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INSIDE

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Teacher's Day

In India 5th September is celebrated as Teacher's Day as a mark of tribute to the Society, 5th September is the birth anniversary of a great Teacher Dr. Sarvapalli Radhakrishnan who was a staunch believer of education and well known diplomat. Scholar the President of India and above all a Teacher.

When Some of his Students and friends approached him and requested him to allow them to celebrate his birthday, he said Instead of celebrating my birthday separately, it would be my proud privilege, if 5th September is observed as Teacher's Day In India. In the year 1965. Some of the Prominent students of Late S. Radhakrishanan Organized a gathering to pay obeisance to that Great Teacher of repute.

In that gathering, in his speech Dr.Radhakrishana expressed his deep reservation regarding his birth anniversary should be celebrated as 'Teacher's Day' by Paying, homage to other Great Teachers of India and Bangladesh.

Since the year 1967 5th September is Celebrated as Teacher's Day till date once again we salute our great Teacher's and thanks for making us what we are today Happy Teacher's Day.

- Dr. N.B. Kongawad
Editor

ISSN : 2249-2437 ARTICLE RNI REG.NO.KARENG/2011/42071

MODERNIZATION OF TEACHER EDUCATION

✍ **Dr. Usha Rao,** Former Prin.G.E.S.S' College of Education, Mumbai.

INTRODUCTION

Quality of education primarily depends on the efficiency and effectiveness of teaching - learning process. In the modern times due to knowledge explosion and revolution of ICT, innovations are taking place regarding instructional strategies & designs. But, Indian education seems to be hesitant to change and adopt such innovations. Our education is following traditional path of instruction which is quite ineffective, insufficient and teacher centered. The main reason is the traditional instruction practiced in teacher education. If we desire to adopt innovative instructional strategies and designs, they must become an integral part of our teacher education programme.

In the modern world, the concept of quality has changed from 'satisfaction of needs' to 'continuous improvement'. In fact, due to innovations in the field of science and technology, every aspect of human life is getting reshaped. In the era of globalization, world is heading towards becoming knowledge society; and knowledge explosion is there because of Information and Communication Technology (ICT) revolution. So also, education is trying to reshape itself to achieve quality assurance to today's era of globalization. Hence, education has to travel hand-in-hand with technological advancements. No doubt, in the recent past, ICT has made revolutionary changes in instructional scenario, but along with this, strategies like CAI (Computer Aided Instruction) CAL (Computer Aided Learning), PBL (Problem based learning), E-Learning , web-based Learning, collaborative learning, brain-storming, etc must also get more and more popularized throughout the world.

TEACHING AS A PROFESSION

Teaching is a profession and not just a job. But simply speaking about teaching as a professional will never suffice if we are not focusing on professional development of teachers; because, this is the major thrust of facing profession.

If Modernization of teacher is to take place properly, then, teachers have to become lift long learners. For this , they must try to attend various orientation programmes refresher courses, special training in subjects contact programmes, etc. Besides, they should also be facilitated to participate in group discussions, seminars, conferences, workshops, etc. Such programme have to be organized keeping in view the modern trends which are influential for the professional development of teachers. This leads them to become lifelong learners in a modern society and though this there will be modernization of teacher-education too! For this, of course, "dynamism", "Change", and "Continuity" should be part of teaching profession in its practical ground leading to the modernization of teacher education.

STEPS TO ENHANCE MODERNIZATION OF TEACHER EDUCATION

First and foremost, it is very important to increase the quality of teacher education as well as that of teach-educators. The following are the significance steps to increase the quality of teacher education and teacher educators.

i) Emphasis must be on methods of teaching.

ii) Emphasis must be in interactive activities like site visits, discussions, debates, play way methods etc.

iii) Emphasis should be on connecting teacher education institutions with INTERNET so as to enable to get wide variety of information on all concepts all over the world of modern times.

iv) Emphasis must be on the assessment of teachers so that there will be good feedback about the teachers.

Globally, educational systems are under great pressure to adopt innovative methodologies and to integrate new Information and Communication Technologies(ICTs) in the teaching and learning process, to prepare students with the knowledge and skills they need in the 21st Century. Apparently, teaching professional is evolving from an emphasis on teacher-centered, lecture-based instructions to student-centered interactive learning environments. ICT-based work is central and students are involved in high level thinking, decision-making and problem solving. Some old practices become obsolete. The real issue is not if technology is based in the classroom, but whether technology is enhancing the learning process.

CONCLUDING REMARKS

Teacher educators have much to contribute to the development of the systematic approach to teacher quality. More importantly, if teacher educators contribute, they will

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ISSN : 2249-2437 RESEARCH RNI REG.NO.KARENG/2011/42071

A STUDY OF ADJUSTMENT PROBLEMS OF STUDENTS STUDYING IN RANI CHENNAMMA SCHOOLS IN KARNATAKA

✍ **Basavaraj V. Ballary,** Research Scholar, DBHPS, Dharwad.

✍ **Dr. N. B. Kongawad,** Research Supervisorm Research Scholar, DBHPS, Dharwad.

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

Descriptive and predictive researches method is appropriate for the study. The sample of the present study Urban 63, Rural 237 and Girls-110 Students from Rani Chennamma Residential Schools in Karnataka State. Thus random sampling technique was used to select the Students. The study revealed that; The 'residence adjustment problems' of girls have significant relationship with Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement. The 'food adjustment problems' of girls have significant relationship with total academic achievement. The 'peer-group adjustment problems' of girls have significant relationship with Kannada, English, Hindi, Mathematics, Social Studies and total academic achievement. The 'curriculum adjustment problems' of girls have significant relationship with Science. The 'classroom teaching adjustment problems' of girls have significant relationship with Kannada, Hindi, Mathematics and Social Studies. The 'evaluation adjustment problems' of girls have significant relationship with English, and total academic achievement.

INTRODUCTION

RANI CHENNAMMA RESIDENTIAL SCHOOL (RCR S) SCHEME

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

AIMS OF RCS

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

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

- To provide good quality modern education including a strong component of culture, inculcation of values, awareness of the environment, adventure activities and physical education to the talented children predominantly from the rural areas who are economically backward.
- To ensure that all students of RCRSs attain a reasonable level of competence in three languages as envisaged in Three Language Formula: and
- To serve, in each Taluka as focal points for improvement in the quality of school education in general, through sharing of experiences and facilities.

SPECIAL FEATURES OF RANI CHENNAMMA RESIDENTIAL SCHOOLS

Special features of RCRSs are as follows:

- The RCR schools will be covering classes from V to X.
- Education in RCRSs will be free of cost including boarding and lodging, expenses on uniform, text-books, stationery, rail/bus fare from and to the home, etc.
- The RCRSs are co-educational and residential in nature.
- Hostel accommodation is in the form of dormitories with attached living quarters for the House-master/ mistress and his/her family to promote congenial family-like atmosphere for students.
- Separate dormitories are provided for girl students with attached staff quarter of House-mistress.
- The location of RCRSs will be in rural areas.
- Sufficient building facilities for classroom teaching, laboratories, co-curricular activities, etc., are provided.
- Sufficient facilities and materials for conducting sports and games, gymnastics, etc. Students participation in sports and games, work-experience. SUPW and other cultural activities are compulsory.
- RCRSs are primarily for children from rural areas. Hence, admission of children from urban areas will be restricted to a maximum of one-fourth.

REVIEW OF RELATED LITERATURE

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

The major findings of the study were :

(i) Girls from both the Hindu and Christian community were better adjusted than the girls at the three levels of adjustment at home.

(ii) Girls were better adjusted than girls at the three levels of adjustment at school,

(iii) Both the Hindu and Christian girls were better adjusted than girls at the three levels of adjustment in society, and

(iv) Christian girls were better adjusted than Hindu girls at the three levels of adjustment at school and Hindu girls were better adjusted than Christian girls at the three levels of adjustment at school.

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

The major findings of the study were :

(i) There is a relationship between 8th, 9th and 10th Standard students and their residence adjustment problems being experienced.

(ii) There is a relationship between 8th, 9th and 10th Standard students and their of food adjustment problems being experienced.

(iii) There is a relationship between 8th, 9th and 10th Standard students and their peer-group adjustment problems being experienced.

(iv) There is a relationship between 8th, 9th and 10th Standard students and their curriculum adjustment problems being experienced.

OBJECTIVES

(i) To investigate the relationship of various components of Girls adjustment problems - residence, food, peer-group, curriculum, co-curriculum, classroom teaching and evaluation with their academic achievement in Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement.

HYPOTHESES

HR1 There exists a significant relationship between various components of girls adjustment problems - residence, food, peer-group, curriculum, co-curriculum, classroom teaching, evaluation and academic achievement in Kannada.

HR2 There exists a significant relationship between various components of girls adjustment problems - residence, food, peer-group, curriculum, co-curriculum, classroom teaching, evaluation and academic achievement in English.

HR3 There exists a significant relationship between various components of girls adjustment problems - residence, food, peer-group, curriculum, co-curriculum, classroom teaching, evaluation and academic achievement in Hindi.

HR4 There exists a significant relationship between various components of girls adjustment problems - residence, food, peer-group, curriculum, co-curriculum, classroom teaching, evaluation and academic achievement in Mathematics.

HR5 There exists a significant relationship between various components of girls adjustment problems - residence, food, peer-group, curriculum, co-curriculum, classroom teaching, evaluation and academic achievement in Science.

HR6 There exists a significant relationship between various components of girls adjustment problems - residence, food, peer-group, curriculum, co-curriculum, classroom teaching, evaluation and academic achievement in Social Studies.

HR7 There exists a significant relationship between various components of girls adjustment problems - residence, food peer-group, curriculum, co-curriculum, classroom teaching, evaluation and total academic achievement.

METHODOLOGY

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

RESEARCH DESIGN

SAMPLE

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

Description of Sample (n = 300)

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

TOOLS

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

ELATIONSHIP BETWEEN ADJUSTMENT VARIABLES AND ACADEMIC ACHIEVEMENT IN GIRLS (N = 110)

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

TABLE - 2 : CORRELATION COEFFICIENTS AND THEIR SIGNIFICANCE FOR ADJUSTMENT VARIABLES AND ACADEMIC ACHIEVEMENT VARIABLES - GIRLS (N = 110)

Adjustment Variables	Kannada (1)			English			Hindi			Mathematics		
	'r'	't'	Sig.	'r'	't'	Sig.	'r'	't'	Sig.	'r'	't'	Sig.
1	2			3			4			5		
RAPC	-0.1266	-2.6976	Yes	-0.1243	-2.6541	Yes	-0.1882	-4.0651	Yes	-0.1452	-3.1120	Yes
FAPC	-0.0339	-0.3520	NS	-0.0337	-0.3506	NS	-0.0435	-0.4530	NS	0.1424	1.4953	NS
PAPC	-0.1642	-3.5301	Yes	-0.1200	-2.5672	Yes	-0.1380	-2.9592	Yes	-0.1342	-5.8510	Yes
CAPC	0.0027	0.0282	NS	0.0078	0.0812	NS	-0.0760	-0.7918	NS	-0.0243	0.2527	NS
CCAPC	-0.1616	-1.7017	NS	-0.0176	-0.1833	NS	-0.0529	-0.5500	NS	-0.0819	-0.8535	NS
CTAPC	-0.1071	-2.2854	Yes	-0.0199	-0.2069	NS	-0.1300	-2.7842	Yes	-0.2411	-5.2740	Yes
EAPC	-0.0692	-0.7205	NS	-0.2380	-5.2051	Yes	-0.1531	1.6100	NS	0.0265	0.2753	NS

TABLE - 2

Adjustment Variables	Science			Social Studies			Total		
	'r'	't'	Sig.	'r'	't'	Sig.	'r'	't'	Sig.
1	6			7			8		
RAPC	-0.1140	-2.4372	Yes	-0.1140	-2.376	Yes	-0.1406	-2.1772	Yes
FAPC	0.0592	0.6161	NS	-0.0289	0.3002	NS	-0.1242	1.4359	Yes
PAPC	-0.0732	-0.7623	NS	-0.1721	-3.7081	Yes	-0.1872	3.0561	Yes
CAPC	-0.1640	-3.5300	Yes	-0.0314	-0.3260	NS	-0.0373	-0.3877	NS
CCAPC	-0.1029	-1.0748	NS	-0.1690	-1.7817	NS	-0.1348	-1.1434	NS
CTAPC	-0.1564	-1.6457	NS	-0.2501	-5.4841	Yes	-0.1495	-1.5710	NS
EAPC	-0.0173	-0.1803	NS	-0.0778	-0.8110	NS	-0.1241	-2.3472	Yes

Yes = Significant at 0.05 level
NS = Not Significant

The analysis of the above table reveals the following:

1. There is a negative significant relationship between residence adjustment problems of girls and their academic achievement in Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement.
2. There is no significant relationship between food adjustment problems of girls and their academic achievement in Kannada, English, Hindi, Mathematics, Science and Social Studies. However, the relationship of food adjustment problems of girls with total academic achievement is negatively significant.
3. There is a negative significant relationship between peer-group adjustment problems of girls and their

academic achievement in Kannada, English, Hindi, Mathematics, Social Studies and total academic achievement. However, the relationship of peer-group adjustment problems of girls with achievement in science is not significant.

