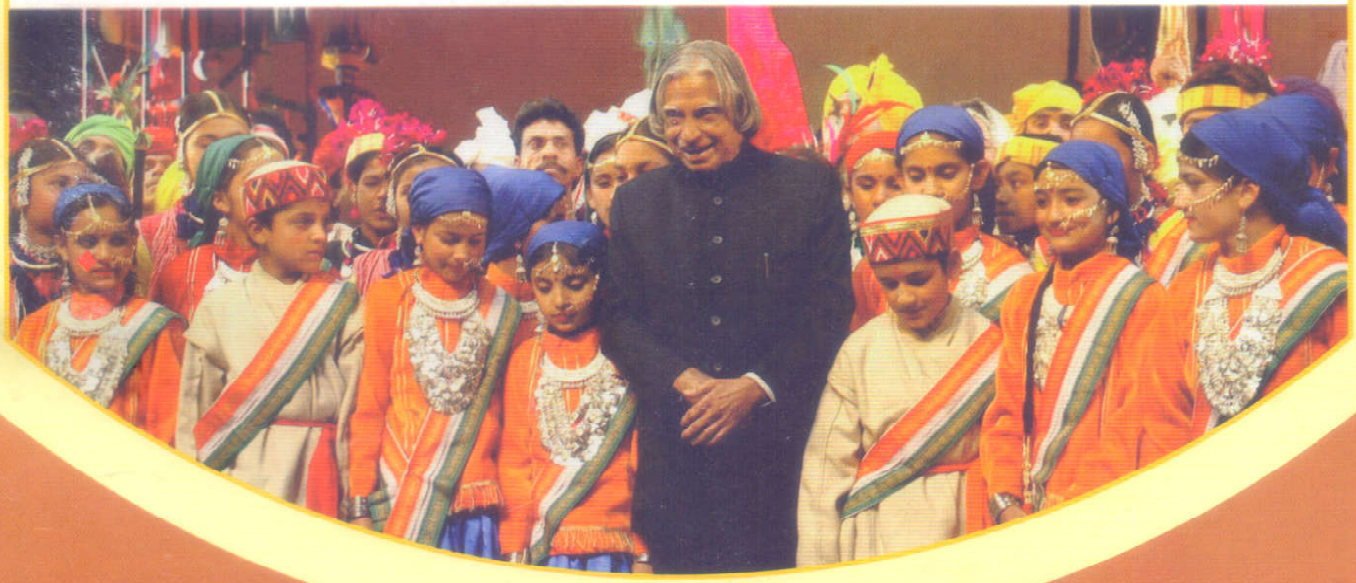
ISSN: 2249-2437

Annual Subscription ₹.500/-

DIMENSIONS OF EDUCATION

An International Journal of Education and Research Quarterly

- Classroom Achievements among Student Higher Education : Quality and Quantity
- Relationship between Literacy and Voter turnout in India
- Challenges of Urbanization and Environmental Degradation in India
- ICT use in Teaching and learning practices in higher Education
- Teacher efficacy beliefs in relation to their social characteristics of secondary school Male Teacher



Volume : 5, Issue : 2, Pages 52, 7th September. 2015

Dimensions of Education

An International Journal of Education and Research Quarterly

7th September 2015 **Vol. : 5** **Issue : 2**

Publisher
Jayadev M. Menasagi
Vidyanidhi Prakashana, Gadag.
Former Syndicate Member Karnataka University, Dharwad

Editor
Dr. N. B. Kongawad

Co-Editor
Dr. S. B. Yadawad

Dimensions of Education

An International Journal of Education and Research Quarterly

Vidyanidhi Prakashana ®
Sri Sivakumar Agency ®
Station Road, Near Mahendrakar Circle,
GADAG-582 101 Dist. : Gadag
Karnataka State (India) Phone : 08372-237527, 277527
email : dimensionsofedn@gmail.com
www. vidyanidhionline.com

Dimensions of Education

INSIDE

Articles

Research

Thinkers on Education

Dimensions of Education

SIGNIFICANCE OF THE TEACHER

There is no exaggeration that a spacious building, costly equipment and sound syllabus will serve some useful purpose only when there are teahcers who are fully alive to the nobility of the profession and its accompanying responsibilities. The teachers play on important role in moulding and shaping the attitudes, habits, manners and above all, the charactor and personality of the students, Here I quote the views of some great philosophers, statesman and thinkers on the significance of the teacher. The teacher is a maker of man, Alexander (356-323 BC). Theachers who educate children deserve more honour than parents. Aristotle. ″The teacher is a helper and guide″. Dr. Radhakrishanan - The teacher is likea candle which lights others in consuming itself″.- Dr. Radhakrishanan. "The teacher is like a lamp lighting other lamps. But a lamp cannot put light into other lamps if it does not burn and shed light''.

H.G.Wells, "The teacher is the real maker of history Prof.Humayun Kabir staties' "without Good Teacher, even the best of system is bound to fail, with good teachers, even the defects of system can be largely over come''

Kabir : "Teacher and God both are standing before me whom should I pray obeisance? I bow to you, my teahcer who guided me to God ".

- Dr. N. B. Kongawad
Editor

Dimensions of Education 7th September 2015 Vol. V Issue. II

ARTICLE ISSN : 2249-2437

CLASSROOM ACHIEVEMENT AMONG STUDENTS

✍ **Prof. S. M. Rajashekar,** Principal, Sri Raghavendra College of Education, 29/57,chimminy Hills, Chikkabanavara ,Bangalore -90

ABSTRACT

Student 's achievement has become a hot topic in education today, especially with increased accountability for classroom teachers . The ultimate goal for any teacher is to improve the ability level and prepare students for adulthood . Student's achievement measures the amount of academic content student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are similar to a' to- do' list that you can use to guide your instruction .Student's achievement will similar to a' to -do' list that you can use to guide your instruction. Student's achievement will increase when quality instruction is used to teach instructional standards .

There are many variables that can impact successful student achievement, but the most critical are classroom instructions and learning disabilities . It is important to remember that all students do not learn the same way or at the same rate . students are like leaves on a tree ; there are no two exactly the same .just as a leaf comes in unique colors ,shape and sizes ,each student has their own unique learning style. you must use a variety of teaching methods and understand the background and individual needs of each student.

INTRODUCTION

The word achievement means end gained or level of success attained by an individual or group on the completion of task whether it be academic, manual, personal or social.

Academic or scholastic achievement means the attained level at which the students are functioning in schools tasks such as science or mathematics as means used by school marks or grades earned . In trades and occupations it will mean and change in the level of skills attained as measured by marks or grades achievement this means all those behavioral changes which take places in the individual as a result of learning experience of various kinds. Thorndike and Hagen (1970)says that " achievements are performance based to show that a pupil as already learnt to do" .

IMPORTANCES OF ACHIVEMENT

The school is concerned with the development of whole child's an all round development of the physical , social aesthetic and emotional qualities should be inculated among the children. During the process of education if the child has to be continued oppressed with regard to the level of his intelligence, attainment , aptitudes and interest and education objectives are determined by the needs of these learners, the demands of the society and the psychology of learning . Therefore these objectives of education and the development the physical ,social , aesthetic and emotional qualities in the child are assessed only through the academic achievement of a child 's very important in this process of education .This academic achievement of this child assessed by the teachers in the educational progress through the process of education.

FACTORS INFLUENCING ON ACADEMIC ACHIVEMENT

Schibeci and Riley (1986) studied the influence of the attitudes on achievement and it was found that attitudes influenced achievement influencing attitudes. Hence, it is essential to develop the attitude of heads towards the profession Subjects and various activities which are going on in the school so as to improve the academic achievement of school. In addition to the attitudes , the academic achievement is influenced by the factors like,

1. Intellectual status of the student.
2. Abilities of students.
3. Methods of study
4. Medium of instruction
5. System of examinations.
6. Motivation in the classroom situations.
7. Personality factors of the student .
8. Socio-economic status
9. Self -concept
10. Leadership style
11. Organizational climates
12. Attitude of heads and teachers towards education and school etc.

Padma ,M.S (1991) reviewed 96 studies in the fourth survey of which, eight were project reports . The studies were classified by variable Education level and subjects.

The variables were further analyzed under four board categories, viz, students - related, teacher related sociological and others . Under student -related variables, the frequently encouraged correlates were intelligence, anxiety, value interest and attitudes .

Teacher related variables were mostly the process variables dealing with methods of teaching and class room interaction socio- economic status was the Predominant sociological variable with home environment, parental attitude, aspiration encouragement and cultural influence as the second level variables.

A general predictive model of achievement , cutting across subject and Stages of education, through, desirable, was not found feasible. Most of the reported students are related to achievement in high schools and higher secondary schools .About 50% of the studies considered achievement as a whole and not with reference to specific subjects.

In most schools, the main task that faces the learner is an intellectual one. But the learner's intellectual achievements are influenced by his emotions from an early age, a sense of achievement is a source of good feeling and self esteem, and failure a source of angular and size approach. Attempts to measure learning progress are not of resent origin. Ever since there have been school teachers have tried to determine through oral recitation, written test or actual performance in certain skills the extent to which teaching and study resulted in mastery too open the results of measurement have failed to yield an adequate app of the learning that supposably had taken place.

C.Mc.clell and David (1953) and Atkinson, W.John (1955) came to the conclusion that in the individual there is the need for achievement a person who has a high need for achievement considers problems and obstacles as challenges to be met .According to them human beings differ from one another in the strength of achievement.

DEVELOPMENT OF ACHIVEMENT

Development of achievement is affected by a number of variables at Home, school and society. Infrastructure facilities play an important role in the early training of children for the development of attitudes and motives. Parental expectations and guidance to the child, develop need for high achievement in life (S.S Chauhan).

The teacher can play a very crucial role in the development of achievement through following methods (S.S.Chauhan and J.C Aggarwal).

1. The teacher should emphasize the importance of achievement in life by means of narrating the exploits of great personalities and their achievement.
2. The teacher's encouraging is friendly attitude and his enthusiasm in work will create a necessary infrastructural facilities for achievement in children
3. The teacher will guide the students in developing realistic achievement motives
4. Attempts should be made to convince the students that new motives will improve their self- image and is an improvement upon the prevailing ones.
5. The teacher should develop habits of self study among students.
6. The teacher should encourage the students to evaluate their achievement from time to time . The teacher should develop habits of self study among students.
7. The teacher should develop conductive social environment in the class so that everyone should think that he is wanted and has a role to play.
8. The teacher should relate the motive with further life of the students and assign independent responsibility to them for higher achievement.
9. The teacher should make students committed to achieving concrete Goals in life related to the newly develop ones.
10. The teacher should give examples of great achievers to motivate the students.

CONCLUSION

Individual differs in their strength of motive to achieve , and various activities differ in the challenge the pose and the opportunity they offer for expression of this motive .Thus , both the personality and environmental factors must be considered in accounting for the strength of motivation to achieve in a particular person facing a particular challenge in a particular situation . The very same person may be more strongly motivated at one time than at another time , even though is the most situations he may generally tend to be more interested in achieving than other people.

REFREANCE

- Advance in personality assessment. (1982 present). Hillsdale, N. J.Lawrence Erlbaum
- **Allpoot.G. W. :** (1937). Personality and growth in personality
- **Beedawat S.S. :** A study of academic under achievement Among students, Ph.D, Edu., Raju,U., 1976
- **Bhasin M.P.:** "Relationship of school perception to academic at school level P h.D.Edu., pan, U., 1974

■■

HIGHER EDUCATION : QUALITY AND QUANTITY

✍ **Dr. S. B. Jogur,** Govt First Grade College, Dharwad-8. Karnataka

In most of the developing countries education is considered as a non productive sector. It is true also in comparison with manufacturing sector. With the initiation of globalization educational institutions are changing their segment to promote as a commercial centre. There was a time when knowledge was for knowledge sake, now the condition is changed. Educational institutions and the knowledge which they provide are expecting for the profit based. Factually speaking education is one sector where spending growth is outpacing India's GDP. In the year 2004-05 the contribution of education as a sector to the gross domestic product was 3.3. In the year 2011-12, it was increased 4 percent. Per capita expenditure on education was also raised from Rs 888[2005] to 2985 [2012]. [Business world: the marketing white book 2013-2014 p.117] Education is the most effective force for socio-economic mobility of the country.

Regularly there is a debate on higher education and its quality. Universities are busy with conducting seminars, workshops and many more on its contents. In India the ratio of higher education has been increasing by the year 2000 there were only 256 universities across India. At present there are 659 universities, which means within a span of one decade 403 universities have come up to expand the knowledge sharing process. It is not only universities; the number of colleges has been also increased. In the year 2000 there were12, 806 colleges, but in the year 2012-13 the number has increased to 33,023. In the span of ten years, 20,217 new colleges were established. In quantity really we are bulky, but in quality as such there is no single university which stands in world ranking strata.

Growth of Universities

Source- Planning commission-FICCI-Ernst and Young report: Higher education in India 12th Five year plan and beyond

Indians, we are always attracted towards private education and preferably good old private institutions, universities. But the situation has changed, the fascinating scenario has entered in the academic environment, and newly built private universities are also getting more and more attraction by their infrastructure and facilities. In 2007, for every 1000 government institutions, there were 1614 private institutions, in the year 2012 for every 1000 government institutions 1769 private institutions are there. It speaks that till today the private institutions are more in number than government institutions.

The student's enrollment for higher education is sharply increasing. According to planning commission students enrollment for higher education has increased three fold in the last 11 years. The given table shows the growth of enrollment in Higher education.

Growth of enrollment in HE

It is expected that the gross enrollment ratio will increase by 7.3 percent in next five years. Another projection is that, those who enroll for higher education, nearly two -thirds enroll in private institutions, whereas the next big lump-38.6 per cent joins state government institutions and only around 2.6 per cent go for central universities. [Business World -marketing white book 2013-14]

The portrait of general and professional courses has been also changed. In 2007, 256 students pursuing professional courses for every 1000 general course students. In 2011-12, the number of students pursuing general courses is twice the number of pursuing professional courses. However the preference is changing. Most of the students in India, after getting higher education

- Continued on Page No. 12

ISSN : 2249-2437 ARTICLE

INTERNAL CONSISTENCY OF THE MULTIPLE INTELLIGENCE TEST

✍ **Dr. Rekha A.,** Guest Faculty, Department of Studies in Education, University of Mysore, Mysuru - 570006.

✍ **Dr. Y.N. Sreedhar,** Emeritus Professor, Department of Studies in Education, University of Mysore Mysuru - 570006

ABSTRACT

In the present study the researcher has attempted to demonstrate the internal consistency of the Multiple Intelligence scale constructed. The study is on the Multiple Intelligence Theory. The M.I theory is a Psychological and Educational theory which states that "An array of different kinds of intelligences, are present in Human beings". He say's that there are at least '7' ways that people have of perceiving and understanding the world. Gardner labels each of these ways as distinct 'intelligence'. He has identified 7 core intelligences and two more later. They are, Verbal - Linguistic, Logical - Mathematical, Visual - Spatial, Bodily - Kinesthetic, Musical - Rhythmic, Interpersonal, Intrapersonal and Naturalistic Intelligences. A normative survey was employed and the data has been collected from a sample of 200 secondary school Boy's and Girl's of 9th standard, Mysore, using random sampling technique. The study was descriptive in nature. The study reveals that the reliability co-efficient of Multiple Intelligence tool were found to be highly reliable. The reliability Co-efficient of the tool for the present study were as follows. The internal consistency of reliability of this tool was established using Co-efficient of consistency cronbachs alpha & was found to be .8786. The co - efficient of Guttman - split half reliability was found to be .8763. The test and retest was also found to be highly reliable at .7832. The correlation between forms was found to the .7865. This indicates that the tool is highly reliable.

Key Terms : Multiple Intelligences, Internal Consistency, Correlation, Split - halves Test, Test - Retest reliability

INTRODUCTION

Schools have often sought to help students develop a sense of accomplishment and self confidence. Furthermore, if we want our schools to prepare students for the challenges they will face after they leave, we must constantly pose challenges in school that force them to invoke a variety of intelligences. These challenges should have different kinds of solutions, they should involve a variety of intelligences, they should encourage collaboration and they should provide opportunities for reflection. (Brauldi.A.C, 1996) this is made possible by incorporating Howard Gardner's theory of Multiple Intelligences. Which has had a wide audience among educators. It has been interpreted and adapted in many different ways.

Project zero (1967) A basic research group at the Harvard Graduate school of education begun by a noted philosopher of art, Nelson Goodman and co-funded by Howard Gardner, their findings suggest that multiple intelligences help schools in several ways. It offers a vocabulary for teachers to use in discussing children's strengths and in developing curriculum; it validates the practices of teachers whose work is already synchronous with MI theory; it promotes or justifies education in diverse art forms; and it encourages teachers to work in teams, complementing their own strengths with those of their colleagues. It also encourages schools to devise rich educational experiences for children from diverse backgrounds. (Krechevsky, M., and Kornhaber, M, 2007).

Every individual is unique with their own individual differences. Our schools with the rigid curriculum & teaching methods, are strictly standardized. It doesn't fit into the myriad intelligences of the students, instead the students have to struggle to fit into the burden of the curriculum that is heavily based on the verbal - linguistic & spatial intelligence.

Dr. Howard Gardner, a Harvard scholar, basically studied on the development of "Children's cognitive processes based on Jean Piaget's work". Later he started on "Human Potential" & formulated "The Multiple intelligence theory in "1983. Dr. Howard Gardner, argues that, we are not all the same, we all don't have the same kinds of minds. Further, he continues....

- A child who masters multiplication tables easily need not be more intelligent than the child who struggles to do so.
- The second child may be stronger in another kind of intelligence. There fore he may excel in a field outside mathematics.

The M.I theory is a Psychological and Educational theory which states that "An array of different kinds of intelligences, are present in Human beings". He say's that there are at least '7' ways that people have of perceiving and understanding the world. Gardner labels each of these ways as distinct 'intelligence'. He has identified 7 core intelligences in the book, "Frames of Mind"- The theory of Multiple Intelligences and two more later, in the book, "Intelligences Reframed" in 1999.

They are, Verbal - Linguistic, Logical - Mathematical, Visual - Spatial, Bodily - Kinesthetic, Musical - Rhythmic, Interpersonal, Intrapersonal, Naturalistic, Existential and Moral Intelligence.

- Verbal - Linguistic: The ability to use words and languages.
- Logical - Mathematical - The capacity for inductive and deductive thinking and reasoning, as well as the use of numbers and the recognition of abstract patterns.
- Visual - Spatial - The ability to visualize objects and spatial dimensions, and create internal images and pictures.
- Bodily - Kinesthetic - The wisdom of the body and the ability to control physical motion.
- Musical - Rhythmic - The ability to recognize tonal patterns, and sounds as well as a sensitivity to rhythms and beats.
- Interpersonal: The capacity for person to person communication and relationships.
- Intrapersonal: The spiritual, inner states of being, self - reflection and awareness.
- Naturalistic: The ability to understand nature, nurturing and classification.

In 1999, he added two more intelligences namely,

- Existential: Is the capacity to raise and reflect on philosophical questions about life, death and the ultimate realities of the universe.
- Moral Intelligences as this is still in study state it is not yet accepted as an intelligences

MULTIPLE INTELLIGENCE TESTING

Gardner's gift to the classroom is in his conceptualization of intelligence as multifaceted and multidimensional (1983). He defines human potential in terms of the ability to solve problems in a culturally valued setting. In light of this broad perspective, Gardner identified eight realms of intelligence: verbal, logical, visual, musical, bodily, interpersonal, intrapersonal, and naturalistic. As seen in countless classrooms, these multiple intelligences work in various combinations as students interact and connect in the execution of complex tasks.

Multiple Intelligence Theory focuses human's to real life circumstances, and emphasizes the training of students to slove problems. This connects to the real world, rather than abstract class room learning, places it close to the true reason humans learn, for this reason, it has caught wide spread attention from various international circles. When gardner brought up the theory in America in 1983. Further more, the theory was extensively applied in the American education system, causing an educational reform. (Sternberg, 1988; Klein 1997). With multiple intelligences theory spreading across America and all over the world has brought profound changes in the school system.

Multiple intelligence assessment emphasizes "learn by doing, assess in learning." In order to stay unbiased, as stated by the theory, the assessments should be done according to the students' knowledge and performance. Multiple intelligences assessments are usually done by the instructor, the collaborative teachers, and students. This makes the assessments more interactive and unbiased than traditional assessments, which are done by the instructors alone. The assessment of multiple intelligence should be (1) Forming : Designed to unfold, entice, or rouse strengths in students. (2) Variety: offering students all kinds of opportunities to demonstrate what they know. (3) Substantially beneficial: Through evaluations, help students improve intrinsic quality or enhance understanding in both themselves and the academic subjects. (4) Mutually corresponding: Allow students to choose means of expression based on their learning experience and preference and fully demonstrate their academic strengths.

The principle of multiple intelligence testing according to Chapman. A., 2003-2009 is to develop people through their strengths and not only stimulate their development - also make them happy (Bacause everyone enjoys working in their strength areas) - and also grow their confidence and lift their belief (because they see they are doing well, and they get told they are doing well too).

Historically, and amazingly a perception that still persists among many people and institutions and systems today, intelligence was/is thought to be measurable on a single scale : a person could be judged - would be considered intelligent or unintelligent. Gardener has demonstrated that this notion is ridiculous.

Intelligence is a mixture of several abilities (Gardner Explains seven intelligences, and alludes of other) that are all of great value in life. but nobody's good at them all. In life we need people who collectively are good at different things. A well-balanced world, and well-balanced organizations and teams, are necessarily comprised of people who possess different mixtures of intelligences. this gives the group a fuller collective capability than a group of identically able specialists.

