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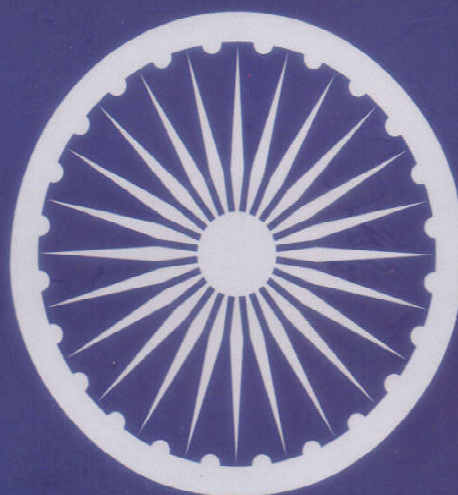
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An International Journal of Education and Research Quarterly



Relevance of
Dr. B. R. Ambedkar
Philosophy 

Role of Education in Women Empowerment



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Strategies for Becoming Good Teachers

- Teachers must be committed to students and their learning
- They must know the subjects they teach and how to teach those subjects to the students.
- they should be responsible for managing and monitoring student learning
- They should think systematically about their practice and learn from experience.
- They must be member of learning communities.
- They must recognize individual differences among their students and adjust their practices accordingly
- They must have an understanding of how students develop and learn.
- Their mission should extend beyond developing the cognitive capacity of their students
- They must have a command on the specialized knowledge of how to convey a subject to the students
- They must regularly assess the students progress
- They should work in collaboration with parents
- They should generate multiple paths to knowledge and call on multiple methods to meet their goals.

*Wishing you all
Happy
Teachers Day*

- Dr. N. B. Kongawad
Editor

ADJUSTMENT IN SCHOOL

✍ **Smt. Pushpa A. Naik**, Lecturer K. L. E. S. College of Education. Ankola.

✍ **Dr. (Smt.) Pushpavati U. Kochrekar**, Asst. Prof. Rajiv Gandhi M.Ed. College, Dharwad.

INTRODUCTION

Stating that adjustment is adaption to physical environment as well as to social demands, the author avers that there is a close relationship between adjustment and education with well adjusted individual prospering in their educational endeavor and those with adjustment problems being retarded in their scholastic achievement .

Though the word 'adjustment' is not a new, it has been a source of great confusion as it has many meanings packed into it Herbert Spencer introduced the term into scientific parlance in his book "Principles of Biology" in 1864 "Life" he defined, "is the continuous adjustment of the individual to the external relation" This leads itself to the suggestion that life always is modified to fit external circumstances and ignores the essence of civilization which is modification of the external world to suit man's internal needs and desires.

Adjustment as a process is of major interest to psychologists who want to understand a person and his behavior. The way one adjust himself to his external environment at any point of time depends upon the interaction between the biological factors in growth and his social experiences.

Man is a social animal. He has a unique sense of belongingness to a social environment. While living as a member of social group, he has to come into contact with people and situation to which he has sometime to subdue and on which he has sometime full control. His smooth living depends upon how well he can attain a degree of inner harmony in his intrapersonal and interpersonal relationship.

The concept of adjustment means adaptations to physical environment as well as to social demands. No human can live apart from his physical environment. There is an action and reaction chain going on between the individual and his environment. Then there are social pressures and demands of socialization. To this may be added the individual's personal demands such as the satisfaction of physiological needs. All these complex functions of the person demand adjustment.

The process of adjustment becomes still more complicated when the person's interaction with one situation comes into conflict with the requirements of the other situations. One situation may give rise to pleasure while another may give rise to pain. The resulting tension may cause disturbance in his psyche producing uncomfortable psychological symptoms or may even lead to abnormal behavior.

MEANING

Adjustment is a harmonious relationship of an individual with his environment which affords him comfortable life devoid of strain stress, conflict and frustration; that means adjustment involves effective adaptations. It consists in the reduction of inner needs, stresses and strain. In a sense, adjustment is a unique pattern and depends upon the personality and needs of the individual. As each individual differs, so his needs and consequently his adjustment.

DEFINITIONS

Vonhaller, "We can think of adjustment as psychological survival in much the same way as biologist uses the term adaptation to describe physiological survival.

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

Symonds (1933) : defined Adjustment as a "satisfactory relation of an organism to its environment".

Coleman jemes C. : "Adjustment is the outcome of the individual's attempt to deal with stress and meet his needs; also his efforts to maintain harmonious relationships with the environment"

Geuner B. Vonnsller : "We can think of adjustment as psychological survival in much the same way as biologist uses the term adaptation to describe physiological survival"

Shaffer L. S. : "Adjustment is the process by which living organism maintains a balance between his needs and the circumstances that influence the satisfaction of these needs".

Ruth Strong (1949) holds that "adjustment is a process and not a state adjustment is continuous throughout life" living, thus is a process of adjustment.

CHARACTERISTICS OF ADJUSTMENT

- Adjustment helps us to keep balance between our needs and the capacity to meet these needs.
- Adjustment implies changes in our thinking and way of life to the demands of the situation.
- Adjustment gives us the ability and strength to bring desirable changes in the state of our environment.
- Adjustment is both a psychological as well as physiological process.
- Adjustment is multidimensional.
- Adjustment brings happiness and contentment.

ACADEMIC ADJUSTMENT

Academic Adjustment involves student's healthy adjustment to school or college environment and work. A student is said to be well adjusted if s/he possesses the following characteristics:

- Has a high degree of intrinsic interest in the subject s/he is studying.
- Has a positive attitude towards the requirements of his/her courses.
- Has a realistic evaluation of his/her abilities and capacities.
- Has the ability to concentrate for a reasonable length of time on the performance of his/her academic work.
- Exhibits stability in his/her goals and in his/her emotional life.
- Able to enjoy life in many areas.

AREAS OF ACADEMIC ADJUSTMENT

Academic Adjustment comprises of :

- Curricular adjustment
- Steadiness and clarity of goals and levels of aspiration.
- Personal efficiency in planning and use of time.
- Study skills and practices.
- Mental or psychological health.
- Personal relations with teacher and class fellows.

Recently Joshi 1964 and Pandey in their research study covering school and college students have given areas of dimensions of an individual's Adjustment as follows:

- Health and physical development.
- Finance, living conditions and employment.
- Social and recreational activities.
- Social psychological relations.
- Personal psychological relations.
- Moral and religious.
- Home and family.
- Future vocational and educational.
- Adjustment to school and college work.
- Curriculum and teaching.

In this way adjustment of a person is based on the harmony between his personal characteristics and the demands of the environment of which he is a part. Personal and environmental factors work side by side in bringing about this harmony.

ROLE OF THE CLASSROOM TEACHER IN PUPIL ADJUSTMENT

The classroom teacher plays the most strategic role in ameliorating the environment to bring about an improved adjustment of pupils. Raymond N. Hatch and Buford Stefflre describe the role of the classroom teacher in providing a healthy classroom environment as one that would compliment the adjustment process of each pupil as under.

Provides a classroom climate that permits young people to feel free to express themselves and to put forth their best efforts as individuals and as members of group.

- Develops youngsters' self-respect and self-esteem by compliments for work well-done, a smile or a word of recognition.
- Has an appreciation that deviation from acceptable behavior is caused due to factors that stem from the school, the home and the community.
- Recognizes that a student who "causes no trouble" may be experiencing serious emotional conflicts.
- Recognizes chronic behavior cases may be sent to specialists for diagnoses and treatment.
- Accept that every pupil is different, and because he is different, he will achieve in keeping with his needs.
- Develops comprehensive cumulative records by collecting socio-metric information, autobiographies and similar information through classroom setting.
- Practices good mental health.

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RELEVANCE OF DR. B. R. AMBEDKAR PHILOSOPHY

✍ **Dr. V. M. Ramesha,** Asst. Prof. Dept of History, Karnataka State open University Mysore.

