively Board casted and Telecasted through Radio and T.V Medium and it is observed that the there is a failure in said area.

8. It is observed that in the program organized by Government it has failed to control the patients and it also has to see that Students positively responded in large numbers for the programs regarding nutrition implementation.

X. CONCLUSION

The findings can be store and results can be described and explained.

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Through life skill education one can move towards a more positive and holistic approaches in order to educate the new generations and through them the future generations.

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ENGLISH LANGUAGE TEACHING PRACTICES AND TECHNIQUES IN HIGHER EDUCATION IN INDIA AT PRESENT SCENARIO

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ABSTRACT

At present scenario, English is being accessed as the common and universal code language that has been an inevitable part of the higher studies and education in every country. Today English is used at undergraduate level, at post-graduate level and at research level. Our textbook experts have designed the English textbook in such a way that makes the students to use English proficiently. Effective Teaching in English provokes excellence of learner with listening, speaking, reading and writing skills. But in reality practices, it is found that students whose second language as English is able to use English for library purposes. The students who learn to use English only as a 'library language' are less competent than the students who acquire competence in all the four skills of English language. There are so many problems which occur in the use of English language in higher education. A student passing his/her higher education with distinction lacks fluency in communicative English and interpersonal skills. Even, a first class graduate cannot write his own profile properly. A professional trained teacher like B.Ed student teacher is not able to write his/her own leave application so that the areas of problems are vast. Thus, there is a need a study of the English language teaching practices and techniques in higher education in India at present scenario. This paper highlights the present status of English language in India, problems faced by the students in learning English, various English language teaching methods, approaches, techniques and some suggestions for teachers for effective e teaching.

INTRODUCTION

India has diversified lingualism with varied language speaking people must need a common language like English to integrate the recent developments sharing information and dissemination. English has very recently been the language of instruction, administration, and technical education. A major criticism is there even after several years of instruction; students have difficulty in using English for communication. Students are not showing any interest in the textbooks and most of the rural students feel learning English is a heavy one. At the college level, very few English classes have students who are at the same level of proficiency. It has been difficult for the teachers to determine the level at which they target their English classes.

Most of the Indian Universities have concentrating more efforts in promoting speaking skills. As spoken English in many colleges get set back due to deviation in teaching, learning practices and techniques. The prescribed textbooks are not so properly utilised so as to help teaching and learning spoken English. Learning to write is important, but learning to speak is more important. The lessons prescribed in their text books may help the students to learn written English and not spoken English. It is time that we have to design the textbook to help learners acquire the necessary skills required to meet the competitive job

market. Teachers of English face various challenges in their profession. Teachers who are intent on completing the prescribed lessons and preparing the students for the University exams have succeeded in getting them a pass, but they have too succeeded in making them to acquire basic skills.

LANGUAGE TEACHING

English is considered as a Global language and an important tool for today's competitive world. The teaching of English in Indian colleges has become a challenging task nowadays. At schools, students learn English just like other subjects and not as a language. Even many of the college students are striving hard to improve their communication. The standards of English of our country get started its decline from the time that we want to give more importance as the idea of English for special purposes. Language teaching plays a vital role to open up its resources to the learner so that he or she may find the right words and sentences to convey the meaning intended. The teaching of language is by no means a recent of novel activity and there has always been a constant search for effective ways of optimizing learning. The goals of teaching the mother tongue or the first language are different from those of teaching of foreign language or a second language.

CHALLENGE IN TEACHING ENGLISH TODAY

Challenges before the English Language teachers in India are enormous and apparent. They should be able to cater to the practical needs of learners, to make them competent enough to interact with one another and also to retrieve information all over the world. English has a base in several countries and is considered as the most suitable and convenient tool for International Communication. The people who have proficiency in this language could access large number of jobs and also were seen holding high positions in many National and International Organizations. In the earlier days English was just like a Library language, but now that notion has changed totally. At present the challenges visible before the English language teachers in India are diverse and it is necessary for them to shape up accordingly to meet the demands of the day. The teachers should know about the various teaching practices, methods, techniques, approaches in teaching English and make of using appropriate methods to motivate the learners to develop expected skills.

CONVENTIONAL ENGLISH TEACHING METHODS

Language teachers adopted and followed some or all of the different methodologies listed below to teach the language.

GRAMMAR TRANSLATION METHOD / APPROACH

Learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

BILINGUAL METHOD

Most teachers follow the bilingual method to teach the students in Indian schools, where the teacher first explains the entire English sentence in mother tongue and then asks the students to perform activities in English. When a student is in the process of composing his or her English sentences, abundant help through the use of mother tongue sentences is provided.

AUDIO-LINGUAL METHOD

The theory behind this method is that learning a language means acquiring habits. There is much practice

of dialogues of every situation. New language is first heard and extensively drilled before being seen in its written form. This method is based on the principles of behavior psychology. New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order.

THE DIRECT METHOD / APPROACH

In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation. The teachers will stick to the practice of using only English, without depending on mother tongue. Here, teacher is not supposed or authorized to use any single word from mother tongue. This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction. Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is never used.

GROUP DISCUSSION

This method makes the students effective communicators in English both inside and outside the class room. Involve the students to participate more in classroom activities so that they will acquire adequate command over speaking skills. To create this environment, teachers can conduct group discussions, where students are supposed speak only in English. Various types of discussions also help students to improve their general awareness and understanding about current affairs. It gives a lot of scope for good imagination and deep thoughts.

DEBATE

Debates too play an important role to improve the speaking ability of the students both at school and at higher level. Debates not only make the students to speak boldly and fluently but also help them to take one stand and be firm and consistent on that. Along with this advantage of reasoning, it gives students some experience to control their emotions without losing their temper.

ROLE PLAY

Role-plays are another important task that can improve the basic colloquial English of the learners. In role plays,

the students assume themselves as one of the characters and behave and speak accordingly involving in the given character completely. In these types of activities teachers have to play a vital role as instructors and guide the students properly so that they can act appropriately to meet the situation. They should help the students now and then to understand and take up the role given to get a grip on the tone of voice.

COMPUTER ASSISTED LANGUAGE LEARNING

Now-a-days computer has become a part and parcel of our day to day life. It plays a vital role in the process of teaching and learning. It can be used to learn a foreign and second language like English. Computers have made language learning easy and also made the language learning process interesting and enjoyable for both teacher and student throughout the world. It is described as one of the interactive methods that can help a learner according to their own ability to learn, which enriches their language skills.

VISUAL AIDS

In this method, the teacher distributes visual aids to students by dividing them into various groups. The students are then given stipulated time to extract relevant information on the given aids. After that, those learners are supposed to speak about the visual aids given to them. This method expands the analyzing capacity of the students. By looking at the picture, the learner should think and come out with innovative thoughts which also help in learning language by creating fun-filled environment around them.

LANGUAGE GAMES

In addition to the above mentioned methods teachers also use various language games to teach English language apart from the conventional ways of language teaching, which helps in developing vocabulary from the language that is being learned. Crossword puzzles and Games to teach basics of grammar to the students through various structures can create more impact and improvement in learning and speaking.

STRUCTURAL APPROACH

This method sees language as a complex format of grammatical rules which are to be learned one at a time in a set order. So for example the verb "to be" is introduced and practised before the present continuous tense which uses "to be" as an auxiliary.

TOTAL PHYSICAL RESPONSE

This method helps by having the learner respond to simple commands such as "Stand up", "Close your book",

"Go to the window and open it." The method stresses the importance of aural comprehension.

COMMUNICATIVE LANGUAGE TEACHING

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations he/she would be likely to find himself/herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, and location.

THE SILENT WAY

This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue.

COMMUNITY LANGUAGE LEARNING

In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

IMMERSION

This corresponds to a great extent to the situation we have at our school. The students are immersed in the English language for the whole of the school day and expected to learn math, science, humanities etc. through the medium of the target language, English.

TASK-BASED LANGUAGE LEARNING

The focus of the teaching is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors.

THE NATURAL APPROACH

This approach, stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them. The Natural Approach and the Communicative Approach share a common theoretical and philosophical base. Adults can "get" a second language much as they learn their first language, through informal, implicit, subconscious learning. The conscious, explicit, formal linguistic knowledge of a language is a different, and often non-essential process.

LEXICAL SYLLABUS

This approach is based on a computer analysis of

language which identifies the most common words in the language and their various uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic materials.

LANGUAGE LABORATORY

A language laboratory provides an assortment of resources for students wanting or needing to improve their language skills. The learning resources provided include relevant language learning materials or links to various language learning sites, access to newspapers and magazines, access to online libraries, interaction with language specialists and multimedia facilities.

THE READING APPROACH

This approach is selected for practical and academic reasons. For specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language. The priority in studying the target language is first, reading ability and second, current and/or historical knowledge of the country where the target language is spoken.

COMMUNITY LANGUAGE LEARNING

Rather the approach is patterned upon counselling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but, rather are trained in counselling skills adapted to their roles as language counsellors.

COMMUNICATIVE APPROACH

Communicative approach is the progressive acquisition of the ability to use a language to achieve one's communicative purpose. Communicative approach involves the negotiation of meaning between two or more persons sharing the same symbolic system. Communicative approach applies to both spoken and written language. Communicative competence is context specific based on the situation, the role of the participants and the appropriate choices of register and style.

FUNCTIONAL-NOTIONAL APPROACH

This method of language teaching is categorized along with others under the rubric of a communicative approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of

communicative situations in which they are used. Notions are meaning elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs.

TEACHING TECHNIQUES

English education, like almost every other area of our Indian society, has evolved in leaps and bounds in recent years. Traditional teaching techniques, based mainly on a teacher explaining a topic and students taking notes, may still be useful on occasion, but education today revolves more around encouraging the student to awaken their curiosity and desire to learn. A number of different teaching techniques have emerged due to this change in education with the emergence of technological gadgets. The use of technology in the classroom has simply given education a new lease of life allowing us to approach old ideas in new ways.

FLIPPED CLASSROOM

The Flipped Classroom Model basically involves encouraging students to prepare for the lesson before class. Thus, the class becomes a dynamic environment in which students elaborate on what they have already studied. Students prepare a topic at home so that the class the next day can be devoted to answering any questions they have about the topic. This allows students to go beyond their normal boundaries and explore their natural curiosity.

DESIGN THINKING

This technique is based on resolving real-life cases through group analysis, brainstorming, innovation and creative ideas. Although "Design Thinking" is a structured method, in practice it can be quite messy as some cases may have no possible solution. However, the Case Method prepares students for the real world and arouses their curiosity, analytical skills and creativity. This technique is often used in popular in Master Classes to analyze real cases experienced by companies in the past.

SELF-LEARNING

Curiosity is the main driver of learning. As a basic principle of learning, it makes little sense to force students to memorize large reams of text that they will either recall or instantly forget. The key is to let a students focus on exploring an area which interests them and learn about it for themselves. The learners, who not even know what the internet was capable of training themselves in multiple subjects with unexpected ease. A common technique for exploring self-learning is the use of Mind Maps. Teachers can create a central node on a Mind Map and allow students the freedom to expand and develop ideas.

GAMIFICATION

Learning through the use of games is a method that has already been explored by some teachers, especially in elementary and preschool education. By using games, students learn without even realizing. Therefore, learning through play or 'Gamification' is a learning technique that can be very effective at any age. It is also a very useful technique to keep students motivated. One idea may be to encourage students to create quizzes online on a certain topic. Students can challenge their peers to test themselves and see who gets a higher score. In this way, students can enjoy the competition with peers while also having fun and learning.

SOCIAL MEDIA

A variant of the previous section is to utilize social media in the classroom. Students today are always connected to their social network and so will need little motivation to get them engaged with social media in the classroom. The ways you can use this method of teaching are quite varied as there are hundreds of social networks and possibilities.

FREE ONLINE LEARNING TOOLS

There is an array of free online learning tools available which teachers can use to encourage engagement, participation and a sense of fun into the classroom. Teachers can create an interactive and dynamic classroom environment using, for example, online quizzes to test student's knowledge.

AREAS OF PROBLEM

Students of higher education are facing many problems towards English language as they feel fear in learning and speaking English. These students are not having good command over four skills of English language i.e. reading, writing, speaking and listening. Students are not able to read some difficult words properly while reading any passage, news papers or text. Students even fail to understand the meanings of the words. They make mistakes in writing applications, letters, exams etc. they face problems with English language while writing because of lack of vocabulary. They are not able to distinguish between formal or informal language in letters or applications. Even they face problems in writing technical or simple language. They are not able to speak fluent English because of language fear.

CAUSES OF THE PROBLEM

- Today the students are having the notion that 'English is very difficult subject so they can't be so fluent in it'. But they do not know that if they show the interest

in this language then they can acquire the language very fast.

- Some students are over confident who think that 'English subject is somehow like guide pass the exam in the last hour study', but when actually they have to speak or write in English they fail at the moment.
- The students do not participate in the classroom instruction due to their poor language ability, so they hesitate to take part in class conversations.
- Teachers themselves are not skilled in the subject. They are in a hurry to complete the course as a result they are not able to empower the students to develop their skills.
- Teachers can only prepare themselves for their lectures to a certain extent. So by increasing the working hours or by the number of classes the standard of teaching naturally goes down.
- The status and emoluments of a teacher do not compare favourable with those of other equivalent posts. So good teachers after accepting the teachers job to start with for a better job elsewhere and as soon as they get government or another remunerative job they leave the teaching professions. They therefore, during their stay in the institutions do not show much interest in their work.