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

STATISTICAL ANALYSIS

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

FINDINGS

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

DISCUSSION AND CONCLUSION

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

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

1. The 'resident adjustment problems' of students studying in RCRSs have negative and significant relationship with academic achievement of students in Kannada, Hindi, Science, Social Studies and total academic achievement.
2. The 'food adjustment problems' of students studying in RCRSs have negative and no significant relationship with academic achievement in all the school subjects.
3. The 'peer-group adjustment problems' of students studying in RCRSs have negative and significant relationship with academic achievement of students in Kannada, English, Hindi, Science, Social Studies and total academic achievements.
4. The 'curriculum adjustment problems' of students studying in RCRSs have negative and significant relationship with academic achievement of students in Kannada, English, Hindi, Mathematics, Science, and Social Studies. However, its relationship with total academic achievement is not significant.
5. The 'co-curriculum adjustment problems' of students studying in RCRSs have negative and not significant

relationship with academic achievement of students in all the school subjects.

6. The 'classroom teaching problems' of students studying in RCRSs have negative and significant relationship with academic achievement of students in Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement.
7. The 'evaluation adjustment problems' of students studying in RCRSs have negative and significant relationship with academic achievement of students in Kannada, English, Hindi, Mathematics, Science, Social Studies and total academic achievement.

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move from their current marginalized status to one of irradiance. Teacher educators might respond both at conceptual/empirical and pedagogical/programmatic levels in ways that build broader political support. In closing, teacher educators understanding of the systematic features of the teachers' quality movement is essential, particularly, if we are to lead efforts to enhance teacher quality in the coming years.

As our economy opens its doors for foreign universities to setup their base on our soil, it's high time that we need to gear up in terms of quality and not just mere members. Therefore, the teacher educators should be developed professionally.

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A STUDY OF SOCIAL NETWORKING SITES ON ACADEMIC ACHIEVEMENT OF MALE AND FEMALE PRE UNIVERSITY COLLEGE STUDENTS

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ABSTRACT

The purpose of the study is to analyze the "A Study and Effect of Social Networking Sites on Academic Achievement of Male and Female of Youngsters." The sample of the present study includes 300 students from PUC-I and PUC-II Year Pre-University College students of Haveri district. From the findings it is concluded that, The male and female students of Pre University have similar Social Media behavior of Face book, Whatssap, Twitter, You tube and also they have same academic achievement.

INTRODUCTION

MEANING OF SOCIAL MEDIA

Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Websites and applications dedicated to forums, microblogging, social networking, social bookmarking, social curation, and wikis are among the different types of social media.

POSITIVE EFFECTS OF SOCIAL MEDIA

In the book "Networked - The new social operating system" by Lee Rainie and Barry Wellman, the two authors reflect on mainly positive effects of social media and other internet based social networks. According to the authors, social media are used to document memories, learn about and explore things, advertise oneself and form friendships. For instance, they claim that the communication through internet based services can be done more privately than in real life. Furthermore, Rainie and Wellman discuss that everybody has the possibility to become a content creator. Content creation provides networked individuals opportunities to reach wider audiences. Moreover, it can positively affect their social standing and gain political support. This can lead to influence on issues that are important for someone. As a concrete example of the positive effects of social media, the authors use the Egyptian revolution in 2011, where people used Facebook to gather meetings, protest actions, etc.[44]

OBJECTIVES OF THE STUDY

1. To Study the difference between male and female students of pre university colleges with respect to Social Media behaviour and its dimensions i.e.
   - Facebook
   - Whatssap
   - Twitter
   - You tube
2. To study the difference between male and female students of pre university colleges with respect to their academic achievement.

HYPOTHESES

1. There is no significant difference between male and female students of pre university colleges with respect to Social Media behaviour and its dimensions i.e.
   - Facebook
   - Whatssap
   - Twitter
   - You tube
2. There is no significant difference between male and female students of pre university colleges with respect to their academic achievement scores

METHODOLOGY

The study adopts Descriptive survey method for investigation

SAMPLE

The researcher selected 300 PUC-I and PUC-II Year College Students using random sampling technique of Haveri district constitutes the sample for the study.

TOOLS

a. Social Media behaviour Scale
b. Attitude Scale

STATISTICAL TECHNIQUES

a. Students unpaired 't' test

b. One Way ANOVA

ANALYSIS AND INTERPRETATION

1. There is no significant difference between male and female students of pre university colleges with respect to Social Media behaviour and its dimensions i.e.

- Facebook
- Whatssap
- Twitter
- You tube

To achieve this hypothesis, the student's t-test was applied and the results are presented in the following table:

Table-1: Results of t-test between Male and female students with respect to Social Media and its dimensions

Variable	Gender	n	Mean	SD	t-value	p-value	Signi.
Social media	Male	179	339.4022	42.2229	-0.4992	>0.05	NS
	Female	121	341.9587	45.3667			
Facebook	Male	179	158.2458	21.1824	-0.6033	>0.05	NS
	Female	121	159.7107	19.7844			
Whatssap	Male	179	56.1173	9.7371	0.6093	>0.05	NS
	Female	121	55.3554	11.8222			
Twitter	Male	179	58.3520	9.3427	0.9775	>0.05	NS
	Female	121	57.2727	9.4375			
You tube	Male	179	66.6872	15.5564	-1.5412	>0.05	NS
	Female	121	69.6198	17.0354			

From the results of the above Table, we had seen the followings :

1. The male and female students of pre university do not differs significantly with respect to Social Media behaviour ($t=-0.4992$, $p>0.05$) at 0.05 level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female students of Pre University have similar Social Media behaviour .
2. The male and female students of pre university do not differs significantly with respect to dimension of Social Media behaviour i.e. Facebook ($t=-0.6033$, $p>0.05$) at 0.05 level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female students of Pre University have similar behaviour of Facebook .
3. The male and female students of pre university do not differs significantly with respect to dimension of Social Media behaviour i.e. Whatssap ($t=0.6093$, $p>0.05$) at 0.05 level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female students of Pre University have similar behaviour of Whatssap .
4. The male and female students of pre university do not differs significantly with respect to dimension of Social Media behaviour i.e. Twitter ($t=0.9775$, $p>0.05$) at 0.05 level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female students of Pre University have similar behaviour of Twitter .
5. The male and female students of pre university do not differs significantly with respect to dimension of Social Media behaviour i.e. you tube ($t=-1.5412$, $p>0.05$) at 0.05 level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female students of Pre University have similar behaviour of you tube .

HYPOTHESIS-2

There is no significant difference between male and female students of pre university colleges with respect to their academic achievement scores

To achieve this hypothesis, the student's t-test was applied and the results are presented in the following Table:

Table -2 : Results of t-test Between Male and Female Students with respect to Academic Achievements

Gender	n	Mean	SD	t-value	p-value	Signi.
Male	179	498.9385	69.5149	1.7717	>0.05	NS
Female	121	483.9752	74.9687			

From the results of the above Table, we observed that the male and female students of pre university do not differs significantly with respect to academic achievements ($t=1.7717$, $p>0.05$) at 0.05 level of significance. Hence,

the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the male and female students of Pre University have similar academic achievements.

FINDINGS

1. The male and female students of Pre University have similar Social Media behaviour.
2. The male and female students of Pre University have similar behaviour of Facebook.
3. The male and female students of Pre University have similar behaviour of Whatssap.
4. The male and female students of Pre University have similar behaviour of Twitter.
5. The male and female students of Pre University have similar behaviour of you tube.
6. The male and female students of Pre University have similar academic achievements.

CONCLUSION

In this study, the researcher aimed to study the Effect of Social Networking Sites on Academic Achievement of Male and Female Pre university College Students. The male and female students of Pre University have similar Social Media behavior of Face book, Whatssap, Twitter, You tube and also they have same academic achievement.

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A STUDY OF CORRELATION BETWEEN STUDY HABITS WITH ADJUSTMENT INVENTORY AND ITS DIMENSIONS RURAL AND URBAN STUDENT TEACHERS

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ABSTRACT

The purpose of the study is to find out the Correlation between Study Habits with Adjustment Inventory and its Dimensions Rural and Urban Student Teachers . The sample of the present study includes 200 secondary school students of Gokak. The sample were randomly selected from the population base gender and locality of the schools. Descriptive method was applied for the study. From the findings it is concluded that; There is a positive and significant relationship between all the variables of adjustment and Study Habits of rural student teachers studying in different training institutions. There is a positive and significant relationship between all the variables of adjustment and Study Habits of urban student teachers studying in different training institutions.

INTRODUCTION

When you talk about someone's personality, what do you really mean? Have you ever heard someone say, 'She's very aggressive" or "He's so shy -- such an introvert!" or "My mother is really sweet"? Or how about "He's very dependent" or "She's got a terrific personality -- a lot of sparkle!" You may not have heard exactly those words, but you can see what we're suggesting. In contrast to psychologists' use of the term, when the average person uses the term, "personality" has a variety of meanings, each unique to the situation in which it appears. Many different descriptions are possible, but when most people use the term "personality," they are using it for one of two purposes. In several of the examples we just gave you, personality is labeling an obvious feature. Someone is sweet, or introverted, or shy, or aggressive. Of the many things that a person may be, we often identify him or her in terms of the single characteristic that is most obvious. The impression we make on people may be used by them to label our "personality."

L.S. Shaffer, "Adjustment is the process by which living organism maintains a balance between its need and the circumstances tat influence the satisfaction of these needs".

Gates, Jersli's and others, "Adjustment is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment".

You do! Students work with deadlines to assignments. No matter how a person may like or dislike a subject or class they devote a certain amount time and energy to it by exam time and the end of the semester. This work must be done regardless of parties, football games, boyfriends and girlfriends, McDonald's or other employment. We all can't make our urges for vacations the school calendar. We all can't afford to work at our own speed. School is your job, and failure to maintain good work habits is likely to result in being fired (dropped) from school. Eating meals at "mealtime" is a habit. You don't think much about it, or worry about forgetting it-you just do it. If studying were like that, you would not have trouble meeting deadlines and being all prepared for exams. That's what a study habit is, and you can develop one if it is important enough in your scheme of value.

Why are you going to school in the first place...why are you here?. Is the hunger that studying could satisfy? Good grades? A good job later? Personal fulfillment? Or acceptance at college or graduate school? Once you've decided to form a study habit, use your reasons as fuel to keep it together when your willpower weakens. The only way to form a study habit is to study, study, study in the face of temptations until it's as unquestionable as eating lunch at noontime. With a reason to study...a goal to work for...to pull strength from, you can develop the habit.

TECHNIQUES FOR FORMING THE HABIT

If you don't have the strength to resist temptation, or if your goals aren't clear enough for you to draw strength from, you can use a reward System of studying. If you smoke cigarettes, allow yourself one cigarette tomorrow for every 15 minutes of studying you do today. If you can afford the time, make Saturdays and Sundays "free" days, when you can smoke regardless of study time. Make your interests and vices work for you:

2 hours = I phone call

3 hours = 1 hour of TV

4 hours = 1 Big Mac

6 hours = 1 weekend movie

Use your imagination. As long as you're strict with yourself by taking only what you've earned, you'll be developing a study habit Your family and friends also need to know of and be willing to accept your goals and help achieve them. If they control reward systems (car, TV, leisure funds, etc agreements should be made with them that reinforce your ef forts to develop the habit.

PROVIDE THE RIGHT ATMOSPHERE

Your approach to reading, whether it is for pleasure, information or study, will influence your ability to do it well. Learn to enjoy it in an atmosphere conducive to reading.

Choose an area where you can read with a minimum of interruption. This should include proper light, a pencil for marking highlights in books or taking notes and a dictionary near at hand.

Location and posture can influence your attitude. Sitting up in a good chair will make you more alert. Reading in bed is usually not the place to concentrate since it is an area associated with relaxation and sleep.

Average readers should hold a book about fifteen inches away from their eyes. It should be held on a slant for optimum viewing.

The sounds of radio, television or music are distracting. You can understand and remember better when your full attention is given to the process of reading.

USE YOUR EYES EFFICIENTLY

It is the eyes that see printed words and transmit them to the brain. Understand how they work and give them the opportunity to perform well. Eyes perceive words only when they stop moving or make what is called a "fixation It is during this pause that the brain records what the eyes have seen. Depending upon your "eye span" you wilt perceive one, two or more words in each fixation. The average college student, for example, has a span of 1.1 words and makes 4 fixations per second.

Vocalizing words impedes reading progress. Poor readers are inclined to whisper, u-se their lips, enunciate silently in their throat or visualize the words in their minds. If you have any of these bad habits, they should be broken because they slow down understanding. Leam to move your eyes continually forward at a pace that allows your brain to understand the meaning of the printed mailer.

OBJECTIVES OF THE STUDY

1. To investigate the relationship between adjustment and study habits of urban students.
2. To investigate the relationship between adjustment and study habits of rural students.

HYPOTHESES

1. There is no significant relationship between adjustment and study habits of urban students.
2. There is no significant relationship between adjustment and study habits of rural students.

METHODOLOGY

The study adopts Descriptive survey method for investigation

SAMPLE

In this study Random sampling will be used as it will be thought to be the most convenient one. It represents a total sample.

A total number of 169 primary Students will be selected using random sampling technique.

TOOLS

ADJUSTMENT INVENTORY

The adjustment inventory developed by A.K.P. Sinha and R. P. Singh (1980) has been designed for use with Hind knowing college students of India.

STUDY HABITS INVENTORY

For the present study the tool developed by Dr. (Mrs). Asha, Bhatnagar (1982) the tool was prepared in English version the researchers has made translation into local language that is in Kannada for the convenient of the students.

