



DIMENSIONS OF EDUCATION

An International Journal of Education and Research Quarterly



**Rural Women :
Their Development in
Entrepreneurial Skills**

**Computer Assisted
Instruction in
Teaching - Learning of
Mathematics**

**Ethics Sensitivity and
Reaction among Student -
Teachers of B.ed. Colleges**

Relationship between Home Environment and Personality with Academic Achievement



**Mechanisms to
Develop Positive
Attitudes**



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Emotional Intelligence

According to DrGoleman, 'emotional intelligence is defined as a set of skills or competencies, which provide human resource professionals, managers, and anyone in the world of work, with a comprehensive tool to define, measure and develop emotional skills'. Emotional intelligence can also be defined as the capacity to recognize our own feelings and those of others for motivating ourselves and managing emotions well in our social interactions. Daniel Goleman, an American psychologist, developed a framework of five elements that define emotional intelligence:

1. Self Awareness

People with high EI understand their emotions and they don't let their feelings rule them. They know their strengths and weaknesses, and they work on these areas so they can perform better.

2. Self Regulation

This is the ability to control emotions and impulses. People who self regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive, careless decisions. They think before they act.

3. Motivation

People with a high EI are willing to defer immediate results for long-term success. They are highly productive, love a challenge, and are effective in whatever they do.

4. Empathy

This is the ability to identify with and understand the wants, needs, and viewpoints of those around you. Empathetic people avoid stereotyping and judging too quickly, and they live their lives in an open, honest way.

5. Social Skills

People with strong social skills are typically team players. Rather than focus on their own success, they help others to develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

- Dr. N. B. Kongawad
Editor

WOMEN AND URBAN LOCAL GOVERNMENTS

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ABSTRACT

Political participation and awareness of women in urban local governments is essentially the process of upliftment of economic, social and political status of women, the traditionally underprivileged ones, 74th Amendment to the Indian Constitution, thus making the Urban governments as 'institutions of self- government'. The 74th Amendments can be seen as landmark in the Indian Women's Movement as it secures 33% reservation of seats for the Indian urban women. However it needs to be kept in mind that the reservation in India has been introduced in a scenario marked by Illiteracy, Male dominance, Casteism Deep rooted cultural beliefs, Values which do not encourage women's assertion. In the society finally, the paper will look into the dynamism of the process whereby women Political participation and awareness is achieved through legislation or women participation in the urban governments Institutions. The urban government system has been playing an important role for development of the social economic and political life of the urban Women representation of urban politics.

Key Words : Political Participation, Awareness, Women, Urban governments, Reservation, Empowerment, Local Governments, Equality, women participation

1. INTRODUCTION

The urban Governments has been playing an important role for development of the social economic and political life of the urban people populace. Gaur reviewed numerous studies on Urban governments Raj system in India covering variety of problems and topics on historical macro levels, regional level as well as almost on all general aspects of urban governments. He further reviewed both theoretical as well as empirical parts of the studies. He pointed out that in the present development context in India, rapid changes are taking place on the economic scene which brings in their trail for reaching changes in social, cultural, and political aspects of life Thus there is still need for micro studies which remain even green and having a bearing on policy issues.

Athreya, V.B. & Bhargava, B.S. & Bhaskar, Manu, defines political participation as the verity of ways in which people try to influence the political process. He has sought to identify the channels through which citizens attempt to influence the leaders as well as to isolate the kinds of citizens apt to use these channels on a regular basis.*

Town is the basic unit of social urban life in India. The concern of the government for the life, liberty and prosperity of the urban masses, soon after independence, was reflected in various measures adopted by it to better their lot. As a matter of fact, the prominent leaders puff freedom struggle such as Mahatma Gandhi, Jawaharlal Nehru and Jai Prakash Narian indicated that the major task

of Independent India would be to take democracy to the grass-roots level and to involve the urban masses in the task of national reconstruction. According to Mahatma Gandhi, true democracy could not worked by twenty men sitting at the Centre. It has to be worked out from below by the people of town. He envisaged the vision of self sustained and self sufficient village republics capable of managing their affairs. Similarly. Jai Prakash Narain, on the other hand expressed his view that fundamental bases of all political organizations in the country are the Urban governments Raj Institutions and that those bodies may exercise the widest possible authority to govern their affairs. His main theoretical concept was that the base level village assembly may be linked with the national level assembly through a system of direct election.

By observing the 74th constitution amendment act, one can come to know about the main features of this act. Most of the provisions of the 74th Amendment act are relevant in character. Such as involving the urban governments raj institutions in micro town level planning, regular election for urban governments after expire of their term under supervision of the state election commissions, making the urban governments raj institutions financially viable etc. Not only that this act protects the autonomy of the states for example forming of the low's relating the accounts and audit has been left in the hands of state legislature and power of appointment of finance commission to review the financial position of Urban governments and to recommended principles governing distribution of taxes and grants in aid between states and urban governments raj bodies has been given to the state election commission. There all are considered as most

* Athreya, V.B & Bhargava, B .S. & Bhaskar, Manu, 1992, Women in Grassroots Democracy - A study of Kerala, University of Kerala/ ICSSR, New Delhi.

welcome provisions of this Act. Apart from these, reservation scheme for the office of chairpersons of urban governments for the SC/ST and women is also very important provision of this Act.

2. THE ROLE OF ELECTED WOMEN

In the examination of the task of women in urban governments, the dilemma is whether women should work merely for the problems and improvement of women or whether they would stand for the electorate comprising both women and others. Woman respondents commonly asserted that they were not in favor of exclusive women's issue or cause, they rather tried to work for collective interests of urban people. Regarding the preference in selectively beneficiaries for schemes/loans they reportedly acted on economic criteria of poor or caste as specified in the guidelines and not definitely into terms of family / gender. I have tried to see political participation as a process in which people try to affect the government by taking part in the voting behavior; by persuading others to vote;

Sushila Agrawal has written a book entitled "Status of Women" (1988). The constitutional provisions in India have been analyzed in the context of social reality and traditional value framework. Special provisions of Indian and criminal procedure codes for the protection of women who could be a victim of the offences in public and private life because of her sex have been examined.*

Vijay Kaushik and Bela Rani Sharma said there has been worldwide awakening about the rights of women. The United Nations has been doing commendable work in this direction. There is more and more awareness about improving the working conditions of women and for providing them proper place in political field.** Political parties are keen to associate more and more women with their functioning. All these issues have been discussed in this book. Although governance is a generic term which could mean good government or management, the governance values, types of government, the nature of political processes, the political parties and organizations, which/whose interests are represented and protected, and the extent of power that the masses have to challenge the state or in suggesting alternatives in methods of governance etc. may vary in different political systems. Liberal democracy is founded on reason, law, and freedom of choice but the position of different social groups in the social and political space where power is located is not always equal in practice. This is particularly so in the case of women. The nature of society or state has a decisive

impact on the extent and effectiveness of women's political presence and participation of urban politics.

3. CONCLUSION

It is evident that men's attitude towards women's entry into politics has begun to change from that of total rejection to limited encouragement and in some cases even to active encouragement. This trend needs to be strengthened through orientation courses and training programmes for officials and elected representatives, both men and women. Besides there is a need to train the women leaders at regular intervals to enable them to manage the responsibilities assigned to them in the urban governments at all the levels. Since the hard up women members found it difficult to forgo their wages for attending training programmes, these must be organized at their doorstep and some of the articulate urban governments leaders should be involved as the trainers. Another important effort required for real empowerment of urban women is to bring about an attitudinal change in both men and women. The feeling that women are meant for household activities and rearing children needs to be transformed into a feeling of equal partnership of women and men. To inculcate this they should be imparted education for bringing about social and political awareness among both. Studies on women in politics have emphasized that contact with outside world makes women more alert and also active in the political process. There could be two ways of doing it. The women should also be encouraged to organize themselves. The Mahila Mandals in the village can be effectively used as instruments to mobilize them for this purpose. Incentives play a vital role in ensuring the participation of elected representatives in decision-making. It has been noticed that there are certain very active and enlightened women leaders at all the levels of urban governments, who have been successfully implementing the developmental schemes and have ensured overall development of their constituencies. Such leaders need to be encouraged by publicizing their leadership qualities and honoring them in public meetings. It will certainly encourage other women representatives and their success stories and good practices will get replicated. The media both print as well as electronic can play an important role in creating awareness in the urban society. It can act as an agent of political socialization for inculcating the values of gender equality and gender justice.

From India's point of view, we cannot expect an outstanding socio economic background in urban set up and demanding high expectation from them in a very short span of reform. Rather my study reveals that education and annual households are not at all affecting the development role of women leaders. The JRY work has been done wonderfully in the urban governments from

* Sushila Agrawal, "Status of Women" Rawat publications, Jaipur (1988).

** Vijay Kaushik and Bela Rani Sharma, "Women's Rights and World Development" (1998)

not so educated agricultural background and politically inexperienced women. We cannot expect more morality from an educated fellow as now we are facing so much corruption at the high level. Another instance can be taken to prove my stand that the women Member of the urban governments denied to open the Urban government's office and made logical argument before the collector demanding more relief for the urban governments. It certainly proves that they can do anything to the extent only acceptability as leaders is the need of the hour. So enormous expectations without attending a proper institutional frame work is certainly not a good trend perhaps, rather we have to be satisfied with this fact and figures for another few years.

So the present study disclosed for the women respondents, not elitist background, family obligation and domination not much determined. Education and occupation have no significant bearing on women's participation. Right from the attendance in the urban governments meetings to their effort in urban plans is up to the expectation. As such the study departs from the result of similar studies elsewhere. Some of the specific suggestions given by the members, both men and women for improving participation of women are as follows:

- Training on various aspects of the urban governments should be provided to the women members. Provisions of the 74th Amendment, writing records, conducting meetings, understanding of bureaucratic structure, government schemes for the urban poor, unemployed, education, public distribution system, etc. are some of the areas in which training could be given.
- Family and Government support. This was identified as an important area requiring attention. Encouragement by the families in the form of appreciation of their official work, their decisions and ensuring their presence in the meetings would help and similarly the government officials need to be more patient towards them and cooperate with them in their work and enabling them to understand their work.
- A minimum educational qualification criterion should be laid down for the future contestants, particularly the women contesting for the urban governments elections. This will facilitate the aspiring contestants to take education seriously from an early age. The importance of education in better administration cannot be denied.
- Compulsory attendance in the meetings.
- Creation of a feminist consciousness, which makes the women, identify with themselves and the characteristics so specific to them.

To conclude, the findings of the study are indicative of better participation from the women members in future. This will put them in better control of their lives, which is good for the development of the country.

To get objective information about the participation and performance of women member in urban governments process I first intended to go through the preceding of urban governments meeting to identify and comprehend the real role played by each woman member in the decision making process of the Urban governments such as the nature of attendance in the meeting, types of opinion they expressed in the meeting including their preferences and note of dissent if any. First, as to their attendance in the urban governments Raj meeting, three women respondent could not make it and fifteen others are found regular. The official record for 1997-98 substantiated that women members and women Member took up the responsibility very seriously. Secondly, I have an idea about prior preparation of women respondents; it is found that twelve women members did not have any preceding preparation for any meeting. But other six, Members and nominee say that they consult local party leaders before going to any meeting. Thirdly, the nature of acceptance of women's point in Urban governments body meeting substantiate that they participated actively in the discussion and debate by way of what future action required to be taken up where more development works to be undertaken and funds be allocated. The total of twelve women categorically informs that their points/views raised in the meetings were not complied with while taking final decision. As women members' points were not always compiled with within meetings their reaction to such reputation would probably indicate the true nature and impact of their participation. It was found that twelve women members took refutation to their points in meetings without any form of protest or any pressure to take note of their views. Thus they may be classified as passive spectators who are unable to strike their entry to actual urban governments decision-making. For the rest, their performance was not as shabby. They somehow reacted to the discontinuance of their views or remaining absent as a mark of protest. Fourthly, another indicator of ambition for role performance was tested. Of the total women respondents, 86% felt satisfied with their respective urban government's roles and 57% expressed their readiness to contest next urban government's election. 43% declined to stand for next urban governments Raj election. The main cause of departing urban government's institution was not because of their incapacity but for factors beyond their immediate control.

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RURAL WOMEN : THEIR DEVELOPMENT IN ENTERPRENEURIAL SKILLS

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ABSTRACT

In ancient days women are limited to the home. They are not included to take part in any decision making or entering the business world. But the scenario has been changed for the past few years. Women are now actively participating in the entrepreneurial activity and help in the economic development of the nation. Poverty and unemployment is a major problem in developing countries. Lower women participation rates as an entrepreneur is a critical factor in women entrepreneurship.

Women need to join self-help group is not only for getting credit but also getting an empowerment process. Women entrepreneurs help the economy by bringing social stability, making adequate job opportunities and balanced territorial development. Enterprises and Businesses operated by women contribute for economic competition, dynamism, diversification. productivity, innovation, and economic empowerment of the poorest of the poor People

INTRODUCTION

Women are legal citizens and considered to have equal rights with men in the world. Women consist half percent of the population in India. In ancient days women are limited to the home. They are not included to take part in any decision making or entering the business world. But the scenario has been changed for the past few years. Women are now actively participating in the entrepreneurial activity and help in the economic development of the nation. Women are endowed with high potentials like that of men, but the opportunities existing are very less. Women in the society are viewed not with respect.

The girl child of today is tomorrow's woman. If tomorrow's woman is to become equal partner with man, there is a great need to accord the girl child her rightful share of dignity and opportunity. The system of patriarchy, tradition and culture has greatly hindered the maximum exploration of girl's strength and intelligence in the educational process. Women are often perceived as a utility asset to undertake all household chores in a traditional society and the ideal roles assigned to them are those of daughter, sister, wives and mothers. Opinions and advices of women are not entertained by men in all forms of decision making. Worst is the case of Rural Women. In rural areas, parents are really reluctant to send their daughters to schools. Instead, they are asked to help in the household work-viz- looking after the siblings, giving an aid in cooking, swabbing the floor of the house, and if at all they get married, they are not asked to go out for earning a living. Whatever their husbands earn and give them, they have to manage with that amount! Parents are unaware of the fact that real education means a good development of their daughters which enables them to respond challenges confront their traditional role and change their life at par.

TERMS CLARIFICATION

Women Entrepreneurship is that process of empowerment wherein there is a development of their ability to think and act independently, practice their profession and control their lives. In case of rural women, women entrepreneurship bring about their development in social economic and political sphere where they play an equal role in the society as men. However, sad to witness the fact that rural women particularly are still facing less rights and less social status than men. But the things are getting changed little by little. They are fully realizing the significance of education in terms of entrepreneurship. They have understood that education is the most powerful tool to change the situation in the society.

REVIEW OF RELATED LITERATURE

Mangale et al., (2012) in the article entitled- "A State Of The Art Of Self-Help Groups", explained the strategies of Self-Help Groups for micro-enterprise development in rural areas. Main objective was developing skills and confidence among rural women entrepreneurs.

Mungi Aslesha Ram (2011) in the article entitled - "Entrepreneurial Development Of Rural Women Through Self Help Groups" listed the group of self-help group with bank linkage. These rural were empowering themselves by changing technology and higher productivity.

Mungi Ashlesha Ram Further insisted that microenterprise development was a major tool to eradicate poverty among women. Some advantages of rural women entrepreneurship were economic empowerment, self-confidence, increased social interaction, engaging in political activities, improvement in leadership qualities and standard of living and involvement in solving problems. Mallika Das, (2011) in the article entitled "Women

entrepreneurs from India: Success factors, Problems. Motivations and examined the problems faced by women in setting and running the business. The study was limited to two southern states namely Tamil Nadu and Kerala.

Meena Goyal et al., (2015) in the article - 'Women Entrepreneurship in India- Problems and Prospects' analysed the concept of women entrepreneurs. For the study, a sample of 200 was selected. Main objective was to study and evaluate various factors influencing women to become entrepreneurs. The study indicted that innovative thinking, self-identify and social status, family occupation, need for additional income, support of family members, a role model to others, employment generation, government policies, education and qualification, etc are the influencing factors to become women entrepreneurs.

Ajay Sharma et al., (2013) in the article entitled "Microenterprise development and rural women entrepreneurship: a way for economic empowerment" stressed the need for microenterprise development through women entrepreneurship. He indicated that the women entrepreneurs face various hindrances such as marketing work, place facilities, and social constraints. Women entrepreneurs were engaged in various activities like food processing, dairying, handicraft, farming, ready-made garments, and herbal marketing. Several factors which initiate entrepreneurship were personal motivations, socio-cultural factors, business schemes, and business environment. Independent factors include market opportunity, idea, family background, the desire for status, challenge, and economic independence. Microenterprise is an effective instrument of economic and social development. Micro-entrepreneurship strengthens the women empowerment and removes the gender inequalities.

Ankur Roy et al., (2013) in the article titled "Measuring entrepreneurial orientation in small medium enterprises" focused on the skill characteristics and personality traits of owner-managers. The owners/owners-managers of small, medium enterprises operating in Rajasthan were the target population. The objective of the study is to examine the personality traits of the entrepreneurs. He divided the dimensions of entrepreneurial orientation into four components namely risk-taking, innovativeness, competitive aggressiveness and proactiveness. The entrepreneurs to compete in the global marketplace more effectively and to move into a dominating position quickly.

Kishor Nivrutti Jagtap, (2012) in the article titled "Rural women entrepreneurs -opportunities and challenges" explained that new business ventures lead to economic development. The objectives of the study were to explain the present status of women entrepreneurs, to make studying the various developmental schemes, to

identify the problems facing and to make suitable suggestions for promoting rural women entrepreneurs. He listed that several opportunities existed for the women. These include integrated rural development progress, NORAD programmes, SEWA and TRYSEM.

Angel Anila, (2012) in the article titled "Women entrepreneurship through self-help groups: A case study of Tirunelveli district" insisted that entrepreneurial development among women should be considered as a way for economic empowerment of women.

Most of the rural house-wives are still of the opinion that the education of the girl child doesnot reap any returns and they firmly believed that education of the male-child is an investment because the son is likely to be responsible for caring for aging parents and a girl is being largely no need for education because they cannot be of any gain to the family as they are anyway to go away to their inlaws! Family after the marriage! In fact, rural women do have the talent to take up innovative, economic activities, but till date their talents are underutilized!

SITUATION WITNESSED TODAY OF RURAL WOMEN ENTREPRENEURS

The goal today is to achieve political, institutional and individual change that improves the lives of women and girls around the world. India has also ratified several international conventions and human rights instruments that are committed to guaranteeing equal rights of women. Yet, regret to state that the status of rural women entrepreneurs is not upto the mark. For a rural woman the day starts early in the morning with the responsibilities of fetching water, fodder, fuel and cooking food. They have to look after children and family members, their health, their orientation and education and participate in various income-generating activities. She manages, purchases and finances, works whole day and is the last to go to sleep at night! Yet, when the children are asked what their mothers do; most of them do not respond immediately. Mother's hard work is not recognized by them simply because her work is not evaluated in financial terms! She often falls ill but she do not complain and prefers to remain unnoticed by other family members. Yet she continues to work as usual and manages the family very effectively with limited means. But she still remains treated as illiterate. Even as an entrepreneur they are ignored and suffer due to health problems, literacy, deprivation and humiliation !!

In many cases, women themselves are responsible for holding back their participation in education, working on preconceived notions that they will be unable to cope with the pressures of balancing work and home, assuming that mobility in employment can cause strain at the home front, or to confirm to socially induced images of femininity. Thus, considering issues pertaining to women's

access to education may require a unique lens focusing on the differing levels, issues and varying degree of impact. A more customized approach to addressing the problems related to women's access to education is required.

CONCLUDING REMARKS

Entrepreneurship of rural women, particularly, is a powerful tool for women's empowerment.