SUGGESTIONS FOR EFFECTIVE TEACHING ENGLISH

- The self-interest and risk taking behaviour of the English teacher is more important in improving the students' communicative fluency along with the improvement in their written skill.
- Teachers should not be over loaded so that they can prepare well and can pay proper attention in the class.
- The syllabus should be redesigned after every three years so that students could not easily get the guides. They themselves hunt for the sources from the library or internet and can improve their English well.
- Authentic materials like news papers, advertisements, magazines etc should be used in the teaching-learning process which makes the classroom environment real and natural language learning can happen.
- Teacher should teach through CLT (Communicative Language Teaching) or TBLT (Task Based Language Teaching) instead of teaching only through grammar translation method.
- While selecting any faculty, merit should not be the top priority along with this, performance of the

teacher should be checked in order to avoid the problems of fluency, accuracy etc.

- According to UNESCO, ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economical and cultural matters. So, students should be made aware of ICT that helps to access the learning process very quickly.
- The teacher should impart the knowledge of virtual class rooms and other E-learning systems in order to make them learn English Language according to their time and pace.
- The teacher should be interested in trying the different types of techniques, methods and approaches in teaching English language based on the needs of students.

CONCLUSION

To meet the present day challenges in teaching English, first of all, English should not be treated as a subject as it is to be used actively in interacting with one another throughout the world. By using conventional methods, maximum portion of class time will be wasted in exercises and drilling, dealing with grammar and pronunciation which takes away a large portion of class time. These methods were mostly used to develop basic skills of language learning such as Listening, Speaking, Reading, and Writing, but by following these methods listening and speaking skills were neglected as students cannot put their language in practice. In the era of competitive world, where the majority of the students are attempting higher competitive exams, good listening and speaking skills become an absolute necessity. Communicative approach was totally neglected by teachers and learners which has become a global demand where students are supposed to communicate across the globe and for their communicative sustainability. Teachers should act as facilitators, and should observe how well students organize their thoughts while speaking with their fellow members.

As language changes geographically due to dialectical variations, the teacher should take adequate steps to teach their student about neutral accent and their importance while communication. Clear pronunciation, not perfect pronunciation, is the goal. Students are also now facilitated by software to practice pronunciation through phonetics. To achieve the goals of language learning today every college should be provided with language lab, sophisticated equipment like computers, LCD Projectors. In addition to these, our faculty too should update their knowledge, skills and should acquire thoroughness over their syllabus to meet the demands of globalization since English is seen as a key educational investment in this world. If provided with the latest language teaching tools and with the support of technology, one can teach the language effectively and motivate the students towards language learning.

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GATEWAY TO EDUCATIONAL INSTITUTIONS IN DHARWAD : A GEOGRAPHICAL ANALYSIS

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ABSTRACT

Dharwad occupies a unique place in the state of Karnataka for the simple reason that it is considered as a seat of learning, has given birth and rejuvenated Music Art and Culture of every form. Also it is considered the cultural capital of North Karnataka. The important heritage spots of Dharwad have considerably influenced the life style of the people of this region. Hence it requires a deep study of these spots and to list out the contribution made from time to time. Here is an effort to bring out the significance of two of the oldest Educational Institutions of Dharwad city which have become synonymous with the name Dharwad.

INTRODUCTION

Something that is inherited at birth, such as personal characteristics, status and possessions is normally known as heritage. But when it concerns to a Geographical place, like a village, city, state, country or the entire world, Heritage means anything that has been transmitted from the past or handed down by tradition, may be the evidence of the past, such as historical buildings and the unspoilt natural environments are considered collectively as the inheritance of the present day society.

Heritage is our legacy from the past. What we live with today and we pass on to future generations. Our cultural and natural heritage is both irreplaceable sources of life and inspiration. The monuments of historical importance, architecture concerning to arts, literature, education and of mythological importance are broadly considered. The heritage sites where these monuments are located play a significant role in the lives of people in that region from time to time. We inherit our culture, traditions, art, music, sculpture and so many other aspects from these heritage sites which play a significant role in our day to day life. We treasure the heritage sites as our inherited property and it becomes the duty of every citizen and the Government to preserve them. Every place in every country will have one or the other monument which speaks volumes about those places and are the pride of the people, their culture and their traditions. Our History, our traditions, our way of life and so many other aspects are attributed to our heritage sites. They attract people from different parts of our country and also from the world. They sometime become tourist spots. Many times, the name of these are attributed to the Heritage sites.

Dharwad though a small town, is the district headquarters in the state of Karnataka. It has a history of its

own which spans from the period of The Vijayanagar Kings and their descendants, Mughals, Bahamanis, The Marathas, Tipu Sultan and The British. It occupied a significant position during the British regime as the district headquarters when it was a part of Bombay Presidency. Even German scholars like Reverend Kittle who is considered as father of Kannada - Kannada dictionary made Dharwad his place of stay. Basel Mission missionaries played a significant role in establishing educational institutions in and around Dharwad and even today their contributions to education are quite note worthy. The role played by Dharwad in the field of Music, Literature and Freedom struggle is worthy of study. After Independence and reorganization of states on the basis of language spoken by the majority of people, Dharwad became a part of Karnataka. Considering all these aspects, an effort is made to study the significance of heritage sites of Dharwad and its impact on the present generation. There are many heritage spots which need to be looked into with minute details linking them to the impact on the present generation. Here is an effort to this end.

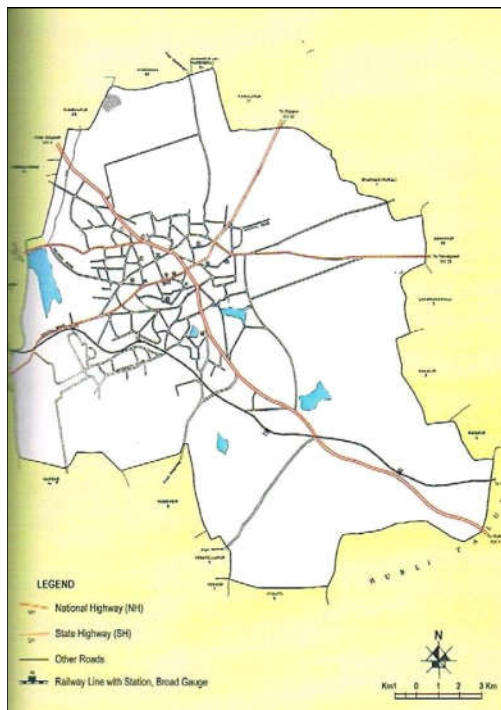
The study mainly concerns to some specific Heritage spots in Dharwad city. It doesn't take into consideration any Heritage aspect pertaining to entire Dharwad District. The origin, growth and geographical aspects of Dharwad city, identification of heritage sites and buildings of Dharwad city and their analysis, social and cultural heritage buildings and educational heritage institutions and buildings of Dharwad city are main topics of study.

Dharwad city is rich with Heritage sites and buildings and their influence on the living conditions especially of cultural and spiritual aspects of the generation at different points of time in general and on the present generation in particular is significant.

STUDY AREA

Dharwad is spread over seven small hills at an average altitude of 750 mtrs above sea level. It comprises of two geographical divisions one is malanadu (hilly forest area with red soil) and Belavalanadu (deccan plains with black soil). The climate is hot during summer and pleasant during rest of the year. The yearly rainfall is 838 mtrs.

Dharwad city structure



Dharwad district is situated in the western region of the northern part of Karnataka state the whole district has an area of 4263 km and lies between the latitudinal parallels of 15 02' and 15 51' North and Longitude of 73 43' and 75 35' East. The entire district is surrounded on the northern side by the district of Belgaum, on the eastern side by the district of Gadag, on the southern region it comprises of Haveri district and on the west by Uttara kannada district. All these districts which surround Dharwad district belong to Karnataka state. The word "Dharwad" means a place of rest in a long travel or a habitation.

SELECTION OF THE PROBLEM

Dharwad has geomorphological features like concave, convex, dove shape, hogbags, escarpment hill with twin peaks. It lies on the Deccan plateau with Dharwar system as its bedrock. The area is situated at a band of shales and country rocks, granites, gneisses. In the western side of Dharwad it comprises of igneous band of undulating plain. Medium red and mixed soils are formed. The soil's structure and landscape are important factors for construction of buildings. Most of the streams are non-

perennial in nature. The moderate climate was one of the reasons to set up their administration. The normal temperature is 28.5 C and it varies from 16C-23C. The average rainfall is 74.49 centimeter. The humidity of Dharwad varies between 64% to 68%. The topography of Dharwad is uneven. They have constructed on plains avoiding elevated grounds. There are five major roads at an important place called jubilee circle, namely National highway, saudatti road, Kalghatgi road, Goa road, and haliyal road which connects the neighbouring districts and states. The internal roads are also well connected namely Kamanakatti, Hosayallapur, Malapur, Kamalapur, and Saidapur for efficient movement of people, goods and vehicles.

THE MAIN OBJECTIVES OF THE PRESENT STUDY ARE :

1. To analyze the geographical interaction of the two educational institutions, viz,
 - a) Teacher's Training College
 - b) Karnatak College Dharwad.
2. To examine the role of these institution in the regional Development.

METHODOLOGY AND DATA BASE

The data/ information has been collected through field observations and a study made through enquiries through people. The information has also been collected from Gazetteers, Government publications and the books written by important writers of Dharwad. Since the study is qualitative in nature the methodology adopted is inductive one.

TEACHERS TRAINING COLLEGE FOR MEN(DIET)

The town is known for its cultural heritage and natural heritage with a glorious history. The oldest and the mother of all institutions of higher education is the Government Teachers Training Institution for Men, popularly known earlier as Gantreka, now elevated as DIET (District Institution of Education and Training). It was opened in the year 1861. It was here Karnataka College was housed first for a long time till it was shifted to the present campus and similarly the famous Karnataka University was started in this campus and later was shifted to the present campus. Dharwad had ten important roads. The whole district had 435 km of metalled roads and 864km of other roads. The formation of railway lines in 1887 by the southern maratha railway proved to be a landmark in the improvement of roads. People moved through cart driven tongas and others easily they walked distances.

Among the educational Institutions in the North Karnataka, the Kannada Boys Training College Dharwad has rendered yeomen service in educational field especially

in developing and popularizing the regional language Kannada. It was because of the vision of late Deputy Channabasappa, who was an Engineering graduate, but chose to be a teacher to popularize Kannada, this great institution came into existence. He was the first Principal of this institution. It is amongst the oldest teacher education and institution in the country.



This college aimed at producing young primary school teachers who devoted themselves to the task of teaching. It has produced teachers of repute, who became great poets, writers, grammarians, linguists and class room teachers. Earlier, a good number of primary school teachers were produced who underwent training after Mulki (7th std). These teachers spread almost all over North Karnataka Districts of Dharwad, Belgaum, Bijapur and Karwar and did great service in popularizing Kannada as Marathi dominated for a long time here. Some of the famous names to mention with great Pride are Venkat Rango Katti, Ma. Pra pujar, Sa.Sa Basavnal, Sri Siddappa Kambali, Rodda Srinivas Rao, and so on. Among them late Venkat Rango Katti and Rodda Srinivas Rao later on became the Principals of the same Institution.

The Training College is located in the heart of Dharwad city, on a plane ground, constructed with Indo-Arsenic architecture. The building is parallel to the main road, known as College Road that further leads to Karnatak College, All India Radio and to Karnatak University. The building faces south, with the main arched colossal entrance porch, flanked by two arms of class rooms. The whole frontal sketch of the building is arranged by arched pillared colonnade which oared beauty to act as a façade to the frontal architecture.

Beyond this main building to the north of it many additional class rooms are built. Also the boy's hostel is constructed to the north south border of the premises in the eastern wing. It has on record about 20 Acres of land, the southern part is occupied by college building and northern part with gardening and horticulture activities. The trainees were made to know the skill of gardening and horticulture.

If you view the past, Dharwad during the early part of the 19th century, was though completely controlled by the British, during this span of time, The Marathas, The Patavardhanas, were in the fore front of the general administration of the land and the area was popularly called Dakshina Maharashtra. It was full of Gokhale's, Karandikar's, Gores, Morey's, Kale's and so on at the helm of general administration of the area. So Marathi language dominated the administration. All schools were of Marathi Medium and Kannada was popular only in rural Areas. But Kannada schools were not there. in 1818, there were 36 Marathi primary schools in Dharwad, but not a single Kannada Medium School. In 1826 the first Kannada primary school was opened by Walter Elliot, Asst. Commissioner of Dharwar. Mr. Elliot convinced the higher authorities in Bombay, that the main language of the region is Kannada but dominated by a few influential Marathi people. So it was necessary to open Kannada Medium Schools to gain the good will of the majority Kannada speaking people. And he opened the first Kannada Medium Primary School in Dharwar. During the span of time the important British Educationist like Walter Elliot, Vallian Allan Russel, Father Kittel and so on lead Kannada movement, and opened many Kannada schools in this region which later paved way for the establishment of Kannada Teachers' Training College.

In 1855, there were many Kannada schools and their growing numbers, necessitated the need of establishing the teachers training college. Thus, this Kannada Training college came into existence. The main force behind establishing this college was Deputy Channabasappa. In 1861 Cowey was responsible for founding this training college. In 1866 it received the status of a College.

The principals of this College were Mr. Channabasappa, Mr. Huilgol Bhujanga Rayaru, Mr. Venkata Rango Katti, Mr. Ra. Ba Karandikar, Mr. Ramarao Mahishi, N.S. Patil and others.

KARNATAK COLLEGE (1889 AD) : SOUTHERN MARATHA SIRCA

One of the important educational institutions of Dharwad is Karnataka College. As there were no institutions for higher education in the Dharwad Region, the nearest college was being in Pune, about 450 kilometers from Dharwad, people of this region experienced and felt the need of a college and it paved way for the establishment of Karnataka College in 1889.

To start with, the college was housed in the premises of the Teacher Training College for Men which is considered the almatmater of all institutions. Around 1920, it was shifted to the present spacious campus. In 1978,

Karnataka College was bifurcated as the Science and the Arts College with huge buildings and other facilities.

