



DIMENSIONS OF EDUCATION

A English Quarterly Education and Research Journal

Gadag - Karnataka



Causes of Conflict among Secondary School Teachers

**The Changing Role of Teachers in changing
environment A Multidimensional approach**

Population Control is the need of the hour !

**A Critical Thinking Components in Teacher
Education Programme for Life Skill Education**

Women Education

Educational issues in 'Helava' Community

**Environmental Awareness of Primary Male Teacher
Trainees in Relation to their Demographic Variables,
Personality Factors, Self - Concept and Study Habits**

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Dimensions of Education

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LEARNING DISABILITY CHILDREN

Learning disabled children are those who suffer from serious learning disabilities. These children exhibit exceptionally inferior capacities in terms of learning and understanding in comparison to the normal children of their age or class.

Learning disabilities refer to certain kinds of disorders in the basic psychological processes of an individual. These disorders are mainly caused by the intrinsic factors like central nervous system dysfunction neurological damage brain or impeding one's motor or learning abilities, specific deficits in information processing or the ability to learn.

The identification of the learning disabled children may be done mainly in two ways - the employment of non-testing and testing devices. In Non - testing devices may include techniques like observation, rating scale, check list, interviews etc. Testing devices include different types of tests that can be used as diagnostic measures for the identification and assessment of children with different kinds of learning disabilities.

Educational provisions for learning disabled are specialized schools or classes, special remedial and educational programmes, structuring and improving the existing environment setup.

- Dr. N. B. Kongawad
Editor

CAUSES OF CONFLICT AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT

Conflict is an "interactive process manifested in incompatibility, disagreement, or dissonance within social entities". Interpersonal conflict in an organization is inevitable because an organization gets things done through people, and every human relationship contains elements of conflict, disagreement and opposing interest. There are no conflict free societies, since conflict is a feature of everyday life and an aspect of all human and social relationships. Secondary school teacher are facing various types of conflict such as role conflict, stress from tight scheduled of secondary school teacher, issues of social conflict, emotional conflict and conflict arises from lack of teaching aptitude etc.

Douglas and Holland : Conflict means a painful emotional state which results from a tension but opposed and contradictory wishes.

Barney and Lehner : Psychologically conflict is a state of tension brought by the presence in the individual of two or more opposing desires.

INTRODUCTION

Conflict is defined as an "interactive process manifested in incompatibility, disagreement, or dissonance within or between social entities" (Rahim, 1992). Interpersonal conflict is a pervasive communication as well as an organizational phenomenon. It needs little definition but demands a great deal of attention. Interpersonal conflict in an organization is inevitable because an organization gets things done through people and every human relationship contains elements of conflict, disagreement and opposing interest. There are no conflict free societies, since conflict is a feature of everyday life and an aspect of all human and social relationships. Conflict is an important element of socio - cultural interactions and conflict management skills are very much essential to maintain almost all human relationships.

Human conflict is an unfortunate by product of human interaction which has plagued the world since the dawn of man. It manifests itself in highly complex ways, yet it exists for a surprisingly simple reason. Secondary school teachers are facing various types of conflict such as role conflict, stress from tight schedule of course, issues of social conflict, emotional conflict, and conflict arises from lack of teaching aptitude etc.

The investigator, from the experience as a teacher educator, could identify the conflict among secondary school teacher. This study will be also helpful to identify the role of educational psychology in managing human conflict.

WHAT IS CONFLICT ?

Conflict is actual or perceived opposition of needs,

values and interests. A conflict can be internal (within oneself) to individuals. Conflict as a concept can help explain many aspects of social life such as social disagreement, conflicts of interests, and fights between individuals, groups, or organizations. In political terms, "conflict" can refer to wars, revolutions or other struggles, which may involve the use of force as in the term armed conflict. Without proper social arrangement or resolution, conflicts in social settings can result in stress or tensions among stakeholders. When an interpersonal conflict does occur, its effect is often broader than two individuals involved, and can affect many associate individuals and relationship, in more or less adverse, and sometimes even way.

A clash of interests, values, actions or directions often sparks a conflict. Conflicts refer to the existence of that clash. Psychologically, a conflict exists when the reduction of one motivating stimulus involves an increase in another, so that a new adjustment is demanded. The word is applicable from the instant that the clash occurs. Even when we say that there is a potential conflict we are implying that there is already a conflict of direction even though a clash may not yet have occurred.

A conceptual conflict can escalate into a verbal exchange and / or result in fighting. Conflict can exist at a variety of levels of analysis :

- community conflict
- diplomatic conflict
- economic conflict
- emotional conflict
- ideological conflict
- international conflict

- interpersonal conflict
- inter-societal conflict
- organizational conflict
- intra-societal conflict
- military conflict
- religious - based conflict (for example: Center For Reduction of Religious-Based Conflict)
- workplace conflict

The more difficult type of conflict is when values are the root cause. It is more likely that a conflict over facts, or assumptions, will be resolved than one over values. It is extremely difficult to "prove" that a value is "right" or "correct". In some instances, a group will benefit from the use of a facilitator or process consultant to help identify the specific type of conflict. Practitioners of nonviolence have developed many practices to solve social and political conflicts without resorting to violence or coercion. Conflict can arise between several characters and there can be more than one in a story or plot line. The little plot lines usually enhance the main conflict.

CAUSES OF CONFLICT

Conflict also defines as natural disagreement resulting from individuals or groups that differ in beliefs, attitudes, values or needs. It can also originate from past rivalries and personality differences. Other causes of conflict include trying to negotiate before the timing is right or before needed information is available. The following are the causes of conflict :

- communication failure
- personality conflict
- value differences
- goal differences
- methodological differences
- substandard performance
- lack of cooperation
- differences regarding authority
- differences regarding responsibility
- competition over resources
- non-compliance with rules (LO)

NEED AND SIGNIFICANCE OF THE STUDY

One of the most critical factors affecting mental, social and emotional conflict is the impact of multiple roles. Compared with employed men, employed women continue to bear far greater responsibility of household tasks (Wenting, 1998) and care giving responsibilities (Riemenschnieder and Harper, 1990), even among professionals like academic faculty (Lease, 1999). Competing demands of multiple roles could lead to role overload and subsequent strain.

Three years experience as secondary school teachers, the investigator could interact with many secondary school teachers and came to think about the mental, social and emotional conflict faced by the teachers. This century is fast by itself and in this age nuclear family is increasing and the chance of facing mental, social and emotional conflict due to different causes is increasing day by day. So the study is very significant in the present scenario.

The secondary school teachers are suffering from many other conflicts raised through many other reasons such as adjustment problem with the educational system, with the institutional ideologies, inter-personal problems when working in a group, lack of support from society members, etc.

TITLE OF THE STUDY

The present study is entitled as "Causes of Conflict among Secondary School Teachers".

OBJECTIVES OF THE STUDY

To study about the causes of mental, social and emotional and conflict among secondary school teachers.

HYPOTHESIS

Multiple role play the cause for social emotional conflict among secondary school teachers.

SAMPLE

120 secondary school teachers were selected as the sample for the present study, out of which 45 were males and 75 were females. Many of the male teachers were family head and income earners of their family. Female secondary school teachers consist of mothers, married and unmarried women.

COLLECTION OF DATA

The data required for the present study were collected from 110 secondary school teacher at Bijapur district in Karnataka state. Teachers were given many open ended questions regarding the mental, social and emotional conflict and were directed to write their opinion about and causes of the mental, social and emotional conflict experienced by the teachers.

ANALYSIS AND INTERPRETATION OF DATA

The collected response from secondary school teachers were analysed by the investigator by percentage analysis. About 42 percent of the causes of conflict were due to the multiple roles handled by the teachers. 20

- Continued on Page No. 21

THE CHANGING ROLE OF TEACHERS IN CHANGING ENVIRONMENT

A MULTIDIMENSIONAL APPROACH

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ABSTRACT

The future of India are been molded in the classroom. While India has made great efforts in improving the education system but much still remains to be done. If you see the current scenario then you will find that there is a too much of advanced in technology all over the globe but our education system is lacking behind and not benefiting due to the lack of information and knowledge of teachers, students and the administration. The students have their own restrictions, teachers have their own and the administration is also admitting the fact that the education system is really in a poor shape today. This paper will do an attempt to provide a profile of the changing educational landscape and its implication on the emerging newer roles of teachers, with the view to arrive at possible insights on the use of ICT (Information and Communication Technology) for teacher training and professional development.

INTRODUCTION

Education is a gift of developed from the human struggle for survival and enlightenment.

- Informal education: refers to the general social process by which human beings acquire the knowledge and skills needed to function in their culture.
- Formal education: refers to the process by which teachers instruct students in courses of study within institutions.

The educational environment all over the world is rapidly changing with the pervasive presence of newer communication technologies and the improved educational media delivery systems. There is a critical imperative for educators to fully understand and appreciate this changing educational environment and consequently synchronize their roles in order to respond to the emerging requisites of the information society. In particular, there is need for the education sector to mandate of the education sector.

ICT¹ use in education is making great headways in improving quality and access to education. It has been noted that proper implementation of ICT in education serve as a means of improving efficiency in the educational process. Furthermore, it has been shown that the use of ICT in education can help improve memory retention, increase motivation and generally deepen understanding. ICT can also be used to promote collaborative learning, including role playing, group problem solving activities and articulated projects. Generally, ICT is promoting new approaches to working and learning, and new ways of interacting.

1. ICT: Information and Communication Technology

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: federal, state, and local. The Nalanda University was the oldest university-system of education in the world. Western education became ingrained into Indian society with the establishment of the British Raj.

Education in India falls under the control of both the Union Government and the states, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide for education as a fundamental right. Most universities in India are controlled by the Union or the State Government.

India has made progress in terms of increasing primary education attendance rate and expanding literacy to approximately two thirds of the population. India's improved education system is often cited as one of the main contributors to the economic rise of India. Much of the progress especially in Higher education, Scientific research has been credited to various public institutions. The private education market in India is merely 5% although in terms of value is estimated to be worth \$40 billion in 2008 and will increase to \$68 billion by 2012.

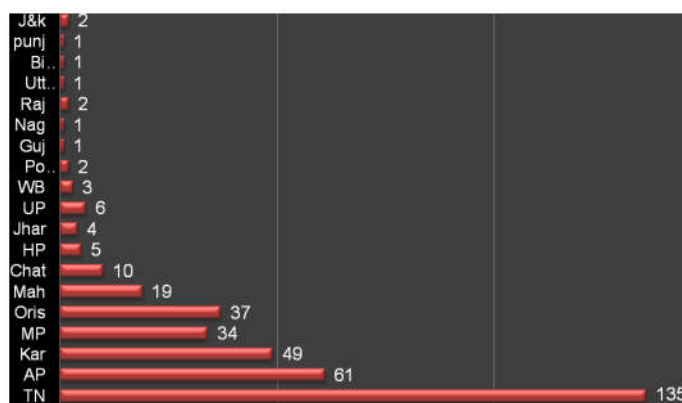
However, India continues to face stern challenges. Despite growing investment in education, 25% of its population is still illiterate; only 15% of Indian students reach high school, and just 7%, of the 15% who make it to high school, graduate. As of 2008, India's post-secondary institutions offer only enough seats for 7% of India's college-age population, 25% of teaching positions nationwide are vacant, and 57% of college professors lack either a master's or PhD degree.

As of 2011, there are 1522 degree-granting engineering colleges in India with an annual student intake of 582,000, plus 1,244 polytechnics with an annual intake of 265,000. However, these institutions face shortage of faculty and concerns have been raised over the quality of education.

AUTONOMOUS COLLEGES

The Education Commission (1964-66) pointed out that the exercise of academic freedom by teachers is a crucial requirement to the development of the intellectual climate of our country. Unless such a climate prevails, it is difficult to achieve excellence in our higher education system. As students, teachers and managements are co-partners in raising the quality of higher education, it is imperative that they share a major responsibility towards this end and hence the Education Commission recommended college autonomy, which, in essence, is the instrument for promoting academic excellence.

Table-1. List of Distribution of Autonomous colleges across States



Source* UGC AS ON 05.04.2011

The Above table depicts that the number of autonomous colleges in different states of India

FACULTY PREPARATION

It is essential to get the staff of the college involved in the thinking and planning processes from the very beginning. Seminars, workshops and consultations may be organized to make the staff familiar with the concept, objectives and rationale of autonomy. (This will help them have a sense of participation in decision making and motivate them to get involved in the entire exercise.) This could form part of the academic calendar of the college.

INDIAN STUDENTS GOING ABROAD

Students of Indian origin are traveling in higher numbers than ever before to pursue higher education abroad. In year 2006, of the 123,000 studying outside India, 76,000 have chosen USA as a country of their choice followed by UK. Canada and Australia are also other major countries in the world and is one of the safest countries for Indian students. The US receives more Indian students than any other country in the world overtaking China in year 2001.

● USA

The number of students studying in USA has gone up 94,563 to 103,260 in year 2010-11. Most of the students choose either east coast or mid-west as their destination in US.

● UK

The number of Indian Students studying in the UK has nearly doubled between 1999 and 2009. In 2009, 19,205 Indian students were studying at UK institutions. As of May 2010, half of all Indian Students studying in the UK were studying at the Postgraduate level.

● AUSTRALIA

The Number of Indian students went during 2007 63,604,

DIFFERENCE IN EDUCATION IN INDIA AND ABROAD

IN INDIA	IN ABROAD
Protected and Supportive Environment Students have protected and supportive environment from parents till the time of completing graduation and gaining employment.	Confident and Independent Students have a higher level of freedom and discretion to decide from an early age. So they learn quickly to be confident and independent.
Employment on Completion Student get to start earning on gaining employment on completion of studies and learn the applied job oriented skills quite late.	Independent Thinking Students are encouraged to work on their own and have independent thinking and learn practical applied job oriented skills very early.
Emphasis on Theoretical Skills The qualifications emphasis on the theoretical aspects of knowledge.	Emphasis on Practical Skills The qualifications emphasis on the Practical and applied skills.

Low Profile Indian qualifications are still low profile in terms of global recognition and reputation.	Global Recognition Qualifications from these Countries are well known for their quality and highly reputed and globally recognized.
Lack of Opportunity to Socialize Being close to the family - do not give an opportunity to socialize and get to meet different people and culture.	Opportunity to Socialize Gives a lot of opportunity to get to know people from different Multicultural societies and Countries - that helps to improve interpersonal people handling skills and communication skills.
Lack of Employable Skills Fresh graduates find difficulty in getting a professional employment due to lack of employable skills.	Gain of Practical Knowledge Qualifications have high employability throughout the world with the practical knowledge and employable skills.
Learning based on Academic Knowledge Learning in India - basically develops only the academic knowledge of the student.	Learning based on Practical Knowledge Learning abroad - students develop overall skills like academic, practical job skills and independent thought and learn to respect the Services available.

TRADITIONAL APPROACH VERSUS MODERN APPROACHES

TOPIC	TRADITIONAL APPROACH	MODERN APPROACHES
Person	Teachers-Centered instruction	Student-Centered instruction
Classroom	Students matched by age, and possibly also by ability. All students in a classroom are taught the same material.	Students dynamically grouped by interest or ability for each project or subject, with the possibility of different.
Teaching methods	Traditional education emphasizes: • Direct instruction and lectures • Students learn through listening and observation.	Progressive education emphasizes: • Hands-on activities • Student-led discovery • Group activities.
Materials	Instruction based on textbooks, lectures, and individual written assignments.	Project-based instruction using any available resource including Internet, library and outside experts.
Subjects	Individual, independent subjects. Little connection between topics.	Integrated, interdisciplinary subjects or theme-based units, such as reading a story about cooking a meal and calculating the cost of the food.
Student and teacher relationship	Students often address teachers formally by their last names. The teacher is considered a respected role model in the community. Students should obey the teacher.	In students may be allowed to call teachers by their first names. Students and teachers may work together as collaborators.

REASON WHY THE ROLE OF TEACHER MUST CHANGE

- ICT will cause certain teaching resources to become obsolete. Localized resources such as overhead projectors and chalkboards may no longer be necessary if all learners have access to the same network resources on which the teacher is presenting information, especially if the students are not physically at the same place.
- ICT may make some assessment methods redundant. Online tests, for example provide the teacher with considerably more information than traditional.
- ICT will improve/change the education leadership, management and governance. By enhancing

educational content development and supporting administrative processes in schools and other educational establishments. By supporting management and reforming administrative procedures more effectively, ICT would serve as an incentive for leaders and staff at all levels to institutionalize its use.

The changing educational environment and the emerging roles of teachers have been major concern for the quality of the education and some of them are given below :

- Traditional teaching is no longer sufficient to educate students and teachers need to think about knowledge and education in new ways.