Education not only empowers women to gain more about their -home and outside world, but they also face situations, positive self-esteem, and self-belief, needed courage and challenges of life. It helps in getting the inner strength to do so. Obviously it also gives them the ability to buy jobs and complete family income and get social status. As a tool to develop a sustainable strategy for population control, especially women's education has a major impact on health and nutrition. Apart from this, educated women can play a similarly important role in the form of men, Thus no one denies that education empowers women.

Women's education in India plays an important role in the social and economic development of the country. Educating a woman uplifts her life as well as the quality of her life and her whole family. It is a fact that any educated woman will support her child's education, especially girl's education and provide better guidance for their children. An educated woman will easily implement an independent and progressive viewpoint in her children. Most importantly, in a society like India, an educated woman will help reduce child mortality and control the population's blossom.

Poverty and unemployment is a major problem in developing countries. Lower women participation rates as an entrepreneur is a critical factor in women entrepreneurship. Women development is closely associated with national development. Women encounter various problems in starting and running the enterprise. These include problems related to inconvenience in procuring raw material, stiff competition with other products, the arrangement of finance, availing government concessions and subsidies, family ties and responsibilities, lack of business experience, mobility constraints, lack of infrastructure and other activities related to production.

Entrepreneurship plays a major role in economic development in India. Rural Women's education is contributing to the social transformation with great extent. In the future, the number of women may enter areas traditionally dominated by men. This study result shows that women need to join a self-help group is not only for getting credit but also getting an empowerment process. Women who are joining the self-help group are empowered socially as well economically.

Women entrepreneurs are now engaged in various income-generating activities. The manufacturing enterprises in rural areas generally suffer due to lack of awareness among the people regarding marketing, finance, and trading. Reduction in poverty is achieved by providing credit access to small entrepreneurial activities. In this manner women, entrepreneurs help the economy by bringing social stability, making adequate job opportunities and balanced territorial development. Entrepreneurship empowers creativity and innovation. It develops a new service or new products to the market for satisfying human needs. It empowers investment interest in the new ventures. Enterprises and Businesses operated by women ,contribute for economic competition, dynamism, diversification, productivity, innovation, and economic empowerment of the poorest of the poor People.

The young women's unexplored talents should be recognized and trained to increase the new product, service, and productivity in the different industrial sector. The restrictions for the women entrepreneurs are also greatly reduced. More opportunities must be created at the global level through the collection and dissemination of information and the transfer of technology between countries. Women entrepreneurs are searching for various supporting agents to increase their economic status. Women have the potential capability to start and work for growth companies' new organization that contributes to achieving sustained economic growth in global markets.

The influence of the government under various schemes have encouraged the women in receiving education in urban areas as well as revolutionizing rural women into receiving basic education. Empowerment of women has been successful to a larger spectrum which in turn has encouraged the women having a decision making capability in financial matters, household matters as well as decision relation to their health. But ironically, all these have not absolved the woman from her fundamental biological and social, duties.

A mindset that views education for girls as unlikely to reap any returns ascribes to the view that investing in the education of the male child is like an investment as the son is likely to responsible for caring for aging parents, and women with largely a reproductive role in social have little need for education and any gains from it are anyway likely to accrue to the homes they.

The emergence of women entrepreneurs depends upon the social, cultural and psychological factors in the society. Women entrepreneurs also increase the employment opportunities by creating more jobs. Entrepreneurship among rural, women increases financial

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SHIRUR : TOURIST DESTINATION OF BAGALKOT DISTRICT

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Presently, the Tourism Studies are achieving significance in the historical sector. During the earlier days tourism was meant as just visiting holy religious places and to have glance of the god. Further tourism was also believed as visiting holy places as a means of entertainment. Earlier, it was believed that, tour was a travel carried out by the only the rich during their leisure. Today, tourism industry is progressing and taking a leaping step as a source of improving wisdom and as a part of entertainment of a common man. Therefore the global organizations endorse the tourism sector. Though earlier tourism was means of entertainment during the leisure, a business or trade tour, pilgrimage or health tour may it be called as anything as such, in a global phenomenon it comprises of objectives of visiting historical places and take up the research studies on the history of the region such historical tourist destinations are widespread across the Bagalkot district.¹ The objective of my study is to record historical and archaeological background of the tourist destination of Bagalkot district.

The most of the historical habitations of Bagalkot district are the artistic and attractive centres of tourism industry. For instances Badami, Banashankari, Aihole, Pattadakallu, Kudalasangama, Alamatti, Shivayoga Mandir, Mahakoota, Beelagi, Mudhol, Jamakhandi, Guledgudda, Muchakhandi, Lokapur, Arasibeedi, Ilakal, Terdal, Belur, Hallur, Mahalingapur, Shirur etc have emerged out as the historical and tourist spots.²

The natural hills, mountains, rivers, springs, lakes, wells, ponds, forts, castles, inscriptions, temples, statues, mosques, fountains and waterfalls of this region are the primary sources of attraction for the visitors. These tourist spots are not merely the attractive places but are also scenic. When we view the surroundings standing on the hill the nature's crest appears like a heaven by itself.

The Bagalkot district witnesses culture of Stone Age era to modern era, the district witnesses the reign of various dynasties. The inscriptions and monuments identified in this region and the detailed political history

evinces that Bagalkot region was reigned by Mourya, Shatavahana, Kadambas, Badami Chalukya, Rashtrakutas, Devagiri, Yadavas, Hoysalas, Vijayanagar emperors, Moghals, Shahisultans, Nizams, Marathas, Nawabs, Peshwas and British.³

The zigzag flow of rivers Krishna, Malaprabha and Ghataprabha in Bagalkot district makes the hills and mountains along this region a beautiful tourist destination.⁴ The regions beside these rivers flow are habitations of various cultures, natural resources and historical resources which has proclaimed the world about its popularity. An attempt has been made to study about Shirur village in Bagalkot district which is one such historical tourist place.

SHIRUR AS A TOURIST DESTINATION

Shirur is a taluk place in the Bagalkot district located at approximately 15 kms distance. In an inscription identified at Shirur (S.I.I. 11/1/85) there is mention of name of Shirur. This King's inscription mention about the Vyagrabala mountain at the east, Kisuvaadi, Taataka towards North, Bagadi (Bagalkot) towards Northwest. An inscription dated 1049 B.C. has a mention of Shirur as Sripura.⁶ In an inscription dated 1068-69 BC mention Shirur as 'Karna's Siriyuru'.⁷ The other inscription dated 1148 there is mention of the village as "Shrige Neleyenipa Sirpuram".⁸ Likewise there is mention about Shirur village by various names in the inscriptional records. Dr. S. Koppa opines that due of the worship of goddess Mahalakshmi of Kolhapur this village has attained a name Sri Lakshmi-pura or Shripura.⁹ Later this name got transformed as Siriyar,

1. Shivarudraswamy S.M., Bharatiya Pravaasodhyama, Pourasthya Publications, Mysore, 2013.
2. Nagesh Y.N., Karnataka Raajyagala Jillegala Parampare, K.K. Printers and Publishers Publications, Bengaluru, 2011, Pp. 131-132

3. Dr. Devarakondareddy, Bagalkot Jille Shasana Volume -9, 2006, K.V.V, Hampi, Introduction.
4. Santosh Davanagere, Bagalkote Jilleya Matha Margadarshana, 2015, Davanagere p. XI
5. Ambalike Hiriyenna (Chief Editor), Bagalkote Jille Samputa Part-I, Karnataka Folk University, Gotagodi, 2015, p.109
6. Dr. Devarakondareddy, Bagalkote Jille Shasana Volume -9, K.V.V. Hampi, Introduction, 2006.p. 44
7. Dr. Devarakondareddy, Bagalkote Jille Shasana Volume -9, K.V.V. Hampi, Introduction, 2006.p. 38
8. Ibid, Ambalike Hiriyenna (Chief Editor), Bagalkote Jille Gramacharitre Kosha Part-I, Published by Karnataka Folk University, Gotagodi, 2015, p.109
9. Ambalike Hiriyenna (Chief Editor), Bagalkote Jille Samputa Part-I, Published by Karnataka Folk University, Gotagodi, 2015, p.109

Siru and later attained the name Shirur. Shirur is also popular by name 'KabbinaShirur'. On the bank of river there is a small temple of goddess Siritayaladevi. The local people believe that the village Shirur has been evolved from this goddess.

Since from the ancient period Shirur was the land of Badami Chalukyas. The various inscriptions identified in this region mention of the name of Shiriyurvillage asSiriya, Sripura etc. The copper plate inscriptions identified in this region has a mention of donations to the temples. Beneath the lake there is a beautiful Siddeshwara Shivalaya.

This Siddeshwar temple of Chalukya period is very suitable for study. As this region is surrounded by five other temples, the marrying couples during the wedding need not have to revolve round the corners (Suragi). The other feature of this temple is that, on the occasion of Yugadi festival every year sunrays fall on the Shivalinga located at the sanctuary. Shirur is one of the peaceful holy places.¹⁰

Apart from the archaeology, the natural mountains, small waterfalls by virtue its beauty attracts the visitors. The region surrounding these waterfalls are the favourite spots for couples. But unfortunately these waterfalls are lively during rainy season only. A waterfall flowing between two huge rocks is very scenic. Water falls in three - four places each of these falls has been called by different names. Worship of Jokumara Swamy is one of the rural observation wherein after the worship Jokumara Swamy is drowned near the waterfalls named as Jokumaranapadi.

On the other hand there is a waterfall wherein water falls from at an height of four meters. This waterfall is called as Benne Didagina waterfalls. Apart from this at the outskirts of the village on the hills there are a group of waterfalls. One side of this place is surrounded by hills and other side is a plain land, this region is rich resource of rivers, temples, inscriptions and archaeological idols. The state government has rejuvenated the two lakes of this region and has provided boating facility for the visitors. The boating facility has enabled the tourists to travel around the lake. A beautiful park has been established and maintained at the surrounding of this lake and seating arrangements are made in the park so as to enable the tourists to take rest. The towers are created at specific spots from where the tourists can take bird view of the scenic vision. Drinking water facility and road facility for the movement of vehicles are been provided. All these facts are learnt from the fieldwork.

ANALYSIS OF SHIRUR INSCRIPTIONS

Eight inscriptions has been identified at Shirur village.

10. V.V. Shankarnayanarao, Idu Karnataka, Samarth Publications, Bengaluru, 2010, p. 79

Kannada University, Hampi, has published them in its inscription volume 9. Amongst these eight one is copperplate inscription belonging to Rashtrakuta king Krishna. The inscription has a mention of donation provided by King Krishna to the temples of Shirur village.¹¹

The 1100 AD dated inscription of Vikramaditya VI has a mention about the priest of Siddeshwar temple in Shirur village.¹² The 1148 AD inscription of Queen Lakshmididevi has a reference of donations provided to the temple.¹³ The three inscriptions of Shirur are located on the rocks of Ramalingeshwar temple and the other inscription is located on the lobby wall of Ramalingeshwar temple.

SIDDESHWARA TEMPLE

An inscription dated 1049 AD is identified on the wall of West facing Siddeshwara temple located at the outskirts of the Shirur village. This inscription of MarasinghaPonagunda III has mention about donation of 300 manipulated land to worship of God Siddeshwar, incense, offering, daily food, priests, students and rejuvenation of the temple.¹⁴ The archaeological style of this temple is very vivid. The linear snake style at the peak is intensively inclined includes Greeva Amalaka, peak, shrine and Sthupi. This is the only dual meet unsupported panchayat style linear snake styled temple.

RAMALINGESHWAR TEMPLE

Ramalingeshwar temple is one of the eye catching temple in Shirur village. This temple is in a Dravidian archaeological style and is constructed in a red quartz rock includes peak, odd and Stupiti. The pillars of the auditorium of the temple resembles the features of KalyanaChalukya style. On the wall at the left side there is an unpublished inscription dated 1249 A.D. in the 1149 AD dated inscription there is reference that Surya temple was constructed by Vaadiyanna, it is assumed that originally it would be the Suryadeva temple.¹⁵

SANJEEVAMURTHY

On the east of Shirur village on the peak of the mountain region there is a standing idol of Sanjeev. Earlier

11. AmbalikeHiriyenna (Chief Editor), Bagalkote Jille Samputa Part-I, Published by Karnataka Folk University, Gotagodi, 2015, p.109
12. Dr. Devaravenkondareddy, Bagalkote Jille Shasana Volume -9, K.V.V. Hampi, Introduction, 2006.p. 43
13. Dr. Devaravenkondareddy, Bagalkote Jille Shasana Volume -9, K.V.V. Hampi, Introduction, 2006.p. 44
14. Dr. Devaravenkondareddy, Bagalkote Jille Shasana Volume -9, K.V.V. Hampi, Introduction, 2006.p. 44
15. Dr. Devaravenkondareddy, Bagalkote Jille Shasana Volume -9, K.V.V. Hampi, Introduction, 2006.p. 39

it is said that this idol had a inclined face of Hanumappa. It is said that Muniyappa Hirekumbi of Shirur used to tie the hands and legs of the mentally insane using shackles and lock them in the Siddayya's rooms in the Choukimath, wherein the insane patients were provided food and medical care. There is belief that one of the insane escaped from this place and ran to the top of the hill and threw the body parts like hands and legs of Hanumappa statue into the pool. The elders of this village state that, this place was replaced by the statue of Sanjeevmurthy comprising of opposite faced Hanumanth.

CHIKKAGUDI OF SIRIYALA GODDESS

A temple of Siritayaladevi on the bank of Shirur lake. Earlier the lower region of the temple there was 320 Acres of land of Siddappa Mane, Hanumappa Mane, 160 Acres of land of Narayana Devara Mane, 100 Acres of land of Ramadevara Mane. But today most of these land is owned by the farmers and only few acres of land belongs to the temple. There exists an ancient story about Mane's land. There was a daughter to a rich man, the daughter's marriage was fixed with the Wife's brother at the time of birth of the daughter. But when the son-in-law became youth was addicted to bad habits and illegal activities. Son-in-law was planning to kill his father-in-law with the ambush of stealing the property. The rich man coming to know about the plans of the son-in-law threw him out of the house. Therefore Son-in-law was annoyed and was hunting for time to take revenge over his father-in-law. One day rich man died of illness. But before his death he called upon his trustworthy servant Muttanna and took the promise from him that he will care his wife and daughter after his death. Accordingly the Muttanna continued to keep his promise given to his master. Once when the wife and daughter travelled by bullock cart to the field to offer prayer, Muttanna was escorting them. At this instance Muttanna receives a message of death of his relatives. But Muttanna refuses to go for the funeral of his relative as he did not want to break the promise given to his master. But wife of the rich forces Muttanna to attend the funeral. Then Muttanna reluctantly goes to attend the funeral living the rich man's wife and daughter alone. Son-in-law who was ambushing for the right time to attack the rich man's wife and daughter picking up the chance attacks them before Muttanna arrives. But Muttanna arrives when Son-in-law of the rich and the group of people forcibly carrying wife of the rich and daughter. Son-in-law of the rich makes brutal attacks on the wife of the rich and daughter. Muttanna ferociously fights back to save the wife of the rich and his daughter. But son-in-law kills Muttanna cunningly. At that instance the people arrive to the incident place and rescue the wife of the rich and the daughter. In gratitude to the family of dead Muttanna wife of the rich donates her field.

Since then this agricultural field is called as 'Raktada Mane'. The people of the village tell this interesting story to the tourists with a pride.

Shirur village falls in Bagalkot Panchayat jurisdiction. The Gram Panchayat office of Shirur village comprises of elected representatives and six employees. Geographically speaking the features of soil of Shirur village comprises of red and black soil with layers white and red stones. There are open wells, Landene pond, Hirekere, Padageri, Antarayana lake, Bhoosaraddi lake, Shivayyana Lake and Guduminchi lake. Bhairappa Padi and Bennedidugu lake flows fully during rainy seasons. There is a belief that goddess were visiting Kanekere located at the west of Village temple. Therefore at the bank of this well there are temples of Devakannikas and Nagakannikas.¹⁶

Besides the hill in the forest there are animals like forest pig, wolf, hedgehog, monitor lizards. Further in the forest there are forest birds like peacock, cocks, cowboy, wild sparrows, bats etc. The Shirur comprises of 30 temples, 3 mosques, 2 maths and one monastery. Village goddess fair is organized at the village once in every three years. In this fair animal sacrifice is offered to goddess. People of this village play with colours on this fair. Every year during Hostila Full moon day Siddeshwara fair is organized. There is a tomb of recent Siddeshwara Swamy. In the monastery established by Siddeshwaraswamy food and education is provided to the poor students.¹⁷ Likewise there are two high schools, one pre university school, one degree college and two ITI training colleges in Shirur. The rural people of this place are keen in protecting the cultural heritage of their village. There are various artists like musicians, drawing artists, sculptures and drama actors. There are various singers who sing Bhajans, Hatipada, Shobanapada and village songs in the village.

Likewise the people of this village play still play rural games like wrestling, Kabaddi, Chinnudandu, Chikkamani, Chess and dice. Shirur village is popular for Wrestling there are about seven gyms for wrestling. Siddu Naregal and Neelappa Bharaddi of this village have represented in Kabaddi and Wrestling events respectively in the state level Dasara sports meet. There are various arts association like Siddalinga Arts Association, Channayya Arts Association, Valimiki Youth Arts Association, Rural Arts and Culture Association. Apart from this there are two open air theatres.

It can be briefed that Shirur village is an important historical, religious, cultural and pilgrim place which attracts the tourists. The lakes, wells, temples, and

16. Ambalike Hiriyyenna (Chief Editor), Bagalkote Jille Samputa Part-I, Published by Karnataka Folk University, Gotagodi, 2015, p.111

17. R. Gopal, Bagalkot Jilla Itihasa mattu Puratatva, Mysore, 2011, p. 49.

surrounding natural environment like hills, ponds, large gardens with various flowers and plants, the archaeological styles, the sculptures representing the Indian art are too amazing to watch. The tourist watching the archaeological sculptures opine that beauty of these sculptures is much similar to that found in either Badami or Aihole temples. The pleasant, pleasurable climatic condition during morning and evening hours attracts the tourists. Many couples visit come here to enjoy the beauty of the nature. Apart from being the tourist spot this is a education centre for students, a religious centre for the philosophical or spiritual tourists, Archaeological centre for the Art critics. There is no doubt that this village is a most attractive place for the people of this district.

A national highway passes through this village; there is a ring road for connecting all the centres of the district. Nearby this connecting road there is a historical and attractive lake named Muchakandi lake, a bridge constructed by British in 1882 across Muchandi lake and Veerabhadreshwara temple. Shirur village is just 15 kms away from district place Bagalkot. There is a state level museum in Bagalkot. Bagalkot comprises of interstate level hotels, lodges, road communication, water supply facilities. To the vicinity of Shirur village there is a most popular Alamatti dam and religious pilgrim tourist centre KudalaSamangama. It is evident from the findings of the study that Shirur village is important tourist destination. It is indeed necessary for the government to take initiatives and grant additional grant in aid so as to remove the silt from the lake and clean the lakes, to grow grass garden and thus make this place an attractive tourist destination for the students of schools and colleges. It is also necessary for the government to make use of modern technology so as to make this place much more attractive for the tourists. Further, government has to take measures to provide suitable infrastructure to develop Shirur village as a important and attractive pilgrim centre and attract more of the tourists.



Siddeshwar Temple at Shirur



1882 British Period Bridge at Muchakhandi



1882 British Period Bridge Picture

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COMPUTER ASSISTED INSTRUCTION IN TEACHING - LEARNING OF MATHEMATICS

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INTRODUCTION

Mathematics is an abstract subject. The reasoning in mathematics possesses a number of characteristics, namely, characteristics of accuracy, verification of results, certainty of results, similarity to reasoning in life, originality. All these characteristics automatically become a part and parcel of a child when he learns mathematics. Mathematics has a special language in which symbol occupies an important position. Students find it difficult to understand mathematics because of symbols and abstractness.