STATISTICAL TECHNIQUES

Simple Correlation Coefficient-test of the scientific creativity scores and academic achievement of students

ANALYSIS AND INTERPRETATION

Table -1 : Correlation between Study Habits with Adjustment Inventory and its Dimensions (Rural)

Variables	Study Habits (Rural)			
	Correlation coefficient (r)	t-value	p-value	Signi.
Adjustment inventory	0.8446	15.2955	< 0.05	S
Home	0.5329	6.1066	< 0.05	S
Health	0.5186	5.8803	< 0.05	S
Social	0.6898	9.2386	< 0.05	S
Emotional	0.7243	10.1861	< 0.05	S
Educational	0.6025	7.3196	< 0.05	S

The above table reveals that there is a positive and significant relationship between adjustment variables such as home, health, social, emotional, and educational and Study Habits of rural student teachers.

FINDINGS

There is a positive and significant relationship between all the variables of adjustment and Study Habits

of rural student teachers studying in different training institutions.

Table -2 : Correlation between Study Habits with Adjustment Inventory and its Dimensions (Urban)

Variables	Study Habits (Urban)			
	Correlation coefficient (r)	t-value	p-value	Signi.
Adjustment inventory	0.7345	9.1200	<0.05	S
Home	0.5883	6.1294	<0.05	S
Health	0.6180	6.6230	<0.05	S
Social	0.5374	5.3690	<0.05	S
Emotional	0.6595	7.3933	<0.05	S
Educational	0.6272	6.7853	<0.05	S

The above table reveals that there is a positive and significant relationship between adjustment variables such as home, health, social, emotional, and educational and Study Habits of urban student teachers.

FINDINGS

There is a positive and significant relationship between all the variables of adjustment and Study Habits of urban student teachers studying in different training institutions.

DISCUSSION AND CONCLUSION

From the findings it is concluded that; There is a positive and significant relationship between all the variables of adjustment and Study Habits of rural student teachers studying in different training institutions. There is a positive and significant relationship between all the variables of adjustment and Study Habits of urban student teachers studying in different training institutions.

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A STUDY ON THE ON SPECIAL SCHOOL STUDENTS CULTURAL INTELLIGENCE, PERSONALITY AND ADJUSTMENT PROBLEMS

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ABSTRACT

The purpose of the study THE ON SPECIAL SCHOOL STUDENTS CULTURAL INTELLIGENCE, PERSONALITY AND ADJUSTMENT PROBLEMS. Population of the study comprised of all the Special school students studying secondary level of Karnataka State. The researcher used descriptive method for the present study. There will be no significant relationship between cultural intelligence and adjustment of Special school students is no significant. The personality and adjustment of Special school students are no significant.

INTRODUCTION

Cultural Intelligence, cultural quotient or **CQ,** is a term used in business, education, government and academic research. Cultural intelligence can be understood as the capability to relate and work effectively across cultures. Originally, the term cultural intelligence and the abbreviation "CQ" was developed by the research done by Soon Ang and Linn Van Dyne as a researched-based way of measuring and predicting intercultural performance.

The term is relatively recent: early definitions and studies of the concepts were given by P. Christopher Earley and Soon Ang in the book Cultural Intelligence: Individual Interactions Across Cultures (2003) and more fully developed later by David Livermore in the book, Leading with Cultural Intelligence.. The concept is related to that of Cross-cultural competence. but goes beyond that to actually look at intercultural capabilities as a form of intelligence that can be measured and developed. According to Earley, Ang, and Van Dyne, cultural intelligence can be defined as "a person's capability to adapt as s/he interacts with others from different cultural regions", and has behavioral, motivational, and metacognitive aspects. Without cultural intelligence, both business and military actors seeking to engage foreigners are susceptible to mirror imaging.

Cultural intelligence or CQ is measured on a scale, similar to that used to measure an individual's intelligence quotient. People with higher CQ's are regarded as better able to successfully blend into any environment, using more effective business practices, than those with a lower CQ. CQ is assessed using the academically validated assessment created by Linn Van Dyne and Soon Ang. Both self-assessments and multi-rater assessments are available through the Cultural Intelligence Center in East Lansing, Michigan and the Center makes the CQ Scale available to other academic researchers at no charge. Research demonstrates that CQ is consistent predictor of performance in multicultural settings. Cultural intelligence research has been cited and peer reviewed in more than seventy academic journals. The research and application of cultural intelligence is being driven by the Cultural Intelligence Center in the U.S. and Nanyang Business School in Singapore.

Personality has to do with individual differences among people in behaviour patterns, cognition and emotion. Different personality theorists present their own definitions of the word based on their theoretical positions.

Individual differences in personality have many real life consequences.

The term "personality trait" refers to enduring personal characteristics that are revealed in a particular pattern of behaviour in a variety of situations.

Personality can be determined through a variety of tests, such as the Minnesota Multiphasic Personality Inventory (MMPI-2), Rorschach Inkblot test, Neurotic Personality Questionnaire KON-2006 or the Thematic Apperception Test (TAT). The most popular technique is the self-report inventory - a series of answers to a questionnaire that asks participants to indicate the extent to which sets of statements or adjectives accurately describe their own behavior or mental state.

STUDENT PERSONALITY AND ACHIEVEMENT

Another important factor affecting pupil achievement is that of personality variables. Analysis of educational achievement in terms of its predictors has been increasing as a focal point of research activity. Some attempts have been successful in establishing a direct relationship

between certain variables and academic performance. During the past two decades there have been fervent researches to probe into variables other than intelligence which might determine achievement. These variables may be grouped as under:

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

ii) Personality variables including all its factors, types, traits, attitudes and interests (Child, 1964; Corties, 1963; Demos and Spolyer, 1961; Elliott, 1972; Eysenck, 1957; Lynn and Gordon, 1961; Mohan, 1972 and Savage, 1961). Quite a few investigations have reported certain definite trends, facilitating or interfering, between some personality traits and academic achievement. The results indicate trends but fail to be conclusive and non-controversial. A general tendency has been to relate a major type of personality to academic achievement rather than to discover a relationship between a number of personality traits and academic attainment. Eysenck (1957 developed a personality theory providing a major landmark in this approach. Since the formulation of his two dimensional approach to personality -Extraversion/Introversion and Neuroticism, many attempts have been made in assessing the relationship of extraversion/ introversion and neuroticism to academic attainment. Bending (1957) and Eysenck (1963) while not denying the existence of other factors in addition to neuroticism and extraversion contend that these two factors contribute to a description of personality more than any other set of factors in the non-cognitive field. It is contended that neuroticism and extraversion affect academic achievement, but findings concerning direction and magnitude of their influence are not consistent. Elliott (1972), Eysenck (1957), Eysenck and Cookson (1969), Honess and Kline (1972), Lynn (1959), Lynn and Gordon (1961) and Savage (1961) have reported that stable introverts (low neurotic/low extraverts) performed better in educational tasks.

Another group of studies those of Entwistle and Cunningham (1968), Entwistle and Walsch (1969) and Eysenck and Cookson (1969), Savage (1966) have reported that both extraversion and neuroticism are negatively associated with academic achievement of pupils. Indian studies of Basu (1968), Mohan (1973) and Srivastava (1980) also revealed similar results. However, some of the investigators have reported that neuroticism to be negatively associated and extraversion to be positively associated with achievement (Elliott, 1970; Husain, 1976; Orme, 1970; Rushton, 1966; Vohra, 1981). Another group of researchers have reported neuroticism to be negatively associated and extraversion unrelated to academic success (Brar, 1972; Davison, 1958; Eysenck, 1961; Gupta, 1971; Levin, 1958; and Mohan, 1968).

ATI research resulted from Cronbach's early and insightful pea for an end to the search for simple solutions to the search for simple solutions to the complex problem of teaching effectiveness (Cronbach, 1957). Cronbach urged that the quest for the effective style or method or technique should be upgraded. Barliner and Cohen (1973) phrased it was follows: "Given this set of learner characteristics, what is the best way to tailor instruction for this particular type of learner? Teaching in this light requires one to consider simultaneously a host of learner characteristics, insight into one's own knowledge and skills, awareness of the material to be taught and the learning environment in which the teaching is to occur. The added complexity of ATI has been formidable and lead Cronbach and Snow (1977, p. 492) to state flatly that "no aptitude treatment interactions are so well confirmed that they can be used directly as guides to instruction."

ADJUSTMENT

Adjustment is a household word. We speak of people as being well adjusted or poorly adjusted. Related to these terms may be notions of being psychologically normal or abnormal, at least to a degree. Well-adjusted people are regarded as successful in the act of living.

The Psychology of adjustment is in fact, based on our concern with the quality of life. It focuses on practical aspects of understanding ourselves, understanding others and living in harmony with others and ourselves.

It is said that life is a continuous process of adjustmentl. At every

moment man has to adjust to the reality and has to satisfy his needs within the framework of the society to which he belongs. The problems for the man of today appear to have increased manifold, and have become inevitable.

Summing up the inevitability of the problems, Schneider's (1960) states. "Everyone can expect periods of unhappiness, tension, frustration, depression, worry, anxiety or mental turmoil. Into every life fine mist of minor maladjustment must fall; and one must always be careful that it does not become a down power.

Man is never free from problems. At all times man has faced problems of not only body but also of mind life has never been a smooth journey for man, be he the caveman or the twentieth century man. There are many obstacles either internal or external, which interfere with the need satisfaction of an individual. Such obstacles place adjective demands or stress on the individual. Stress is an inevitable part of every day life Selye (1966), rightly remarks that "many of the human illness are based on the process of adaptation to stress of life".

The tremendous scientific progress that man has made since the down of scientific era has however, not been commensurate with human happiness.

Coleman (1956) has rightly summarized the conflicting and confusing modern life in following lines. "Modern man's path to happiness is not an easy one. It is beset by seemingly endless personal and social problems... .., with all his uncertainties and anxieties, he has few moral beliefs to guide him or to make him feel that and accepts conditions, which are beyond his power to change, and sometimes it is achieved, when the environment yields to the persons constructive activities. In most cases, adjustment is a compromise between these two extremes and maladjustment is a failure to achieve a satisfactory compromise" .

Coleman defines adjustment as, " effectiveness of the individual's efforts to meet his needs and adapt to his environment". Coleman and White, believe that adjustment relates to harmonious relationship between the environment and in individuals abilities and efforts to meet and satisfy his needs. The similarity of their approach is revealed by the fact that they emphasize on the following aspects:

1. individual's efforts to meet his needs and
2. adapting himself to his environment.

White points out further that adjustment sometimes is accomplished when the person yields and accepts conditions, which are beyond his power to change while at other times it is achieved when the environment yields to his effective activities. He is of the opinion that adjustment in most cases is a compromise between these two extreme forms of behaviour.

The definitions of Coleman and White stated above or similar to the definition given in the Dictionary of Behavioral Sciences viz., " Adjustment is a harmonious relationship with the environment involving the ability to satisfy most of one's needs and meet most of the demands both physical and social that are put upon one". The definition further refers to "The variations and changes in behaviour that are necessary to satisfy needs and meet demands so that one can establish a harmonious relationship with environment.

The two aspects of adjustment stated above have been emphasized also by some other Psychologists Like Mcknney (1941), William Coe (1972), Arkoff (1968) and others Mckinney says, "You are high in adjustiveness if you can meet broadly your long term needs with the resources available in your envionment. While William Coe, states that, personal adjustment is "The process by which an individual applies his resources to fulfill his personal needs while at the same time maintaining harmony with his environments".

Arkoff is forthright and direct in defining adjustment as "Interaction between a person and his environment".

A person is said to be adjusted when he is so related to remarkably adequate environment that he is relatively happy, efficient and has a degree of social feeling. In simple words, adjustment is relationship between an individual and his environment through which his needs are satisfied adequality in accordance with environmental demands.

CONCEPT OF ADJUSTMENT

Parents and teachers are often perplexed by the unwanted persistent behaviours shown by the child. They try to reduce or eliminate such type of behaviour by either rewarding or punishment. If their efforts fail, the child concerned is labeled as a "problem child" or maladjusted child" One often hears various complaints such as "Ajay is very aggressive", "Ajaya hits his sister very hard". Ajay cries a lot" etc. All such statements reflect adjustment problems and parents are worried about such behaviours because they don't understand how to handle such situations. It should be noted, however., that almost all children display some minor behaviour" problems" , "fears", "anxieties", etc. now and then. In one longitudinal study it was found that the average pre-school child manifested between of our and six problems.

OBJECTIVES

1. To study the relationship between cultural intelligence and personality of Special school students.
2. To study the relationship between cultural intelligence and adjustment of Special school students.

HYPOTHESES

1. There is no relationship between cultural intelligence and personality of Special school students.
2. There is no relationship between cultural intelligence and adjustment of Special school students.

METHODOLOGY

Descriptive method is found to be more suitable for this type of research work. Therefore the researcher used descriptive method for the present study.

SAMPLE

Population of the study comprised of all the Special school students studying secondary level of Karnataka State.

STATISTICAL TECHNIQUES

The following statistical techniques will be used for analyzing the data as per the objectives of the study stated earlier.

TOOLS

Tools will be Used for the Study were :

- Self -made cultural intelligence scale
- Eysenck Personality Inventory (EPI) adapted and standardized by thakur
- Adjustment Inventory for College Students (AISS) by Sinha, A.K.P. and Singh, R.P. (1993)

Table -1 : Co-efficient of Correlation between Cultural Intelligence and Adjustment of Special school students

Variables	Df	Co-efficient of correlation "r"	Level of significance
Cultural Intelligence	798	-0.008**	P < 0.05
Personality			

** Not significant at 0.05 level of significance at T.V. = 0.088

Table -2 shows that the calculated "r" value is 0.008 between cultural intelligence and adjustment of Special school students is no significant at 0.05 level of significance. This shows that there exist no significant relationship between cultural intelligence and adjustment of Special school students. Further, the cultural intelligence is not related with adjustment of Special school students.