Dr. B.R. Ambedkar who arguably one of the best known Indian, and greatest Indian after Mahatma Gandhi or since 1947. He was greatly influenced by the philosophy of Gautama Buddha the preaching's of Kabir and Ramananda the writings of Prof. Selegmen and educationist John Dewey.

Ambedkar was born 14th April, 1891 in Maher community, Maharashtra and he died on 6th December 1956. After embarrassing to Buddhism (once he said that I may born as Hindu but I could not die as Hindu) Ambedkar a source of inspiration and motivation to millions of oppressed people across India and World.

Even after so many years still not fully understood and appreciated the life and the works Ambedkar. Some sections of the people talk about the Ambedkar are the messiah of Daliths or the Chief Architect of Indian Constitution. Of course he was both of them but he was not confined or limited to these two roles. Indeed, he was much more than Dalit Icon, he was truly multifaceted personality, he was trained economist, sociologist, anthropologist, reformesist, political thinker, educationist, juriest, journalist and historian.

The varies facets of his personality are not fully understood or appreciated. Ambedkar was an erudite scholar, his birth anniversary observed in UNO as World knowledge Day. This is the testimony of knowledge He gave 537 speeches in different platforms in Marathi, English, Hindi and Gujarati languages. 301 speeches have been collected and published. Vasanthmoon did commendable job in this regard. Vasanth moon edited, the writings and speeches of Dr. B.R. Ambedkar, he edited 16 volumes out of 22 volumes publish by Maharashtra Government. However there is a Lacuna in thematic classification and chronological order, Ambedkar brought out so many journals.

1. Mook nayak
2. Bhahishkritha Bharatha
3. Janatha

He made seven speeches on Democracy which are more relevant today. B.R. Ambedkar in the year 1924 returned to India with all degrees. In 1926, he appeared before Hilton young Commission; there is testimony, who gave the idea of establishment of RBI. He met Simon commission and submitted his demands for certain rights

to depressed classesHis physical and intellectual legacy is a source inspiration to the millions of oppressed people of the country and world.

PHYSICAL LEGACY

1. He stayed at #26, Alipur Road Delhi, between 1951-56 that is what Nirvan Bhumi.
2. Chaitya Bhoomi at Bombay
3. The Nagpur Memorial place.

Apart from these two, the Mahad, and Bodha Gaya, which are connected to the life of Dr. B.R. Ambedkar has turned as pilgrimages to his followers. There has been a study increasing the pilgrimage to these places.

INTELLECTUAL LEGACY

As a social reformer he has greatly contributed to this nation.

- **Reservation** : Reservation as form of affirmative action not as negative discrimination. Reservation in jobs and educational institutions to uplift the downtrodden community.
- **Economic legacy** : Amartya Sen openly acknowledge that Ambedkar was his Economic guru. Today's the Federal structure, the state and central financial relations Provision of financial commission were the ideas of Dr. B.R. Ambedkar.
- **The problem of Rupee** : One of the finest works of Dr. B.R. Ambedkar. He has shown the way for an ideal monetary system to developing country like India.
- **Women Empowerment** : Do us ever associated Ambedkar with that who fought for the passage of Hindu code bill, who resigned - when it was not approved, he worked for equality of male and female.
- **Democracy** : He moulded Indian democracy which is one the best in the world, and those democratic ideas were brought into the constitution. Modern Indian democracy in right base I consider Ambedkar Democratic Republic was the National conscious of our country taking the best of the world.

- Continued on Page No. 36

DR. B. R. AMBEDKAR AS HUMANIST

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✉ Dr. N. M. Sali, Associate Professor, Department of Political Science, Karnatak University, Dharwad

ABSTRACT

Dr. Ambedkar was a freedom fighter of the truest kind, not merely dreaming of setting India free from British rule, but of transforming India into a country where freedom holds meaning for everyone. He dedicated his life for uplifting of the Dalits. Ambedkar wished social reformers to create public opinion to fight the gross inequalities in the society. It is very sad that the media in the past as well as the present has projected Ambedkar mainly as a bitter critic of the Hindu religion and a great social rebel. They have ignored Dr. Ambedkar's multi-faceted personality. Here is our little effort to focus his role in Modern India

Keywords : Humanist, Emancipation, Inequalities, Dalits, Reformer

INTRODUCTION

Some people are born brilliant, some have brilliantness thrust upon them and some achieve brilliantness. To the last division, Dr. B. R. Ambedkar belongs. Dr. Ambedkar was a great patriot, social thinker, political reformer, philosophical writer with progressive ideas. He stood for all political, social and cultural activities which increased the cause of human progress and happiness. He was the soul for the constitution of India. He crusaded for the betterment of the oppressed and depressed classes. And in this struggle, he stood rare crusading spirit, carving out in this process plays significant role for himself among the leading architects of modern India. He also stated that it was essential for us to think that we belong to one country. Indeed Dr. Ambedkar dedicated his life and sacrificed his potentialities for emancipation of people. The life history of Dr. Ambedkar epitomized the relentless struggle of downtrodden community in our country against social ostracism and economic oppression.

Objectives of the Study: To know the impact of the pioneering work of Dr. B. R. Ambedkar in the field of human dignity, against caste discrimination in India. ii. To highlight his role as one of the founders of Modern India. iii. To analyze and assess his Legacy and Contribution to India.

METHODOLOGY

The present study on 'The Role of Dr. B. R. Ambedkar in Modern India' is based on historical method. This research is based on a good deal of primary and secondary sources that are available. Dr. B. R. Ambedkar's writings, What Congress and Gandhi have done to untouchables

(1945), Federation versus Freedom (1939), The problem of Rupee: Its origin and its solution (1925), Annihilation of Caste (1936), Castes in India: Their Genesis, Mechanism and Development (1918), Who were the Shudras (1946), The Untouchables: Who were they and why they became Untouchables (1948) and diverse collection of secondary sources for the study were also consulted.

HUMANIST CONCEPT

Dr. Ambedkar as a social reformer Dr. Ambedkar believed in peaceful methods of social change. He was supported to constitutional lines in the evolutionary process of social transformation. He thought the factors like law and order which are indispensable for social life. It also strives to sustain institutions that will make better 'social order'. He was opposed to the violent methods in social change for it obstacle the tranquility and creates chaos. He had no faith in anarchy methods. A welfare state of all cannot be developed on the grounds of terror, force and brutal methods. According to him violent methods to a peaceful society is not only improper but also unscientific and immoral¹.

He was a true Renaissance man, a person who excelled in many different areas of inquiry. Though he was hated by orthodox Hindus and labeled as a destroyer of Hinduism, historians now realize the crucial role Dr. Ambedkar played in recognizing Hindu society. Far from being a traitor, he played an important role in revitalizing Hinduism, reviving it by challenging everything that was unjust and unfair within it. In fact, he brought about a renaissance of Hinduism by provoking the Hindus to rethink some of the basic tenets of their religion. He had a great faith in social reformers to create public opinion for

against of the gross inequalities in the society. He urged them to found organizations to deal with urgent cases of discrimination. The organizations should deal the powerful section of society to give a chance to the oppressed and depressed classes to work in different sectors. The Hindu society should give a space to depressed sections by employing them in their various sectors suited to the capacities of applicants .

He said, " My social philosophy may be said to be enshrined in three words : Liberty, Equality, and Fraternity. Let no one, however, say that I have borrowed my philosophy from the French Revolution. I have not. ...I have derived them from the teachings of my master, the Buddha. " Dr Ambedkar stayed in America, the land of liberty, for his higher studies. There he studied the western liberal thought and the humanitarian philosophy expounded by great thinkers such as Prof John Dewey, who was also his teacher, John Stuart Mill, Edmund Burke, and Prof Harold Laski to name a few

According to Dr. Ambedkar, social change and social justice are indeed critical to the egalitarianism that any democracy must aspire it. As a social democrat Dr. Ambedkar stressed on a much broader notion of stable reconstruction of country with inclusive growth and cultural integration in the Nation without caste discrimination. As the major architect of the Indian constitution, Dr. Ambedkar constructed the safeguards for establishing a more equitable society to millions of oppressed and depressed classes. In this process, Dr. Ambedkar emerges not only as a Valliant upholder of the Indian democratic republic, but also captures the uniquely distinctive place in the Indian Pantheon as a rare intellectual mass leader who awakened the social conscience of Modern India. He was strongly believed that political institutions were responsible for reforming the existing social institutions by using legislative force to yield the results. Political institutions will survive only when they actively work for social reformation.