In order to overcome the difficulties faced by the students, teacher should adopt different methodology in teaching of mathematics like drill method, using different audio visual aids, computer aided instruction, mathematical club etc. One of the methods is auto-instructional method. It is a method of individualized instruction. One of its forms is CAI (Computer Assisted/Aided Instruction) auto instructional teaching. This aspect is elaborated in topics that follow.

MEANING AND IMPORTANCE OF MATHEMATICS

Epistemologically mathematics means mathema - explaining and understanding, tics- techniques such as counting, ordering, sorting, and measuring. Right from pre historic period there have been problems to solve. Problems may be over basic requirements like food, water, shelter or accomplishment like constructing multistoried building. In this modern era we cannot think of a field, where calculation or computation is not used. Knowingly or unknowing we use mathematics in our day-to-day life. It ranges from household to industries, business, education, science and technology, art and craft and even in music, dance etc.,

NATURE OF MATHEMATICS

Mathematics relies on both logic and creativity, and it is pursued both for a variety of practical purposes and for its intrinsic interest. Language of mathematics is symbolic and less verbose. Mathematics is the science of patterns and relationships."Mathematics is the science of number and space. Mathematics is the science of measurement, quantity and magnitude. Mathematics is also

called science of logical reasoning. Mathematics may also be defined as the science of abstract and imaginative form." Education Commission (1964-65) "One of the outstanding characteristics of science culture is qualification of Mathematics".

- Mathematics is hierarchical in nature.
- Mathematics is science of logical reasoning.
- Mathematics is more than computation
- Mathematics has peculiar language and symbolism. It has a different language and syntax and uses many words from day today life but in different sense.
- Mathematics is abstract in nature.

CHARACTERISTICS OF MATHEMATICS ARE LISTED AS FOLLOWS

- It is the science of number and space.
- It is the science of calculation.
- It is the science of measurement, quantity and magnitude.
- It is systemized, organized and exact branch of science.
- It deals with quantitative facts and relationship.
- It is the abstract form of science.
- It is science of logical reasoning.
- It settles in the mind the habit of reasoning

CAI IN LEARNING MATHEMATICS

ICT (Information and Communication Technology) has great potential for teaching and learning process at all levels. The use of ICT has enriched the teaching learning process with the help of computer. It has brought a great change, innovativeness, and creativity in teachers in teaching learning process. Mathematics and computer are both important in today's life as they open the gate of ample opportunities in this modern world. Mathematics is widely used in computers both in hardware and software. Computer helps in improving the knowledge of mathematics. Computer helps in making classroom teaching lively.

Computer can play vital role in learning process as it can work with the imagination of students. Any concept in mathematics can be explained with the help of pictures and this visual image can help in understanding the concept at ease. In paper pencil method student can get bored easily and can find it difficult to practice the sum again and again. CAI works as a change and increases the curiosity of students and they can learn interestingly without any difficulty. Also whatever is learnt through computer aided instructions, the contents can be retained for longer time as they use more senses of the students. Certain chapters like Profit and loss, Simple and compound interest can be explained very easily using CAI. Variety of exercises can be provided and this ensures active involvement of the students. The material can be provided according to the needs of the students.

ADVANTAGES OF CAI IN LEARNING MATHEMATICS

In this age of technology the teacher should be aware of student's need. CAI can help to satisfy the needs of the students. CAI lessens the workload of the teachers, besides it has many other advantages as given below.

- **Provides Wide Range Of Experiences :** CAI helps the teacher to provide a wide range of experience s/ he can give many examples and illustrations and can make the concept clear.
- **Provides Motivation :** It can sustain the motivation of the students as the topic can be presented in an enjoyable manner as concepts can be presented systematically, interestingly and immediate feedback can be given which sustains the motivation of the students. Graphics and pictures can be presented which can attract and retain student attention. Children get reinforcement when they answer the question correctly and the topic is presented in a systematic manner in an increasing order of difficulty.
- **Individualized Instruction :** CAI is an individualized instruction as it caters to the individual difference. Some students are slow learners and some are fast learners. The Indian classroom is a heterogeneous group. Some students need more time to learn while others need less time, so learning speed differs from learner to learner. CAI also provides different learning experience according to the understanding level of the students. It also provides facilities like selecting the topics of their own interest. It provides individual attention to each and every student and thus enhances the quality of teaching learning process and thus we can overcome the problems faced in a overcrowded classroom.
- **Interactive Learning :** CAI provides immediate feedback to the students and thus constantly interacts

with them. In CAI students actively take part in the learning process. As it contains many examples and diagrams it makes the learning process interesting.

PRINCIPLES OF CAI

Principle of CAI is same as PLM

- Principle of small steps
- Principle of active responding
- Principle of reinforcement
- Principle of self-pacing
- Principle of student -evaluation or student testing

CHARACTERISTICS OF CAI

CAI refers to any use of computers that interacts with students in any way in the educational process.

● **Practice :** CAI enables the students to practice as many times as they like so this will enable them to achieve the required competencies. Students come from different background it is a heterogeneous group so their understanding level differs from student to student so a single teacher cannot cater such heterogeneous group so there is a need of right learning tool and a supporting environment. Practice makes a man perfect. Many psychologists like Thorndike support the usefulness of practice in learning.

● **Immediate feedback :** CAI enables the students to see the correct answer immediately as soon as they answer a particular question so that they can correct themselves. If the answer is correct then they will get immense happiness and added confidence. If the answer is wrong they can correct themselves immediately. In traditional classroom teaching, teacher gives students homework for practice. The child comes to know of any mistake when the teacher checks the homework and corrects the mistake. Normally teachers do not provide the correct answer during checking, so child knows that his answer is wrong but does not know the correct answer. If the teacher does sometimes provide the correct answer, the child may not pay due attention to the corrected answer and may consider it as a part of his work is to complete the homework and would proceed with the next homework.

● **Self-Evaluation :** CAI enables the students to find their strengths and weakness and student can overcome his weakness before proceeding further.

● **Reinforcement :** CAI reward students immediately whenever they answer the question correctly immediate reinforcement gives immense pleasure as indicated by many psychologists.

● **Immediate Evaluation :** As soon as each concept is completed students should answer questions related to that particular concept this enables immediate evaluation.

LIMITATIONS OF PREPARING CAI

- Constructing a program needs a highly specialized skill.
- The author should have thorough knowledge of the subject matter and of programming techniques.
- The steps should proceed in a more sequential and illustrative examples should be selected carefully so that error-rate of a learner has to be minimized. If the learner commits more error then he will be demotivated.
- It consumes more time.

NECESSITIES OF CAI

● **To achieve mastery learning :** Mastery is a recent innovation introduced in the sphere of education. Mastery learning implies a systematic approach to the process of teaching or instruction.

● **Individual differences :** Each and every child is different. In a classroom teacher teaches to a group of students. Some students are slow learners, some are medium, and some are gifted. Classroom group is a heterogeneous group they come from different family background and with different interest. Some are extrovert and some are introvert.

● **To make learning continuous :** When the child is absent on the previous day he cannot understand the lesson taught on that day because of lack of continuity and whatever is taught on that day he finds difficult to comprehend. CAI helps him to understand the concept without any difficulty whenever he misses a class.

● **Span of attention :** The time span the student remains attentive in a class. This is different for different students.

DEFINITION OF ATTENTION

One's consciousness is focused upon a specific, narrow field to the exclusion of everything else in the environment."

CONCLUSION

In a typical mathematics classroom we can observe that teacher spends approximately 5 minutes for introduction, 15 to 20 minutes for content explanation, 10 to 15 minutes for question and answers to heterogeneous group's verification and confirmation either at the end or continuously along with teaching. Thereafter, the teacher recapitulates all the subtopics. It is not possible to interact with all students, so teacher interacts with about 4 to 5 students. Having confirmed that these 4 to 5 students have understood the content explanations, the teacher assumes that the entire class has followed the content. Some students are mere spectators because they did not get a chance to

answer. In this process teacher cannot cater to slow learners, obviously the teacher does not have time. This is not the teacher's fault but the system's fault. Certain students cannot grasp the contents fully. So it is not possible for the teacher to cater to all the students. Certain methodology and supporting methods are needed hence there is a need for development of CAI in mathematics. Certainly students cannot learn the entire topics by themselves using CAI, teachers roll is very important therefore CAI can be used as a supplement along with the teachers teaching.

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SOCIO-ECONOMIC STATUS OF KUNABI COMMUNITY WITH SPECIAL REFERENCE TO UTTARA KANNADA DISTRICT

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INTRODUCTION

Since ancient times, studies have been conducted with regard to communities. But the interest in the study of different cultures, languages and societies has grown in recent times. Anthropologists, sociologists, linguists, studying different communities and societies, are trying to find out the cultural characteristics of different communities.

Tribal cultures have exposed the "quality of their cultures" in front of us, being far away from the region. The tribal communities of Uttara Kannada district have found their place as an immigrant.

'Kunabis' is especially important in tribal communities living in Karnataka. These hamsters have lived here with their own culture, language, customs, beliefs and traditions.

There are over fifty caste and tribal communities in Uttar Kannada district. One of the coastal districts of the state, the district is known as 'Kashmir of Karnataka' by its natural beauty.

In this district Brahmins like Havyaka, Heggade, Daivagna, Goudasaraswata; Agriculturists like Nadavaru, Namadharis, Komarapantha, Konkans, Marathas etc.; Craftsmen such as Potter, Achari, Ganiga, Vernekar, etc.; Fishermens like Ambiga, Harikantha, Kharvi, Gabita, etc.; Agera, Mukri, Hallera, Chamagara, Bakatakaru, Mogaru, Dalitaruand various other castes people live in here. The tribal communities like Halakkis, Gondaru, Kunabis, Siddi, Gauliand others reside here.

There are so many diversity in every community's ethics, speech and faith-traditions. Among them, 'kunabi' is also one of the tribal community. The current study has revealed that they have adopted their own culture and language.

To identify the tribes The Scheduled Castes and Scheduled Tribes Commission of 1953 has divided the tribe into eight characteristics :

1. Far from the civil society and live in the forests and hills.
2. They must belong to one of these four species viz. Nigroid, Astroloid, Mongoloid and Cocoside.
3. Tribes must have a separate language.

4. Fatherhood must have an ancient celebration of the devil's worship.
5. Being professionals of ancient occupations like hunting, farming and wildlife.
6. Meat should be consumed.
7. Tribes are usually semi-naked, naked and should use wooden bark and leaves to wear.
8. They should have immigration culture and must special interests in jumping and drinking.

It is observed that the kunabis have at least six features in sight of these eight features. Similarly, the 'London Royal Anthropological Institute' defined 'a tribal, politically or socially-aligned and self-governing group that lives in a particular area or claims it to be its own.'

The main objective of this study is to study the socio-economic conditions of the Kunabi tribal community living in Uttara Kannada district of Karnataka. Kunabis are the main tribes of Uttara Kannada district. This community has a number of dense tribes that can be considered as a tribal community without any educational exercises.

The Kunabi community is a non-Scheduled tribal community located in Joida, Yellapur, Ankola and Karwartaluksof Uttara Kannada District. Small scale units are found in Haliyal, Kundapur and Sirsitaluk. Some groups are located in Mangalore taluk of Dakshina Kannada district and Karkala and Bantwataluks in Udupi district. They are also found in Shimoga, Chikkamagaluru and some parts of Belagavi district. Kunabisare also found in some areas of Kerala and Maharashtra. The Kunabicomunity is also one of the major tribal communities in South India. They are socially backward,educationally&financially poor and unorganized in politics. They are identified as the most vulnerable community in Uttara Kannada district. The social and economic status of the Kunabicomunity is as low as other sections of Karnataka. However, the Government of Karnataka has not included the Kunabicomunity in the Scheduled Tribes list.

In the social history of the community there is no indication that the Kunabis are not available in any jurisdiction. In the verbal history of Kunabi community, neither jurisdiction of the judiciary of the society nor political authority has been given.

All these important discussions have been revealed in this study.

OBJECTIVES OF THE STUDY

The following are the objectives of the study.

1. To analyse the rise, immigration, social stratification, housing, dialect, clothing, food habits, health and educational aspects along with social and cultural life style of Kunabis.
2. To explain the social and economic life history of the Kunabis.
3. To analyse the present social authority, family management, nature of the economy, present working conditions, social and economic status of Kunabis.
4. To explain the impacts of Government's massive development projects on Kunabi community.

SCOPE OF THE STUDY

Kunabis are located in Shimoga, Udupi, Dakshina Kannada, Chikkamagaluru, Kodagu and Uttara Kannada district. As I have already clarified, Kunabi community appears in Joida, Yallapur, Ankola and Karwartaluksof Uttara Kannada district. So I have chosen these taluks for my study. Even though I have visited the other parts of the region, I have selected these four taluks for collection of data.

There are strong reasons for choosing these taluks, which are as follows.

1. Joida, Yallapur, Ankola and Karwartaluks have highest Kunabipopulation.
2. Farming is found more extensively.
3. These are the taluks where many development projects have been implemented.
4. These are the territories that survive today with dense forest and maintain the diversity of life.

All of these are the factors that make up and evolve a community's lifestyle and are suitable for the study. Under the title "The Study of the Economic Conditions of the Kunabi Community in Uttara Kannada District" has been involved and restricted to these communities in the scope of the study.

METHODOLOGY OF THE STUDY

For the present study, the 'kunabi' community in the environment of Uttar Kannada district is selected. The district of Uttara Kannada is one of the most diversified district in the state of Karnataka. People like Siddhi, Kunabi, Gamokkalu, Murray, Agera, Kareokkalu, Komarapantha, Hasala, Gowli have increased the diversified richness of the people of Uttar Kannada district. Among them

Kunabis are especially found in this region because of their dress code and unique lifestyle. The Kunabis have kept the cultural vibrancy of the community alive. Currently I intend to study the social and economic conditions of the community. It is mainly a field-based study. Following are the methods used for the present research to study the current conditions of this community in Uttara Kannada district.

1. Study of available literary sources
2. Historical method
3. Questionnaire model
4. Group discussion and interview method
5. Overview Method
6. Study method
7. Pattern method

RESULTS OF THE STUDY

During the case study, the social and economic conditions of Kunabis attracted me. Some of the opinions of Kunabis are collected and given below.

1. Lack of educational qualifications among Kunabis to engage in more income earning professions. They opine that by engaging themselves in Government and Private jobs they can earn more income.
2. They believe that the absence of reservation is the reason why these services are not available for them.
3. Even if they work more by using special skills, they won't get any extra wages than that of regular wages. Most of the rich people think that, the Kunabis are there to work for low wages.
4. These people have not been adequately provided by any constitutional benefits.
5. The literacy rate of the Kunabipopulation is lower than the literacy rate of Scheduled Castes and Scheduled Tribes.
6. Just few of the families living in Uttara Kannada district are having lands.
7. Most of the Kunabis do not have a definite job.
8. They think that British administration was better than that of the present administration.
9. In communities that are located in Uttara Kannada district, Kunabis are socially, educationally and economically backward.
10. Most families do not have residential homes.
11. In Kunabi community 3-4 families reside in single small house.
12. Women and children suffer more from anemic and other diseases.

13. In Kunabis families, nearly 70% of the families' women earn same income as men.
14. About 50% of women, whom I interviewed, know that their income is needed for their family. In addition, they are aware of the fact that they do not have any definite positions in the entire activities of family and community.

CHAPTERS OF THE STUDY

Chapter-1 : Objectives, Nature, Method and Scope of the Study

- 1.1. Theory of the study
- 1.2. Objectives of the study
- 1.3. Scope of the study
- 1.4. Method of the study
- 1.5. Chapters of the study
- 1.6. Survey of the study

Chapter-2 : The Origin and History of the KunabiCommunity

- 2.1. General geographic details of UttaraKannada District
- 2.2. Introduction to the tribal communities of Uttara Kannada district
- 2.3. Geographical details of selected taluks for study
- 2.4. The mythological and historical background of the Kunabis
- 2.5. Overview of Kunabis in different states of India
- 2.6. Migration of Kunabis
- 2.7. Kunabis of Karnataka

Chapter-3 : Society and Culture

- 3.1. The bases of Kunabi community in Karnataka
- 3.2. Social rankings
- 3.3. The dialect of the Kunabi community
- 3.4. Food systems
- 3.5. Health
- 3.6. Education of Kunabis
- 3.7. Jewelry and dressing pattern
- 3.8. Family and relationship
- 3.9. Marriage
- 3.10. Religious organizations
- 3.11. Social restrictions
- 3.12. The Jammah (Seema) system of the Kunabi community

Chapter-4 : Economic Status

- 4.1. Heritage and economic activities of the community
- 4.2. Kumri farming
- 4.3. Economic sources of Kunabis
- 4.4. Financial difficulties of Kunabis

- 4.5. Land farming and economic activities
- 4.6. Household appliances
- 4.7. Economy of the KunabiCommunity: Current Status

Chapter-5: Political Status

- 5.1. Fights on Kumri (land) farming
- 5.2. Fights on Forest Rights
- 5.3. Movement on Reservation
- 5.4. Other movements
- 5.5. Organizations of Kunabis
- 5.6. Kunabisare non-tribal tribes

Chapter-6 : Government Development Plans and Kunabi Community

- 6.1. Government Development Plans
- 6.2. Forest Products and KunabiCommunity
- 6.3. Different Development Plans and Community
- 6.4. Migration and KunabiCommunity
- 6.5. Massive projects on environment and their effects

Chapter-7: Summary of Findings and Conclusion

- 7.1. Findings of the study
- 7.2. Outcome of the study
- 7.3. Suggestions of the study

Appendices

1. Reference books
2. Taluk, village and respondent selection pattern of the study
3. Tribes of Karnataka
4. Knowledge list
5. Questionnaire
6. Case Study Questionnaire
7. Statistics list
8. Documents
9. Press reports
10. Circulars
11. Photographs

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SPATIAL PATTERN AND SPACING OF PRIMITIVE TRIBAL VILLAGES IN UTTAR KANNADA DISTRICT

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ABSTRACT

Geographers have shown a great deal of interest in understanding the relationships between the settlements of various sizes, their spacing and pattern of distribution in the landscape. In such studies it is generally assumed that there is some sort of order in the size relationships and distributional pattern of settlements. It is also assumed that the settlements do not grow-up in a haphazard manner and a measurable degree of order is found in their size and spacing. As per the 2011 census of India, tribal people constitute 8.6% (104 million people) of the nation's total population. Substantial lists of scheduled tribes in India are recognized as tribal under the constitution of India. Uttar Kannada district of Karnataka state is one of the landscapes where a significant number of primitive tribal people are living in groups of various sizes in the dense woody rich forest. These include mainly Siddis, Gonds, Halakki Vokkals, Goulis and Kunbis. The mode of life of these primitive tribals is largely determined by the physical conditions of the landscape. The main objective of this paper is to examine and analyse the spatial distributional pattern and spacing of tribal villages which are spread all over the Uttar Kannada district except in Siddapur taluk. In total there are 412 villages in the district which vary in population size vary from 1260 persons to 32 persons. In the total population of Karnataka (2011) i.e. 61,095,297 the tribal population represents 6% or 36,65,718. But among the scheduled tribe population the primitive tribal population is very less in number. The researchers have made an attempt to analyse geographical distribution and spacing of these tribal villages of Uttar Kannada district by applying some quantitative techniques.

1. INTRODUCTION

The distribution of rural settlements or villages is quite uneven in the world. The factors which affect the distribution of rural settlements are physical, cultural and economic. The varying level of distinctiveness in the cultural landscape of a region is mainly due to the differentiation in socio- economic status, behavioural attitudes and ecological perspectives. There are different phenomena which are distributed on the surface of the earth. The main objectives of the geographers are to search the patterns in the distribution of phenomena. Geography is the science, which is mainly concerned with the distribution of elements that occur on the surface of the earth and with the variations of distribution through time and space (Cole and King, 1968). Of late many Geographers have attempted to define geography as a science of distribution in space.