- If teachers do not have the opportunity to interact with the "big ideas" about what might need to be different in an education system, why this is important, it is unlikely that there will be real change. Instead, new ways of thinking about education and learning are likely to be squeezed to fit the current system.
- Most current professional development for teachers focuses on adding to the store of what teachers know, not addressing the question of how they know.
- Most of the teacher still use the blackboard teaching method and are not reluctant to change to the modern system.

a. Shifts in Educational Paradigms

- From education to learning
- From linear cycle of study-work-retirement to spiral cycle of recurrent alternating study-work arrangements throughout life.

b. New Spaces of Learning

- Horizontally: from schools to work-places, communities, mass media, and other social learning environments.
- Longitudinally: from early childhood through adulthood to post-retirement years.
- Vertically: from real to digital and virtual learning environments.

C. Changing Roles of Teachers

Conventional Roles

- A sole source of information
- An "authority" of knowledge not to be challenged
- Teaching/transmitting factual knowledge
- Teaching as an occupation
- An instructor and lecturer
- A "chalk and talk" lecturer
- Teaching about the book
- A permanent "teacher"

New Roles

- One of multiple sources of information and knowledge
- A friend and guide in exploring and discovering
- Facilitator of learning of knowledge, skills and values
- Teaching as a profession and a learner-teacher
- A proactive agent of change and active participant in transformation
- A specialist in teaching with new technologies

- A learner-teacher and a teacher continuously learning throughout life
- A proactive agent of change and an active participant in transformation of education
- Guide to multiple sources of information and knowledge
- Guide to learning aims, pathways and approaches.

FACULTY IMPROVEMENT PROGRAMS OF UGC

The 11th plan recognized the problem of faculty in the universities and colleges and initiated policy measures both of short and medium term nature.

The short term measures include few steps. It includes increase in the retirement age up to 65 years which has been already done by the Ministry of Human Resource Development. The states are expected to follow up so that in coming five years we are able to meet the problem partially. It also includes removing the restrictions on the recruitment of faculty by the state and filling of the vacant post. Several states have now relaxed the restrictions and taken steps to fill the teaching post in colleges and universities.

The medium term steps include number of measures. The important among them is the increase in the number of research fellowships for M Phil and PhD and Post - Doctoral Program to create potential faculty for universities and colleges. The number of fellowships and amount through National Eligibility Test (NET) has been increased. Similarly the fellowship through Non-NET has been increasing. For instance all M Phil and PhD non -fellowship holders in Central universities are given fellowship of Rs 3000 and Rs 5000 per month respectively. Similarly fellowships are given to sciences students in Department/ Centre with special assistance program in state universities and central universities, Autonomous colleges and colleges with potential for excellence. The other fellowships include Rajiv Gandhi Fellowship for SC and ST students. Yet other initiative includes two Post -Doctoral fellowship, namely Kothari Post Doctoral Fellowships in sciences and Radhakrishnan Post-Doctoral fellowship in social sciences.

The study done by Pay Review Committee (PRC), by G.K. Chadha, Sudhanshu Bhushan and Murlidhar based on sample of 47 universities from 19 states, and 1401 colleges bring out the situation about the faculty.

CONCLUSION

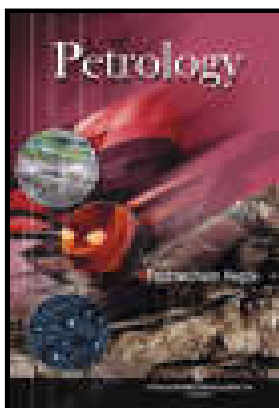
It is obvious that developing countries like India will not be able to double or triple their number of teachers in the short term. So for the next decade or so some solution

will have to be devised and implemented to improve education to match the changing environment. Beyond more teachers, there are only few options left. Technology is one of them. To increase the chance that the chosen technology will actually be effective, some precautions should be taken. Basically, the probability of success will vastly increase if the technology can be used and maintained by children for the intended purpose. But after we have the wonderful gadgets, software's and technology, it should improve education. As teachers will have to change their teaching habits, it is very advantageous to instruct them in using the technology to improve their lessons and make student understand the concepts practically. Given the other obligations that occupy teachers, any face-to-face training courses have to be short. To make the changes permanent, an interactive follow up is needed over the months that follow the face-to-face courses. A large number of options exist for semi-interactive distance courses and follow ups: magazines and tapes in the mail, radio and TV with phone-in, or question sessions by mail or phone. All these are distance learning practices with a long history. Need to remember that technology helps the students to achieve a high level of competency and competitiveness, we have no choice but to make technology an integrated tool in the field of education.

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POPULATION CONTROL IS THE NEED OF THE HOUR !

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Abstract

In India population explosion is the menacing problem troubling each and every segment of our society. It has become like a poisonous tree. And all the problems arising out of its abnormal growth are like its branches. they include food shortage, poverty, unemployment, low savings, slow capital formation, slow growth of national income etc. ..Government has been thinking of solving each problem separately. However it is not a rational measure., There is an urgent need of introducing legal compulsion to control population. Otherwise there will be a 'Jungle Law' in the country.

INTRODUCTION

Late shri Acharya J B Kripalani once humorously said that, in India the only growing industry is children and every home is a factory. This statement seems to be appropriate if one looks at the growing population in India.

Government of India is the 1st country to introduce population policy as its official policy as early as in 1952. Nearly 60 years have lapsed but population growth has not been controlled. If one analyses the census report of 2011, one would come to the following conclusions. In India Family planning has failed. Otherwise population would not have crossed 1200 million mark.

Even now in India a baby is born at every 45 seconds. Therefore 15 million babies are born every year. Nearly 2 million babies die before celebrating the first anniversary. So there is a net addition of 13 million population per annum to our existing stock.

The birth rate has been more or less the same in the last decade. Actually our population policy aims at reducing birth rate. Unfortunately there is no any change in the birth rate. It is 24. It is a known fact that when birth rate remains the same & death rate declines population grows very fast.

The death rate has gone down little bit. It is now 8. As a result population of our country has increased by more than 19 crs in 2011 than only by 16 crs in 2001. If the same trend continues India will lag behind China by 2040. However no rational society wants it. It's so because geographical area of India is 2.5 times less compared to China.

SEX COMPOSITION

The problem of sex composition has been still there. It's so because there are 940 women for 1000 men. It has led to unbalanced growth of men & women in India.

If one looks at the sex ratio one would conclude that there is some improvement in it. It's so because up to 1981

census it was declining continuously. But in 2001 & 2011 census it has gone up. However the increase is very small in size. We expect it to increase until balance between men & women is being established.

Our population was only 363 million as per 1951 census. So there is an increase of 837 million in the last six census years. A very wonderful feature of our population is its uninterrupted growth in all these years.

THEORY OF DEMOGRAPHIC TRANSITION

According to the theory of demographic transition a country experiences four stages growth in population & economic development. They are -

- 1) High Birth rate & high death rate with a very low level of economic growth.
- 2) High birth rate but declining death rate with increasing growth rate
- 3) Declining birth & death rate with rise in the national income.
- 4) Low birth rate & low death rate with a very high degree of economic growth.

As per the profounder of the theory, every country must pass through these stages in the cycle of development. Even the present day developed countries also experienced it. India is in the second stage of demographic transition. And we entered in this stage in 1921. That year is regarded as the year of Great Divide. So inspite of the lapse of 91 years, India is still reeling in the same stage. Actually most of the present day developed countries took only 20 years to complete each stage. Therefore, meseems, it is doubtful on the part of India to reach the third stage. That is why Government of India passed population policy to control the abnormal growth of population as early as in 1952.

To implement population policy Govt. of India set up a separate Organization called Family planning Association of India. The association adopted red inverted triangle as its symbol.

Population policy aims at mainly twin objectives viz. reducing both birth rate & death rate on the one hand & achieving faster economic growth on the other.

We invested a sum of Rs 65 lakhs in the 1st plan on Family planning programme. But in the Tenth plan it was around Rs 27125crs. So many family planning centres have been set up all over the countries. And they were equipped with medicines, appliances, on the one hand & with qualified & competitive doctors & midwives on the other. Besides, millions of health visitors were appointed to have door to door canvassing.

Every five year plan has special approach towards population control. The first plan adopted clinical approach, second plan relied upon clinical cum extension approach, third plan gave importance to extension approach, fourth plan to the cafeteria approach & fifth plan to the camp approach.

However, we could not be able to achieve even 0.5 percent success in the matter of population control. One of the foreign authorities once said that in India there are plannings, there are families but there is no family planning. It means that family planning has failed in India but it must succeed. Otherwise there will be a jungle law in the country.

CAUSES OF FAILURE OF POPULATION POLICY IN INDIA.

In India population policy has failed due to several reasons. But the most important among them includes:

Illiteracy & ignorance among the people of our country. In India due to illiteracy & ignorance people are under the belief that children are the gifts of the God. Moreover they believe that having a male issue is as good as getting salvation. Therefore, married couple wait until male issue is born even though the first born babies are females numbering ten.

Religious belief & attitude. Indians are bound by age old religious beliefs & attitudes. They think that marriages are universal & should take place as early as possible. Early marriage & its universality naturally leads to high birth rate & population overgrowth.

High degree of illiteracy among women & male dominated society. Too much dependency on medical services. From the beginning our planners relied upon medicines, appliances, health centres, medical practitioners, midwives, health visitors etc.

However, in India family planning is not a medical problem but a social & psychological problem. It is a social problem in the sense means early marriage, universal marriage, enforced motherhood, difference between boys & girls are the main cause of rising population. It is a

psychological problem because fear & anxiety in the practice of family planning has adversely affected its implementation.

Absence of legal compulsion has led to its failure. Last but not the least too much gap between enactment & implementation of the programme & too much haste in achieving the target have further aggravated the problem of population control.

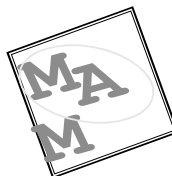
Future programmes of population policy must embody both carrot & stick policies. That means both incentives & disincentives should go hand in hand. There is an urgent need of imposing legal compulsion in its implementation. We have to change our constitutional framework by making family planning a compulsory measure irrespective of caste, creed, religion, region and such other reservations. Otherwise there is no future for India. Such a Policy must be like that which is adopted in China.

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CHALLENGES AND CHANGING PERSPECTIVES OF HIGHER EDUCATION IN INDIA

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Higher education has been really challenging aspect to India so far as advancement and performing pattern of the western countries of the world is concerned. Looking in to modern world every system must undergo mini-revolution. If that does not happen, the system must necessarily experience a major crisis of revolution. Higher education in India has successfully resisted all attempts for reform that was contemplated in two National policies (1968-1986); recommended by the Higher Education Commission 1948 headed by Dr. S. Radhakrishnan and thereafter numerous committees and commissions were formed to recommend the Government of India for improvement of quality in higher education.

Despite, India remains incompetent to meet out the challenges and serve the needs of the nation according to the expectations. This is why so; is a question before us to debate and discuss for finding an alternative to the present. When we look in to infrastructural requirements, India lags substantially. Higher education either post graduation or under graduation in university or in affiliated college, which does not meet the emerging challenges in India when compared to the western and advanced countries of the world. They have big campuses with critical mass of student and staff strength and can sustain large libraries, laboratories and advanced centres with adequate infrastructure. An institution like Massachusetts Institute of Technology has 3000 faculty members and 30,000 students.

Higher education in India is fragmented, scattered as it is placed in nearly 16,000 affiliated colleges. They do not have adequate books libraries, lack of competent teaching staff which has hampered them to maintain the quality and competitiveness in higher education, besides full fledged building and well equipped class rooms.

There have been 89 per cent of under graduation students, 66 per cent postgraduate students, 82 per cent of faculty. Only 9 percent of research scholars are in the affiliated colleges in India. Most of the colleges do not have post graduation facilities leading to M.A., M.Sc. or M.Phil, Ph.Ds. There are 213 universities and 52 deemed universities in India as per as University Grants Commission report 2001-2002. It is very small and inadequate size for

India for meeting the emerging challenges, needs and advanced research. Japan relatively very small country it has 684 Universities among 512 are private. The United States of America has 2364 universities, 1752 of them private. In United Kingdom we find 104 universities and 231 institutions have autonomous status and Germany has 330 universities.

The universities are expected to perform excellence of wisdom and knowledge to output the better and deserving generation to build economically and culturally strong and prosperous nation. This cannot be achieved without infrastructure. Besides, the acute paucity of funds, lack of autonomy and burden of affiliation the Indian Universities are suffering from the absolute composition, powers and functions to meet out the challenges and to carry forward enormous administrative responsibilities, unproductive academic excellence in the country. Therefore, it is urged to bring out an urgent and speedy recovery looking at the situation to sort out the problems and challenges being faced in higher education today.

CHANGING TRENDS

Higher education is put in state of dilemma. The changing trends in higher education in India are taking the diversion towards privatization in the emergence of globalization. But what privatization means, is not clearly understood till now, whether it is privatization of commercialization or privatization for quality improvement. Generally privatization means giving autonomous status to educational institutions to frame their own policy prescriptions for academic development. At the same time government loses its power of control over the educational institutions. In the invention of privatization; it allows the educational institutions to become commercial centres. They may start hike in fee structure, seek more donations and enhance infrastructural charges. This would affect on the policy of higher education that "education for all" and it would also affect on the policy of "social justice".

Today we find and see as many as cases of students committing suicides as they could not afford to get medical

and technical seats due to huge fee structure and demand of donation. If the policy of privatization continues to exist, it would certainly affect to other faculties (other than medical and technical courses) the number of suicide cases may be increased. Citizens may be denied the right to education from the fundamental rights as enumerated in the constitution of India. Kothari Commission in 1966 referred education as the only instruments of peaceful change but here it is vice versa.

Arthur Levine has identified six forces as mainly responsible for the world wide spread of privatization in higher. They are :

1. The rise of information based economy
2. An increase in public scrutiny
3. A decline in public trust in the government.
4. The advent of new technologies
5. The convergence of knowledge based organizations and
6. Demographic changes.

The first four of these are more applicable to the Indian context. The case for subsidizing higher education is based on the fact that it is a mixed good yielding social as well as individual return. In order to justify the marketization of higher education, it is argued that it does not yield much in terms of social returns. Thus it is set off against primary and secondary education which is regarded as more socially rewarding. In its report 'Higher Education: Lessons of Experience' (1994), the World Bank declared higher education as a 'non-merit good' whereas school education was put into the category of 'merit goods'. It advised the governments of developing countries to rethink the policy of subsidizing higher education. Following this, the Ministry of Finance prepared the Paper on Government Subsidies in India (1977) which sought to drastically reduce the state funding of higher education. Further, education beyond elementary level was categorized as 'non-merit good'. It was proposed that over a period of five years, the subsidy should be brought from 90% down to 25%. This proposal was boosted by the Ambani Birla Report (2000) which recommended that subsidies should be almost entirely done away with. The private providers should be allowed to market the new wave subjects like IT and BT. "Education must shape adaptable, competitive workers who can readily acquire new skills and innovate". They want to convert higher education into a fully controlled profitable market. In view of this, Ambani and Birla also want that legislation should be enacted "banning any form of political activity on campuses of universities and educational institutions". Any possibility of resistance to the corporate culture would be eliminated completely.

Ironically, the World Bank has since been forced to revise its earlier definition of higher education as it came under severe international criticism. In fact, it was contradicted by its own Task Force (2002): "An important ingredient in public interest in higher education is its role in creating a meritorious society that is able to secure the best political leaders and civil servants doctors and teachers, lawyers and engineers and business and civic leaders. In addition, higher education has acted as a powerful mechanism for upward mobility, allowing the talented to thrive irrespective of their social origin." In its new Report titled 'Constructing Knowledge Societies: New Challenges for Tertiary Education (2002), Higher Education is now again classified as a 'public good'.

The rationale for public funding of higher education is that even though its dependence on the state has often resulted in mediocre quality and unwanted politicization, it is still possible to mediate its direction and quality through various pressure groups. The privatization will leave little scope for such mediation and intervention. Funding is directly linked to the objectives of an institution. That is the only way to effectively influence the working and development of educational institutions. Social returns yielded by higher education are not immediately obvious or quantifiable. It is the long term viability of such investment that has to be considered, not just the immediate gains. It is the higher education that produces the intellectual capital and knowledge relevant to a society to lead it towards better future, where it can compete globally through its indigenously built knowledge economy and intellectual culture, "Globalization invites us to think globally and act locally. It is desirable that this formula is reversed in its order, so that we can, first, think locally and then act globally" (Chindhale-2004). Such a reversal will inevitably compel us to return to the reports of the various Education Commission and Committees.