Dr. Ambedkar as a Nation builder He was out spoken about his ideas of nation building. He possessed great foresight and his warnings about the future of India ring so true today. In a speech before the constituent assembly he cautioned his fellow legislators against the use of non-constitutional methods of protest, such as civil disobedience and Satyagraha, because they were essentially an anarchic in nature. He rallied against the Indian tendency to engage in hero worship. He also underlined the importance of creating not just a political democracy, but also a social and economic. His thesis was inspired to set up for the Finance Commission of India and his works helped a lot

in framing guidelines for the RBI Act 1934. He was one of the founders of Employment Exchanges in our country. He played a vital role in establishment of the National Power Grid System, Central Water Irrigation, Navigation Commission, Damodar valley project, Hirakud project and Sone river project.

Dr. Ambedkar had sound personality in different spheres of his life. Besides so many difficulties and humiliations in childhood, adolescent stages and in profession, he always followed his self-control and right attitude. He never tried to create unwanted situations in his Marathon struggle at any cost. It shows his balanced personality i.e., his courage, selfconfidence, will power and fearless ness (towards evil and inhuman) were the major characteristics of his personality. "He had rare ability to reduce the most complex questions to simple terms. He was a man of strong likes and dislikes: His mind was basically logical with will power of penetrating analysis and a gift of clever thinking.

. Ambedkar was a great thinker. Generally thinker always searches for knowledge. But Ambedkar had search for knowledge, search for truth in religion and in social life. Knowledge is part in wisdom. In 500 BC Socrates said, "I am lover of wisdom". In 20th century Dr. Ambedkar had remained as 'Lover of Knowledge' and 'Lover of Wisdom' throughout his life. No scale is enough to calculate his knowledge and wisdom. "In wisdom, intellect and insight Dr. Ambedkar was par excellence. He had so many digress to his credit, his pilgrimage in search of knowledge to flung countries like America, U.K. and Germany. He studied thousands of books on all subjects that had made him an ocean of knowledge and wisdom. No wonder, the Indian universities felt little and shy before him.

Dr. Ambedkar sacrificed his knowledge and wisdom for the sake of liberty of people, equality of human beings and fraternity of individual and nation. Dr. Ambedkar was a bookworm and devotional reader.

He said the society has tyranny, authority and denial of liberty, equality and justice. Dr. Ambedkar was an emancipator. The main aim and mission of his life was to try to lead the depressed classes towards a higher social, political and economic status and to free from Dark Age. "He was known as regenerator of their spirit and the inaugurator of the self-respect movement among the depressed classes. He made them conscious of their united strength and their power to vote. He organized them and led them to agi-tate in a peaceful manner for the vindication

of their 'rights'. "Education, organization and agitation" were the key words of his self-respect movement. He had aroused and awakened them against social injustice and installed them the spirit of self-reform, self-emancipation, self-reliance, self-respect, and self-confidence. Dr. Ambedkar tried to free their minds from inhibition and inferiority complex".

MESSIAH OF THE DEPRESSED

Dr. Ambedkar was a Messiah of the depressed, suppressed and downtrodden people. He created a mission to fight for their human rights. His message, speeches, statements, ideas acted as stimulus to think about self-respect, self-dignity and self-confidence and also helped to come out from inferiority complex. Dr. Ambedkar was a saviour of individual from bondage, slavery, and inhumanity. Dr. Ambedkar strongest ideal society, which consists of social liberty, social equality and social justice rather than political idealism.

Dr. Ambedkar recognized the social stigma of woman in Hindu society. He felt the need of women human rights. That's why he introduced Hindu-code bill in Indian Parliament in 1956. Dr. Ambedkar was a realist and had a strong idealism. "The root of his philosophy was not in politics but in religion. His philosophy was such as would facilitate the social revolution in India. The social idealism and political idealism were opposed to each other. The political idealism sacrificed freedom and equality but social idealism had described them : Dr. Ambedkar wished that the political idealism of the majority would become the social idealism of all". Dr. Ambedkar strongest ideal society, which consists of social liberty, social equality and social justice rather than political idealism.

Observations and suggestions -

- Dr. B.R. Ambedkar is a father of social justice.
- He is a modern human rights thinker and practitioner.
- He is a role model to all in terms of pains and pleasures.
- He is a realist thinker and led life with practical.
- He is a man of courage and devotion.
- He is a lighting lamp to the society.
- His foot prints are permanent on Indian soil.

CONCLUSION

Dr. Ambedkar's was a short life and yet a most remarkable one. He rose up from dust, from being treated worse than an animal to becoming the father of the Indian

Constitution. Dr. Ambedkar was truly a multi-faceted personality. A veritable emancipator of Dalits, a great National leader and patriot, a great author, a great educationalist, a great political philosopher, a great religious guide and above all a great humanist without any parallel among his contemporary. All these facets of Ambedkar's personality had strong humanist underpinnings. It is only regrettable that the press in the past as well as the contemporary has projected Ambedkar mainly as a great social rebel and a bitter critic of the Hindu religion. Critics of Dr. Ambedkar have ignored his basic humanistic instincts and strong humanitarian convictions behind his every act or speech throughout his life. Thus we conclude Dr. Ambedkar was one of the foremost makers of Modern India.

Dr. Ambedkar led satyagrahas to assert human rights. He advocated three traits: educate, organize and agitate. Indeed the first principle will provide rational thought, the second principle will give mental/physical strength and third principle will lead to fight for human rights, be it man or woman. He is a lover of nature and human rights. He was born for knowledge only. His views will be continued and permanent forever.

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RURAL SETTLEMENTS AND RURAL POPULATION OF DHARWAD TALUKA : A SPATIAL ANALYSIS

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✉ **Dr. A.A.Mulimani** Professor, Department of Geography, Karnatak University, Dharwad.

ABSTRACT

The present paper has made an attempt to study the rural settlements and Rural Population of Dharwad taluka. The rural settlement geography is one of the most important branches and gaining much significance not only in India but also in the world. The geographical characteristics along with socio-economic and cultural characteristics are responsible for emergence of such settlements. As a result, to study the spatial distribution of settlements and population is the main consideration in this paper. The study area has typical topographic characteristics and also taluka has highest number of settlements in the Dharwad District. Dharwad taluka is District in northwest and west respectively. It has 110 rural settlements 04 Hobblis and 39 Gram Panchayats have been distributed in the study area. It has a population of 2,32,564 (2011 Population census) with density of 235 persons per Square Kilometer and Literacy rate is 71.30 percentage as per as 2011 Census. Which is the second place in the district. The main objective of the present study is to discuss the spatial distribution of settlements in the study area by employing the nearest neighbor method to understand the pattern of settlements exist on the space. The study is purely based on the secondary sources of information. The location of each settlement is located on the map and accordingly measured with the distance between them by employing the nearest neighbor situated in the western part of Northern Karnataka. The taluka encompasses an area of 990 Square Kilometers extends between the 15°23' to 15°52' North Latitude of 73°43' to 75°18' East Longitudes. The taluka is bounded by Belagavi District in the north. Hubballitaluka in the southeast. Navalagund in the west and southwest by Uttara Kannada district. Method and determined the Rn value and accordingly the analysis has been made.

Key Words : Rural Settlements, Rural Population and Spatial Distribution.