The concept of pattern, spacing, network and system are some of the most important terminologies frequently used in geographic literature. The distribution of any element over space has a certain pattern which is identified in different forms such as uniform, clusters or random. The distribution of population and settlements, show some form, which is closely related to the physical conditions

and socio economic activities. Geographers have developed keen interest to find some explanations for the distribution patterns. "To discuss these patterns, to make an objective analysis and accomplish comparative studies of spatial as well as temporal variation of distribution patterns and their quantification is not only of fundamental importance but also a prerequisite" (Reddy N.B.K. 1973).

"Settlements are the greatest achievement of man over space and their pattern is more complex in nature (Veats and Ganner, 1971)". The spatial variation in a real distribution of geographic elements is a subject matter of most of the geographical studies. Hence the concept of pattern is the most important one (Hudson and Fowler, 1966) in any geographical study. Present study focused on the distribution pattern of settlements, the spacing or distance between them.

It is a well known fact that the primitive tribes' life is closely linked with landscape and its natural components therefore the daily activities of these people are associated with forest and hill tracks and practice primitive occupations like subsistence agriculture, collection of forest products, and practice of traditional socio-cultural pursuits. Its shows that the suitable location in and around the forest and hilly topography plays a decisive role in their livelihood. Since the time immemorial tribes inhabited in

forest and the present study area tribes are not except to it. These people are socio-economically backward and they have not been in touch with our contemporary civilized and technologically advanced society for a long period. Tribal communities have thus remained socio-economically backward, despite efforts made by central and state governments. The preceding analysis of the spatial distribution of tribal society in the study region may offer innovative insights to understand the age long spatio-functional ethos of man-land relationship and to formulate an appropriate development strategy of tribal India for bringing this underdeveloped section of the country into main stream of natural progress.

2. STUDY REGION

Uttar Kannada district is located in the Western Ghats of Karnataka, which extend between 13° 30' North and 15° 31' North latitudes and 74° 01' and 75° 10' East longitudes. It is bounded by Goa state and Belgaum district of Karnataka on the North, Dharwad and Haveri districts on the West and Shimoga and Udupi districts on the South. Uttar Kannada District comprises of 11 talukas namely Ankola, Bhatkal, Haliyal, Honavar, Karwar, Kumta, Mundgod, Siddapur, Sirsi, Supa and Yellapur with an area of about 10,291 sq. kms, out of which 6,893.83 sq. kms is covered by Western Ghats (8, 13,695 hectares of forest land) which contributes to 79 per cent of the total geographical area of the district and a population of about 14.39 lakhs (2011) residing in 1,283 villages and 13 urban centres. The district experiences tropical monsoon climate and average rainfall is about 2,750 mm occurring on nearly 105 rain days most of it falling during the south-west monsoon period. It is particularly dry during the period from December to April.

3. OBJECTIVES

The specific objective of the present study is :

1. To analyse the spatial distribution, relative spacing and density of villages of primitive tribes in the study area.

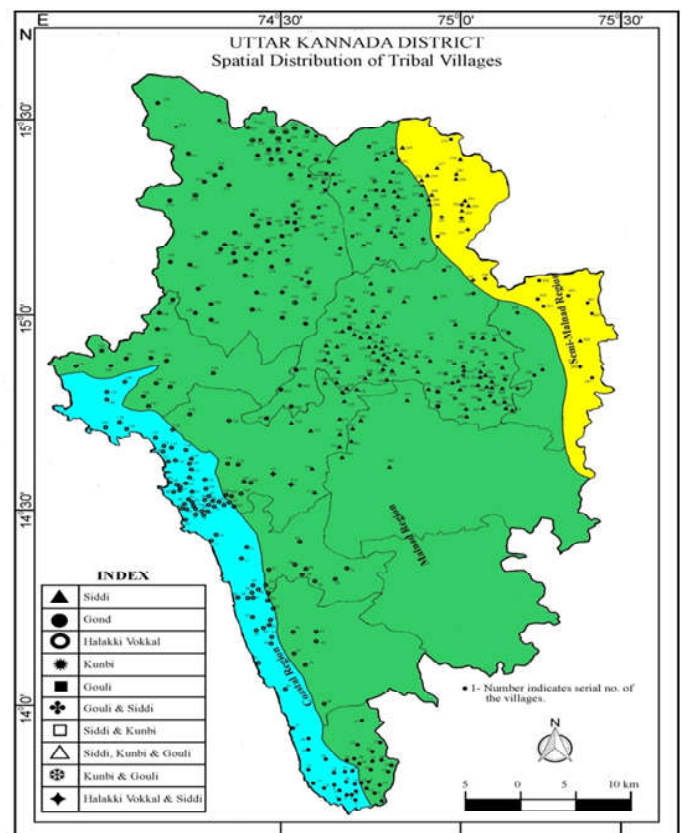
4. HYPOTESIS

To examine the above mentioned objective the following hypothesis has been formulated.

"Existence of tribal villages is influenced by natural regions and the rich forests have their impact on the pattern of tribal villages".

5. DATA BASE AND METHODOLOGY

5.1 Database : The present study is based on the data and oral information given by the Panchayat Development Officers working at village level (in all tribal villages) including the oral information given by and village



panchayat, social welfare office, taluk Panchayat, Tashildar office and relevant NGOs.

5.2. Techniques employed for the results :

1. The relative spacing of settlement has been examined by using the hypothetical norm as advised by Mather (1994).

$$D = 1.0746 \sqrt{\frac{A}{N}}$$

Where D = Distance, A = Area,

N = Number of villages.

2. To find out the density of rural settlements by applying the equation adapted by Maurya is followed.

$$D = \frac{N}{A} \times 100$$

3. To understand the pattern of rural settlements, the quantitative technique of nearest neighbour analysis has been employed.

$$\overline{re} = \frac{1}{2} \sqrt{\frac{A}{N}} \text{ and } \overline{De} = 0.5 \sqrt{\frac{A}{N}}$$

4. Maps have been used for showing spacing, spatial distribution pattern and concentration of villages over different physiographic region.

6. RESULTS AND DISCUSSION

SPACING OF TRIBAL SETTLEMENTS

J. W. Watson identified Geography as a discipline of the study of components distributed over the space. Unfortunately until now it has attracted very little attention of the geographers especially the size and spacing of rural settlements.

The variation in size and spacing of rural settlements is a physically established fact on the earth's surface due to variations in environmental conditions. It depends on such fundamental factors as dense forest, productivity of forest, fertility of land, productivity of agriculture, nature of crops grown, agronomic characteristics, distribution and availability of water, density of rural population, population size and types of rural settlements, mode of living, history and stages of land occupancy, relative strengths of tribal population and several other factors. Geographers while studying the spacing of rural settlements usually the following three methods (indices) are taken into consideration viz:

1. Relative spacing,
2. Density of settlements and
3. Dispersion of rural settlements.

1. RELATIVE SPACING OF VILLAGE

Spacing as a continuous function (Maggett, 1968) refers to the measurement of linear distance, which helps in explaining the distribution of points over the space. The theoretical distance is based on the density of villages referred to their area. The areal analysis of rural settlements denotes their relative location arrangements and is inseparably inter-related to a real extent. The relative or average distance between two settlements depends upon the density of settlements in an area. To compute the hypothetical distance of spacing of villages over the natural region, the following formula developed by Mather (1944) is adopted.

$$D = 1.0746 \sqrt{\frac{A}{N}}$$

Where D = Relative spacing

A = Total area of the region

N = Total number of inhabited villages in the region.

1.0746 = Constant

C.E. Mather had applied this formula for the calculation of spacing between farmstead in the United States of America in 1944. A.B Mukharjee (1970) had studied the rural settlements of Assam by using the revised formula cited below.

$$D = 1.1284 \sqrt{\frac{A}{N}}$$

Spacing of rural settlements occurs due to relative location arrangements of villages. It is an important base for analysis of distributional pattern of villages in a region. The spacing between two settlements is generally derived by nearest neighbour analysis method. This method was introduced by Swanson in 1935 and followed by Barnes and Robinson (1940) and Mather (1944) with a simple modification by M.E Dacey in 1965.

2. DENSITY OF VILLAGES

Density of villages or rural settlements is one of the closely interwoven attributes of their spatial patterns. It relates the distribution of rural settlements to the expansion of total rural area of the region. The density of the villages tends to decrease with the increasing distance as well as size of villages. This may be judged on the basis of area and population both. Following formula is used to calculate the village density.

$$D = \frac{N}{A} \times 100$$

Where, D = Village Density

A = Total rural area of the region

N = Total number of Villages in the region

Table -1 : Talukawise relative spacing and density of tribal villages in Uttar Kannada District 2014-15

Sl. No.	Name of Taluka	No. of Village	Average spacing of Village(KM)	Village density per 100 sq.Km
1.	Bhatkal	37	3.33	10.4
2.	Honnavar	17	7.15	2.24
3.	Kumta	31	4.68	5.25
4.	Ankola	52	4.48	5.74
5.	Karwar	20	6.45	2.76
6.	Supa	82	5.17	4.29
7.	Haliyal	54	4.23	6.43
8.	Yallapur	100	3.86	7.69
9.	Mundgod	13	7.69	1.94
10.	Sirsi	7	14.76	0.52
11.	Siddapur	0	0	0
	Study Region	412	5.36	4.00

Source : Oral Information Supplied by Zilla Panchayat-Karwar-2014/15 computed by Author

The table I shows talukawise average spacing of tribal villages. It also shows spacing of tribal villages for the entire district, which is 5.36 km. From the table, it is evident that there is wide variation between average distance in the district and average distance talukawise. The maximum average spacing is in Sirsi taluk which is 14.76 km. The minimum average spacing is in Bhatkal taluk which is 3.33km. It may be noted that Siddapur taluk does not figure in the table because the taluk does not contain the tribes

involved in the project. Spacing of the tribal villages in the rest of the taluk falls in the medium range.

The table also shows talukwise average density of tribal villages. It also gives density of these villages of entire district which is 4.00 villages /100sq km. this indicates wide variation between the density of individual taluk and density of the district. The maximum density occurs at Bhatkal which is 10.4. And minimum density occurs at Sirsi which is 0.52 density in the rest of the taluks appears to be that of medium range. viz. Kumta 5.25, Ankola 5.74, Haliyal 6.43 etc.

Table -2 : Relative spacing and density of villages of selected tribes in Uttar Kannada District

Sl. No.	Name of Taluka	No. of Village	Average spacing of Village(KM)	Village density(Per 100 sq. Km)
1.	Siddi	161	8.57	1.56
2.	Gouli	79	12.25	0.76
3.	Halakki vokkal	101	10.83	0.98
4.	Kunbi	99	10.93	0.96
5.	Gonda	37	17.90	0.36
6.	Total selected tribes	477	4.98	4.64

Source : Oral Information Supplied by Zilla Panchayat-Karwar-2014/15 computed by Author

The table II shows average spacing of villages of selected tribes. It also shows spacing of these tribes for the entire district, which is 4.98 km. From the table, it is seen that there is wide variation amongst spacing of these villages. The maximum average spacing is in respect of Gonds, which is 17.90 km. The minimum average spacing is in Bhatkal taluk which is 8.57km. Spacing of the tribal villages in the rest of the tribes falls in the medium range.

The table II shows average density of selected tribes. It also gives density of these villages of entire selected tribes, which is 4.64 villages /100sq km. The table shows that there is not much of variation amongst the tribes other than Siddi tribe which is 1.56 villages/100sq km.

3. SPATIAL PATTERN OF PRIMITIVE VILLAGES - NEAREST NEIGHBOUR ANALYSIS

The distribution pattern of any element on the surface of the earth can be found with the help of nearest neighbour technique. The concept of nearest neighbour technique was first evolved by plant ecologists Clark and Evans (1954), who used this technique in order to understand the distribution pattern of various species of plants and trees on the surface of the earth. It was subsequently applied by the geographers in the studies related to the distributional pattern of population, industries, and settlements and like; such studies were of great help in understanding location, decision making and human behaviour.

Vincent (1976) in his studies showed that nearest neighbour analysis as a technique to identify the pattern

in fact not a measuring pattern, rather it only gives information about distance and does not describe the spatial arrangement pattern and the generation process. However, it avoids vagueness and inaccuracy in describing the patterns like random or regular (Kaloka 1982). In this technique comparison can be made between the existing (observed) and the ideal (expected) distribution might have occurred under random pattern. The essence of the concept of nearest neighbour analysis in the randomness is that if the distribution of the points over the given space of the earth surface which exhibits the absence of a systematic pattern of distribution. A pattern that is not random is known as either clustered or uniform. Thus nearest neighbour analysis is used to measure the degree of the deviation from random to clustering and that of uniform.

There are several terms to denote the spatial relationships among villages. These includes 'pattern', 'network', 'spacing' and 'system'. Their distribution in any area shows a certain 'pattern. viz, uniform, cluster, or random 'Pattern implies some sort of special regularity, which in turn is taken as a region of the working of regular process. The size and spacing points play a vital role in the spatial distribution of the society. Any points on the surface of the earth which produce a certain degree of order in their distributional pattern over the space and this in some way reflects and conditions functional relations and interaction between the centre and its surrounding territory.

APPLICATION OF THE METHOD

Application of the method of nearest neighbour analysis is simple and straight forward. It involves calculating the distance (the shortest straight line physical distance used) from individual villages to nearest neighbour irrespective of distance. For any nearest neighbour analysis there is an empirical or observed mean distance ($\bar{r}_o$) and theoretical or expected average distance ($\bar{r}_e$) calculated with help of following formula (as in case of random distribution)

$$\bar{r}_e = \frac{1}{2} \sqrt{\frac{N}{A}}$$

Where $\bar{r}_e$ is an expected average distance

N denotes number of points in the study region

A depicts the total area under study

Again for a dispersed pattern the expected mean nearest neighbour distance is calculated by the following equation.

$$\bar{D}_e = 0.5 \sqrt{\frac{A}{N}}$$

Where, $\bar{D}_e$ = Average of expected nearest neighbour distance

A = Total area of the region

N = Total number of settlements

RN SCALE

To know the precise picture of the pattern one may use the nearest neighbour index. It provides a more concise measure of pattern in terms of a single value. This is obtained by using the following equation.

$$R_n = \frac{\overline{ro}}{\overline{re}}$$

Where, R_n is the nearest neighbour statistic

$\overline{ro}$ is the mean observe distance and

$\overline{re}$ is the mean expecting distance for a random pattern analysis

The nearest neighbour statistic ranges between 0 and 2.15

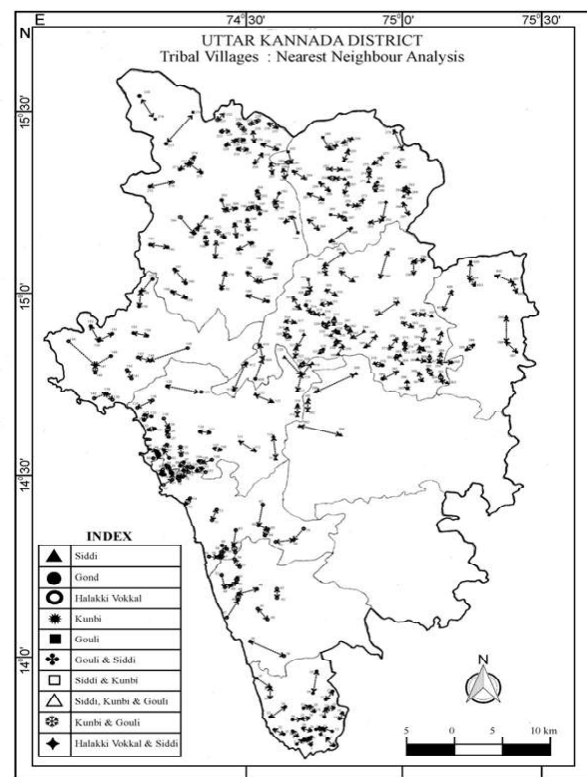
1. If the value of R_n is between 0 and 0.5 may be considered clusters.
2. If the value R_n is 0.5 to 1.5, the distribution is random
3. A regular or uniform pattern is indicated by a nearest neighbour index value of 2.1491

Table -3 : Talukawise observed and expected mean distance of tribal villages in Uttar Kannada district

Name of the Taluk	Number of Villages	Observed Distance (in KM)	Expected Random Distance (KM)	Expected Dispersed Distance (KM)	R_n = Value	Nature of Pattern
Bhatkal	37	1.61	1.54	1.56	1.03	Random
Honnar	17	2.44	3.33	3.57	0.73	Random
Kumta	31	1.54	2.18	2.27	0.70	Random
Ankola	52	1.86	2.08	2.08	0.89	Random
Karwar	20	2.88	3.00	3.12	0.96	Random
Supa	82	2.26	2.41	2.50	0.93	Random
Haliyaal	54	1.86	1.97	2.0	0.94	Random
Yallapur	100	1.86	1.8	1.85	1.03	Random
Mundgod	13	2.66	3.58	3.84	0.74	Random
Sirsi	7	4.8	6.87	7.14	0.69	Random
Siddapur	0	0	0	0	0	0
U.K	412	2.04	2.5	2.2	0.82	Random

Source : Oral Information Supplied by Zilla Panchayat-Karwar-2014/15 computed by Author

In the present investigation there are as many as 412 settlements tribal identified in Uttar Kannada District, of which maximum i.e.100 villages are in Yellapur taluk and minimum i.e. 7 villages are in Sirsi taluk. The spatial pattern of these settlements has been analysed with the help of "nearest neighbour technique". Distance between each village and its nearest village has been measured and the mean is derived (Fig.2). The obtained result of link between each village and nearest neighbour and their distance is presented in table III.



The table III indicates observed distance between the tribal villages and expected random distance as well as expected dispersed distances. It also gives the talukawise R_n value of villages and also final pattern in respect of these villages. It is seen that minimum observed distance happens to be in Bhatkal which is 1.61 km and maximum is at Sirsi which is 4.8 km, while for entire district it is 2.04 km. It is seen that except in Sirsi, all other taluk have near similar distance as seen in the district totally. Regarding expected distance there seems to be wide variation between talukwise distance and that of district which is 2.5 km Maximum distance is at Bhatkal which is 1.54 km and maximum at Sirsi which is 6.87 km. Regarding random dispersion, there appears to be wide variation among the taluks. The lowest happens to be at Bhatkal taluk, which is having a figure of 1.56 km and highest happens to be at

Table 4 : Observed and Expected mean distance of selected tribes in Uttar Kannada

Name of the Taluk	Number of Villages	Observed Distance (in KM)	Expected Random Distance (KM)	Expected Dispersed Distance (KM)	R_n = Value	Nature of Pattern
Siddi	161	2.24	5.00	3.99	0.56	Random
Gouli	79	3.40	6.25	5.70	0.59	Random
Halakki Vokkal	101	1.80	1.55	5.04	0.36	Cluster
Kunbi	99	3.02	5.55	5.09	0.59	Random
Gonda	37	1.60	10.00	8.33	0.19	Cluster
Total	477	2.46	2.5	2.32	1.06	Random

Source : Oral Information Supplied by Zilla Panchayat-Karwar-2014/15 computed by Author

Sirsi, which is having a figure of 7.14 km. The figure for entire district is 2.5 km. Regarding Rn value it is seen that there is no difference among the taluks. Both Bhatkal and Mundagod shows the same figure that is 1.03 km which is the highest, while lowest happens to be at Sirsi having figure of 0.69 km. The figure for entire district is 0.82 km.