CONCLUSION

Despite the higher education in India today facing unprecedented problems and challenges, the privatization has been the panacea for all the ills plaguing the country. Old syllabi, unscientific evaluation system, religiosity of education, malpractices in teacher's appointment, poor and irregular salaries, low level of infrastructural facilities are some of the burning problems of the present educational system. Even some teachers retired, the vacancies are left without filled up in some colleges. Thousands of teachers are serving in different parts of the country in non-sanctioned posts. Those who are serving in the non-sanctioned posts, receive only Rs.500 to 2000 per month.

- Continued on Page No. 21

A CRITICAL THINKING COMPONENTS IN TEACHER EDUCATION PROGRAMME FOR LIFE SKILL EDUCATION

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INTRODUCTION

It is the process of thinking that questions assumptions. It is a way of deciding whether a claim is true, false; sometimes true or partly true. The critical thinking is an important component of most professions. It is a part of the Education Process and is increasingly significant as students progress through university to graduate education, although there is debate among educators about its precise meaning and scope.

MEANING AND DEFINITIONS

Critical thinking has been described as "reasonable reflective thinking focused on deciding what to believe or do". It has been described in more detail as "the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and evaluating information gathered from or generated by observation, experience, reflection, reasoning or communication as a guide to belief and action.

Critical thinking can occur whenever one judges, decides, or solves a problem; in general, whenever one must figure out what to believe or what to do, and do so in a reasonable and reflective way, reading, writing, speaking, and listening can all be done critically or uncritically. Critical thinking is crucial to becoming a close reader and a substantive writer. Expressed in most general terms, critical thinking is "a way of taking up the problem of life".

"Fluid Intelligence" directly correlates with critical thinking skills, you are able to determine patterns, make connections and solve new problem.

SKILLS

The list of core critical thinking skills includes observation, interpretation, analysis, inference, evaluation, explanation and meta-cognition. There is a reasonable level of consensus among experts that an individual or group engaged in strong critical thinking gives due consideration to.

- Evidence through observation.
- Context
- Relevant criteria for making the Judgment level.

- Applicable methods or techniques for forming the judgment
- Applicable theoretical construct for understanding the problem and the question at hand.

In addition to possessing strong critical thinking skills. One must be disposed to engage problem and decisions using those skills. Critical thinking employs not only logic but broad intellectual criteria such as clarity, credibility, accuracy, precision, relevance, depth, breadth, significance and fairness.

PROCEDURE

Critical thinking calls for the ability to -

- Recognize problem, to find workable means for meeting those problem.
- Understand the importance of prioritization and order of procedure in problem solving.
- Gather and marshal pertinent (relevant) information.
- Comprehend and use language with accuracy, clarity and discernment.
- Interpret data, to appraise evidence and evaluate arguments.
- Recognize the existence (or non-existence) of logical relationships between propositions.
- Draw warranted conclusions and generalization.
- Put to test the conclusions and generalization at which one arrives.
- Reconstruct one's patterns of beliefs on the basis of wider experience.
- Render accurate judgments about specific things and qualities in everyday life.
- A persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends.

FILCHERS

On an article for skeptical inquires, anthropologist James let listed six rules, or tests that a critical thinker may utilize.

- Falsifiability
- Logic
- Comprehensiveness
- Honesty
- Replicability
- Sufficiency

He suggested that these rules can be easily remembered with the mnemonic "FILCHERS".

EXAMPLE THINKER

Irrespective of the sphere of thought, "a well cultivated thinker".

- Raises important questions and problems, formulating them clearly and precisely.
- Gathers and assesses relevant information, using abstract ideas to interpret it effectively.
- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.
- Thinks open-mindedly within alternative systems of thought, recognizing and assessing as need be, this assumptions, implications, & partial consequences.
- Communicates effectively with others in figuring out solutions to complex problems without being unduly influenced by others thinking on the topic.

PRINCIPLES AND DISPOSITIONS WILLINGNESS TO CRITICIZE ONE SELF

Critical thinking is about being both willing and able to evaluate one's thinking. Thinking might be criticized because one does not have all the relevant information indeed, important information may remain undiscovered, because one makes unjustified inferences, uses inappropriate concepts, or fails to notice important implications. One's thinking may be unclear, inaccurate, imprecise irrelevant, narrow, shallow, illogical.

On the other hand one's thinking might be criticized as being the result of a sub-optimal disposition. Its focus is in learning and developing the habitual intention to be truth-seeking, open-minded, systematic, analytical, inquisitive, confident in reasoning and prudent in making judgments. Failure to recognize the importance of correct dispositions can lead to various forms of self-deception and closed-mindedness both individually and collectively.

REFLECTIVE THOUGHT

In reflective problem solving & thoughtful decision making using critical thinking, one considers evidence. The context of Judgment, the relevant criteria for making the judgment well, the applicable methods or techniques for forming the judgment & the applicable theoretical

constructs for understanding the problem & the question at hand. Those who would seek to improve our individual and collective capacity to engage problems using strong critical thinking skills are. Therefore recommending that use bring greater reflection and deliberation to decision making. Critical thinking is based on self-corrective concepts and principles, not on hard and fast or step-by-step procedures.

COMPETENCE

Critical thinking employs not only logic either formal or much more than informal but also broad intellectual criteria such as clarity, credibility accuracy, precision, relevance, depth, significance and fairness.

HABITS OR TRAITS OF MIND

The positive habits of mind that characterized a person strongly disposed toward critical thinking include in a systematic approach to problem solving, inquisitiveness, fair-mindedness and maturity of judgment, and confidence in reasoning. Fair-minded or strong sense critical thinking requires intellectual humility, empathy, integrity, perseverance, courage, autonomy confidence in reason and other intellectual traits.

IMPORTANCE

Critical thinking is an important element of all professional fields and academic disciplines by referencing their respective sets of permissible questions, evidence source, criteria etc., within the framework of scientific skepticism, the process of critical thinking involves the careful acquisition and interpretation of information and use of it to reach a well-justified conclusion. The concepts and principles of critical thinking forms. Therefore a system of related, and overlapping, mode of thought such as anthropological thinking, sociological thinking, historical thinking, political thinking, psychological thinking, philosophical thinking, mathematical thinking, chemical thinking, biological thinking, ecological thinking, legal thinking, ethical thinking, musical thinking, like a painter, sculptor, engineer, business person, etc. In other words, though critical thinking principles are universal, their application to disciplines requires a process of reflective contextualization. Critical thinking is considered important in the academic fields because it enables one to analyze, evaluate, explain and restructure their thinking, thereby decreasing the risk of adopting, acting on, or thinking with a false belief. Some educators believe that schools should focus on teaching their students critical thinking skills & cultivation of intellectual traits. Le Cornu (2009) argues a case which links critical thinking to a heightened

individualism which she considers is not so prevalent in the East & suggests that Educators at all levels should train people in three principal types of thinking & reflection receptive, appreciative & critical.

RESEARCH

Edward Glaser proposed that the ability to think critically involves three elements :

- An attitude of being disposed to consider in a thoughtful way the problems & subjects that come within the range of one's experience.
- Knowledge of the methods of logical inquiry & reasoning.
- Some skill in applying those methods.

Educational programs aimed at developing critical thinking in children & adult learners, individually or in group problem solving & decision making contexts, continue to address these same three control elements. Some people have both in abundance, some are disposed but lack strong skills, & some have neither, two measures of critical thinking dispositions are the California critical thinking disposition inventory and the California measure of mental motivation.

IN SCHOOLING

John Dewey is just one of many educational leaders who recognized that a curriculum aimed at building thinking skills would be a benefit not only to the individual learner, but to the community and to the entire democracy. There are two meanings to the learning of this context. The first occurs when learners construct in their minds the basic ideas, principles, and theories that are inherent in content. This is a process of internalization. The second occurs when learners effectively use those ideas, principles and theories as they become relevant in learner lives.

ROLE OF TEACHERS

The good teachers cultivate critical thinking at every stage of learning including initial learning. This process of intellectual engagement is at the heart of the Oxford, Durham, Cambridge & London School of Economics tutorials. The key is that the teacher who fosters critical thinking fosters reflectiveness in students by assenting questions that stimulate thinking essential to the construction of knowledge. All students must do their own thinking, their own construction of knowledge, good teachers recognize this & therefore focus on the questions, readings, activities that stimulate the mind to take ownership of key concepts and principles underlying the subject, the UK school system, critical thinking is offered

as a subject that 16-18 years old can take as an A level under the OCR exam board, students can sit two exam papers for the A.S. credibility of evidence. The full advanced GCE is now available in addition to the two A level units. Candidates sit the two papers "Resolution of Dilemmas" and critical reasoning. It is a main A level for admissions nevertheless, the A level is often useful in developing reasoning skills & the full advanced GCE is useful for degree courses in politics, philosophy, history or theology, providing the skills required for critical analysis that are useful for example in biblical study. In OCR exam board have also modified their for 2008. Many examinations for university entrance set by universities, on top of A level examination also includes a critical thinking component, such as the LNAT, the UKCAT, the Biomedical admissions test & the thinking skills assessment.

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RELATIONSHIP OF ADJUSTMENT AND EMOTIONAL INTELLIGENCE WITH ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENT OF HUBLI TALUK

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ABSTRACT

Emotional intelligence allows thinking more creatively and uses our emotional to solve problems. Deniel goleman believes that emotional intelligence appears to be an important set of psychological abilities that relate to life success. It is empathy and communications skills as well as social and leadership skills that will be central to our success in life and personal relationships rather than high I.Q. goleman purports that if we want to be a valued and productive member of the society it is better to have high EQ.

OBJECTIVES OF THE STUDY

- 1) To comparison between boys and girls in respect of their adjustment.
- 2) To comparison between boys and girls in respect of their emotional Intelligence.

HYPOTHESES OF THE STUDY

- 1) There is no significant difference between boys and girls in respect of their Adjustment.
- 2) There is no significant difference between boys and girls in respect of their Emotional intelligence.

Variables of the study

Independent variables

- A. Emotional intelligence
- B. Adjustment

DEPENDENT VARIABLES

Academic achievement in social science for IX standard

METHOD OF RESEARCH

The present study intends to investigate the relationship between emotional intelligence and adjustment with academic achievement of secondary school students of Hubli Taluk for this research, Investigator used the descriptive survey research method with convenience in fulfillment of the research questions raised.

SAMPL

Details of the Description of the sample of the secondary school students (n = 120)

Type of School	Boys	Girls	Number of Students
Private	10	10	20
Private	10	10	20
Private	10	10	20
Govt.	10	10	20
Govt.	10	10	20
Govt.	10	10	20
Total	60	60	120

TOOLS FOR THE STUDY

1. Emotional Intelligence Scale

This scale was developed by Anukodi Hyde and sanjyot petne (2001). The authors came across two measures of Emotional Intelligence. The first cornerstone is emotional literacy, which builds a locus of self confidence through emotional honesty, energy, emotional feedback intuition responsibility and connection.

2. Adjustment Scale

The adjustment inventory has been designed for use with Hindi knowing college students of India. The test seek to segregate normal from poorly adjusted college students of our grades in respect of five areas of adjustment (Home, Health, Social, emotional and Educational).

3. Construction of Academic Achievement of test Constructed by Investigator

Statistical Techniques Used

To make the analysis of the entire data the following statistical techniques were used;

- 1) 't' test to know the difference between two groups.
- 2) Correlation techniques to know the difference between two groups
- 3) Linear regression analysis to know the construction predictor variousness to academic achievement.

Analysis of Data and Result

The collected data were subjected to statistical treatment in pursuance of above said objectives and Hypothesis.

Objectives 1

To comparison between boys and girls in respect of their adjustment.

Hypothesis;

There is no significant difference between boys and girls in respect of their adjustment.

Table No-1

Comparison of Boys and Girls with respect to Adjustment

Gender	n	mean	SD	t-value	p-value	Significance
Boys	47	74.8085	7.7337	0.8004	> 0.05	NS
Girls	53	73.4340	9.2498			

The above table reveals that the obtained 't' value is smaller than the tabled 't' values (1.97) at 0.05 level of significance. There for it is conducted that the two groups do not differ significantly in respect of the variables under consideration. Hence, two adjustments of boys is grater than that of girls. It shows that the mean scores of boys are greater than the mean score of girls. This further indicates that boys have more Adjustment than girls.

Null Hypothesis

There is no significant difference between boys and girls in respect of their Adjustment.

Objectives 2

To Comparison between boys and girls in respect of their emotional intelligence.

Hypothesis;

There is no significant difference between boys and girls in respect of their Emotional Intelligence.

Table No 2

Comparison of Boys and Girls with respect to Emotional Intelligence.

Gender	n	mean	SD	t-value	p-value	Significance
Boys	47	136.0009	14.5363	0.3907	> 0.05	NS
Girls	53	137.1321	14.3956			

The above table reveals that the obtained 't' values is smaller than the tabled 't' valued (1.97) at 0.05 level of significance. There fore it is concluded that the two groups do not differ significantly in respect of the variable under consideration, Hence the emotional intelligence of boys

is grater than that of girls. It shows that the mean scores of boys and girls grater than the mean score of girls. This Further indicates that boys have more Emotional Intelligence than girls.

Null Hypothesis

There is no significant difference between boys and girls in respect of their Emotional Intelligence.

Major Findings

- 1) Boys and Girls do not differ significantly in respect of their Adjustment Boys have more Adjustment then the Girls.
- 2) Boys and Girls do not differ significantly in respect of their Emotional Intelligence Boys have more Emotional Intelligence than the Girls.
- 3) Boys and Girls do not differ significantly in respect of their Adjustment Boys have more Academic Adjustment than two Girls.

Suggestions for Further Research

- 1) The Sample Study be under taken using large sample of secondary School students.
- 2) The same study may be conducted for residential school students.
- 3) The study may be attended by using his/her order statistical techniques.

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percent of the conflict experienced by the teachers was due to the adjustment problems with the institutional ideologies. 18 percent of the mental, social and emotional conflict was due to financial problems. 9 percent of the mental, social and emotional conflict was caused by the interpersonal interaction within peer group, whereas 7 percent of the conflict was due to familial problems and 4 percent of the conflict faced by the secondary school teachers was due to fear of facing audience. Teachers who play the roles of mother, wife of secondary school teachers are suffering a lot of mental, social and emotional stress due to their personal life. When compared with the male teachers, women teachers became the prey of mental, social and emotional conflict due to their married life and motherhood.

CONCLUSION

The study revealed that secondary school teachers are experiencing the great mental, social and emotional stress, due to many reasons such as multiple role played by them. Among this women are suffering greater role conflict than male secondary school teachers. The percentile analysis reveals that the majority are experiencing role-conflict. The awareness of psychology may be helpful to overcome the stress and strain faced by the teachers. Counseling will be helpful to overcome such problems faced by the secondary school teachers.

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Working in such situation, teachers are losing their motivation and enthusiasm for teaching.

Of course there is no denial or anything else to compromise on the matters related to improving the quality in the field of higher education. It would be required to note and monitored strictly to implement; how all possible steps could be taken for the improvement of quality in higher education. Without which the country's prosperity would remain in duck. Thus all speedy and necessary steps should be brought up to retain its bounty and strive to enrich the quality in higher education. A strict vigilance on efficiency rating and grading systems are to be operated. Teachers must be made accountable for the poor performance in the examination; provided that full freedom to assess and adjudge the performances of the students in the campus is allowed to the teachers. A teacher must be free to maintain the secret files and documents in regard to the behaviours, characters, and morale of the students. A high morale from both teaching and students side would obviously boost to enhance the quality in higher education. Keeping in view of the above the Government, NGOs, Political Parties and people at large; should have a look into the matters to meet the challenges and emerging trends in higher education in wake of LPG (Liberalization, Privatization and Globalization) in the country.

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

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ABSTRACT

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

INTRODUCTION

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

PURPOSE OF THE STUDY

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

OBJECTIVES

- 1 To study the relationship between metacognitive

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

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

HYPOTHESES

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

Variables :

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

Limitations :

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

Methodology :

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

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

Tools :

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

Statistical Techniques used :

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

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

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

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

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

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

Variable	Medium	n	Mean	SD	t-value	p-value	sign
Metacognitive skills	Kannada	400	99.18	15.18	-17.6377	<0.05	S
	English	400	115.54	10.65			

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

Variable	Sex	n	Mean	SD	t-value	p-value	sign
Metacognitive skills	Boy	400	107.92	14.48	1.02.06	>0.05	NS
	Girl	400	106.81	16.36			

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

SV	DF	Sum of squares	Mean sum of squares	F-value	p-value	sign
Between Management	2	19412.8589	9706.4294	45.1570	<0.05	S
Within Management	797	171314.0161	214.9486			
Total	799	190726.8750				

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

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

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

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

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

MAJOR FINDINGS

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

achievement scores as compared to students with low metacognitive skills.