INTRODUCTION

Geographer are very much concern to study the settlements and their systems along with the, location characteristics and distributional aspects in any geographical space in the world. The rural settlements have been attracting not only the academicians but also by the planners, administrators, etc., As a result the rural settlements and their distributional characteristics are the focal them to study by the geographers not only to understand the existing system but also for further growth and development of settlements. As per as the development of settlements are concern one has to focus the locational characteristics and spatial distributional settlements followed by the population and their activities. Therefore, the attempt has been made present study to discuss rural settlements and their spatial distribution in Dharwad taluka which has typical topographic characteristics.

Settlement geography is one of the most important branches and gaining much significance not only in India

but also other countries in the world. It deals with settlements and its types inhabited by the people with available resources around it. The geographical space has concentration with the people which indicates that the favorable conditions along with required resources. Settlement means permanent occupation of a site by a group of individuals (Hegget 1964).

The main occupation of the rural people is agriculture which is the primary activities along with required other activities for their livelihood. The term rural is opposed to urban and according the settlements are performing the activities on a different geographical space based on the characteristics of the rural and urban. Rural settlements are a foundation stone for the urban centers in the process of their growth, extension and vibrant activities. As a result, it has much significance and paved the way for emergence of a town or an urban center. Therefore, the geographers are paying an attention to study such settlement in different regional studies. As per as Indian scenario is concerned, more than 75 percent of settlements are rural in nature

and remaining are in urban. Almost 80 percent of the studies have been concentrated to study and accordingly carried out in urban areas rather than rural, which is not a healthy sign. As a result, the present study emphasized to study the rural settlements and in their population in Dharwadtaluka in a micro level in the District of Dharwad, Karnataka State.

IMPORTANCE OF RURAL SETTLEMENTS AND RURAL POPULATION

Settlements vary in size and type depends upon the physiographic characteristics with favorable conditions as well as the resources. The range of the settlements varies from a Hamlet to Metropolitan Cities with size, the economic characters and social structure of settlements changes the existing environment. Settlements could be small or large, sparsely or closely spaced. The sparsely located small settlements performing the primary activities like agriculture, fishing, lumbering, mining, hunting etc., On the other hand, there are large settlements concentrated more on multiple activity based on the locational characteristics and resources available around it.

Rural population is the main factor for the primary activities functioning in different locations. The distributional pattern of rural settlements has an important bearing distributed in the space. The spacing of the settlements are determined by the pattern.

REVIEW OF LITERATURE

Geographers are very much concerned to study the spatial distribution of any phenomenon exists on the earth surface. There are many scholars who have made an attempt to study the features on the earth surface in different geographical space in the world. The nearest neighbour method has been employed to study the spatial pattern and accordingly they have discussed the spatial distribution of settlements in different geographical regions. As a result, the present study is also made an endover to the spatial distribution and pattern of the settlements of Dharwadtaluka in the district of Dharwad and Karnataka state and accordingly the literature related to the study has been reviewed and studied on the familiar manner.

Mulimani(2006) has employed the nearest neighbor method and discussed to study of the spatial distribution of market centers of Raichur district in the different contrasting economics. In the similar manner Morker (2014) also studied the Growth Centers and Regional Planning in India, by employing the nearest neighbor method in the typical topographic characteristics of Goa by selecting different infrastructural facilities of the settlements.

Belgum (2016) is also applied the nearest neighbor technique for the study of Periodic Markets and Rural Development in India by taking Haveri District of Karnataka as the study area which has malnad and semi-malnad characteristics of the region.

STUDY AREA

Dharwadtaluka is situated in the western part of Northern Karnataka. It has an area of 990 Square Kilometers extends between the 15°23' to 15°52' North Latitude and 73°43' to 75°18' East Longitude. The taluka is bounded by Belagavi District in the north, Hublitaluka in the east, Navalagund and Uttara Kannada District in northwest and west respectively. It has 110 rural settlements 04 Hobblis and 39 Gram Panchayats have been distributed in the study area. It has a population of 2,32,564 (2011 Population census) with density of 235 persons per Square Kilometer and Literacy rate is 71.30 percentage as per 2011 Census. Dharwadtaluka has secured third place and fourth place in respect of density of population and literacy respectively.

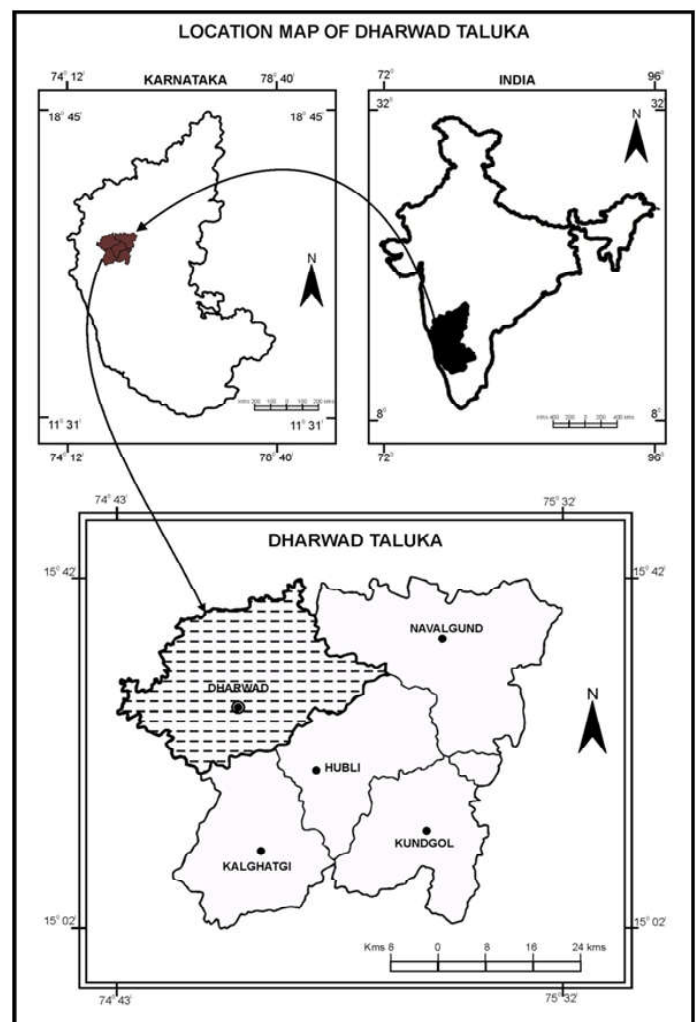


Fig. 1

OBJECTIVES

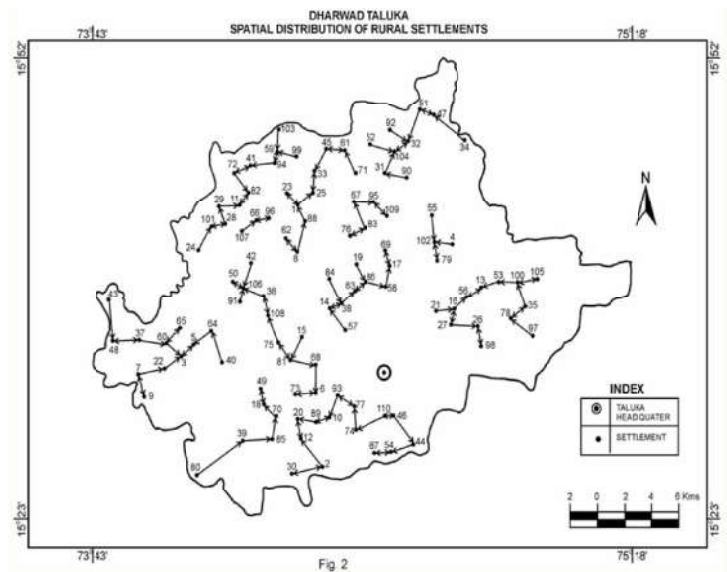
The main objective of the present study is to discuss the spatial distribution of settlements in the study area by employing the nearest neighbour method to understand the pattern of settlements exist on the space.

DATA BASE AND METHODOLOGY

The study is based on the secondary source of information and has been collected from the District Census Office. The location of each settlement is located on the map and accordingly measured with the distance between them by employing the nearest neighbour method and determined the Rn value and accordingly the analyses has been made.