The physical and cultural features have considerably influenced the spatial pattern of the tribal village in the study area. However, the distributional patterns of tribal villages are illustrated on the map shows more or less a random pattern, which is neither perfectly clustered nor uniform. The table VI indicates observed distance between the tribal villages and expected random distance as well as expected dispersed distances tribewise. It also gives the tribewise Rn value of villages and also final pattern in respect of these villages. In Uttar Kannada there are 477 tribal villages identified, of which 161 are Siddi villages, 79 are Gouli villages, 101 are Halakki Vokkal villages, 99 are Kunbi villages and 37 are Gond villages. It is seen that minimum observed distance happens to be in respect of Gonda tribe, which is 1.60 km and maximum is Gouli tribes, which is 3.40 km, while for entire district it is 2.46 km. Thus it is seen that distance between these villages is nearly same.

Regarding expected distance there seems to be wide variation between the tribal villages. This distance is

maximum in respect of Gonda tribe, which happens to be 10.00 km and it is minimum in respect of Halakki.Vokkal. tribe, which is 1.55 km. It is also seen that there is considerable variation between maximum distance and total average distance, which is 2.5 km. Regarding random dispersion, there seems to be wide variation among the tribal villages. The lowest happens to be in respect of Siddi tribe, which happens to be 3.99 km. The maximum random dispersion happens to be in respect of Gonda tribe, which is 8.33km.

Rn value reflects random dispersion in respect of all the tribes other than Halakki.Vokkal. and Gonda tribe, which shows Rn value of cluster dispersion namely 0.3 and 0.1 respectively. Physical and cultural features have considerably influenced the spatial pattern of the tribal village in the study area. The distribution of the tribal villages illustrated on the map shows more or less a random pattern, which is neither perfectly clustered nor uniform.

CONCENTRATION OF VILLAGES OF TRIBES

To have more detailed information about the distribution pattern of tribal villages specific groups have been identified. This grouping is done with the help of (re) mean expected spacing distance. The tribal villages with a distance of less than re are included in a group and these are treated as concentrated and those spread over a distance of more than re are considered as dispersed villages.

Table 5 : Talukawise Concentration and isolated Tribal Villages in Uttar Kannada

Sl. No.	Taluka	Concentration	Number of Villages	2 Villages in a concentration	3 Villages in a concentration	4 Villages in a concentration	5 Villages in a concentration	6 Villages in a concentration	Concentrated Villages (%)	Isolated (%)	Total (%)
1.	Bhatkal	10	27	5	4		1		27 (6.5)	10 (2.42)	37 (8.98)
2.	Honnavar	3	8	2		1			8 (1.94)	9 (2.18)	17 (4.12)
3.	Kumta	7	22	3	2	1		1	22 (5.33)	9 (2.18)	31 (7.52)
4.	Ankola	14	36	8	5		1		36(8.73)	16 (3.88)	2 (12.62)
5.	Karwar	1	2	1					2 (0.48)	18 (4.36)	20 (4.84)
6.	Supa	17	37	15	1	1			37(8.98)	45(10.92)	82(19.90)
7.	Haliyal	9	23	5	3	1			23(5.58)	31(7.52)	54(13.10)
8.	Yallapur	20	52	10	8	2			52(12.62)	48(11.65)	100(24.27)
9.	Mundgod	2	4	2					4(0.97)	9(2.18)	13(3.15)
10.	Sirsi	1	2	1					2(0.48)	5(1.21)	7(1.69)
11.	Siddapur	0	0	0	0	0	0	0	0	0	0
12.	Uttar Kannada	84	213	52	23	6	2	1	213(51.61)	200(44.18)	412

Source : Computed by Author (2014-15)

Above table gives talukawise details of concentrated and isolated villages of entire district. From the table it is seen that Yellapur taluk has total number of 100 villages. Out of this 52 villages have got the highest concentration figure of 20 having a percentage of 12.62 out of total no of 412 district villages. Yellapur taluk also has got 48 isolated villages with percentage of 11.65 of total number of 412 district villages. Yellapur also has got highest concentration

figure of 10, 8 and 2 in respect of 2, 3 and 4 concentration group villages. Further the table reveals minimum concentration figure of 1 each in respect 2(0.48) villages of Karwar and 2(0.48) villages of Sirsi having total number of villages 20 and 7 amounting to percentage of 4.84 and 1.69 respectively taking into account 412 total district villages. The table also reflects isolated village status of Karwar and Sirsi are as 18 and 5 with percentage of 4.36

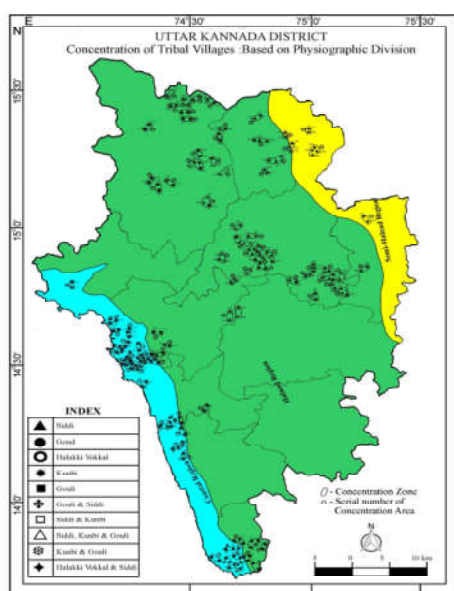


Table 6 : Concentration and isolated Tribal Villages in Uttar Kannada-based on physiographic division

Sl. No.	Name of the Region	Concentration	Number of Villages	2 Villages in a concentration	3 Villages in a concentration	4 Villages in a concentration	5 Villages in a concentration	6 Villages in a concentration	Concentrated Villages (%)	Isolated (%)	Total (%)
1.	Coastal Belt	26	74	13	8	2	2	1	74(17.96)	90(21.84)	164(39.80)
2.	Malnad Region	53	126	36	14	3			126(30.59)	83(20.14)	209(50.73)
3.	Semi-malnad Region	5	13	3	1	1			13(3.15)	26(6.31)	39(9.47)
	Total	84	213	52	23	6	2	1	213(51.70)	199(48.30)	412(100)

Source : Computed by Author (2014-15)

The natural region of any area under study has an important role to play in fixing the location of socio-economic activities of man and villages are no exceptions to this. The villages are unevenly distributed in the study region and are influenced greatly by the physiography, indicating that the villages tend to be located at sites where the physiographic advantages are available; distribution of resources, population, land under cultivation, transport network are other important factors which play important role in the distribution of the villages. Hence, an attempt is made in this paper to identify primitive tribe villages in relation to their physiographic location.

Physiographical study area Uttar Kannada district has been classified into three division namely coastal belt, Malnad region and Semi Malnad region. Further each region has been considered based on the number of concentrated villages. The table shows that Malnad region is having maximum concentration of 53 containing 126 numbers of villages, out of 213 villages for entire district. Minimum concentration appears in Semi Malnad region having concentration figure of 5 with 13 numbers of villages. The coastal belt containing 74 numbers of villages has got a concentration figure of 26. The comparison of three physiographic divisions give the evidences about the

and 1.21 respectively. Here it is seen Sirsi is having minimum isolated villages of entire district.

Further only Kumta has got 6 villages has got 1 concentration. While Ankola and Bhatkal have got figure of 1 for 5 villages and Honnavar, Kumta, Sup and Hliyal have got 4 villages each for 1 concentration and Yellapur gets figure of 2 for same villages. It can also be noted that when 3 villages are concerned Yellapur taluk gets highest concentration figure of 8. When group of 2 villages are considered Supa gets the maximum concentration figure which is 15. Since Siddapur taluk doesnot have the population of tribes being considered.

tribes who have prefer to settle in Malnad region which is thickly forested covered as comparative semi malnad and coastal region. The regions are very obvious.

It is interesting to note that only coastal belt has got figure of 2 concentrations of 5 villages and figure of 1 concentration of 6 villages. Remaining 2 regions namely Malnad and Semi malnad does not figure under 5 and 6 village category. The coastal belt has got 164 villages that is 39.80% out of which 74 are concentrated villages and 90 are isolated amounting to 17.96, 21.84 percentage respectively of the total area considered. The Malnad region consists of 209 villages that is 50.73% out of which 126 are concentrated villages and 83 are isolated villages having 30.59 and 20.14 percentage of total area. Finally Semi-malnad is having 39 total villages i.e. 9.47%. It has got 13 concentrated villages and 26 isolated villages having a percentage of 3.15 and 6.31 respectively. When we look into totality it is seen that entire region has got 412 villages of which 213 are concentrated villages and 199 are isolated villages having the percentage of 51.70 and 48.30 respectively.

"Existence of tribal villages and their number is influenced greatly by natural regions". Physiography plays an important role in favouring the location of tribal villages

in the study area. There are as many as 412 tribal villages in the area under study, of which 209 are located in the malnad region, which accounts for 50.73 percent of the total tribal villages, and coastal region has got 164 tribal villages and its percentage is 39.80 while semi-malnad region has got only 39 tribal villages and its percentage is 9.47. It is obvious from the table VIII and map 3 that this region has favourable environment for the distribution of tribal villages. This proves the hypothesis that the existence of tribal villages is influenced by physiography.

The study also shows that concentration of primitive tribes is comparatively more in the Malnad region, which has 53 concentrated groups comprising 126 villages and coastal region which has got 26 concentrated groups comprising 74 villages, while semi-malnad has got 05 concentrated groups, comprising 13 villages. The distinctive feature observed here is concentrated group of all tribes is seen mainly in malnad region. Regarding spatial pattern of tribal villages tends to be approaches randomness and cluster. It has been calculated by using the nearest neighbour technique. This proves the hypothesis that spatial pattern and concentration of tribal villages associated with forest land. This also proves that tribal prefers to be in the forest area away from the urban population and within their own social and cultural life style (Fig 1, 2 & 3).

CONCLUSION

Settlements often appear as dots on maps. Dot distributions are commonly used in geography to describe the pattern. Though it is difficult to describe the patterns, some time these are obvious. Such as extremely nucleated or dispersed. The nearest neighbour analysis reveals the fact that the tribal settlements in Uttar Kannada district is a random pattern. It means the primitive tribals have chosen the locations for their settlements randomly or the locations that have advantages of abundant natural resources for their survival.

It is observable that maximum number of tribal villages has been concentrated in Malnad Region, which has rich and complex biodiversity. In the Coastal Region the concentration of tribal villages is relatively less or moderate. This is mainly due to Physical Environmental Resources. The Semi-malnad Region has low concentration of tribal villages. This is mainly due to decreasing /volume of natural resources. Thus on the basis of availability of natural resources in abundance or its scarcity, the spacing of tribal settlement in Malnad is closer, and in Coastal Region it is moderately spaced, where as in semi-malnad region the tribal villages have been sparsely spaced. However, the tribal villages spatial pattern is random in case of most of the taluks with some exceptions of clustering.

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RELATIONSHIP BETWEEN HOME ENVIRONMENT AND PERSONALITY WITH ACADEMIC ACHIEVEMENT AMONG IX STANDARD ADOLESCENT GIRLS

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ABSTRACT

The purpose of the present study was to investigate the relationship between home environment and personality with academic achievement of adolescent girls from Dharwad district of Karnataka. For this purpose relevant objectives framed and drawn the hypotheses. Survey method was adopted which is most suitable for this study. A total number of 150 IX standard adolescent girls were selected using simple random sampling technique. Tools used for this study were Home environment scale developed by Beena Shaha and the personality inventory developed by Eysenck and the investigator prepared and constructed an achievement test in social science for IX standard adolescent girls. Differential analysis and simple correlation statistical technique were adopted for analysis of the data. Findings of the present study indicates that: Rural and urban girls do not differ significantly in respect of their personality and academic achievement. Government and private school, high and low SES girls differ significantly in respect of their personality and academic achievement. There is a positive and significant relationship between home environment and personality with academic achievement of rural and urban, government and private schools and high and low SES adolescent girls.

INTRODUCTION

HOME ENVIRONMENT

The term "Home Environment" as such, or an a synonym of parental child rearing behaviours, has been used by many researchers working in different fields. Cohen (1979) observed that attitudes are notoriously difficult to define and measure, and the relationship between stated or measured parental attitudes and subsequent behaviour is problematic. According to Johnson and Medinnus (1969) the psychological atmosphere of a home may fall into any of the four quadrants, each of which represents one of the four general.

PERSONALITY

Guilford (1959) similarly defines personality as an individual's unique pattern of traits. Guilford, like Allport, stresses the integration of traits when he discusses the individual's pattern of traits. By trait Guilford means any distinguishable, relatively enduring way in which one individual differs from others. He groups traits into seven modalities or classes. These modalities or traits are as follows : interest, attitude, needs, temperament, aptitude, morphology or the body structure, and physiology.

ACADEMIC ACHIEVEMENT

Academic achievement of an individual refers to one's attainment in scholastic subjects prescribed for a particular course of study. In this study the academic achievement would mean to total attainment of secondary school adolescent girls. Here the investigator has constructed an academic achievement test for obtaining achievement scores of girls.

OBJECTIVES

The following objectives were framed for the present study.

1. To compare urban and rural adolescent girls in respect of their home environment and personality.
2. To compare government and private school adolescent girls in respect of their home environment and personality.
3. To compare high SES and low SES adolescent girls in respect of their home environment and personality.
4. To investigate the relationship between home environment and personality with academic achievement of rural girls.

5. To investigate the relationship between home environment and personality with academic achievement of urban girls.
6. To investigate the relationship between home environment and personality with academic achievement of girls studying in government schools.
7. To investigate the relationship between home environment and personality with academic achievement of girls studying in government schools.
8. To investigate the relationship between home environment and personality with academic achievement of girls with high SES.
9. To investigate the relationship between home environment and personality with academic achievement of girls with low SES.

HYPOTHESES

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

1. There is no difference between urban and rural adolescent girls in respect of their home environment and personality.
2. There is no difference between government and privates school adolescent girls in respect of their home environment and personality.
3. There is no difference between high SES and low SES adolescent girls in respect of their home environment and personality.
4. There is no significant relationship between home environment and personality with academic achievement of rural girls.
5. There is no significant relationship between home environment and personality with academic achievement of urban girls.
6. There is no significant relationship between home environment and personality with academic achievement of girls studying in government schools.
7. There is no significant relationship between home environment and personality with academic achievement of girls studying in government schools.
8. There is no significant relationship between home environment and personality with academic

achievement of girls with high SES.

9. There is no significant relationship between home environment and personality with academic achievement of girls with low SES.

DESIGN OF THE STUDY

Method used: Normative method is a scientific method of describing and analyzing the present conditions. Generally with a view to establish norms, J. W. Best says that the normative survey method is concerned with the conditions or relationships that exists, practices that prevail, views or attitudes that are held, procedures that are going on, effects that are being felt or trends that are developing.

SAMPLE

A total number of 150 secondary school IX standard adolescent girls out of which 80 rural and 70 urban were selected using random sampling technique.

TOOLS USED

1. **Home Environment:** Data relating to home environment Scale developed and constructed by Beena Shaha
2. **Personality Inventory :** The personality inventory developed by Eysenck.
3. **Construction of Achievement of Test :** To obtain the academic achievement scores of girls in social science subject of IX Standard, the investigator constructed an achievement test.

COLLECTION OF DATA

To collect the necessary data required for the study, printed copies of the standardized personality inventory developed by Eysenck , home environment scale developed by Beena Shaha the copies of above tools were taken to different secondary school adolescent girls and collected the necessary data.

STATISTICAL TECHNIQUE

For the present study the following statistical techniques were used.

1. Differential Analysis and
2. Simple Correlation

Table1. : Comparison of Mean, SD and 't' Value of Rural and Urban, Government and Private and High and Low SES in Respect of their Home Environment, Personality of Adolescent Girls.

Variable	Location	n	Mean	Std. Dv.	t-value	p-value	Signi.
Home Environment	Rural	80	121.9633	11.4519	0.5370	0.5919	NS
	Urban	70	120.8901	16.6856			
Personality	Rural	80	89.5138	11.9673	-0.3671	0.7139	NS
	Urban	70	90.1978	14.3846			

Variable	Type of school	n	Mean	Std. Dv.	t-value	p-value	Signi.
Home Environment	Govt.	80	132.1348	5.3517	13.0902	< 0.05	S
	Private	70	112.9279	12.9809			
	Govt.	80	91.7640	14.7487	18.875	> 0.05	N S
	Private	70	88.2703	11.4288			
Variable	SES	n	Mean	Std. Dv.	t-value	p-value	Signi.
Home Environment	High	75	130.4607	6.7083	9.8675	< 0.05	NS
	Low	75	114.2703	14.2605			
Personality	High	75	90.3820	14.7729	0.5378	> 0.05	NS
	Low	75	89.3784	11.6221			

Table 2. : Correlation Coefficient between Home Environment and Personality with Academic Achievement of Rural, Urban, Government, Private School, High SES and Low SES of Adolescent Girls.

Variable	Academic Achievement of Rural Girls			
	Correlation coefficient (r)	t-value	p-value	Signi.
Home Environment	0.5016	5.9972	< 0.05	S
Personality	0.4794	5.6506	< 0.05	S
Variable	Academic Achievement of Urban Girls			
	Correlation coefficient (r)	t-value	p-value	Signi.
Home Environment	0.2764	2.7127	< 0.05	S
Personality	0.6160	7.3767	< 0.05	S
Variable	Academic Achievement of Govt. School Girls			
	Correlation coefficient (r)	t-value	p-value	Signi.
Home Environment	0.3167	3.1145	< 0.05	S
Personality	0.5422	6.0185	< 0.05	S
Variable	Academic Achievement of Private School Girls			
	Correlation coefficient (r)	t-value	p-value	Signi.
Home Environment	0.2645	2.8629	< 0.05	S
Personality	0.5332	6.5793	< 0.05	S
Variable	Academic Achievement of High SES Girls			
	Correlation coefficient (r)	t-value	p-value	Signi.
Home Environment	0.4333	4.4848	< 0.05	S
Personality	0.5628	6.3510	< 0.05	S
Variable	Academic Achievement of Low SES Girls			
	Correlation coefficient (r)	t-value	p-value	Signi.
Home Environment	0.3504	3.9062	< 0.05	S
Personality	0.5356	6.6225	< 0.05	S

RESULTS

1. Rural and urban adolescent girls do not differ significantly in respect of their personality. However, the mean score of rural girls is greater than the urban girls.
2. Government and private school girls differ significantly in respect of their personality. However, government and private school girls do not differ significantly in respect of their home environment.
3. High and low socio-economic status girls differ significantly in respect of their personality. Whereas, the girls of high and low SES do not differ significantly in respect of their home environment.
4. There is a positive and significant relationship between academic achievement with home environment and personality of adolescent girls.

5. There is a positive and significant relationship between academic achievement with home environment and personality of rural girls.
6. There is a positive and significant relationship between academic achievement with home environment and personality of urban girls.
7. There is a positive and significant relationship between academic achievement with home environment and personality of government school girls.
8. There is a positive and significant relationship between academic achievement with home environment and personality of private school girls.
9. There is a positive and significant relationship between academic achievement with home environment personality of students with high SES adolescent girls.
10. There is a positive and significant relationship between academic achievement with home environment and personality of low SES adolescent girls.

DISCUSSION AND CONCLUSION

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

Study conducted by Malik (1994) on comparative study of first generation learners with others belonging to some socio-economic status in respect of their academic achievement. Sapru, A.K. (1988) personality correlates and relation to frustration among higher secondary schools of girls found that introverts and normals differed significantly on their group conformity ratings picture frustration. Menan, G.C. (1990) a study of the relationship among certain environmental factors, personality characteristics and school performance of IX standard girls and found that the educational environment at home was found to be an anchor variable which had direct influence on the developmental characteristics of the child and the educational environment at home. Similarly the studies have conducted on home environment.