Hence, the Null hypothesis No. 2 which is stated earlier that there will be no significant relationship between cultural intelligence and adjustment of Special school students is no significant.

Table -2 : Co-efficient of Correlation between Personality and Adjustment of Special school students

Variables	Df	Co-efficient of correlation "r"	Level of significance
Cultural Intelligence	798	-0.068**	P < 0.05
Personality			

** Not significant at 0.05 level of significance at T.V. = 0.088

- Table -2 shows that the calculated "r" value is 0.068 between personality and adjustment of special school students is no significant at 0.05 level of significance. This shows that there exist no significant relationship between personality and adjustment of special school students. Further, the personality and adjustment of Special school students are no significant.
- Hence, the Null hypothesis No. 3 which is stated earlier that there will be no significant relationship between personality and adjustment of Special school students is no significant.

FINDINGS

1. There will be no significant relationship between cultural intelligence and adjustment of Special school students is no significant.
2. The personality and adjustment of Special school students are no significant.

DISCUSSION AND CONCLUSION

From the results obtained in the present study, it was found that; There will be no significant relationship between cultural intelligence and adjustment of Special school students is no significant. The personality and adjustment of Special school students are no significant.

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A STUDY OF RELATIONSHIP BETWEEN SCIENTIFIC CREATIVITY AND ACADEMIC ACHIEVEMENTS IN SCIENCE AMONG BOYS/GIRLS AND RURAL /URBAN SECONDARY SCHOOL STUDENTS

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ABSTRACT

The purpose of the study **A Study of Relationship Between Scientific Creativity and Academic achievements in Science among Boys/Girls, Rural /Urban Secondary School Students.** ***The sample of the present study includes 400 students from X standard students of Bangalore. The sample were randomly selected from the population base gender and locality of the schools. Descriptive method was applied for the study. There is a significant difference in Academic Achievement in Science of secondary school boys and girls. There is no significant difference in Academic Achievement in Science of secondary school students from urban and rural background. The secondary school girls had higher achievement in science than secondary school boys. Rural students had higher academic achievement in science than urban school students.***

INTRODUCTION

CREATIVITY

The world progressing with an accelerated speed in the space age trying to probe through the unsolved mysteries of the universe. Ours is a developing nation. For all round development of the individual and progress of science all round utilization of the latest achievements of science technology is essential. For this every individual tries to get trained to acquire knowledge and skills of science and its application permeates modern life. So extremely that every citizen has to have a knowledge of science for successful living.

Science is interwoven with our day-to-day life one cannot survive and live successfully without science. So in order to enjoy material happiness, he must be acquired with adequate knowledge of science the progress of nation depends upon the progress of science. It provides rapid economic development and high standard of living.

The knowledge of science is essential in every walk of life. The science has increased the comforts of the human being a man with creativity can easily make use of these benefits and make his life more happy and comfortable.

Now days, in every walk of man's life, science is putting its hand. The mode of life on earth is changing rapidly with the progress in science. So man has to adjust himself to this new atmosphere. The man without creativity finds it very difficult to adjust himself to this new situation.

The one has scientific mind more happily adjust to it. Hence it is the responsibility of the education to develop creativity among children. So the coming generation leads a happy life in the world of science.

Aptitude is not totally inherited quality we can modify it if not completely but to a considerable extent. One who has creativity not only perceive the knowledge correctly but also apply it in understanding new situations. The application of knowledge in problem solving is another ability of an individual having scientific aptitude.

The creativity may be considered as in inferred state of readiness to react in a characteristics way towards particular types of situations.

One who is scientific minded observes keenly, carefully and critically haphazard way and superficial observation and entrust are the conditions for keen observations. Superstition is the enemy of liberty and it has made men to fall on their knees. The man with creativity should be free from superstition.

The teaching of science, independent thinking can be fostered train them to think objectively, critically and constructively, train his mind to be respective to new ideas.

Science teaching is not confined to the teaching of scientific facts alone. Emotion admiration intellectual pleasures are brought about by the scientific aptitude.

Developing creativity amongst our children should be the major aim of science teaching and education. It completely changes the outlook of child. By teaching science effectively, keeping this creativity in view, it can bring about the desirable changes in the behavior of the child. School is the only institution where children can be trained to develop this aptitude.

Science teaching is not mere presentation of facts. It develops a new way of thinking this development reveals itself increased skills, new habits of action, desirable

aptitudes are improved character. Creativity can turn the tradition hound society into a modern world.

NEED FOR THE STUDY

The National Science Foundation was established in 1950 by an act of Congress to develop a national policy for the promotion of basic research and education in the sciences. Fund for the Advancement of education financed for innovation and experimentation in schools.

Science is playing a major role in the present age to satisfy the needs and desires of the people and it has also becomes one of the major human activities.

It provides immense exciting and educational possibilities.

- Students can easily develop various aspects of the scientific skills, namely abstract, concrete and communication, etc.
- It provides ample opportunities for personal exchange of experience among students, strengthening.
- Discovery is the familiarized them with the staff and operations of science.
- Problem-solving abilities and develop desirable personality traits like persistence and self-confidence in the face of frustration.
- The importance of individual work and opinion, group work, co operation, sincerity, emotional stability and intellectual honesty.
- To achieve varied objectives for various categories of the students at different levels of treatment right throughout the school.

Scientific Creativity on Academic achievement in science of secondary school students is an important area for research knowledge of the level of creativity held by student population will be helpful in planning science education. Individuals having high scientific creativity are needed for the modem Indian society. Knowledge and the expectation that the solution of the problem will come through the life of verified knowledge. To develop a scientific creativity the teachers should always remember that without a questioning of mind and a spirit of inquiry, studies in science will only mean acceptance of dogma and will never led to development of scientific creativity in the students.

In India, the secondary school student has no freedom to choose the curriculum that suits him and, curricular choices are made only at the beginning of the higher secondary stage that too mainly on the basis of his academic achievement in developed countries, the student has the advantage of counseling and guidance which is a part and parcel of the educational system.

Scientific creativity are the complex behavioral aspect of science. It can be studied at various educational levels say primary to post graduate in the present study is concerned with the effect of scientific creativity on academic achievement in science of secondary school pupils, viz., Xth class pupils. It is also concerned with gender and locality of schools.

Today pupils are influenced by modernization. Hence it may be interesting to identify their level of scientific creativity on academic achievements in science.

The investigator wanted to identify the scientific creativity on academic achievement in science of pupils of standard in the age group of 14 to 16 to get useful educational data.

OBJECTIVES OF THE STUDY

1. To study the difference in the Academic Achievement in Science of secondary school boys and girls.
2. To study the difference in the Academic Achievement in Science of secondary school students from urban and rural background.

HYPOTHESES

1. There is no significant difference in the Academic Achievement in Science of secondary school boys and girls.
2. There is no significant difference in the Academic Achievement in Science of secondary school students from urban and rural background.

METHODOLOGY

The study adopts Descriptive survey method for investigation

SAMPLE

The researcher selected 400 X standard students using random sampling technique of Bangalore constitutes the sample for the study.

TOOLS

- **Scientific creativity Scale :** A rating scale constructed by the investigator to measure the scientific creativity of pupils' of-standard 10th.
- **Academic Achievement Test :** An objective types of Questions in a subjects like multiple-choice type. It is constructed by and standardized by the investigator to measure the Academic achievement of pupils of 10th Std.

STATISTICAL TECHNIQUES

't' test analysis of the scientific creativity scores and academic achievement of students

ANALYSIS AND INTERPRETATION

In this section, the researcher finds out the significant difference in the Academic Achievement in Science of secondary school students due to variations in their independent variable such as Scientific Creativity and biographical variables such as sex, locality, different levels of scientific creativity and also find out the Scientific Creativity among students due to variations in their sex, locality by using 't' test analysis.

The level of significance was set at 0.05 and 0.01 levels.

NULL HYPOTHESIS-1

There is no significant difference in the Academic Achievement in Science of secondary school boys and girls.

Table-1: Number, Mean, Standard Deviation, 't' value and Level of Significance of Academic Achievement in Science Scores of secondary school boys and girls.

Variable	Groups	N	Mean	Standard Diviation	't' Value and p-value	Signi.
Sex	Boys	200	63.280	14.927	4.79	**
	Girls	200	69.800	12.187	(P = 0.000)	

****Significant at 0.01 level.**

From the above table-4.4, it can be inferred that the obtained 't' value 4.79 is greater than the table value 2.59 (df = 398) at 0.01 level of significance. Hence, the null hypothesis is rejected and alternate hypothesis has been accepted that "there is a significant difference in Academic Achievement in Science of secondary school boys and girls."

NULL HYPOTHESIS-2

There is no significant difference in the Academic Achievement in Science of secondary school students from urban and rural background.

Table - 2 :Number, Mean, Standard Deviation, 't' value and Level of Significance of Academic Achievement in Science Scores of secondary school students from urban and rural background.

Variable	Groups	N	Mean	Standard Diviation	't' Value and p-value	Signi.
Locality	Urban	200	65.680	14.326	1.230	NS
	Rural	200	67.400	13.638	(P = 0.220)	

NS : Not Significant

From the above table-4.6, it can be seen that the obtained 't' value 1.230 is less than the table value 1.97 (df = 398) at 0.05 level of significance. Hence the null hypothesis has been accepted that "there is no significant difference in Academic Achievement in Science of secondary school students from urban and rural background."

The table concludes that both secondary school students from urban and rural locality level had similar, but from mean values it was observed that rural students had higher academic achievement in science than urban school students.

FINDINGS

1. There is a significant difference in Academic Achievement in Science of secondary school boys and girls.
2. The secondary school girls had higher achievement in science than secondary school boys
3. There is no significant difference in Academic Achievement in Science of secondary school students from urban and rural background.
4. Rural students had higher academic achievement in science than urban school students.

DISCUSSION AND CONCLUSION

In this study, the researcher aimed to Study of Relationship between Scientific Creativity and Academic Achievement in Science among Male/Female and Rural/ Urban Secondary School Students. From the analysis report, it is concluded that, There is a significant difference in Academic Achievement in Science of secondary school boys and girls. There is no significant difference in Academic Achievement in Science of secondary school students from urban and rural background. The secondary school girls had higher achievement in science than secondary school boys. Rural students had higher academic achievement in science than urban school students.

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A STUDY OF CREATIVE TALENT OF MALE AND FEMALE SECONDARY TEACHER TRAINEES IN RELATION TO EMOTIONAL INTELLIGENCE

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ABSTRACT

The purpose of the study is to analyze the "A Study and Effect of Social Networking Sites on Academic Achievement of Male and Female of Youngsters." The researcher selected 6 Teacher Training Colleges and 500 male and female Students using purposive random sampling technique of National Level of Training Colleges constitutes the sample for the study. From the findings it is concluded that, Creative talent and emotional intelligence are independent of each other. Male and female teacher-trainees do not differ significantly in their creative talent stands confirmed.

INTRODUCTION

IMPORTANCE OF CREATIVITY

The purpose of creative teaching is to create a "responsible environment" through high teacher enthusiasm, appreciation of individual differences, and soon. It also believed establishing "creative climate" was important to stimulate creative thinking. There are several recommendations for establishing a classroom environment conducive to creative thinking.

- Support and reinforce unusual idea and responses of students.
- Use failure as a positive to help students realize errors and meet acceptable standards in a supportive atmosphere.
- Adapt to student interests and ideas in the classroom whenever possible.

CREATIVE TALENT

While everyone is creative , individuals are not alike in their creativity. Since there is no one "best" way to be creative. While there are a variety of techniques for identifying a leader's creative talents, the Breakthrough creativity approach within the eight creative talent model is a powerful tool that has helped many leaders from all over the world. It is a structured approach to help define a leader's favorite creative talents and then figure out how to be more consistent, purposeful and effective in producing creative results.

EMOTIONAL INTELLIGENCE

Emotional intelligence (EI) is an elusive construct that generates intense and often spirited debate within academic and business circles. Although EI has gained significant interest within the field of management, both in terms of research and practice, there are still fundamental question regarding the definition, measurement, and context of EI. One potential explanation for the difficulty in understanding the nature of EI may by the over-reliance on functionalist assumptions regarding what may prove to be an inherently interpretive construct. Accepting an interpretive position may provide access to the phenomenon that has resonated intuitively with scholars, practitioners, and managers, but has resisted functionalist analysis. The purpose of the pilot study is an attempt to utilize a more synchronous methodology, in this case qualitative, to provide a different viewpoint regarding the nature of the EI construct in general, and the subjective understandings of the impact of emotion within the context of work in particular. The findings indicate four distinct emotional themes or 'meta' emotional traits that may facilitate sustainable organizational systems: (1) individual motivation; (2) leader charisma; (3) connection to co-workers; and (4) general mood.

OBJECTIVES OF THE STUDY

1. To study the relationship between creative talent and emotional intelligence of teacher-trainees.
2. To study the difference in the mean scores of the creative talent of males and females teacher-trainees.

HYPOTHESES

1. There will be no significant relationship between creative talent and emotional intelligence of teacher-trainees.
2. There will be no significant difference in the mean scores of the creative talent of males and females teacher-trainees.

METHODOLOGY

The study adopts survey method for investigation

SAMPLE

The researcher selected 6 Teacher Training Colleges and 500 male and female Students using purposive random sampling technique of National Level of Training Colleges constitutes the sample for the study.