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

CONCLUSION

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

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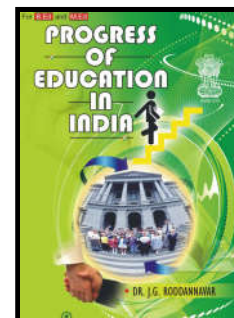
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WOMEN EDUCATION

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INTRODUCTION

Women constitute an important segment of society and perform multiple roles as mothers, housewives and wage earners. They are the agents of change. Education is essential to enable them to participate and benefit from the development process. It can help them to enhance their literacy skills. Better hygiene caring for family health. Utilization of their economic enhancement to fight against exploitation and to conquer the disadvantage and discrimination which they suffer from. Their dependence disappears, awareness increases leading to over all development and helping the nation to prosper. Napoleon has right said "Give me an educated mother I shall promise you the birth of a civilize nation".

NEED OF WOMEN EDUCATION

There is a positive co-relation between women literacy rate and life expectancy. While illiteracy is invariably associated with poverty malnutrition, deprivation, high mortality, high population growths and all other aspects of under development women education becomes imperative.

The Sex ratio which was 972 per 1000 male in 1901 has declined to 927 in 1991. The adverse sex ratio for females and its decline was attributed mainly to higher morality among females as compared to males. Despite being first country in the world to start family planning programme using Government machinery. India still has a high fertility rate of 3.6% illiteracy. Ignorance malnutrition. Multiple pregnancy with no proper birth spacing make many of our women incapable to maintain the new born survival. All the aforesaid problems are mainly concerned with the lack of women's education.

Lack of education training and low level of literacy not merely excluded women from social, economic and political power, but knowledge power as well.

Women while comprising half of the humanity contribute 2/3rd of the world's work hours, earn only 1/3rd of the total income and own less than 1/10th of the world resources. Women literates constitute 44.5 percent of the total literates. The percent of women in Government at ministerial level is 10% while the female economic activity is 42 percent of the total economic activity.

Similarly in political horizon out of 27,50,865 elected grampanchayat members all over India only 5,77,270 are women and out of 1,48,697 elected panchayat samiti members 37,611 are women and out of 12516 members

in zillaparishads 2,993 are women. Women are lacking in these fields due to lack of education.

OBJECTIVES

Considering the importance of women education in all spheres of society this study was planned with the following objectives;

1. To study the extend of development of women education in National as well as Regional level.
2. To Study the inequality in the education level of both male and female population as well as rural and urban females and their possible causes.
3. To find out the emerging issues which stand on the way of the development of women education.
4. To Study the various government policies undertaken for the development of women education, their suitability & future prospects of development of women education.

METHODOLOGY

The paper was prepared collecting information from various sources, several books, research reports both of government and Non-Government organizations have been consulted.

DEVELOPMENT OF WOMEN EDUCATION IN BOTH NATIONAL AS WELL AS REGIONAL LEVEL

Since independence various commissions and committees have recommended for the development of women education both at centre and state level. Many constitutional provisions have been made and several programmes have been under taken during various five year plans due to implementation of the programmes literacy rate of females in India has increased from 8.86 percent in 1951 to 54.16 percent in 2001, Similarly in Orissa female literacy has increased from 4.52% in 1951 to 50.97%. But still after more than 50 years of Indian independence 46% of women in the country and 49% in orrissa are illiterate, which has serious consequences. while this rate is compared with male literacy it is more precarious. While female literacy in India is 54.16% in 2001 it is 75.85 percent in case of males. In Orissa while rate of literacy is 50.97 percent in case of females it is 75.85 in case of males, The females are lagging behind the males in literacy front both in India and Orissa. So the females are lagging behind the males in literacy front both in India and Orissa.

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ACHIEVEMENT IN CHEMISTRY OF FIRST YEAR HIGHER SECONDARY STUDENT'S IN RELATIONS TO THEIR DEMOGRAPHIC VARIABLES - A PILOT STUDY

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ABSTRACT

Higher secondary students' achievement in the school level studies plays an important role in their life carrier. Reports from researchers have revealed that the current state of students' performance in achievement at examinations not to be at expected level. It could be predicated that demographic variables and other personal variables may accountable for their achievement. Hence, an attempt was made to study to know the demographic variables influencing on the process of learning and achievement among students. In this pilot study, the investigator, investigated the first year higher secondary school students achievement in chemistry in relation to their demographic - variables such as Gender, Type of School, Location of school, Family type, Parental care, Parental education, siblings, Parental occupation, religion and community at three schools in Namakkal District. Normative survey method was adopted to 60 higher secondary chemistry students, who were randomly selected. A standardized tool (Chemistry Achievement Questionnaire-CAQ, 2011) developed by the investigator for assessing achievement in chemistry was used to conduct the test and collected data were subjected to descriptive and differential analysis. The results of the test revealed that there is no significant difference exists between the higher secondary school students' achievement in chemistry in relation to their demographic variables like gender, type of school, location, type of family, parental care, Parental education, siblings, Parental occupation, religion and community. The results obtained are discussed and the recommendations are suggested.

INTRODUCTION

Student achievement is one of the major determinants in assessing the quality of education. Higher secondary education provides the link between secondary and higher education level. Achievements is the accomplishment of proficiency of performance in a given skills or body or knowledge (comery, 1949) Chemistry is the branch of science that dealt with matter and interaction between particles. Today's chemistry students achievement are not at expected level because learning could be affected and influenced by various factors such as demographic variables. Research studies of Gupta (1975) revealed that achievement is influenced by a number of factors such as abilities, effort and environment (School & home). Srivastava (1968) found poor environment is a major factor associated with students' achievement.

OBJECTIVES

1. To find out the level of first year higher secondary students achievement in chemistry.
2. To find out whether there is no significant difference of first year Higher secondary students achievement in chemistry with respect to demographic variables like gender, school type, School location, Family type, Parental care, Parental Education, siblings, Parental occupation, religion and community.

HYPOTHESES

1. The level of achievement of first year Higher secondary chemistry students is high.
2. There is no significant difference in the achievement of the higher secondary chemistry students with respect to demographic variables such as gender, type of school, location, type of family, parental care, Parental education, siblings, Parental occupation, religion and community

METHODOLOGY

A normative survey method was employed

SAMPLE OF THE STUDY

The investigator have selected a sample of 60 higher secondary chemistry students from 3 different schools in Namakkal district. The sample for the data collection has been selected by applying simple random technique.

TOOL DEVELOPMENT AND STANDARDIZATION

For the syllabus of 11th standard chemistry subject, questions from each unit were constructed. From 106 questions, finally a total of 50 questions based on multiple choice was scrutinized and standardized to ensure the genuiness of the tool to be used. The reliability of the tool based on test - retest method was found as 0.85 and validity was ensured by arriving Jurie opinion from subject experts.

The square root of reliability gives the intrinsic validity. Therefore the intrinsic validity of the CAQ - 0.85 is 0.9219.

The tool consisted of two parts.

1. Demographic informations and
2. Multiple choice questions.

METHOD OF DATA COLLECTION

After getting prior permission from the head of the schools, the investigator met the first year higher secondary chemistry students and explained the instruction to fill the standardized questionnaire. The data of the students were collected, scored and subjected to following statistical analysis.

1. Descriptive statistical Analysis(Mean and standard Deviation) and
2. Differential statistical analysis (t-Test)

SCORING PROCEDURE AND NORMS OF THE TOOL

For the correct answer, one mark is allotted and zero is given for wrong answer. The maximum score for the tool is fifty. Those who get marks less than 25 considered as low achievers in chemistry. Those who got marks between 25 and 30 comes under average achievers and those who gets a mark 30 and above is considered to be

having higher achievers in chemistry. The norms of the tool have been finalized after getting discussion with P.G. assistant in chemistry and subject experts.

HYPOTHESES TESTING

1. The level of achievement of first year higher secondary chemistry students is high.

Table 1 : Shows the Mean values and level of chemistry achievement of first year Higher secondary students

Sl. No.	Total Sample N	Mean	Level of Achievement	Percentage
1.	30	17.31	Low	34.62
2.	22	26.42	Average	52.84
3.	8	31.12	High	62.24
Total	60	24.66	Low	48.12

Maximum score = 50. Standard Deviation = 4.90

2. There is no significant difference in the achievement of the higher secondary chemistry students with respect to demographic variables such as gender, type of school, location, type of family, parental care, Parental education, siblings, Parental occupation, religion and community.

Table-2 : Shows t- test values of achievement of first year higher Secondary chemistry students with respect to various demographic variables.

S.No.	Demographic Variables	Sub Variables	N	Mean	S.D.	t-Value	Signature
1.	Gender	Boys	35	24.21	5.06	0.2347	*
		Girls	25	23.91	4.75		
2.	Type of School	Government	18	24.65	5.77	0.0046	*
		Aided	16	24.66	6.63		
		Aided	16	24.66	6.63	0.3748	*
		Private	26	25.43	6.19		
		Private	26	25.43	6.19	0.4278	*
		Government	18	24.65	5.77		
3.	Location	Urban	40	24.03	5.54	0.7590	*
		Rural	20	22.91	5.21		
4.	Family Type	Nuclear	28	23.00	5.04	1.0076	*
		Joint	32	24.36	5.41		
5.	Parental Care	Single	10	24.26	5.36	0.5470	*
		Both	50	23.25	5.18		
6.	Parental Education	School Education	22	23.11	5.18	0.2624	*
		College Education	38	23.75	5.88		
7.	Siblings	One	49	24.56	5.54	0.3369	*
		Two	11	23.96	5.29		
8.	Parental Occupation	Business	35	24.06	4.92	0.3259	*
		Non- Business	25	23.61	5.51		
9.	Religion	Hindu	46	24.60	5.60	0.6468	*
		Non - Hindu	14	23.55	5.23		
10.	Community	BC	34	23.9	5.77	0.6359	*
		Non- BC	26	23.0	5.16		

* Not significant at 0.05 level

ANALYSIS AND INTERPRETATION

1. Descriptive Analysis

The mean and standard deviation values of achievement in chemistry of the total sample are found to be 24.06 and 4.90 respectively. It is evident from the table: 1, the mean score 24.06 is fall below 25. This shows that overall higher secondary students achievement in chemistry is low.

2. Differential Analysis

It is evident from the table.2, the test of significance values (t- test) shows that there is no significant difference exist between the higher secondary students achievement in chemistry with respect to Gender (Male/ Female), School Type (Government/Aided/Private), Location (Urban/Rural), Family Type (Nuclear/ Joint), Parental care (Single/ Both), Parental Education (School/ College education), Parental Occupation (Business/ Non -Business), Siblings (One/Two), Religion (Hindu/ Non- Hindu) and Community (BC/ Non - BC).

FINDINGS

- The overall achievement of first year Higher secondary chemistry students is low.
 - Boys student have more achievement in chemistry than Girls
 - Private school students have more achievement in chemistry than aided and government school students
 - Urban School students have more achievement in chemistry than rural students
 - Joint family type students have more achievement in chemistry than nuclear family type.
 - Students cared by single parent have more achievement in chemistry than students cared by both the parents.
 - Students of parent completing school education and college education have similar achievement in chemistry.
 - Students having one sibling have more achievement in chemistry than students having two siblings.
 - Students of business parents have more achievement in chemistry than students of non-business parents type.
 - Hindu students have more achievement in chemistry than non-hindu students.
 - BC and Non-BC community students have similar student achievement in chemistry.
- There is no significant difference in the achievement of the higher secondary chemistry students with respect demographic variables such as gender, type of school, location, type of family, parental care, Parental education, Siblings, Parental occupation, religion and community.

SUGGESTIONS

- Efficient and effective study habits or work habits influences students achievement (Kalaivani, 2011). So, it is the duty of the teacher to improve the study habits of students by appropriate motivating techniques.
- A self regulatory homework of school students improves their achievement (Meyer, Candice, 2006). So students have developed a mentality to doing regular home work and assignment prescribed by the school teacher. Teacher have to regularly monitor the students homework and provide necessary suggestions depending upon the students level of performance.
- Highly self regulated teachers plan better by using their knowledge, experience about course content, students mental psychology and general pedagogy to improve students learning and achievement (Bandura, 1993). So, the management of school give more importance in appointment of multiskilled teachers and motivating the hardworking and expereinced teacher to handle the students.
- Poor environment is a major contributor factor associated with low achievement (Srivastava, 1968). The environment of school and their home must be freindly to the students. It must be ensured by the school management and parents.
- Overloaded curricula put a stress on students achievement (Karmi, 2004). So, the curriculum designers have to plan students friendly curricula according to the recent developments of science and technology.
- Most of the students of higher secondary belong to adolescent age and they are highly disturbing both physically and mentally. Poor achievers and learners lacks proper decison making habits and more pronounced among adolescents (Gayatri, 2000). So students decision making habits should be improved by proper personal guidance and counselling services.

CONCLUSION

This study has shown that the students of higher secondary chemistry students having low achievement and there is no significant difference in the higher secondary chemistry students with respect to selected demographic variables. Therefore, it can be concluded that study of influence of other selected psychological variables against achievement in chemistry students which may put a light in the path of students achievement at higher secondary level.

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EDUCATIONAL ISSUES IN 'HELAVA' COMMUNITY

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INTRODUCTION

We can come across many numbers of tribes based on their feature and way of living. We can divide them into three groups such as, Wandering tribes (nomadic); Semi-wandering tribes (semi nomadic) and Settled tribes. In Karnataka, there are nearly 56 wandering tribes. "Helava" tribe is also one among them. These people once or twice in a year visit 'village revenue houses' and explain the 'Genealogy' to the family heads and in rewards that they collect food grains, cloths and honors from the masters of the houses. As we all know that they are doing this work for the sake of their livelihood but later it become their family profession. 'Helavas' degeneration has started because of irrelevance of their job & less education. Helavas educational status is very less when compare to education level of Karnataka.

The **objective** of the present study is "to know about the education and occupational problems of Helavas in a village".

METHODOLOGY

It is intended to choose a village of a District where 'Helavas' are living in big number. It is found that 'Daasara Kallahalli', a village in Bhadravathi Taluk of Shimoga District has 124 houses of Helavas out of 200 houses of entire village. This village is the only village which has big number of 'Helavas' among the villages in this District. So it is selected for the study of educational status of 'Helavas'. Survey Method is applied for the present study. Twenty-four (24) houses found locked by the time of survey. Therefore the survey was limited to one hundred (100) houses only. 466 people were found in such all 100 families. Ten trained students of sociology are assisted in the time of survey.

THEME

The professionals, who say about family history, known as 'Helavas.' So the word 'Helava' means one who says family history - "HELUVAVARU". "Helva" means lame person or handicapped. Kannada encyclopedia, says the story of "Kuncha-vakkaligas and Nija-vakkaliga. Helavas are known as Kuncha -vakkaligas". In the book of "Castes and Tribes of Southern India" (Volume VI) by Edgar Thurston and K. Rangachari says "Helava means,

lame person, which is the name of a class of mendicants who are in Bellary, Mysore and other localities are the custodians of village histories. They generally arrive at the villages mounted on a bullock and with their legs concealed by woolen blankets. They go from house to house giving (saying) the history of the different families, the names of heroes who died in war and so forth".

The tribes and castes of Bombay gazetteer by Einthoven says "Helavas literally crepes numbering (1901) 1088 including 557 men and 531 women are a class of "religious beggars" found in Belgaum, Bijapur, Dharwad and Costal districts. In some respect, they resemble the Panguis a Hindu begging caste but differ from them in being Lingayats. The caste is said to have come from the territory about Kalyan in the Nizam's dominion. The tradition regarding its origin is that in the 12th century when Jainism was dominant and Lingayats were declining. The god Shiva ordered his primates or attendants to visit the earth and revive Lingayatism. The Helavas claim to descended from one of these 'Pramaths' or attendants named "vakkalubhrungi" (i.e. one legged bhrungi) who on coming down to the earth wore ochre colored cloths sat on a bullock and went from house to house singing the praises of the god Shiva in imitation of him, the Helavas when going for begging hide one of their legs in a blanket even at the present day" H.V. Nanjundaiah and C.K. Ananthakrishna Iyyar in "The Mysore tribes and castes" (Vol III) said, "An okkaliga had 7 sons of whom the youngest was a born Cripple. The elder brothers became envious of him on the score of their mother showing partiality at their expense they tried to get rid of him in various ways".

"In Telugu, they are known as 'Pichhaguntaluvalu,' they call themselves as "Mallabhaktalu" i.e. devotees of Shiva". Second backward class commission (VOL III by T. Venkataswami) said "Helva literally means one without a limp or a disabled person". It is easy to accept the source of Helavas of Karnataka is Andhra Pradesh. They go to Shrishaila every year and get the blessings of 'Shrishaila Mathadhishas'. Their mother tongue is Telugu but they are completely depending upon Kannada in Karnataka in each and every day activities. There are 'fourteen types' of Helavas living in different places. The original occupation of Helavas is "Interpreting Genealogy," but later the sub-caste people choose additional occupations.