Chugh and Audichya (2004) conducted a study on academic achievement of the orphan girls of 6 to 12 years and found that parents should provide necessary facilities and educational environment which result in better performance, parents approve and appreciate activities related to education and other aspects. Kusumlata (1997) conducted a study on effect of parental environment upon the educational development of students on the basis of

gender. The results revealed that the parents showed more encouragement to their daughters in comparison to their sons. Goel (2004) investigated the effect of home environment on educational aspirations. The results revealed that girls had much higher educational aspiration than boys. Boys felt more rejected with the autocratic atmosphere at home in comparison to girls who experienced more nurturance than boys.

CONCLUSIONS

Rural and urban girls do not differ significantly in respect of their personality. However, the mean scores of urban girls is greater than the rural girls in respect of their home environment. Government and private school girls differ significantly in respect of their personality and academic achievement. However, government and private school girls do not differ significantly in respect of their home environment, high and low socio-economic status girls differ significantly in respect of their personality and academic achievement. Whereas the students of high and low SES do not differ significantly in respect of their home environment.

There is a positive and significant relationship between academic achievement with home environment personality of adolescent girls. There is a positive and significant relationship between academic achievement and personality and home environment of rural girls. There is a positive and significant relationship between academic achievement with home environment and personality urban girls. There is a positive and significant relationship between academic achievement with home environment and personality of government school girls.

EDUCATIONAL IMPLICATIONS

On the basis of the findings of the study and observations made by the investigator during the study, a few educational implications which may help us to understand the problem and to improve the educational system.

1. Home environment and Personality, are positively support the girls in their study and their academic achievement.
2. There should be better provisions for continuous evaluation of low adjusted girls in their home.
3. Parents responsibility is very important in the family to provide good home environment to the children.
4. The development of personality of the students is depend on the basis of their environment of home.
5. Positive impact of personality, home environment is the important factors for the academic achievement of the students specially for girls at different levels.

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MECHANISMS TO DEVELOP POSITIVE ATTITUDES

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INTRODUCTION

One of the attributes of behaviour is attitude. One's behaviour, to a great extent depends upon one's attitude towards the things, idea, person or object in his environment. The entire personality and development of an individual or organism is influenced by the nature of his attitudes. Therefore, it is important to understand the meaning and importance of attitudes.

MEANING AND DEFINITION OF ATTITUDE

Attitude have been defined as ideas with emotional content, important beliefs, prejudices, biases, predispositions and appreciations etc.

DEFINITIONS

- "An attitude is a readiness to respond in such a way that behaviour is given a certain direction. - **Travers**
- "An attitude is a particular feeling about a person, idea or object" - **Sorenson**
- "An attitude is a predisposition or readiness to respond in a pre-determined manner to relevant stimuli. - **Whiltaker**

IMPORTANCE OF ATTITUDES

- Attitudes provide basis for maintaining social groups. Members of a group often share similar attitudes and this binds them together.
- Attitudes help the individuals to establish their identities.
- Attitudes guide thinking and behaviour.
- Attitudes influence many aspects of social behaviour. E.g. positive attitudes towards others may bring you close to them on the other hand negative attitudes create interpersonal distance.
- The choice of friends, school, doctor, occupation etc., is often guided by the kind of attitudes we have about them.
- Thus attitude is the person's evaluation.

CHARACTERISTICS OF ATTITUDES

- Attitudes have a Subject-Object relationship
- Attitudes are Learned

- Attitudes are Re-actively enduring states of readiness
- Attitudes have Motivational-affective Characteristics
- Attitudes are as Numerous and Varied as the Stimuli to which they Respond.
- Attitudes Range from Strongly Positive to Strongly Negative

FORMATION OF ATTITUDES

According to Allport and Stanger attitudes are formed under following four conditions.

- Integration of experiences
- Differentiation of experiences
- Trauma of dramatic experience
- Adaptation of the available attitudes

FACTORS INFLUENCING THE FORMATION OR DEVELOPMENT OF ATTITUDES

Following are the factors influencing the formation and development of attitudes which are divided into two parts.

- Factors within the individual himself.
- Factors within the individual's environment.

FACTORS WITHIN THE INDIVIDUAL	FACTORS WITHIN THE ENVIRONMENT
Physical Growth and development	Geographical Factors
Intellectual Development	Home and Family
Emotional Development	Social Environment
Ethical and Moral Development	Cultural Environment Etc.,

Thus attitude is one of the important psychological factors which are affecting on the development of individual's personality. One should develop positive attitudes for the total quality development of his or her personality.

FOLLOWING ARE THE TIPS TO DEVELOP POSITIVE ATTITUDES

- **Realize that you control your attitude** : Your attitude is the result of the way you decide to interpret an event or situation.

- **Know that happiness is a choice :** You are In-charge of your thoughts and feelings. It's up to you to choose how you want to feel about life. Your happiness lies in your own hands; you just have to make the right choices
- **Tell yourself you can change :** Believe that you can change.
- **Adopt beliefs that let you see things in a positive way :** Tell yourself, "Every day is different and I'm still learning. I know tomorrow I will perform well."
- **Embrace life. Embrace every moment you live :** Stop fussing over unnecessary things. Make decisions that help you grow in life.
- **Remember you have the power to control your reactions :** What you believe in your mind is what you will see around you. Although you cannot control many situations or troubles in your life, you can definitely control your reactions to them.
- **Get rid of negativity from your life :** You cannot live a positive and happy life if you are surrounded by negative people - the ones who try to put you down. Eliminate all negative ones and develop a positive attitude towards life.
- **Stop believing others' opinions about you :** Never give other people's opinions about you unless you identify or agree with them. Never let others people's opinions affect what you think about yourself. Always believe you are powerful and can achieve what you put your mind to.
- **Create a bank of positive thoughts :** Every morning, listen to or read something positive. If you do this regularly, your mind will fall into the habit of thinking positive in every situation.
- **Use positive words :** The words you speak are making your brain believe what you say. So in a way, your words influence your thinking.
- **Change your environment :** When you are stressed out and feel negative about life, a change in your environment can shift your perspective to a positive one.
- **Look at both the positives and negatives of a situation :** When you are faced with a challenge or difficult situation, list three positive things and three negative things about it. When you become aware of the negatives of any situation, it motivates you to take action and the act of looking for them can make your brain more flexible and alert.
- **Try to find the positive side of any negative situation:** When you are faced with a negative situation, ask yourself, "What is good about this?" If you really try hard to look for the positive side of a situation, you will usually end up finding one.
- **Focus on what you have :** If you find yourself comparing your life to others', try and compare your life to the less fortunate ones. When you do this, you will see how abundant your life is.
- **Channel your stress :** Try to find the real reason for your stress. When you do this, you will be better equipped to take the needed action to reduce your stress.
- **Stay calm :** When someone behaves badly, learn to control your emotions, no matter what the situation is. This will help you develop a positive attitude towards life.
- **Share your positivity :** Be nice and positive to people around you. Appreciate someone for their work or tell people how much you love them.
- **Seek the right people for support :** To develop a positive attitude, try talking to different people to gather many viewpoints about the situation. Try talking to someone with a different personality, a different age or a different economic status.
- **Stay away from whiners :** Whiners or constant complainers cannot see any good in any situation. In their company, you will also start focusing on all the negatives in your life.
- **Get an ample amount of rest and eat well :** When you lack proper rest, you cannot think clearly. Your judgment and decision-making ability diminishes. You tend to remember fewer positive things and focus more on the negatives. Look at your eating and sleeping habits if you think you are slipping into negativity.
- **Practice being positive :** Practice being positive every moment. Start with yourself. Tell yourself you are awesome, good and positive. Love and accept yourself. Tell yourself you do a great job at work and home. Be honest with yourself. Remind yourself of your positive traits every day.
- **Love yourself :** Accept and love the way you are. Avoid all the distractions and open your eyes and see what you have in life. You will realize that you have everything that you need for a happy, positive and satisfied life. Be yourself. You are an amazing person - believe it and remind yourself often.

CONCLUSION

The attitudes are never taught they are caught through direct and indirect experiences. Therefore, we should always try to plan and build healthy and desirable environment around us. So that, we can develop healthy and desirable attitudes towards persons, objects, ideas etc.,

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6. Lastly the personality home environment problems expressed by girls students indicates that they differ from location and type of school and their socio-economic status.

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- From Continued on Page No. 10

position and self-esteem. The promotion of women entrepreneurship possesses challenges to the government, funding agencies, and non-governmental organizations. The drawbacks should be identified and eliminated to enhance the growth of women entrepreneurs.

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A STUDY OF ACADEMIC ACHIEVEMENT OF MORARJI RESIDENTIAL SCHOOL STUDENTS IN RELATION TO THEIR EMOTIONAL MATURITY

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ABSTRACT

The study has been conducted to investigate the levels of academic achievement of Morarji Residential School Students. It also examines the difference between the Academic Achievement and Emotional maturity among the Morarji Residential School Students. The study was made on a random sample of 1050 students in Karnataka State. For the purpose of Academic Achievement marks scored by the Morarji Residential School Students are collected from the school records and Emotional maturity Scale developed by research guide and Researcher. The study reveals the fact that the level of academic achievement and Emotional maturity is high. Further, it is noted that there is negligible results between Academic Achievement, Emotional maturity and gender, location and type of family among Morarji Residential School Students.

Keywords : Academic Achievement, Emotional maturity and Morarji Residential School Students.

INTRODUCTION

ACHIEVEMENT

The successful reaching of a goal used, particularly, to refer to real-life success and when evaluating a person's life. Achievement signifies accomplishment or gain or a performance carried out successfully by an individual or group on the completion of a task whether it is academic, manual, personal or social. Thus the achievement means all those behavioral changes, which take place in the individual as a result of learning experience of various kinds. In the present society, education is widely understood as an important factor for scientific, economic development and growth of a nation. The importance of achievement in educational institution is a matter of great social concern. It has become imperative for educators to ensure maximum achievement of all students enrolled for higher education, both for the benefit of the society and for the individual himself. In spite of numerous reforms that are being made for maximizing the academic achievement of pupils in educational institution it is difficult to research.

Achievement is the end product of all educational endeavors. The main concern of all educational efforts is to see that the learner achieves quality, assurance and of total quality management of achievement. Dictionary of Education (Good, 1959) defines Academic achievement as "The knowledge attained and skill developed in the school subjects which are usually determined by test scores or marks as signed by the teacher or both". Taylor (1964) defines school achievement scores as the best predictive of future success of the students.

EMOTIONAL MATURITY

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in daily life. So, the study emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with an interplay of forces with intensities and quantities. Available tests are crude and measure chiefly the degree of dependence. But this test measures the different aspects of emotional maturity. As self acceptance is an important aspect of maturity says wenkart, and it must be preceded by acceptance from others.

Actually, emotional maturity is not only the effective determinant of personality pattern but it also helps to control the growth of adolescent's development. The concept "Mature" emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, who is able to broke delay and to suffer without self-pity, might still be emotionally stunned and childish. Morgan (1934) stated account of the full scope of the individuality, powers and his ability to enjoy the use of his powers.

REVIEW OF LITERATURE

Nasreen Qusar (2013), conducted a study titled "A study of Depression and Achievement Motivation among Secondary School Students" and concluded that there is no significant difference in the depression level among high and low achievement motivation school students. There are significant sex differences in the depression level

among the secondary school students. There are no significant interactions between the achievement motivation and sex among the secondary school students with depression as the dependent variable.

Ram Mehar and Anjana Rana (2012), in their study, found the "Effectiveness of Blooms mastery learning model on achievement in economics with respect to attitude towards economics". The present study reveals that achievement score in economics of student taught through learning was significantly higher than those which were taught through conventional methods. Further, the gain means with mastery learning model was more for high attitude group as against the low attitude group and the difference across two methods of teaching was statistically significant. However, the difference in mean score for interaction across different grouping did not turn out to be significant. The study recommends the use of mastery of learning model for better performance of the students.

Bubic et al., (2016) a study found that The Role of Emotional Stability and Competence in Young Adolescents' Career judgements. A transition from elementary to high school represents a very profound change and a potential source of stress, as it often requires young adolescents to make significant professional decisions. This topic was the focus of the present study in which 303 Croatian students attending their final year of elementary school completed measures of career decision self-efficacy, emotional stability, emotional competence, and concerns regarding the upcoming transition. The results indicated emotional competence as a statistically significant predictor of career decision self-efficacy, whereas emotional stability was revealed as a significant predictor of career concerns. Furthermore, a moderating effect of gender and a mediating role of career decision self-efficacy were revealed in this context. These findings provide novel evidence regarding the complex relationship between individuals' vocational self-beliefs and emotional processing and may be informative for vocational guidance interventions targeted at young adolescents undergoing similar educational transitions.

Dangwal et al., (2016) had study conducted on Emotional Maturity of Internet Users. Internet has been emerged as a most powerful tool for communication and exchange of information all over the world. More recently the web 2.0 tools has provoked a revolution and unlocked a new dimension in the field of communication and technology; this ongoing digital revolution has touched and turned almost every sphere of life of its users whether its physical, social, emotional, moral or ethical. For internet users it is the need of the hour to be emotionally mature to manage and monitor their own emotions, to assess the emotional state of others, to deal with the situations accordingly and purposefully. Quite often it has been

observed that young internet users get emotionally involved in this virtual world and act in that emotional flow which sometimes results in an emotional trauma leaving its impression for long. The purpose of this study was to investigate about the emotional maturity of internet users and to find out if there is any gender difference in their emotional maturity. Findings revealed that the young internet users are not emotionally mature. Results showed that there is significant gender difference in emotional stability, independence and total emotional maturity of internet users under study. Females who use emailing along with chatting are more emotionally stable in comparison to males.

OBJECTIVES OF THE STUDY

1. To find out achievement among morarji residential school students.
2. To find out emotional maturity among morarji residential school students.
3. To find out whether there is any significant difference in Academic Achievement and Emotional maturity of morarji residential school students with respect to the following sub samples Gender (Male / Female), Locality of students (Rural / Urban) and Type of family.

HYPOTHESES OF THE STUDY

1. The level of Academic Achievement of morarji residential school students is high.
2. The level of Emotional maturity of morarji residential school students is high.
3. There is no significant difference in Academic Achievement and Emotional maturity of morarji residential school students with respect to the following sub samples Gender (Male/Female), Locality of students (Rural / Urban) and Type of family.

METHODOLOGY

In order to realize the above said objectives "Normative Survey" method was adopted. The normative Survey method study describes and interprets what exists at present. These are concerned with the existing conditions or relations, prevailing practices, beliefs and attitudes etc. Such investigations are termed in research literature as Descriptive Survey or Normative survey. A total of 1050 students in Morarji Residential School Students of Karnataka State were selected by using Random Sampling Technique.

TOOLS USED

- Academic Achievement marks scored by the Morarji Residential School Students are collected from the school records.

- Emotional maturity Scale developed by Km. Romal Pal (1984).

STATISTICAL TECHNIQUES

The statistical techniques such as mean, standard deviation, 't' test have been used for the analysis of the data

RESULT

Table - 1 : Mean and Standard Deviation of Academic Achievement and Emotional maturity Variables Scores of the Total Sample

Type of School	N	Means	SDs
Academic Achievement	1050	72.36	19.10
Emotional maturity	1050	88.30	44.65

The mean value of the Academic Achievement score of the total sample is found to be 72.36 and the standard deviation of the same is 19.10. This shown that the Morarji Residential School students are having high level of Academic Achievement. The mean value of the Emotional maturity score of the total sample is found to be 88.30 and the standard deviation of the same is 44.65. This shown that the Morarji Residential School students are having average level of Emotional maturity.

Table - 2. : Comparison of Academic Achievement between Morarji Residential School students with regard to gender, location and type of family

Categories	N	M	SD	CR	Remarks
Male students	480	73.18	10.65	1.351	NS
Female students	570	71.68	23.93		
Rural Students	608	73.44	10.38	1.693	NS
Urban Students	442	71.67	22.99		
Students belonging to Nuclear Family	422	75.01	12.48	5.592	S
Students belonging to Joint Family	628	63.80	30.79		

It is seen from above table that there is no significant difference between the means of Academic Achievement scores of Male and Female students (CR = 1.351 not significant at .05 level), Rural and Urban Morarji Residential School Students (CR = 1.693 not significant at .05 level). Therefore in respect of the above two pairs of sub samples the null hypotheses concerned were accepted as their CRs were not significant at 0.05 level. It is also seen from above table that there is significant difference between the means of the Academic Achievement scores of Nuclear Family and Joint Family students (CR = 5.592 significant at .01 level). Therefore in respect of the above pair of sub-sample the null hypothesis concerned was rejected as the CR was significant at .01 level.

Table - 3. : Comparison of Emotional maturity between Morarji Residential School students with regard to gender, location and type of family

Categories	N	M	SD	CR	Remarks
Male students	480	93.92	42.31	3.77	S
Female students	570	83.64	46.01		
Rural Students	608	83.14	45.27	4.80	S
Urban Students	442	96.37	42.47		
Students belonging to Nuclear Family	422	75.51	28.49	6.76	S
Students belonging to Joint Family	628	92.26	47.89		

It is seen from above table that there is no significant difference between the means of Emotional maturity scores of Male and Female students (CR = 3.77 significant at .01 level), Rural and Urban Morarji Residential School Students (CR = 4.80 significant at .01 level) and Nuclear Family and Joint Family students (CR = 6.76 significant at .01 level) Therefore in respect of the above three pairs of sub samples the null hypotheses concerned were rejected as their CRs were significant at .01 level.

CONCLUSION

The study aimed to know the Morarji Residential School Students Academic Achievement and Emotional maturity in relation to demographic variables. The researcher framed objectives and hypotheses on the basis of the above context. The research was carried out on 1050 samples selected randomly. The relevant data was collected from the school record. After collecting the data they were analyzed using statistical tools such as t-test. The result concluded that the Morarji Residential School Students have high level Academic Achievement and Emotional maturity.

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DEVELOPMENT PLANS AND KUNABI COMMUNITY

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INTRODUCTION

Uttara Kannada district is now fully exposed to modern projects and is experiencing deep concern by the government. In the present chapter, an effort has been made to discuss the effects of "Various Government Projects" on Kunabi community in Uttara Kannada district. Generally, 'development' means economically strong and physically prosperous. It is common to assume that the government is planning to develop a particular area of Kunabi communities and the whole region.

Development has occurred in our country, but there is a tremendous gap between the concept of government's vision of development and the public view of development. Till today the struggle is going on in communities for the minimum requirements of a person like food, shelter and clothing. Though many plans have come into action, rate of poverty and suicide percentage has been increasing. Instead of social equality, the economy of our country is facing more and more dissimilarities. In budget, more funds are being sanctioned to defence sector, while less funds are being sanctioned to education sector. Education has become a factor which is for sale and one has to pay more to get proper and higher education. Because of this, social emphasis on education, ethical responsibility is slowly decreasing. Based on this detailed background, effects of modern government policies on living patterns of Kunabi community can be studied.

KUNABI COMMUNITY AND THEIR RELATIONS WITH FOREST

Tribes who once kept names of trees and plants to their clans and recognized their existence through trees are still following the same traditions. Kunabi community is prominent among them. Today also we can see forest which are kept reserved in the name of God and remained as Gods forest. The value of Kunabis habit to worship a tree before cutting it is an ideal for all. Tribals who grew up like this as a children of forest consumed necessary forest products like honey, fruits, vegetables, meat of birds and animals, sold things made by bamboo, cane and candlestick in village markets and brought necessary items. Such people even did not know that they have lost their independence and have become slaves of British. But after independence they realized the reality that, somebody is controlling the forest which once belonged to them.