LOCATION

It is one of the prestigious educational institutions of Dharwad. Many Educationists, Administrators, Principals, scientists, Doctors, Engineers all over the state and outside are the products of this prestigious College. This college stands on a raising ground on its south (the present Sanmati Hostel road) and on top of this area is a table land on which very comfortably the college building, play-ground, Library, Staff quarters, canteen Auditorium, Music Hall, Principal's quarters, girls hostel are built. The total area of this Campus is about 50 Acres, full of tall trees, excellent connecting approach roads and in some locations meandering red soil path ways. On the western part of the city, it has a landmark area, borrowing university road and All India Radio road on the north and the collector's compound on the east. The entire environment of this huge campus is serene, filled with natural beauty and thus making congenial for studies.



In the second half of 19th century, the British had occupied the whole country and needed English knowing local persons in all important places. Educationist Sir Morley Minto proposed strongly that education institutions of high standard should come up in every important place of British administered parts of India and the natives should be trained so as to help the British Administration to have better control and also to deep root in India. Efforts were made to establish colleges and Universities with this background and Universities like Madras, Calcutta, Bombay came into existence.

During this time, the then Bombay-Karnataka popularly known as 'Southern Maratha Circa' was in dire need of English knowing local people for all practical purposes of administration and therefore in Dharwad, Belgaum High schools and Colleges were in great demand. Especially in Dharwad, The Basel Mission High School, Tziggler Institution, Kittel High School, St.Joseph's High School, Victoria School, Vidyaranya High School, KLE

society's High school, Karnatak High school were some of the famous institutions established with the public support and with the support of missionaries. With the growth of these High Schools there was obviously a need of a college. For higher education people had to throng to Poona or Bombay. By looking into such needs, the then Governor of Bombay Presidency, was on his official tour to this part of the region, planned to start a Degree College at Dharwad and around 1886-1887, he laid the foundation at the lush green hill of Dharwad, then fondly known as Chota-Mahabaleshwar. But later on, the area was abandoned, as Sir Lloyd, considering readily available existing huge building in the middle of the town in which Southern Maratha Railway was functioning, he managed to allot this building to Karnatak College for the time being and in 1889 Karnatak college started functioning from this building. The Governor inaugurated it in a grand function. This proved to be a landmark decision in the field of education and culminated in the progress of Dharwad. As stated earlier, this Karnataka college was previously housed in western wing of the then Teachers Training College for Men which is now known as DIET.

In 1882, the southern Maratha railway started a new line between Poona via Dharwad to Madras and the Administrative office of this organization was constructed as the Head quarters of southern Maratha Railway. This was the main Administrative building housing the Chief of the Railway Staff, his subordinate offices.

ARCHITECTURE OF THE BUILDING

This building was in the style of Indo-European architecture. In 1889 (1923) it was completed, material was made up of burnt bricks, and this material proved to be as the binding form, very strong wood was provided to make the building sturdy. It is a building spread in a vast area. It has a central canopy for car-parking of the officers and this central entrance is flanked on either side by two wings of big halls, each side five in number. The building is a two-storeyed construction, with an arched veranda which attracts the visitors.

The upper storey is approached by two curves embracing the Principal's room here on the first floor, further this room is flanked by two wings on its right and left. Here big halls are constructed upon the halls of ground floor. (This was the structure of early southern Maratha Railway Head Quarter. Later on it was handed over to the college officially by Sir Lloyd)

The roof is of Mangalore tiles which has a similarity to roof styles. There is a big Wall clock in the central tower. The building occupies 23070 Sq.ft. Many other building

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CONSTRUCTION AND STANDARDIZATION OF CLIMATE CHANGE AWARENESS TEST (CCAT)

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ABSTRACT

Devastating effects of climate change on world are now a regular phenomenon. Being a manmade disaster it has deeper global impacts on the survival of life on the earth. India is one of those countries recognized to be more vulnerable to climate change. Awareness is the base for any change in behaviour. Thus awareness on climate change assumes greater significance for all inhabiting earth to bring abundant behavioral change in terms of their attitudes, values, decision making skills, participation and practices to protect planet earth from the threat of climate change. B.Ed. Pupil-Teachers are being the future secondary school teachers in India constitute a good proportion of its population. They have the greater responsibility in shaping the mind and heart of adolescent pupils who are future citizens to effectively address the climate change to ensure safe future for India. This is possible only when they themselves have the requisite level of climate change awareness. Climate change awareness is a state of being conscious about climate change. It involves gaining of variety of information and experiences to acquire basic knowledge, understanding, critical thinking and sensitivity about the issues pertaining to climate change. The present tool i.e., Climate Change Awareness Test (CCAT) has undergone many stages of refinement as a part of its standardization. It has a total of 80 items spread over in 8 domains which indicates that its is quite specific and comprehensive keeping in view a fact that climate change has been a greatest concern for humanity in the 21st century. The present paper gives details on the procedure and norms followed in constructing and standardizing the CCAT.

Key Words: Climate Change, Climate Change Awareness, CCAT and B.Ed. Pupil-Teachers.

INTRODUCTION

change means statistically significant variations in the earth's average weather, including changes in temperature, wind patterns and rainfall, especially the increase in the temperature of the earth's atmosphere that is caused by the increase of greenhouse gases like carbon dioxide, methane, nitrous oxide, ozone etc. due to human activities. The wide range and deeper impacts of increasing temperature caused by climate change persist for a long period (decades to millions of years) across the earth threatening the very survival of life on the earth. Hence it has been called as the "planetary emergency" and "greatest concern of the humanity in 21st century".

RATIONALE FOR CONSTRUCTION OF CCAT

Almost all countries are vulnerable to climate change. However India is one of those countries recognized to be more vulnerable to climate change. It has been facing the heat of the climate change in terms of increase in the temperature which has been adversely affecting the health and livelihood of its citizens, water, biodiversity, agriculture etc. Further it has been witnessing unseasonal extreme rainfall, draught, floods, rise in the level of sea water threatening the coastal areas, increase in the spread of vector borne diseases etc.

Awareness is the base for any change in behaviour (Indrani R. Halady and Purba H. Rao 2010). Thus awareness on climate change assumes greater significance for all inhabiting earth to bring abundant behavioral change in terms of their attitudes, values, decision making skills, participation and practices to protect planet earth from the threat of climate change. Climate change awareness is a state of being conscious about climate change. It involves gaining of variety of information and experiences to acquire knowledge, understanding, critical thinking and sensitivity about the issues pertaining to climate change.

It is well appreciated that it is mainly through education that people can be made to develop an in-depth awareness, favourable attitudes, values, participate in effective decision making and develop capabilities to address the challenges of climate change. The teacher assumes important role in the educative process. B.Ed. Pupil-Teachers are being the future secondary school teachers in India constitute a good proportion of its population. They have the greater responsibility in shaping the mind and heart of adolescent pupils who are future citizens to effectively address the climate change to ensure safe future for India. This is possible only when they themselves have the climate change awareness.

There are a very few research tools available to measure climate change awareness among B.Ed. Pupil-

Teachers in India. However there is a dearth of a research tool that specifically & comprehensively measures the level of climate change awareness among B.Ed. Pupil-Teachers in India keeping in view its magnitude. This is due to the fact the area of climate change is in the nascent stage as for as educational research in India is considered.

The present research tool i.e., CCAT is in English. It is designed to measure climate change awareness specifically and comprehensively among B.Ed. Pupil-Teachers in India.

OBJECTIVES

- To construct CCAT for B.Ed. Pupil-Teachers in India.
- To standardize CCAT for B.Ed. Pupil-Teachers in India.

TARGET POPULATION

The tool besides measuring the climate change awareness among B.Ed. Pupil-Teachers can also be adapted to measure the same among other target groups in India with appropriate adaptation.

COLLECTION OF ITEMS

The researcher first thoroughly acquainted himself with literature on environment in general and climate change in particular. Then he also consulted already existing relevant tools on environmental awareness and climate change awareness. This enabled the researcher to enlist 8 dimensions of climate change and cull out 196 multiple choice items for draft awareness test. The eight dimensions of the test included Concept of Climate Change, Causes of Climate Change, Impacts of Climate Change on World, Impacts of Climate Change on India, Global Fight on Climate Change, India's Fight on Climate Change, Green Solutions for Climate Change and Climate Change Education. Each item is provided with four options among which one option remained as the correct option. Each correct option was given a weightage of one mark and each wrong option or omitted item was given zero mark.

PRE-TRYOUT

The preliminary draft awareness test was discussed with the different experts in the fields of Education, Environment and Environmental Education at different intervals to determine the relevance of items including their options and suitability of the language of items. The items were thoroughly screened and edited by the experts. Based on the suggestions given by them out of 196 items, 46 were rejected, 26 items were modified and finally 150 items were retained spreading over into 8 dimensions of the test. Care was taken to make the items to be simple, clear and concise, so that the test can be understandable by the respondents in their first reading.

TRY OUT

The draft awareness test with 150 multiple choice items distributed over 8 dimensions was administered to a group of 100 randomly selected B.Ed. Pupil-Teachers by visiting two of the Colleges of Education affiliated to Bangalore University located in Bangalore. Care was taken to select B.Ed. Pupil-Teachers from varied categories like locality (rural/urban), gender (male/female), discipline (science/arts), marital status (single/married), educational qualification (UG/PG) and age. Providentially, the sample also included some B.Ed. Pupil-Teachers from other states in India. The respondents were instructed to mark their responses for all the items. They were given assurance that their responses would be kept confidential. There was no time limit but most of the respondents took 1 hour to 1 hour ten minutes.

ITEM ANALYSIS

Item analysis was carried out to eliminate inconsistency of the items. The responses of the subjects were collected and scored for each item. The individual climate change awareness scores for entire 100 B.Ed. Pupil-Teachers were found out and they were arranged from the highest to the lowest score.

The item analysis was done based on analysis of total number of students who attended each item, total number of students who attended the item correctly, calculation of item difficulty index, calculation of number of correct responses from upper group (Ru - 50) and lower group (RI - 50) and finding out index of discriminating power.

Difficulty index was found out by using the following formula

$$D = R/N \times 100$$

Where

D = difficulty index

R = Number of students who answered the items correctly from top 50 and bottom 50

N = Total Number of students who tried them (100)

Discrimination Power was found out by using the following formula

$$P = (R_u - R_l) \div N/2$$

Where

P = Discrimination power

R_u = Number of correct responses from the upper 50 students

R_l = Number of correct responses from the lower 50 students

N = Total number of pupils who tried them (100)

The values of item difficulty index and index of discriminating power between upper and lower groups for each item of the test has been shown in the Table 1.

Table 1: Item Difficulty Index and Discriminating Power between Upper and Lower Groups for each Item of the CCAT

Sl.No. of the Items	Item Difficulty Index (D)	Index of Discriminating Power (P)	Result	Item Number on Test
1	55	0.11	Retained	1
2	45	0.15	Retained	2
3	64	-0.1	Rejected	-
4	35	0.01	Retained	3
5	76	0.09	Retained	4
6	65	0	Rejected	-
7	35	0.21	Retained	5
8	64	-0.04	Rejected	-
9	77	0.6	Retained	6
10	45	0	Rejected	-
11	67	0.22	Retained	7
12	39	-0.09	Rejected	-
13	43	0.8	Retained	8
14	47	-0.17	Rejected	-
15	76	0.3	Retained	9
16	57	0.26	Retained	10
17	41	-0.22	Rejected	-
18	35	0	Rejected	-
19	67	0.21	Retained	11
20	77	-0.24	Rejected	-
21	65	0.11	Retained	12
22	45	-0.15	Rejected	-
23	64	0.17	Retained	13
24	65	-0.19	Rejected	-
25	67	0.26	Retained	14
26	38	-0.2	Rejected	-
27	72	-0.15	Rejected	-
28	71	0.15	Retained	15
29	70	-0.06	Rejected	-
30	65	0.09	Retained	16
31	38	0.05	Retained	17
32	49	-0.05	Rejected	-
33	43	0.06	Retained	18
34	54	-0.21	Rejected	-
35	45	0.26	Retained	19
36	65	0.2	Retained	20
37	40	0.09	Retained	21
38	41	-0.09	Rejected	-
39	68	0	Rejected	-
40	69	0.22	Retained	22
41	45	-0.2	Rejected	-
42	35	0	Rejected	-
43	39	0.02	Retained	23
44	65	-0.092	Rejected	-
45	66	0.25	Retained	24
46	66	-0.05	Rejected	-

47	68	0.09	Retained	25
48	74	-0.04	Rejected	-
49	72	0.06	Retained	26
50	35	0.06	Retained	27
51	37	-0.07	Rejected	-
52	67	-0.01	Rejected	-
53	66	0.06	Retained	28
54	56	0.09	Retained	29
55	45	-0.17	Rejected	-
56	65	0.11	Retained	30
57	67	0.21	Retained	31
58	73	-0.19	Rejected	-
59	71	0.04	Retained	32
60	70	-0.06	Rejected	-
61	72	-0.02	Rejected	-
62	56	0	Rejected	-
63	45	0.09	Retained	33
64	37	0.045	Retained	34
65	39	-0.2	Rejected	-
66	40	0.21	Retained	35
67	67	-0.25	Rejected	-
68	76	0.08	Retained	36
69	56	0.23	Retained	37
70	43	0.07	Retained	38
71	72	-0.06	Rejected	-
72	40	0.08	Retained	39
73	41	-0.065	Rejected	-
74	38	-0.28	Rejected	-
75	71	0.26	Retained	40
76	56	0.2	Retained	41
77	54	0.05	Retained	42
78	38	-0.052	Rejected	-
79	50	-0.29	Rejected	-
80	55	-0.21	Rejected	-
81	56	0.069	Retained	43
82	74	-0.054	Rejected	-
83	62	0.098	Retained	44
84	62	-0.21	Rejected	-
85	61	0	Rejected	-
86	71	0.06	Retained	45
87	55	0.07	Retained	46
88	56	-0.29	Rejected	-
89	52	0.25	Retained	47
90	50	-0.3	Rejected	-
91	70	-0.24	Rejected	-
92	71	0.25	Retained	48
93	65	0.05	Retained	49
94	56	-0.06	Rejected	-
95	67	0.05	Retained	50
96	61	-0.2	Rejected	-
97	43	0.26	Retained	51
98	45	-0.21	Rejected	-