The problems before "Helava" community are as follows :

1. No idea of their degenerating profession.
2. All round socio-economic backwardness.
3. No government support to get education and jobs.
4. Not yet prepared for the modern world to face the challenges.
5. Leaving the old jobs and enter the present competitive world.
6. Study without scholarship and job seeking without apprenticeship.

In the field study, it is found 100 families which have totally 466 people. There are 229 male and 237 female of Helava community are living in this village. Out of 100 families only 80 families have their own houses, 05 families are in rented houses and only 15 families are given 'Aashraya' houses. There is no single RCC house among the 80 houses. 04 houses are huts, 73 houses are having tiles and 03 are having asbestos sheets on the top. Available land is also small. Thirty nine (39) families are landless families and only 61 families having totally 07.11 acre of dry land and 39 acre of irrigated land. This source of livelihood is very meager. Dependency ratio on per acre is 10 individuals. Here each family has only 0.46 acres of land. As per the state average, (each person 0.86 acres) these people should have got 699 acres of land. But actually they have only 46 acres of land in total and the shortage is 643 acres of land.

Table-1. Age-wise distribution of the respondents

Age group	Total	Percentage
00-05	049	010.51
06-15	083	017.81
16-30	159	034.13
31-45	096	020.60
46-60	052	011.15
61-75	024	005.15
75-80	003	000.65
Total	466	100.00

Here nearly 41% (49 + 83 + 24 + 03 + 32 = 191) people are dependent that too on agriculture based, meager income people. Dependency is very high. Here dependency starts from food, shelter and clothing itself. This shows the poverty high alert of the community.

There are 28% people who have primary education, 16.52% have finished high school education, 8.79% people have finished P.U.C., only 2.14 % have completed degree education and only one person (0.21%) completed engineering education and 30% of the population is illiterate. This illiteracy condition made the community to

Table-2. Education based distribution of the respondents

Education	Male	Female	Total	Percentage
Illiterate (0-5 Age = 49 = 10.77%)	088	102	190 (141)	030.00 + (010.77)
Primary	068	067	135	028.00
High school	036	041	077	016.52
P.U.C.	025	016	041	008.79
Degree	008	002	010	002.14
ITI/DEP/TCH etc.	007	002	009	002.93
B.Ed.	002	001	003	000.64
B.E.	001	000	001	000.21
Total	235	231	466 (417)	100.00

remain as all-round backward. There are hardly 5% people completed degree and professional courses and 1.07% employees makes the condition pitiable. In 2011, Karnataka state overall literacy rate was 75.60%. Male literacy rate is 82.85% and Female literacy rate is 68.18%. Helavas must be given special attention by the government to get higher education. General policies of the government have not reached Helavas to increase their educational status. They must be looked after by the special laws and legislations.

Table-3. Occupation based distribution of the respondents

Occupation	Total	Percentage
Labour	167	035.85
Agri. Labour	074	015.88
Private Workers	026	005.59
Govt. Employee	005	001.07
Business	001	000.21
Helava Professionals	002	000.42
Children	132	028.32
Aged	027	005.80
Unemployed	032	006.86
Total	466	100.00

There are three handicapped getting handicap pension. And only 07 are getting old age pension out of 27. Government employees of the concerned department do not support Helavas to get the suitable benefits from the government. These conditions make the educational conditions as pathetic as possible. Children, Aged and Unemployed people consists of 40 percent of the population. Another 53 percent people are working people

- Continued on Page No. 50

A STUDY ON THE ATTITUDE OF ELEMENTARY SCHOOL TEACHERS TOWARDS ENVIRONMENTAL EDUCATION OF BAGALKOT DISTRICT

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ABSTRACT

Environmental is a powerful tool of transfer and percolation of knowledge and the educational programmer as such should meet the fast changing demands and expectation of the society from time to time. The expanding knowledge of science and technology accompanied by fast growing environmental problems has set in motion the updating of educational curriculum to meet the new challenges and preparing the environment conscious citizens. More over educating the people particularly the young minds about the environmental and its related aspects help to link the learning process with daily-life -experience thus making it more meaning. The environment as all would agree, is also a potential source of teaching learning situations and provides sufficient scope for making pupils environment concerned.

Presently environmental education is not view as a separate discipline or specific subject but an integral part of the total curricula. Environmental education thus emerges as the outcome of a re-orientation of the various disciplines and of different educational experience (natural science, social sciences, arts and letter)etc. this enable learners to achieve an integrated perception of the environment and to act towards it the way that is more rational and attuned to social realities, now and in the future.

The sample of the present study was drawn from elementary school teachers' population in Bagalkot District of Karnataka state. The investigator selected 25 schools; the total number of teachers selected for the study was 100. Both Govt-Private, Male-Female teachers and subject specialized teachers were included in the sample for study. The investor adopted stratified sampling.

Both descriptive and inferential statistics are used for the analysis of data. Descriptive statistics was calculated for finding out the mean, standard deviation, median, mode kurtosis and sleekness of the attitude scale scores and the knowledge scores of teachers, Inferential statistics was computed and analyzed for finding out whether there is any difference in the knowledge and attitude of elementary school teachers towards environmental education with respect to gender, type of school and subject of teaching.

As environmental education is consider as one integrated in all subjects, thus the entire teachers in the elementary school should have sufficient knowledge and positive attitude towards environmental education. Then only the teachers can develop such attitude and knowledge among the students.

From the study it is revealed that, even though the teachers have sufficient knowledge and positive attitudes towards environmental education, the implementation of the subject face some problems. One of the reasons for that is many schools lack adequate infrastructure as well as adequately trained teachers and materials. If government provides in -service courses and training to teachers, no doubt that they can perform more effective at inspiring creative thinking and sound decision making among their students.

Key Words: Attitude, Elementary School, Environmental Education.

INTRODUCTION

Environmental is a powerful tool of transfer and percolation of knowledge and the educational programmer as such should meet the fast changing demands and expectation of the society from time to time. The expanding knowledge of science and technology accompanied by fast growing environmental problems has set in motion the updating of educational curriculum to meet the new challenges and preparing the environment conscious citizens. More over educating the people particularly the young minds about the environmental and its related aspects help to link the learning process with daily-life -experience thus making it more meaning. The environment as all would agree, is also a potential source of teaching learning situations and provides sufficient scope for making pupils environment concerned.

In other words, environment has been defined as 'the aggregate of all the external conditions and influence affecting the life and development of an organism. There are number of the environmental problems in India. There is a urgent need to educate the massage and make them aware of the problems which is concerned with day life. The awareness and education must be acquired by the society from programmes that fall out side the formal education system. Since majority of the population still do not have adequate access to formal education.

CONCEPT OF ENVIRONMENTAL EDUCATION

Environmental education constitutes a comprehensive, life long education, and one responsive to changes in a rapidly changing world. It prepares the individual and communities for life, through an understanding of the major problems of the major problems

resulting from the interaction of the biological, physical social, economical and cultural aspects of the individual and the communities. Environmental education provides the skill and attitude needed to play a productive role in improving life and values.

The goals of environmental education are :

- To foster a clear awareness of and concern about economic, social, political and ecological interdependence rural area.
- To provide every person with opportunities to acquire the knowledge, values, attitude, commitment and skills needed to protect and improve the environment.
- To create new patterns of behaviour of individuals, groups and society as a whole towards the environment.

Environmental issues have been a challenge to humanity ever since the age of modernization and industrialization. The process of development gets underway the environmental problems. The process of agricultural growth and transformation, for example, involves construction of reservoirs and irrigation system clearing of forest use of fertilizer and pesticides.

So it is necessary for the learner in the present context to be aware of environmental problems and develop positive attitude towards conservation or protection of environment. Environmental issues have a changing to humanity ever since the age of modernization and industrialization. The process of development gets underway the environmental problems.

ENVIRONMENTAL EDUCATION IN SCHOOL CURRICULUM

The chief objectives of environmental education are that individual and social groups should acquire awareness and knowledge, develop attitudes, skills and abilities, and participate in solving real-life environmental problems.

Presently environmental education is not view as a separate discipline or specific subject but an integral part of the total curricula. Environmental education thus emerges as the outcome of a re-orientation of the various disciplines and of different educational experience (natural science, social sciences, arts and letter)etc. this enable learners to achieve an integrated perception of the environment and to act towards it the a way that is more rational and attuned to social realities, now and in the future.

NEED AND SIGNIFICANCE OF THE STUDY

Humans quest for improving the quality of the through the interactive process with nature is an ongoing phenomenon. Scientific and technological achievements

are enabling human kind to control and transform the natural environment to suit needs and demands. Indiscriminate use of this capability however has created environmental problems of serious concern.

Human being and environment are interdependent. To lead a comfortable life man has to maintain and harmonious relationship with the environment. So it is the duty of the man to protect the environment and its components. For this man should have an awareness of the biotic and a biotic component of the environment. This throws light on the necessary to including environmental education along with of other subjects in school so as to impact a thorough knowledge about environment to the students. Today environmental education is an important segment with in the educational system.

The last 20 years have seen growing international recognition that the challenges associated with environmental degradation and sustainable development have important implications for and connections with education and schooling (UNESCO, 1997). Allied with this increasing recognition for environmental education has been concomitant growth in the filed of environmental education research. Recent descriptions of the filed have highlighted its rapidly expanding size and increasingly diverse nature, particularly over the last ten years. (Palmer, 1998 and Hart & Nolan 1999).

Researches in this area, indicates that although environmental education is taken up as a subject in the curriculum, the subject faces certain limitation in the context of school-based environmental education have claries the lack of knowledge and attitude of the environmental education aspects only then he can make the future generation aware of the environmental problems and their solutions.

Taking into consider this situation, the investigator felt a need to conduct a study to know about the extent of specialization, professional qualification, academic qualification and teaching experience, so that necessary action would be taken up to come forward with prolific results for enhancing the efficacy of the content provided to them as well as sustain their inner urge for desirable action.

STATEMENT OF THE PROBLEM

A STUDY ON THE ATTITUDE OF ELEMENTARY SCHOOL TEACHERS TOWARDS ENVIRONMENTAL EDUCATION OF BAGALKOT DISTRICT

OBJECTIVES

1. To find out the attitude of elementary school teachers towards environmental education.
2. To compare the attitude of elementary school teachers towards environmental education with

respect to gender, type of School and teachers teaching different subjects.

HYPOTHESIS

1. There is no significant difference between male and female teachers in their attitude towards environmental education.
2. There is no significant difference between Government and Private School teachers in their attitude of environmental education.
3. There is no significant difference between teachers teaching different subjects namely language science and mathematics in their attitude towards environmental education.

LIMITATION OF THE STUDY

1. The present study is confined to 25 schools in Bagalkot District of Karnataka state only.
2. The administration of the tools was given to 100 elementary school teachers only.

REVIEW OF RELATED LITERATURE

The research studies available to the investigator relating to the topic have been reviewed. The survey of above related literature reveals that, there are very few studies are conducted regarding knowledge and attitude of environmental education, among school teachers, especially in Karnataka. Recently, Ravindranath, M.J. has developed a training package in environmental education for pre services teacher trainees which is being implement in some parts of Karnataka. However the impact of the package is yet too reached.

Researches in the area of environmental education indicates that although environmental education is taken up as a subject in the curriculum the subject faces certain limitation in regards to its proper implementation. One of the reasons for this is surely the lack of knowledge and attitude of teachers towards the subject. Taking clue from this, the investigator intends to study the knowledge and attitude of elementary school teachers towards environmental education in one of the educationally forward district Bagalkot of Karnataka state.

DESIGN OF THE STUDY

The study was undertaken with a view of finding out the knowledge and attitude of elementary school teachers towards environmental education with respect to gender, type of school and subject specialization. The study is of descriptive survey in nature where in the above mentioned variable are surveyed.

SAMPLING

The process of sampling makes it possible to draw valid inference or generalizations on the basis of careful observation of variables with in a relatively small proportion of the population. Sampling according to Cornell, stands for "the process by which relatively small number of individuals or measures of individual objectives or events is selected and analyzed in order to find out something about the entire population or universe from it was selected.

The sample of the present study was drawn from elementary school teachers' population in Bagalkot District of Karnataka state. The investigator selected 25 schools; the total number of teachers selected for the study was 100. Both Govt-Private, Male-Female teachers and subject specialized teachers were included in the sample for study. The investor adopted stratified sampling.

VARIABLES OF THE STUDY

In this study gender, type of school, subject of teachers are independent variables. Attitude towards Environmental Education is dependent variables.

TOOLS USED FOR THE STUDY

To carry out any type of research investigation, data must be gathered with which to test the hypothesis many different methods and procedures have been developed to aid in the acquisition of data, these tools employ distinctive ways of deserting the sources of data, yielding information in the form of that can be most effectively used.

CONSTRUCTION OF ATTITUDE SCALE

The question in the questionnaire in the attitude scale were formulated in such way that. It would help in collecting all the relevant data related to the objectives of the study. For validation of the tools they were submitted to experts for their suggestion and made necessary changes according to their opinion.

The attitude towards environmental education for the teachers was measured by using this attitude scale, developed by the investigator for the purpose of the study. This is a 5-point scale consisting of 25 statements covering the important thrust areas of environmental concern and environmental education. Where 13 statements are positive and 12 are negative statement were considered to indicate (+) ve feelings towards environmental education. Agreements for negative statement were considered indicative of (-) ve feelings towards environmental education. Agreements for negative statement were considered indicative of (-) ve feelings towards environmental education.

SCORING OF THE ATTITUDE SCALE

As each of the scale to be respected in either of the 5 ways Viz SA,A,UD, D,SD, the scoring scheme accepted for the scale was as follows. For a positive statement assigned scores 5,4,3,2,1 to the responses SA,A, UD, D, SD respectively. For a negative statement assign scores 1,2,3,4,5 to responses SA,A,UD,D,SD respectively. Then the total score is calculated.

ANALYSIS OF DATA

Both descriptive and inferential statistics are used for the analysis of data. Descriptive statistics was calculated for finding out the mean, standard deviation, median, mode kurtosis and sleekness of the attitude scale scores and the knowledge scores of teachers, Inferential statistics was computed and analyzed for finding out whether there is any difference in the knowledge and attitude of elementary school teachers towards environmental education with respect to gender, type of school and subject of teaching.

HYPOTHESIS - 1

There is no significant difference between male and female teachers in their attitude towards environmental education.

The above hypothesis is verified using 't'. The results are shown in the table 1.

Table 1 : Significance of difference of means, between Female and Male teachers with respect to the attitude towards environmental education.

Category	N	M	SD	Df	't' value
Females	50	90.14	10.759	98	1.029
Male	50	87.84	11.585		

From the table -1, it is seen that the mean score of attitude of female teachers is 90.14 with a standard deviation 10.759. The mean score of attitude of male teachers is 87.84 with SD 11.585. The obtained 't' value for the group is 1.029 at 98 of which is less than 't' critical value 1.96 at 0.05 levels of significance. Hence, the null hypothesis is accepted. That is there is no significant difference between female and male teachers in their attitude towards environmental education.

HYPOTHESIS - 2

There is no significant difference between Government and private school teachers in their attitude towards environmental education.

To test the above hypothesis t-test was carried out. The results are presented in the table-2.

Table 2 : Significance of difference of means between government and private school teachers with respect to their attitude towards environmental education.

Category	N	M	SD	Df	't' value
Females	50	88.52	11.193	98	-.419
Male	50	89.46	11.267		

The mean attitude of government and private school teachers are 88.52 and 89.46, which are merely equal. The obtained 't' value, -0.419 is less than 't' critical value 1.96 at 0.05 level of significance. Hence the null hypothesis is accepted as there is no significant difference between government and private school teachers in their attitude towards environmental education.

HYPOTHESIS - 3

There is no significant difference between teachers teaching, different subjects namely Languages, Science and mathematics in their attitude towards environmental educations.

Mean and standard deviation of the attitude scale scores categorized on the basis of teachers teaching different subjects and it is made in the forms of a table - 3

Table 3 : Mean and standard deviation of the ANOVA groups attitude towards environmental education based on teaching different subjects.

Category	N	M	SD	Standard error of means
Languages	34	88.06	10.680	1.832
Science	33	89.18	10.832	1.886
Mathematics	33	89.76	12.263	2.135
Total	100	88.99	11.183	1.118

From the above table it is clear that the mean difference among the groups is very low. It indicates that there is not much difference in the scores of the groups' teaching language, science and Mathematics. To test the above hypothesis one-way ANOVA was carried out. The results are given below in the table - 4.

Table 4 : One- way ANOVA test : attitude of teachers towards environmental education, based on the subject of teaching.