NEED AND IMPORTANCE OF THE STUDY

The basic need for this study emanates from the fact that it gives a correlational relationship between multiple intelligences. This study is focused largely on the Multiple Intelligences, as studies on the same are in the nascent stage and is evolving gradually. Therefore a research study on this topic is a worth while endeavor. The goal of the study is to find the operational nature to the existing knowledge.

Cognitive studies related to multiple intelligence is any day a welcome in the arena of school education as it help the students to develop better intellectual abilities, and skills to adjust finely to the school environment and eventually force well in order to mould themselves as better citizens of tomorrow.

Therefore there is an immense need to make a study in depth on Multiple Intelligences in order to find the kind

of intelligence, an individual possess and there by shape and mould the individual accordingly in the best way.

PURPOSE OF THE SCALE

As children do not learn in the same way, they cannot be assessed in a uniform fashion. Therefore, it is important that a teacher should develop "intelligence profiles" for each students. knowing how each student learns will allow a teacher to make more informed decisions on what to teach and how to dissipate information (David. L.1992). The purpose of the scale was to find out multiple intelligence preferences of the secondary school students of Mysore city".

CONSTRUCTION

This study has been tailored on the pivotal importance that tapping the different kinds of intelligences hidden in the child as a motto, rather than cling on to the age old concepts which emphasize only on few factors. In the earlier version of intelligences theories, the actual intelligence of the child (as they do not measure) does not come to the light of the day and the child is forced to take up the disciplines, routes and ways in which he / she may not be possessing any intelligence and ruin their career's and further their lives.

The questions were based on the "Intelligence-specific understandings, skills, activities or tasks, capacities and knowledge. Due weightage was given to all the dimensions while selecting items. The scale contains '80' statements which represent the 'universe of content'.

The questionnaire was constructed by the researcher on all the eight multiple intelligences, Viz .... Verbal - Linguistic, Logical - Mathematical, Visual - Spatial, Bodily Kinesthetic, Musical - Rhythmic, Interpersonal, Intra - personal and Naturalistic Intelligences.

The questions were based on the 'Intelligence - specific understandings, skills, activities or tasks, capacities.

TYPE OF TEST ITEMS

The Questionnaire consists of eight sections. It was divided into two parts for easy administration as Part I and Part II. Totally there are 80 items. The items were based on the eight intelligences. **Part I -** consists of Verbal-Linguistic, Logical-Mathematical, Visual-Spatial, and Bodily-Kinesthetic. **Part-II -** consists of Musical-Rhythmic, Interpersonal, Intrapersonal and Naturalistic Intelligences. The questions pivoted on the above mentioned aspects are Multiple choice questions :

The researcher attempted to construct a multiple intelligence scale, as the M.I tests present were affiliated to foreign culture. The present multiple intelligence scale is a five point scale. The items are in the question form. The questions are varied and five response categories are provided for responding to every item.

RATIONALE FOR SELECTING RESPONSES

Commonality of responses is not possible as similar responses are not obtained to all the questions, as the researcher is trying to assess the different levels of the multiple intelligences in order to obtain a cognitive profile.

Each question was set against a five point scale. Weight-age was given to the position of the answer, i.e A - 4, B - 3, C - 2, D - 1 and E - 0. The scores in this scale ranged from 40 to 240.

INTERNAL CONSISTENCY

Once the instruments / tools are constructed, the researchers must demonstrate the instruments constructed are reliable, because without reliability, research results using the instrument are not replicable, and replicability is fundamental to the scientific method.

Internal consistency is the extent to which tests or procedures assess the same characteristic, skill or quality. It is a measure of the precision between the observers or of the measuring instruments used in a study. This type of reliability often helps researchers interpret data and predict the value of scores and the limits of the relationship among variables. It measures whether several items that propose to measure the same general construct produce similar scores. In our research endeavor, the M.I. test is divided into, 8 categories, as mentioned earlier. The internal consistency reliability test provides a measure that each of these particular intelligences is measured correctly and reliably.

The three main techniques used in our studies for measuring the internal consistency reliability are :

1. CORRELATION

Correlation is one of the most common and most useful statistics. It is a single number that describes the degree of relationship between two variables.

2. SPLIT - HALVES TEST

The split - halves test for internal consistency reliability is the easiest type and involves dividing a test into two halves. The questionnaire is divided into odd and even questions.

3. TEST - RETEST RELIABILITY

Is the estimation based on the correlation between two or more administrations of the same item / scale.

METHODOLOGY

Normative survey was employed and the data have been collected from a sample of 200 secondary school Boys and Girls of IX std, Mysore, using random sampling technique for conducting pilot study.

The questionnaires were distributed to the students of IX std and necessary instructions were given. The

students filled in the personal data sheet first and then the M.I scale. The students took, 30 - 40 mins to fill in the questionnaire.

DATA ANALYSIS

The data collected was scored, checked for inconsistencies and computerized

Quantitative analysis of data has been carried out using the statistical soft ware, "Statistical package for Social Sciences". (SPSS Version. 10. 0).

RELIABILITY ANALYSIS

The reliability Co-efficient of the tool for the present study were as follows.

I. The internal consistency of reliability of this tool was established using Co-efficient of consistency cronbachs alpha the & was found to be .8786.

- The co - efficient of Guttman - split half reliability was found to be .8763.

II. The test and retest was also found to be highly reliable at .7832

III. The correlation between forms was found to he 7865. This indicates that the tool is highly reliable.

DISCUSSION OF RESULTS

Based on the results of this preliminary pilot study investigations, it is evident that the multiple intelligence test constructed is reliable for further research endeavours in this field. The process of research in the area of reframed intelligences involves an active practical, diligent and systematic process of inquiry aimed at unraveling the multiple intelligences inherent in the children. The research investigations lead to a greater understanding of where the child stands in the midst of the school practices, and how he can be educated further. There are many theoretical and practical dimensions to research these are outlined in this paper and are briefly discussed.

Children learn and express themselves best through active involvement and engagement of all their senses. Using Dr. Howard Gardner's (1983) multiple intelligences as a guide line, parents and care givers can provide a variety of activities for children that strengthen all domains and encourage their cognitive development and natural creativity in age appropriate ways.

Thomas Hoerr, (2002) opines that, when viewed through an MI lens, more children succeed, put another way, when teachers offer different path ways for students to learn-rather than just filtering all information and learning through the "Scholastic intelligences" - more students find success in school. An MI approach is "Child-Centered". Educators begin by looking at how the child learns and then work to develop curriculum, instruction and assessment based on this information. (Conversely, in most schools, a "Curriculum-Centered" approach is used as educators bend the students to fit the curriculum).

A few nifty statistical calculations done will give the internal consistency reliability and allow the researcher to evaluate the reliability of the test. The internal consistency of reliability of this tool was established using the Cronbach's alpha and the reliability coefficient was found to be 0.8786. The test items are highly related to each other in their eight different kinds the sub divisions used do demonstrate item consistency. The tests that we have used, are as follows:

Co-efficient of consistency the Kunder Richardson formula is a mathematical test, that results in the average correlation of all possible split half correlations (cronbach, 1951) the split halves according to (Best and Kahn 2003) the accomplished scores on the first part of the test is correlated with the scores on the second part of the test. Generally the longer a test the more is the internal consistency it has, the correlation coefficient is modified by using the spearmen - Brown formula.

Stability over time (test-retest) was also tested after a period of 1 month. The test and retest was also found to be highly reliable at .7832. The scores of the first test was highly correlated with scores on the second administration of the same test at a later date. Because the individual scores may change due to having taken the test before, Here we are interested in the relative position of the individuals scores.

Without a doubt, one of the reasons that Multiple Intelligence theory has attracted attention in the educational community is because of its ringing endorsement of an ensemble of propositions: we are not all the same, we do not have the same kinds of minds; education works most effectively for most individuals if these differences in mentation and strengths are taken into account rather than denied or ignored. Howard Gardner, (Gardner, 995).

The MI test is of great use and potential to the students community as it helps the students to discover their strength's.

CONCLUSION

The multiple intelligence theory has been a cynosure for the eyes of the educators in the recent times, as they find it is a challenge to teach a vast variety of children with different kinds of individual differences. Multiple intelligence testing is of at most importance as the modern concept of intelligence is multifaceted & multidimensional and has to be conducted in order to find out and develop their strengths. In this context, the need to develop a multiple intelligence test to our (Indian) cultural context was of much importance. The researcher has attempted to construct a questionnaire with 80 statements and has

administered the test for a sample of 200 secondary school boys and girls of 9th std., Mysore. Internal consistency reliability is a measure of how well a test addresses different constructs and delivers reliable scores. The test- retest method involves administering the same test, after a period of time and comparing the results. The data was analysed quantitatively using the statistical software SPSS version 10.0. The internal consistency of reliability of this tool was established using cronbach's alpha and was found to be .8786. The correlation between forms was found to he .7865. This indicates that the tool is highly reliable. The co - efficient of Guttman - split half reliability was found to be .8763. The test and retest was also found to be highly reliable at .7832. Therefore the Multiple Intelligence tool constructed is found to be highly reliable.

REFERENCES

- **Best J.W and Kahn, J.V.** (2007) Research in education. 9th Edition. Prentice. Hall of India.
- **Brauldi A. C.** (1996), Multiple Intelligences: Gardner's Theory.
- **Chapman A.**(2003-2009). Gardner's Multiple Intelligences, Principles & Interpretation.
- **Cronbach L. J.** (1951). Coefficient alpha and the internal structure of tests. Phsychometrika, 16(3), 297-334.
- **Gardner H.** (1995). Reflections on multiple intelligences myths and messages. Phi Delta Kappan, 77, 200-203, 206-209.
- **Gardner H.** (1999). The disciplined mind: "What all students should understand, Nelson, Simon and Schuster.
- **Gardner, Howard** (1983) "Frames of Mind : The Theory of Multiple intelligences". New York : Basic Books.
- **Gardner Howard** (1993) "Multiple Intelligence : The Theory in practice". New York : Basic Books.
- **Hoerr T.** (2002) Applying Multiple Intelligences in schools. New Horizons for learning, Jan.
- **Lazear D.** (1992). Teaching for Multiple Intelligences, fast back 342 Bloomington in: Phi Delta Kappan
- **Xie J. C. Lin R. L.** / Asian Journal Of Management and Humanity Sciences, Vol. 4. No. 2-3, pp. 106-124, 2009.

WEB SITES

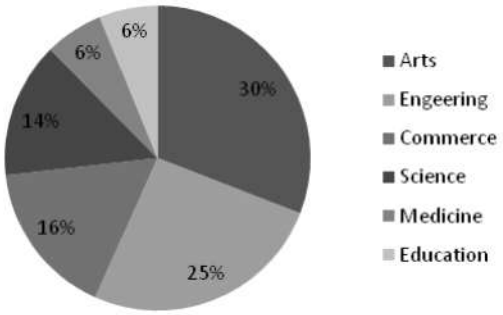
- **Krechewskey M. and Kornhaber M.** (2007) http:// www.pz.harvard.edu/default.htm
- Project zero. (1967). http:// www.pz.harvard.edu.defualt.htm

■■

- From Continued on Page No. 7

they look forward to 'well paid job'. Indian middle class families think that, if their kid gets professional education they would get job easily after completing their professional courses, this impression made them seek out professional courses more and more. A major share of student enrollment in higher education goes to degree courses i.e. 89.4 per cent students enroll for degree courses. Out of which 30 per cent for arts, 25 per cent in engineering studies, 16 per cent for commerce and management and 14 per cent for science in higher education. around 12.1 percent students enroll for P.G. courses.

Enrollment of Students to different fields at degree level



Source- Planning commission-FICCI-Ernst and Young report: Higher education in India 12th Five year plan and beyond

A negligible share of students enrolls for Ph.D. programmes i.e. only 1 per cent. The two most common issues In this regard are problems in attracting good quality PhD students are lack of financial support in terms of fellowships/scholarships and grants for travel to conferences. [Survey by IIIT delhi]

In the world scenario India is having lower gross enrollment ratio for higher education than two countries like US and China. Indian students have emerged as the largest groups of international students in US, for American degrees are a huge allure for Indians. Times of India, June 7-2009 depicted the picture of Indian students abroad, and foreign students in India. In Australia 97,000 Indian students were enrolled, in US it was 94,563, it was 34,000 in UK. Same time India has also been attracting foreign students to study in India, but less in number comparing with Indian students in abroad. [Journal of educational planning and administration April-2012 pp.317-329] Higher education and research are elements of cultural, social, economic development of a state, institutions and individuals also. In the globalizing world, every country is attempting to develop a competitive periphery by making higher education more flexible, innovative with more prominence on quality than quantity.

■■

MODERNIZATION

✍ **Smt. Girija Hasabi,** Principal, S.J.A. College of Education, Mundaragi.
✍ **Sri H. V. Belagali.** Principal, Vijayanagar College of Education, Hubli.

1. INTRODUCTION

In Block 9 you have studied about the education of the disadvantaged group. This helped for education of women, and what are the educational opportunities for SC/ST groups, and for education of disabled children. In the end of twentieth century how the people come up for the benefit of education.

In this unit ,we will see how our understanding of the modernization concept and the of education in modernization ourpresent understanding of the modernization has resulted.in a broad sense, modernization may be viewed as aprocess of social change included avarieties of social transformation in the modern society.

Modern society as distinguished from traditional societies is characterized by developments in different aspects of social life. The term modern impulses what is upto date particularly with reference to changes from tadetion to modernity, modernity is the state of being modern, conceptually, the terms Modern and modernity, have developed from a social process, namely modernization.

Modernization has two important aspects namely structural characteristics and socio- cultural adaptiveness.

2. CONCEPT OF MODERNIZATION

The concept of modernization is subject to a fold criticism.

Firstly, some thinkers view modernization as a vague and unsystematic concept favouring an affluent minority at the expense of majoriy of citizens. There are various leves of development and it would be difficult to decide whether socialism or captitalism is more modern, they hold that the concept of modernization is by nature conservative and cannot be formulated unto the critical importantance.

Secondly, modernization as it stated from the notion of westerisation in terms of capitalism is in contradiction with socialism of mark. Modernization in the west stresses development with cultural heritages which is incompatible with Marxian theory of class - struggle and consequent socialism. There is often amisconception that commication is an alternative to modernization. Critics of modernization which is essentially aprocess of social development from a pre technologyical traditional society to modern industrial organization.

The concept of modernization being multi-dimensional connot be defined in any comprehensive terminology. There are however many defined of this concept.

Jamas O onnell, difines- mpodernisation as a process through which a taeditional or pre- technological society passes as it is transformed into a society characterized by machine technology, national and secular attitudes and highly defferenterentiated social structures. Cyril block. Describe modernization as a growth of new knowledge which presumes the existence of man with anincreasing capacity to understand the secrets of nature and to apply new knowledge to human affairs, David Mc clelland,interpretsmodernisation from a psychological view-point of self-relance and achievement orientation as essential traits of modernization.Arnold Andurson,stresses the importance of skill and spirit of creativity in modernization. Arnold, Andurson,stresses the importance of skill and spirit and creativity in moderisition,there are generic definition of modernization, there are generic definitions of modernization. There are various conceptual formulations of modernization depending on different view points of social scientists. They lack logical consistency and uniform connotation . In the final analysis. Horrowitez, remark, modernization lacks the merits of being a concept. Every attempt to define modernization interms of an operational set of variables results in the introduction of new ideas which have relatively little to do with original concept.

Modernisation is conceptually identified with development, growth and progress. A distinction is drawn between undeveloped, under developed and developed nations to indicate its utilization. Development is understood in terms of economic factors which do not however account for a totality of social change. Moreover development and under development historically relate to the exploitative use of productive forces by powerful nations. As a composite process modernization is intertwined with a variety function appropriately by modern media of communication. Literate people generate all kinds of desires and develop the means of satisfying them. The 'know how' techniques are most essential to adequate participation in modernized society. Here education plays an important role in the creation and satisfaction of new desires.

3. MEDIA PARTICIPATION

Development of modern channels of communication has accounted for greater social participation which is necessary in the modern style of life.

The news papers, magazines, radio, television create social awareness for the integration of skills and satisfaction of new needs. Adeguate media participation enables participation in all sectors of the social system. Mass media contributes to political participation, a fundamental requirement of modernity. Modern democracy is typically the growing institution of a participant society.

The three phases of modernity, Viz urbanization, literacy and media participant are inter-related as composite factors of modernity.

4. WESTERNISATION

The way of living of the people of western countries will have its influence on our life. This is called westernization. Britishers ruled over India for a longer period. It has made its influence on our life. It changed our dress. Language and even food habits. It had its impact on political and economic policies. A change in our technology is also due to westernization.

5. FASHIONS

Often we see a change in our dress, food, habits, furnetures, decorations etc. This change will have considerable influence on the way of living of people. This may be called fashion. this change is visible in almost all the walks of life. These fashions play an important role in modernization. India is not an exception to fashions. We usually followed the fashions of the western people. Today, we have our own fashions. Our cinema and T. V. are taking the fashions to all the corners of the nation. As a result of this, there is a change in our dress, language, vehicles, cosmetic, residence, etc.. these fashions cause modernization. These fashions play an important role in the modernization.

The following diagram shows the factors affecting the modernization.

Education

Industrialization Technology

Modernization

Economic Politics

Values

INDIAN CULTURE AND MODERNISATION

India is an old society, but a new nation. It provides an excellent example of the puzzlement and paradoxes of a modernizing situation. Its small but significant pockets of modernity are against the vast hinterland of tradition. It has a split image of the future; it can not take two steps ahead without looking back at least once. The links between its modernizing elite and tradition oriented masses continues. Its macro and micro politics do tradition oriented masses continues. Its macro and micro politics do not always move in unison. Even the most powerful thrust modernisingelite and tradition oriented masses continues. Its macro and micro politics do not always move in unison. Even the most powerful thrust modernisors are stalled by the immobility of the traditional structure; at best they gain inches where this should have gained yards. There is hurry and impatience to produce economic development , to this end. Some sound economic policies are framed, but they remained unsupported by equally sound social policies.

The political realities of the situation force the modernizer to accept many uneasy compromises, as he has ti yield to nativism and revivalism at almost every turn, these inner contradictions are significant, people can not whipped into racing towards the goal of progress. Modernization presupposes organized national effort. A feeling of nationess is, therefore essential. Anthems and flags alone can not create a true nation, certain levels bases for genuine nationness. For modernization it is necessary to judge a person not by his supposed quality but by his performance.

India's cultural heritage is rich and its contribution to art and architecture and to religion and philosophy are to be gloried in . without them the country will be rootless only the drag of tradition is to be rejected.

ROLE OF EDUCATION IN MODERNISATION

In education also modernization implies many things, to one educationist modernization means to spead education. To produce educated and skilled citizens and train an adequate and competent intelligents. To another it implies more teaching ends to it interms of western educational system and so on. A comprehensive view of modernization in education will mean a new approach not only to the aims and processes of education but also to the totality of its entire programmes so as to relate it to national development, national needs and national aspirations. In the context of modernization, educaton has to play a dual role.

1. Education and increased production
2. Education and equalization of educational opportunity
3. Education and promotion of emotional and national integration
4. Education and establishement of socialistic pattern of society
5. Education for democratic values

6. Education and secularisam
7. Education for international understanding
8. Education and synthesis between scientific and cultural values
9. Education preparing the members of the society for modernization In this sense. Education through different levels and forms can help members to acquire knowledge skills required for amodern society. Side by side a new of values, attiudes, beliefs are to be developed.
10. Education is much more difficult. Education can assume this lead role in binging about co-ordination and control of hand. The co-ordination and controle of highly specialized and differentiated activities do not get out of hand. The co-ordination and controle has to be exercised to keep the conservative and elements of the society under check.

CHARACTERSTICS OF MODERNIZATION

Modernisation is aprocess of social change indrinisically directed towards development of society. Most sociologists consider modernization and development as idental concepts. The characterstics of modernization are analysed in several ways by different thinkers.

Samuel . p. Huntizgton, has summarized nine general characteristics of modernization.

1. firstly, modernization is a revolutionary process. Change from tradition to modernity is redical with the purpose of new pattern of social stricter and culture behavior. It may be traced from the transition of pre- human and from primitive to civilized communities. Industial reform is denoted by drastic changes in techniques of production and new social arrangements.
2. secondly, modernization is a complex and multi-dimensional process. It is an interconnected process with reference to all areas of human thought and behavior. As such it includes industriaisation, urbanization,social mobilization. Communication, education , political participation.
3. modernization is a systematic process. It is a continuous and consistant process of development with a distinctive quality of its own.
4. modernization is global process. It is a universally beinhg diffused with all social groups irrespective of caste. Creed and race. All societies which were once traditional undergo the processof change in similar manner.
5. Modernisation is a long term process. Technological advance is based on a lengthy process of innovations from the primitive to modern development. There have been links of technological development in the history of human civilization.
6. IT is a homogeneous process, since it combines not only different social aspects of particular societies but also different societies into a word state with universal outlook.
7. It is an irreversible process. The movement of society is always in a forward direction in the stage of development. There is no possibility of going back when once the stage of development is reached.
8. Modernisation is a progressive process. Since development is desirable and inevitable. It is directed to human well being both culturally and materially.

With these charecterstics, modernization may be regarded as the manifestation of higher leval of culture with a humanistic approach to science and technoiogy.

Eisenstdt outlines the common checterstics of modernization in two major categories. Namely structural characteristics and socio- cultural adaptiveness.structural characteristics refer to the rearrangement of various institution by the influx of new knowledge and technological advancement. Socio-cultural adaptativeness refer to the proliferation of roles with new status and emergence of elites. Structural changes ands social adaptiveness are correlative factors in the process of modernized when it is socially mobilized both in terms of stricter and culturel adaptiveness. The proliferation of roies and institutional rearrangements constitute the core of modernization.