TOOLS

1. Emotional Intelligence Scale was developed by Anukool Hyde and Sanjyot Pethe (2001).
2. Verbal Test of Creative Thinking by Mehdi (1973

STATISTICAL TECHNIQUES

Different types of Statistical treatments were used to analyze the data to realize the objectives of the study. Nature of the data was elicited through means and standard deviations, while Pearson's Product Moment Correlation Technique was used to seek the relationship between variables upon each other and predict dependent variable from independent variables. Critical ratio (t-ration) was used to find out the significance of difference between the variables.

ANALYSIS AND INTERPRETATION

Table-1 : Correlation between Scores of Creative Talent with Emotional Intelligence of Teacher-Trainees.

Variables	N	Mean	S.D.	Correlation
Creative Talent	274	150.3	27.5	0.99 NS
Emotional Intelligence	274	136.9	12.8	

NS indicates non-significant

The above table shows that in case of creative talent of teacher-trainees, if N is 274, Mean is 150.3 and Standard deviation I 27.5 and in emotional intelligence, teacher - trainees is 274, Mean is 136.9 and Standard deviation is 12.8. It reveals that the value of 'r' between creative talent and emotional intelligence is non-significant (r = 0.0999),meaning thereby, that creative talent and emotional intelligence are independent of each other.

FINDING

1. Creative talent and emotional intelligence are independent of each other.

HYPOTHESIS -2

There will be no significant difference in the mean scores of the creative talent of males and females teacher-trainees.

Table-2 : Significance of Difference between the Means of Creative Talent Scores of Male and Female Teacher -Trainees.

Variables	N	Mean	S.D.	Correlation
Creative Talent	73	151.4	23.8	0.99 NS
Emotional Intelligence	201	149.9	29.1	

NS indicates non-significant

The above table shows that the t-value indicating the difference between the means of creative talent scores of male and female teacher-trainees is 0.087 which is not significant at 0.05 level of significance meaning thereby that significant difference does not exist in creative talent of male and female teacher-trainees. Thus hypothesis 'Male and female teacher-trainees. Thus hypothesis 'Male and female teacher-trainees do not differ significantly in their creative talent stands confirmed.

FINDING

2. Male and female teacher-trainees do not differ significantly in their creative talent stands confirmed.

CONCLUSION

In this study, the researcher aimed to study the **A Study of Creative Talent of Male and Female Secondary Teacher Trainees in Relation to Emotional Intelligence.** Creative talent and emotional intelligence are independent of each other. Male and female teacher-trainees do not differ significantly in their creative talent stands confirmed.

EDUCATIONAL IMPLICATIONS

Results showed creative talent and emotional intelligence are independent of each other. Creative children should be provided with conducive environment in the institutions so that to develop their creative potential to the maximum possible extent. Male and female teacher-trainees should be provided with equal opportunities to express their creative talent and have proper balance for their emotional intelligence

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EFFECT OF EMOTIONL INTLLIGENCE AND MENTAL HEALTH ON ACADEMIC ACHIEVEMENT OF BOYS AND GIRLS STUDENTS AT SECONDARY LEVEL

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ABSTRACT

The purpose of the study the EFFECT OF EMOTIONL INTLLIGENCE AND MENTAL HEALTH ON ACADEMIC ACHIEVEMENT OF BOYS AND GIRLS STUDENTS AT SECONDARY LEVEL . The sample of the present study includes 200 secondary school students of Bagalkot district. The sample were randomly selected from the population base gender and locality of the schools. Descriptive method was applied for the study. From the findings it is concluded that; There is a positive and significant relationship between academic achievement and mental health and Emotional Intelligence of the school boys and girls students studying in secondary schools.

INTRODUCTION

The concept of emotional intelligence brings new depth to the understanding of human intelligence; it expands the ability to evaluate one's general or overall intelligence. Like cognitive intelligence, emotional intelligence is difficult to define. Broadly speaking, emotional intelligence addresses the emotional, personal, social and survival dimensions of intelligence, which are often more important for daily functioning than the more traditional cognitive aspects of intelligence (Bar-On, 1997).

Among those who suggest multiple criteria for defining (or rather, characterizing) mental health are Marie Jahoda, Barbara Biber, M. Brewster Smith, and Gordon W. Allport.

Jahoda (1958) has said that aspects of attitudes toward self, growth and development, self-actualization, integration of personality, autonomy, perception of reality, and mastery of the environment must be considered in judging whether a person mentally healthy or not.

Biber (1961) argues that goals for a healthy personality include positive feelings toward the self, realistic perception of self and others, relatedness to people, relatedness to environment, independence, curiosity and creativity, and recovery and coping strength in the face of trauma, frustration, and crisis.

A number of writers (Gray, 1963 ; Shaffer and Lazarus, 1952) have noted recent trends in the mental-health professions that suggests that school personnel do have professional roles in pupil mental health. Based upon the probability that there will never be enough mental-health specialists to handle the growing numbers of people needling diagnostic or therapeutic services, emphasis is being placed on attempts to prevent poor mental health by improving social conditions and by teaching people to deal more competently with their own problems. In these preventive and positive functions the schools have an important place. Furthermore, with the consultant help of specialists, schools are able to exercise screening and remedial functions.

N.C. Kearney's statements (1957) of elementary-school objectives include fostering individual social and emotional development, fostering ethical behaviour standards and values, fostering improved social relations and understanding of the physical and social world, and developing the child's ability to communicate. W. French's outline (1953) of general educational objectives in the secondary school includes self-realization, betterment of human relationships, and civic responsibility, among others. These lists are evidence of the concern for positive mental-health values among the associations of elementary and secondary-school principals, who developed these objectives in conjunction with others.

In implementing mental-health goals, there are specific areas of concern. For example, the following roles are frequently accepted by schools, even where there are no formal mental-health programs :

1. elimination of unwholesome conditions over which the school has control ;
2. helping pupils to become concerned with the betterment of society ;
3. early recognition of mental-health problems among pupils (and staff) and referral to appropriate school specialists or agencies in the community for diagnosis and therapy when indicated ;
4. coordination of the school's child-study and teaching efforts with those of the parents and appropriate community agencies;

5. remedial training, in either regular or special classrooms, for pupils who need special help ;
6. study of the conditions of mental health prevailing in the schools and adoption of appropriate changes in curricula, administrative provisions, and other measures ;
7. helping the school personnel to learn more about child development, learning, personality and adjustment and to gain further insight into the needs of children and into their own personalities.

The relationship between pupil adjustment and school achievement is complementary. The pupil with good mental health has some of the prerequisites for adequate achievement, but the pupil with poor mental health has problems that can interfere with success in school.

The pupil who succeeds in school tends to have feelings of self-worth and other favorable attitudes. He develops skills that help him meet stress, and he becomes more self-actualizing.

Poor mental health may be accompanied by so much anxiety that performance suffers; concentration may be poor, energy level low, perception interfered with, attention span limited, and behavior impulsive. Other problems may also exist to interfere with achievement. Poor achievement can produce anxiety, hostility, or discouragement. Defensive maneuvers, originally directed at school tasks, can become habitual and be used in other stressful situations. The pupil can fail to identify with adequate sex and role models. His emotional learning may be undesirable, and he can become dependent, fearful, rigid and over or under conforming.

Finally, there are problems of motivation, emotional health, and related attitudinal and cognitive variables that affect the degree of achievement. Knowing something about these factors in relation to the individual child may not only improve ability to predict his achievement but may also offer opportunities to improve achievement over what one expects for the child. It should be taken into account that these variables relate to the child's previous, as well as present, school achievement.

OBJECTIVES OF THE STUDY

1. To study the difference between boys and girls in respect of their mental health.
2. To study the difference between boys and girls in respect of their Emotional Intelligence .
3. To study the difference between boys and girls in respect of their academic achievement.

HYPOTHESES

4. There is no difference between boys and girls in respect of their mental health.
5. There is no difference between boys and girls in respect of their Emotional Intelligence .
6. There is no difference between boys and girls in respect of their academic achievement.

METHODOLOGY

The study adopts Descriptive survey method for investigation

SAMPLE

A total 200 secondary school students were selected.

TOOLS

i. Mental Health Inventory

The scale was developed by K.C. Baby Prasanna and Mercy Abraham (1984). The purpose of the inventory is to obtain a reliable measure of mental health status of students (13 to 18 years) studying in secondary school.

ii. Emotional Intelligence Inventory

This scale was developed by Anukool Hyde and Sanjyot Pethe (2001).

iii. Academic Achievement

Academic achievement is social studies for IX standard was constructed by the investigator by using scientific method.

STATISTICAL TECHNIQUES

Simple Correlation Coefficient-test of the scientific creativity scores and academic achievement of students

ANALYSIS AND INTERPRETATION

Table -1: Correlation between Mental Health and Emotional Intelligence Scores with Academic Achievement (Boys sample)

Variables	Academic Achievement of Boys			
	Correlation coefficient (r)	t-value	p-value	Signi.
Mental Health	-0.3341	-2.7458	< 0.05	S
Emotional Intelligence	-0.0708	-0.5498	< 0.05	NS

The above table indicates that there is a positive and significant relationship between academic achievement and mental health. However, there is no significant relationship between academic achievement and Emotional Intelligence of the secondary school students.

FINDINGS

There is a positive and significant relationship between academic achievement and mental health and Emotional Intelligence of the school of boys students studying in secondary schools.

Table -2 : Correlation between Mental Health and Emotional Intelligence Scores with Academic Achievement (Girls sample)

Variables	Academic Achievement of Boys			
	Correlation coefficient (r)	t-value	p-value	Signi.
Mental Health	-0.2239	-1.3784	< 0.05	S
Emotional Intelligence	-0.1836	-1.1210	< 0.05	NS

The above table indicates that there is no positive and significant relationship between academic achievement mental health and Emotional Intelligence of the students studying in secondary schools.

FINDINGS

There is no positive and significant relationship between academic achievement mental health and Emotional Intelligence of the school of girls students studying in secondary schools.

DISCUSSION AND CONCLUSION

From the findings it is concluded that; There is a positive and significant relationship between academic achievement and mental health and Emotional Intelligence of the school boys and girls students studying in secondary schools.

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PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS IN RELATION TO WORK MOTIVATION

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ABSTRACT

The present study is designed to explore the professional commitment among teachers educator's in relation to their work motivation, as it is well said that motivation is the key component for organizational commitment of the teacher's, the more motivated teacher educator's more efficient nation developer in education will be there. Teachers sometimes face levels of conservatism, which may leads to further disengagement (Huberman, 1993). This transform a warm engagement in the job, for more far and limited engagement decreases a teacher's desire to bring changes in classroom practices, involvement in complete school participation and stages of participation in co-curricular activities. After a span of time teachers become low motivated which becomes a hurdle in better teaching learning process. There were many studies conducted with work motivation on different variables but none of them investigated on the variable professional commitment of teacher educator's in relation to their work motivation. This study has dynamic importance because nation builders are built by teacher educator's directly and indirectly and the nourishment of the backbone of the nation lies in the hands of teacher educators. In the current study investigator found that there is a negligible relationship overall and in each dimension between professional commitment and work motivation except between commitment to basic values dimension of professional commitment and work group relation dimension of work motivation.

KEYWORDS : Professional, Commitment, Work Motivation, Teacher Educators

INTRODUCTION

Human being is a social animal in which he/she has to play a vital role in different aspects of life to be living a happy life. But for existence human need to do some work and for better work they require education. Education is the need for all and skilled teacher is mainly concerned for imparting that skill's there is a need of teacher educator's. But, a teacher cannot perform his or her multifarious tasks and responsibilities until he or she is not updated professionally and personally, do not posses good pedagogical skill's. So, like various other professions, teacher education has assumed special significance.

Teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being. NCTE (1998) has pointed out that teacher education programmes shall focus on competencies and commitment in much greater magnitude. It calls for bringing out a transformation in teacher preparation strategies as well as in behavioural challenges in pupils under their charge. To improve the quality of teacher education, we should not only see that what type of students are selected but it is of vital importance that competent and committed teacher educators are given due place for this pious task of preparing future teachers. A teacher educator's commitment may be reflected with reference to the following six dimensions of his role / obligation i.e. commitment to learner, commitment to the institution, commitment to the work, commitment to achieving excellence, commitment to the society and commitment to the human values. It is of vital importance that teacher educators should internalize their changing role and make themselves ready for this change. It is the role of teacher educators to prepare future teachers to be lifelong learners and educational workers to create a learning society. Presently, India is having a large system of teacher education with more than 2,500 elementary teacher education institutions, colleges of teacher education and departments of education wherein more than 30,000 teacher educators are engaged in the preparation of school teachers. Usha & Sasikumar (2007) revealed that teacher commitment is the best predictor of job satisfaction among school teachers.

Work motivation a very important factors for professional commitment. Now a day's professional commitment is merely become the thought just to decrease continuously & over the time of their teaching. Beginning of a carrier as a teacher, there is a starting level of dedication for teaching associated with the option of identification in carrier, followed by level of innovations and search for better challenges. Teachers sometimes face levels of conservatism, which may leads to further disengagement (Huberman, 1993).

This transform a warm engagement in the job, for more far and limited engagement decreases a teacher's desire to bring changes in classroom practices, involvement in complete school participation and stages of participation in co-curricular activities. After a span of time teachers become low motivated which becomes a hurdle in better teaching learning process. There were many studies conducted with work motivation on different variables but none of them investigated on the variable professional commitment of teacher educator's in relation to their work motivation. This study has dynamic importance because nation builders are build by teacher educator's directly and indirectly and the nourishment of the backbone of the nation lies in the hands of teacher educators.

OBJECTIVES OF THE STUDY

The present study is designed to achieve the following objectives :

- To explore the level of professional commitment and work motivation of teacher educators with respect to gender and type of institute.
- To analyze the difference in professional commitment and work motivation of teacher educators with respect to gender and type of training institutes.
- To analyze the relationship between professional commitment and work motivation of teacher educators.