SPATIAL DISTRIBUTION OF SETTLEMENTS

Distribution has always been considered as the fundamental step in all geographical analysis. The identification of the distributional aspect in the different locations is the continues process by the geographers. The spatial distribution of any geographical phenomena is related to the locational characteristics in a system with spatial organization and spatial interaction which is largely governed by the socio-economic and cultural aspects. The nearest neighbour method is widely employed by the geographers to study the spatial distribution and spatial pattern of any objective exists in the nature. Clark and Evans (1954) basically, a plant ecologist who have designed this kind of method by taking the concept of nearest of the existing and neighbour of it. They have determined the scale between the cluster to uniformity. The ratio between the observed distance and expected distance is



helping to measure the level of the pattern. Therefore, the nearest neighbour method has been employed and is as follows :

$$R_n = \frac{ObsD}{ExpD} \quad \text{Where as} \quad \begin{array}{l} ObsD = \text{Observed Distance} \\ ExpD = \text{Expected Distance} \end{array}$$

$$ObsD = \frac{\sum d}{N} \quad \text{Where as} \quad \begin{array}{l} \sum d = \text{Measured Distance} \\ N = \text{Total Number of Settlements} \end{array}$$

$$ExpD = \frac{1}{2} \sqrt{\frac{A}{N}} \quad \text{Where as, } A = \text{Area.}$$

As per the equation the calculation have been computed and accordingly the Rn value had been obtained. Therefore, the calculated value of nearest neighbour method is 1.20. Therefore, the settlements of Dharwadtalukahave been randomly distributed.

Table No. 1 : Spatial Distribution of Rural Population in Dharwad District

Sl. No.	No. of Taluka	Total Rural Area (In.Sq. Kms)	No. of Settlements	Rural Population			Density (Per.Sq.km)
				Total	Male	Female	
1.	Dharwad	990 (26.52%)	110	232564 (29.15%)	119443 (29.17%)	113121 (29.14%)	235
2.	Hubli	551 (14.76%)	46	142760 (17.90%)	72953 (17.82%)	69807 (17.99%)	259
3.	Kalghatgi	656 (17.56%)	87	137742 (17.27%)	71205 (17.39%)	66537 (17.15%)	210
4.	Kundagol	617 (16.52%)	57	146842 (18.40%)	75383 (18.41%)	71459 (18.40%)	238
5.	navalgund	920 (24.63%)	57	137843 (17.28%)	70610 (17.25%)	67224 (17.32%)	149
	Total	3742	357	797484	409416	388068	214

Source : Compiled from District Census 2011.

Figures in Brackets indicate their respective percentage.

The nature of terrain seems to be an important factor that directly influences the general distribution of settlements in any region. A care full observation has been made by referring the data collected from the district census of Dharwadtaluk. The Spatial distribution of rural population of the study region classified in to four categories. The table No I revealed that the Dharwadtaluka has 110 settlements, 232564 (29.15%) of population and is 990 (26.52%) Square Kilometer of total geographical rural area with density of 235 persons per square kilometer, which has highest settlements in the Dharwad district, where as Hubballi has less settlements as well as lowest area i.e., 46 settlements with 551 (14.76%) Square Kilometer and population is 142760 (17.19%) and Density wise which is highest in the Dharwad district i.e., 259 persons per square kilometer since, it is a commercial hub in the District, the multifold business along with the industrial activities have resulted in to the urban process. Therefore, the highest population is registered in this taluka. Navalgudtaluk has 920 (24.63%) Square Kilometer Geographical area and 57 settlements, 137834 (17.28%) rural population and 149 density of population which is less in the Dharwad district.

Table No. 2 : Spatial Distribution of Population in Dharwad Taluka

Sl. No.	Name of the Settlements	Geographical Area (In Hectares)	Population (Per. Person)
01.	Agasanahalli	349.77	168
02.	Ambalikoppa	526.21	1,081
03.	Amboli	355.20	956
04.	Amminabhavi	4633.50	12,243
05.	Aravatagi	1278.04	1,064
06.	Baad	484.05	2,061
07.	Balageri	369.94	4
08.	Belur	896.89	3,567
09.	Benachi	1629.89	1,982
10.	Benkankatti	273.62	1,580
11.	Bogur	354.27	1,099
12.	Bommarsikoppa	803.03	54
13.	Chandanmatti	752.82	1,330
14.	Chikkamalligwad	607.97	2,389
15.	Daddikamalapur	529.64	634
16.	Dandikoppa	453.57	937
17.	Dasanakoppa	469.92	238
18.	Devagiri M Kyarkoppa	760.78	767
19.	Devagiri M Narendra	291.02	2,439
20.	Devarhubli	551.53	2,324
21.	Dharwad	736.67	407

Sl. No.	Name of the Settlements	Geographical Area (In Hectares)	Population (Per. Person)
22.	Dori	1530.02	1,523
23.	Dubbanamardi	425.51	594
24.	Durgadakari	2084.61	951
25.	Garag	2011.15	10,528
26.	Ghongadikoppa	344.27	47
27.	Govankoppa	533.76	1,436
28.	Guledakoppa	870.36	1,844
29.	Hale Tegur	570.41	1,378
30.	Halligeri	1138.67	1,784
31.	Hanamanakoppa	562.41	1,491
32.	Hanamanhal	773.72	991
33.	Hangarki	764.04	2,248
34.	Harobelavadi	2223.75	2,957
35.	Hebballi	5470.91	12,659
36.	Heggeri	379.48	478
37.	Hindasgeri	1098.08	1,462
38.	Hiremalligawad	334.27	1,236
39.	Holtikoti	2710.60	1,786
40.	Honnapur	468.33	2,546
41.	Hosatti	445.73	1,346
42.	Hosawal	319.16	489
43.	Hulikeri	717.42	1,505
44.	Itigatti	067.85	207
45.	Jeeragiwad	217.23	923
46.	JogaYellapur	052.68	1
47.	Kabbenur	1361.25	2,384
48.	Kadabagatti	713.97	1,820
49.	Kalakeri	3464.62	2,544
50.	Kallapur	411.55	1,209
51.	Kalle	951.48	953
52.	Kallur	1124.34	2,836
53.	Kanakur	649.36	855
54.	Kanavihonnapura	371.05	2,044
55.	Karadigudda	1231.16	4,757
56.	Kavalgeri	578.59	2,137
57.	Kelgeri	1839.47	1,083
58.	Khanapur M Narendra	139.13	676
59.	Khanapur M Tadakod	425.94	723
60.	Kogilageri	515.79	1,371
61.	Kotabagi	778.79	2,676
62.	Kotur	1666.81	4,790
63.	Kumbapur M Narendra	225.40	1,481
64.	Kumbarganvi	1916.46	2,110
65.	Kumbarkoppa	1294.31	2,073
66.	Kummanayakanakoppa	186.01	89
67.	Kurabagatti	600.32	2,423
68.	Kyarkoppa	750.27	2,869

Sl. No.	Name of the Settlements	Geographical Area (In Hectares)	Population (Per. Person)
69.	Lakamapur	524.74	2,123
70.	Lalagatti	369.81	481
71.	Lokur	1013.44	3,268
72.	Madanabhavi	1843.26	3,690
73.	Mallur	349.87	56
74.	Managundi	2043.40	4,918
75.	Mandihal	541.16	1,490
76.	Mangalagatti	272.29	1,972
77.	Mansur	520.65	2,808
78.	Maradagi	1746.03	2,270
79.	Marewad	959.41	3,194
80.	Mavinakoppa	1438.47	546
81.	Mugad	1311.07	5,085
82.	Mugali	504.81	1,236
83.	Mulamutta	513.99	2,081
84.	Mummigatti	1533.76	4,731
85.	Murakatti	722.46	1,046
86.	Narendra	1198.55	5,276
87.	Nayakanahulikatti	432.23	756
88.	Neeralakatti	1136.22	1,964
89.	Nigadi	582.83	2,295
90.	Pudakalakatti	727.91	2,578
91.	Ramapur	894.55	1,777
92.	Saibankoppa	195.56	110
93.	Salakinkoppa	583.27	1,433
94.	Shedbal	192.27	238
95.	Shibaragatti	310.84	1,986
96.	Shinganahalli	529.46	3,284
97.	Shivalli	1223.06	3,359
98.	Somapur	362.16	1,616
99.	Tadakod	945.24	6,524
100.	Talwai	1323.33	932
101.	Tegur	1229.64	3,010
102.	Thimmapur M Tadakod	266.75	670
103.	Thimmapura M Amminabhavi	473.36	1,921
104.	Uppinbetageri	1021.96	7,931
105.	Vanahalli	1323.12	1,439
106.	Veerapur	262.27	962
107.	Venkatapur	360.30	1,588
108.	Waravanagalavi	1192.20	1,303
109.	Yadwad	1249.06	3,439
110.	Yerikoppa	367.08	1,541
	Total	99010.66	2,32,564

Source : Compiled from Dharwad District Census, 2011.