■■

ISSN : 2249-2437 ARTICLE

KNOWLEDGE MANAGEMENT AND EDUCATION

✍ **Smt. Jyothi. B. Panth,** Assistant Professor, Sree Siddaganga College of Education,Tumakuru.

"Every addition to true knowledge is an addition to Human Power." **- Horace Mann**

Every organism possess knowledge required to lead his present life. Without knowledge an organism cannot obtain shelter, food and entertainment. Even relationship is developed and maintained only by the knowledge we possess. Knowledge is essential for all our actions, gestures, performance and adaptions. Knowledge is the root cause for all our behaviour. Knowledge is required in every aspect of our life. Instead of asking the question where is knowledge required, we should say where is it not used? This implies the scope of knowledge in our life. Knowledge is the full utilisation of the information and data by an individual with all his capabilities in the environment he lives. Then where is the knowledge located? As for as individual is concerned it is stored in his brain, whereas an organisation is concerned it will be encoded in its processes, documents, products , services, facilities and systems.

Hence based on this, the knowledge is classified as Tacit knowledge and Explicit knowledge. The knowledge which is stored in the brain of a person, which is obtained by an individual through study and the experience may be direct or indirect is the Tacit knowledge.

The knowledge which is stored in the documents or any other form of storage other than the human brain is the explicit. As it is mentioned earlier that explicit knowledge is encoded, and which can be shared and brought to the experience of others. But explicit knowledge depends on tacit knowledge for its source. Alone tacit have no impact on his environment. It is like stagnant but it can grow only by the explicit knowledge. Hence both are like the two faces of the same coin. Both are complementary to each other. It is left to the person how he obtains and manages the knowledge, which in turn refer to knowledge management.

"Knowledge management is the discipline of enabling individuals, teams and entire organisations to collectively and systematically create, share and apply knowledge, to better achieve their objectives."

"Knowledge management is the capabilities by which communities within an organisation capture the knowledge that is critical to them, constantly improve it and make it available in the most effective manner to those who need it, so that they can exploit in creatively to add value as a normal part of their work."

The following ***features of knowledge management*** is protruding in the above definitions :

- It is not only concerned to individual alone but it is for the group
- Everyone in the group will contribute for either creating, sharing, disseminating or implementing.
- It is always dynamic.
- It is a renewable resource.
- It is both a process and a product.
- It is both theory and practical
- It encompasses all the three domains of a system. Viz., cognitive, affective and psychomotor
- It can be stored and retrieved

ADVANTAGES OF KNOWLEDGE MANAGEMENT

- It helps in realising the objectives
- It strengthens the capacity of personnel's
- It coordinates among the members of a group.
- It enables us to take better decisions and to act accordingly.
- It economise our actions.
- It improves the effectiveness in performance.
- It produces good results.
- It always strives for innovations, thus contributing for the progress.

KNOWLEDGE MANAGEMENT AND EDUCATION

Education as we all know that it is a process of bringing desirable change in the learners, thereby contributing for the strengthening of abilities to cope up with the changing environment. Until a learner understands himself and his surrounding completely he cannot successfully get through it. Thus he requires the knowledge to understand everything he is in and around and to utilise that knowledge to adapt himself to serve his need, ambition and thereby contribute to the societal progress. In this context, knowledge management is complete in itself to serve the person in need. Moreover the educators as well as the learners should search, understand, create, analyse the knowledge he requires to move in his path without any

- Continued on Page No. 25

THE POLITICAL HISTORY OF ATHANI REGION
(BASED ON INSCRIPTIONS)

✍ **Sureshkumar P. Pangi,** Research Scholar Dept of History and Archaeology. Karnatak Universtiy, Dharwad.

✍ **Dr. S. K. Melkar,** Museum Curator, K.R.I and PhD, Research Guide, Dept of History and Archaeology K.U., Dharwad.

ABSTRACT

If all the States of a nation have a bright history,it is the result of the broad history of that nation which has a magnificent heritage behind it. If all the states are polarized culturally then only the nation can get a noteworthy position in the world. India is one among the prestigious nations, in that the study of the temples of Athani, a Taluk of Belgaum district which has strengthened the culture of Karnataka is very vital and significanct

Athani Taluk which is in Karnataka's Border Regions of Belgaum district is an important historical base. The history of this region is the centre of various cultures. Various dynasties of Karnataka such as Satavahanas, Kadambas, Rashtrakutas, Chalukyas of Kalyan, Vijaynagara and Adilshahis of Bijapur and Britishers have ruled over this region. All these dynasties have contributed a lot to the fields of society, politics, religion, art and architecture, learning and culture.

Right from the ancient age to the modern era various dynasties have ruled in Karnataka. The stone inscriptions and the ancient temples found in Athani show that various dynasties have ruled there too Starting from the Chalukyas of Kalyan up to the Shilahara kings references are found in this region.

Here an attempt has been made to narrate the political history of Athani region, based on epigraphical records of Chalukyas of Kalyan, and Kalachuryas, and Sevunas as well as subordinate rulers Shilaharas of manne.

1. MOURYAS : There is no doubt that Athani was under the control of mouryas during the rule of Ashoka Mourya.The Inscriptions of Ashoka were found in the neighboring districts of Gulbarga, Raichur, Bellary and Chitradurga.

2. SATAVAHANAS : Looking at the inscription and monuments found in the excavation at Madhavpur and Vadagaon of Belgaum district, if can be said that Satavahanas might have ruled this region also1.

3. KADAMBAS : The inscriptions of Kadambas were found in Chitradurga districts Chandravalli, Belgaum districts 'Halasi' etc. Halasi is mentioned as Palasika, and Palasika was the capital of Kadambas2.

Sri H.S.Kamble has already discovered the ancient times human inhabitation at in Mangasuli village, which is around 24 km's away from the west of Athani3. Along with that Dr. H.S Ritti has edited Copperplate inscription, in 310 AD of Kadamba rule. Mr.Kamble based on that inscription, showed that Athani region was under the rule of kadmbas. But it is found that the inscription was a 'koota' inscription4.

4. CHALUKYAS OF BADAMI : No clear evidences were found about the history of chalukyas in Athani region but theAihole Prashasti inscription of Pulakeshi-II has mentioned 5, that he had won the three Maharashtra and established his sovereignty. Therefore it is clear that Athani region, which is at the border of Maharashtra, belongs to the administrative range of Pulakeshi.

5. RASHTRAKUTAS : Rashtrakutas have the history of 700 years' rule in Karnataka. There is no inscription in Athani belonging to kadambas, but the inscription found at the Jaina Basadi in Soudatti, of Belgaum district (Parasagad taluk) of Krishna-II's region6 (875-76.AD) and inscription of Karjol (Indi Taluk) which is near Athani,suggests that Rashtrakutas have ruled here also.

6. CHALUKYAS OF KALYAN : In 973 AD Tailapa-II of Chalukyas of Kalyan snatched the Karnataka state form the last king of Rashtrakuta dynasty, Karkraja-II and re-established Chalukyan rule Tailapa-II has called himself the lineage of Chalukyas of Badami. Many inscriptions have supported this view7. No inscriptions of Tailapa-II are found8 in Athani, but in Soudatti of the same district, at a Basadi (Jaina temple) one inscription of his age is found.

After Tailapa-II, his eldest son Satyashraya, with the title Ahavamalla ruled form 997 AD to 1008 AD. Later his nephew Vikramaditya-V and brother Ayyana ruled from 1008 AD to 1014 AD. Inscriptions of these three kings not available in Athani.

Ayyana's another brother-Jayasimha-II, after Ayyana ruled till 1044 AD. His name was "Jagadekamalla". The inscriptions of his region mention his name.

At present, an inscription, clarifying the rule of "Jagadekamalla" is in the village Kottalagi of Athani region9, the period of 1022 AD. This inscription tells about the land donation to the religious cause.

After Jagadekamalla, his son someshwara-I ruled till 1096 AD. An inscription belonging to his region (1050-51) is in Kokatnur10. In this inscription someshwara-I is mentioned as Trailokyamal,his title of him. It tells about the Trailokyamalla's victories in the war and mentions the names of Jogama and his queen Pollikabbe Jogamarasa was the Mahamandaleshwara (Chief Subordinate) of Trailokyamalla, who ruled Karahada Nalsasira and Moringe musasira.

This inscription has the reference of many places relating to Athani region: a) Karahada Nalsasira- Karad of present Maharashtra. b) Moringe Musasira- Miraj of present Maharashtra. c) Tungulu Tungala village of Jamkhandi taluk, near Athani. d) Korgatanur- Present -Kokatnur of Athani region. e) Badige - Badagi village of Athani taluk now. f) Janawad- present -Janawad village of Athani Taluk, which is 18 kms away in the south direction and on the left bank of the Krishna River. g) Jinjalawada- Present -Junjurwada village of Athani Taluk, which is 24 kms away in the East direction of Athani.

After someshwara - I his eldest son Sameshwara-II's another son vikramaditya - VI ruled from 1076 to 1172. He is the famous among the kings of Chalukyas of Kalyan. Inscriptions belonging to his region are in Ramateerth11, Telasang12, Kokatnur13 and Balligeri14 villages of this region.

Ramateertha inscription mentions the victories and titles of Vikramaditya along with that it tells about Mallikarjunadeva, the son of vikramaditya and Pattamahadevi, It tells that Mallikarjunadeva, the prince ruled Karahada Nalkusavira division. It mentions the name of the commander of Vikramaditya; Chavunayya.

Umrani of today, which was once in Athani taluk was called Umbaravani. In Umrani inscriptions of Bijjaladeva and Sovideva are found. These inscriptions mention same points relating to Athani region15. They are Karahadanadu, Kanembadanadu and Muvattarumbada.

In Muvattarumbada Kampana, Athani regions Balligeri, Yalahadalagi, Bevanuru, Aigali, Kakamari and Kottalagi villages were included.

Telasang inscription of Vikramaditya's time also has the reference about Karahada, Nalsasira, Kalambade munnuru Kampanas. Kalambade is 'Kanamadi' of Vijaypur District. It mentions that Telasang was in this division16.

After the death of Vikramaditya-VI, his son Someshwara-III ruled form 1127 to 1139. Later Jagadekamalla-II ruled from 1139 to 1149. An inscription of his region (1142 AD) is in Telasang village. It tells that Telasang was "Agrahara" for Karahada Nalku savira and Kanambade Munnuru division during that time. Along with that it mentions the titles of Jagadekamalla and various taxes' names.

7. KALCHURYAS : In 1162 Kalachuryar snatched the kingdom from Chalukya Tailapa III and ruled for twenty five years

Some inscriptions of Kalachuryas are found In Athani region. Kokaranur inscription. (1050-51) clarifies Kalachuryan rule in this region. It mentions that Kalachurya Jogama the Mahamandaleshwara of Vikramadithya VI ruled Karahada Nalsasora area17.

Three inscriptions belonging to Kalachurya kings are in Athani area18. In these, two are written during Bijjala19, Jogamarasas grandson's period and one is written during Rayamurari Sovideva's (Son of Bijjala) period20.

After Jogamarasa, his son Permadi become king in 1118 AD. Later his son Bijjala and after Bijjala his brother Mailugideve and Rayamurari ruled21. Rayamurari Sovideva inscriptions are found in Telasang and Kokatnur22.

8. YADAVAS (SEVANAS) : This Dynasty became independent after the decline of Chalukyas and Kalachurayas. After Dridhaprahara the founder of this dynasty 21 kings have ruled.

In this Athani region inscription of famous Yadava kings: Singhanadeva and Ramachandradeva are found

Three inscriptions belonging to famous Yadava king Singhanadeva are found in Madabhavi village23. Yankkanchi24 village is 10kms away in the east of Athani, Kokatnur inscription25 of Singhanadeva's period (1235AD) mentions Kokatnur as an Agrahara Madabhavi inscription of 1239 mentions the lineage of Yadavas and that Madabhavi was an Agrahara.

Another famous Yadava king after Singhana Deva Ramachandradeva's inscription (1306)26 is found on the outer wall of Papanashi temple in Kokatnur. It mentions about the titles of Ramachandradeva and his bravery. And about his Mahapradhana Ranganatha and Mahamandaleshwar Gundarasa

9. SHILAHARAS : Shilahara Vijayadithya who belongs to Karahada branch of this dynasty ruled in the south part of Satara district of Maharashtra and north parts of Belgaum district27. This information is available in his inscriptions of Shedabal28 Jugala29 and Kedrapur30.

Shedabal inscription is in the varandah of Basaveshwar temple in the village. Vijayaditya calls himself as of Shree Shanthinath Teerthankara. It mentions that goldsmiths, weavers and others should pay taxes during marriage functions for the maintenance of the renovation of that Teerthankara's Basadi.

After Yadavas of Devagiri and Shilaharas, Athani was under the rule of Vijayanagar Kings.

Meanwhile Badashas of Bahamani established their kingdom in Gulbarga. After Vijayangara Empire, they established their rule in Vijapur.

After the decline of Aadilshahi's Athani came under the ruled Marathas. In 17th Century, a person named 'Pola' came to Athani region as the Peshwe (Subordinate) of Puna Government. He was a good administrator. They built many for and palaces in this region. Further during British rule, this region came under Mumbai province.

CONCLUSION

Athani region has got long history it was an agrahara centre in 11th century A.D. Records of this region revealed that, it was mainly ruled by Kadamba's of Banavasi, Chalukya of Kalyana, Kalachuries of Kalyana and even Yadavas Mauryan, Satavahana, Badami Chalukya and Rashtrakuta have also ruled.

Rrecords are not found but their rule was spread beyond this region and inscriptions and other records reveals that they ruled all this region especially there are large number of inscriptions belonging to Kalyan Chalukays and Kalachuri Chalukyas thus politically and culturally Athani region contributed to the history and culture of Karnataka.

Administrative division of the kings is also mentioned in inscriptions, and it is very important aspect of the Political history of the Athini region.

REFERENCES

- **Manga N. K. :** Temples of Athani Region (M.Phil) 2000 Ancient Indian History And Epigraphy Department .Karnataka university Dharwad.Page no:47to 49.
- **Mali V. S. :** Athani Taluk Samagra Darshan-2007, Vimovhana Prakashan Athani.Page no: 19.
- **Kamble S. H.** 1996, Archaeology of the upper Krishna region (Belgaum district) some aspects, Karnataka university, Dharwad PhD thesis (unpublished).
- **Do -**
- **Barjes Jas :** The Indian Antiquiry (vol.8) 1984 (Aihole Tq-Badami AD.634-35) Swati publication New Delhi p.237.
- **South Indian Inscription** (vol.20)1965 Inscription No.13 (Soundatti Tq, A.D.875-76) p.11.
- South Indian Inscription (vol.20)1965 Inscription No.19 (Roogi, Tq-indi) p.19.
- **South Indian Inscription** (vol.20)1965 Inscription No.18 (Soundatti Tq, AD.980) p.15.
- **Panchamukhi R. S. :** Karnataka inscriptions vol -2, 1951 inscription no-23, K R I Dharwad P 87.
- **Gurav R. N. :** 1970, chalukya chakravarati trilokya Malladevana kokatanuru syasana, Karnataka Bharati samputa -3, sanchike -1, page-45.
- **Panchamukhi R. S. :** Karnataka inscriptions vol-2, 1951 inscription no-13 (Ramateerth, tq-Athani,AD 1115) P.48.
- **Panchamukhi R.S.** Karnataka inscriptions vol -15 1951 (Telsang, Tq-Athani AD. 1122) p.59.
- **Annual Report** (1953-54)Inscription No.182(Kokatanur Tq-Athani AD.1126.)p.36.
- **Annual Report (**1953-54)Inscription No.174 (Balligeri Tq-Athani AD.1126.) p.35.
- **Gurav R. N. :**The Bijjaladeva and Sovidevas Umarani inscription -Karnataka Bharati Samputa-4 Series-1 page no-45.
- **Kamath Suryanath :** Belgaum Districk Gazetteer-1987 Government of Karnataka Publications.Page no:88.
- **Panchamukhi R.S. :** Karnataka (vol-2) inscriptions1951 No.21, (Telsanga, Tq-Athani AD. 1147) p.79.
- **Gurav R.N.** The Chalukya Chakravarti Trilokya malladevan Kokatnur inscription,1970 Publishers page 45-49.
- **Panchamukhi R.S.:** Karnataka inscriptions. Vol.2,Inscription 1951 No.23, p.87.
- **Panchamukhi R. S.** Karnataka inscriptions. Vol.2,1951 Inscription No.24, p.88(Ramateerth AD 1167).
- The Archaeological Survey has published Varsik Sanchike (1953-1954)Inscription no-175(Balligeri)page no:35.
- **Panchamukhi R.S.** Karnataka inscriptions. Vol.2,1951 Inscription No:27, (Telsang Tq-Athani) p.102.
- **Epigraphy** Indica vol. NO.30, Inscription NO.13,(Yankanchi Tq-Athani, AD 1147)p.67.
- **Hiremath R. C.** (.Kundana Inscription no-13)The pillar inscription of Chandreshwar Temples Kokatanur 1961 (A D 1235)PAGE NO:9-13.
- The Archaeological Survey has published Varsik Sanchike (1953-1954) Inscription no-185(Madabavi tq-Athani) A D 1239. page no:36.
- **Kamath Suryanath :** Belgaum Districk Gazetteer-1987, Government of Karnataka Publications.Page no:97.
- **Panchamukhi R.S.** Karnataka inscriptions. Vol.2, Inscription 1951 No.42, (Kokatanur, Tq-Athani, AD.1306) p.144
- **Mirjee Annaraya** Pillar Inscription of Basaveshwar Temple Shedabal A D1153-.Page no: 160-161.
- **Mirjee Annaraya's** the Shedbal' centurian, Pillar Inscription of Basaveshwar Temple Shedabal. A D1153-.Page no: 160-161.
- **Kundanagar K. G.:** Inscriptions In Nothern Karnatak and kollapur State 1939, Inscription No.24 (Jogula Tq-Athani) p.109.
- **Kundanagar K.G.:** Inscriptions In Nadaran Karnatak and kollpur State 1939, Inscription No.25 To 29, (kedrapur) p.111.

■■

ISSN : 2249-2437 RESEARCH

CHALLENGES OF URBANIZATION AND ENVIRONMENTAL DEGRADATION IN INDIA" A SOCIOLOGICAL STUDY

✍ **Mahantesha H.E.,** Ph.D., Research Schloar Dept.of Sociology Kuvempu University, Shankaraghtta. Shimoga.
✍ **Dr.Krupalini. H.S.** Associate Professor, Dept of Studies and Research in sociology, Kuvempu University,Shankaraghtta,Shimoga

A study of the process of urbanization and urban growth in India since the beginning of the twentieth century reveals a steady increase in the size of urban population, the number of towns and the degree of urbanization. But the tempo of increase became faster from 1951 onward. From 1951 to 1991, India's urban population more than three times from 58 million to 216 million. The number of towns of different size-classes swelled from 2,257 in 1951 to 3,697 in 1991, an increase of about 39 percent. The proportion of the population living in urban areas increased from 16 percent in 1951 to 26 percent in 1991. The annual rate of growth of the urban population during 1981-91 was 3.1 percent– slightly less than that in the previous two decades, 1961-71 (3.2 percent) and 1971-81 (3.8 percent). Thus it appears that the pace of urbanization has been somewhat slower, albeit imperceptibly so, in recent years.

Trends in the growth of population by different classes of towns reveal that the lion's share of the increase in population since 1961 has been in Class I towns (i. e., towns with a population of 1,00,000 or more). The proportion of population living in Class I towns is steadily constituting two-thirds of the total urban population. Towns of Classes V and VI (i.e., below 10,000 population) have actually recorded decline in their share of population during the decade 1981-91. In 1981, India had 12 'million plus' cities (henceforth metropolises) with a total population of about 42 million, accounting for 6.2 percent of the country's population. By 1991, the number of metropolises had nearly doubled (23), with a total population of 71 million, constituting 8.4 percent of India's total population. Thus, urbanization in India has essentially been the growth of large towns and metropolitan cities, at the cost of small and tiny towns.

India is witnessing an unprecedented rise in urbanization and cities like Delhi, Mumbai and Calcutta are over-crowded with people. Now nearly one-third of the population lives in towns and cities. The urban population, however, is economically very important and contributes 50 to 55 percent to the total GNP. It also means that the hub of all modern activity is concentrated in major cities, which continuously attract migrant workers in search of their livelihood.

However, unlike the big cities in rich countries, Indian cities are not able to take in more and more people because of poor urban management and resource constraints. The people continuously confront problems of safe drinking water, power, sewerage and garbage disposal. With rapid natural increase and inflow of rural population, cities are growing rapidly and there is an urgent need for better governance, transport and basic amenities for the growing population. Here it is worthwhile to point out that most people including many social scientists and journalists believe that rural to urban migration is the prime factor of urbanization. This myth has already been exploded by demographers. Studies have clearly established that natural increase has been the most potent factor behind rapid rise in urban population not only in India but also in most developing countries of the world.

RURAL BACKWARDNESS AND CITYWARD MIGRATION

Rapid urban growth can be slowed down only if family welfare programs are vigorously pursued. In addition, rural development programs should also be augmented to create employment opportunities in the villages themselves. The village economy has to be made more vibrant by focusing on increasing non-farm employment. However, this can happen only if villages have adequate facilities for transportation and communication as well as power. Only then some small scale manufacturing units and service industries can be established. However, since the rural economy has been neglected for years and public investment has been declining in agriculture for the last 15 years, most Indian villages do not possess basic minimum infrastructure for civic amenities, transportation and communication. Consequently the prospective investors are put off and thus the unemployed rural youth are pushed towards cities to eke out their living.