99	47	0.09	Retained	52
100	49	0.07	Retained	53
101	46	-0.11	Rejected	-
102	41	0.08	Retained	54
103	53	-0.08	Rejected	-
104	56	0.08	Retained	55
105	59	-0.05	Rejected	-
106	72	0.07	Retained	56
107	74	-0.21	Rejected	-
108	39	0.22	Retained	57
109	38	-0.02	Rejected	-
110	37	0.07	Retained	58
111	55	-0.01	Rejected	-
112	61	0.02	Retained	59
113	62	0.08	Retained	60
114	69	-0.22	Rejected	-
115	71	0.25	Retained	61
116	45	0.06	Retained	62
117	43	-0.01	Rejected	-
118	63	0.21	Retained	63
119	66	-0.3	Rejected	-
120	35	0.06	Retained	64
121	37	-0.07	Rejected	-
122	67	-0.01	Rejected	-
123	66	0.06	Retained	65
124	56	0.09	Retained	66
125	45	-0.17	Rejected	-
126	65	0.11	Retained	67
127	67	0.21	Retained	68
128	71	0.04	Retained	69
129	70	-0.06	Rejected	-
130	72	-0.02	Rejected	-
131	56	0	Rejected	-
132	45	0.09	Retained	70
133	37	0.045	Retained	71
134	39	-0.2	Rejected	-
135	40	0.21	Retained	72
136	67	-0.25	Rejected	-
137	76	0.08	Retained	73
138	56	0.43	Retained	74
139	43	-0.07	Rejected	-
140	56	0.06	Retained	75
141	67	-0.05	Rejected	-
142	61	-0.2	Rejected	-
143	43	0.26	Retained	76
144	45	0.21	Retained	77
145	47	0.09	Retained	78
146	55	-0.12	Rejected	-
147	72	0.23	Retained	79
148	45	-0.21	Rejected	-
149	44	-0.03	Rejected	-
150	35	0.12	Retained	80

INTERPRETATION

More the difficulty index value easy is the item. Here difficulty index varied from 77% to 35%. However in general any multiple choice questions (MCQ) based test must have 10% difficult items for competition among students according to the weightage table of the test, hence the researcher retained 10% difficult questions. Similarly 10% easy items were also retained in final form of the test.

The discrimination power varied from 0.26 to -0.3, in general items having $P = 0$ or negative values are discarded as they don't discriminate between upper and lower groups among the sample. Eventually considering both D and P values out of 150 items 70 items were discarded and 80 items are retained.

FINAL FORM OF THE CCAT

The final form of the test consists of 80 multiple choice items categorized under 8 dimensions. All eight dimensions have got equal number of multiple choice items i.e., 10 items in each dimension. The Table 2 shows the distribution of number of items in 8 dimensions before and after try out. The Table 3 shows final distribution of items in 8 dimensions.

Table 2 : Distribution of Items among Dimensions of CCAT before and after Try Out

Sl. No.	Dimensions of CCAT	Number of Items before Try Out	Number of Items after Try Out
1	Concept of Climate Change	16	10
2	Causes of Climate Change	20	10
3	Impacts of Climate Change on World	20	10
4	Impacts of Climate Change on India	19	10
5	Global Fight on Climate Change	20	10
6	India's Fight on Climate Change	18	10
7	Green Solutions for Climate Change	19	10
8	Climate Change Education	18	10
	Total Number of Items	150	80

RELIABILITY

Both split half methods and test-retest were used to find out the reliability of the CCAT.

Split Half Method: In order to obtain the split half reliability, the test was administered only once and then divided into two halves by having all the odd numbered items into first half and all the even numbered items into second half. Thus two parallel halves containing 40 items

Table 3 : Final Distribution of Items among Dimensions of CCAT

Sl. No.	Dimensions of CCAT	Sl. Number of the Items on the CCAT	Total No. of Items
1	Concept of Climate Change	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	10
2	Causes of Climate Change	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	10
3	Impacts of Climate Change on World	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	10
4	Impacts of Climate Change on India	31, 32, 33, 34, 35, 36, 37, 38, 39, 40	10
5	Global Fight on Climate Change	41, 42, 43, 44, 45, 46, 47, 48, 49, 50	10
6	India's Fight on Climate Change	51, 52, 53, 54, 55, 56, 57, 58, 59, 60	10
7	Green Solutions for Climate Change	61, 62, 63, 64, 65, 66, 67, 68, 69, 70	10
8	Climate Change Education	71, 72, 73, 74, 75, 76, 77, 78, 79, 80	10
Total			80

each were obtained. The coefficient of correlation between the two halves was calculated by using Karl Pearson's Product Moment Correlation Formula. It was found that the coefficient of correlation between the two scores of two halves was $r = 0.81$ which is significant at 0.01 level. Then the reliability coefficient of the total test was calculated using Spearman-Brown Prophecy

Formula:

$$r_{tt} = 2r/1 + r \text{ (Guilford)}$$

where 'rtt' is the reliability coefficient of the total test and 'r' is the coefficient of correlation between two halves of the test.

$$\begin{aligned} \text{Hence } r_{tt} &= 2 \times 0.81 / 1 + 0.81 \\ &= 1.62 / 1.81 \\ &= 0.89 \end{aligned}$$

Test-Retest Method : During this method, the test was administered to a new group of 100 English Medium B.Ed. Pupil-Teachers drawn from two of the Colleges of Education respectively affiliated to Bangalore University and University of Mysore. The test was again administered to same group after an interval of three weeks. The two sets of scores in the two trials were then correlated by using Karl Pearson's Product Moment Formula and the reliability coefficient obtained was 0.77 which is significant at 0.01 level. Then the reliability coefficient of

the total test was calculated using Spearman-Brown Prophecy Formula :

$$r_{tt} = 2r/1 + r \text{ (Guilford, 1956)}$$

where 'rtt' is the reliability coefficient of the total test and 'r' is the coefficient of correlation between test-retest.

$$\begin{aligned} \text{Hence } r_{tt} &= 2 \times 0.77 / 1 + 0.77 \\ &= 1.54 / 1.77 \\ &= 0.87 \end{aligned}$$

Thus the reliability coefficient of the total test obtained through both split half and test- retest methods were found to be 0.89 and 0.87 respectively. Thus the reliability of the test is found to be high and one can repose faith on the test.

VALIDITY

The following types of validity were ensured for the CCAT.

Face Validity and Content Validity : In the present test an attempt was made to ensure face validity and content validity through consultation with experts from the fields of Education and Environmental Education from the very beginning of

identifying the items to the final selection of the items. On the basis of constructive comments by the experts, the items were eliminated and modified, content accuracy was taken care and items were appropriately distributed over different dimensions.

Intrinsic Validity : The present test is found to have consistency and stability in its items as its intrinsic validity obtained is 0.93.

NORMS

Keeping in view the level of B.Ed. Pupil - Teachers maximum 1 hour and 10 minutes can be given for them to give their responses for the CCAT. Table 4 shows the score norms of the CCAT for measuring the climate change awareness among B.Ed. Pupil-Teachers.

Table 4: Score Norms of CCAT

Sl. No.	Level of Climate Change Awareness	Range of Scores	Scores in Percentage
1.	High Climate Change Awareness	65 - 80	81 - 100
2.	Above Average Climate Change Awareness	49 - 64	61 - 80
3.	Average Climate Change Awareness	33 - 48	41 - 60
4.	Below Average Climate Change Awareness	17 - 32	21 - 40
5.	Low Climate Change Awareness	1 - 16	1 - 20

USES OF THE CCAT

- The tool can be used for research and survey purposes.
- The tool can be used for inter-disciplinary studies.
- The tool can be used to effectively measure the climate change awareness among B.Ed. Pupil-Teachers in India.
- The tool can be adopted/adapted by all States and Central Government of India to gauge the awareness of their citizens from different walks of life on climate change. This can further help both State and Central

Governments to formulate better strategy to put better information on climate change in public domain and organize activities and programmes for their citizens to respond to climate change in terms of its adaptation and mitigation.

- The tool can be adopted/adapted by Policy Makers, NGOs, Researchers, Teachers, Industry, Corporate, Media etc. to measure the climate change awareness among their target groups.
- The test can be used for measuring the climate change awareness among students from middle school level to PG level with appropriate adaptation.
- The findings of the tool can be handy in correlating climate change awareness with other variables like attitude, values, and practices related to climate change.
- The tool can be used for both individual and group testing.
- The tool is self administering with a set of simple instructions.
- The items of the test being simple, clear and concise can be understandable by the respondents in their first reading.

CONCLUSION

The present tool i.e., CCAT has undergone many stages of refinement as a part of its standardization. The total number of areas and items in the test indicate that the tool is quite specific and comprehensive keeping in view a fact that climate change has been a greatest concern for humanity in the 21st century. The tool can serve as a handy tool for measuring climate change awareness among B.Ed. Pupil-Teachers as well as diverse group of population in India with suitable adaptation. The findings of the tool can help all stakeholders to understand the level of climate change awareness among their target groups and take up suitable follow-up strategies to develop better climate change awareness among their target groups, which helps everyone to save planet earth from the menace of climate change.

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WOMEN HUMAN RIGHTS VIOLATION IN INDIA

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ABSTRACT

Indian society is a male dominated society where men are always assumed to be superior to society. The constitution of India also guarantees the equality of rights of men and women. However, in the sphere of women's human rights in India, there exists a wide gulf between theory and practice. Human rights are those minimum rights which are compulsorily obtainable by every individual as he/she is a member of human family. The women in India very often have to face discrimination, injustice and dishonor. Though women in India have been given more rights as compared to men, even then the condition of women in India is miserable. The paper will throw light on the human rights of women in India and that how all the fundamental rights given to the women are being violated in India, by focusing on the various crimes done against them.

INTRODUCTION

The women in India have always been considered subordinate to men. Though the articles contained in the constitution mandates equality and non-discrimination on the grounds of sex, women is always discriminated and dishonored in Indian society. Although various efforts have been taken to improve the status of women in India, the constitutional dream of gender equality is miles away from becoming a reality. Though, Human Rights are the minimum rights which are compulsorily obtainable by every individual as he/she is a member of human society. But it has been found that each and every right of the women is being violated in one or another way. The constitution of India has granted equal rights to the men and women. According to article 14 - The State shall not deny to any person equality before law or the equal protection of laws within the territory of India. And Article 15

states - "State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them,. But today, it seems that there is a wide gulf between theory and practice.

The crimes against women in India are increasing at a very fast pace. The National Crime Records Bureau (NCRB) had predicted that growth rate of crime against women would be higher than the population

Growth by 2012, which was found to be true. The table below represents a list of cases registered under crimes against women in India during 2001-2012.

There is a need to discuss the rights of the women separately as women represents more than half the population of India, yet she is discriminated and violated in every sphere of her life. Only women are a prey to

crimes such as rape, dowry, bride burning, sexual harassment, selling and importation, prostitution and trafficking etc. Have you heard the men as a victim to all these crimes? The answer is "NO". This year there has been 22% increase in women trafficking, procurement of minor girls accounted for 19.9%, importation of girls accounted for 5.8% and buying of girls for prostitution accounted for 3.4% approx. Then how these Human Rights are beneficial to women? Though government is taking a number of steps to improve the condition of women in India, but there is a long way to go. The paper will study the various human rights of women in India and how they are being violated. Although special rights are being given to woman as compared to men, yet they are least beneficial to them.

WOMEN HUMAN RIGHTS IN INDIA

- Right to equality
- Right to education
- Right to live with dignity
- Right to liberty
- Right to politics
- Right to property
- Right to equal opportunity for employment
- Right to free choice of profession
- Right to livelihood
- Right to work in equitable condition
- Right to get equal wages for equal work
- Right to protection from gender discrimination
- Right to social protection in the eventuality of retirement, old age and sickness

CASES REGISTERED UNDER CRIMES AGAINST WOMEN IN INDIA DURING 2001-2012

Sl.No.	Crime	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
1.	Rape	16075	16373	15847	18233	18359	19348	20737	21467	21397	22172	24206	24923
2.	Kidnapping & Abduction of Women & Girls	14645	14506	13296	15578	15750	17414	20416	22939	25741	29795	35565	38262
3.	Dowry Deaths	6851	6822	6208	7026	6787	7618	8093	8172	8383	8391	8618	8233
4.	Assault on women with intent to outrage her modesty	34124	33943	32939	34567	34175	36617	38734	40413	38711	40613	42968	45351
5.	Insult to the modesty of Women	9746	10155	12325	10001	9984	9966	10950	12214	11009	9961	8570	9173
6.	Cruelty by Husband or his relatives	49170	49237	50703	58121	58319	63128	75930	81344	89546	94041	99135	106527
7.	Importation of Girls from Foreign Country	114	76	46	89	149	67	61	67	48	36	80	59
8.	Immoral Traffic (P) Act	8796	6598	5510	5748	5908	4541	3568	2660	2474	2499	2435	2563
9.	Dowry Prohibition Act	3222	2816	2684	3592	3204	4504	5623	5555	5650	5182	6619	9038
10.	Indecent Representation of Women (P) Act	1052	2508	1043	1378	2917	1562	1200	1025	845	895	453	141
11.	Commission of Sati (P) Act	0	0	0	0	1	0	0	1	0	0	1	0
Total Crimes against Women		143795	143034	140601	154333	155553	164765	185312	195857	203804	213585	228650	244270

Source : Crime Statistics India -2012, NCRB, Ministry of Home Affairs .