Table No. 3 : Size wise Distribution of Rural Settlements in Dharwad Taluka

Sl. No.	Population Size	No. of Rural Settlements	Percentage
01.	Below- 500	15	13.60
02.	500-1000	17	15.45
03.	1000-1500	20	18.18
04.	1500-2000	16	14.50
05.	2000-2500	15	13.60
06.	2500-3000	08	7.27
07.	3000-3500	06	5.40
08.	3500-4000	02	1.80
09.	4000-4500	—	—
10.	4500-5000	04	3.60
11.	Above -5000	07	6.60
	Total	110	100

Source : Personal Computation, 2011.

The Table III reveals the fact that the size of population distribution of rural settlements in Dharwad talukahas been referred the table II and it depicts that there are 110 settlements are distributed among of them 20(18.18%) rural settlements are comes under the population size of 1000-1500 population which is the highest number of settlements in this category, followed by 17 (15.45%) settlements in the category of 500-1000 and 16 (14.50%) settlements are in the range of 1500-2000 population. There are 15 (13.60%) settlements in the population size ranging between 2000-2500. The highest number settlements of 51 out of 110 are in the population size ranging between 1000-2500. Remains 27 (24.54%) settlements have been in high population size between 2500-5000 and above. Therefore, the higher the population size is lesser the settlements which indicates that the urbanization process in the taluka is less. The lower the population size is indicated the highest settlements are still exhibits their rural trend in the study area.

CONCLUSION

The Dharwad Taluka has semi-malnad and maidan characteristics, quite but natural that the distributions of settlements have vary but it has been observed that the settlements have distributed random in nature. The population size is also matter with respect to the maidanand semi-malnad areas and accordingly the population increases with decreasing settlements and vise-versa in the study area.

- Continued on Page No. 19

DOES INDIA'S YOUNG WORKFORCE READY FOR "MAKE IN INDIA" ? PROSPECTS AND CHALLENGES

✍ **Dr. L. C. Mullalli**, Assistant Professor, K.L.E. Society's College of Education Vidyanagar, Hubli - 31 Karnataka, India.

- A few decades ago employers were in search of typists, switch board operators and news paper had separate job list for men -women but today's adds are seeking web operator ,desktop publishers & so many learn & get job from IIN or by web because Globalization & the digital Knowledge economy pose numerous challenges as well as opportunities for developing countries like India.
- Currently India stands at Historical juncture with new potential to reap rich economic benefits in the next few decades, because now our young work force has keen interest to make in India because it is an attempt to change instead of saying India is a

developing country let's say its India developed country.

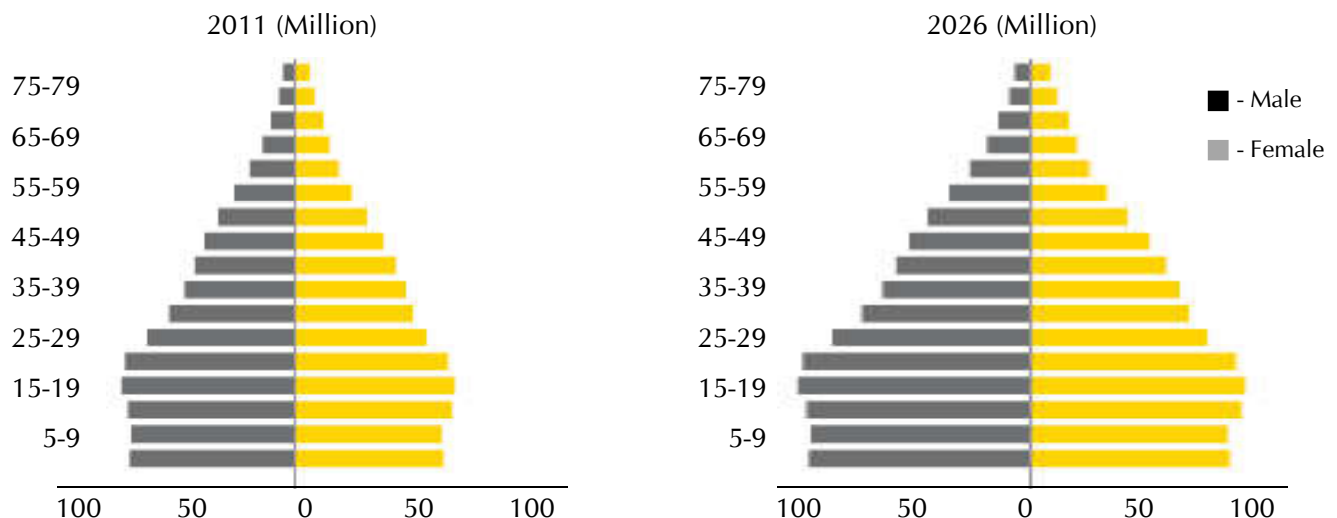
So many graduates.....But..... unskilled

POPULATION PYRAMID

Population Pyramid and Demographic Changes by 2025

Currently, India stands at a historical junction with the potential to reap rich economic benefits in the next few decades. The rapid growth in the country's population would be accompanied by an unprecedented demographic transition. With far-reaching consequences on economic growth.

Figure : Indian Population Pyramid : 2011 Vs. 2026



Source : Census of India Projection

India is expected to become one of the most populous nation by 2025, with a headcount of around 1.4 billion¹. The country's population pyramid is expected to "bulge" across the 15-64 age bracket over the next decade, increasing the working age population from approximately 769 million² to 869 million during 2011-2020³. Consequently, 2020. India will be experiencing a period of "demographic bonus". Where the growth rate of the working age population would exceed that of the total Population⁴.

India is poised to become the world's youngest country by 2020. With an average age of 29⁵ years. an account for around 28% of the world's workforce. In comparison, during the same period, the average age is expected to be 37 years in China and the US and 45 years in western Europe⁶.

While China's demographic dividend would start tapering off by 2015. India is expected to enjoy the benefit until 2040⁷. An increasing proportion of working population will provide a window of opportunity to

improve labor productivity. increase domestic production. enhance revenue from service. increase savings and reduce the burden of old residents on the working population. Empowered with unique demographic advantages and guided efforts, India is poised to position itself among developed economies within the next 10-15 years.

It indicates our young force facing lot of challenges in that main

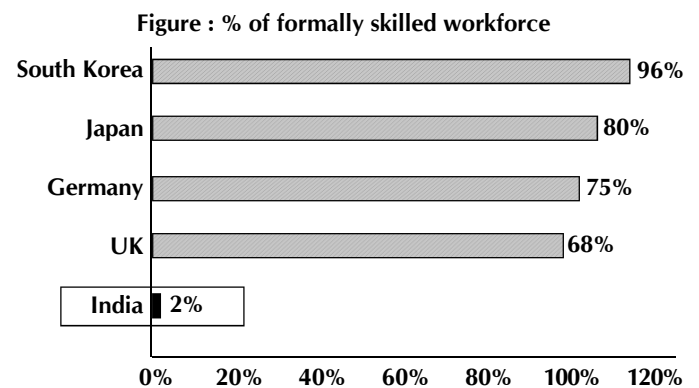
Is Skill Gap because there is a lot of difference between education and economic among our state.