Drastic reforms can substantially transform the scene for which a hefty increase in public spending would be essential. People themselves would then come forward and take the initiative of supplying services to big cities. This had already happened in China where the economic reforms were started in agricultural sector. Farmers were free to sell their surplus produce in the open market and they became so enthusiastic about taking their wares to nearby towns in order to get better prices that they developed the required service industries themselves.

Entrepreneurs sprang up taking advantage of the trade liberalization in the villages and jobs were created in the non-farm sector. This subsequently brought down the overall poverty level and pressure of population on towns. The development of the rural sector thus became critical for the success of economic reforms in China.

If similar developments are to take place in Indian villages, many potential migrants may be able to find jobs in their own villages. It can also reverse the flow of migration and lessen the strain on the city's basic infrastructure. There will also be a decline in both urban and rural poverty. However, the task is not so easy.

PROBLEMS OF SLUM FORMATION

As a result of burgeoning population in cities, the problems of space and housing for all have intensified. Slums have become an inevitable part of the major Indian metropolises. The proportion of the population in towns and cities living in slums has been increasing over the years, and has risen from 18.8 percent of the urban population in 1981 to 21.5 percent in 1991. In absolute terms, the population living in slums in Indian cities has increased from 30 million to 47 million. The State of Maharashtra is one of the most glaring examples of this state of affairs. Nearly 7 million people lived in slums in 1991, although as a proportion of the total urban population of the state-- the percentage works out to be only 22 percent, close to the national average. This is explained by the fact that the state's urban population is a very high proportion of the total. The second highest slum population is in the state of Uttar Pradesh, which has 5.8 million, followed by West Bengal with 4.6 million. Slums of Delhi comprise 2.4 million people, accounting for 28.6 percent of the city's population.

The proportion of people living in slums appears to be smaller than the actual, as the National Building Organization and the National Sample Survey (1988-89) have operationalized very liberal criteria of identifying slums in the country. The NSS has defined slum as a compact area with a collection of poorly built tenements crowding together, usually with inadequate sanitary and toilet facilities. If an effort is made to identify slums in India on the basis of a universal definition, the proportion of slum population would comprise more than 50 percent of the total urban population in the country and from western standard the proportion would be still higher- maybe around 80 percent of the total urban population.

Since most of the new migrants to cities are poor and homeless, slums and shantytowns spring up to accommodate them. Thus, the contrast between the rich and the poor becomes quite conspicuous. In fact, it is more visible in Indian cities than those in the West because the proportion of the population living in slums is much bigger and their living conditions far worse. The visible squalor of the shantytowns in big cities put off foreign visitors and many may decide never to return again, which is a loss to the tourism sector.

The people in slums live under the most deplorable conditions, with little access to effective social and health care services, potable water, or sanitation facilities and are therefore more vulnerable to epidemics and developmental challenges. Their low socio-economic status, low level of education and high fertility and mortality all indicate that they need special attention in terms of public health, family planning and reproductive health programs. But unfortunately reverse is the case with such segments of urban population.

The plight of the urban poor is no doubt real and 33 percent of a big city's population lives below the poverty line, which often means living in sub-human conditions. About 19 percent of the population in cities still do not have access to running water. Poverty or the misery is so transparent in the life of slum dwellers that there is no need of any criteria, measurement, or probing analysis to recognize raw poverty and to understand its antecedents. Efforts have been on to remove the scourge of poverty since Independence. Ever since then the government has been trying hard through various developmental programs to raise the average standard of living of people. Nevertheless, our performances or achievements in the field of poverty alleviation have been quite dismal and disheartening.

In a recent survey of 27 big Asian cities with over a million population, India's four largest cities have been ranked among the five worst with respect to availability of water per day. Physical losses due to water wastage in these cities are high despite low pressure and intermittent supplies. Low pressure can lead to 'back syphonage' and contamination, responsible for many water-borne diseases affecting the urban population. The lack of sufficient water affects the urban poor still more. In Delhi, when the official supply per capita is supposed to be 200 liters a day, around nine million people (a third of the population) get less than 25 liters a day. Also, 36 percent of the urban population does not have access to proper sanitation and most slum-dwellers do not have a toilet of their own.

Despite such dismal statistics, according to the latest National Sample Survey, poverty in big cities has decreased slightly as compared to rural poverty, which has increased during the last few years. However, unlike the rural poor, who can hide behind a picturesque countryside, urban poverty is depressing and visible. Extreme poverty and unemployment in big cities is giving rise to higher crime rates and social tension.

In order to cope with an increasing population, the municipal corporations could invite greater private sector participation in the urban infrastructure so that critical

services are better managed. More money would also be needed by municipal corporations to look after the growing population. Corporatization of municipal finances is one way of raising additional funds. For example, the Ahmedabad Municipal Corporation has raised money through bond issues. A demand for greater accountability from municipal corporations will prevent corruption and cost over runs. This will need the involvement of local self-help and civil society groups. But providing adequate education, power, water and public transport to its poorest inhabitants will continue to remain a major challenge for any municipal governments when faced with continuous increase in urban population through natural increase as well as cityward migration.

URBANIZATION AND ENVIRONMENTAL DEGRADATION

Rapid urbanization has caused wide spread environmental degradation in the country. The government has conceded that despite imposition of regulatory measures, the magnitude of pollution from industrial sources in the country has not shown any appreciable decrease during the last two decades. Increase in pollution levels in urban areas is also fuelled by ever-growing traffic. The number of registered automobiles in the country, mostly concentrated in the cities, has increased from 1.87 million in 1971 to 5.39 million in 1981 and 25.28 million in 1993. These figures show an extraordinary high annual (exponential) growth rate of 10.6 percent during 1971-81 and 12.9 percent during 1981-93, while the urban population grew only by about four percent annually during this period. Thus, the growth in the number of vehicles per capita in the past 12 years has been very high in the country. The highest growth rate has been recorded in the number of two-wheelers, at 15.1 percent during 1971-81 and 15.6 percent during 1981-93. These vehicles contribute the most to air pollution levels. Poor maintenance of vehicles and traffic congestion have been found to be critical factors of air pollution problems in urban areas. Most vehicles do not confirm to permissible emission limits.

It has been revealed by a survey of ten major cities of India by the National Environmental Engineering Research Institute (NEERI), Nagpur that there has been a substantial increase of the suspended particulate matter (SPM) in the air, which suggests the presence of dust and carbon particles coated with toxic gases. The highest level of SPM is reported to be in Delhi and Calcutta. It is as high as 460. The other metropolises, which cross the maximum, prescribed for SPM by WHO (200 micrograms per cubic meter of air) are Kanpur, Nagpur, Jaipur, Mumbai and Ahmedabad. The high levels of air pollution in these cities are largely attributable to incomplete combustion of diesel and leaded petrol, particularly in case of two- and three-wheelers, which use inefficient two-stroke engines and indirect fuel injection. The study has revealed that the SPM levels in the residential areas of all industrial cities have reached a critical level. Rapid urbanization together with other associated problems of shelter and provision of infrastructural facilities has caused a pernicious effect on the eco-stability of the country.

Yet, another serious problem is related to treatment of sewage collection and disposal of waste materials. Hardly any city in India has 100 percent sewage collection treatment and waste disposal facilities. Incidentally, of all the capital cities of different states and union territories Patna (the capital city of the State of Bihar) is considered to be the worst of all. The untreated and partially treated wastewater ultimately contaminates rivers, lakes and reservoirs causing manifold pollution problems. Rivers passing through cities such as Ganga, Yamuna, Krishna, Kaveri, Godavari, Hoogly, Damodar, Kshipra, Gomti, Mahanadi, Narmada, Tapti, Betwa, etc. are reported to be heavily polluted. Urbanization had also enhanced the solid waste problem in the country. With the present culture of use and throw and increasing use of biodegradable packing material, the quantity and composition of waste is likely to change in the coming decades.

Indian cities also have serious problem of noise pollution. It is considered to be a very big health hazard. Noise affects man physically, psychologically and socially. Intense noise or long stay in a noisy environment can cause permanent reduction of hearing sensitivity by damaging sensory organs of the inner ear. It can also influence blood circulation, cause stress and other psychological effects and could also be an accident risk by drowning warning signals.

REFERENCES

- **Abraham Amrita :** Housing for the Poor in EPW, 20:6 (Feb, 1985).
- **Abrams, Charles :** Man's Struggle for Shelter in an Urbanizing World, Cambridge MIT Press,1964.
- **Achuta Rao.T.N. :** Urban Studies on AID to Research, Karnataka University, Dharwad, 1968.
- **Alfred D'Souza :** The Indian City Poverty Ecology and Development, Published by Publication Ansari Rd, Daryagans, New Delhi, 1981.
- **Andreson Nels :** Urban Community, Routledge and Kegan Paul, London, 1964.
- **Andreson :** Nels and Ishwaran. K., Urban Sociology, Asia Publishing House, Bombay, 1965.
- **Arangannal Rama :** Socio-Economic Survey of Madras Slums, Popular Prakashan, Madras, 1975.
- **Aurthar. B.:** Gallinon and Simon Eiser, The Urban Pattern, City Planning and Design, D. Van Nastrand Company, Inc., New York, 1965.
- **Austin J.E.:** Confornting Urban Malnutrition, World Bank Staff Occassional Papers, No.28, London, John Hpkins University Press, 1980.
- **Awasthi R.K. :** Urban Development and Metropoliticians in India, Chugh Publications, 1982.

■■

DEVELOPMENT OF WESTERN EDUCATION ROLE OF CHRISTIAN MISSIONARIESM ECAULAY'S MINUTE AND WOOD'S DESPATCH

✍ **Dr. Anant L. Zandekar,** M.A.,Ph.D.,LLB. Regional Director, KSOU, Mysore.

DEVELOPMENT OF WESTERN EDUCATION

The most important contribution of the British was the spread of western education for Indian public. With the spread of education in India particularly in Bengal the traditional sense of values regarding religion, education,culture,and sense of beauty underwent a change and new sense of values developed. Before the advent of British the Indian educational system depended on the munificence of the wealthy Hindus and Muslim who paid for the pathashalas and Maktabs. The purpose of that education was to enable the people to keep the accounts of agriculture and small business. Gugger education then meant study of philosophy Logic Astrology, Ayurveda etc. As under the Muslim rule many Hindus learnt Persian and Arabic order to get appointment in the administration. Likewise under the British the Hindu mainly acquired knowledge of English in the hope of getting Jobs under the British. Towards the end of the 18th century in native princes also tries to acquire the knowledge of English speaking and writing.

There were three main agencies were responsible for the spread of modern education In India. (a) the foreign Christian Missionaries (b) The British Government and (c) progressive Indians. Christian Missionaries who did extensive work In the sphere of spread of modern education in India, were inspired mainly to spread Christianity among the people. These missionaries started educational institutions, along with imparting modern secular education also gave religious instruction in Christianity. The British Government was, however the principal agent of disseminating modern education In India. It established a network of schools and colleges in India which turned out educated Indians well versed in modern knowledge. The introduction of modern education in India was primarily motivated by political administrative and economic needs of British in India. However they were convinced that the spread of British culture would bring about a social and political unification of the world. The third powerful force spreading modern education in India comprised enlightened Indians. Persons like Raja Ram mohan Roy, Keshavchandra sen, Rabindranath Tagore, Iswar Chandra Vidya Sagar,Ranade, Dayananda Saraswathi, Ramakrishna, Vivekananda etc. worked towards the establishment of modern education. Modern educatopm fimdamentally different orientation and organization as compared to traditional education. Thus with the introduction underwent significant change.

Modern education was also the spread of modern science and the ideas of equality and liberty. It was given to all castes, who were denied by religion and customs. The women also permitted to have education. Education reated many opportunities like knowledge, job and philosophy of universal brother hood.

Though the British captured Bengal in 1757 the spread of education was the responsibility of the Indians. The study of Persian, Arabic and Sanskrit continued. East India company did not show any interest in the beginning but in 1781, Warren Hastings established a Madrasa in Calcutta to study Muslim law along with a Persian Arabic languages. In 1791, British resident Jonathan Duncan established a Sanskrits college at Banaras to study Hindus laws and philosophy. These was 80,000 tradition at institutions in Bengal giving education in oriental learning. It speaks that there were an educational institution for every 400 persons asper the survey by the government. There were dual system of education oriental education and the western English education. East India company through the charter Act 1813, decided to spend one lakh per year for the spread of education in India but there was dispute among two group of scholars one group called orientatists, Advocated the study of oriental subjects though Indian languages, the other group called Anglicists argued for the study of western science and literature in the medium of English languages. In 1829 Lord William Bentinck emphasized the Medium of English language in Indian education. He has appointed a committee of public instruction in 1835 with 10 members. But the committee divided into two. The first group including chairman wanted to introduce, education in English medium. Where as the other group of five oriental medium, but on 2nd February 1835 Macaulay the chairman announced his famous Minute introducing the English education. The resolution passed on 7th march 1835, and the Government of Bentinck resolved to spend money for the promotion of Western education, literature and science through English medium.

ROLE OF CHRISTIAN MISSIONARIES

The Christian missionaries played an important role in the spread of Education in India. In 1785, Sir William Johns established the Bengal Asiatic society for the encouragement of historical researches and Wilberforce moved a resolution emphasizing the necessity of educating the Indians. He suggested the sending school masters and Missionaries to India. This move was opposed in the house of commons. After some years charler Grant one of the Directors of the company suggested to make arrangements to impart English language. In short the real work of education during the voice royalty of warren Hastings and Corn wall is was carried on by the Baptist Missionaries like Carey, David Hare, Marshman, ward, Thomas etc., who founded school for the natives, translated Bible into India languages and this contributed to the spread of Christianity and western education in India. Lord Minto in 1811 regretted the neglect of literature and science in India. His view was that improvement should be made in the existing colleges in addition to the establishment of new ones.

The missionaries had already started various educational institutions. The Danish Missionaries opened an institution for the training in 1716. They stated two schools at Madras in 1717. The Bishop of Calcutta started an institution at Calcutta in 1878 to train young Christians as preachers and to impart knowledge of English to the Hindus and Muslims. Wilson college at Bombay and the Christian collage at Madras were started by Missionaries. St. John's college was founded at Agra in 1853. Missionary colleges were started at Masulipatam and Nagpur also. The Bible classes were compulsory in these colleges.

MACAULAY'S MINUTE

The educational policy of the company changed in 1813. The charter act of 1813 laid down that the company should spend at least one lakh a year on the education of Indians. But there arise the question that the money to be spent on western or Indian education. The question did not solve even ofter 20 years. The amount was accumulated. The orientalists lead by H.H. Wilson for the native type of education through vernacular languages. The Anglicists led by Macaulay for the western education through English Medium. This controversy finally solved by Lord William Bentinck in 1835. He accepted in viewpoint of the Anglicists. Henceforth, western type of education was to be imparted through the English medium.

The minutes of Macaulay was well thought out plan to educate the upper class Indians through the English medium, there by intending to throttle the development of prevailing educational institutions of India and alter intellectual and cultural moorings of the future generations of Indians. The ulterior motive was to strengthen. The roots of the British Empire in India. While alienating the Indians from their own cultural roots, he declared quite openly his objective of creating a class of people who would be "Indian in blood and colour and English in taste, in opinions in morals and in intellect".

Macaulay's minute had some advantages from the viewpoint of the government. Firstly it could get cheap clerks. Secondly the spread of western education would increase the demand for British goods. This was also had some advantage for the Indians. Firstly, they could get Government jobs, secondly, it brought the Indians in contact with the western science and literature. It widened their mental horizon. Thirdly, English became the lingua franca of educated Indians and thereby helped the development of nationalism in the long run. The disadvantage of this decision was that the Indian learning gradually decayed.

The Government resolution of 1844: A Government resolution of 1844, during Lord Harding regime provided that, in ease of pubic employment, preference would be given to those who had been educated in western science and were familiar with the English language. It created economic interest in the study of English language. The future as pirants for government jobs began to study this language.

In the mean time, educational institution for western education through English medium were being started by private initiative also. Raja Ram Mohan Roy was instrumental in founding Hindu college at, Calcutta in 1817. Elphinstone started an institution at Bombay and another at Poona. He started Elphistone college at Bombay in 1834.

WOOD'S DESPATCH OF 1854

In 1854, Sir Charles wood, president of the Board of control sent his famous Dispatch on education to India. It is popularly known as wood's dispatch. It was a comprehensive scheme of education for India and it was rightly been called "The Magna carta of English education in India". Its important features are:

1. It defined the aim of education as the diffusion of arts, science, philosophy and literature if west.
2. The study of Indian language was to be encouraged. There was arrangement for the teaching of English language. Wherever there was demand for it. The English and the Indian language were to be the Media for the diffusion of European knowledge.
3. It was felt that the time had come for the establishment of universities in India. These were to be establishment on the model of London University. These were to be examining bodies only. Each university should have a chancellor, a vice

Chancellor and a senate. There were to be professorship fir different branches of learning like law. Calcutta and Bombay were to have the first universities. Another university could be established at Madras. The universities could be set up in such places where there was a sufficient number if students for degree classes.

4. There were to be institutions for training the teachers.
5. The number of Government schools and colleges was to be increased - more middle schools were to be started Greater attentions was to be paid to elementary education.
6. The system of Grants - in-aid was to be started to help private initiative in the Field of education. The principle of religious neutrality was to be followed in making these grants.
7. The system of Scholarship to brilliant students to be introduced.
8. Female education was to be encouraged.
9. There was to be a Director of publication in very province. He was to be assisted by Inspectors and Deputy Inspectors.

The universities soon grew up. Universities were established at Calcutta, Madras and Bombay in 1857. Punjab and Agra Universities were set up in 1886 and 1887 respectively.

REFERENCES

- **Sumit sarkar :** Modern India
- **Sen :** History of Modern India
- **Dodwell :** History of Modern India

■■

- From Continued on Page No. 19

hurdles to improve his cognitive abilities and to maximise his cognition.

As the present society is progressing rapidly and to compete with this society every one of us in the educational field should either create and develop or apply the knowledge one obtains. If this has to happen he should be good at receiving and responding to the knowledge he obtains. To implement this then he should trust it by attaching value to each and every knowledge that he obtains and to prioritise the knowledge as per its importance in the context. In order to observe effectiveness in the concretisation of the knowledge an educator should be quick, confident, skilful, natural and economical in his actions so that he can disseminate the knowledge to the learners to serve its purpose. But until the institution provides scope for the teacher/educator to generate and to utilise the new knowledge he has produced he cannot execute it. Thus the institution which encourages the faculty to create and utilise the new technologies and techniques can attract the learners and also sustain them throughout the learning period. Everyone in the educational field should plan for the creation, sharing and enrichment of knowledge to realise the very meaning of education.

Thus knowledge management encompasses every act in the educational field to serve its goals and objectives to the full extent. The knowledge management cannot occur in vacuum, it requires and depends upon the human resource. Such human resource is trained, prepared and nurtured by the education. The amalgamation of knowledge management and human resource can create and is creating wonders in the world. Thus they are the two faces of the same coin, which are complementary to each other.

CONCLUSION

Knowledge management is master in itself, no individual can dominate in it. But everybody contribute for its sustainable development. Now it is the richest and fastest growing field in the world. Every progress in any field depends upon knowledge management. Hence nobody can ignore its efficiency. Knowledge management can create or destroy the entire world. It can make or mar the relationship. Knowledge management is the mightier weapon to bring about the gradual or drastic change in the society. Thereby contributing to the sustenance of dynamic facet of society. As education is given the responsibility to prepare the citizens for the society, the knowledge management thus governs and assists the entire educational field in every aspect to plan and execute its actions to its best.

"Every addition to true knowledge is an addition to Human Power." **- Horace Mann**

REFERENCES

- **Denning S. :** "what is Knowledge Management ? Definitions". http:/www,stevendenning.com/what_is_knowledge_m anagement.html.
- **Fileman A. Uriarter Jr. :**'Introduction to knowledge management", ASEAN Foundation, Indonesia, 2008
- **Gramatikov M. :** "Knowledge Management in the Context of Public-Private Partnerships", Public Administration Department, University of Sofia, Bulgaria.
- **Kushner J. and Rijpra G. :** "Transforming to a Knowledge Management Paradigm",(2004)
- **Skyrme D. J.:** "Knowledge Management: Making it Work", Resources, http://www.skyrme.com.

■■

ISSN : 2249-2437 RESEARCH

A STUDY OF RELATIONSHIP BETWEEN LITERACY AND VOTER TURNOUT IN INDIA

India is a Democratic country. The success of Democracy depends on the ability of leaders who are selected and elected by the responsible Citizens.

✍ **Smt Usha N.,** Principal, GOVT D.Ed.College, Balmatta Mangalore.
✍ **Dr. Manjunath Bhat,** Vijayanagara College of Education, Hubli.

They are called responsible because 'WHY TO VOTE ?' and 'WHOM TO VOTE ?' are the two important questions to be answered by each citizen, during each election, whether he is educated or not. Most of the times well educated and employed class people neglect voting, there by forget the social responsibility. There is a saying 'if wise won't vote, foolish will be elected'. There is a social lethargy towards voting. Our constitution has emphasized on the Education of all its citizens. The main purpose is Education develops awareness in the learner. The Researcher is interested in finding the relationship between literacy and voter literacy in India.

Literacy means the ability to read and write. In other words, literacy is seen as a set of skills. The power of literacy however, lies not only in the ability to read and write, but rather in an individual's capacity to put those skills to work in shaping the course of his or her own life. There goes a saying, "reading the word and the world." Literacy can transform lives.