Source of variation	Sum of squares	Df	Mean square	'f' value	f-critical
Between groups	50.138	2	25.069	0.197	3.09
Within groups	12330.852	97	127.122		
Total	12380.990	99	-	-	-

The obtained 'f' value is 0.197, which is less than the table value 3.09 for df of 2 and 97 at 0.05 level. Therefore, the null hypothesis can be accepted at 0.05 level of significance. That is, there is no significant difference

between teachers teaching, different subjects namely language, science and mathematics in their attitude towards environmental education.

MAJOR FINDINGS OF THE STUDY

The analysis and interpretation of the data revealed significant results from the study.

1. There is no significance difference between female and male teachers in there attitude towards environmental education. This shows that both the groups of teachers have same attitude towards environmental education.
2. There is no significant difference between Govt. and private school teachers in their attitude towards environmental education.
3. There is no significant difference between teachers teaching, different subjects namely language, science and mathematics in their attitude towards environmental education. Thus the subject of teaching of the elementary school teacher had no effect on the attitude towards environmental education.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The world is changing at such a rapid pace that we cannot even guess what specific knowledge and skills will be critical for students of 21st century. Environmental education is an interdisciplinary process with the goal of equipping people with the knowledge, attitudes and skills towards environmental education and motivation, they need to help resolve environmental issues. Environmental education is valuable and necessary. Starting from a very young age, children should be taught about the environment that surrounds them. As they grow their environmental attitude of the area in which they live should grow. Their education should be sequential and integrated with core disciplines.

As environmental education is consider as one integrated in all subjects, thus the entire teachers in the elementary school should have sufficient knowledge and positive attitude towards environmental education. Then only the teachers can develop such attitude and knowledge among the students.

From the study it is revealed that, even though the teachers have sufficient knowledge and positive attitudes towards environmental education, the implementation of the subject face some problems. One of the reasons for that is many schools lack adequate infrastructure as well as adequately trained teachers and materials. If government provides in -service courses and training to teachers, no doubt that they can perform more effective at inspiring creative thinking and sound decision making among their students.

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MUNICIPAL SOLID WASTES MANAGEMENT A CASE STUDY OF GADAG - BETAGERI CMC

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ABSTRACT

With rapid urbanization, industrialization and population growth and increasing economy syndrome, the municipal solid waste (MSW), which has been a problem in past has become a serious threat in recent year and the situation is going to the worst in coming years if appropriate measures are not taken immediately, keeping in view the seriousness of the issue and its linkages with the economic growth. Environmental degradation and health hazards. Dumping the waste as a waste has two fold negative implications. On the one hand it pollutes the air, water and land resulting in diseases and destruction of human habitat, while on the hand, it deprives us of a powerful resource material for producing energy, electricity and manure etc. Although the entire country is affected by the urbanization and increase in population and their ecological consequence, the impact has been much higher in the urban areas because urban population and industrialization have expanded at much faster pace, because of urban migration.

Gadag-Betageri is a popular place in northern part of Karnataka. It is famous for education, business, and a place of art and culture. In the year 1873 Betageri has merged with Gadag city for local administration, which is just one km. away from Gadag. The local administration named as 'Gadag-Betageri Municipality'. Geographically, Gadag-Betageri is at the mid part of the Karnataka. In particular it is situated on 15 ° 30' North latitude and 75 ° 45' East longitude. So the twin city is 2143 ft.above the sea level. The population is 1, 84,849 as per 2011 census. The city has a grade I CMC in Karnataka state located at city center.

KEY WORDS : Solid Waste, Environmental degradation and health hazards, Powerful resource materials. Technical Solutions for Processing.

1. INTRODUCTION

Solid waste management is one among the basic essential services provided by municipal authorities in the country to keep urban centers clean. However, it is among the most poorly rendered services in the basket. The systems applied are unscientific, out dated and inefficient. Waste is littered all over leading to in sanitary living conditions. Municipal laws governing the urban local bodies do not have adequate provisions to deal effectively with the ever-growing problem of solid waste management. With rapid urbanization, the situation is becoming critical. The urban population has grown five fold in the last six decades with 377.10 million people living in urban areas as per the 2011 Census.

. The waste generation rates in India are lower than the low-income countries in other parts of the world and much lower compared to developed countries. However, life style changes, especially in the larger cities, are leading to the use of more packaging material and per capita waste generation is increasing by about 1.3 per cent per year. With the urban population growing at 2.7 per cent to 3.5 per cent per annum, the yearly increase in the overall quantity of solid waste in the cities will be more than 5 per cent. The Energy and Resources Institute (TERI) has estimated that waste generation will exceed 260 million tones per year by 2047.i.e more than five times the present level. Physical and chemical characteristics of solid waste in Indian cities vary depending on population size and geographical location. Though composition of urban waste

is changing with increasing use of packaging material and plastics, yet, as compared to developed countries, Indian solid waste still comprises mostly, of large proportions of organic matter as well as inert material.

Gadag-Betageri twin city is a popular place in northern part of Karnataka. It is famous for education, business, and a place of art and culture. In the year 1873 Betageri has merged with Gadag city for local administration, which is just one km. away from Gadag. The local administration named as 'Gadag-Betageri Municipality'. Geographically, Gadag-Betageri is at the mid part of the Karnataka. In particular it is situated on 15 ° 30' North latitude and 75 ° 45' East longitude. The total area of 54.56 sq km which covers 35 wards. So the twin city is 2143ft.above the sea level. The population is 1,72,813 as per 2011 census. The city has a grade I CMC in Karnataka state located at city center.

2. MATERIALS AND METHODS

The solid waste from the different sector of society was collected, mixed and one Kg sample was prepared by using quartering method. The waste was then characterized and the percentage of each constituent was calculated .Secondary data regarding solid waste generation, collection system and disposal methods were collected from Gadag-Betageri city municiple Council . (Figure 1or map) shows the Gadag-Betageri twin city area which was considered in our study.

3. ANALYSIS AND DISCUSSIONS

Gadag-Betageri CMC is responsible for collection of solid waste which is produced day by day from different areas of the city. The City administration has been decentralized in four sectors. Each sector consists of number of blocks. Total numbers of blocks in the city are 35 Wards. According to Gadag-Betageri CMC around 74 TPD Solid waste is generated every day. Major sources of solid waste is given in table-1

Table-1. Major sources of solid waste generation

Sl.No.	Sources of Waste generation	Quantity(TPD)
1.	Domestic Buildings/ Houses	33.8
2.	Hotels/Choultries	11.4
3.	Market, vegetable shop/Meat Shops	22.7
4.	Hospitals/clinics	2.3
5.	Factories	3.8
	Total	74

Waste generation rates of out to be 0.42 kg per capita per day. Approximately 34 TPD waste is generated from the residential sources. Hotels/Choultries and markets account for 34 TPD and the rest is from other sources.

4. SYSTEM OF COLLECTION

The solid waste is collected from different sources by various methods. The solid waste management activity in gadag-Betageri CMC consists of wastes generator throwing the waste into the round RCC bins and masonry bins. The pourakarmika sweeps the road and drains and transfer the waste into small heaps on the road or into the bins . The collection of waste from these dust bins is planned in accordance with frequency of container becoming full. The present location of dust bins and the waste collection point have been classified into daily collection, weekly twice collection and weekly once collection as part of Nirmal Nagara Programme. In addition, there are 04 dumper placer containers used as primary collection containers in commercial areas and bulk generator. The number of staff engaged in solid waste management in the CMC is shown in table 2

Table-2. Major sources of solid waste generation

Sl.No.	Category Staff	Numbers
1.	Environmental engineer	01
2.	Senior Health Inspector	01
3.	Junior Health Inspector	02
4.	Conservancy defedar	12
5.	Pourakarmika (Permanent)	225
6.	Drivers	10

4.1. DOOR TO DOOR COLLECTION

In the year 2007 door to door collection of waste was started in Javali plot and Navanagar localities comprising of about 1200 households by engaging Self Help Groups. As the residents did not pay user charges promptly those groups quit the work. Since 7-7-2011 door to door collection is being done in the same localities by engaging municipal labours with push carts. Realizing the problem that the user charges are not usually paid promptly to SHGs and to stream line the process of user charge collection, it has been resolved in the general body meeting of 5-02-2011 to collect SWM Cess from buildings (including garbage waste from medical establishments) coming under door to door collection areas along with property tax with effective from 1-4-2011. The rates as per govt. order 06-01-2005 have been.

4.2. TRANSPORTATION OF WASTE:

Transportation of solid waste is carried out partially by Gadag-Betageri CMC and partially by private contractor. Out of 35 wards, CMC is responsible for transportation of about 80-85 % of solid waste generated, while private contractor are responsible for the rest 15-20 % of the waste in the city. The solid waste is stored temporarily in the dust bins and then transported to the disposal site. Types of vehicles used for transportation of solid waste are as follows :

Table-3. Vehicles for Waste Transportation /Processing

Sl.No.	Vehicles	Numbers
1.	Tractor-trailers	08
2.	Dumpur-placers	04
3.	Tractor-mounted loader with backhoe	01
4.	Auto-tipper	05

The waste collected from the roads and bins is directly transported to the final dumping site .The refuse vehicles have to travel about 2 Km distance through the city to carry waste up to the dumping site. The tractors and dumpers carrying waste are not covered or Partially covered during the journey and waste tends to spill on the roads. Most often workers are not provided with protective hand gloves and shoes so they are directly expose to the waste. Protective measures are necessary to avoid contracting skin allergies and respiratory diseases .The loading and unloading of waste is done through mechanical system reducing direct contact of worker with the wastes.

5. DISPOSAL OF WASTES

Normally the collected garbage is disposed in specific site and garbage is recycled where it is possible. Considering quantity and composition of Municipal solid

waste generation in Gadag-Betageri twin city, The land fill site is located about 3.5Km from the Gadag city within an areas of 4.27 Acres. The area is almost all covered with the black soil and agricultural fields are around the land fill site.

6. CHARACTERISTICS OF SOLID WASTE

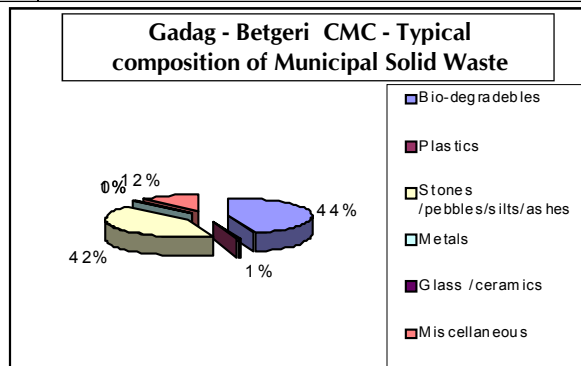
The quantity and characteristics of solid waste vary from place to place. Factors that influence the quantity and composition are the average income level, the sources, the population, social behaviour, climate, industrial production and the market for waste materials. The waste generation and economics level of the society have been related by studying the quantity of domestic solid waste generated from three socioeconomic groups' i.e. Low income group, middle income group and high income group and a positive correlation between the high income and waste generation has been noted. The HIG people throw away more plastic, metallic and glass waste and also hazardous waste. The study reveals that the composition of solid waste in Gadag-Betageri CMC has 41.81 % Bio-degradable followed by 41.81 % earthen materials and 11.73 % as miscellaneous materials. This shows that municipal solid waste of Gadag-Betageri twin city has a fair amount of biodegradable materials. The percentage of non biodegradable waste like metals and plastics is not very high but substantial percentage of concrete /pebbles/ silts/sands etc was observed, which is indicative of medium/ large scale building construction and other development activities. The typical composition of municipal solid waste of Gadag-Betageri twin city is given in table 4.

CONCLUSION

The solid waste management in Gadag-Betageri CMC

Table-4. Typical composition of municipal solid waste

Sl.No.	Components	Approx Value in %
1.	Bio-degradebles	44.76
2.	Plastics	0.62
3.	Stones /pebbles/silts/ashes	41.81
4.	Metals	0.64
5.	Glass /ceramics	0.44
6.	Miscellaneous	11.73



appears to be inadequate and needs up gradation. The solid waste has to be disposed off scientifically through sanitary landfill and recyclable portion of the waste should be salvaged. Segregation of recyclable material would also leads to reduction in quantity of solid waste for final disposal. Higher priority needs to be assigned to the management of municipal solid waste by the local authority and a system approach needs to be adopted for optimizing the entire operation of SWM encompassing segregation at source, timely and proper collection, transportation routes and types of vehicles and development and proper operation of sanitary landfill site. Gadag-Betageri twin city might need to look for better solution of waste disposal considering unavailability of landfill and disposal site.

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A STUDY OF ENVIRONMENTAL AWARENESS OF PRIMARY MALE TEACHER TRAINEES IN RELATION TO THEIR DEMOGRAPHIC VARIABLES, PERSONALITY FACTORS, SELF - CONCEPT AND STUDY HABITS

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ABSTRACT

The purpose of the study was to find-out the relation between Independent and Dependent Variables viz., Male Teacher Trainees in Relation to their Demographic Variables, Personality Factors, Self-Concept and Study Habits.

The sample of the present study consists 186 male teachers and 214 male Primary teacher trainees from Karwar District were selected. Thus random sampling technique was used to select the teacher trainees. The study revealed that; i) Male teacher trainees with extroversion personality factor are more prone to the environmental awareness than those male teacher trainees with introversion personality factor; ii) Male teacher trainees with lower self concept are more prone to the environmental awareness than those male teacher trainees with higher self concept; iii) Male teacher trainees with higher study habits are more prone to the environmental awareness than those male teacher trainees with lower study habits; iv) The male teacher trainees with extroversion personality factor group and lower self concept; v) The male teacher trainees with introversion personality factor group and higher self concept; vi) The male teacher trainees with introversion personality factor group and lower self concept.

1. INTRODUCTION

"Environment is the sum total of all conditions and influences that affect the development and life of organisms" - Ambaust.

"The space we live in, the air we breathe, the food we eat, the water we drink and other resources we need, all these we draw from our environment" - Dikshit (1984).

"Environment is representative of physical components of earth, where man is an important factor influencing his environment" - Gouche (1984).

The term 'environment' in the present context does not merely mean the 'surroundings'. It includes all living and non-living objects, happenings and forces, both natural and man-made which influence life of an organism, relationship of organism to the environment. Environment is a continuum extending from the medium in which one lives to the distant objects like the sun or moon, and possibly even beyond. All aspects of this continuum influence an organism and vice-versa.

According to Wood Worth "Environment covers all the outside factors that have acted on the individual since he began life. Environment is every thing that influences the individual except the genes".

ROLE OF TEACHER IN IMPROVING THE ENVIRONMENT

Role of teacher in improving the environment is outlined as under :

- **Awareness :** The teacher should feel that there is an urgent need to educate about environment. The teacher can convince the society about the urgency of environmental education any where teacher himself is adequately aware of it.

- **Efforts for Improvement :** The teacher may make every possible effort to improve the environment while being asked to play an active role in it.

- **Art Campaigns :** The teacher may arrange art campaign on environmental education. Art campaigns would bring environmental awareness. Local shopkeepers may be requested to post these on their windows, thus providing relevance for the children between school and community. The local science fair is also used provided a proper orientation such as "ideas to land pollution" is given.

- **Visits :** (i) Picnics - Students may attend picnic at places, which are surrounded by thick forests to have first hand experience of the neat and clean environment with cool and fresh air as compared to other place. (ii) Slums - Students may also be advised to go to the slums so as to witness the environmental conditions prevailing there and effect on the life of the people living there. (iii) Flora and Fauna - Students may also be taken to various places for study of flora and fauna. They may also try to understand ecological problems and realize its impact on human life. (iv) Places of Heavy Rush - Students should also be asked to observe the heavy rush of traffic on the roads causing fuel smoke polluting the environment to find solutions.

● **Curriculum :** The environment education as a topic may be included in the curriculum and the teacher may be made to accept it. Using every opportunity to teach this. Environmental education may also be incorporated in various subjects like history, geography, civics, economics, languages, literature and music etc.,

● **Articles :** The teacher may ask students to write articles on "pollution" and its control and other aspects of environmental education. They may also take part in essay competitions.

● **Skits and Dramas :** The teacher may arrange skits and dramas on various aspects of environmental education.

● **Films and Videocassettes :** Short films and videocassettes on environment should be shown to the students and the general public. Also some video cassettes displaying the ruthless felling of trees, conversion of land, agricultural into basins. Rivers being polluted by waste water, pollution of air, water and noise and their prevention may be shown to the students and the general public.

● **Other Co-curricular Activities :** The teacher may organize various other co-curricular activities like seminars, essay writing competitions, poetical recitation contests, exhibitions, NSS, Gardening, Floriculture and community cooking etc., to understand and experience pollution free environment. Students of a particular may adopt a village or two or more schools and the activities of NSS may be organized. He should also organize eco-clubs, which could help people in case of flood, earthquake and epidemics.

● **Related Literature :** The teacher may prepare related literature for school library so as to increase the knowledge of students. Teacher may also ask students to prepare album and seek the co-operation of other institutions such as community, family, club and state etc., to awaken in the minds of the students a sense of healthy environment by involving direct and indirect methods.