- Right to protection from inhuman treatment
- Right to protection of health
- Right to privacy in terms of personal life, family, residence, correspondence etc.
- Right to protection from society, state and family system.

● WOMEN HUMAN RIGHTS

It has been repeatedly said these days that women in India are enjoying the rights equal to men. But in reality, the women in India have been the sufferers from past. Not only in earlier times but even now days also, women have to face discrimination, injustice and dishonor. Let us now discuss the crimes done against the women in spite of being given rights equal to men. These points will explain that continues violation of human rights of women in India.

● WOMEN HUMAN RIGHTS IN PAST

The Indian women exploitation is not the present phenomenon. Rather she is being exploited from the early times. The women in Indian society never stood for a fair status. The following crimes were done against the women in the past times.

DEVADASI : Devadasi was a religious practice in some parts of southern India, in which women were married to deity or temple. In the later period, the illegitimate sexual exploitation of the devadasi became a norm in some part of the country.

JAUHAR: Jauhar refers to practice of the voluntary immolation of all wives and daughters of defeated

warriors in order to avoid capture and consequent molestation by the enemy. The practice was followed by the wives of Rajput rulers, who are known to place a high premium on honor.

PURDAH : Purdah is a practice among some communities of requiring women to cover their bodies so as to cover their skin and conceal their form. It curtails their right to interact freely and it is a symbol of the subordination of women.

SATI : Sati is an old custom in Indian society in which widows were immolated alive on her husband's funeral pyre. Although the act was supposed to be voluntary on their widows part, it is believed to have been sometimes forced on the widow.

● HUMAN RIGHTS IN GENERAL

• VIOLATION OF RIGHT TO EQUALITY AND RIGHT TO PROTECTION AGAINST GENDER DISCRIMINATION :

Discrimination against the girl child starts the moment she enters into the mother's womb. The child is exposed to gender differences since birth and in recent times even before birth, in the form of sex - determination tests leading to feticide and female infanticide. The home, which is supposed to be the most secure place, is where women are most exposed to violence. If a girl child opens her eyes in any way, she is killed after her birth by different cruel methods in some parts of the country. Thus the very important 'right to life' is denied to women. In India, men are always assumed to be superior to women and are given more preference. The World Human Rights Conference in

Vienna first recognized gender - based violence as a human rights violation in 1993. The same was declared by 'United Nations Declaration' in 1993.

● VIOLATION OF RIGHT TO EDUCATION:

Education is considered as means of development of personality and awareness. Education is one of the most important human rights but the position of women's education in India is not at all satisfactory. Young girls may be bought up to believe that they are suited only to certain professions or in some cases to serve as wives and mothers. Despite the improvement in the literacy rate after independence, there continues to be a large gap between the literacy levels of men and women. Almost half the women population is even unable to recognize language characters. At least 60 million girls lack access to primary education in India. Due to large percentage of uneducated women in India, they are not even aware of their basic human rights and can never fight for them.

● VIOLATION OF POLITICAL RIGHT

The political status of women in India is very unsatisfactory, particularly their representation in higher political institutions - Parliament and provincial Legislation which is of great under - representation which hampers their effective role in influencing the government initiatives and policies regarding women's welfare and development. Their representation has been unable to reach even 10% in Lok Sabha. Thus it is clear that: a) There is male domination in Indian politics and almost all the parties give very little support to women in election despite their vocal support for 33% reservation of seats for women in Parliament and Provincial Legislation. b) Women have made initiatives in political participation but they have not been accepted in politics.

● VIOLATION OF RIGHT TO PROPERTY

In most of the Indian families, women do not own property in their own names and do not get share of parental property. Due to weak enforcement of laws protecting them, women continue to have little access to land and property. In fact, some of the laws discriminate against women, when it comes to land and property rights. Though, women have been given rights to inheritance, but the sons had an independent share in the ancestral property, while the daughter's shares were based on the share received by the father. Hence, father could anytime disinherit daughter by renouncing his share but the son will continue to have a share in his own right. The married daughters facing harassment have no rights in ancestral home.

● VIOLATION OF RIGHT TO PROTECTION OF HEALTH

According to the World Bank report, malnutrition is the major cause of female infertility. The presence of excessive malnutrition among female children as compared to male children is basically due to differences in the intra - family allocation of food between the male and female children. Normally, the male members are fed before the female members of the family. According to Human Development Report, in rural Punjab, 21% of girls in low income families suffer from severe malnutrition as compared with 3 % of boys in the same family. Even the low income boys are far better than upper income girls. Girl babies are less breastfed than boy babies. 60% of girl babies are born with low birth weight. Sometimes due to economic distress and natural calamities like floods, droughts or earthquakes, the discrimination against the female child increases. Moreover it has been confirmed by various studies that the girls diet is inferior to the boys diet both in quality and quantity. Boys are given more nutritive foods like milk, eggs, butter, ghee, fruits, and vegetables as compared to girls. Due to this inferior quality diet, girls are more vulnerable to infections and diseases. The reason again is that families spend less on medication for girls than for boys.

● VIOLATION OF RIGHT TO EQUAL OPPORTUNITY FOR EMPLOYMENT AND RIGHT TO GET EQUAL WAGES FOR EQUAL WORK

The employment of the women in agriculture, traditional industries and in sizeable section of new industries is declining at a very fast rate. The reason is that the adoption of new technological changes requires new skill, knowledge and training. And women in India, who constitute a large share of world's illiterate lacks such skills and knowledge. The studies have also showed that for the same task, women are paid less than the males. Technological changes in agriculture and industry are throwing out women from the production process. The women workers are concentrated only for certain jobs which require so - called female skills. Thus, Indian labour market is adverse to women workers. It shows that, the role of women in large scale industries and technology based businesses is very limited. But even in the small - scale industries their participation is very low. Only 11.18% of the micro and small enterprises are owned by women today. Statistics show that only 15% of the senior management posts are held by the women. In agriculture where women comprise of the majority of agricultural laborers, the average wage of women on an average is 34 - 57 % less than that of men.

● VIOLATION OF RIGHT TO LIVE WITH DIGNITY: EVE TEASING AND SEXUAL ABUSE :

Eve teasing is an act of terror that violates a woman's body, space and self - respect. It is one of the many ways through which a woman is systematically made to feel inferior, weak and afraid. Whether it is an obscene word whispered into a woman's ear; offensive remarks on her appearance; any intrusive way of touching any part of women's body; a gesture which is perceived and intended to be vulgar: all these acts represent a violation of woman's person and her bodily integrity. Thus, eve teasing denies a woman's fundamental right to move freely and carry herself with dignity, solely on the basis of her sex. There is no particular places where eve - teasers congregate. No place is really "safe" for women. Roads, buses, train, cinema halls, parks, beaches, even a woman's house and neighborhood may be sites where her self - worth is abused.

● VIOLATION OF RIGHT FROM SOCIETY, STATE AND FAMILY SYSTEM

I. CHILD MARRIAGE : Child marriage has been traditionally prevalent in India and continues to this date. Discrimination against the girl begins even before their birth and continues as they grow. According to the law, a girl cannot be married until she has reached the age of 18 at least. But the girl in India is taken as a burden on the family. Sometimes the marriages are settled even before the birth of the child. In south India, marriages between cousins is common as they believe that a girl is secured as she has been married within the clan. Parents also believe that it is easy for the child - bride to adapt to new environment as well as it is easy for others to mould the child to suit their family environment. Some believe that they marry girls at an early age so as to avoid the risk of their unmarried daughters getting pregnant. This shows that the reasons for child marriages in India are so baseless. Basically, this phenomenon of child marriage is linked to poverty, illiteracy, dowry, landlessness and other social evils. The impact of child marriage is widowhood, inadequate socialization, education deprivation, lack of independence to select the life partner, lack of economic independence, low health/nutritional levels as a result of early/frequent pregnancies in an unprepared psychological state of young bride. However, the Indian boys have to suffer less due to male dominated society. Around 40% child marriages occur in India. A study conducted by "Family Planning Foundation" showed that the mortality rates were higher among babies born to women under 18. Another study showed that around 56% girls from poorer families are married under age and became mothers. So, all this indicated that immediate steps should be taken to stop the evil of Child Marriage.

II. DOWRY HARASSMENT AND BRIDE BURNING : The demand of dowry by the husband and his family and then killing of the bride because of not bringing enough dowry to the in - laws has become a very common crime these days. In spite of the Dowry prohibition Act passed by the government, According to the NCRB 2012 crime statistics report in 2001 -women victims 3222 , and 2012 - 9038 women's are violated victims. which has made dowry demands in wedding illegal, the dowry incidents are increasing day by day.

III. RAPE : Young girls in India often are the victims of rape. Almost 24925 of rapes from last 10 years according to the NCRB 2012, crime statistics reports. In rape cases, it is very torturing that the victim has to prove that she has been raped. The victim finds it difficult to undergo medical examination immediately after the trauma of assault. Besides this, the family too is reluctant to bring in prosecution due to family prestige and hard police procedures.

IV. DOMESTIC VIOLENCE : Wife beating, abuse by alcoholic husbands are the violence done against women which are never publicly acknowledged. The cause is mainly the man demanding the hard earned money of the wife for his drinking. But an Indian woman always tries to conceal it as they are ashamed of talking about it. Interference of in - laws and extra marital affairs of the husbands are the another cause of such violence. The pity women are unwilling to go to court because of lack of alternative support system. Thus, all these violence done against women raises the question mark that how these special rights being given to women are helping them? What are the benefits of framing such laws for the women? Are they really helping them? Will the women really be given an equal status to men one day? All these questions are still unanswered. There is still long way to go to answer such questions.

● CONCLUSION

The Indian women 's is very often have to face discrimination, injustice and dishonor. Though women in India have been given more rights as compared to men, even then the condition of women in India is miserable. It has been repeatedly said these days that women in India are enjoying the rights equal to men. But in reality, the women in India have been the sufferers from past. Not only in earlier times but even now days also, women have to face discrimination, injustice and dishonor. Let us now discuss the crimes done against the women in spite of being given rights equal to men. These points will explain that continues violation of human rights of women in India.

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SCIENCE ELEMENTS IN THE FICTION YAANA

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ABSTRACT

(Definition - brief history - major science fiction writers - fictions - Yaana)

Science fiction is a kind of novel which contains scientific elements, equipment tools which help the protagonists endeavor to reach his aimed goals. There are a number of ancient or early modern texts including a great many epics and poems that contain fantastical science fictional elements. One of the earliest and most commonly cited texts for this kind is the ancient Mesopotamian 'Epic of Gilgamesh'. Ancient Indian epics the Ramayana and Mahabharata also contain such scientific elements. In the 20th century this type of novel reached the highest point. Jules Verne, Aldus Huxley, Mary Shelley, H.G.Wells are prominent ones from the Earth to the Moon, Time machine, Frankenstein, Journey to the center of the Earth, Twenty Thousand league Under the Sea etc. are some important science fictions. To this group Kannada novelist S.L.Bhairappa's 'Yaana' is a recent addition.

The main theme of Yaana, is a voyage to the galaxy proxima Centauri. For that the organizers build a spacecraft which contained all necessary things for the living things especially for human beings. The space craft is like a mini prototype of our earth. Apart from main voyage (Yaana) we have descriptions of research and explorations like, (i) The search of Black holes. (ii) The exploration in the dark continent Antarctica. (iii) The sexual experience and effects in a zero gravitational force satellite.

Science equipments/elements/theories used:

Space craft, Gravitational machine, Mega computer, Microwave Owen, Zygote, Cloud Creation, Black holes, Escape velocity, Light year, Einstein's theory of Relativity, Quantum theory etc.

The real theme of the novel is to know whether the ethical values which are relevant on the earth are relevant also in space which is out of the gravity of solar system. But the content and constraint of this article do not allow this to discuss.

INTRODUCTION

In the contemporary world it is impossible to think the life of human without the issue of science, each and every field which goes to help the development of human livelihood. The literary arena which has been the companion of mankind throughout his journey from Stone Age to computer age, also witness the glimpses of science themes in its earliest works itself. Gradually with the development of science the literary genre called science fiction also developed as an independent literary genre. We witness it in the modern science fiction.

We can define science fiction as a novel which contains technically equipped materials or aids which help to solve the imaginarily posed hurdles of humankind. It means the imaginary tools and machines which go to help the man to enhance his development in all walks of life.

One can assume that the power which S.T. Coleridge calls "Imagination" is also the very base of scientific evolution. Some writers imagine a number of tools and vehicles to solve the problems of their protagonist. Such

types of novels are called as science fictions. In modern age we have a number of such science fiction writers. Prominent among them are Jules Verne, H.G.Wells, and Aldus Huxley.

There are a number of ancient or early modern texts including many great epics and poems that contain fantastical or science fictional elements. These texts often include elements such as fantastical voyage to the moon or the use of imagined advanced technology. One of the earliest and most commonly cited texts for this kind is the ancient Mesopotamian Epic of Gilgamesh. Ancient Indian poetry such as the epic Ramayana includes some science gadgets like magnetic bricks, magnifying glass, telescope etc. by one of the characters Melkiyades. For that we can turn Marquez's style as, 'Science Based Magical Realism'. Here one may say that, the creative power, 'the imagination' has played vital rule Pushpakavimana which resembles modern aeroplane. In the first book of rig Veda there is a description of 'mechanical birds'. Jules Verne's theme of the voyage to the moon in his work, "From Earth to The Moon", which was published in the year 1867

witnessed the real voyage of the man to the moon on 20th July 1969. In this way all the major works of the all languages have glimpses of science based ideas. Even in the work *One Hundred Years Of Solitude*, of Gabriel Garcia Marquez, who is famous for 'magical realism,' we have use of some science gadgets like Magnetic bricks, Magnifying glasses, Telescope etc. by one of the characters Melkiyades. For that we can turn Marquez's style as, 'science based magical realism'. Here one may say that, the creative power, 'the imagination', has played vital role to write the science fiction as well as to undergo real scientific inventions and discoveries. We can cite number of science fictions:

The Time Machine- H.G.Wells, Stranger in a Strange Land- Robert Heinlein, 2001 A Space Odyssey- Arthur C Clarke, Fahrenheit 451- Ray Bradbury, Neuromancer-William Gibson, Gateway- Fredrick Pohl, Ender's Game- Orson Scott Card, 1984 George Orwell, Brave New World- Aldous Huxley etc.