Voter turnout is the percentage of eligible **voters** who cast a **ballot** in an election. (Who is eligible varies by country, and should not be confused with the total adult population. For example, some countries discriminate based on sex, race, and/or religion. Age and citizenship are usually among the criteria.)

There are several answers to the question - why should we vote? Here's why every citizen of India must cast his vote:

AGENT OF CHANGE

If the people of India think that the ruling government is not performing its duties satisfactorily, they can show it the door by voting against it.

EVERY VOTE COUNTS

In a country so populous, a voter might feel that a single vote does not make any difference. However, the balance tilts when this becomes a national attitude and lakhs-perhaps crores - of votes are not cast.

GET HEARD

Voting offers every citizen a medium of expression. While it is true that the election outcome is seldom predictable, by not casting one's vote, one is giving up on the chance of getting heard.

VOTING AS A RESPONSIBILITY

Voting is as much a responsibility as it is a right. The whole edifice of Indian democracy is built on the foundation of voting.

VOTING AS AN HONOR

Finally, voting is an honor conferred on the citizens by the founding fathers.

It can't be denied that the recent democratic experience in India has not been encouraging. For the past several years, India has been struggling with rampant corruption, unsure economy, and unclear foreign policy. However, it is our duty as responsible citizens of India to make informed decisions and choose the best candidate from those presented.

OBJECTIVES OF THE STUDY: To study the relationship of literacy and voter turnout in India.

ASSUMPTIONS

1. Every literate Indian has the knowledge of fundamental right to vote under the constitution.
2. Inconvenience at the polling station is an insignificant factor.
3. The voter turnout tendency for men and women is identical.

HYPOTHEISIS : There is a no relation between Voter turnout and Literacy in India.

METHOD USED : To compare the Indian General Elections voter turnout statistics with the literacy rate.

SAMPLE : For the present study, the 29 states and 7 union territories of India were selected. The comparison was made between the voter turnout for 2014 Indian General Elections and Literacy Rate in 2011.

TOOLS USED : The following websites were used to collect the data:

1. http://pib.nic.in/newsite/PrintRelease.aspx?relid=105116
2. http://data.gov.in/catalog/state-wise-literacy-rates#web_catalog_tabs_block_10

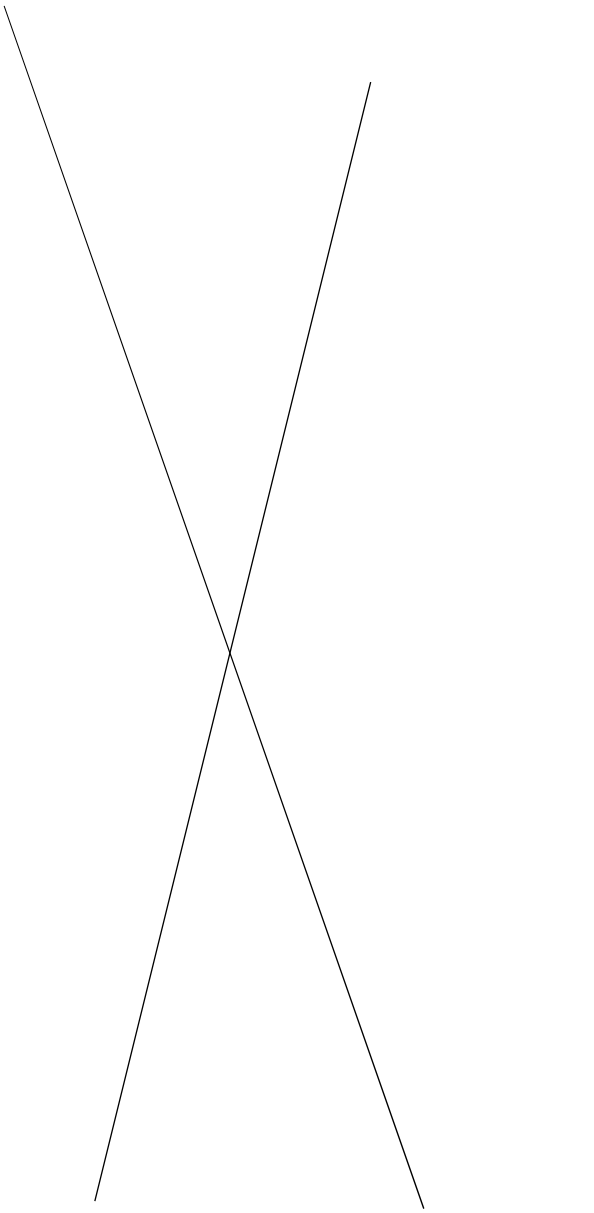
STATISTICAL TECHNIQUE USED : The collected data were translated for the purpose of analysis for testing the hypothesis in the present study and were subjected to a parametric statistical treatment I.e. correlation analysis were used.

DATA ANALYSIS AND RESULTS

Table No 1: State-wise Voter turnout in 2014 General Election and Literacy Rate in 2011.

Sl. No.	State/UT	2014 Voter Turnout	2011 Literacy Rate
1 .	Andaman & Nicobar Islands	70.66%	86.27%
2 .	Andhra Pradesh	74.47%	67.66%
3 .	Arunachal Pradesh	78.61%	66.95%
4 .	Assam	79.88%	67.66%
5 .	Bihar	56.28%	63.82%
6 .	Chandigarh	73.71%	67.66%
7.	Chattisgarh	69.54%	71.04%
8.	Dadra & Nagar Haveli	84.06%	77.65%
9 .	Daman & Diu	78.01%	87.07%
10.	Goa	77.02%	87.40%
11.	Gujarat	63.60%	79.31%
12.	Haryana	71.41%	76.64%
13.	Himachal Pradesh	64.42%	83.78%
14.	Jammu & Kashmir	49.52%	68.74%
15.	Jharkhand	63.87%	67.63%
16.	Karnataka	67.17%	75.60%
17.	Kerala	73.89%	93.91%
18.	Lakshadweep	86.61%	92.28%
19.	Madhya Pradesh	61.60%	70.63%
20.	Maharashtra	60.36%	82.91%
21.	Manipur	79.62%	79.85%
22.	Meghalaya	68.79%	75.48%
23.	Mizoram	61.69%	91.58
24.	Nagaland	87.82%	80.11%
25.	NCT OF Delhi	65.07%	86.34%
26.	Orissa	73.75%	73.45%
27.	Puducherry	82.10%	86.55%
28.	Punjab	70.61%	76.68%
29.	Rajasthan	63.09%	67.06%
30.	Sikkim	83.37%	82.20%
31.	Tamil Nadu	73.70%	8 0.33%
32.	Tripura	84.72%	87.75%
33.	Uttar Pradesh	58.35%	69.72%
34.	Uttarakhand	61.60%	79.63%
35.	West Bengal	82.16%	77.08%
	Total	**66.40%**	**74.04%**

Source : Election commission of India and Office of the Registrar General, India (Ministry of Home Affairs.)



Correlation coefficient, $r = \frac{\sum xiyi - 1/n\ (\sum xi)\ (\sum yi)}{\sqrt{\{\sum xi^2 - (\sum xiyi)^2/n\}\ \{\sum yi^2 - (\sum xiyi)^2 n\}}}$

for I = 1, 2... n.

$$r = \frac{195909.23 - (2501.13)\ (2728.42) / 35}{\sqrt{(181834.1 - 2501.13^2/35)\ (215070.1 - 2728.42^2/35)}}$$

$= 0.344$

- Continued on Page No. 48

ISSN : 2249-2437 RESEARCH

FREEDOM OF CHOICE : A CASE STUDY IN THE BIJAPUR DISTRICT

✍ **Dr. B.L. Lakkannavar**, Asst. Professor, Department Of Education, Karnataka State Women's University, Bijapur-586101

ABSTRACT

Women empowerment is the most discussed topic in today's world. It is accepted by many that. Women are getting empowered more and more in the 21st century. Though they are educationally. Economically politically and socially empowered, there is a big question of their freedom of choice. From the foods we ear to the television channel we watch, life has given so much of variety. Could it be accepted that the women are free to choose their own way in all walks of their life ? Or they are forced to follow what is dictated by others, generally male member of the family. This study aims at analyzing the freedom of choice of women from Bijapur District.

Keywords : Empowerment, Education, Economical, Political, Social, Freedom of Choice

INTRODUCTION

Unlike other parts of Karnataka women from Bijapur district are given Lower degree of freedom since this district is about to achieve hundred percent education. If we take the life of Bijapur district from this district, they have the freedom to study work, take part in decision making and participate in any social events. This district, particularly urban aria is forward in their mind set in several aspects. Women are seemingly super power in these villages. Surprisingly most of the important decisions are taken by women here though they are unemployed. A widow here is respected better than any other part of Karnataka. They are allowed to attend all the good functions in the family and in the society.

OBJECTIVES OF THE STUDY

This study aims at finding out whether Northen part of Karnataka in Bijapur Dist have the freedom to choose their own;

- Education
- Profession

METHODOLOGY

Data collected from 250 respondents scattered Among 5 Taluka in Bijapur Dist. Well structured scheduled questions used for collecting the required data. Statistical tools like Mean and standard Deviation is used for analyzing the data.

Table - 1

Education	SA	A	N	DA	SDA	Mean Score	Standard Deviation
Dowry	98	108	25	15	4	4.01	43.04
Job Problem	68	135	15	18	14	3.23	46.34
Difficult to get grooms	25	190	15	15	5	3.21	56.02
Unadjusted life style	15	180	30	15	10	3.1	47.21
Security reason	32	121	42	32	23	3.6	32.47
Cultural & religious reason	63	128	18	31	10	3.2	42.66
Distance of Course availability	18	154	38	26	14	3.33	43.61

Source: Primary Data SA = Strongly Agree; N = Neutral; DA = Disagree; SDA = Strongly Disagree

There are seven variables studied to know the freedom of choice in education of which dowry is the major concern of the parents to deny the freedom to choose desired education with the mean score of 4.01 No yield and difficult to get groom have the same mean score of 3.21 each.

Table - 1

Profession	SA	A	N	DA	SDA	Mean Score	Standard Deviation
To take care of family	81	98	43	18	10	3.68	8.01
Distance of working place	61	78	38	28	45	3.22	6.9
Family members pressure	72	59	51	54	14	3.46	6.8

Family concern is having highest mean score of 3.68 for freedom of choice of profession. Other two factors are with more or less similar mean score.

FINDINGS

EDUCATION

The study reveals that most of the family members especially men are willing to the women to choose their own course. According to them it is the situation makes them to restrict the women in several decisions. Higher amount of dowry makes them to stop the girl child to go for a better professional course. After spending a lot of money for a better course, the parents struggle a lot get a better or equally qualified groom.

- Parents consider the children's education as investments. In the case female child the yield goes to the in-laws family.
- Unfortunately the parents believe that when the girl child is highly educated then she refuses to adjust with the in-laws' family.
- Recent violence against the women in different parts of India left a strong concern over the security of girl child. Because of this reason girls are advised to take up the course available in the nearby colleges.
- Socially, Economically, Cultural, religious beliefs are some other reasons.

PROFESSION

Time availability to take care of the family makes the women to avoid taking up desired job. Most of the women (even the unemployed) feel that teaching is ideal profession for the women since it gives comparatively higher time to spent with the family also security is high.

Distance of the desired job availability plays an important role.

Due to husbands' and in -laws' compulsion a women has to go for job which is not satisfactory to her.

SUGGESTIONS

Freedom of choice women is not hands of one or two persons. It is in the hands of every individual, government, society and religion.

- First and foremost every female citizen in the society should have the self confidence or they have to be made so by awareness programmes.
- Parents shouls be given awareness that the money spent on their female child is indeed an investments for their own child though it may not give any monetary benefit to the parents in the near future. They can also be informed about the credit facilities available for their children's education which will not be a burden for them.
- As foe as the securities concerns it is in the hands of government to maintain law and order also social activists should work more even after any incidents takes place up to the time of receiving a fair judgment.
- As the findings states, today not only female but also male citizens of India are losing the interpersonal skills. Parents should guide them their childhood to be team player in all the walks of their life.
- Though society and culture plays a vital role in the marriage of a girl, it is the economic power which gives denies this freedom. If all the women are economically strong they can go for their own choice. Everyone should opt for any one occupation and try to be economically independent in their life. This is slowly happening by Government Society Religion, Education Institutes and Local Government should concentrate more on this and bring changes in the society.

CONCLUSION

As rightly said in the introductions, Bijapur district are given freedom which means that is not their own. Each and every one, whether they are education or uneducated believe that the freedom is to be given by the men to women. The research concludes that freedom of choice not a thing to be received from others but it is within everyone whether it is men or women. Everyone should have freedom in all walks of their life without harming others in any manner as the definition states "Right to exercise one's freedom in any manner, one may choose except where such act may obstruct or prevent others from exercising their freedoms, put oneself or others in exceeds a statutory limit".

REFERENCES

- **Geetanjali Dutta :** (2012) Educational of Tribal Women in India : Opportunities and Challenges, IJAC Proceeding, Vol. No 2, pp 2.5.
- **Rao. C.N.S.:** (1995), Primary Principles of Sociology with an Introduction to Social Thoughtm S Chand & Company LTD, New Delhi, pp 25-30
- **DISE A.P.:** (2001) Director of School Education, Andhra Pradesh Statistics.
- **Kiriti Singh :** "Women's Rights and the Reform of Personal Laws," in Gyanendar Pandey, ed. Hindus and Others, New Delhi 1993,195.
- **Menon,** "Women and Citizenship," P. Chaterjee ed., Wages of Freedom, 1998
- **Sarkar T.:** " Heroic Women, Mother Goddesses: Family and Organization in Hindutava Politics" in Tanika Sarkar and Urvashi Butalia eds,. Women and the Hindu Right, New Delhi, 1995.
- **Sarkar T.:** "Women, Community and Nation," in Partricia Jeffery and Amrita Basu eds., Approriating Gender, New York and London. 1998.

■■

ISSN : 2249-2437 RESEARCH

A STUDY OF AN ORGANIZATIONAL CLIMATES OF AIDED, UNAIDED AND GOVERNMENT SECONDARY SCHOOLS OF DIFFERENT AGED TEACHERS OF KOPPAL DISTRICT

✍ **Sangameshwaragouda M. Patil,** Research Scholar, Post Graduate and Research Institute Dakshina Bharat Prachar Sabha, Madras

CONCEPT OF ORGANISATION

Organization is concerned with the working of individuals in groups for achieving certain objectives. The organization may be a structure in which the individuals are given specific position and it is also a process of co-ordination and unification. Organization as a process is the backbone of the management and the mechanism through which the management acts. As a process, it is involved with specification of activities, grouping of activities, placement of personnel and delegation of power or authority.

Organizations have become a focal point for researchers. Recently, behavioral sciences and management sciences have put forth the study of organizations on a totally new and different footing. The behavioral science approach considers human factors and the way people behave in organizations more important. This has a humanistic view of the organizations and emphasizes the value of a more democratic, less authoritarian less hierarchically structured organization.

The organizational climate is considered just an aspect of the total environment of the organization. Hence, the studies have quite often focused on the organizational climate. In fact scientists used different methods and dimensions for characterizing organizational environments. Organizational climate defines the environment of an organization. This is a form of psychological environment, which is different from physical environment. A substantial amount of work has been carried out is schools and Universities by Pace (1961), Peterson (1969), Halpin and Croft (1963) and Likert (1967) climate or atmosphere of the organization means the conditions forced by environment on its workers. Pace and Stem (1961) suggested that the consensus of students in characterizing their school environment constituted a measure of environmental climate and that this environmental climate exerted a directional influence on student behavior. Hence a comprehensive study of the organizational climate has therefore constituted a focus of great importance in the field of educational organizations.

According to Perkins and Getzels organizational climate defined "as the kind of social relationship accompanied by various kind of feeling and emotions which are generated in the people working in the organizations".

REVIEW OF RELATED STUDIES

The review of related literature is an important aspect in any research. Knowledge acquired through generation as well as displayed in book and they are arranged in libraries.

The literature provides ideas, theories, explanation, etc. Valuable in formulating the problems and methods of research appropriate takes to it. A careful review of the research journals, books, dissertations and other sources of information of the problems to be investigated are one of the important steps in planning of any research work. In other words, research begins in vacuum, the related literature being worth for an effective research.

Pratap and Raju (1973) observed that rural primary schools are ill organized in terms of management and inadequate in human and material resources resulting in poor student performance. Wynne (1980) examined the climate of school looking particularly at the use of rules and regulations; and involvement in extra-curricular activities. His interest has in the development of values and he concludes that there is a relationship between administrating structure and the development of appropriate behavior in young people.

Franklin (1975) Conducted study "A Study of Organizational Climate and Teacher Morale in Colleges of Education in Gujarat".

Some of the major findings of the study were as follows :

i. The openness of climate in contrast to closedness of the climate did not to lead to 'high' or 'low' effectiveness of the teacher Education programme. However the dimension 'esprit indicated a significant effect on the low side.

ii. The teacher's rapport with the principal and the teacher educators, the teacher's job satisfaction the teacher's salary, the teacher education satisfactions

with work load. The community support and pressure and the curriculum issues had a significant and contributing effect making the teacher education programme less effective in the state Gujarat.

iii. There was no significant difference in morale of teacher educators with an urban background and those with rural background.

iv. Morale of teacher educators was not significantly related to the number of years of teaching experience of the teacher educators

v. The background data of the teacher educators in colleges of education in Gujarat did not show any marked difference under the autonomous. The controlled, the familiar the paternal and the closed.

Amarnath (1980) studied "A Comparative Study of the Organizational Climate of Government and Privately managed Higher Secondary Schools in Jullunder District".

The variables of principal's behavior are more dominant than those of the teachers behavior are more dominant than those of the teachers behavior in accounting for variations in the organizational climate.

There is significant relationship between the organizational climate of the two types of schools and the job satisfaction of principals and of teachers working there in.

There is positive relationship between the organizational climate and the academic achievement of students of Government and privately managed schools.

Vichao (1990) made "A Study of Organizational Climate and Teacher Morale in the Primary Schools in the Central Zone of Thailand".

THE MAJOR FINDINGS OF THE STUDY WERE

i. In the central zone of Thailand, the majority of schools belonged to the intermediate type and 16 percent of schools had open climate.

ii. The closed climate schools constituted 35 percent of the total schools.

iii. All the three categories of schools were distributed over all the four regions.

iv. In the open-climate category, around the third of the principals had 10 to 29 years of service experience and around 13 percent of them had 30 to 39 years experience.

v. Of the total sampled schools. 18 percent had high teacher morale, 62 percent had average teacher morale, and 20 percent had low teacher morale.

vi. In the high morale category of schools, 72 percent of the schools were municipal-managed, among the average morale category, 60 percent were municipal ones and 85 percent schools of the low morale category were municipal.

Lutti (2013) conducted "A Study of Organizational Climate of Secondary Schools of East Zone of Thailand in The context of Some Variables". The major findings are as follows:

i. The teachers in schools with open climate were found more satisfied with teaching than those with closed, paternal and controlled climates.

ii. The relationship between teachers in school with open and autonomous climate was better than that of those with closed climate. The relationship between teachers of schools with autonomous climate was also better than that of teachers of those with paternal climate.

iii. The teachers in open climate schools were more satisfied with their salary than those in controlled school climate.

iv. The teachers in open climate schools were more satisfied than those in closed climates.

It is a matter of common experiences and observation of many teachers, parents and investigators that there is a need for investigation in the field of organizational climate of secondary schools and academic achievement of students of secondary schools. From the previous studies, it can be concluded that the findings of all studies are conclusive, contradictory or conflicting. Some of studies have revealed mixed results, some of the practices have shown facilitating effects and others non facilitating effects of the variables like organizational climate of secondary schools as perceived by the school teachers and headmasters.

The present study emerges us a venture in this direction. The investigator hopes that the findings of the study would help to the teaching and learning process and other administrative and organization part of the school intern which helps in fostering the healthy organizational climate of the school and academic performance of students of secondary schools.

Objectives of the Study : The objectives of the present study are as follows;

Objectives : To study whether there is significant difference between age groups (25-35yrs, 36-45yrs, and 46+ yrs) of Teachers of secondary schools with respect to organizational climate and its dimensions i.e. Decision making, Relationship between Headmasters and Teachers Collegiality, Teacher pupil relationship, Teacher parents' relationship.

Objectives : To study whether There is significant difference between Teachers of aided, unaided and government secondary school Teachers with respect to organizational climate and its dimensions i.e. Decision making, Relationship between Headmasters and Teachers Collegiality, Teacher pupil relationship, Teacher parents' relationship.

Hypothesis of the Study : Hypothesis of the Present Study : In pursuance of above stated objectives, the investigator has formulated the following Hypothises;

Hypothesis : There is no significant difference between different aged groups (25-35yrs, 36-45yrs, and 46+ yrs) of Teachers of secondary schools with respect to organizational climate and its dimensions i.e. Decision making, Relationship between Headmasters and Teachers, Collegiality, Teacher pupil relationship and Teacher parents' relationship

Hypothesis : There is no significant difference between Teachers of aided, unaided and government secondary school Teachers with respect to organizational climate and its dimensions i.e. Decision making, Relationship between Headmasters and Teachers, Collegiality, Teacher pupil relationship and Teacher parents' relationship

Sample for the Study : The present study involves 100 samples of secondary school of different aged Teachers and 50 school headmasters. drawn from the aided, unaided and Government Schools of Koppal district by using stratified random sampling.

Limitation of the Study : The present study is limited to the sample of 100 secondary school teachers and 50 Headmasters of rural and urban schools. The study is limited to the variable of organizational climate and its' dimensions and also considered personal variable. The present study is limited to the schools of Koppal district and its surrounding.