● **Environmental Pollutants :** The teacher may teach students about environmental pollutants and the techniques of preventing pollution. This process may be practical so that the students may use them in practical life.

● **Contact with Institutions :** The teacher may obtain information regarding pollution and could improve environment by establishing contact through correspondence with institution like society for clean environment Mumbai; Central Public Health Engineering Institute, Mumbai, Central Labour Institute, Nagapur, The Ministry of Environment and Forests, Delhi. The ministry of Environment and forests has been conducting a National Environment Awareness Campaign (NEA) every year since the year 1986 for creating environment awareness at the National Level. The Ministry having two themes has also conducted NEA campaign (1994-95) : (i) Joint Forest Management and (ii) Eco-development.

REVIEW OF RELATED LITERATURE

Quentin and Duroy (2011) conducted a study on "**The Determinants of Environmental Awareness and Behaviour Economics**"

The results show that economic affluence has, at best, a marginally direct influence on environmental awareness and no direct impact on environmental behaviour. The paper demonstrates that the degree of urbanization, the level of subjective well-being and the level of income equality have direct effects on awareness, while education, population pressure and happiness are significantly correlated with environmental behaviour.

Zupan (2011) conducted a study on "Factors of social adjustment to school: child's personality, family and pre-school. Early Child Development and Care".

The role of child's characteristics (gender, cognitive ability, mother-perceived personality traits), family environment (maternal education, self-reported parenting practices) and pre-school experience (at least three years vs. no experience) in social adjustment to school, reflected through teacher reports on social competence and internalising and externalising behaviours, was investigated with six-year-olds (N = 366). Three blocks of factors, that is child, family and pre-school, explained up to 19% of variance in social adjustment with child's characteristics accounting for the major part. Family variables contributed significant, though small, portions of variance to social competence and internalising behaviour over and above the child factors. Pre-school experience was additionally predictive of lower incidence of internalising behaviour and more frequent externalizing behaviour.

OBJECTIVES

For the present study the following objectives were framed

Male Teacher Trainees

1. To study the effect of personality factors of male teacher trainees on their environmental awareness.
2. To study the effect of self-concept of male teacher trainees on their environmental awareness.
3. To study the effect of study habits of male teacher trainees on their environmental awareness.
4. To study the interaction effect of personality factor and self-concept of male teacher trainees on their environmental awareness.
5. To study the interaction effect of self-concept and study habits of male teacher trainees on their environmental awareness.
6. To study the interaction effect of personality factor and study habits of male teacher trainees on their environmental awareness.

7. To study the interaction effect of personality factor, self-concept and study habits of male teacher trainees on their environmental awareness.

HYPOTHESES

Male Teacher Trainees

1. Effects of extroversion and introversion personality of male teacher trainees differ significantly in terms of their influence on environmental awareness.
2. Effects of high and low self-concept of male teacher trainees differ significantly in terms of their influence on environmental awareness.
3. Effects of high and low study habits of male teacher trainees differ significantly in terms of their influence on environmental awareness.
4. Interaction effect of personality factors X self-concept of male teacher trainees differ significantly in terms of their influence on environmental awareness.
5. Interaction effect of self-concept X study habits of male teacher trainees differ significantly in terms of their influence on environmental awareness.
6. Interaction effect of personality factors X study habits of male teacher trainees differ significantly in terms of their influence on environmental awareness.
7. Interaction effect of personality factors X self-concept X study habits of male teacher trainees differ significantly in terms of their influence on environmental awareness.

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

METHODOLOGY

Research Design

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

SAMPLE

Using random sampling technique

about 400 Primary teacher trainees in the jurisdiction of Karwar District were selected. While selecting the sample due representation was given to male and female teacher trainees; urban and rural teacher trainees.

Tools

For present study investigator used the following tools.

1. Environmental Awareness Test - Constructed and Standardized by investigator.
2. Personality Factor - Cattell's 16 Personality Factor Scale.
3. Self-concept Scale - Constructed and standardized by investigator
4. Study Habits - Constructed by M. Mukhopadhaya and D.N. Sansanwal

RESULTS

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

Statistical Analysis

In order to study the environmental awareness of Primary school male teacher trainees in relation to their demographic variables, Personality factors, Self-concept and study habits. the differential analysis were computed and tested for significance as show in the following table-1.

Table No. 1 - Summary table of ANOVA with respect to Environmental Awareness of Male Samples

Source variation	DF	SS	MSS	F-value	P-value	Signi.
Main effects						
A	1	145.7495	145.7495	12.6086	< 0.05	S
B	1	252.2808	252.2808	21.8244	< 0.05	S
C	1	49.8215	49.8215	4.3100	< 0.05	S
2way interactions						
A x B	1	21.8156	21.8156	1.8872	> 0.05	NS
A x C	1	52.2009	52.2009	4.5158	< 0.05	S
B x C	1	13.0525	13.0525	1.1292	> 0.05	NS
3way interactions						
A x B x C	1	64.6185	64.6185	5.5900	< 0.05	S
Error	106	1225.3144	11.5596			
Total	113	1824.8537				

FINDINGS-MALE TEACHER TRAINEES

1. Male teacher trainees with extroversion personality factor are more prone to the environmental awareness than those male teacher trainees with introversion personality factor.
2. Male teacher trainees with lower self concept are more prone to the environmental awareness than those male teacher trainees with higher self concept.
3. male teacher trainees with higher study habits are more prone to the environmental awareness than those male teacher trainees with lower study habits.
4. Male teacher trainees with extroversion/introversion personality factor and lower/higher self concept do not differ significantly in respect to their proneness to environmental awareness.
5. Male teacher trainees with extroversion/introversion personality factor and lower/higher study habits differ significantly in respect to their proneness to environmental awareness.
6. Male teacher trainees with lower/higher self concept and lower/higher study habits do not differ significantly in respect to their proneness to environmental awareness.
7. Male teacher trainees with extroversion/introversion personality factor, lower/higher self concept and lower/higher study habits do not differ significantly in respect to their proneness to environmental awareness.

To know the pair wise comparisons of treatment groups with respect to environmental awareness were compared by using Scheffe's multiple post hoc procedures and corresponding simultaneous confidence intervals are presented in the following table.

Table No. 2 : Comparison of Means of Treatment Groups on Environmental Awareness- Scheffe's 95% Confidence Intervals- male samples

No.	Comparison of treatment groups	Corresponding means		95% confidence intervals		p-value	Significance
1.	a1c1-a1c2	41.8400	39.3532	0.7320	4.2416	<0.05	S
2.	a1c1-a2c1	41.8400	38.2429	1.8657	5.3286	<0.05	S
3.	a1c1-a2c2	41.8400	38.2333	1.9365	5.2769	<0.05	S
4.	a1b1c1-a1b2c1	44.2800	39.4000	2.6899	7.0701	<0.05	S
5.	a1b1c1-a1b2c2	44.2800	37.7778	3.8955	9.1089	<0.05	S
6.	a1b1c1-a2b1c2	44.2800	38.2000	3.8899	8.2701	<0.05	S
7.	a1b1c1-a2b2c1	44.2800	38.2857	3.7559	8.2327	<0.05	S
8.	a1b1c1-a2b2c2	44.2800	36.0000	5.9250	10.6350	<0.05	S
9.	a1b1c2-a2b2c2	40.9286	36.0000	2.2905	7.5666	<0.05	S
10.	a2b1c2-a2b2c2	40.4667	36.0000	1.8696	7.0638	<0.05	S

The result as shown in Table No.5.21 reveals the following:

- The male teacher trainees with extroversion personality factor group and lower self concept.
- The male teacher trainees with introversion personality factor group and higher self concept.
- The male teacher trainees with introversion personality factor group and lower self concept.
- The male teacher trainees with extroversion personality group, higher self concept and higher study habits are more prone to the environmental awareness than the male teacher trainees with extroversion personality factor group, lower self concept and higher study habits.
- The male teacher trainees with extroversion personality group, higher self concept and higher study habits are more prone to the environmental awareness than the male teacher trainees with extroversion personality factor group, lower self concept and lower study habits.
- The male teacher trainees with extroversion personality group, higher self concept and higher study habits are more prone to the environmental awareness than the male teacher trainees with extroversion personality factor group, higher self concept and lower study habits.
- The male teacher trainees with extroversion personality group, higher self concept and higher study habits are more prone to the environmental awareness than the male teacher trainees with introversion personality factor group, lower self concept and higher study habits.
- The male teacher trainees with introversion personality factor group, lower self concept and lower study habits.

• The environmental awareness than the male teacher trainees with introversion personality factor group, lower self concept and lower study habits.

• The male teacher trainees with introversion personality factor group, lower self concept and lower study habits.

DISCUSSION AND CONCLUSION

FROM THE ABOVE FINDINGS IT IS CONCLUDED THAT

Male teacher trainees with extroversion personality factor are

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A COMPARATIVE STUDY OF JOB SATISFACTION AND ADMINISTRATIVE BEHAVIOUR OF PRINCIPALS IN FIRST GRADE DEGREE COLLEGES IN BELGAUM DISTRICT

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ABSTRACT

The purpose of the study was to compare the Job satisfaction and Administrative behaviour of principals in the First Grade Degree Colleges of Belgaum District.

The sample of the present study there are 15 First Grade Degree Colleges (5 Government 5 Government Aided, and 5 Government Un-aided), 15 Principals and 45 Professors who are involved in the present study. The nature of present study is of descriptive survey. Thus random sampling technique was used to select the Colleges and random sampling technique was used to select the Principals and Professors from Rani Chennamma University Jurisdiction, Belgaum District. The study revealed that; whenever the infrastructure facilities, physical facilities and human materials increases it supports to increase the administrative behaviour of the principals. Whenever job satisfaction increases it supports to increase the administrative behaviour and its components like communication skills, representation skills, organizational skills and integration skills of principals.

1. INTRODUCTION

One essential and binding feature of human relationship is to be a man of culture. If education produces such a man it has done its job nicely. A man of culture is an invaluable asset to society. Education develops social efficiency in people which implies social awareness, economic productivity, cultural and moral refinement. Education makes people fit for life. Fitting of the individual for a life with other fellows means that a man should be a good thinker, a good worker, a good leader and a good companion. Education tells the person how to play the game of life wisely and well on three play grounds-senses, skills and the soul.

CONCEPT OF JOB SATISFACTION.

Job satisfaction is a complex phenomenon. It is one of the most crucial and controversial issues of behavioural management in any organization. Job satisfaction is the result of various attitudes the employee holds towards his job, towards related factors and towards life in general. Job satisfaction is caused by and is derived from many inter-related factors. It is viewed as a result of or consequence of the worker's experiences on the job in the relation of his own values, and what he wants or expects from the job satisfaction can be viewed as similar to pleasure.

DEFINITIONS OF JOB SATISFACTION

Hoppock (1935) views it "as any combination of psychological, physiological and environmental circumstances that causes a person truthfully to say 'I am

satisfied with my job.' He states 'job satisfaction depends upon the extent to which the job that we hold meets the needs that we feel it should meet.' The degree of satisfaction is determined by the ratio between what we have and what we want.

Super (1939) views "Work satisfaction and life satisfaction depends upon the extent to which the individual finds adequate outlets for his ability, interests, personality traits and values. They depend upon his establishment in a type of work, a work situation and a way of life in which he can play the kind of experiences have led him to consider congenial and appropriater."

CONCEPT OF ADMINISTRATION

Administration is a process of getting things done. It is the moving force to set and keep an institution or a department in motion. To a large extent it is the agency that runs the whole show. It keeps the whole machinery well-oiled to achieve optimum results. It solves problems arising in the execution of activities and more efficient administration, possesses foresight into the problems and may check them before they arise. All the relevant responsibilities lie with the administration.

DEFINITIONS ADMINISTRATION

As Sri L. S. Chandrakanta says, 'Administration is concerned with the dealing and co-ordinating of the activities of groups of people.' American Association of college Administration (1963) describes "Administration as the sum total of processes through which appropriate human and material resources are made available and

made effective for accomplishing the purposes of an enterprise."

According to Webger (1947), "Administration is the performance of the executive duties of an institution. Administration implies knowledge and proficiency in all the executive activities necessary for the optimum functioning of the college.

COMPONENTS OF ADMINISTRATOR'S BEHAVIOUR

The administrator's behaviour has four components namely (a) Communication, (b) Representation, (c) Organisation and (d) Integration.

REVIEW OF RELATED LITERATURE

Boran Toker, (2011) "Job satisfaction of academic staff: an empirical study on Turkey", Quality Assurance in Education, The job satisfaction levels of the academicians were found to be moderately high.

Social status was ranked as the highest and compensation was ranked as the lowest of the examined items. The results of the study indicated that professors reported a higher level of job satisfaction as compared to instructor and research assistants. Nonetheless, among the demographic variables age, length of service in present university and in higher education as a whole were significantly related to job satisfaction. Marital status and gender were not significantly related to job satisfaction. **Patil B.C. (1993)**, "A study of Administrative behaviour of Headmasters of Secondary Schools in Karnataka", Ph.D., Karnataka University, Dharwad. Patil's study focused on the administrative behaviour of Headmasters of secondary schools in Karnataka with reference to the management pattern of the school and relationship between an administrative behaviour and a teacher morale, his self concept, his leadership style, dogmatism and organizational climate. He found significant relationship between administrative behaviour of the headmaster and type of the management, morale and organizational climate. **Cho., Young ha, Ph.D., The University of Iowa, (2003)**. A cross-cultural study of the influence of principal leadership and school climate on the transition system in vocational high school. (1) Teacher perceptions of principal leadership behaviours positively correlated to their perceptions of school climate; (2) Teachers from the top 20% schools ranked on employment and postsecondary enrollment rates of high school graduates perceived their principal's leadership as more effective and their school climate as more positive than those from the bottom 20% ranked schools did: (3) Leadership and school climate relationships as perceived by teachers were stronger for teachers from the top 20% ranked schools than for those from the bottom 20% ranked school. These Trends were observed more clearly when comparing teacher perceptions of the top and

bottom 20% schools ranked on post secondary enrollment rate.

OBJECTIVES OF THE STUDY

1. To find out the relationship between infrastructure facilities, physical facilities and human resources of Degree Colleges with administrative behaviour of principals.
2. To find out the relationship between job satisfaction, personality characteristics administrative behaviour of the principals with organizational climate of Degree Colleges.

HYPOTHESES

1. There is no significant relationship between administrative behaviour of the principals with infrastructure facilities, physical facilities and human and material resources of Degree Colleges.
2. There is no significant relationship between job satisfaction with administrative behaviour and its dimensions i.e. communication, representation, organization and integration of principles of Degree Colleges.

METHODOLOGY

METHOD OF RESEARCH

The present study intends to investigate the job satisfaction and administrative behaviour of principals of First Grade Degree Colleges in Karnataka State. The nature of present study is of descriptive survey. In fact most of the earlier researchers who have worked on the related concerns have, invariably followed this popular method of survey research to meet their research questions effectively. Therefore, in the present research work the investigator used the descriptive survey research method with convenience in fulfillment of the research questions raised.

SAMPLE

The present study is concerned with the job satisfaction and administrative behaviour of principals of First Grade Degree Colleges. Hence, the investigator has to consider following factors for choosing the appropriate sample for the study.

1. First Grade Degree Colleges 15

Government Colleges-05, Private Aided - 05, Private Un-aided colleges - 05 Totally 15 First Grade Colleges were selected established in Rani Chennamma University, Jurisdiction.

2. Principals of First Grade Degree Colleges. 15

3. Professors 3:15 = 45

4. Office Staff. One office staff (Preferably, O.S) from each degree college were also selected.

1:15 = 15 Office Staff

TOOLS USED

1. General Data Sheet
2. Job Satisfaction Scale for the principals.
3. Administrative Behaviour Description Scale for teacher educators and office staff.
4. Self Rating Scale for principals.

COLLECTION OF DATA

In the first phase the investigator given the General Data Sheet to the principals of First Grade Degree Colleges and collected the general information required from each college.

During second phase the Job Satisfaction Scale, Self Rating Scale to all the principals. During third stage Administrative Behaviour Description Scale was given to professors and to the office staff with whom the principals are having regular contact for administrative matter.

STATISTICAL ANALYSIS

In order to investigate the relation of independent variables with dependent variables, the Pearson's correlation coefficient technique was applied and simple relationships were calculated. In order to test the significance of obtained 'r' was subject to further confirmative test and the appropriate test was used.

Table-1. Correlation coefficient between administrative behaviour of the principals with infrastructure facilities, physical facilities, human and material resources of Degree Colleges.