METHODOLOGY

Method and procedure of the study depends upon the type and scope of the problem. Keeping in view the same, present study has employed Descriptive Survey Method. In order to get a representative sample the researcher collected the data from teacher educators of eighteen B.Ed. and M.Ed. government aided and self finance colleges of Punjab state.

TOOLS USED

Following tools were used by investigator for the collection of data.

- Work motivation scale by K.G Aggarwal (2006)
- Professional Commitment Scale for Teacher Educators by Dr. Vishal Sood (2011)

ANALYSIS AND INTERPRETATION

Result Pertaining to the Level of Professional Commitment and Work Motivation of Teacher Educators

Table 1 : Showing Percentage of Teacher Educators Having Different Levels of Professional Commitment

No.	Level of Progessional Commitment	No. of Teacher	Percentage
1.	Extremely High Commitment	1	0.83%
2.	High Commitment	9	7.5%
3.	Above Average Commitment	20	16.66%
4.	Average/Moderate Commitment	38	31.66%
5.	Below Average Commitment	32	26.66%
6.	Low Commitment	10	8.33%
7.	Extremely Low Commitment	10	8.33%

From the table 1 it is evident that the maximum teacher educators are lying at Average/Moderate level of professional commitment. In commitment to learner dimension of professional commitment, mostly teacher educators lie below average level of commitment. In commitment to the Society dimension of professional commitment mostly teacher educators were lying at average commitment level. In Commitment to the Profession teacher educators have Moderate level of commitment. In commitment to Achieve Excellence for Professional Actions mostly teacher educators lies at below average commitment level. Teacher educators have extremely high commitment on commitment to Basic Values.

Table 2 : Showing Percentage of Teacher Educators Having Different Levels of Overall Work Motivation

No.	Level of Work Motivation	No. of Teacher	Percentage
1.	Fully Motivated	56	46.6%
2.	Work Motivation to a great extent	50	41.6%
3.	Work Motivation to some extent	14	11.6%
4.	Work Motivation to a little extent	0	0%
5.	No Work Motivation	0	0%

From the table 2 it is clear that mostly teacher educators are fully motivated or motivated to a great extent which shows that the teacher educators have high level of work motivation.

Results Pertaining to the Difference in Professional Commitment and Work Motivation of Teacher Educators with Respect to Gender and Type of Training Institutes

Table 3 : Showing Mean, S.D., df and T-Value of Male and Female Teacher Educators on Professional Commitment

Variable	Group	N	Mean Score	S.D.	Df	T-Value
Overall (Professional Commitment)	Male	31	257.87	18.18	118	9*
	Female	89	258.56	14		

Non- significant at 0.1 level * Non-significant at 0.5 level

From the table 3 it is evident that the t-value of male and female teacher educator on Professional commitment is 0.19 which is non-significant at .01 and .05 level of significance. So, Male and Female

teacher educator's does not differ statistically in professional commitment.

Table 4 : Showing Mean, S.D, df and T-Value of Govt-Aided and Self Financing College Teacher Educators on Professional Commitment

Variable	Group	N	Mean Score	S.D.	Df	T-Value
Overall Commitment (Professional Commitment)	Gove. Aided	60	256.91	16.60	118	0.99
	Self-finance	60	260.70	22.70		

Non- significant at 0.1 level *** Non-significant at 0.5 level**

From the table 4 it is evident that the t-value of govt-aided and self finance teacher educator on Professional commitment is 0.99 which is non-significant at .01 and .05 level of professional commitment of significance. So, Govt aided and Self-financing teacher educator's does not differ statistically in professional commitment.

Table 5 : Showing Mean, S.D, df and T-Value of Male and Female Teacher Educators on Work Motivation

Variable	Group	N	Mean Score	S.D.	Df	T-Value
Overall (Work Motivation)	Male	31	112.58	9.58	118	2.62*
	Female	89	117.89	9.90		

Significant at 0.5 level

From the table 5 it is evident that the t-value of male and female teacher educator on Work Motivation is 2.62 which is significant at .05 level of Work Motivation of significance. So, Male and Female teacher educators differ statistically in Work Motivation. Female teacher educators have higher work motivation as compared to male teacher educators.

Table 6 : Showing Mean, S.D, df and T-Value of Govt-Aided and Self-Financing Colleges Teacher Educators on Work Motivation

Variable	Group	N	Mean Score	S.D.	Df	T-Value
Overall (Work Motivation)	Govt.-Aided	60	113-18	10.45	118	6.68
	Self-finance	60	123.93	6.81		

Significant at 0.5 level

From the table 6 it is evident that the t-value of govt-aided and self- finance college teacher educator is 6.68 which is significant at .05 level of significance. Teacher educators of govt-aided and self-finance institutes differ statistically in Work Motivation. Furthermore table 3.2.4. showing that the mean score of govt-aided teacher educator is 113.18 which is lesser than Mean score of self-finance college teacher educator i.e.123.93 so it is clear from mean score that self-finance institutes teacher educators are showing more work motivation than govt-aided teacher educators.

Table 7 : N, df and R-Value of Overall Professional Commitment and Work Motivation of Teacher Educators

Variable	Group	N	Df	R-Value
Overall Correlation	Professional Commitment	60	118	6.68
	Work Motivation	60		

From the table 7 it is evident that the r-value of overall professional commitment and work motivation of teacher educators is 0.045 which is representing negligible relationship between Professional Commitment and Work Motivation. Work motivation level has no impact on the professional commitment of the teacher educators.

CONCLUSIONS

Under given Conclusions were drawn on the basis of analysis and interpretation of the study -

- Maximum teacher educator's are lying in average/ Moderate level of Commitment towards their Profession which is justified as per NPC for distribution of the Sample in which maximum population on any construct lies at the average area and there are approximate equivalent deviations of relatively a lesser amount of percentage on the positive and negative sides. In Independent variable (Work Motivation), Most of the teacher educators lies at the level of Full Motivation and motivation to a great extent. It can be proved from the values of different dimensions of Work Motivation.
- There exists no significant difference in professional commitment of male and female teacher educators. This outcome is also supported in the study of Maheshwari (2002) in which she conducted study on professional commitment of teacher and concluded that overall professional commitment level among teacher was found moderate & professional commitment do not depend on gender differences. Improvement in commitment among teachers could improve by providing good environment..
- There exists no significant difference in professional commitment of government and Self financing college teacher educators. But in means self-financing institutes teacher educators are showing more commitment in compare to govt-aided. This study supported by Dhamane (2013) conducted a study on professional commitment of govt -aided and self-finance institutes teachers. The outcome indicated that self-financing institutes' teachers are showing more commitment towards their profession in comparisons to govt-aided.

- There exists no significant difference in work motivation of male and female teacher educators. But this hypothesis on motivation of male and female teacher educator is rejected in current while it is accepted in different dimension of the study self-finance institutes are showing more work motivation in comparison to govt aided institutes.
- There exists no significant difference in work motivation of government and self - financing college teacher educators. This hypothesis is also rejected while t' value of few dimension were accepted but in overall it was rejected.

RECOMMENDATIONS

- Net qualified and experienced teacher educators must be recruited to impart teaching skills to teacher trainee. Besides in-service enrichment training programmes should be conducted frequently for teacher educators to improve their professional commitment and work motivation in discharge of their duties.
- Private institutes must pay good salaries to the teacher educators to sustain the dignity of vocation by not doing exploitation with them with over loaded work load and lesser amount of salaries.
- Government must provide better environment of services for both self-financing and government aided educational college teacher educators to improve their level commitment toward profession.
- Teacher educators must be pre-oriented in regards to the Vocational ethics and occupational code of conducts regularly to make them aware and more dedicated for their profession.
- Educational colleges have to arrange enough in-service courses to improve professional commitment and work motivation of teacher educators.
- Regularly Research work should be done by teacher educators and their work should be recognised by the institution.
- Teacher educators must be given ample opportunities to discover their own positives and negatives and initiative must be taken by educational colleges to rise above their weaknesses.
- Teacher educators' appraisals must be there to identify the levels of their Vocational commitment and work motivation and actions should be taken instantly to enhance the same.

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IMPORTANCE OF WOMEN EDUCATION IN MODERN INDIA

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THE STATUS OF WOMEN IN INDIA

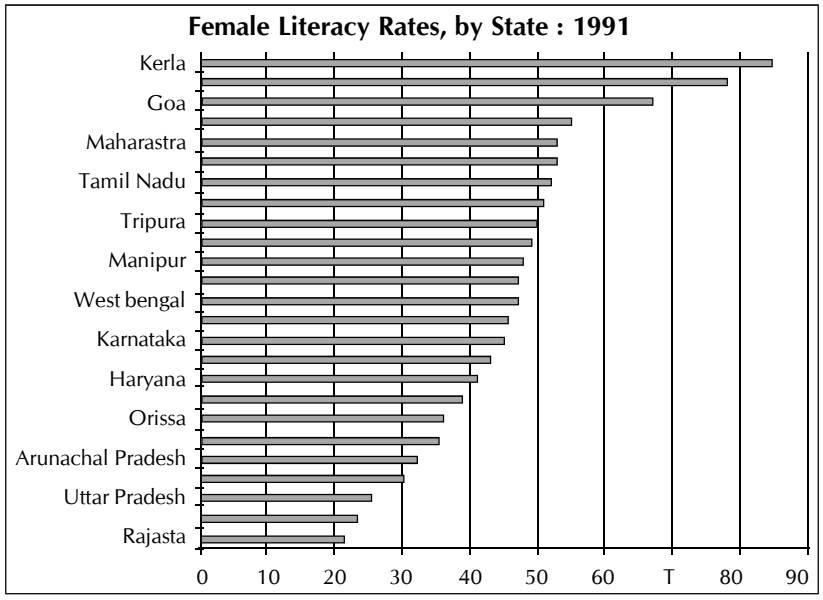
The Constitution of India, adopted in November 1949, contains several articles mandating equality and non discrimination on the grounds of sex, however several laws that violate this principle continue to exist, particularly in the area of family law and personal law. So far there have been minor reforms in Hindu personal law, however, these changes have been motivated by political expediency and have resulted in the denial of women's equal rights.

Though the Government of India has signed the convention on the elimination of All Forms of Discrimination Against women (CEDAW) it also made a unilateral declaration that "with regard to articles 5(a) and 16(1) the Government of India declares that it shall abide by these provisions in conformity with its policy of non interference in the personal affairs of any community without its initiative and consent." The government ratified CEDAW on 9 July 1993 and is now obligated to implement the entire Convention. The policy of non-interference is incompatible with the objective of the Women's Convention, which is to improve the status of all women, regardless of cultural and religious dictates.

Fifty years after the adoption of the Constitution, people are curious about the extent to which the Constitution commitment to equality and freedom for women has been implemented. India has been one of the foremost leaders in ratifying the UN Conventions and the Convention for the Elimination of All Forms of Discrimination against Women (CEDAW) and the Beijing Platform for Action. In the last few years, as an outcome of affirmative policies and programs, women's position in Indian society has advance.

That said, insidious gender-based gaps persist within Indian culture. The status of women falls short of standards put forth by the Indian government and its Constitution. India's diversity is evident especially when examining the variation in health statistics across the country. For instance, the average life expectancy for women in Kerala is reported to be 75 years of age as compared to 57 in Madhya Pradesh, Life expectancy is determined by multiple factors, some of which include: level of income, access to education (literacy) and health care, urban vs. rural environment, nutritional status, prevalence of disease issues of human rights, relational dynamics, workplace issues, gender-based violence, and decision-making abilities.

FEMALE LITERACY RATE



The map depicts the female literacy in the country based on 2001 Census data. The literacy rate of the females is calculated as percentage of female literates, to total female population (excluding age-group 0-6 years). The district level data thus arrived are grouped into six ranges and their distribution is shown through choropleth technique as per the legend on the map.

The female literacy rate in the country is 53.67 per cent during Census 2001. Kerala (87.72%) has the highest female literacy rate followed by Mizoram (86.75%), Lakshadweep (80.47%), Chandigar (76.47%) and Goa (75.37%). It is observed that female literacy in Bihar (33.12%) preceded by Jharkhand (38.87%), Dadra & Nagar Haveli (40.23%), Uttar Pradesh (42.22%), Jammu & Kashmir (43.00%), Arunachal Pradesh (43.53%), Rajasthan (43.85%), Madhya Pradesh (50.29%), Andhra Pradesh(50.43%), Orissa (50.51%) and Chhattisgarh (51.85%) is below the national average of 53.67 per cent of the country where education for females are to be strengthen. Majority of the districts (310) of the country

are below the national average whereas only 282 districts are above this figure. Jaintia Hills district of Meghalaya is at par with the national average. The female literacy rate shows a wide variation among the districts. It varies from 96.26 per cent in the district Aizawl of Mizoram to 18.58 per cent in the district Shrawasti of Uttar Pradesh.

There are only 16 districts in the country where female literacy rate is 85.01 per cent and above. Out of these 16 districts, eleven are confined to Kerala only. The remaining districts are distributed in Mizoram (4) and Pondicherry (1). These districts account about three per cent of the total districts.

In the range of 70.01-585.00 per cent of female literates, 58 districts have been recorded which constitute around ten per cent of the total districts in the country. These districts are distributed mostly as composite clusters over different states in the country. Maharashtra (9) has the maximum number of such districts followed by Delhi (8), Himachal Pradesh, Karnataka, Punjab, Tamil Nadu (4 each), Kerala, Mizoram, Nagaland, West Bengal (3 each) and Goa, Pondicherry (2 each). Remaining districts are scattered in other states/union territories.