Variable of the Study : The present study involves organisational climate as variable and personal variables as age experience and type of management of school such as aided, unaided and Government schools are used as variable in the present study.

Tool Used in the Study : The tool used in the study was "Organizational Climate rating Scale". It Measure the climate prevailing in Secondary schools constructed by the investigator by using systematic procedures used for the standardization of tools. The components of Organizational Climate were selected on the basis of reading of relevant literature. Thus components that possess the characteristic of Organizational Climate were selected items were prepared.

Organisational Climate Consisting of Decision making, Collegiality, Teacher pupil relationship, Teacher Parents relationship and relationship between Head and Teacher. It is consisting of Eighty two statements carrying Four Alternatives rarely occurs, some time occurs, often occurs and very frequently occurs. Reliability and validity quotients are found to be significant.

Method of Research : The present study is type of survey method of research is used.

Data Gathering Techniques: Initially Schools from Koppal district randomly selected. Teachers and Headmasters from different schools were identified for the purpose to make grouping of teaching experience and age wise. Consent were obtained from the Head of the schools for the purpose to conduct survey research. The investigator has planned and designed his study all strategies and developed tool for the data collection. Systematic procedure and steps followed for data collections from the schools. Necessary and required amount of instructions were given to teachers and headmasters. Investigator has prepared time schedule for survey work. Investigator has valued all test papers of each respondent of teachers and headmasters manually. The collected data were used for further process and its' interpretation.

Statistical Techniques Used for Data Analysis Data : Data were processed systematically and correctly from different school teachers and headmasters of Koppal district. Data were organized, tabulated and analysed by using different statistical techniques with reference to the objectives stated and hypotheses formulated. Descriptive Statistics such as Mean, Standard Deviation, t-test and ANOVA were used to study the significant difference among the mean scores of the different group of data.

Data Analysis and Interpretation : The Analysis of the Present Study is as follows; *

From the results of the above table it can be seen that the followings:

- The Teachers of secondary schools belongs to different age groups (25-35yrs, 36-45yrs, and 46+ yrs) differs significantly with respect to organizational climate ($F = 27.1283$, $p < 0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, The Teachers of secondary schools belong to different age groups (25-35yrs, 36-45yrs, and 46+ yrs) have different organizational climate.
- The Teachers of secondary schools belongs to different age groups (25-35yrs, 36-45yrs, and 46+ yrs) differs significantly with respect to dimension of organizational climate i.e. decision making ($F = 17.2964$, $p < 0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, The Teachers of secondary schools belong to different age groups (25-35yrs, 36-45yrs, and 46+ yrs) have different decision making.
- The Teachers of secondary schools belongs to different age groups (25-35yrs, 36-45yrs, and 46+ yrs) differs significantly with respect to dimension of organizational climate i.e. relationship between Headmasters and Teachers ($F = 19.7802$, $p < 0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, The Teachers of secondary schools belong to different age groups (25-35yrs, 36-45yrs, and 46+ yrs) have different relationship between Headmasters and Teachers.

***Table 1 : Results of ANOVA Between Age Groups (25-35 yrs, 36-45 yrs, And 46+ Yrs) of Teachers of Secondary Schools with Respect to Organizational Climate and its Dimensions**

Variable	Sources of Variation	Sum of squares	Degrees of freedom	Mean sum of squares	F-value	p-value	Signi.
Organizational climate dimensions	Beetween age group	6389.44	2	3194.72	27.1283	<0.05	S
	Within age groups	70304.82	597	117.76			
	Total	76694.26	599				
Decision making	Between age groups	1237.03	2	618.51	17.2964	<0.05	S
	Within age groups	21348.47	597	35.76			
	Total	22585.49	599				
Relationship between Headmasters and Teachers	Between age groups	374.0948	2	187.05	19.7802	<0.05	S
	Within age groups	5645.3986	597	9.46			
	Total	6019.4933	599				
Collegiality	Between age groups	129.06	2	64.53	7.6248	<0.05	S
	Within age groups	5052.48	597	8.46			
	Total	5181.54	599				
Teacher pupil relationship	Between age groups	79.7	2	39.85	3.5923	<0.05	S
	Within age groups	6622.3	597	11.09			
	Total	6701.99	599				
Teacher parents relationship	Between age groups	551.43	2	275.72	26.0108	<0.05	S
	Within age groups	6328.24	597	10.6			
	Total	6879.67	599				

- The Teachers of secondary schools belongs to different age groups (25-35yrs, 36-45yrs, and 46+ yrs) differs significantly with respect to dimension of organizational climate i.e. collegiality ($F=7.6248$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, The Teachers of secondary schools belong to different age groups (25-35yrs, 36-45yrs, and 46+ yrs) have different collegiality.
- The Teachers of secondary schools belongs to different age groups (25-35yrs, 36-45yrs, and 46+ yrs) differs significantly with respect to dimension of organizational climate i.e. teacher pupil relationship ($F=3.5923$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, The Teachers of secondary schools belong to different age groups (25-35yrs, 36-45yrs, and 46+ yrs) have different teacher pupil relationship.
- The Teachers of secondary schools belongs to different age groups (25-35yrs, 36-45yrs, and 46+ yrs) differs significantly with respect to dimension of organizational climate i.e. teacher parents relationship ($F=26.0108$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, The Teachers of secondary schools belong to different age groups (25-35yrs, 36-45yrs, and 46+ yrs) have different teacher parents relationship.

Further, if F is significant to know the pair wise comparison of age groups (25-35yrs, 36-45yrs, and 46+ yrs) by applying the Tukeys multiple Posthoc procedures and the results are presented in the following table.

Table 2 : Pair Wise Comparison of Age Groups (25-35yrs, 36-45yrs, And 46+ Yrs) of Teachers of Secondary Schools with Respect to Organizational Climate and its Dimensions by Tukeys Multiple Post Hoc Procedures

Variables	Age groups	25-35yrs	36-45yrs	46+ yrs
Organizational Climate	Mean	271.21	273.92	279.69
	25-35yrs	-	-	-
	36-45yrs	0.0204*	-	
	46+ yrs	0.00001*	0.00001*	-
Decision making	Mean	87.726	87.5	90.986
	25-35yrs	-		
	36-45yrs	0.9135	-	
	46+ yrs	0.00001*	0.00001*	-
Relationship between Headmasters and Teachers	Mean	43.863	43.75	45.662
	25-35yrs	-		
	36-45yrs	0.918	-	
	46+ yrs	0.00001*	0.00001*	-
Collegiality	Mean	42.65	43.446	43.761
	25-35yrs	-		
	36-45yrs	0.0095*	-	
	46+ yrs	0.0010*	0.5726	-
Teacher pupil relationship	Mean	67.577	68.308	67.521
	25-35yrs	-		
	36-45yrs	0.0494*	-	
	46+ yrs	0.9864	0.0707	-
Teacher parents relationship	Mean	29.393	30.92	31.761
	25-35yrs	-		
	36-45yrs	0.00001*	-	
	46+ yrs	0.00001*	0.0424*	-

*$p < 0.05$

From the results of the above table it can be seen that the followings :

- The Teachers of secondary schools belong to 25-35yrs and 36-45yrs of age groups differ significantly with respect to organizational climate at 0.05 level of significance. It means that, The Teachers of secondary schools belong to 36-45yrs of age group have higher organizational climate as compared to Teachers of secondary schools belong to 25-35yrs of age group.
- The Teachers of secondary schools belong to 25-35yrs and 46+ yrs of age groups differ significantly with respect to organizational climate at 0.05 level of significance. It means that, The Teachers of secondary schools belong to 46+ yrs of age group have higher organizational climate as compared to Teachers of secondary schools belong to 25-35yrs of age group.
- The Teachers of secondary schools belong to 36-45yrs and 46+ yrs of age groups differ significantly with respect to organizational climate at 0.05 level of significance. It means that, The Teachers of secondary schools belong to 46+ yrs of age group have higher organizational climate as compared to Teachers of secondary schools belong to 36-45yrs of age group.
- The Teachers of secondary schools belong to 25-35yrs and 46+ yrs of age groups differ significantly with respect to dimension of organizational climate i.e. decision making at 0.05 level of significance. It means that, The Teachers of secondary schools belong to 46+ yrs of age group have higher decision making as compared to Teachers of secondary schools belong to 25-35yrs of age group.
- The Teachers of secondary schools belong to 36-45yrs and 46+ yrs of age groups differ significantly with respect to dimension of organizational climate i.e. relationship between Headmasters and Te1achers at 0.05 level of significance. It means that, The Teachers of secondary schools belong to 46+ yrs of age group have higher relationship between Headmasters and Teachers as compared

to Teachers of secondary schools belong to 36-45yrs of age group.

- The Teachers of secondary schools belong to 25-35yrs and 46+ yrs of age groups differ significantly with respect to dimension of organizational climate i.e. relationship between Headmasters and Teachers at 0.05 level of significance. It means that, The Teachers of secondary schools belong to 46+ yrs of age group have higher decision making as compared to Teachers of secondary schools belong to 25-35yrs of age group.
- The Teachers of secondary schools belong to 36-45yrs and 46+ yrs of age groups differ significantly with respect to dimension of organizational climate i.e. decision making at 0.05 level of significance. It means that, The Teachers of secondary schools belong to 46+ yrs of age group have higher relationship between Headmasters and Teachers as compared to Teachers of secondary schools belong to 36-45yrs of age group.
- The Teachers of secondary schools belong to 25-35yrs and 36-45yrs of age groups differ significantly with respect to dimension of organizational climate i.e. relationship between Headmasters and Teachers at 0.05 level of significance. It means that, The Teachers of secondary schools belong to 36-45yrs of age group have higher relationship between Headmasters and Teachers as compared to Teachers of secondary schools belong to 25-35yrs of age group.
- The Teachers of secondary schools belong to 25-35yrs and 46+ yrs of age groups differ significantly with respect to dimension of organizational climate i.e. relationship between Headmasters and Teachers at 0.05 level of significance. It means that, The Teachers of secondary schools belong to 46+ yrs of age group have higher relationship between Headmasters and Teachers as compared to Teachers of secondary schools belong to 25-35yrs of age group.
- The Teachers of secondary schools belong to 25-35yrs and 36-45yrs of age groups differ significantly with respect to dimension of organizational climate i.e. teacher pupil relationship at 0.05 level of significance. It means that, The Teachers of secondary schools belong to 36-45yrs of age group have higher teacher pupil relationship as compared to Teachers of secondary schools belong to 25-35yrs of age group.
- The Teachers of secondary schools belong to 25-35yrs and 36-45yrs of age groups differ significantly with respect to dimension of organizational climate i.e. teacher parents relationship at 0.05 level of significance. It means that, The Teachers of secondary schools belong to 36-45yrs of age group have higher teacher parents relationship as compared to Teachers of secondary schools belong to 25-35yrs of age group.
- The Teachers of secondary schools belong to 25-35yrs and 46+ yrs of age groups differ significantly with respect to dimension of organizational climate i.e. teacher parents relationship at 0.05 level of significance. It means that, The Teachers of secondary schools belong to 46+ yrs of age group have higher teacher parents relationship as compared to Teachers of secondary schools belongs to 25-35yrs of age group.
- The Teachers of secondary schools belong to 36-45yrs and 46+ yrs of age groups differ significantly with respect to dimension of organizational climate i.e. teacher parents relationship at 0.05 level of significance. It means that, The Teachers of secondary schools belong to 46+ yrs of age group have higher teacher parents relationship as compared to Teachers of secondary schools belongs to 36-45yrs of age group.

Table 3 : Results of ANOVA Between Teachers of Aided, Unaided and Government Secondary School Teachers with Respect to Organizational Climate and its Dimensions

Variable	Sources of Variation	Sum of squares	Degrees of freedom	Mean sum of squares	F-value	p-value	Signi.
Organizational climate dimensions	Beetween managements	727.71	2	363.85	2.8594	>0.05	NS
	Within managements	75966.55	597	127.25			
	Total	76694.26	599				
Decision making	Between managements	481.93	2	240.96	6.5082	<0.05	S
	Within managements	22103.57	597	37.02			
	Total	22585.49	599				

Relationship between Headmasters and Teachers	Between managements	140.3314	2	70.17	7.125	<0.05	S
	Within managements	5879.162	597	9.85			
	Total	6019.4933	599				
Collegiality	Between managements	9.11	2	4.55	0.5255	<0.05	S
	Within managements	55172.43	597	8.66			
	Total	5181.54	599				
Teacher pupil relationship	Between managements	34.69	2	17.34	1.5531	<0.05	NS
	Within managements	6667.3	597	11.17			
	Total	6701.99	599				
Teacher parents relationship	Between managements	118.21	2	59.1	5.2186	<0.05	S
	Within managements	6761.46	597	11.33			
	Total	6879.67	599				

From the results of the above table it can be seen that the followings:

- The Teachers of aided, unaided and government secondary schools do not differs significantly with respect to organizational climate ($F = 2.8594$, $p > 0.05$) at 0.05 level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, The Teachers of aided, unaided and government secondary schools have similar organizational climate.
- The Teachers of aided, unaided and government secondary schools differs significantly with respect to dimension of organizational climate i.e. decision making ($F = 6.5082$, $p < 0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, The Teachers of aided, unaided and government secondary schools have different decision making.
- The Teachers of aided, unaided and government secondary schools differs significantly with respect to dimension of organizational climate i.e. relationship between Headmasters and Teachers ($F = 7.1250$, $p < 0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, The Teachers of aided, unaided and government secondary schools have different relationship between Headmasters and Teachers.
- The Teachers of aided, unaided and government secondary schools do not differs significantly with respect to dimension of organizational climate i.e. collegiality ($F = 0.5255$, $p > 0.05$) at 0.05 level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, The Teachers of aided, unaided and government secondary schools have similar collegiality.
- The Teachers of aided, unaided and government secondary schools do not differs significantly with respect to dimension of organizational climate i.e. teacher pupil relationship ($F = 1.5531$, $p > 0.05$) at 0.05 level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, The Teachers of aided, unaided and government secondary schools have similar teacher pupil relationship.
- The Teachers of aided, unaided and government secondary schools differs significantly with respect to dimension of organizational climate i.e. teacher parents relationship ($F = 5.2186$, $p < 0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, The Teachers of aided, unaided and government secondary schools have different teacher parents relationship.

Further, if F is significant to know the pair wise comparison of Teachers of aided, unaided and government secondary schools by applying the Tukeys multiple Posthoc procedures and the results are presented in the following table.

Table 4 : Pair wise Comparison of Teachers of Aided, Unaided and Government Secondary Schools with Respect to Organizational Climate and its Dimensions by Tukeys Multiple Post Hoc Procedures

Variables	Age groups	Aided	Unaided	Government
Decision making	Mean	89.556	88.514	87.333
	Aided	-		
	Unaided	0.211	-	
	Government	0.0010*	0.115	-
Relationship between Headmasters and Teachers	Mean	44.867	44.295	43.667
	Aided	-		
	Unaided	0.172	-	
	Government	0.0005*	0.1	-
Teacher parents relationship	Mean	29.944	30.495	31.048
	Aided	-		
	Unaided	0.2408	-	
	Government	0.0036*	0.2121	-

*$p < 0.05$

From the results of the above table it can be seen that the followings :

- The Teachers of aided and government secondary schools differs significantly with respect to decision making at 0.05 level of significance. It means that, The Teachers of aided secondary schools have higher decision making as compared to Teachers of government secondary schools.
- The Teachers of aided and government secondary schools differs significantly with respect to teacher parents relationship at 0.05 level of significance. It means that, The Teachers of aided secondary schools have higher teacher parents relationship as compared to Teachers of government secondary schools.

Findings of the Study : The Findings of the present Study are as follows;

- The Teachers of secondary schools belong to different age groups (25-35yrs, 36-45yrs, and 46+ yrs) have different organizational climate.
- The Teachers of secondary schools belong to different age groups (25-35yrs, 36-45yrs, and 46+ yrs) have different decision making.
- The Teachers of secondary schools belong to different age groups (25-35yrs, 36-45yrs, and 46+ yrs) have different relationship between Headmasters and Teachers.
- The Teachers of secondary schools belong to different age groups (25-35yrs, 36-45yrs, and 46+ yrs) have different collegiality.
- The Teachers of secondary schools belong to different age groups (25-35yrs, 36-45yrs, and 46+ yrs) have different teacher pupil relationship.
- The Teachers of secondary schools belong to different age groups (25-35yrs, 36-45yrs, and 46+ yrs) have different teacher parents relationship.
- The Teachers of secondary schools belong to 36-45yrs of age group have higher organizational climate as compared to Teachers of secondary schools belong to 25-35yrs of age group.
- The Teachers of secondary schools belong to 46+ yrs of age group have higher organizational climate as compared to Teachers of secondary schools belong to 25-35yrs of age group.
- The Teachers of secondary schools belong to 46+ yrs of age group have higher organizational climate as compared to Teachers of secondary schools belong to 36-45yrs of age group.
- The Teachers of secondary schools belong to 46+ yrs of age group have higher decision making as compared to Teachers of secondary schools belong to 25-35yrs of age group.
- The Teachers of secondary schools belong to 46+ yrs of age group have higher relationship between Headmasters and Teachers as compared to Teachers of secondary schools belong to 36-45yrs of age group.
- The Teachers of secondary schools belong to 46+ yrs of age group have higher decision making as compared to Teachers of secondary schools belong to 25-35yrs of age group.
- The Teachers of secondary schools belong to 46+ yrs of age group have higher relationship between Headmasters and Teachers as compared to Teachers of secondary schools belong to 36-45yrs of age group.
- The Teachers of secondary schools belong to 36-45yrs of age group have higher relationship between Headmasters and Teachers as compared to Teachers of secondary schools belong to 25-35yrs of age group.
- The Teachers of secondary schools belong to 46+ yrs of age group have higher relationship between Headmasters and Teachers as compared to Teachers of secondary schools belong to 25-35yrs of age group.
- The Teachers of secondary schools belong to 36-45yrs of age group have higher teacher pupil relationship as compared to Teachers of secondary schools belong to 25-35yrs of age group.
- The Teachers of secondary schools belong to 36-45yrs of age group have higher teacher parents

relationship as compared to Teachers of secondary schools belong to 25-35yrs of age group.

- The Teachers of secondary schools belong to 46+ yrs of age group have higher teacher parents relationship as compared to Teachers of secondary schools belongs to 25-35yrs of age group.
- The Teachers of aided, unaided and government secondary schools have similar organizational climate.
- The Teachers of aided, unaided and government secondary schools have different decision making.
- The Teachers of aided, unaided and government secondary schools have different relationship between Headmasters and Teachers.
- The Teachers of aided, unaided and government secondary schools have similar collegiality.
- The Teachers of aided, unaided and government secondary schools have similar teacher pupil relationship.
- The Teachers of aided, unaided and government secondary schools have different teacher parents relationship.
- The Teachers of aided secondary schools have higher decision making as compared to Teachers of government secondary schools.
- The Teachers of aided secondary schools have higher teacher parents relationship as compared to Teachers of government secondary schools.

SUGGESTION FOR FURTHER STUDY :

The findings of the present study may serve as a basis for further research. Based on the findings of the present study, Investigator has given few suggestions for further study which are as follows :

- The similar study can be conducted among teachers at different levels such as college level, University level and also can be studied at primary or higher secondary level.
- The similarly study can be extended among the teachers who are working at professional courses such as polytechnic teachers, technical college teachers or even medical courses professionals.
- A comparative study on organisational climate between two regions can be undertaken
- A survey of organisational climate of educational institutions in India may be taken up regional level or divisional level in the state and outside the state.

EDUCATIONAL IMPLICATIONS

It is evident from the study that organizational climate varies from one school to another schools. Teachers and Head of the Secondary schools are satisfied under a better organizational climate. It will reflect in their performance also.

Organizational climate has a profound bearing on the different aspects of school life. Hence the investigator suggests the following implications in the light of the research findings.

- Management should take proper care of teachers by giving them healthy organizational climate
- Teachers should be given freedom to follow any kind of methods which are suitable for the teaching of the content.
- Teachers should have good collegiality with the colleagues for better organizational climate
- Teachers should be encouraged to participate in decision making
- The work done by the teachers should be credited and appreciated by the Head of the School.
- Teachers should be given freedom in participation of decision making.

REFERENCES

- **Bhatnagar R.P.** (1988) Educational Administration, Meerut : International Publishers House.
- **Chaichana P.** (1981) A study Organizational Climate and teachers Morale in the College of Thailand. In Buch. M.B. (Ed.) (193-198) Fourth Survey of Research in Education Vol.l.p.233.
- **Desai D.B.** (1979) school Management and Change, Baroda : Centre of Advanced Study in Education M.S. University.
- Franklin, L (1975) A Study of Organizational Climate and teachers Morale in Colleges of Education in Gujarat. In Buch. M.B.(Ed.) Second Survey of Research in Education. Baroda : Society for Educational Research and Development.
- **Gandhi K.A.** (1977) A study of School climate as a Function of Personality of School Personnel and Pupil Control Ideology. In Buch M.B.(Ed.) Second Survey of Research in Education. Baroda : Society for Educational Research and Development.
- **Garrett H.E.** (1971) Statistics in Psychology and Education. Bombay : Vakils Ferer and Simons. Ltd.
- **Halpin A. W. Craft C. W.** (1963) The Organizational Climate of Schools, Chicago : The University of Chicago.
- **Likert R.** (1967) The Human Organization. Its Management and Value, New York : McGraw Hill.
- **Peterson R. et al** (1969) The Effect of School Organizational Climate on The Creativity, Adjustment and Academic Achievement of Secondary School Students of Orissa. In Buch. M.B. (Ed.). Fifth Survey of Research in Education. New Delhi NCERT. Vol.II.
- **Safaya R.** (1980) Development of Educational theory and practice. Julundur. Delhi : Dhanapat Rai and Sons Publications.
- **Sharma M.S. et al** (1973) Diagnosing school Personality. Baroda : baroda, Centre of Advanced Study in Education. M.S. University.
- **Solanki K. N.** (1992) A Study of the Relationship between the Educational management and The organizational Climate of the Secondary Schools of Saurashtra Region. In Buch. M.B. (Ed.) Fith Survey of Research in Education. New Delhi : NCERT. Vol.II.
- **Walker W** (19903) The Sociology of Teaching New York : Wiley Publications

■■

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) USE IN TEACHING AND LEARNING PRACTICES IN HIGHER EDUCATION INSTITUTIONS

✍ **Prof. S.S.Bhoomannavar,** Lecturer/Research Scholar, BVVS College of Education, Bagalkot.