The science fiction 'YAANA' of Kannada novelist S.L.Byrappa is the recent addition to this genre. In this novel the novelist describes a couple's voyage to the galaxy "Proxima Centauri" which is 4-6 light years away from our earth. For this he builds a space craft which contains each and everything for human life in this journey of hundreds years. This novel contains a number of technical, scientific, astronomical as well as ethical matters.

CONTENT ANALYSIS OF THE NOVEL "YAANA"

The greatest novelist of Kannada S.L.Bhyrappa has brought Kannada novel to the horizon of science fiction of the world literature by writing the novel "Yaana". Basically it is a science based novel. We do not find many exaggerations of miracles of science fictions. Yet we can include this to the group of science fictions.

"It is a story of two astronauts (a man and a woman) travelling in a starship to Proxima Centauri, the closest star to the earth which around 4-6 light years away. The journey takes several decades. The novel focuses on scientific problems and human relationships. While generating oxygen and food on the starship are the technical problems, the other issues are giving birth to children and nurturing them." (S.L.Bhyrappa, the interview, The Times of India, 2 Aug 2014).

Two Astronauts, a female fighter pilot Uttara and a male scientist Sudarshan, who set out on an epic journey into a far away galaxy leaving our solar system. They set out to travel to the 'proxima Centauri' which is several light years away from our solar system.

With the clear instructions from the space research agency these two protagonists, Uttara and Sudarshan were supposed to procreate. But, somehow, Uttara loses her

interest in this idea and she starts to avoid by becoming pregnant. And, Sudarshan tries all his might to explain the duty that she was supposed to carry out in this mission. But, he fails. As their journey continues Sudarshan also loses interest in this mission and he tries to find solace by surrendering to meditation. The ideas and the thoughts that Sudarshan gets while he starts practicing meditation is a treat to read from the book. I will not be explaining those things in my analysis.

After a while Uttara changes her mind and approaches Sudarshan. But this time Sudarshan declines and suggests her to get pregnant with the sperms that were given to them by the space research agency before their travel. Somehow, she gets pregnant and gives birth to two children a boy Akash and a girl Medini. These two children were supposed to get married in a few years and carry out this YANA. But this idea itself is somewhat creepy. I know some conservatives/orthodox people will hate this idea of brother marrying his own sister. But this is fiction right, author has every right to let his imagination goes in any direction.

As the novel progresses towards the end, the two children were supposed to marry. But, they start getting doubt about this marriage. So, they approach their parents with all the questions they have on their mind. By studying their parent's life journey, they come to a conclusion that, this journey has come a long way and there is no possible way of going back. Hence, they also decide to serve their mission and thereby serving their country.

The main theme of novel is to know the effects of scientific inventions and discoveries on the ethical views of man.

To reach his above said goal Bhyrappa weaves four major scientific explorations with the story namely :

- (i) Research of Blackholes.
- (ii) Exploration in the dark Continent Antartica.
- (iii) Exploration in the Zero Gravitational Force Satellite.
- (iv) The last one, the main one, Man's voyage to the galaxy 'Proxima Centauri'.

EXPLANATION OF THE EXPLORATIONS

i. Research of Blackholes : Here we see one of the main characters of the novel, Sudarshan's entry to the research team under Richard Tom to study about Blackholes. Here we find reference about Einstein's Theory of Relativity as well as Quantum Theory. In the final exploration (i.e.yana) we have detailed description about the Blackholes.

ii. Exploration in the dark Continent Antartica : This exploration is conducted by the American Research Institute of Antartica. Here also Sudarshan has been chosen to conduct the experiments in wintry cold darkness of

the Antarctica. The issues to be noted by Sudarshan in the exploration are :

- a) To click the photos of the stars by coming out from the abode which was made of plastic in minus 50 degree, 90 degree celcius.
- b) Marking of the blood pressure which is shown by the machine which is tied on the chest.
- c) To note down the time difference between the sunrise and sunset.

And also most importantly to note down the effects of the loneliness, sadness, depression, blood pressure, feelings etc.

iii. Exploration in the Zero Gravitational Satellite: It is 100 days exploration. The main purpose of this exploration is to know the characteristics of the sexual intercourse done in the satellite in Zero Gravitational force. The married couple Uttara and Yadav was ordered to tie belts to their arms before having the intercourse.

The agency wanted to know the effects of monthly period, satisfactory limits, blood pressure etc of the couple. They wanted to compare all the results with the results of the same couple's experiences on the earth.

iv. The final exploration which aims to take 'yaana' to the galaxy Proxima Centauri : This is the main exploration aims to reach the galaxy Proxima Centauri which is 4-6 light years away from the earth. The time period estimated to reach is 50-60 thousand years. The agency of ISRO wants to procreate 1000 generations in the space craft.

In this section only all the major issues of the novel have been discussed.

Narration of the scientific , technical and astronomical things:

i. Spacecraft : A space craft is built for the voyage of 150 feet width and 300 feet length. It contains essential equipments which help to create conducive environment for the light of human being in the depth of sky. For instance the Gravity Engine which provides Gravitation to the interior as well as exterior periphery of the space craft. This craft has got the durability of the billions of years. The whole environment of the space craft resembles that of the earth which is conducive for the living things.

ii. Interior Design of the Space craft : Interior of the space craft has been constructed very plan fully. There is a kitchen, bedrooms, bathrooms etc. most importantly study rooms of the couple .and there is a room which contains mega computer. And at the centre of the space craft one can witness space for the Gravitational engine. The upper part of the space craft contains field like structure which is open to the sky.

iii. Gravitational Machine : As mentioned above this is the machine which has been established at the centre of the space craft to provide gravitational power to the environment of space craft. Gravitational power is necessary for the movement of the couple as well as to the stability of the things and to maintain and contain the climate of the space craft.

iv. Mega Computer : It is a computer which resembles modern super computer of the earth. It is the only knowledge source by which inhabitants of the space craft can seek the knowledge. The software of the computer is built in such way that it is capable to give all the information searched by the operators. Whenever problem arises the inhabitant seeks the help of it. This computer got connection with the Geo centre which is the only connection with the earth. Via this only the information is shared and discussed.

v. Microwave Owen : This is an equipment used to cook the food for the current and fourth coming generations.

vi. Zygote : In the space craft there is a laboratory which contains readymade zygotes. These are prepared and kept in the laboratory because in the future if there is any problem regarding birth of expected children then the woman may insert desired zygote into her womb if she desires. On the tube of zygote there written male and female to specify the gender of the zygote. It is used in another case also when the couple doesn't wish to have sexual intercourse. These zygotes are chemically protected for the long duration billions of years.

vii. Creation of the clouds : Space craft is designed strong enough to create the clouds for the necessity of water to space craft. It is technically capable enough to hold the clouds within the power of the space craft.

viii. Geo centre : The scientists of ISRO have consulted a centre to have connection with the spacecraft. This centre is called as Geo-centre. All the necessary information and suggestions are shared through this centre only among the astronauts and earth agencies.

In this way throughout the pages of the novel 'Yaana' we have discussion of several scientific theories, materials etc.

The philosophical, ethical, mental, meditation, medical issues have been discussed elaboratively by Bhyrappa. But the content and constraint of this article do not allow to discuss all these in this elaboratively.

CONCLUSION

Although Bhyrappa himself says "It is not a scientific fiction but science is the backdrop", in the interview given to the "Times of India" newspaper. It is a science fiction

one can prove it by taking the instance of the 'Space craft'. It shows how imaginatively and wonderfully he builds the space craft. The engine which provides gravitational power to the craft, Shows the imaginative exaggeration of the science material. Such types of imaginative things are found in a plenty. So we term the novel as science fiction. The Jules Verne's novel "From earth to moon" we find 'canon' like vehicle which goes to moon, which later on took the name rocket and realistically came true. So also the space craft or star ship which Bhyrappa narrated in this novel may come true in the future. Bhyrappa has written this novel when the scientific world has been trying to make 'The mars man's new abode and also searching for the new worlds which are conducive for man's life. Undoubtedly by writing this novel Bhyrappa has widened the horizons of the Kannada novel. I think this novel become the inspirational work to the forthcoming writers. Kannada literature flourishes if this type of novel becomes the vehicle to the stories of the writers to come. I think 'Yaana' marks the journey of the science fiction in Kannada.

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for staff quarters, principal quarters watch-ward rooms were also added. For water supply, many dug up wells were constructed. Then there were no electric lights.

Thus this building is a grand attraction of Dharwad city, many learned Principal's adorned the Chair of the Principal and in 1998 Platinum Jubilee was observed. People contributed a substantial sum of money for this purpose. The college in a way symbolizes modern Karnataka. It is responsible for the Renaissance of the spirit of love of the people for the language and culture. Its academic standards were comparable with those of great institutions like Elphinstone college Mumbai and Ferguson College, Pune. Students of the this college had also taken part in the quit India Movement of 1942 and were on hartals or strikes in support of the movement.

In 1920 it was upgraded, it was due to the efforts of His Excellency Sir George Llyod (Governor of Bombay), it

was due to his great efforts where the headquarters and Southern Maratha Railway was transferred to Bombay education department ,this full fledged education system took up habitation in this heritage building. Later on, two outstanding students of this college, Shri.D.C.Pavate and Prof.V.K.Gokak, became the Principals of Karnataka College and went on to become the Vice Chancellors of Karnatak University, Dharwad and Bangalore University respectively. Later, the college was bifurcated into Arts and Science colleges in 1978.

CONCLUSION

As this area was surrounded by rich forestry, many Britishers felt this was the place of stay for them, where they could expand their administration. The climate was also very pleasant, all these natural conditions made the people to settle in this place. This serenity and sanctity of the place later became the hub of natural and cultural activities . Students from North Karnataka and other regions came over here in the pursuit of education and thus making it an important centre of education. Great educators were being produced who reached the national level and also international level. They were the recipients of many awards too.

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ACADEMIC PROBLEMS OF SECONDARY SCHOOL HEADMASTERS IN RELATION TO ADJUSTMENT AND JOB SATISFACTION

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ABSTRACT

In the present investigation an attempt has been made to study the Academic problems of secondary school headmasters in relation to adjustment and job satisfaction, The sample consisted of 400 secondary school headmasters of Bijapur and Bagalkot district. Academic tools for headmasters was developed by research investigator, Adjustment tool by Srivastava and Tiwari, and job satisfaction by Promod Kumar and Mutho.D.N. The results shows that the sex do not makes a significant difference in the adjustment of head masters. There is a significant difference in the adjustment of secondary school headmasters below 45 years and above 45 years. The secondary school headmasters working in rural areas and secondary school headmasters working in urban areas do not differ significantly in adjustment.

INTRODUCTION

It is generally felt that great Head Masters have been great friends of their pupils. Every Head Master is first a teacher cum academician and then an administrator. He holds the key position in the school. The problems faced by the Head Master while performing his day today activities in relations to teaching, learning and evaluation of the students. His job adjustment is a static equilibrium between living organism and its surroundings. Job satisfaction is the result of various attitudes possessed by an employee towards his job.

PURPOSE OF THE STUDY

The present study aims at investigator Academic Problems of secondary school headmasters in relation to Adjustment and Job satisfaction.

OBJECTIVES

1. To study the levels of Academic problems of secondary school Head Masters.
2. To study the Adjustment and Job Satisfaction of secondary school headmasters with respect to sex (Male & Female)
3. To study the Adjustment and Job satisfaction of secondary school headmasters in terms of Age (45 tears & Above 45 Years).
4. To study the Adjustment and Jib Satisfaction of secondzry school headmasters belonging to urban and rural locality.

HYPOTHESES

1. Secondary school Head Masters differ significantly in their levels of academic problems.

2. Sex makes a significant difference in the levels of adjustment of secondary school headmasters.
3. Age makes a significant difference in the levels of adjustment of secondary school headmasters.
4. Locality makes a significant difference in the levels of adjustment of secondary school headmasters.
5. Sex makes a significant difference in the levels of job satisfaction secondary school headmasters.
6. Age of the secondary school headmasters does not make a significant difference in their levels of job satisfaction.
7. Locality makes a significant difference in the levels of job satisfaction of secondary school headmasters.

VARIABLES

Independent variables job satisfaction and Adjustment, Dependant variables is Academic problems, Moderate Variable are - Sex, Locality. Age.

LIMITATION

The present study consists of Headmasters at secondary school working in district of Bijapur and Bagalkot of Karnataka state.

METHODOLOGY

The study was designed to find out Academic problems of secondary school headmasters in relation to Adjustment and Job satisfaction. The study conducted on a sample of 400 headmasters of secondary school headmasters in district of Bijapur and Bagalkot of Karnataka state stratified random sampling technique was employed

TOOLS

Academic tool for headmasters was developed by

research investigator. Adjustment tool by Srivastava and Tiwari and job satisfaction by promod kumar and Muttu.D.N.

STATISTICAL TECHNIQUES USED

Mean, SD and CR were calculated for analyzing the data.