After independence, several departments emerged in the government administrative system. Forest department is also one among them. Main function of this department is to grow forests and also to protect these forests. After independence more and greener forests might have been grown in these periods of 63 years, but this does not happen because of governments focus on forest regions of malnad where it is already green. The tribes who are living in the middle of forests became the first victims of forest department officials who went to protect forests. Until then tribes lived in forests independently believing it as their own property. They became helpless and panicked when the forest officials began to ask them about their forest account and their rights in the forest. Till today, these tribal people are wandering in confusion. They are living artificial life and have lost their inseparable relation with forests.

Like this, because of bureaucratic people forest which gave shelter to tribals was separated from them. After independence, the government of India has appointed many commissions to introduce developmental plans to develop forests as well as tribal people. For the first time Dhebar Commission was appointed to prepare scientific report about the traditional relationship of forest and tribal people. After that many commissions were appointed by government of India which are as follows.

1. Dhebar Commission, 1961
2. Harisingh Committee, 1967
3. The National Commission on Agriculture, 1976
4. The Conference of State Minister in-charge of Forest and Tribal Development, 1978
5. Roy Burman Commission, 1982
6. Bhuria Commission, 1996.

All the above commissions have issued several suggestions regarding the relation of Adivasis with forests and to correct the barriers in the forest policy approved by the government. These commissions have made significant recommendations in order to improve day-to-day relations of Adivasis with forests.

But the recommendations of these commissions were not legally enforced. Conflicts between the National Park Act and the Indigenous Rights of Adivasis are still alive. Refugees of National Park forests and rehabilitated Adivasis have been studied in the present study. The five national parks of Karnataka are as follows.

Table - 1 : List of National Parks

No.	National Parks	District	Communities
1.	Bandipur National Park	Mysore	Jenukuruba
2.	Bannerghatta National Park	Bangalore Rural	Hakkipakki, Irula
3.	Nagarhole National Park	Mysore, Coorg	Jenukuruba Soliga
4.	Kudremukha National Park	Chikka magalur	Goudalu, Malekudiya
5.	Anashi National Park	Uttara Kannada	Siddi, Kunabi

Anashi National Park is located on the eastern side of Uttara Kannada district and forest of coastal region does not come under this park. The huge projects located in coastal region have not allowed Adivasis of that region to collect forest products. Earlier Kunabis collected forest products and sold them to lead their life. But tribal communities are not allowed to enter forests which come in the jurisdiction of large projects such as Kaiga, Seabird and Konkan Railways. Most of the forest area between Ankola and Karwar belongs to Seabird Naval Base.

DIFFERENT DEVELOPMENTAL PROJECTS AND KUNABI COMMUNITIES

The goal is acquiring land for infrastructure development such as electricity, road, transportation, irrigation, park, naval base and industries. Development projects have not only worked for development but also created some fundamental issues.

Development means establishment of large factories, construction of big dams and prosperity of harbours and mines. Thinking like that we are pursuing countries like America and Japan in that process. No doubt that, dams will produce electricity for us, but we won't think that how much forests have been destroyed, killed countless animals and birds and has destroyed special features of western ghats during the construction of dams. More than that tribal communities like Kunabis and Hasalas, who were sheltered in dense forests were dispersed and migrated. From that day onwards these tribal communities are wandering from place to place for their livelihood. Many developmental projects were introduced to run industries in cities and to produce electricity for the civilized society. But nobody

questioned themselves that what we have done for the sake of tribes who sacrificed their livelihood.

Similarly, conditions of tribes like Kunabis, Gowligas, Siddis living in the construction areas of Kali Project, Sharavati, Tailrace, Bedti, Chakra, etc. are also same.

DAMS AND MASSIVE DEVELOPMENT PROJECTS

Uttara Kannada district is having variety and very useful dense forest in the world. This district has a number of rivers flowing in its territory, which take birth in western ghats and flow all over the district and made forests of this area rich and prosperous. We have to think seriously that whether it is correct to sacrifice many small tribal communities completely for the sake of country's development project. Here is a list of national development projects which made immense impact on the lives of forest communities such as Kunabis, Halakki Vokkaligas, Siddis, Gowligas, etc.

1. Supa Reservoir
2. Dandeli Reservoir
3. Bommanahalli Reservoir
4. Thattihalli Reservoir
5. Kagiri Reservoir
6. Kodsalli Reservoir
7. Kadra Reservoir
8. Magodu Reservoir
9. Aganashini Reservoir
10. Sharavathi Tailrace
11. Linganamakki Reservoir
12. Kaiga Power Project
13. Anashi National Park
14. Areas subjugated Mining
 1. Diggie
 2. Sulavali
 3. Baamani
 4. Terali
 5. Udasi
 6. Chapera
 7. Nagari
 8. Panasoli
 9. Kewali

The forest of the Western Ghats that has been destroyed by these artificial seas created in Uttara Kannada district is vast, but till today no account is made by any department regarding the number of tribal population who has migrated from their native forest. The following is the tribal population that has been evacuated due to various development projects in India.

Table-2 : Evacuated Adivasis : Population of Adivasis Evacuated due to Development Projects from 1951 to 1990

Projects	Total Adivasis	Evacuated Adivasis	% of Evacuated Adivasis	Adivasis Rehabilitated	Other Refugees	Evacuated (%)
Mining	14,15,000	12,00,000	84.81	3,00,000 (25.00)	9,00,000 (75.00)	40.05
Industries	3,00,000	2,60,000	86.67	65,000 (25.00)	1,95,000 (75.00)	
Dams	70,00,000	53,00,000	75.71	13,15,000 (24.81)	39,45,000 (75.09)	
Sanctuaries	6,00,000	5,00,000	83.33	1,25,000 (25.00)	3,75,000 (75.00)	
Others	2,00,000	1,50,000	75.00	40,000 (26.67)	1,10,000 (74.33)	
Total	95,15,000	74,10,000	77.88	18,50,000 (24.97)	55,60,000 (75.03)	

PROJECTS AND EFFECTS

Many communities in Uttara Kannada district became homeless because of several projects. Many communities like Seabird Kodsalli Refugees, Kadra Refugees, Supa Refugees, Sharavati Tailrace Refugees, lost everything due to development projects like Naval Base Project, Kaiga Electricity Project, Kali Nadi Project, Konak Railway Project, etc.

Forest acquiring projects was started in Uttara Kannada district. The details of forests acquired for the projects are as follows.

Table - 3 : Total Forest Area (in sq.kms)

Sl.No.	Details	Forest Area
1.	Total Land Areas of the District	10291
2.	Total Forest Area	8296
3.	Reserved Forest	7727
4.	Hill Protected Forest	510
5.	Protected Forest	31
6.	Village Forest	26
7.	Kandlavana, etc.	9438

Table - 4 : Forest Area acquired for each Project (in hectares)

Sl.No.	Details	Forest Area
1.	Seabird Naval Base	2259
2.	Seabird Third Stage	1000
3.	Seabird Rehabilitation	643
4.	Kaiga Power Project	727
5.	Kodsalli Dam	1360
6.	Kadra Dam	3051
7.	Sharavathi Dam	700
8.	Illegal to Legal (1997)	2824
9.	For Kaiga Narendra Passage	330
10.	Konkan Railway Project	272
11.	Total including Other Works	14651

Source: Vijay Karnataka, Daily Newspaper, 29-11-2009.

MY QUESTIONS

1. Why power projects are limited only to Uttara Kannada ?
2. Other than Uttara Kannada district are there this much of refugees in other districts?
3. Which fundamental facility was provided to refugees?
4. Before starting the projects government said that the forests can be grown again. Did the government raise the ruined forest again?
5. Did people get clean environment?
6. How many people of this district are given employment in these projects?
7. Did development projects proved beneficiary?

8. When power is being generated in this district they why there is power cut?
9. Is there any price for the sacrifice, torture and tears of the people of this district?
10. Development projects should come to help people, but not to destroy the environment. Why only power generation projects have been launched in this district? Is Uttara Kannada district is for sale?

There are hundreds of questions which have no answers. If people of this district do not wakeup now, it is true that though now we are in light, but one day we will lose ourselves in the womb of darkness.

Like this Kunabis communities have become helpless and distressed due to development programmes. Today also Kunabi communities depend upon agriculture as their main profession for their economic development. They manufactured goods like baskets, agricultural tools, dabbe from various forest materials and lived economically independent life by doing other works in forests like veterinary farming, bamboo works, etc. But today government's economic plans have kept Kunabis in dilemma.

Literally Kunabis are very backward. Here schools are available from 1st to 5th standard but for higher education children has to go to urban areas. If more and more children are educated, automatically the community will develop. So it is very much necessary to think about improving literacy level for the development of these communities.

When we deeply think about the development of Kunabi communities, Kunabis are living in such areas where there are no hospitals, proper roads and transport facilities. So, to develop Kunabi communities in proper way is very much necessary.

CONCLUSION

This background includes the problems of Kunabi community or problems of dams in Uttara Kannada district. Due to projects like railways, roads and dams, Kunabis have lost much environmental wealth in Uttara Kannada district. This kind of discussion is inevitable today, but in the awareness of civilization growth if we forget about those who have lost everything, we lose the richness of our community. Before introducing developmental schemes, one should think about the natives of that place and find solutions for their problems. For the sake of modern development plans, we are destroying communities and culture which are in existence since thousands of years, is this justice? This type of thinking should come to the minds of the people who are running our state and country. To develop such thinking the communities have to struggle unitedly than only the communities can survive.

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Form - IV

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7-3-2019

SOCIO-ECONOMIC CONDITIONS OF PRIMITIVE TRIBAL GROUPS OF UTTAR KANNADA DISTRICT : A SPATIO-FUNCTIONAL ANALYSIS

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ABSTRACT

A 'tribe' is defined as a collection of families, bearing a common name, speaking a common dialect, occupying or professing to occupy a common territory. Tribes are an organization among families (including clans and lineages) which generates a social and ideological basis for solidarity that is in some way more limited than that of "an ethnic group" or of a "nation". Adivasi is the collective term for the indigenous peoples of main land south Asia. According to 2011 census, India represents about 8.6 percent or 104 million adivasi population. There are around 645 distinct tribes in India which can be treated as modular components of human culture. Uttar Kannada District of Karnataka state is one of the districts where the tribal groups such as Siddi, Gond, Halakki Vokkal, Kunabi and Gouli are settled and spread in various parts of thick woody forests of the district. It is a coastal district and lies between 13° 35' North and 15° 31' North latitudes and 74° 01' and 75° 10' East longitudes covering an area of about 10,291 sq.kms. There are 11 taluks in the district with a total population size of 14.39 lakhs (2011) which includes 1283 village and 13 urban centres. About 79% of the total geographical area of the district is under thick, rich and woody forest and is the home of many distinct tribal groups. These tribal groups have been migrated from various parts of the world including India exhibiting a distinctive mode of socio-economic life. The objective of this paper is to examine and analyse the socio-economic conditions of tribal groups and authors have made an attempt to investigate the existing socio-economic conditions of tribal population on the basis of selected indicators. The analysis is based on both primary data collected through questionnaire and survey of 250 tribal families selected from 412 small population tribal villages of Uttar Kannada district. Such a study is significant in view of planning for tribal area development as these tribal populations need to be given due attention for their overall development.

Key words: Socio-economic condition, primitive tribe, Village, agriculture.

INTRODUCTION

A 'tribe' is defined as a collection of families, bearing a common name, speaking a common dialect, occupying or professing to occupy a common territory. It is not usually endogamous though originally, it might have been so (Gazetteer of India, 1973). The tribes did not get due attention for many decades. They still reside in hilly and forest areas and mostly depend on occupations such as subsistence agriculture, collection of forest produce and mostly use locally available resources. The paper involved study of socio-economic conditions, traditions and occupations of primitive tribes of Uttar Kannada district. The objectives of the study was to firstly find out present socio-economic condition of these tribes through selected indicators along with role played by forest in their economic status and finally suggest suitable strategy for their overall development.

In recent years, the intellectual consciousness of planning policy architects, academicians and international research organizations, has led to recognise the crucial

importance of socio-economic facilities for improving the living conditions of tribal population. The Spatio-functionally integrated service apparatus not only promotes balanced economic growth with social equity but also facilitates access of the people to various social, economic and political opportunities as well as urban services leading to overall amelioration of quality of life of these tribes.

Since 1950's India has enacted and implemented many laws and social initiatives to protect and improve the socio economic conditions of its primitive tribes. India has a large number of native tribes. Tribes represent about 7 per cent of the total population (Chattopadhyay 1978, Debi 1978). Since independence, efforts are being made through successive plans to improve the socio-economic conditions of tribal people (Joshi, 1983). The immediate objectives of the tribal sub plan for tribal development include elimination of exploitation in all forms, speeding up the process for the social and economic development, building of inner strength of the people and improving their organisational capabilities (Hasnain, 2001). Inherent in the infrastructural development is economic infrastructure

such as public utilities which include power, telecommunication, irrigation, finance, also social infrastructure such as educational and health facilities (Bhakar and Bhargava, 2003).

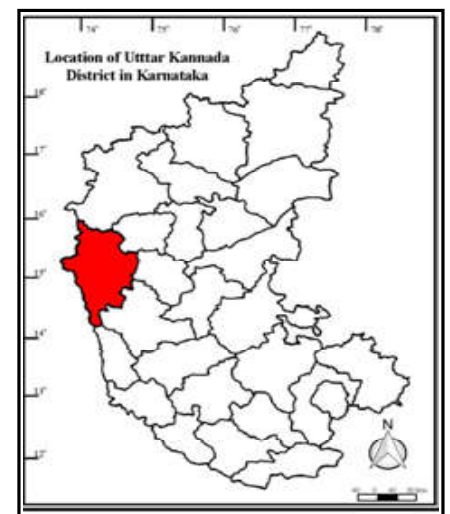
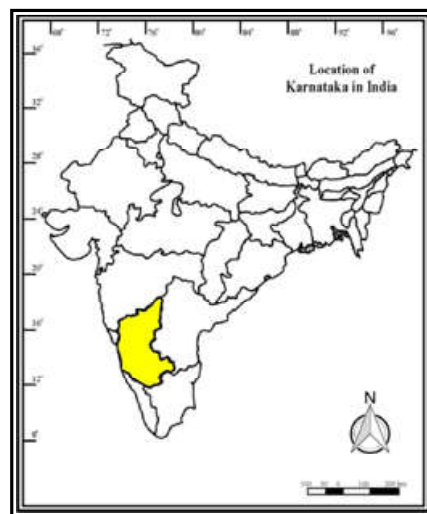
It is a well known fact that tribal are socio-economically backward as they have not been in touch with our contemporary civilized and technologically advanced society for a long period. Tribal people usually reside in hilly and forest tracts and are associated with primitive occupations like subsistence agriculture, collection of forest products, and practice of traditional socio-cultural pursuits. Tribal communities have thus remained socially and -economically backward, despite efforts made by central and state governments

In a country like India, with a majority of population being poor and particularly those staying in rural areas there is a need to synchronise such socio-economic activities at selected locations in order to create a well articulated and spatially integrated settlement system for integrated rural area development. The present paper is an attempt to analyse the location pattern of Spatio-functional aspects of tribal groups.

STUDY REGION

Uttar Kannada district is located in the Western Ghats of Karnataka, which extend between 13o 35' North and 15o 31' North latitudes and 74o 01' and 75o 10' East longitudes. It is bounded by Goa state and Belgaum district of Karnatak on the North, Dharwad and Haveri districts on the West and Shimoga and Udupi districts on the South (Fig. 1). Uttar Kannada District comprises of 11 talukas namely Ankola, Bhatkal, Haliyal, Honavar, Karwar, Kumta, Mundgod, Siddapur, Sirsi, Supa and Yellapur with an area of about 10,291 sq. kms, out of which 6,893.83 sq. kms is covered by Western Ghats (8, 13,695 hectares of forest land) which contributes to 79 per cent of the total geographical area of the district and a population of about 14.39 lakhs (2011) residing in 1,283 villages and 13 urban centres. The district experiences tropical monsoon climate and average rainfall is about 2,750 mm occurring on nearly 105 rain days most of it falling during the south-west monsoon period. It is particularly dry during the period from December to April.

LOCATION MAP



OBJECTIVES

The present investigation is carried out with the following main objectives.

1. To examine the existing socio-economic conditions of tribal population with the help of selected indicators.

HYPOTHESIS

To achieve the main objectives of the present study, following hypotheses is framed to be tested.

1. The physical environmental conditions in Uttar-Kannada district have their direct impact on the socio-

economic life style of the tribal population and hence they practice primary occupations such as food gathering, animal husbandry, collection of forest products and subsistence agriculture.

DATA BASE AND METHODOLOGY

The present investigation is based on both primary and secondary data. Secondary data is collected from the various government agencies and from records both published and unpublished. Required data have been gathered from the Uttar Kannada district census, 2011 and Uttar Kannada district at a glance 2011. Information related to rainfall, agriculture forest is collected from land record

office, economic and statistical office, office of the tahashildar and divisional forest office of Uttar Kannada District.

Keeping the objectives in view primary data has been collected through the questionnaire scheduled method. A survey of 250 families of Siddi, Gonda Halakki Vokkal, Kunabi and Gouli tribes in Uttar Kannada district was conducted selecting different parts of rural areas. Uttar Kannada district represents 412 small population tribal villages with a population of 1,70,107. The data collected is being analysed with the help of simple statistical methods such as charts, graphs, maps etc.

RESULTS AND DISCUSSION SOCIAL FACILITIES OF TRIBES

Social facilities such as education, supply of water, sanitation and nature of house etc. play an important role in the socio-economic development of any community. The study region consists of 5 major tribes residing in various locations and practicing in various occupations. Hence the socio-economic condition of these tribes is varying. Stratified random sampling procedure was followed to gather required information. The total estimated households and population of all the groups is 32,479 and 1,70,107 respectively. For the purpose 50 households out of 250 households from each of the tribe was considered.

Table - 1 : Total Population and sample surveyed tribes

Sl. No.	Tribes	Total estimated households	Total estimated population	Total household	Total family member	Male	%	Female	%
1.	Siddi	2967	24693	50	296	151	51.01	145	48.98
2.	Gond	1697	10205	50	274	150	54.74	124	45.25
3.	Halakki Vokkal	21496	95360	50	282	160	56.73	122	43.26
4.	Kunbi	4112	24998	50	286	149	52.09	137	47.90
5.	Gouli	2207	14851	50	293	156	53.24	147	46.75
	Total	32479	170107	250	1431	766	53.52	665	46.47

Source : Compiled from various sources and Computed by authors

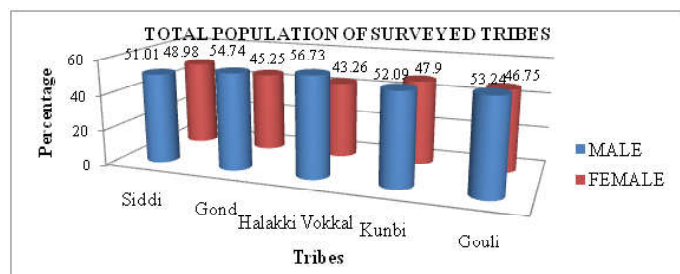


Table-I gives the summary of population of male and female members of all the selected tribes. Siddi tribes consists of 296 members, out of which 151 (51.01%) are male and remaining 145 (48.98%) are females. As far as

Gonds are concerned out of 274 members, 150 (54.74%) are males and 124 (45.25%) are female. As far as Halakki Vokkal Tribe is concerned out of 282 members, 160 (56.73%) are males and 122 (43.26%) are females. Amongst the Kunbies out of total number of 286 members, 149 (52.09%) are males and 137 (47.90%) are females. In Gouli tribes amongst the total 293 members, 156 (53.24%) are males and 147 (46.47%) are females. The table indicates that male members exceed female members in respect of all the five tribes. However in respect of Siddi and Gouli tribes difference of numbers between male and is marginal (Fig. 2).