INTRODUCTION

This article reports on some of the findings of a regional study into the access and use of Information and Communication Technologies (ICTs) in five higher education institutions. While the findings on access are reported elsewhere our attention here is on use. In this paper we describe how and to what extent ICTs are being used as part of teaching or learning in higher education institutions.

Our focus is on the way technologies are being used in conjunction with specific teaching strategies, to support particular learning experiences. The questions we answer in this paper are, "How are ICTs being used as part of teaching and learning events in higher education "To what extent are ICTs being used as part of teaching and learning events in higher education in the Western Cape?", and "How are ICTs being used by specific groups as part of particular teaching and learning events?"

Higher education institutions are spending more on ICTs than previously, despite their ever-increasing resource constraints. At the same time there is evidence of growth in and rapid take up of ICTs in higher education in the country. This is no doubt because ICTs are considered a basic requirement of the knowledge society for which universities now prepare their students .The assumed role of ICTs in education is evident and institutional policy documents such as The National Plan for Higher Education (2001), The National Research and Development Strategy (2002), the National Research and Technology Foresight ICT Report (2000), and the White Paper on e-Education (2003). These argue that using ICTs will, variously, add value to education, improve teaching and learning, encourage innovation and contribute to transformation.

However, we know very little either about how these arguments play out in practice, or about the ways in which this investment is supporting teaching and learning. Access to ICTs alone does not ensure use, nor does it determine added value for education. This study is therefore one of a growing number of empirical investigations, which explore the use of ICTs in higher education. The majority of these are case studies. No national level studies of ICT use in higher education presently exist; so this is a rare meso-level investigation.

CONCEPTUAL AND ANALYTICAL FRAMING

Our investigation is underpinned by key assumptions as follows.

- ICT use needs to be understood in relation to its purpose.
- Access and use are inter-linked.
- In order to understand ICT usage in pedagogical activity, the level of granularity to be focused on is that of teaching and learning "events".
- Media forms (both ICT and non-ICT) are integral to those teaching and learning events.
- Specific media forms support, are closely aligned to, or are associated with particular teaching approaches and learning experiences.

As many others have done before us, we argue that ICTs have no intrinsic benefits in themselves, but are most usefully understood as interwoven in practices which exist in specific contexts and for particular purposes We are interested in the connections which exist between ICTs and teaching and learning events. This approach means that, unlike many other related studies our primary interest is not to quantify use of a particular software or functionality, although we do need to know the extent of use, but to emphasise the role of ICTs as "functional ensembles", that is the ways ICTs are used, and the link between people and ICT uses, as opposed to a view of ICTs as a collection of features.

This study does not judge the use of particular ICTs in relation to one another nor to other technologies Rather we note that particular ICTs are more likely to be used for particular events. While the studies of use which categorise types and levels of courses have been useful in contextualising the extent and nature of ICT use, they do not focus on teaching and learning interactions We therefore recognise that our study is bounded by the curriculum and that the macro level of the course and the micro level of pedagogical interactions, frame the investigation.

Understanding ICT use at the level of pedagogical engagement will provide us valuable insights into their relationship with teaching and learning. Pedagogy is about

the various forms of interaction between three agents: teacher, student/s and knowledge domain. These three agents comprise three elements in a triangle of interaction Pedagogy is about both process and content, but also about context. Discussing technology and pedagogy requires considering the inter-relations between teaching approaches, learning experiences, the nature of the content under discussion and the knowledge being created.

Teaching and learning interactions and activities are likely to be linked with specific forms of technology. In order be able to describe the relationship between pedagogy and technology we looked for a framework that could describe teaching and learning interactions, link them to purpose (allowing us to contextualise them), name types of ICT use, categorise types of ICT forms, and explicitly link them to particular teaching and learning events.

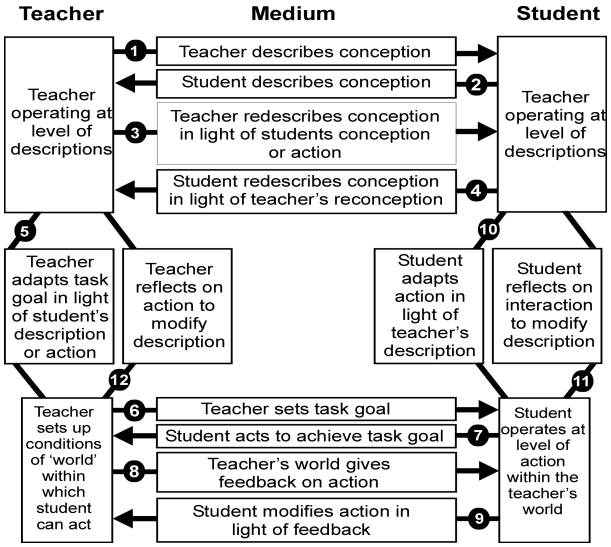


Figure 1 : Adapted from Laurillard's conversational framework (2002).

The framework then links five media forms with the key teaching and learning events. Together they describe the most dominant learning experiences and teaching strategies currently employed in higher education. Neither the media form nor the specific events have an intrinsically better or worse value; they are not linear or higher order. Effective and appropriate pedagogical practice is therefore likely to be achieved through a variety of media forms balanced for their pedagogic value rather than through reliance on any one ICT activity or form. Furthermore, we would not expect media forms to be equally distributed either within or across courses. The proportion of time allocated to each media form will vary as required by curriculum and pedagogical needs.

It is complex to describe each interaction individually; this is better done through an interactive animation. However, we have clustered the key learning events as suggested by the framework. The table below shows the analytical framework used to analyse the data gathered for this project.

Table 1 *

Methodology

Between March and May 2004, 6577 students and 515 academic staff responded to a survey in 5 higher education institutions. The survey was conducted both in a print and online format in order to maximize response rates. Overall, 79% of students and 44 % of staff responded in print making this the dominant response medium. With the exception of one institution, the number of respondents represented 10% of the overall staff and student population.

Whilst staff and students were invited to participate in the survey online through email invitations, the print survey was distributed using a stratified sample method to students across all faculties and levels of courses in the five institutions. This involved sampling courses at various levels across all faculties in the institution and administering the survey in lectures or tutorials. Specific details are provided on this papers associated website.

ABOUT THE RESPONDENTS

Detailed demographics of respondents can be found on the associated website. Students and staff from a range of faculties were represented with the majority being from business disciplines (28%) and the minority from health science disciplines (11%). The majority of students were at the undergraduate level (64%) and were in the first or second year of study (65%)Student respondents were evenly distributed in terms of gender. Most students were under 20 years old (57%). Their home language varied, with English being the most frequently spoken (39%) . Most staff had worked at their institution for more than 5 years, and were at Lecturer level (42%) or below. The majority were male (59%) and older than 40 years (53%). Only 2 staff spoke a home language other than English (56%).

ABOUT THE SURVEY

The questionnaire comprised three parts: access to computers, use for teaching and learning, and demographics. In order to follow a logical sequence for respondents the part on using a computer for teaching/ learning was subdivided into 3 sections namely: your courses, about the types of media you use, and your experience.

The last section on demographics ensures that we are able to explore social location , as this may be an important individual factor which will affect a person's experience of using ICTs, especially in a historically stratified and deeply unequal society such as ours. This article reports on the results of the last two sections of the questionnaire only ie use and demographics

*** Table 1 : Teaching and learning events and associated media forms.**

Teaching & Learning Event	Teaching Teaching action or strategy	Learning action or experience	Related media form	Examples of non-computer based activity	Example of computer based activity
Acquisition	Show, demonstrate, describe, explain	Attending, apprehending, listening	**Narrative** Linear presentational. Usually same "text" acquired simultaneously by many people	TV, video, film, lectures, books, other print publications	Lecture notes online, streaming videos of lectures, DVD, Multimedia including digital video, audio clips and animations
Discovery	Create or set up or find or guide through discovery spaces and resources	Investigating, exploring, browsing, searching	**Interactive** Non-linear presentational. Searchable, filterable etc but no feedback	Libraries, galleries, museums	CD based, DVD, or Web resources including hypertext, enhanced hyper-media, multimedia resources. Also in-formation gateways.
Dialogue	Set up, frame, moderate, lead, facilitate discussions	Discussing, collaborating, reflecting, arguing, analysing, sharing	**Communicative** Conversation with other students, lecturer or self	Seminar, tutorials, conferences	Email, discussion forums, blogs
Practice	Model Facilitating	Experimenting, practising, repeating, feedback	**Adaptive** Feedback, learner control	Laboratory, field trip, simulation, role play	Drill and practice, tutorial programmes, simulations, virtual environments
Creation		Articulating, experimenting, making, synthesising	**Productive** Learner control	Essay, object, animation, model	Simple existing tools, as well as especially created programmable softwar

FINDINGS AND DISCUSSION

In order to find out how ICTs are being used as part of teaching and learning practices in higher education, we answer three inter-related questions:

1. **Take up :** To what extent are ICTs being used as part of teaching and learning in higher education in the region?
2. **ICTs as part of teaching and learning :** How are ICTs being used to support different teaching and learning events? What kinds of activities are most often supported by/ or used in conjunction with ICTs? How are ICTs being used across the curriculum?
3. **Specific groupings :** Is there evidence of specific staff or student groupings using ICTs to support their teaching and learning? Are specific groups using ICTs in particular ways?

The discussion in this paper focuses on 31 questions organised around Laurillard's five media forms. A standard format was used for both staff and student questionnaires

(Table 2 provides an example of the questions about adaptive media). Details of all questions and how they are related to our analytical framework can be found on the papers associated website. Students were asked 18 questions about how often they used a computer to undertake different activities related to 4 media form (interactive, communicative, adaptive and productive). They were also asked 5 questions about how often lecturers used both computer and non computer-based narrative media forms.

Staff were asked the same 18 questions about how often they asked students to use a computer to undertake different activities related to 4 media form (interactive, communicative, adaptive and productive). They were also asked 5 questions about their own practice used both computer and non computer based narrative media forms.

Table 2: An example of the types of questions asked to students and staff in the survey about adaptive media forms.

	Student questionnaire	Student questionnaire	Scale
B13	Have you ever been asked to participate in activities for your subjects?	Have you ever been asked to participate in activities for your subjects?	Yes / No
B14	Has this ever involved using a computer ?	Has this ever involved using a computer?	
B15	If yes, how often do you use a computer to undertake	If yes, how often do you ask students to use a computer to undertake	
15.1	a multiple choice quiz.	a multiple choice quiz	Never - Often
15.2	a simulation, role play or case study	a simulation, role play or case study	
15.3	a game	a game	
15.4	an interactive task which enables you to drill and practice	an interactive task which enables them to drill and practice	
15.5	a computer activity which provides feedback.	a computer activity which provides feedback	

In order to locate the answers in the overall teaching and learning practice we first asked whether the media form was used generally in their courses and then whether this ever involved a computer. (An example of the question format can be seen under B13 and B14 in Table 2).

TAKE-UP OF ICTS

The answer to the question as to whether ICTs are being used as part of the teaching and learning in the region is unequivocally, "yes"!

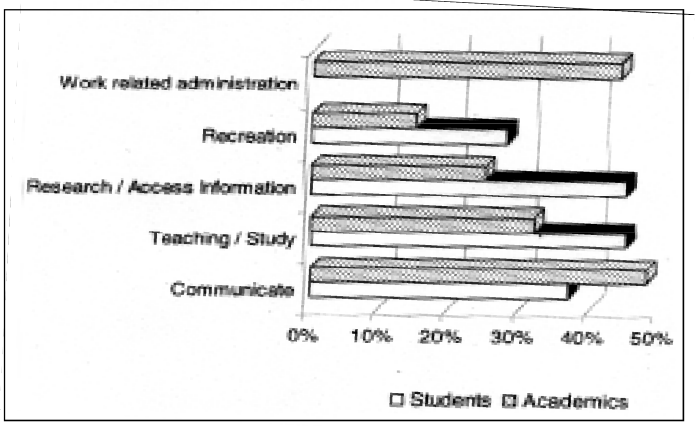
As Table 3 demonstrates less than 4% of staff and students indicated in all their responses that they *never or rarely* used a computer to undertake *any* of the computer based learning activities listed in the survey.

Table 3: Number of academics and students who make infrequent (never or rare) use of a computer for all of the 18 teaching and learning activities listed in the survey .

	valid n	never	rarely	both	%
staff	480	6	10	16	3.33%
students	5826	48	77	125	2.15%

Whilst our focus is on ICT use for teaching and learning it is interesting to consider how this compares to computer use generally. Academics use computers most frequently for work-related administration and to communicate, whereas students use them most frequently to study and to access information. Overall we see that students generally report using computers more frequently than staff (Figure 2). For example 45% of students say they use a computer daily for study and to access information whereas 32% of staff say they use it daily for teaching and only 25% daily for research. It is interesting that the reported use of computers for recreation is lowest for both staff and students

Figure 2: Comparison of students and academics daily use of computers to undertake general ICT based activities (see website for detailed breakdowns)



It is also interesting that even though staff do not report using computers frequently for their own practice they expect their students to do so. For example only 25% of staff say they use computers daily for research (figure 2) yet 90% of staff ask students to use computer to find information (Figure 3) and 53% of staff ask students to do so frequently.

However despite overall similarities of staff and student use of ICTs for teaching and learning (Figure 3), there is some indication that students report using computers even when not required to do so. For example 75% of students report using some form of communicative media occasionally or more frequently in their courses (Table 4) yet only 55% report being asked to use communicative media as part of their courses (figure 3).

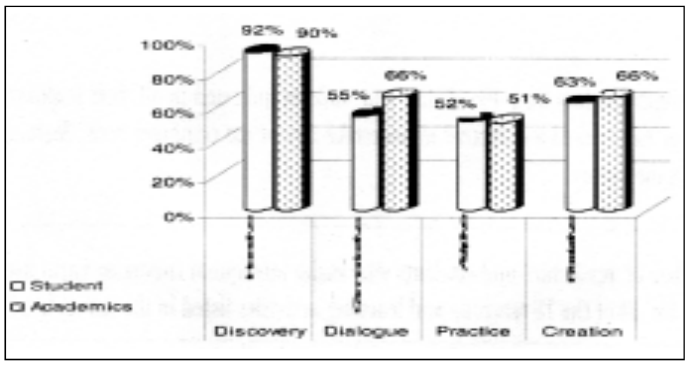
Table 4: Percentage of students who never or rarely used a computer for a particular media form and conversely how many used a computer at least occasionally for a particular media form as part of their course.

Media form	valid n	Responded never or rarely to all activities	At least one activity used occasionally or more frequently
- interactive	5553	3%	97%
- communicative	3671	25%	75%
- adaptive	3466	20%	80%
- productive	6576	0	100%

In summary, there are two key observations regarding take up of ICTs on higher education in the Western Cape. Firstly, take-up does not appear to be driven by lecturer requirements within courses only, but also seems to occur as students use computers as part of their own learning activities. Secondly, it seems that staff use computers less often themselves than they expect students to use them. The question that now arises is what is driving students to independently use ICTs for their learning ?

ICT USE IN RELATION TO TEACHING AND LEARNING EVENTS

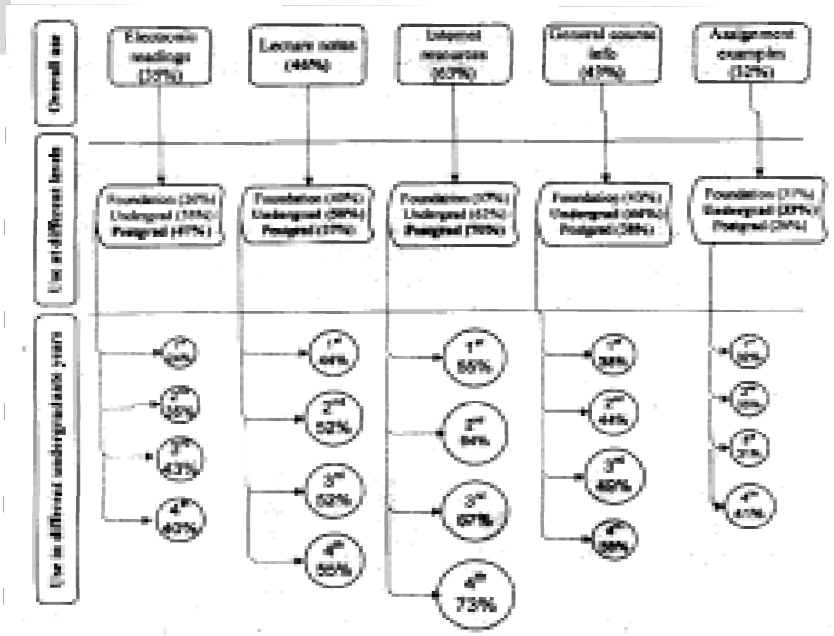
In this section we examine how ICTs are used to support the five teaching and learning events described in Table 1, namely acquisition, discovery, dialogue, practice, and creation. We first report on those events where ICTs appear most frequently used by staff and students, namely discovery and production. We then report on the events in which ICTs appear less frequently used, namely, dialogue and practice. We then examine how staff use ICTs to support student acquisition.Figure 3: Percentage of student and academics who responded in the affirmative when asked if they used a computer to undertake activities related to particular teaching /learning events or media forms.



ICTs are most frequently used by staff and students to support the event of discovery (Figure 3). The types of media forms which support this event are multimedia resources such as CD-ROM or DVD, and Web resources which include hypertext, enhanced hypermedia and information gateways. This study found that overall 90% of staff and 92% of students reported that they use computer-based interactive media for teaching or learning. This is consistent across all disciplines.

One of the most frequent activities involved finding information using the internet: 61% of staff and 63% of students are reporting that that they do so frequently . However the use of interactive media forms is not the same across the curriculum. Students in preliminary or foundation years report less frequent use of computers for finding electronic readings compared with postgraduate students who do so frequently. Students in foundation years and undergraduate access lecture notes and examples of assignments more frequently than postgraduate students (see Figure 4).

Figure 4: Breakdown of frequent use of interactive media by students overall, at different levels at different years of undergraduate study.

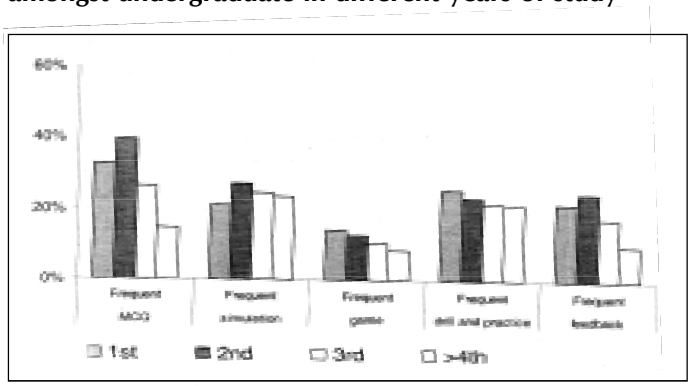


A closer look at undergraduate students reveals that students in first year are less likely to use a computer as part of a discovery event. Students in later years also use electronic readings and internet resources more frequently than students in earlier years (Figure 4). Our interpretation is that the use of interactive media is closely associated with research activities. It would appear that as foundation and undergraduate students (particularly those in lower years) are not required to undertake much research, they use this media form less often.

The next most frequently reported use of ICTs was for the teaching and learning event of creation (Figure 2). The possibilities that computers offer for user control and intervention enables users to make, create and change what exists. We found that 63% of students and 66% of staff report using computers as part of a productive activity. While these findings are potentially exciting, as they suggest that students are encouraged to make and create as part of the learning process, closer analysis reveals that the most frequent activity reported was use of a computer to write an assignment. We found that 78% of students and of staff reported frequent use for this purpose. Thus computers may be little more than an electronic typewriter, with only small groupings exploiting the possibilities of learner control and creativity. For example only 27% of students report frequent use of specialised software to create something. Use of such productive activities differs across the faculties, with this activity more frequent in engineering (where 66% of students report frequent use of this activity), and in the Science and in the Health Science disciplines.

Responses from students regarding their general use of ICTs for communication suggest that 37% of students use a computer to communicate daily and 26% do so weekly (Figure 3). However this high use of communicative media does not translate into their learning activities. This raises questions for us about the role of communicative media in the informal learning process. The importance of peer support and learning is evident in the problem solving strategies students use when they have a problem doing something using a computer (37% of students reported asking a friend for assistance compared to 18% who ask IT support). The role of peer learning is an area not specifically addressed in this study but appears to be one which requires further exploration.