Table-I : Levels of Academic problems

Level	Score	N	%	Verbal Description
M-1?	Less than 63	78	19.5	Low
M	In between	270	67.5	Moderate
M + 1 ?	Greater than 63	52	13	High

Table-II : Adjustment : Sex, Mean, S.D. and C.R.

Variable	N	Mean	S.D.	D	D	C.R.
Head Masters	340	90.69	1.24	0.21	1.95	0.19*
Headmistresses	60	90.49	11.76			

Table-III : Adjustment : Age, Mean, S.D. and C.R.

Variable	N	Mean	S.D.	D	D	C.R.
Below 45 years	198	90.97	13.54	0.55	0.27	2.04*
Above 45 years	202	90.42	13.12			

Table-IV : Adjustment and Locality : Age, Mean, S.D. and C.R.

Variable	N	Mean	S.D.	D	D	C.R.
Rural	214	91.48	12.24	1.53	3.27	0.46*
Urban	186	89.95	13.24			

Table-V : Job satisfaction : Sex, Mean, S.D. and C.R.

Variable	N	Mean	S.D.	D	D	C.R.
Head Master	340	98.88	10.88	3.07	1.42	2.16*
Headmistresses	60	101.95	101.95			

Table-VI : Job satisfaction : Age, Mean S.D. and C.R.

Variable	N	Mean	S.D.	D	D	C.R.
Below 45 years	198	100.68	9.11	1.55	1.38	1.12*
Above 45 years	60	99.33	10.31			

Table-VII : Job satisfaction : Age, Mean S.D. and C.R.

Variable	N	Mean	S.D.	D	D	C.R.
Below 45 years	198	100.68	9.11	1.55	1.38	1.12*
Above 45 years	202	99.33	10.31			

ANALYSIS OF THE DATA

From the table 1. It can be seen that, the Head master differ in their levels of academic problems.

From the table 2. It can be seen that, sex makes a significant difference in the adjustment of headmasters is rejected

From the table 3. It can be seen that, there is a significant difference in the adjustment of secondary school headmasters below 45 years and above 45 years of age is accepted.

From the table 4. It can be seen that, headmaster working in the rural area and urban area do not differ significantly in adjustment.

From the table 5. It can be seen that two group of headmasters considered that is headmaster and head mistress differ in job satisfaction.

From the table 6. it can be seen that, the two groups of headmasters when considered those below 45 years of age those above 45 years of age differ significantly in their job satisfaction.

From the table 7. It can be seen that, teachers above 45 years of age have more satisfaction than those below 45 years.

MAJOR FINDINGS

1. Secondary School Head Masters differ in their levels of Academic Problems.
2. In academic problems of Secondary school headmasters' academic qualifications, type of management and medium makes a significant difference where as Sex, Age, Locality, Experience do not make a significant difference.
3. Secondary school Headmasters differ in their levels of adjustment.
4. In adjustment of Secondary School Headmasters Age, Experience and Medium makes a significant difference, where as Sex, Academic qualifications, Locality, Type of managements do not make a significant difference.
5. Secondary school Headmasters differ in their levels of Job satisfaction.
6. In Job satisfaction of Secondary school Headmasters Sex, Locality makes a significant difference, where as Age, Academic Qualifications, Type of management, Experience and medium do not make a significant difference.

CONCLUSION

There is no significant relationship between Adjustment and Job satisfaction of Secondary School Headmasters. In the relationship between Adjustment and

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A STUDY ON SELF EFFICACY AND ATTITUDE TOWARDS RESEARCH OF SECONDARY SCHOOL TEACHERS OF NORTH BELLARY DISTRICT

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INTRODUCTION

The Present study titled Self Efficacy and Attitude towards research of secondary school teachers of North Bellary District was a descriptive survey study. In this study investigator is attempting to find out whether there is any relation between Secondary Teachers Self Efficacy and Attitude towards research of North Bellary District.

In the fast moving world has become important intellectual equipment for the human beings to change their life style according to the needs and necessities of the society. Research opens new frontiers in all the fields like medicine, agriculture, space, business and also in Education. One of the important objectives of teacher education is to create awareness and understanding of importance of research in the classroom. Thus, Acton research became a part the syllabus where in, their practice teaching sessions.

Self Efficacy is every area of human endeavor by determining the beliefs of a person holds regarding his her power to affect situation, thus strongly influencing both the power of a person actually has to face challenges competently and the choice a person is likely to make.

One's attitude influences mentally how a person mentally approaches research including all the work and human interactions related to that research. A positive attitude enables a teacher both technical proficiency and in terms of interpersonal relationships research entails.

Attitudes are formed over the years by various means. Sometimes, they are based on our experiences and knowledge and sometimes we acquire them from other people. Sometimes they are based on what is true or what is true or what we think is true. Humans manifest their attitudes though their behavior and actions. For example, in the first case, the girl may take up dancing classes and in the second case; a man may leave the project, Basically, there are three components of attitude namely, emotional, cognitive and behavioral that relate to feelings, information or thought process and the course of action, respectively. All these things result in different people having different

attitudes people having different attitudes people having different attitudes that may or may not change.

CONCEPT OF SELF EFFICACY

Self Efficacy is the belief in capabilities to organize information and execute a course of action to navigate a prospective situation. If you have a strong self Efficacy, you strongly believe in yourself and your ability to accomplish goals successfully. Let us say you are preparing to solve a difficult problem. If you have a strong sense of self efficacy, you have confidence that successfully solve the problem. Research shows having self efficacy really affects your ability to successfully perform a task.

SELF EFFICACY

In Bandura's view self efficacy is perceived ability to cope with specific situations. In fluencies several aspects of psychosocial functioning. Specifically self percepts of efficacy can enhance or impair people's choices of which actives to engage in how much efforts they will expand in the face of obstacles and frustrations. How long they will persist in the face of difficult circumstances and their emotional reactions while an anticipating a task or while involved in it. In short self efficacy judged efficacy influences behavior patterns motivation performances and emotional arousal.

CONCEPT OF ATTITUDE

An attitude is a point view that someone holds towards an idea or subject in his/her everyday life. To do a task effectively there is need to have a positive attitude towards it.

An attitude is an opinion that one has about someone or something it can reflect a favourable, unfavourable or neutral judgment. May involve a comparison.

ATTITUDE COMPONENTS

Attitudes consist of cognitive behavioral and affective components.

- The cognitive component is made up of the beliefs of an individual about the object of an attitude for example, the belief that all old people are senile.
- The behavioral component consists of a predisposition to respond in a certain way to the object of the attitude for example, talking to an person as if talking to a child.
- The affective component refers to emotions aroused by the object of the attitude for example, always feeling sorry for an older person.

NEED FOR THE STUDY

Self efficacy is an influential variable in human behavior and plays a powerful role in determining choices people make. Self efficacy belief touches virtually every aspect of people's lives, academic professional social, personal and success of people. The attitude people possess towards these aspects of life is determined by their concerned self efficacy beliefs.

Hence, self efficacy beliefs are more specific and situational judgments of capabilities. A self efficacy might be expressed as "I am confident I can do the research". People inherently interpret the results of behavior and competencies can typically be better predicted by the beliefs they hold about their accomplishments than by what they are actually capable of accomplishing. Of course this doesn't mean that they can accomplish tasks beyond their capabilities simply by belief in that their competent functioning requires harmony between self beliefs on the one hand possessed skills and knowledge on the other. Rather it means that self efficacy beliefs helps to determine what people will do with the knowledge and skills they possess.

Those who have high sense of self efficacy tend to possess positive attitude towards research. Teachers who have a low sense of self efficacy tend to possess low attitude towards research. Thus the present research intends to examine the interrelationship between secondary school teachers self efficacy and attitude towards research.

STATEMENT OF THE PROBLEM

"A STUDY ON SELF EFFICACY AND ATTITUDE TOWARDS RESEARCH OF SECONDARY SCHOOL TEACHERS OF NORTH BELLARY DISTRICT"

OBJECTIVES OF THE STUDY

1. To study the self efficacy towards research of Secondary School Teachers.
2. To find out the difference in the "self efficacy" towards research of Male and Female Secondary School Teachers.

3. To find out the difference in the self efficacy towards research of Urban Rural Secondary School Teachers.

HYPOTHESES OF THE STUDY

1. There is a significant difference in the self efficacy towards research of Male and Female Secondary School Teachers.
2. There is a significant difference in the self efficacy towards research between Urban and Rural Secondary School Teachers.
3. There is a significant difference in the self efficacy towards research between Male and Female Secondary School Teachers.

LIMITATIONS OF THE STUDY

1. The study was conducted on a limited sample of one hundred and fifty teachers of secondary school of north Bellary district.
2. Due to time constraints only three taluk was taken up for the study.
3. Tools used in the study were not standardized due to time constraint.
4. The investigator prepared a tool "self efficacy" rating scale and attitude rating scale.

METHODOLOGY

"The present study is a survey cum correlation study where in the objective was to study the Self efficacy and Attitude towards educational research of secondary schools teachers. In this study the investigator has attempted to find out whether there is any relation between Self Efficacy and attitude towards research of secondary school teacher's of north Bellary district. The data was collected from male and female teachers teaching in government and private school located in urban and rural areas of north Bellary district.

VARIABLES OF THE STUDY

In order to meet the objectives of the study the investigator selected the following variables.

- Self efficacy towards research: Self efficacy is one's capabilities to organize information and execute a course of action to navigate prospective situation in relation to research.
- Attitude towards research: is an acquired state of readiness organized through experience and it involves a tendency to behave in a certain way in a situation or tasks related to research.

TOOLS USED IN THE STUDY

1. Rating scale to measure Self Efficacy of secondary school teacher towards research.
2. Rating scale to measure attitude towards research of secondary school teachers.

SAMPLE OF THE STUDY**Table Showing the Sample Selected for the Study**

Gender	Male	Female
	75	75
Locality	Urban	Rural
	75	75

ANALYSIS AND INTERPRETATION OF DATA**1. ANALYSIS AND INTERPRETATION OF OBJECTIVE ONE**

The first objective was to find out Self Efficacy towards research of Secondary School Teachers of north Bellary district.

In order to collect the data related to the different variables, the Self Efficacy scale was administered to the selected sample of 150 Secondary School Teachers by the researcher.

After collecting the data the objective was analysed using descriptive statistics namely frequency distribution table, mean, median, standard deviation and Skewness. The scores obtained are classified in frequency distribution table which is given in below table.

Table -1**Frequency distribution of the scores of Secondary Teachers on Self Efficacy Scale.**

Class Interval	Frequency	Mid Point	Smoothed Frequency
150 - 156	2	153	3
143 - 149	7	146	12.3
136 -142	28	139	23.3
129 - 135	35	132	33.3
122 - 128	37	125	30.3
115 - 121	19	118	22.3
108 - 114	11	111	12
101 - 107	6	104	6.3
94 - 100	2	97	3.6
87 - 93	3	95	1.6
	N = 150		

Mean(M), Median (Mdn), Standard Deviation (SD) and Skewness(SK) of the distribution of the scores on Self Efficacy scale. The result is given in the below table.

Table - 2

Variables	N	M	Mdn	SD	SK
Self Efficacy	150	127	131	12.20	-1.01

From the table - 2 it is observed that the Mean value (127) and Median value (131) are close to one another. The distribution of the scores shows only negligible degree of negative Skewness values of -1.01. Thus distribution closely approaches normal distribution.

CONCLUSION OF THE OBJECTIVE ONE:

The distribution of scores of Self of Efficacy towards research of Secondary School Teachers is normally distributed.

2. ANALYSIS AND INTERPRETATION OF OBJECTIVE TWO

The second objective was to find out the differences in Self Efficacy towards research between Male and Female Secondary School Teachers of north Bellary district.

This objective was analyzed by using :

- 1) Descriptive statistics namely, Mean, Standard, Deviation, Tabulating Frequency distribution table.
- 2) Inferential statistics namely, 't' test to test the significant differences in self efficacy of male and female secondary Teachers of north Bellary district.

Cumulative percentage Frequency distribution of the score of Male and Female Secondary School Teachers on Self Efficacy Scale'.

HYPOTHESIS ONE

H1: There is a significant difference in the Self Efficacy towards research of Male and Female Secondary School Teachers.

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

H0 : There is no significant difference in the self Efficacy towards research of Male and Female Secondary School Teachers.

The level of significance for results obtained was fixed at 0.05. The theoretical level of significance was fixed at 0.05 level with degree of freedom 148. The mean 't' value of the scores on Self Efficacy scale of male and female teachers are given in the following table.

Table - 3

Class Interval	Mid Point	Male			Female		
		Freq (f)	Cum.F	Cum.F %	Freq (f)	Cum.F	Cum.F %
87 - 93	90	1	1	1.33	1	1	1.33
94 - 100	97	1	2	2.66	0	1	1.33
101 - 107	104	6	8	10.66	3	4	5.33
108 - 114	111	5	13	17.33	4	8	10.66
115 - 121	118	24	37	49.33	9	17	22.66
122 - 128	125	19	56	74.66	20	37	49.33
129 - 135	132	11	67	89.33	20	57	76
136 - 142	139	7	74	98.66	14	71	94.66
143 - 149	146	1	75	100	3	74	98.66
150 - 156	153	0	75	100	1	75	100

Table - 4 : Sample number (N), Mean (M), Median (Mdn), Standard Deviation (SD) and 't' value of the scores of Self Efficacy towards research of Male and Female Secondary School Teachers.

Gender	N	Mean	SD	't'	Significance
Male	75	126	10.94	1.85 Value	Not Significant at 0.05 level
Female	75	127	10.95		

Interpretation :

It is revealed from the table 4.4 that 't' value 1.85 is less than the required 't' value of 1.96 for male and female is significant at 0.05 level. Hence the Null hypothesis which states that "There is no significant difference between the Self Efficacy of Male and Female Teachers were accepted. It is also found that the mean score on Self Efficacy of Male and Female are almost equal.