In the next range of 55.01-70.00 per cent of female literacy, 183 districts are found in the country, which constitute around 31 per cent of the total districts of the country. As visualized from the map, these districts are located in close proximity of the districts of the next higher range (70.01-85.00). These districts are mainly in the states of Tamil Nadu (22), Maharashtra (19), Gujarat (14), Madhya Pradesh (13), Orissa (12), Haryana (11), Assam (10), Karnataka (9), Punajab (8), West Bengal, Uttarachal, Himachal Pradesh (7 each), Andhra Pradesh (6) and Chhattisgarh, Uttar Pradesh (5 each). Manipur in the east and Rajasthan in the west have 4 districts each. In the remaining areas the number of districts is three or less.

The highest number of districts (201), which constitutes about 34 per cent of the total districts of the country, is noticed in the range of 40.01-55.00 per cent of female literacy rate. The national average of 53.67 per cent also falls within this range. The districts of this range are spread over in 26 states/union territories of the country. More than half (110) of the districts of this range are distributed in the six states, viz., Uttar Pradesh (36), Madhya Pradesh (24), Rajasthan (14), Assam (13), Andhra Pradesh (12) and Karnataka (11), whereas the remaining ninety-one districts are distributed in other states and union territories in a sporadic pattern.

There are 117 districts constituting nearly 20 per cent of the country's total districts, falling in the range of 25.01-40.00 per cent of female literacy rate. Geographically most of the districts of this range are located in the Northern plain of the country except few districts spread in the Deccan plateau. Uttar Pradesh (26), Bihar (24) Rajasthan (14), Jharkhand (11) and Madhya Pradesh (8) are BIMARU states which account for more than half of the districts recorded in this category of female literacy. The remaining districts are noticed in Orissa, Jammu & Kashmir (7 each). Arunachal Pradesh (6) Andhra Pradesh (4), Karnataka (3), Chhattisgarh, Gujarat and West Bengal (2 each) whereas Nagaland is the only state with one district, namely, Mon with low female literacy.

In the lowest range of 25.00 per cent and below of female literacy, there are only 18 districts in the country contributing three per cent of the total districts. Bihar (8) is the state with extremely low level of female literacy recorded in this range. The other districts in this range are located in Orissa (4), Uttar Pradesh (3), Jharkhand (2) and Chhattisgarh (1), Shara (18.59%) district located in the Tarai region of Uttar Pradesh has recorded the lowest female literacy during 2001 Census in the entire country.

NUMBER OF DISTRICTS IN DIFFERENT RANGES SHOWING FEMALE LITERATES TO TOTAL FEMALE POPULATION EXCLUDING AGE GROUP 0-6

Sl. No.	States / Union Territories	80.01 and Above	70.01 to 85.00	55.01 to 55.00	40.01 to 55.00	25.01 to 40.00	25.00 and Below
	INDA	16	58	183	201	117	18
1.	JAMMU & KASHMIR	-	-	1	6	7	-
2.	HIMACHAL PRADESH	-	4	7	1	-	-
3.	PUNJAB	-	4	8	5	-	-
4.	CHANDIGARH	-	1	-	-	-	-
5.	UTTARANCHAL	-	1	7	5	-	-
6.	HARYANA	-	-	11	8	-	-
7.	DELHI	-	8	1	-	-	-
8.	RAJASTHAN	-	-	4	14	14	-
9.	UTTAR PRADESH	-	-	5	36	26	3
10.	BIHAR	-	-	-	5	24	8
11.	SIKKIM	-	-	3	1	-	-

Sl. No.	States / Union Territories	80.01 and Above	70.01 to 85.00	55.01 to 55.00	40.01 to 55.00	25.01 to 40.00	25.00 and Below
12.	ARUNACHAL PRADESH	-	-	1	6	6	-
13.	NAGALAND	-	3	3	1	1	-
14.	MANIPUR	-	1	4	4	-	-
15.	MIZORAM	4	3	1	-	-	-
16.	TRIPURA	-	-	3	1	-	-
17.	MEGHALAYA	-	1	2	4	-	-
18.	ASSAM	-	-	10	13	-	-
19.	WEST BENGAL	-	3	7	6	2	-
20.	JHARKHAND	-	-	1	4	11	2
21.	ORISSA	-	1	12	6	7	4
22.	CHHATTISGARH	-	-	5	8	2	1
23.	MADHYA PRADESH	-	-	13	24	8	-
24.	GUJARAT	-	1	14	8	2	-
25.	DAMAN & DIU	-	-	2	-	-	-
26.	DADRA & NAGAR HAVELI	-	-	-	1	-	-
27.	MAHARASHTRA	-	9	19	7	-	-
28.	ANDHRA PRADESH	-	1	6	12	4	-
29.	KARNATAKA	-	4	9	11	3	-
30.	GOA	-	2	-	-	-	-
31.	LAKSHADWEEP	-	1	-	-	-	-
32.	KERALA	11	3	-	-	-	-
33.	TAMIL NADU	-	4	22	4	-	-
34.	PONDICHERRY	1	2	1	-	-	-
35.	ANDAMAN & NICOBAR ISLANDS	-	1	1	-	-	-

According to the 2011 census report, male literary rate is more than 83.14% comparison to it; the female literacy rate is just 65.46%. Although, mere girls and women are entering school still a huge gaps exist in women literacy. Women education in modern India is traced back to the years after the independence of the country. At present, the Constitution of India guarantees free and compulsory education for both boys and girls up to age 14. Education in India plays a vital role in the overall development of the country. Although literacy levels are low, there has been a progress in improving educational attainment for both sexes in India for the last several decades. The trends in total literacy rates by sex in India between the years 1981 to 2001are given in table as below:

Literacy rates by sex in India

Particulars	1981	1991	2001	2011
Male	56.37	64.13	75.85	82.14
Female	29.75	39.29	54.16	65.46
Total	43.56	52.20	65.38	74.04

LITERACY RATE IN INDIAN STATE : CENSUS 2011

Rank	States	Literacy Rate-(2011 Census)	Literacy Rate-Male (2011 Census)	Literacy Rate-Female (2011 Census
1.	Anadaman & Nicobar Islands	86.3%	90.1%	81.8%
2.	Andhra Pradesh	67.7%	75.6%	59.7%
3.	Arunachal Pradesh	67.0%	73.7%	59.6%
4.	Assam	73.2%	78.8%	67.3%
5.	Bihar	63.8%	73.5%	53.3%
6.	Chandigarh	86.4%	90.5%	81.4%
7.	Chattisgarh	71.0%	81.5%	60.6%
8.	Dadra & Nagar Haveli	77.7%	86.5%	65.9%
9.	Daman & Diu	87.1%	91.5%	79.6%
10.	Delhi	86.3%	91.0%	80.9%
11.	Goa	87.4%	92.8%	81.8%
12.	Gujarat	79.3%	87.2%	70.7%

Rank	States	Literacy Rate-(2011 Census)	Literacy Rate-Male (2011 Census)	Literacy Rate-Female (2011 Census
13.	Haryana	76.6%	85.4%	66.8%
14.	Himachal Pradesh	83.8%	90.8%	76.6%
15.	Jamu and Kashmir	68.7%	78.3%	58.0%
16.	Jharkhand	67.6%	78.5%	56.2%
17.	Karnataka	75.6%	82.8%	68.1%
18.	Kerala	93.9%	96.0%	92.0%
19.	Lakshadweep	92.3%	96.1%	88.2%
20.	Madhya Pradesh	70.6%	80.5%	60.0%
21.	Maharashtra	82.9%	89.8%	75.5%
22.	Manipur	79.8%	86.5%	73.2%
23.	Meghalaya	75.5%	77.2%	73.8%
24.	Mizoram	91.6%	93.7%	89.4%
25.	Nagaland	80.1%	83.3%	76.7%
26.	Orissa	73.5%	82.4%	64.4%
27.	Punducherry	86.5%	92.1%	81.2%
28.	Punjab	76.7%	81.5%	71.3%
29.	Rajasthan	67.1%	80.5%	52.7%
30.	Sikkim	82.2%	87.3%	76.4%
31.	Tamil Nadu	80.3%	86.8%	73.9%
32.	Tripura	87.8%	92.2%	83.1%
33.	Uttar Pradesh	69.7%	79.2%	59.3%
34.	Uttarakhand	76.6%	88.3%	70.7%
35.	West Bengal	77.1%	82.7%	71.2%
	Whole INDIA	74.04%	82.14	65.46%

India's effective literacy rate has recorded a 9.2 per cent rise to reach 74.04 per cent, according to provisional data of the 2011 census released today. Interestingly, literacy rate improved sharply among females as compared to males. While the effective literacy rate for males rose from 75.26 to 82.14 per cent marking a rise of 6.9 per cent, it increased by 11.8 per cent for females to go from 53.67 to 65.46 per cent. According to provisional totals of the latest census, literates constitute 74 per cent of total population aged seven and above.

Ten states and union territories, including Kerala, Lakshadweep, Mizoram, Tripura, Goa, Daman and Diu, Puducherry, Chandigarh, National Capital Territory of Delhi and the Andaman and Nicobar Islands, have attained literacy rate of above 85 percent, the target set by the Planning Commission to be achieved by 2011-12. Kerala has the highest literacy rate at 93.91 per cent followed by Lakshadweep at 92.28 per cent. Bihar is at the bottom of the ladder with literacy rate of 63.82 followed by Arunachal Pradesh at 66.95. Literacy rate of Rajasthan rise to 67% from 60%.

IMPORTANCE OF WOMEN EDUCATION IN MODERN INDIA

India now recognizes in her woman as an invaluable natural resources, the development of which is an investment in her future. The contemporary Indian woman is both a citizen and a home maker and in order that she may perform both these functions efficiently and responsibly. She must be provided with at least a general education and where intelligence and particular aptitudes are revealed a professional and vocational education. Even where exceptional ability is not revealed, a good general education should be provided. K. Natarajan once said that, if a person who died a hundred years ago came of life today, the first and foremost important change that would strike him is the revolution, the literary rate for women is depressingly low. We might perhaps indicate at this stage a few of the factors responsible for this, which are best illustrated by drawing the following comparisons. Educational institutions for men and boy out number those for girls and women by twelve to one.

During 1960-61, where as 28.6 million boys were enrolled only 13.06 millions girls were enrolled. At the end of the 3rd Five Year Plan (1965-66), while the enrolment of boys at the stage 6-14 years is likely to rise to 40.02 millions, that of girls is likely to be only 22.88 million. In addition there is a scarcity of women teachers and a general lack of understanding concerning the special needs of girls.

CONSTITUTIONAL PROVISIONS FOR WOMEN EDUCATION

"Our women have more rights than women of other countries but there are large areas wherein women are suffering, where may be they are not conscious of their rights." (Gulshan, 1975) A constitution embodies the legal framework of a nation state. (Maclhvain, 1947) It constitutes and establishes the high institution of the national life and does the structuring of the government of the state. It establishes the apparatus, organization and system of government; lays down the organic and basic rules which must regulate the composition and functions of the principal organs of state, the government and its agencies, (Where 1966), authorities ad instrumentalities - the executive, the legislature and the judiciary; and maps down their powers, spheres of their activities and interrelations. The transfer of power took place from the British Crown and the British Parliament to the Constituent Assembly on the appointed day namely, August 15, 1947, and the Indian Constitution came into force from 26* January, 1950 (1981).

The Constitution of India, unlike that of Britain, is a written one. "The Constitution is a self contained code, except with a mention of the Indian Interpretation Act, 1897. Divided into XXII parts, it originally contained 395 Articles grouped in many Chapters. The form of the constitution is as described by Dr. Ambedkar, in his speech in the assembly, federal, and the nature of government prescribed under it is parliamentary.

The Constitution of India opens with a preamble. The preamble was drafted by B.N. Rau in his memorandum of May 30. 1945 and later it was reproduced in the Draft of October 7, 1947. The Drafting committee considered it formally and decided that it should be restricted to defining the special features and the basic socioeconomic objectives of the Republic.

PREAMBLE

"We, the people of India, having solemnly resolved to constitute India into a Sovereign Socialist Secular Democratic Republic and to secure to all its citizens;

- Justice - Social, economics and political;
- Liberty - of thought, expression, belief, faith and worship;
- Equality - of status and of opportunity, and to promote among them all;
- Fraternity - assuring the dignity of the individual and the unity and integrity of the Nation.

In our Constituent Assembly this twenty - sixth day of 26th November, 1949, do hereby adopt, enact and give to ourselves this constitution (Kagzi 1984).

In the Indian Constitution, education is both a Union and a State subject. It means that both the center and the state are responsible for its expansions and progress. Our Constitution has guaranteed free and compulsory education to every child up to the age of 14 years. It is the responsibility of the Centre and the States to see that every individual is equipped with the necessary knowledge, skills arid attitudes to discharge his duties as a responsible and comparative citizen so that the proper functioning of democracy in the Nation and also at the international level can be maintained with its limited resources in all aspects like social, economic, political, educational and familial, etc.

There are a number of Articles and Clauses in the Constitution which directly or indirectly make provision for education and apportion educational responsibilities to the Centre and the States. Briefly speaking the Constitution of India makes the following provisions for education:

1. Article 15(1) : "The state shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them."

2. Article 15(3) : "Nothing in this article shall prevent the State from making any special provision for women and children."

3. Article 16(1) : "There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the state."

4. Article 28(1) : "No religious institution shall be provided in any educational institution wholly maintained out of state funds."