Table - 2 : Educational status of surveyed tribe

Sl. No.	Tribes	Education																		
		Illiterates			1-5 Std.			6-10 Std.			10-12 Std.			Degree			Others			
		Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
1.	Siddi	32 (10.81)	19 (6.41)	13 (4.39)	113 (38.17)	52 (17.56)	61 (20.60)	97 (32.77)	49 (16.55)	48 (16.21)	24 (8.10)	15 (5.06)	9 (3.04)	18 (6.08)	13 (4.39)	5 (1.68)	12 (4.05)	8 (2.70)	4 (1.35)	
2.	Gond	28 (10.21)	12 (4.37)	16 (5.83)	126 (45.98)	70 (25.54)	56 (20.43)	76 (27.73)	41 (14.96)	35 (12.77)	27 (9.85)	15 (5.47)	12 (4.37)	12 (4.37)	9 (3.28)	3 (1.9)	5 (1.82)	3 (1.9)	2 (0.70)	
3.	H.V.	27 (9.57)	13 (4.60)	14 (4.96)	113 (40.7)	56 (19.85)	57 (20.21)	90 (31.91)	54 (19.14)	36 (12.76)	29 (10.28)	20 (7.1)	9 (3.19)	16 (5.67)	12 (4.25)	4 (1.41)	7 (2.48)	5 (1.77)	2 (0.70)	
4.	Kunabi	33 (11.53)	18 (6.29)	15 (5.24)	127 (44.40)	53 (18.53)	74 (25.87)	76 (26.57)	44 (15.38)	32 (11.18)	26 (9.09)	19 (6.64)	7 (2.44)	17 (5.94)	11 (3.84)	6 (2.09)	7 (2.44)	4 (1.39)	3 (1.04)	
5.	Gouli	35 (11.94)	17 (5.74)	18 (6.14)	104 (35.49)	53 (18.08)	51 (17.40)	99 (33.78)	56 (19.11)	43 (14.67)	36 (12.28)	18 (6.14)	18 (6.14)	17 (5.80)	10 (3.41)	7 (2.38)	2 (0.68)	2 (0.68)	0	
	Total	155 (10.83)	79 (5.52)	76 (5.31)	583 (40.74)	284 (19.84)	299 (20.89)	438 (30.60)	244 (17.05)	199 (13.90)	142 (9.92)	87 (6.07)	55 (3.84)	80 (5.59)	55 (3.84)	25 (1.74)	33 (2.30)	22 (1.53)	11 (0.76)	

Source : Compiled from various sources and Computed by authors

Educational status survey was conducted for 50 households for each of these tribes. The survey was categorised into five types. viz .Illiterates, 1-5 standard, 6-10 standard, 11-12 standard, Degree and those who have done other courses like Diploma, Certification etc.

Amongst the Siddi tribes 32(10.81%) members are illiterates, out of which 19(6.41%) are male and 13(38.17%) are females. In the tribe 113(38.17%) members are between 1-5 standards, out of which 52(17.56%) are males and 61(20.60%) are females. Number of those who have studied between 6-10 standard are 97(32.77%), out of which 49(16.77%) are males and 48(16.21%) are females. Considering those who have studied up to PUC, there are 24(8.10%) members, out of which 15(5.06%) are males and 9(3.04%) are females. Regarding degree holders, there are 18(6.08%) degree holders, out of which 13(4.39%) are males and 5(1.68%) are females. Regarding those who are qualified under other categories out of 12(4.05%) qualified members 8(2.70%) are males and 4(1.35%) are females.

Considering Gond tribe, the tribe has 28(10.21%) illiterate members, out of whom 12(4.37%) are males and 16(5.83%) are female. The tribe has 126(45.98%) members who are educated between 1st to 5th standard, out of them 70(25.54%) are males and 56(20.43%) are females. The tribe has 76(27.73%) members who are educated between 6th to 10th standard, out of them 41(14.96%) are males 35(12.77%) are females. There are 27(9.85%) members in the tribe who are educated up to PUC out of them 15(5.47%) are males and 12(4.34%) are females. The tribe has 12(4.37%) degree holders out of them 9(3.28%) are males and 3(1.09%) are females. The tribe also posses 5(1.82%) members who are covered under other category, out of them 3(1.09%) are males and 2(0.7%) are females.

Considering Halakki Vokkal tribe, there are 27(9.57%) illiterates out of which 13(4.60%) are males and 14(4.96%) are females. In this tribes there are 113(40.07%) members who have studied 1 to 5th standard, out of them 56(19.85%) are males and 57(20.21%) are females. In the tribe there 90(31.91%) members who have studied between 6 to 10th standard, out of them 54(19.14%) are males and 36(12.76%) are females. There are 29(10.28%) members in this tribe who have studied up to PUC, out of which 20(7.09%) are males and 9(3.19%) are females. There are

16(5.67%) degree holders in the tribe out of which 12(4.25%) are males and 4(1.41%) are females. The tribe has 7(2.48%) members who have qualified under other category, out of them 5(1.77%) are males and 2(0.70%) are females.

Considering Kunabi tribe, it has 33(11.53%) illiterates out which 18(6.29%) are males and 15(5.24%) are females. In this tribe there 127(44.40%) members who have studied between 1st to 5th standard, out of them 53(18.53%) are males and 74(25.87%) are females. The tribe has 76(26.57%) members who have studied between 6 to 10th standard, out of whom 44(15.38%) are males and 32(11.18%) are females. There are 26(9.09%) members in the tribes who have studied up to PUC. Out of them 19(6.64%) are males and 7(2.44%) are females. The tribe has 17(5.94%) degree holders out of whom 11(3.84%) are males and 6(2.09%) are females. The tribe has 7(2.44%) members who fall under other category, out of them are 4(1.39%) males and 3(1.04%) are females.

Amongst the Gouli tribes number of illiterate members is 35(11.94%), out of which 17(5.74%) are male and 18(6.14%) are female. In this tribe those who have studied between 1 to 5th standard are 104(35.49%) members. Out of which 53(18.08%) are males and 51(17.40%) are females. In the tribe those who have studied between 6 to 10th standard are 99(33.78%) members. Out of this 56(19.11%) are male and 43(14.67%) are female. In this tribe those who have studied up to PUC are 36(12.28%) members consisting 18(6.14%) each pertaining to male and female category. The tribe has 17(5.80%) degree holders out which 10(3.41%) are males and 7(2.38%) females. There are 2(0.68%) male members who are qualified under other categories.

Though illiteracy prevails in all the tribes it is only between 8 to 9 percent of the total population. Population of the tribe who are educated up to 10th standard is nearly 45 to 50 percent in case of all the tribes. The population of tribe who are beyond 10th standard and up to degree is only 6 to 7 percent. It is also noted that number of females who are beyond 10th is only 2 percent. This indicates that despite lot of government facilities tribals lack higher education that too in respect of female category.

Table - 3 : Households with water, sanitation facilities and nature of houses

Sl. No.	Tribes	Total House Hold	Drinking Water						Toilet				Number of house					
			Tap Water	%	Well	%	Bore	%	Yes	%	No	%	Kucca	%	Pucca	%	Semi Kuccha	%
1.	Siddi	50	40	80	6	12	2	4	45	90	5	10	2	4	43	86	5	10
2.	Gond	50	32	64	16	32	2	4	44	88	6	12	3	6	36	72	11	22
3.	H.V.	50	00	00	48	96	2	4	46	92	4	8	4	8	39	78	7	14
4.	Kunabi	50	38	76	6	12	6	12	43	86	7	14	5	10	36	72	9	18
5.	Gouli	50	34	68	13	26	3	6	40	80	10	20	6	12	38	76	6	12
	Total	250	144	57.6	89	35.6	15	6	218	87.2	32	64	20	40	192	76.8	38	15.2

Source : Compiled from various sources and Computed by authors

Water is one of the prime components of the social aspects, which determines the existence of rest of the components of the society. Study area is drained by major river and a tributary, but requirement of water is met by underground water. Water is stored in big overhead tanks and then supplied through pipes.

Water source for usable purpose are given in the table III. The main sources of water for these tribes are tap water, bore well and well. In Siddi tribes out of 50 households 40(80%) are having tap water supply while 6(12%) households are making use of well and 2(4%) households are having bore well for the water supply. Regarding Gond tribes, out of 50 households 32(64%) have tap water supply and 16(32%) households are having wells, while 2(4%) households have their own bore wells. So far as Halakki Vokkals are concerned none of the 50 households have tap water supply. Out of 50 households, 48(96%) have well water supply and 2(4%) households have their own bore well.

Amongst Kunabi Tribes, out of 50 households 38(76%) households are supplied with tap water while 6(12%) households each are having well and bore water supply respectively. Regarding Gouli tribes out of the 50 households, 34(68%) have tap water supply 13(26%) are having wells and 3(6%) households are having their own bore wells. Thus only 56% of the tribal population have tap water facility, balance of the population are deprived of this water facility. This indicates that essential requirement of water facility is not reaching 100% tribal population, despite well meaning government efforts.

As far as toilet facilities are concerned in Siddi Community, out of 50 households 45(90%) have the facilities while 5(10%) households do not have. As far as Gond tribe is concerned, out of the 50 households, 44(88%) have the facilities and 6(12%) do not have it. Considering Halakki Vokkal community, out of 50 households, 46(92%) have the facility and 4(8%) households do not have it. Regarding Kunbi tribe, out of 50 households, 43(86%) have the facility and 7(14%) households do not have it. In the Gouli Community, out of 50 household, 40(80%) households have the facility and

10(20%) do not have it. All these families constructed the toilets from subsidized financial assistance provided by the central and state government schemes like Total Sanitation Campaign, Sulaba shouchalaya MGNREGA., Central Rural Sanitation Programme (CRSP) Swachha gram schem and others. As far as toilet facilities are concern nearly 15 % of the population do not have the toilet facility. This being the most desired basic amenities government agencies will have to redouble their efforts.

Survey of nature of living accommodation of 50 households of each tribe was considered. All communities live in dwellings which are fairly good. So far as Siddi tribes are concerned, 43(86%) families had pucca accommodation. 5(10%) had semi kuccha accommodation and 2(4%) had kuccha accommodation. In the Gonda community, 36 accomodations were pucca, 11(22%) were Semi kuccha and 3(6%) were kuccha accommodation In case of Halakki Vokkal families, 39(78%) had puccaa houses, 7(14%) had Semi kuccha houses and 4(8%) had kuccha houses. As far as Kunabies are concered, 36(72%) had pucca accommodation and 9(18%) were Semi kuccha and 5(10%) were kuccha accomodation. In the Gouli community, 38(76%) had pucca, 6(12%) each had kuccha and semi kuccha accommodation (Fig. 6). These tribal groups build their houses by utilising locally available materials. Though more than 75% of the population have got the pucca accommodation chunk of population haven't got the pucca accommodation. This indicates that the poverty still exists amongst the tribals.

ECONOMIC STATUS OF TRIBES

Economic status is not itself a characteristics of population but it may be argued that occupational structure of a person un-questionably influences his personality, social behaviour. Economic activities performed by an individual are meant for his existence and survival. Resultant economic structure of any society is always in a process of transformation owing to growth of science and technology, functional specialization and division of labour. Occupational status provides key insight in to the core issues of tribal economic dependence.

Table - 4 : Households with water, sanitation facilities and nature of houses

Sl. No.	Tribes	Occupation											
		Culti Vatore	%	Agri. Labour	%	Business	%	Govt. Job	%	Private Job	%	Others	%
1.	Siddi	74	25.00	73	24.66	36	12.16	14	4.72	37	12.56	62	20.94
2.	Gond	75	27.37	68	24.81	33	12.04	9	3.28	31	11.31	58	21.16
3.	HalakkiVokkal	71	25.17	86	30.49	32	11.34	12	4.25	22	7.80	59	20.92
4.	Kunabi	67	23.42	74	25.87	41	14.33	8	2.79	25	8.74	71	24.82
5.	Gouli	72	24.57	75	25.59	55	18.77	10	3.41	23	7.84	58	19.79
	Total	359	25.08	376	26.27	197	13.76	53	3.70	138	9.6	308	21.52

Source : Compiled from various sources and Computed by authors

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ROBERT OWEN

(1771-1858)

✍ Dr. N. B. Kongawad, Dharwad.

“Either give the poor a rational and useful learning or mock not their ignorance, their poverty and their misery, by merely instructing them to become conscious of the extent of their degradation under which they exist. And therefore, in pity to suffering humanity, either keep the poor, if you can, in the state of the most abject ignorance, as near as possible to animal life, or of once determine to form them into rational beings, into useful and effective members of the state.”

Robert Owen who was born in 1771 in Newtown, Montgomeryshire, in Wales, was moderately educated before he migrated to Manchester, at the age of 18, to set up his own business. While at Manchester, he participated actively in the discussions organized at the Manchester Literacy and Philosophical Society, and chaired the meetings on the ‘Lancasterian’ system of elementary education. Subsequently, he joined hands with John Dalton, founder of atomic theory, to establish Manchester College in the early 1790s. During his stay in Manchester, Owen amassed much wealth and experience and in 1799 he took over one of the largest spinning mills in Scotland. Besides introducing a more humane regime in the factory, he also aimed at making New Lanark, where the mill was situated, into well-governed community. It is here that he conducted an experiment in social living ensuring that no child under the age of 10 was employed in the factories.

As a part of his experiment in social living, Owen detailed proposals for reform in a book entitled **“A New View of Society or Essays on the Principle of the Formation of the Human Character, and the Application of the Principle to Practice”** in 1813 and 1814. In these Essays he put forth his following views on education: Children acquire much good or bad at an early age or infancy, with several lasting impressions. of the child being formed in the first year of its life. As such, children who are either not instructed or are badly instructed suffer from malformation of character during their childhood and adolescence. It was this belief that made Owen pay close attention to the workers children with the children being told on entering the playground in New Lanark that they should never injure their playmates and should make a sincere effort to make them happy. His first two Essays written in 1812 and 1813 reflect these principles of obedience, regularity, order, industry and constant attention rather than the stress on reading, writing and arithmetic. In the third and fourth

Essays written in 1814, there was a significant transformation in his views:

“Either give the poor a rational and useful learning or mock not their ignorance, their poverty, and their misery, by merely instructing them to become conscious of the extent of their degradation under which they exist. And therefore, in pity to suffering humanity, either keep the poor, if you can, in the state of the most abject ignorance, as near as possible to animal life. or at once determine to form them into rational beings, into useful and effective members of the state”.

For this, Owen felt the curriculum should be excellent doing away with conventional attitudes, towards the education of the poor. In recognition of the fact that each child varies in aptitudes and qualities, he revealed that the intention of this system was not to make similar human beings. The purpose of education is to make everyone good, wise and happy.

In his forth Essay, Owen declares that a well-governed state should take up the responsibility of establishing a national system of education for the poor. Asserting that reading and writing are merely instruments through which knowledge may be imparted, he felt that they are of little value if the children are not taught to make proper use of them. He said, *“The manner of giving instruction is one thing, the instruction itself another, and no two objects can be more distinct.”* Voicing his dissatisfaction with the prevailing education then, he said, *“Enter any one of the schools deominated national, and request the master to show the acquirements of the children. These are called out, and he asks them theological questions to which men of the most profound erudition cannot make a rational reply, the children, however, readily answer as they had been previously instructed ; for memory, in this mockery of learning, is all that is required. Thus the child whose natural faculty of comparing ideas, or whose rational powers, shall be the soonest destroyed, if, at the same time, he possesses a memory to retain incongruities without connection, will become what is termed the first scholar in the class, and three fourths of the time which ought to be devoted to the acquirement of useful instruction will be really occupied in destroying the mental power of the children”.*

Owen believed that the state that possesses the national system of education would be the best-governed state. To achieve this he put forth the following proposals to be enacted as an Act by the parliament. These

proposals include: setting up a Ministry for Education to be manned by competent people. teacher-training colleges to train the teachers in instructing the rising generation; a comprehensive plan for method of instruction, based on a comparison of the various practices of the time, and the appointment of suitable and competent school teachers by the state. His proposals were basically sound and farsighted. for instance, he writes in his second Essay *"children are without exception, passive and wonderfully contrived compounds, which by due preparation and accurate attention, founded on a correct knowledge of the subject, may be formed collectively into any human character"*. This reveals that Owen did not believe that environment alone determines the character of student, but that training in the form of education was equally important. According to him, with the character taking shape before the child's second year, no general reformation of character is possible without laying the foundation of a system of moral education.

On 2 January 1816. Owen opened an infant school, which he claimed was the first of its kind in Britain. In this school, corporal punishment was banned and the teachers were told not to utter any harsh words. He also directed the teachers not to annoy the children with books. The children were not only happy in this school, but were also encouraged to ask questions whenever their curiosity was aroused. There were no prizes or punishments. Writing about this school, Owen's son, Robert Dale Owen, said, *"They were trained to habits of order and cleanliness, they were taught to abstain from quarrels, to be kind to each other. They were amused with children's games, and with stories suited to their capacity. Two large, airy rooms were set apart, one for those under four years, and one for those from four to six. This last room was furnished with paintings, chiefly of animals, and a few maps. It was also supplied with natural objects from the gardens, fields and woods. These suggested themes for conversation, and brief familiar lectures, but there was nothing formal, no tasks to be learned, no readings from books."*

In this school, modern curriculum consisting of three Rs (reading, writing and arithmetic) was introduced. The curriculum comprised sewing, ancient and modern history, geography, botany and geology. As there was a stress on natural history, the students collected botanical and geological specimens from the neighbourhood and exhibited them in the classrooms. Music was also an integral part of the curriculum, along with singing and dancing. Books with high moral content were preferred. Among the pedagogical techniques used were blocks of wood that enabled the children to understand addition and subtraction. Word-and-picture cards were used to teach reading. In the upper classes most of the subjects in the arts and sciences were taught through lectures to large group. Geography was regarded as an important

subject. Its objectives were to show the relationship between environment and character, and to give the children a perspective on geographical location. The school also conducted evening classes for those students who left the school at the age of 10. Adults too attended these courses where the curriculum was similar to that of the day school.

When Owen visited Switzerland, he studied three well-known schools that were set up for the poor. This visit made him realize that though his theory was good, his means and experiences were extremely limited, and his principles were those of the old system. Subsequently, he adopted the Pestalozzian method of arithmetic in his schools.

After his visit to the United States, he took the assistance of a Scotsman, William Maclure, to further his educational efforts. Maclure, who had a passion for popular education, also advanced a part of the capital that was needed to establish an agricultural school for the children of the poor. The Scotsman also took charge of the school that Owen had established at New Harmony, in USA. The school had different sections for boys and girls. Writing about the education system at New Harmony, a former student of the girls section said, *"In summer the girls wore dresses of coarse linen with a coarse plaid costume for Sunday or for special occasions. In winter they wore heavy woolen dresses. At rising a detail of the girls was sent out to do the milking, and this milk, with much cooked in large kettles, constituted the essential part of the morning meal, which the children were expected to finish in fifteen minutes. We had bread but once a week, on Saturday. I thought if I ever go out I would kill myself eating sugar and cake. We marched in military order, after breakfast, to Community House No. 2. I remember that there were blackboards covering one side of the schoolroom, and that we had wires, with balls on them, by which we learnt to count. We also had singing exercises by which we familiarized ourselves with lessons in various branches"*.

The New Harmony left Owen disappointed and he admitted when he went to the United States in April 1828 that the experiment was a failure. On this he said. *"I tried here a new course for which I was induced to hope that fifty years of political liberty had prepared the American population- that is to govern themselves advantageously. I supplied land, houses and the use of much capital... but experience proved that the attempt was premature to unite a number of strangers not previously educated for the purpose, who should carry on extensive operations for their common interest, and live together as a common family."* While, Owen lost a lot of money in this project, his four sons remained at New Harmony and became American citizens. He died on 17 November 1858. at the age of 84. ■■