Therefore it can be concluded that Self Efficacy towards research of Male and Female Teachers are same.

CONCLUSION OF THE RESULT OF OBJECTIVE TWO:

The male and female do not differ in their Self Efficacy towards Research.

3. ANALYSIS AND INTERPRETATION OF OBJECTIVE THREE

The third objective was to find out the differences in Self Efficacy towards research between Urban and Rural Secondary school Teachers of North Bellary District.

This objective was analyzed by using:

1. Descriptive statistics namely, Mean, Standard Deviation, Tabulating frequency distribution table.

Inferential statistics namely 't' test to test the significant differences in Self Efficacy of Urban and Rural Secondary School Teachers of North Bellary District.

Cumulative percentage Frequency distribution of the score of Urban and Rural Secondary School Teacher on 'Self Efficacy Scale'. Table - 5

Class Interval	Mid Point	Male			Female		
		Freq (f)	Cum.F	Cum.F %	Freq (f)	Cum.F	Cum.F %
87 - 93	90	0	0	0	3	3	4
94 - 100	97	1	1	1.33	1	4	5.33
101 - 107	104	6	6	8	1	5	6.66
108 - 114	111	11	11	14.6	6	11	14.66
115 - 121	118	13	24	32	6	17	22.66
122 - 128	125	18	61	56	19	36	48
129 - 135	132	19	42	81.3	16	52	69.3
136 - 142	139	12	61	97.3	16	68	90.66
143 - 149	146	2	73	100	5	73	97.3
150 - 156	153	0	75	100	2	75	100

HYPOTHESIS TWO

H2 : There is a significant difference between the Self Efficacy towards research between Urban and Rural Secondary School Teachers.

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

H0 : There is no significant difference between the Self Efficacy towards research between Urban and Rural Secondary School Teachers.

The level of significance for results obtained was fixed at 0.05. The theoretical level of significance was fixed at 0.05 level with degree of freedom 148. The meant 't' value of the scores on Self Efficacy scale of Urban and Rural teachers are given in the following table .

Table - 6 : Sample number (N), Mean (M), Median (Mad), Standard Deviation (SD) and 't' value of the scores of Self Efficacy towards research of Urban and Rural Secondary School Teachers.

Table - 6

Locality	N	Mean	SD	't'	Significance
Urban	75	125	10.8	1.75 Value	Not Significant at 0.05 level
Rural	75	124	13.38		

Interpretation

It is revealed from the table - 6 that 't' value 1.75 is less than the required 't' value of 1.96 for Urban and Rural teachers is significant at 0.05 level. Hence the Null hypothesis which states that "there is no significant difference between the Self Efficacy of Urban and Rural teachers were accepted. It is also found that the mean score on Self Efficacy of Urban and Rural are almost equal.

Therefore it can be concluded that Self Efficacy towards research of Urban and Rural teachers are equal. There is no significant difference in Self Efficacy towards research of Urban and Rural Teachers.

CONCLUSION OF THE RESULT OF OBJECTIVE THREE:

The Urban and Rural teachers do not differ in their Self Efficacy towards Research.

Hypothesis Three

H3 : There is a significant difference in Attitude towards research between Male and Female Secondary School Teachers.

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

H0 : There is no significant difference in Attitude towards research between Male and Female Secondary School Teachers.

The level of significance for results obtained was fixed at 0.05 the theoretical level of significance was fixed at

0.05 level with degree of freedom 148. The mean 't' value of the scores on Attitude scale of Male and Female teachers are given in the following table .

Table - 7 : Sample number (N), Mean (M), Median (Mdn), Standard Deviation (SD) and 't' value of the scores of Attitude towards research of Male and Female secondary school teachers.

Table - 7

Gender	N	Mean	SD	't'	Significance
Urban	75	120	9.47	3.63 Value	Not Significant at 0.05 level
Rural	75	122	13.34		

Interpretation:

It is revealed from the table - 7 that 't' value 3.63 is significantly higher than the required 't' value of 1.98 at 0.05 level for male and female. Hence the research hypothesis "there is significant difference between the Attitude of Male and Female secondary teachers was accepted.

The null hypothesis there is no significance difference between of north Bellary District was rejected. It can be concluded that Attitude of Male and Female Teachers is not equal. The mean Attitude score of also found that the mean score on Attitude scale of Male and Female are almost equal.

Therefore it can be concluded that attitude towards research of Male and Female teachers are equal.

MAJOR FINDINGS OF THE STUDY :

1. The Self Efficacy towards research of Secondary School Teachers is normally distributed.
2. The Male and Female Secondary School Teachers do not differ in their Self Efficacy towards research.
3. The Urban and Rural Secondary School Teachers do not differ in their Self Efficacy towards research.
4. The Attitude of Secondary School Teachers of north Bellary District towards research is normally distributed.
5. Male and Female Secondary School Teachers differ significantly in their attitude towards research. Male teachers have higher attitude towards research than female teachers.

EDUCATIONAL IMPLICATIONS OF THE STUDY

1. Number of Programmes should be arranged to develop the self efficacy of Teacher towards Research, so that their attitude towards research is favourable.
2. The teacher should be encouraged to work for action research projects.

3. Attempts should be made to boost the self efficacy of male teachers.
4. Male teachers should be encouraged to do research.
5. Attempts should be made to give positive experiences to female teachers in order to develop favourable attitude towards research.

SUGGESTIONS FOR FURTHER RESEARCH

1. The same study can be repeated for Higher Secondary Teachers.
2. A study on attitude of Higher Secondary School Teachers towards research could be undertaken.
3. The study seems to have universal application and a study selecting another population and sample or even a large sample would be worth.
4. Higher Secondary Teachers should be motivated to do the research.

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- From Continued on Page No. 7

Job-satisfaction all the Variables considered i.e., Sex, Age, Locality, Experience and Medium do not make a Significant relationship. There is no significant relationship in the Job satisfaction and Academic Problems of Secondary school Headmasters. In the relationship between Job Satisfaction and Academic problems of all the variables considered i.e., Sex, Age, Locality, significant relationship. There is no significant relationship in the problems and Adjustment of Secondary School headmasters. In the relationship between Academic Problems and Adjustment all the Variables considered i.e., Sex, Age, Locality, Experience and medium do not make a significant relationship. There is no association among Adjustment, Job Satisfaction and Academic problems of secondary school Headmasters.

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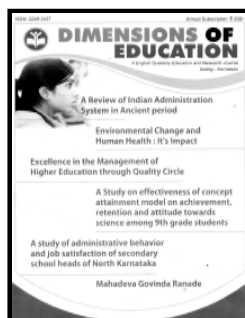
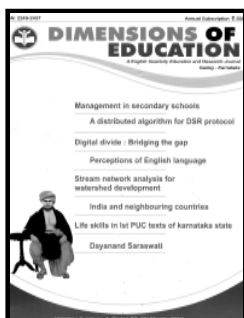
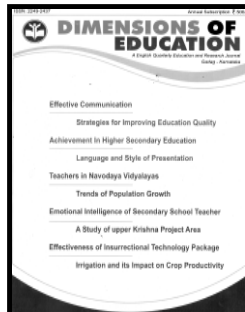
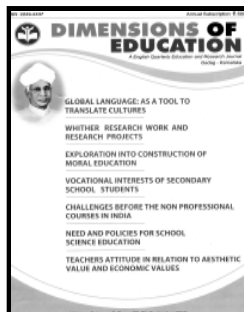
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JEAN PIAGET

(1896 - 1980)

✍ **Dr. N. B. Kongawad**, Principal, J.S.S. Sri Manjunatheswar College of Education, Dharwad



INTRODUCTION

"Mathematical understanding is not a matter of ability in children. It is therefore erroneous to consider that lack of success in mathematics is due to a lack of ability. The mathematical operation derives from action, and it therefore follows that the intuitional presentation is not enough. The child itself must act, since the manual operation is necessarily a preparation for the mental one. In all mathematical fields, the qualitative must precede the numerical."

Can Jean Piaget be regarded as an educator? This is an obvious question that one would ask when one includes this psychologist among the thinkers on education, as he always refused the title of educationist, going so far as to affirm, "I have no views on education."

The truth, however, is that Piaget is an enlightened academician who struggled all his life against the institutions and intellectual prejudices of his day. The originality of the Piagetian exploration of a child thought resides in the methodological principle whereby the flexibility and subtlety of the in-depth interview, characteristic of the clinical approach, need to be modulated by the systematic search for the logico-mathematical process underlying the reasoning put forward.

The Maison des Petits of the Jean-Jacques Rousseau Institute became the principal venue for Piaget's research. His works in this leading center of modern education, and subsequently in the primary schools of the day in Geneva, probably helped Piaget to understand the distance which too often separated the unsuspected intellectual skills that he had just discovered in children and the teaching practices commonly adopted in state schools. It was his work at the Jean-Jacques Rousseau Institute that is said to have certain influence on his awareness of wider educational issues. In fact it was at this Institute that his commitment to education first took full form.

During his tenure as the Director of Jean-Jacques Rousseau Institute, from 1929 to 1967, Piaget diligently

drafted his Directors Speeches for the IBE Council and subsequently for the International Conference on Public Administration. It is in this collection of some 40 odd documents that we explicitly than in his other writings. These documents provide illustrations of the underlying principles guiding his educational plan.

Contrary to the general feelings, Piaget attached great importance to education. This is obvious from his assertion that only education is capable of saving our societies from possible collapse, whether violent or gradual. On the eve of the Second World War, he declared, "After the upheavals of these last few months, education will once more constitute a decisive factor not only rebuilding, but also, and especially, in construction proper." As such, in his view, education was the prime challenge facing all peoples, transcending ideological and political divergences. He declared that the common wealth of all civilizations is the education of the child.

According to Piaget, coercion is the worst of teaching methods. He said that examples must play a more important role than coercion methods if education is to be meaningful. He also stressed on the importance of pupils active participation. He said, "A truth learnt is only a half-truth; the whole truth is reconquered, reconstructed and rediscovered by the pupil himself." In Piaget's view, this educational principle rested on an indisputable psychological fact: All modern psychology teaches us that intelligence proceeds from action, and hence the fundamental role that the exercise of research must play in all educational strategies. That research, however, must not be an abstraction, for action presupposes prior research, and research has value only with a view to action.

In Piaget's view, a school without coercion is a place where pupils actively experiment with a view to reconstruct for themselves what is to be learnt. This, in fact, is the blueprint for his thinking on education.

One may ask: what would be the role of textbooks in such a school? Answered Piaget: "The ideal school would not have compulsory textbooks for pupils but only reference works used free. The only essential manuals are those for the teachers use."

Now, are these principles applicable only to the children's education?

Said Piaget : "On the contrary, active methods requiring a type of work that is both spontaneous and guided by the questions posed, and work in which the pupil rediscovers and reconstructs truths instead of receiving them readymade, are as necessary for the adult as for the child....For it should be remembered that every time an adult tackles new problems, his or her sequence of reactions resembles the way in which reactions occur in the course of mental development."

Piaget gave some advice on the teaching of Mathematics too. He said, "As small children are more developed on the sensorimotor plane than on the plane of verbal logic, it is advisable to provide them with patterns of action on which subsequent learning can be based.... An introduction to Mathematics is (therefore) facilitated by a sensorimotor education, such as that practised, for instance at the Maison des Petits in Geneva."

On teaching of Mathematics, he further said, "Mathematical understanding is not a matter of ability in children. It is therefore erroneous to consider that lack of success in mathematics is due to a lack of ability. The mathematical operation derives from action, and it therefore follows that the intuitional presentation is necessarily a preparation for the mental one. In all mathematical fields, the qualitative must precede the numerical."

Teaching of Natural Science also attracted the attention of Piaget. He said, "Those who by profession study the psychology of intellectual operations in children and adolescents are always struck by the resources at the disposal of every normal pupil, provided that he/she is given the means to work actively without the obligation of too much passive repetition. From such a standpoint, science teaching is the active inculcation of objectivity and the habit of verification."

Piaget was more explicit when he talked about the link between Education and Psychology. Stating that the link between Education and Psychology is a necessary link, he said, "Indeed, I do not believe that there is a universal method of teaching, but what is common to all education systems is the child itself, or at least a number of general features of the child Psychology." He further added, "It is undeniable that Psychologists research has been the starting-point of almost all methodological and didactic innovations in recent decades. It is unnecessary to reiterate that all methods appealing to a pupil's interest and actual activity have been inspired by genetic Psychology." He said "the links between teaching and Psychology are complex; teaching is an art, whereas Psychology is a science, but while the art of educating presupposes unique knowledge of the human being who is to be educated."

Clarifying whether education is an art or science, Piaget said, "It is often asserted that education is an art and not a science and therefore does not require scientific training. Although it is true that education is an art, it has the same claim to be an art as medicine which, while it requires abilities and innate gifts, also calls for knowledge of anatomy, pathology etc. Similarly, if teaching is to train the pupil's mind, it must emanate from knowledge of the child, hence from Psychology."

Asserting that experimental teaching is closely linked with Psychology, Piaget said, "If experimental teaching seeks to remain a purely positive science, i.e. confining itself to recognizing facts but not seeking to explain them, confining itself to recognizing achievements but not ascertaining the reasons for them, it goes without saying that Psychology is unnecessary. But if experimental teaching seeks to understand what it discovers, explain the achievements it acknowledges, and grasp the reason for the greater effectiveness of certain methods compared with others, then, of course, it is essential to combine educational research with Psychological research."

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- From Continued on Page No. 13

5 Planners can use three sets of regulatory controls for hazard management. These are land-use planning and zoning; building codes and performance standards; and land-use and building standards. Conventional land-use controls regulate function, density, and location of activities, the rate of development, and limits of growth. "Zoning" may be defined as a division of land into districts or land-use zones; the prescription of regulations within these zones depends on how the zones are to be developed.

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