State	Per Capital income of 2012-13 (in Rs. per year)	Literacy rate 2011	Net Attendance Ratio Per 100 persons II stage (14-15) age 2009-10 Attending school as percentage of total No. of Children of age 14-15 attending school as % of total No. of Children in same age group)
Maharashtra	1,07,670	82	64
Kerala	88,527	94	78
Bihar	28,774	62	35

It indicates our youngforce facing lot of challeges in that main is Skill Gap Reasons.

Challenges (reasons) : 1. Indian School still mentioned cultural traditional poor quality of educational which is weakly. 2. Motivated ignoring that technical words like-E-library, E-Bank, E-mail etc.3. Drop Rates is 10% high. 4. Quality of Education System comparatively below the global standard because we stress to provide un-skilled education. 5. That's what an engineer student working as computer operator because globalization job demands

skilled people so we need design fruitful prospectus for the successes then – **6. What are the essential things we require to build life should be as better for all, now time demand to search answer for this question. Because fast growing Asian economy in recent years has accelerated as it underwent demographic transition.** 7. According to the official date India's labor force which was 475 million in 2006 is expected to be around 526 million 2011. The growth optimists are confident in India's DD the fact that India's dependence ratio as measured by the share of the young and elderly as fraction of the population will come down more sharply in coming decades. According to the below data we confirm there is lot of difference seen economic and Education Field TODAY: S strength of formally skilled workforce-is as follows



We don't have skill then what must be our next step?
we need follow prominent best practices around the world in vocational Education are -

Prominent best practices around the world in vocational education are Entrepreneurship and Apprenticeship

Prominent best practices around the world in vocational education

Country	Parameter	Framework
New Zealand	Industry adoption of training institutes	- Majority of New Zealand's industrial skill development and on the job training is coordinated by Industry Training Organisations (ITOS) ITOS are jointly funded by industries and government. - Around 35,000 businesses and organization various sizes work with ITOS and a large number of education and training providers such as polytechnics and private training establishments (PTEs) to promote the skill development agenda.
Germany	Apprenticeship system	- German's Dual Vocational Training System (TVET) is one of the most robust skilling models across the world, and is now incorporated in the country's law. The dual system combines vocational training at a Government supported vocational school with an apprenticeship position in a company, which typically lasts three years. - Organizations are responsible for skilling students on the job, as well as guiding them on various career options. The system facilitates smooth transition from school to work for trainees and assures availability of skilled manpower to the industry at low recruitment costs.
South Korea	Placement linkages	- The Government of South Korea has set up 28 Meister Schools targeted to train youth on high-skilled manufacturing jobs, among other fields. With a total capacity of around 12,000 students, these schools promote a perception of "high status" toward vocational jobs, with an almost guaranteed placement and competitive wages. - Backed strongly by the Government the number of businesses supporting these schools has exceeded 1,300. Market demand for graduates from vocational high schools has increased in the past few years from various sectors.

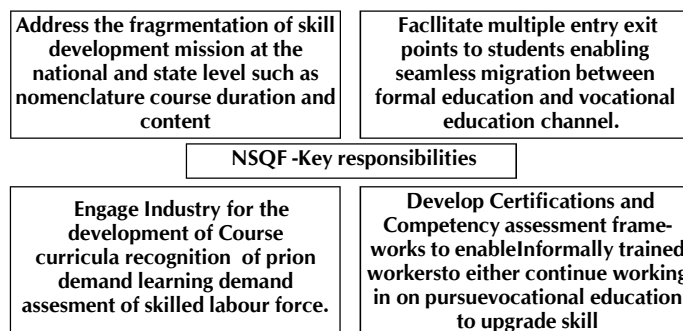
● World class Universities and reforms in higher Education is one of the most neglected in the making of India is indifference and palpable lethargy towards the highest education sector already China dramatically transforming their Universities so reaping India's promised DD is- Industry in driving seat and its main motto-is to building a better world for that we need highest range states strategies skills initiatives suggest some suggestion to know view point of employ because....Every individual have their **own prospectus for the job - like Love and security for the family, good salary is taken first priority in our life. Second we have to demand a good job because....We had a degree.**

JOB MARKET IS RICH BUT LACK OF SKILLED PEOPOLE. EVEN WOMENS ARE ALSO DEDLY NEED JOB TO FULFIL OUR DREMD.

CONTRACT BASE MAKE US TO FEEL uncomfot because no security for job, heavy work load and lot of stress.

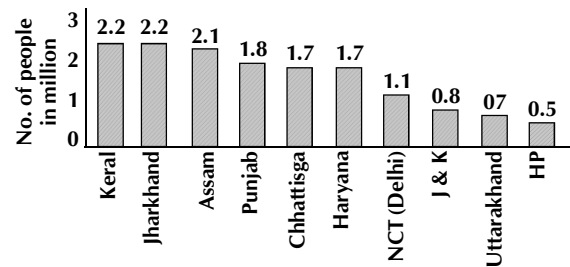
Prospectus : 1. Long & short duration of courses. **2.** Conduct, design& plan new prospectus for education with educationists.**3.**Arrange well planned skill based trainings along with as curriculum. **4.** Some of our highly skilled labor come under stress of family attachment & responsibility they lead &satisfied to join unorganized company's so need to identified talent of such hidden talent &council them to join the organized group. **5.** Better use of data is the key to check up-to-date record of the progress. Along with that we should concentrate on -employability will be fruitful having above mentioned desires are completed.

Employability : Define occupational standards for all jobs respective sectors Proactively engage with state government to link their training intiatives with the competencies difind by the industry through occuptional stadards, further more their integration with the formal education system will ensure that the education system assures of employblity.



National Skills Qualifications Framework (NSQF)
Mainstreaming vocational Education.
Skilling target of selected Indian states ,2012-2017

Figure : Skilling target of Select Indian States, 2012-2017



Source : Office of Advisor ti the Prime Minister, National Council of Skill Development.

With guided synergies and robust processess, these organizations have the potential to achieve the ambitious skill development target by 2022. However, certain issues pertaining to the existence of multiple actors in the skill development mission need to be resolved to keep the agenda on track. Some of the issues are mismatch between national and state-level plans, and conflicting agendas of central ministries. To ensure the synergistic delivery of various federal and state programs, the Government has appointed the National Skill Development Agency (NSDA) to play a key role in harmonizing the efforts of various institutions and enhance the current institutional framework. The NSDA lays special emphasis on industry engagement and aims to involve private players across various links of the skill development value chain, such as curriculum design, apprenticeship, certification, competency assessment and placement linkages.

Prospects to improve the skill : 1. Some of developing counties already including both prospectus of both individual & in groups of developing countries aware with this point so they also inculcate few more points with this are. **2.** Developing Entrepreneurship includes a collaborative effort involving numerous stakeholders such as government agencies, education & training institute, private sector, enterprises& financing institution. **3.** Skilled based vocational training for fresheners & for training for trainees is also compulsory. High scope for self employment & small scale industry. like- hand embroidery, pot making etc. **4.** Apprenticeship training is an important tool for skill development because it facilitates learning by earning and learning by doing. It's a proven mechanism that has been practice for considerable period in Europe and the US. The fundamental reason for the successes is - it combines formal education and hands on experiences under formal guidance. **5.** In India railways introduce the systematic apprenticeship system followed by the defense department. This program in India is regulated by the Apprenticeship Act, 1961 and Apprenticeship rules 1992. The regulations make it mandatory for employers, both in public and private sector.