5. Article 29(2) : No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on grounds only of religion, race, caste, language or any of them."

6. Article 30(1) : "All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice."

7. Article 30(1A) : "In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, referred to in Clause (1), the state shall ensure that the amount fixed by or determined under such law for the acquisition of property is such as would not restrict or abrogate the right guaranteed under the clause."

8. Article 30(2) : "The State shall, in particular, direct its policy towards securing that the citizens, men and women, equally have the right to an adequate means of livelihood."

9. Article 39(a) : "The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of minority, whether based on religion or language."

10. Article 39(d) : "That there is equal pay for equal work for both men and women."

11. Article 39(e) : "That the health and strength of workers, men and women, and the tender age of children are not abused and that citizens are not forced by economic necessity to enter avocations unsuited to their age or strength."

12. Article 45 : "The state shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years."

13. Article 46 : "This State shall promote with special care the educational and economic interests of the weaker section of the people and, in particularly, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation."

14. Article 257(1) : "The executive power of every state shall be so exercised as not to impede or prejudice the exercise of the executive power of the Union, and the executive power of the Union shall extend to the giving of such directions to a state as may appear to the Government of India to be necessary for that purpose."

15. Article 282 : "The Union or a State may make any grants for any public purpose, nitwits ding that the purpose is not one with respect to which parliamentary or the legislature of the State, as the case may be may make laws."

16. Seventh Schedule (Article 246) : A-list I - Union List: (iii) Entry 62 : The institutions known at the commencement of this Constitution as the National Library, Indian Museum, the Imperial War Museum, the Victoria! Memorial and the Indian War Memorial, and any other like institution financed by the Government India wholly or in part and declared by parliament by law to be an institution of national importance."

(iv) Entry 63 : "The institutions known at the commencement of this Constitution as the Aligarh Muslim University, the Banaras Hindu University and Delhi University, the Banaras establishment in pursuance of Article 371 E: any other institution declared by parliament by law to be an institution of national importance."

(v) Entry 64 : "Institution for scientific or technical education financed by the Government of India wholly or in part and declared by parliament by law to be institution of National Importance."

(v) Entry 64 : "Union agencies and institutions for:

a. professional, vocational or technical training, including the training of police officers; or
b. the promotion of special studies or research; or
c. scientific or technical assistance in the institution or detection of crime."

(vii) Entry 66 : "Coordination and determination of standards in institutions for higher education or research and scientific and technical institutions."

B. List II - State List:

(i) Entry 14: "Agriculture, including agricultural education and research, protection against pests and prevention of plant diseases."

C. List 111 - Concurrent List:

(i) Entry 25 : "Education, including technical education, medical education and universities, subject to the provisions of entries 63, 64, 65 and 66 of list 1; Vocational and Technical training of labour."

COMMENTS ON CONSTITUTIONAL PROVISIONS REGARDING WOMEN EDUCATION

Women complain that they make the largest minority m India and yet they suffer from a variety of social and economic disabilities which prevent them from fully exercising their human rights and freedoms in the society. Though the circumstances have now changed but only up to some time ago child-marriage, especially of female children, was common. Widow marriage, especially of female children, was common. Widow marriage was prohibited, even if the widow succeeded in escaping from the funeral pyre of her deceased husband where she was expected to be burnt alive. A divorce was generally looked down upon and the remarriage of a divorcee was socially disapproved.

If some of these problems still persist in varying degrees it is not due to any lacunae in the Constitutional provisions against them. For out Constitution has made explicit provisions against these social discriminations and evils against women and as been playing an important role in changing deeply rooted social attitudes. During the last three decades a number of laws have been registered with a view to ensuring equality of status and opportunity for women.

The following articles in the Constitution of India make specific provisions for the education of women:

Article 15 (1) States : "The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them."

Article 15 (3) States : "Nothing in this article shall prevent the State from making a special provision for women and children."

Article 16 (1) States : "There shall be equality of opportunity for all citizens in matters relating to employment r appointment to any office under the State."

Article 39 (a) States : "The citizen, men and women equally have the right to an adequate means of livelihood."

In the Indian Constitution if is assured that no one is discriminated against on the basis of sex. But in reality social taboos have historically been retarding the progress of women, especially in the field of education. The following table shows the slow educational progress of women during 1921 and 1931.

Article 6 (1) of the Constitution provides that there shall be equality of opportunity for women not only in the field of education but also in the field of employment. But the following table (Table 2) Presents a dismal picture of male-female ration in different employment fields.

It is observed from the table that at the time of India becoming a Republic, the bulk of the women workers were engaged in cultivation. The condition of women peasants was miserable beyond description. In trade and commerce the sex ration was even more dismal. There were in this field only 2.8 per cent women workers in comparison to 6.1% of men workers in view of the deploring low status and representation of women in various walks of Indian life and society, at the dawn of Independence and at the time of the drafting and promulgation of the Indian Constitution, it was felt necessary to make certain specific provisions in the constitutions and also to take certain practical measures, to rectify the discriminations and injustices of the past. And, thereby to uplift women to the parity with men. The decades since independence have been singular progress of women in various fields. The framers of our Constitution and the Members of Constitution Assembly have shown tremendous insight and farsight in making suitable constitutional provisions for safeguarding the educational and other interests of women who have had suffered centuries of neglect.

CONCLUSION

India now recognizes in her woman as an invaluable natural resources, the development of which is an investment in her future. The contemporary Indian woman is both a citizen and a home maker and in order that she may perform both these functions efficiently and responsibly. She must be provided with at least a general education and where intelligence and particular aptitudes are revealed a professional and vocational education. Women education is important to develop the nation. Without proper education to women in the country complete development of the country is not possible. This article clearly gives the literacy rate, Constitution provision, importance of education for the women in India.

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ANTONIO GRAMSCI (1891-1937)

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"Every social group, coming into existence on the original terrain of an essential function in the world of economic production, creates organically, together with itself, one or more strata of intellectuals which gives it homogeneity and an awareness of its own function not only in the economic but also in the social and political fields.7He defined an intellectual as the 'capitalist entrepreneur' who also creates the industrial technician, the specialist in political economy, the organizer of new culture, a new legal system etc. He said that many intellectuals consider themselves as autonomous and independent of the dominant group and believe themselves to be a distinctive social group because:'' every essential social group which emerges into history out of the preceding economic structure...has found (at least in all history up to the present) categories of intellectuals already in existence and which, indeed, seemed to represent an historical continuity uninterrupted even by the most complicated and redical changes in political and social forms."

Born in one of the poor regions of Italy, Sardinia, Antonio Gramsci went to study at a university in Turin, only to eventually abandon his studies due to poor health and lack of money. He is famous for his 2848 pages handwritten notes on the educational and political functions of intellectuals, which is known today as the **"Prison Notebooks"** as the draft was written while he was in prison.

Gramsci, a phlosopher, a historian, a political scientist, a literature reviewer and an educationist who wrote on school and education, started his career as a journalist and theater reporter, during the First World War, attending frequently the meetings of a trade union and socialist party Confederazione del Lavoro. After the war he lanuched two journals **"Ordine Nuovo"** and **"Unita"** to educate the new working class created by the war and the industry.

In 1926, Mussolinirs governmnet dissolved the Italian Parliament through a special legislation and banned the publications of opposition organizations. Gramsci, who was a Member of Parliament and was a General Secretary of the Italian Communist Party was jailed and during his trial in 1928, the official prosecutor ended his peroration with the following statement to the judge: 7We must stop this brain working for twenty years !7

Gramscirs brain, however, did not stop working in prison. In the prison, he conducted research on one of the most important analyses on 'hegemony' the links between politics and education. This project covered the history of Italian intellectuals, linguistics, theater of Pirandello, serial novels and popular literary taste and so on. Though this project was aimed at accumulating knowledge and not for practical or political purposes, a common thread connects the diverse subjects. He defined the history of intellectuals as the process of formation of the public spirit, and finally wrote that the different topics of his project or plan had in common the 'creative popular spirit.'

Gramsci believed that intellectuals cannot be defined as such by the job they do but by the role they play within society; this function is always that of the technical and political leadership of a group, either the dominant group or another tending towards a dominant position: *Every social group, coming into existence on the original terrain of an essential function in the world of economic production. creates organically, together with itself, one or more strata of intellectuals which gives it homogeneity and an awareness of its own function not only in the economic but also in the social and political fields.7He defined an intellectual as the 'capitalist entrepreneurrwho also creates the industrial technician, the specialist in political economy, the organizer of new culture, a new legal system etc. He said that many intellectuals consider themselves as autonomous and independent of the dominant group and believe themselves to be a distinctive social group because : ''every essential social group which emerges into history out of the preceding economic structure.... has found (at least in all history up to the present) catergories of intellectuals already in existence and which, indeed, seemed to represent an historical continuity uninterrupted even by the most complicated and redical changes in political and social forms."*

According to Gramsci the traditional type of intellectuals are the administrators, scientists, scholars, theorists, philosophers etc. Criticism of the traditional distinction between manual work and intellectual work constitutes one of the important steps towards a new theory of education. This distinction, says Gramsci, is ideological as far as it diverts attention, says Gramsci, is ideological as far as it diverts attention from the real functions with social

and working life towards the technicalities of working: 7*In any physical work, even the most degrading and mechanical, there exists a minimum of... Intellectual activity.... All men are intellectuals, one could therefore say: but not all men have the functions of intellectuals in society.... There is no human activity from which every form of intellectual participation can be excluded: Homo faber cannot be separated from Homo sapiens.*7 *This quotation is taken from the twelfth notebook, which is dedicated to an analysis of the Italian school system and the need for development away from the old classical educational principle to a new one, on which the unified and comprehensive school for all should be based. The educational implications of Grascim's analysis are developed in this notebook. Here he conculdes:*7*The mode of being the new intellectual can no longer consist of eloquence... but in active participation in practical life, as constructor, organizer, permission persuader and not just a simple orator....; from technique- as-work one proceeds to technique-as-science and not to the humanistic conception of history, without which one remains 'specialized' and does not become 'directive' (specialized and political.*7

The separation between classical and technical education, which reflects the social division between intellectual and manual work hides the real division between directive and subaltern roles in society, no matter whether the job that characterizes a group of persons is called intellectual or manual. According to Grascim, in the modern world, technical education closely bound to industrial labour at the primitive and unskilled level too, must form the basis of the new types of intellectual. In other words, education means close links between school and work, as well as between technical and humanistic education.

Gramscirs analysis on educaiton is found throughout his prison writings. In the nineteenth notebook he says:*"the methodological consistency of a criterion of historico-political research: no independent class of intellectuals exists, but every social group has its own stratum of intellectuals, or tends to form one; however, the intellectuals of the historically and actually) progressive class, in each particlar circumstance, exercise such a power of attaction that, in the final analysis, they end up by subjugating the intellectuals of the other social groups; they thereby create a system of solidarity between all intellectuals, with bonds of a psychological nature (vanity etc.) and often of a caste character:"*

Analyzing 'conformity' in educaiton, in the twenty-second notebook. Gramsci seems to have considered it as a step forward from the primitive, towards a new type of man. *"The history of industrialization has always been a continuing struggle (which today takes on an even more marked and vigorous form) against the characteristic of 'animality' in man. It has been an uninterrupted, often painful and bloody process of subjugating natural (i.e. animal and primitive) instincts to new, more complex and rigid habits of order, exactitude and precisionm making possible the increasingly complex forms of collective life which are the necessary consequences of industrial development.... Up to now all changes in modes of existence.... The selection or 'education' of men adapted to the new forms of civilication and to the new forms of production and work has taken place by means of incredible acts of brutality which have driven the weakand non-conformists into the limbo of outcasts or eliminated them altogether."*

Gramsci was superficially identified with various trends of Marxist education in the former USSR and as such his theory of education was considered to be nearer to Lenin's theory of proletarian dictatorship. He opposed some principles of modern education like those proposed by Rousseau and Pestalozzi, which put forward that the spontaneous development of the child's personality must not be disturbed by the intervention of the educator. He criticized the spontaneous development of the child stating that education is always a struggle against the instincts related to the basic biological functions, a struggle against nature to dominate it and create the actual human being. According to him, the process of learning is not a pleasant one but a process of adaptation, a habit acquired with effort, tedium and even suffering.

For Gramsci, 'conformity' does not mean negative tendency of people to let themselves be driven and conditioned by 'fashion', but an instrument for the interpretation of the process through which the majority of the population within any society under any reime, usually follow (tradition) and stick to the rules: "Conformity, then means nothing other then 'sociality', but it is nice to use the word 'conformity' precisely because it annoys imbeciles.... It is too easy to be original simply by doing the opposite of what everyone else is doing...What is really difficult is to put the stress on discipline and sociality and still profess sincerity, spontaneity, originality and personality."

Gramsci, who died in 1937, put forward the following hypotheses on education :

- The processes of education evolve in a variety of ways and they must be studied with particular attention to the educational moments that may not be considered strictly educational. School, vocational education, adult education and higher education are a facade on which the organixation of culture and political power seem to conflict, while actions pertaining to permanent persuasion are taking place behind and outside the formal education system.

- His theory brings home a method of analysis and educational action focused on the types of intellectuals and the function they have in the society, and a new educational strategy that has the capacity to rejuvenate the educational system be it primary, secondary or tertiary education.
- His approach to education does not imply that school and university educaiton are irrelevant within the strategy of educating for critical thought. Rather, it suggests innovations in methods, content and organization of study, which should be consistent with tighter links between school and work, between theory and practice etc.
- Teachers do not perceive themselves as traditional intellectuals and are therefore independent from both social and political pressures.

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