Figure 5: Frequency of use of adaptive media forms amongst undergraduate in different years of study



This may be because such scaffolded activities are most suitable at undergraduate level. We wondered whether adaptive media forms - which can be time-consuming and expensive to produce - are only invested in used at the level where classes are generally large, and where

The investment will be worth it.. However other issues, such as lack of access to appropriate infrastructure, or lecturers unused to or unconvinced by these kinds of possibilities, may also contribute to the low level of use of ICTs for practice events. We did find that there were disciplinary differences in the use of ICTs for this event. For example multiple choice quizzes were used more frequently in Health Science where 45% staff ask students to use these regularly or more often, and least often in engineering where only 12% do so.

Specific groupings using ICTs to support teaching and learning

We were particularly interested to know if any particular staff groupings were requiring students to use computers in support of their learning, or using computers themselves as a teaching strategy.

AGE AND POSITION

Some differences in frequency of use are apparent with regard to age. The older staff members report less frequent their use of most ICT-linked teaching and learning activities. The exceptions are the use of the internet to find information and asking students to email the lecturer.

Table 4 : Relationship between staff use of ICT for teaching and learning and age

	<25 years	26-30 years	31-40 years	41-50 years	<50 years
Infrequent	27.27%	22.22%	25.78%	22.38%	40.58%
Occasional	34.09%	40.00%	39.84%	46.15%	30.43%
Frequent	38.64%	37.78%	34.38%	31.47%	28.99%

There are also differences in use according to academic staff positions. Academics in more senior positions report use of ICTs for presentational purposes more frequently than those in junior positions. They report more frequent use of computers for all activities except those that support practice events.

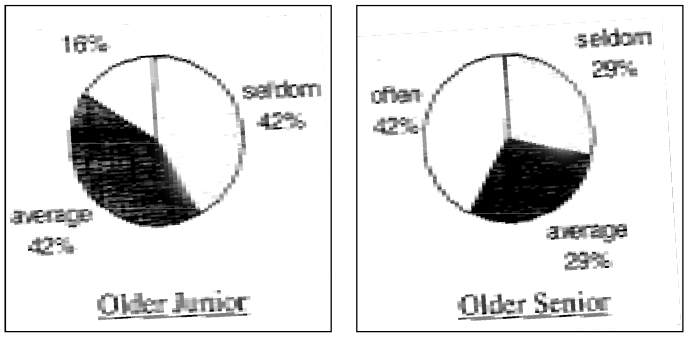
Table 5 : Relationship between staff use of ICT for teaching and learning and position

	Associate Lecturer	Lecturer	Senior Lecturer	Associate Professor	Professor
Infrequent	31.71%	32.07%	36.61%	17.86%	26.42%
Occasional	34.15%	44.02%	38.39%	39.29%	26.42%
Frequent	34.15%	23.91%	25.00%	42.86%	47.17%

It is of note that academic staff who were over 40 and in junior positions were the least frequent users of computers for teaching and learning across all media forms (Figure 8). This is interesting in the light of the findings reported earlier that students in the later years of the curriculum also report higher usage of presentational media by lecturers. One contributory explanation for this may be that senior academics may teach the more senior classes

and that may be linked to this difference in use of presentational media across the curriculum.

Figure 8: Comparison off overall use of ICTs for teaching and learning between Older Junior staff and Older Senior staff



There is also a decrease in use as students grow older: 63% of under 20 year olds report an overall use (occasional or more) compared to 40% of students over 40 years. Students of all ages reported high frequency of use for interactive media and communication, in particular emailing lecturers. However younger students (under 30) are much more frequent users of adaptive media (48-60% using, for example, multiple choice quizzes more than occasionally compared to 35% of over 40 year olds). The most notable age-related difference is in the reported use of chat for communicating. Here 26% of younger students reported more than occasional use compared to only 3% of older students.

Both younger students and staff report an increased as well as a more varied use of ICTs for teaching and learning. The activities used equally across all age groups. in both groups are the use of the internet to find information and the use of email between staff and students.

CONCLUSION

This study has demonstrated that the analytical framework adapted from Laurillard is a useful tool for empirical analyses of the use of ICT for teaching and learning. It has enabled us to move beyond a simplistic notion of use which measures functionality as a checklist of frequency, to one which allows ICT use to be considered in relation to specific teaching and learning events.

Many of the findings of this study provide confirmation of opinions based on hearsay or anecdotal evidence. We can conclude that ICTs are indeed being used as part of teaching and learning events in higher education . We are interested that students report the use of ICTs to support their learning activities even when they are not asked or required to do so and would like to explore what is driving this use. This opens the door to questions about staff-student interactions, and has potential implications for institutional staff development strategies.

The frequent use of ICTs for finding information is not surprising although the dominance of this activity might be unexpected shift the focus from other possibilities which ICTs offer for teaching and learning. The growth of ICT use in this area suggests additional challenges as higher education institutions grapple with issues of plagiarism of online content and increasing the critical literacy skills of students.

REFERENCES

- **Baillie C., and Percoco G.** (2001). A study of present use and usefulness of computer based learning at a technical university. European Journal of Engineering Education. 25(1) pp33-43
- **Benjamin P.** (2000) Telecentres 2000, Report 2: International Case Studies, DRA Development and Link Centre, Johannesburg
- **Cantoni V., and Cellario M., and Porta M.** 2004. Perspectives and challenges in e-learning: towards natural interaction paradigms. Journal of visual languages and computing. 15 pp 333-345
- **Department of Education** (2003a) Education statistics at a glance Government of South Africa, Pretoria
- **Henning E., and van der Westhuizen D.** 2004. Crossing the digital divide safely and trustingly: how ecologies of learning scaffold the journey, Computers & Education, v.42 n.4, p.333-352
- **Garrison D.R. and Anderson T.** (2002).E-Learning in the 21st Century: A Framework for Research and Practice. Routledge Falmer Taylor &. Francis Group. London
- **Hammond N., and Bennett C.** 2002. Discipline difference in role and use of ICT to support group-based learning. Journal of Computer Assisted Learning 18 pp55-63
- **Issroff K., and Scanlon E.** 2002. Using technology in higher education: an Activity Theory perspective. Journal of Computer Assisted Learning. 18 pp77-83
- **Johnson, S., and Aragon, S.,** (2003) An instructional Strategy framework for online learning environments, Bureau of Educational Research
- **Kling R.** (2000). Learning about Information Technologies and social change: The contribution of social informatics. The Information Society 16 217-232.

■■

ISSN : 2249-2437 RESEARCH

A STUDY OF TEACHER EFFICACY BELIEFS IN RELATION TO THEIR SOCIAL CHARACTERISTICS OF SECONDARY SCHOOL MALE TEACHERS

✍ **B. G. Dharwad,** Assistant Professor, KSR College of Education, Belgaum.
✍ **Dr. Shobha B. Naikar,** Lecturer, DIET, Dharwad

ABSTRACT

The present study was attempted to study the Teacher Efficacy of secondary school teachers of Belgaum District. Samples of 200 secondary school teachers were randomly selected for this study. And correlation analysis treatment was given to find out the significance between the two variables. For this purpose 6 objectives were framed according to the objectives hypotheses were tested. The finding of study reveals that Social Characteristics is having positive relationship with the Self-efficacy Factors - Efficacy to Influence of Decision Making, Instructional Self-efficacy, Disciplinary Self-efficacy, Efficacy to Enlist Parental Involvement, Efficacy of Enlist Community Involvement, Efficacy to Create a Positive School Climate and total self-efficacy of Secondary school male teachers. Social characteristics will act as booster for self-efficacy factors of Secondary school male teachers.

INTRODUCTION

SELF-EFFICACY

Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes.

SOURCES OF SELF-EFFICACY

People's beliefs about their efficacy can be developed by four main sources of influence. The most effective way of creating a strong sense of efficacy is through mastery experiences. Successes build a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established.

If people experience only easy successes they come to expect quick results and are easily discouraged by failure. A resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort. Some setbacks and difficulties in human pursuits serve a useful purpose in teaching that success usually requires sustained effort. After people become convinced they have what it takes to succeed, they persevere in the face of adversity and quickly rebound from setbacks. By sticking it out through tough times, they emerge stronger from adversity.

Successful efficacy builders do more than convey positive appraisals. In addition to raising people's beliefs in their capabilities, they structure situations for them in ways that bring success and avoid placing people in situations prematurely where they are likely to fail often. They measure success in terms of self-improvement rather than by triumphs over others.

People also rely partly on their somatic and emotional states in judging their capabilities. They interpret their stress reactions and tension as signs of vulnerability to poor performance. In activities involving strength and stamina, people judge their fatigue, aches and pains as signs of physical debility. Mood also affects people's judgments of their personal efficacy. Positive mood enhances perceived self-efficacy, despondent mood diminishes it. The fourth way of modifying self-beliefs of efficacy is to reduce people's stress reactions and alter their negative emotional proclivities and is interpretations of their physical states.

OBJECTIVES OF THE STUDY:

The following objectives were framed for the present study.

1. To investigate the relationship between Social Characteristics and Teacher-Efficacy Beliefs (Efficacy to Influence Decision Making) of Male Teachers.
2. To investigate the relationship between Social Characteristics and Teacher-Efficacy Beliefs (Instructional Self-efficacy) of Male Teachers.
3. To investigate the relationship between Social Characteristics and Teacher-Efficacy Beliefs (Disciplinary Self-Efficacy) of Male Teachers.
4. To investigate the relationship between Social Characteristics and Teacher-Efficacy Beliefs (Efficacy to Enlist Parental Involvement) of Male Teachers.

5. To investigate the relationship between Social Characteristics and Teacher-Efficacy Beliefs (Efficacy to Enlist Community Involvement) of Male Teachers.

To investigate the relationship between Social Characteristics and Teacher-Efficacy Beliefs (Efficacy to Create a Positive School Climatx

1. There is a significant relationship between Social Characteristics and Teacher-Efficacy Beliefs (Efficacy to Influence Decision Making) of Male Teachers.
2. There is a significant relationship between Social Characteristics and Teacher-Efficacy Beliefs (Instructional Self-efficacy) of Male Teachers.
3. There is a significant relationship between Social Characteristics and Teacher-Efficacy Beliefs (Disciplinary Self-efficacy) of Male Teachers.
4. There is a significant relationship between Social Characteristics and Teacher-Efficacy Beliefs (Efficacy to Enlist Parental Involvement) of Male Teachers.
5. There is a significant relationship between Social Characteristics and Teacher-Efficacy Beliefs (Efficacy to Enlist Community Involvement) of Male Teachers.
6. There is a significant relationship between Social Characteristics and Teacher-Efficacy Beliefs (Efficacy to Create a Positive School Climate) of Male Teachers.

DESIGN OF THE STUDY

Method : For the present study survey and analytical (descriptive) method of research was found to be appropriate. The purpose was to study the relationship between teacher efficacy and Social characteristics of secondary school teachers.

Sample : A total number of 200 secondary school teachers from Belgavi District were selected using random sampling technique.

Tools used : The following tools were used for the present study.

i. Self-Efficacy Scale constructed and validated by Albert Bandura.

ii. Social Characteristics Questionnaire (SCQ) constructed and validated by A. Punitha Mary and Dr. A. Amalaraj.

Collection of data : Data relating to 'Self-efficacy', and 'Social Characteristics' were obtained by administering 'Self-efficacy Scale', and Social Characteristics Questionnaire to the 200 secondary school teachers. These data were collected by administering the tools personally to the selected sample.

The investigator personally gave the instructions to the teachers regarding the use of tools. Wherever there was need the investigator clarified the doubts or the confusions raised by the teachers.

The response sheets were later on scored according to the procedure stated under each tool in the previous section.

Analysis of Data : After data was collected and classified, it was subjected to statistical test of significance correlation coefficient technique was applied.

Table - 1 : Correlation of Social Characteristics with Teacher Self-efficacy Factors of Secondary School Male Teachers (n = 100)

Self-efficacy Factors	Correlation Coefficients -Social Characteristics			
	r-value	t-value	p-value	Sign.
Efficacy to Influence of Decision Making	0.4956	5.6491	< 0.01	Yes
Instructional Self-efficacy	0.5768	6.9895	< 0.01	Yes
Disciplinary Self-efficacy	0.2911	3.0126	< 0.01	Yes
Efficacy to Enlist Parental Involvement	0.3830	4.1048	< 0.01	Yes
Efficacy of Enlist Community Involvement	0.5329	6.2337	< 0.01	Yes
Efficacy to Create a Positive School Climate	0.4662	5.2161	< 0.01	Yes
Total	0.6255	7.9371	< 0.01	Yes

The analysis of the above table reveals the following:

1. There is a positive and significant relationship between the Social Characteristics and Self-efficacy factor - Efficacy to Influence of Decision Making of Secondary school male teachers. This implies that increase in Social Characteristics of Secondary school male teachers results in increase in Self-efficacy factor - Efficacy to Influence of Decision Making.
2. There is a positive and significant relationship between the Social Characteristics and Self-efficacy factor - Instructional Self-efficacy of Secondary school male teachers. This implies that increase in Social Characteristics of Secondary school male teachers results in increase in Self-efficacy factor - Instructional Self-efficacy.
3. There is a positive and significant relationship between the Social Characteristics and Self-efficacy factor - Disciplinary Self-efficacy of Secondary school male teachers. This implies that increase in Social Characteristics of Secondary school male teachers results in increase in Self-efficacy factor - Disciplinary Self-efficacy.

4. There is a positive and significant relationship between the Social Characteristics and Self-efficacy factor - Efficacy to Enlist Parental Involvement of Secondary school male teachers. This implies that increase in Social Characteristics of Secondary school male teachers results in increase in Self-efficacy factor - Efficacy to Enlist Parental Involvement.
5. There is a positive and significant relationship between the Social Characteristics and Self-efficacy factor - Efficacy of Enlist Community Involvement of Secondary school male teachers. This implies that increase in Social Characteristics of Secondary school male teachers results in increase in Self-efficacy factor - Efficacy of Enlist Community Involvement.
6. There is a positive and significant relationship between the Social Characteristics and Self-efficacy factor - Efficacy to Create a Positive School Climate of Secondary school male teachers. This implies that increase in Social Characteristics of Secondary school male teachers results in increase in Self-efficacy factor - Efficacy to Create a Positive School Climate.
7. There is a positive significant relationship between the Social Characteristics and total Self-efficacy of Secondary school male teachers. This implies that increase in Social Characteristics of Secondary school male teachers results in increase in total Self-efficacy.

MAJOR FINDINGS

From the above analysis, it is revealed that Social Characteristics is having positive relationship with the Self-efficacy Factors - Efficacy to Influence of Decision Making, Instructional Self-efficacy, Disciplinary Self-efficacy, Efficacy to Enlist Parental Involvement, Efficacy of Enlist Community Involvement, Efficacy to Create a Positive School Climate and total self-efficacy of Secondary school male teachers. Social characteristics will act as booster for self-efficacy factors of Secondary school male teachers.

CONCLUSIONS

On the basis of the results obtained in the study the following conclusions were drawn, Social Characteristics is having positive relationship with the Self-efficacy Factors - Efficacy to Influence of Decision Making, Instructional Self-efficacy, Disciplinary Self-efficacy, Efficacy to Enlist Parental Involvement, Efficacy of Enlist Community Involvement, Efficacy to Create a Positive School Climate and total self-efficacy of Secondary school male teachers. Social characteristics will act as booster for self-efficacy factors of Secondary school male teachers.

REFERENCES

- **Best W. John** (1992) Research in Education. Prentice Hall of India Private Limited, New Delhi.
- **Buch M. B.** (1992) Fifth Survey of Educational Research (1988-92). I & II, New Delhi : NCERT.
- **Buch M.B.** (1991) Fourth Survey of Research in Education, I & II, New Delhi : NCERT.
- **Buch M.B.** (Ed.) (1974) A Survey of Research in Education. Baroda: Center of Advanced Study in Education.
- **Buch M.B.** (Ed.) (1979) Second Survey of Research in Education. Baroda: Society for Educational Research and Development.
- **Buch M.B.** (Ed.) (1986) Third Survey of Research in Education. New Delhi : NCERT.
- **Campbell J.**(1996). A Comparison of Teacher Efficacy for Pre and In-service Teachers in Scotland and America. Education, 117, 2-11.
- **Sridhar Y. N. and Hamid Reza Badiei** (2008) Teacher Efficacy Beliefs: A Comparison of Teachers in India and Iran. Journal of the Indian Academy of Applied Psychology, April 2008, Vol. 34, Special Issue, 81-89.
- **Stephen P. Rushton** (2003) Two Preservice Teachers' Growth in Self-Efficacy While Teaching in an Inner-City School. The Urban Review, Vol. 35, No. 3, September 2003. Human Sciences Press, Inc.
- **Terri Barber Kurz and Stephanie L. Knight** (2003) An Exploration Of The Relationship among Teacher Efficacy, Collective Teacher Efficacy, And Goal Consensus. Learning Environments Research 7: 111-128, Kluwer Academic Publishers, Netherlands.

■■

- From Continued on Page No. 27

The coefficient of correlation between the Literacy rate and the voter turnout is 0.344, which is of a lesser order. Hence it can be inferred that they are not linearly related to each other. Hence the hypothesis is proved by the analysis.

MAJOR FINDINGS

1. The voter turnout in India is not linearly related to the Literacy rate.
2. The voter turnout is influenced not only by literacy rate but also by one or more other factors.
3. All literate Indians need not turn up to vote.
4. Illiterate people may turn up to vote based on hearsay.

SUGGESTION FOR FURTHER RESEARCH

1. Further research can be done about the factors influencing voter turnout.
2. A study may be done about the literate people who fail to utilize the right to vote.

■■

 ISSN : 2249-2437

ANNIE BESANT (1847-1933)

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

Annie Besant was keener on developing a scheme of education for the entire country i.e. India. While emphasiging the importance of mother tongue as the medium of instruction, she felt that Engilish should be compulsorily taught as a second language up to the high school stage. She firmly believed that the schoolwark should begin with prayers.

Annie Besant came to Indian at the age of 46 and adopted Hindu traditions and culture. A learned lady, she visited several parts of India, besides Eurpope, USA, and Australia. and delivered lectures on the greatness of India. In 1918. she was elected as the President of the Indian National Congress.

Annie Besants educational thoughts are reflected in the following lines :

- A Students should believe in simple living and high thinking. While being devoted to their teachers and elders in the society, they should lead a disciplined life exercising control over their body and mind.
- The purpose of education should not be passing examinations alone. Edcuation should develop the varuous mental faculties like the power of observation, power of reasoning and arriving at a decision.
- A student should acquire physical and moral courage, cooperative attitude and capacity for endurance.
- Education should be systematic with ample scope for experimentation.
- While nothing should be imposed on the child, with an environment being provided for the spontaneous development of the natural powers of the child, constant efforts should be made to motivate the child.
- Education should facilitate the child s maximum physical, moral, and spiritual development.

On the aims of education, Annie Besant propounded the following

- The various subjects taught should develop the powers of observation, memory reasoning etc. providing suitable opportunities for the same.
- Physical education should be stressed as it promotes physical development of students.
- To promote harmony among ones thinking, speech and action, moral education should be given due emphasis.
- To remove the obstacles that exist between an individual and God, religious education should be made a part of education.

The edcuational philosophy of Annie Besant includes the following.

- The ancient gurukul system of education should be revived adopting it suitably to the current needs of teh students. To bring back the serene atmosphere that enveloped the educational institutions in the ancient times, the educational institutions should be established in appropriate natural surroundings far away from the crowded urban areas.
- While the State should provide the necessary financial assistance to the educational instituitions, there should not be any State interference in academic matters.
- A student should remain unmarried as long as be purpose his or her studeis. As family responsibilities divert the attention of teh students, celibacy is advocated during the student days.
- Edcuation should facillitate the all round development of the student. It should promote the physical, moral, mental and spiritual development of the student. For this, religion and ethics should also be inclluded in the curriculum.
- The teacher should recognize the individuality of the child and make it conscious of its innate powers. The teachers should also enlighten the child and inculcate in it a spirit of universal brotherhood and generosity.

Annie Besant had identified three stages of education. viz

- The first stage lasting from the birth to the seventh year of age wherein emphasis is laid on the physical development of the child. In this stage, the various sources of knowledge and the senses are developed Play activities should be the means of edcuation

during this period with the curiosity of the child being aroused in order to enable it to understand the envionment. Different types of play should promote in the child a spirit of independence. To enable the child to understand and appreciate nature. a garden in the school would be ideal.

- In the second stage of education lasting from the 8th, to the 14th year of the child, efforts should be made to make the chiuld feel that it is an entity in the larger schemt of things. With the mother tongue being the medium of education during this stage. the child should be imparted moral and religious education citing examples of good conduct. The child may be exposed to social sciences and pure sciences to develop the power of reasoning. Emphasis should be laid on the power of observation and experimentation during this period.
- During the third stage of education lasting from the 15th, year to the 21st. year of the child, stress should be laid on metal development with focus on subjects like logic, philosophy, sciences and economics. In this period the student attends pre university courses and prepares for graduate or postgraduate studies. At this stage emphasis should be laid on developing among students a spirit of service.

The Annie Besant was keener on developing a scheme of education for the entire country i. e. India. While emphasizing the importance of mother tongue as the medium of instruction, she felt that English should be compulsorily taught as a second language up to the high school stage. She firmly believed that the schoolwork should begin with prayers.

She also emphasized the need to establish schools in the rural areas taking the needs of the people into consideration i. e. the subjects taught in the rural schools should reflect the needs of the rural people and meet their aspirations. For this, the students of these schools should be trained in trained in handicrafts like carpentry, spinning, weaving, basket making and so on. Similarly, the girls in these schools may be taught skills like tailoring, cooking, etc. In general all the girls, whether in the rural of urban areas, can be taught home economics, home science cooking, first aidm hygiene etc.

■■