Variables	Administrative behaviour		t-value	p-value	Signi.
	r(X,Y)	r ²			
Infrastructure facilities	0.9477	0.8981	24.4833	<0.01	S
Physical facilities	0.8967	0.8042	16.7097	<0.01	S
Human resources	0.9489	0.9004	24.7872	<0.01	S

RESULTS OF THE TABLE-1

- Whenever the infrastructure facilities increases it support to increase the administrative behaviour of the principals.
- Whenever the physical facilities increases it support to increase the administrative behaviour of principals.
- That the human and material resources increases it support to increase the administrative behaviour of principals.

RESULTS OF THE TABLE-2

- Whenever job satisfaction increases it support to increase the administrative behaviour of principals.

- Whenever the job satisfaction increases it support to increase the communication skills of principals.
- Whenever the job satisfaction increases it support to increase the representation skills of principals.
- Whenever the job satisfaction increases it support to increase the organizational skills of principals.
- Whenever the job satisfaction increase it support to increases the integration skills of principals.

Table-2. Correlation coefficient between job satisfaction with administrative behaviour and its dimensions i.e. communication, representation, organization and integration of principals of Degree Colleges.

Variables	Job satisfaction		t-value	p-value	Signi.
	r(X,Y)	r ²			
Administrative behaviour	0.9630	0.9273	29.4509	<0.01	S
Dimensions					
Communication	0.9583	0.9184	27.6565	<0.01	S
Representation	0.9570	0.9159	27.2193	<0.01	S
Organization	0.9645	0.9303	30.1258	<0.01	S
Integration	0.9611	0.9237	28.6845	<0.01	S

DISCUSSION AND CONCLUSION

On the basis of findings of the study it is concluded that Whenever the infrastructure facilities, physical facilities and human materials increases it supports to increase the administrative behaviour of the principals. Whenever job satisfaction increases it supports to increase the administrative behaviour and its components like communication skills, representation skills, organizational skills and integration skills of principals.

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- From Continued on Page No. 25

The rural urban difference in literacy is more pronounced in case of women than for men. Among the rural female the literacy rate is 46.58 percent against 72.99

percent among the urban female population in India . The corresponding figures for rural and urban female population on the other hand are 71.8 percent and 86.42 percent respectively.

Literacy Rate of India and Orissa 1951-2001

Census Year	India Persons	Male	Female	Orissa Persons	Male	Female
1	2	3	4	5	6	7
1951	18.33	27.16	8.86	15.80	27.32	4.52
1961	28.30	40.40	15.35	21.66	34.68	8.65
1971	34.45	45.96	21.97	26.18	38.29	13.92
1981	43.57	56.38	29.76	33.62	46.39	20.60
1991	52.21	64.13	39.29	49.09	63.09	34.68
2001	65.38	75.85	54.16	63.61	75.95	50.97

From the analysis of figures it was concluded that women education is at a backward stage.

There are several causes for the backwardness of women education. Poverty, economic, backwardness of women education. Poverty, economic backwardness of parents, engagement of girl child in household chores care of siblings , location of schools at distant places, lack of female teacher in schools, formal educational system and lack of good environment of the school, low status to women in society are some of the causes of low women literacy in India.

If the following measures like financial provision to the parents of students, scholarship, uniform and text books free of cost will be provided to the students, women students are freed from household chores through opening of pre schools. Schools are opened in every village or baste. Seperate schools are set up for women, number of women teachers increased. Communication facilities developed. Non formal system of education is developed and attitude of parents and people in community is changed some improvements may be seen in the field of women education.

CONCLUSION

Education the agent of basic change in the status of women demands commitment and active involvement of all concerned. So when special attention will be given by government with active participation of the people. A new era will be created in the field of women education.

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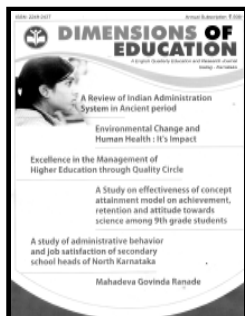
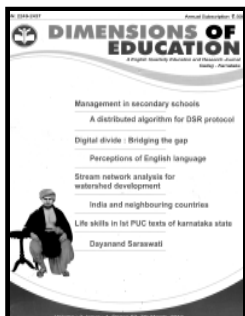
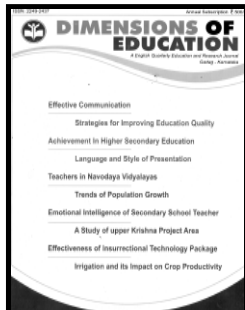
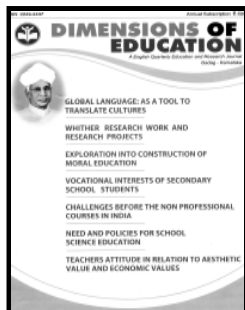
more prone to the environmental awareness than those male teacher trainees with introversion personality factor. Male teacher trainees with lower self concept are more prone to the environmental awareness than those male teacher trainees with higher self concept. Male teacher trainees with higher study habits are more prone to the environmental awareness than those male teacher trainees with lower study habits. The male teacher trainees with extroversion personality factor group and lower self concept. The male teacher trainees with introversion personality factor group and higher self concept. The male teacher trainees with introversion personality factor group and lower self concept.

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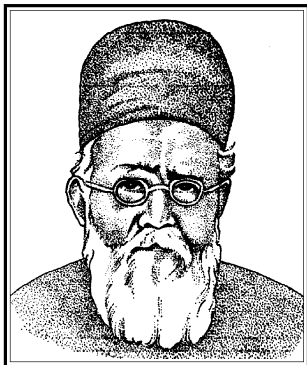
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DR. DADABHAI NAOROJI

(1825 - 1971)

✍ Dr. N. B. Kongawad, Principal, Sana College of Education , Hubli.



INTRODUCTION

Dr. Dadabhai Naoroji (1825-1917), the Grand Old Man of India, was one of foremost patriarchs of Indian nationalism. He was born on September 4, 1825 and died on June 30, 1917. He had diverse experiences. He had been influenced by the heroic idealism of William

Wilberforce, Thomas Clarkson and Zachary Macaulay-the pioneers of the Slavery Abolition agitation. In 1853, he, in co-operation with some other members, founded the Bombay Association. In 1854, he was appointed professor of mathematic and natural philosophy in the Elphinstone College, Bombay. In 1867, he, along with some other friends, founded the East India Association in London and in 1869 he and others established its Bombay branch. In 1873, Dadabhai gave evidence before the Fawcett select Committee on Indian Finance. In 1874 he was prime minister (Dewan) of Baroda. In 1875 he became a member of the Bombay Corporation. In 1885 he became an additional member of the Bombay Provincial Legislative Council. By dint of great perseverance and tenacity he won a seat in 1892 in the British House of Commons from central Finsbury, to represent the cause of India in the great assembly. He was a member of the Parliament from 1892 to 1895. During his long residence in England he formed significant friendship with Gladstone, Bradlaugh, Bright and the Duke of Argyll. Through the persistent efforts of Dadabhai and Charles Bradlaugh, a resolution was passed in the House of Commons recommending that for all kinds of imperial services, simultaneous examinations were to be held in England and India. In 1867, Dadabhai appeared as a witness before the Welby Commission on Indian Expenditure and submitted several notes to the Commission. He grieved that India had been saddled with the costs incurred in suppressing the Mutiny of 1857, and the expenses of the Abyssinian expedition and the whole expenditure of the frontier wars including Chitral. With unfaltering devotion and immense courage he worked tirelessly for over six decades for the regeneration of Mother India.; He received universal homage and reverence from all sections of Indians. He was the embodiment of self-sacrifice and was the true representative of the noblest

ideals of Zoroastrianism. He possessed unrivalled knowledge of Indian economics and finance. His writings are characterized by lucidity, tremendous mastery of facts and an objective intellectual approach. As a school-teacher, professor, businessman, administrator, member of the British Parliament and president of the Indian National Congress three times, Dadabhai's life was a glorious example of self-sacrifice, self-abnegation, devoted patriotism and unblemished integrity. He was indeed pathfinder of Indian nationalism.

ECONOMIC PHILOSOPHY OF DADABHAI NAOROJI

Dadabhai built up the theory of the economic foundations of Indian nationalism. He pointed out that Indian economy was subjected to heavy "drain". The drain of India's resources resulted in the colossal exploitation of the country. The growing 'immiserization' of the country was a heart-rending phenomenon. Thus Dadabhai became an eye-opener to Indians to the appalling story of their grim poverty. He made Indians conscious of the calamitous consequence of economic drain, famines, pestilences and starvation to which they were subjected. Dadabhai's Poverty and Un-British Rule in India, wherein he expounds the "drain" theory, is a classical book in the field of Indian economics and Indian nationalism. Dadabhai was the pathfinder in the application of the statistical methods to problems of Indian finance. He pursued a scientific methodology. He did not relish rhetorical abstractions and generalizations but had a passion for details, facts and figures. He attempted to reveal the economic ruin of India not on the basis of hypothesis and assumptions but tried to base his propositions on solid facts. He was thus an empirical economist rather than a speculative metaphysician. He applied an objective methodology also to the discussion of the other practical political and economic problems of India.

Dadabhai deplored the "unnatural" financial and economic policy of the British rulers because India had been saddled with a huge public debt which was imposed as a political burden on the country by the constraint of a foreign imperialism. India was also encumbered with the economic burdens of a heavy administrative agency both in England and in India. Thus the inhabitants of the country were deprived their "natural right" and their means of subsistence. This intermittent process of the exhaustion of the "very life-blood of the country" was a painful and heart-rending phenomenon. Hence the only way for the

promotion of the economic prosperity of the country was to check the ruinous drain of the country. Dadabhai wrote: "... that not till this disastrous drain was duly checked, and not till the people of India were restored to their natural rights in their own country, was there any hope for the material amelioration of India. "From the standpoint of economic and political theory it is remarkable to find Dadabhai pleading for the restitution of the "natural rights" of Indians in the economic sphere. Thus the problem with which Locke was concerned in his Civil Government and Jefferson in his Declaration of Independence is a matter of grave concern also economic literature in the eighties of the nineteenth century indicates that although in Europe, Hume, Vico and Bentham had been bitterly critical and even condemnatory of natural rights, in India this concept was being held valid.

DADABHAI WROTE

"This drain consists of two elements first, that arising from the remittances by European officials of their savings, and for their expenditure in England for their various wants both there and in India; from pensions and salaries paid in England; and from Government expenditure in England and India. And the second, that arising from similar remittances by non-official Europeans. As the drain prevents India from making any capital the British by bringing back the capital which they have drained from India itself, secure almost a monopoly of all trade and important industries, and thereby further exploit and drain India, the source of the evil being the official drain.

This drain of India was financially a destructive process. It made India poor by imposing upon her slender resources the huge expenditure of a foreign bureaucracy used to habits of luxury and pomp. It encumbered the country with the load of heavy taxation and it saddled the people with an economic policy whereby foreign trade ran prejudicial to the interests of the inhabitants of the land. This drain resulted in a monstrous paradox-the simultaneous co-existence of the richness of the resources of the country and the economic destitution of the people. The "drain" which at the beginning of the nineteenth century had been 3 million pounds had risen later to 30 million pounds. It virtually neutralized the margin for saving which could, under the normal functioning of the economic process, have been retained in the country for the purpose of capital formation. But the capitalization of the profits and surplus was not allowed in the country. Without capital accumulation it was impossible to foster the industrial development of the country.

POLITICAL IDEAS OF DADABHAI NAOROJI

The concept of the moral foundations of political authority has been advocated by all the Indian protagonists of liberalism. Justice, generosity and humanity alone constitute the golden links which hold political structures

together. Only the identity of will and aspirations among citizens can provide longevity to a political system. Dadabhai said: "You can build up an empire by arms or ephemeral brute physical force, but you can preserve it by the eternal moral forces only. Brute force will, some time or another break down; righteousness alone is everlasting. The union of heart, feelings and sentiments constitutes the real basis of political power. It is a common place view to recognize force as the basis of authority but a deeper probe reveals the inadequacy of this conception.

Dadabhai wrote: "To suppose that their Civil Service, or the British people, could have any other safety than that which arose from the satisfaction of India was to deceive themselves. Whatever might be the strength of their military force, their true security in the maintenance of their rule in India depended entirely on the satisfaction of the people. Brute force may make an empire, but brute force would not maintain it; it was moral force and justice and righteousness alone that would maintain it.

Hence it was essential to base the foundation of political power on good faith and mutual trust rather than on bayonets and scalps. But if England would embark upon a policy of irritation, it was bound to lead to the disintegration of the empire.

Dadabhai was not content to recognize some of the benefits of British rule to India accruing from the "advanced humanitarian civilization of Britain, and the introduction of Western education, trained administrative personnel and mechanical technology like the railways, but he also frankly spoke against the evil qualities of the then prevailing system of government. He wrote: the present system of government is destructive and despotic to the Indians and Un-British and suicidal to Britain. On the other hand, a truly British course can and will certainly be vastly beneficent both to Britain and India. He warned that a despotic and autocratic government could not continue as the "evil system of government" was leading to bankruptcy and ruin. It was a "Cruel farce" and needed radical change. If the British rule continued to be "a heavy yoke of the stranger and the despot" it was doomed to perish". In a paper entitled, "England's Duties to India" read at a meeting of the East India Association in London on May 2, 1867, Dadabhai pointed out that the eventual consequence of a possible tussle between a discontented two million Indians and a hundred thousand British soldiers howsoever militarily prepared was apparent. A nation may be defeated several times but its spirit cannot be permanently crushed. Dadabhai was not tired of repeating Salisbury's statement that "injustice will bring down the mightiest to ruin." The infamy of despotism and tyranny could not be perpetuated. Dadabhai, however, trusted that narrow minded injustice was not a part of the character of the English nation.

DADABHAI NAOROJI'S SOCIALISTIC LEARNINGS

Dadabhai Naoroji had the keenness and the foresight to realize the growing political and economic force of international socialism. He sought cooperation from British socialists and Hyndman was one of his close friends and sympathizers. Dadabhai attended the International Socialist Congress at Amsterdam which met from August 14 to August 20 1904. At the Congress he repeated the charge of bleeding and drain which he had been levelling against British imperialism for a number of years. In a meeting at Holborn Town Hall he moved a resolution demanding a universal system of old age pensions. He also pleaded for Industrial Commissioners' courts in his pamphlet 'The Rights of Labour'. He, furthermore, earnestly vindicated the claim of labour as a property.

TRANSITION IN THE POLITICAL VIEWS OF DADABHAI NAOROJI

In the early stages of his career Dadabhai had genuine faith in the blessings of British rule. He had sincerely hoped that the British would treat India as a sacred charge entrusted to them. To make the British people and legislators aware of the Indian point of view he contested and won after hard struggle a seat in the British Parliament. In his presidential speech at the Indian National Congress in 1886, he had proclaimed "loyalty to the backbone" of Indians. In his presidential speech at the ninth session of the Congress at Lahore in 1893 also, Dadabhai had declared India's loyalty to Britain.

CONCLUSION

Dadabhai Naoroji was a phenomenon in modern Indian history. He was a great political guru and leader. He was an economist who had a deep grasp of the problems of public finance, foreign trade and national income. He was also a social and political thinker of great eminence. Although he may not rank with Ricardo, Mill and Marx as a pure economic theoretician, his overwhelming personality and lofty moral character brought popularity to his ideas on contemporary Indian economics and politics. Thus his concept of "drain" became as explosive a term in Indian social and economic thinking as the concept of 'exploitation' and 'class-struggle' are in Marxist and socialist circles.

Dadabhai believed in the extension of education as a political technic. Education is not only a method of personal illumination but it generates in the minds of men a consciousness of right. He hoped that the spread of education and the accumulation of administrative experience would hasten the process of the attainment of Swaraj. Hence he demanded "free and compulsory primary education, and free higher education of every kind."

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that too depending upon agriculture and agriculture labour activities which are not so regular. All these conditions make the community as so poor.

The president of Karnataka Helava organization, Mr. M.S. Helwar said that they are approximately 82000. Venkataswami report recommends the government of Karnataka to consider Helavas as backward class who are widely spread all over the Karnataka. Helavas come under category 1 in reservation system in Karnataka. The educated are very less among them, they are also very less in number to attain government jobs. They are economically, politically and socially backward. Hence they are not progressed in the society. This community imbibes richness in history but modernization made it irrelevant.

COMMUNITY ORGANIZATION

Helava community is to be organized by any individual, leader or organization. It is necessary to organize Helavas to become self-aware of governmental policies, programs, facilities and benefits. Or else any leader or NGO can take a step to organize the Helava community to become self-realized.

SUGGESTIONS

1. Government should upgrade the Helavas with their professions.
2. Government should rehabilitate the Helavas with modern occupations.
3. Government should give free primary and higher education and jobs to Helavas.
4. Government should nominate a commission to take care of Helavas in getting the benefits of the government.

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