Our India must Know : The Role of Entrepreneurship and self employment in job creation is most demanding

concepts for us according to a planning commission reportIndia has the potential to build around 2500 highly scalable business in the next 10 years. Skill development initiatives focusing on specify needs and challenges faced by budding entrepreneur's the key to promote self employment among the India youth. Developing and entrepreneurial ecosystem requires a collaborative effort involving numerous stake holders such as govt. agencies, education and training institutes, private sectors and financing Institutions. In fact the MSME group has high concentration enterprises with minimal existence enterprises.

Conclusion : If we have taken all advice and suggestions which we have mentioned above with having strong determination and dedication to develop our young force to face all the challenges especially in education field with designing hopeful prospectus for nation and off course in our personal life then 100% we will be complete our present prime minister project.....MAKE IN INDIA.

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- Participates and contributes to the effectiveness of case conferences.
- There is a close relationship between adjustment and education. Well-adjusted individuals prosper well in their educational endeavor. Those who have adjustment problems in schools and colleges will be retarded in their scholastic progress. Hence the teachers should ensure that their students adjust well to the academic environment of the school.

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SPATIAL DISTRIBUTION OF WIND TURBINES IN GADAG DISTRICT, KARNATAKA

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ABSTRACT

The attempt has been made in this paper to discuss the locational characteristics of wind turbines and their distribution in Gadag District, located in the western part of northern Karnataka with typical physical characteristics. Wind energy is gaining much significance not only today but also in future generation. It has an area of 4656 Sq Kms with a population of 1064570 (2011) and distributed in 364 settlements. 656.405 Mega Watts energy is being produced per hour by 750 wind turbines. Of the 750, 394 wind turbines have been installed in 197.00 acres of agriculture land and remaining 356 turbines have been installed in the forest, hilly and barren land in an area of 178.00 acres. The conversation of agriculture land into non-agriculture is a serious issue along with deforestation is the main consideration in this paper.

Key Words : Wind Energy, Agricultural Land and Deforestation.

INTRODUCTION

21st Century is the Century of challenges, not only the human activities but also the environmental issues on the geographical space in the world. The Liberalization, Privatization, Globalization, Industrialization, Urbanization, Migration, Modernization, Computerization etc, have created so much of complexity exists in the world. The development of science and technology, the information technology and space technologies have encouraged the vibrant economic activities and responsible for generating an employment opportunities on different physico-cultural environment in the world. All kind of activities have been carried out by using both conventional and non-conventional energy. The amazing growth of population and its pressure on a geographical space has paved the way for enhancing the requirements of the day to day life of the people in the society. Therefore, all kind of activities have been heavily concentrated on energy and accordingly engaged in the various processes. As a result, the energy is a key factor and act as a mechanism to determine the overall development the different geographical space in the world.

Due to this, the alternative energy is gaining much significance not only in India but also in the world. The conventional energy is not encourage to carry out the kind of activities with the locational characteristics particularly, the production and distribution is the main hurdle for effective utilization. Hence, the alternative energy is an

essential factor and it is inevitable to utilize or harness to cater to the need of people in the society. There are many sources of alternative energies, where wind energy is also one among them. The deficiency of conventional energy is responsible for generation of wind energy, which is a prominent, natural and sustainable energy source, is an alternative to fossil, renewable and widely distributed in specific locational characteristics.

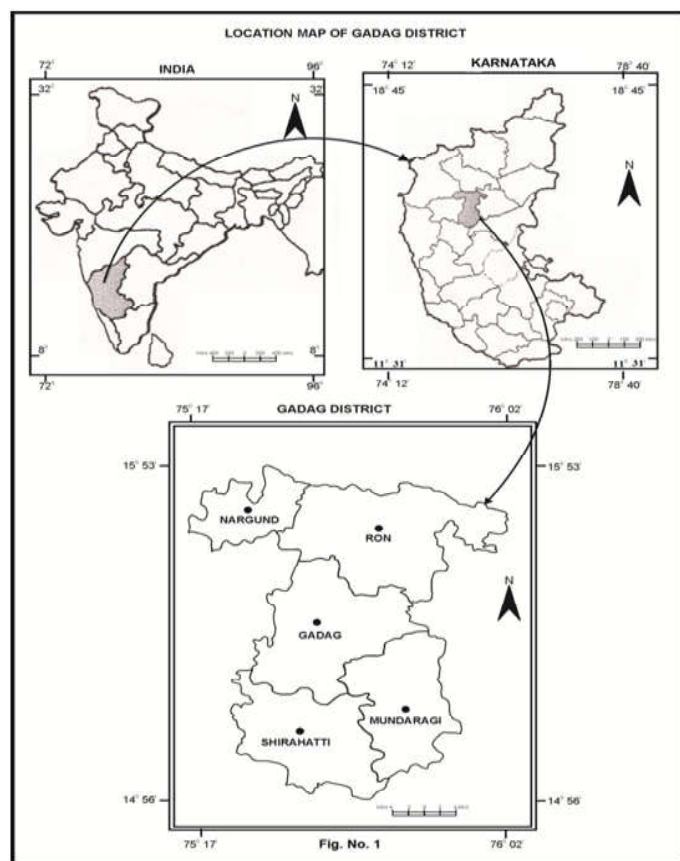
It has such a characteristics to generate the energy with acquiring little space and no greenhouse gas emission during the operative and less problematic. The energy from the wind cannot be obtained directly. Therefore, to extract the energy from the wind the suitable device called Wind Turbine is required. It is a device, which converts the kinetic energy of the wind into mechanical energy is converted into electrical energy.

Denmark is one of the leading countries in the world, generating more than quarter of its electricity from wind. Around 83 countries in the world are using wind energy to supply the electricity from the grid including India. In 2010, wind energy production was over 2.5 percent of total worldwide electricity usages and growing rapidly at more than 25 percent per annum.

India is also one among the 83 countries, has fifth rank in the world in total wind power installed capacity in the world with over 19.1 Giga Watts followed by China, U.S.A, Germany and Spain. As a result, India has an identify in a global wind energy market.

STUDY AREA

Gadag district is being the study area, located in the western part of northern Karnataka with typical physical characteristics lies between $14^{\circ} 56'$ to $15^{\circ} 53'$ North latitude and $75^{\circ} 17'$ to $76^{\circ} 02'$ East longitudes. It has an area of 4656 Square Kilometers with a population of 1064570 (2011). The density of population is 229. There are 346 settlements and nine towns have been distributed in the five Talukas of the study area (Fig No: 1).



Gadag being the district headquarter and had a prevailing to have all kind of administrative offices. The literacy is recorded with 75.12 has compared to the state average (75.60) is much lower. It has drought prone characteristics and not much prosper in agriculture activities. The socio-economic activities are have been carried out with availability of the limited resources prevailed in the study region. It has well connected rail and road transportation and connects the important cities and towns. It is situated at 660 meters above the mean sea level and wind speed remains in the range of 4 knots to 7 knots. According to Meteorological Department. Karnataka Renewable Energy Development Limited (KREDL, 2016) concerned, it has approved the wind velocity as suitable for wind power generation in the district. The present study is mainly focusing on the locational characteristics,

production and distribution of wind energy in the study area. There are 750 wind turbines generate 659.405 Mega Watts per hour.

OBJECTIVES

The study has following objectives and are as follows:

1. to study the locational characteristics of wind turbines and their distribution.
2. to observe the conversation of agriculture land into non-agriculture by installation of wind turbines.

HYPOTHESIS

It is hypothesized that the conversation of agriculture land into non-agriculture is not viable from the environment point of view.

DATA BASE AND METHODOLOGY

The study is based on the secondary source of information and has been collected from the Karnataka Renewable Energy Development Limited [KREDL, 2016]. Meanwhile, the secondary data collected about the wind turbine developers, Manufacturer Company, location of wind turbine, numbers of wind turbine generates, height of wind turbine (meter), wind energy generates rating (Kilo Watts), total installed capacity (Mega Watts) and date of commissioning of wind turbine. The collected information has brought in the form of tables and maps. The analytical method has been employed and accordingly analyzed.

ANALYSIS

Gadag district is being the second highest installation of wind turbines followed by Chitradurga in the Karnataka State. There are 750 wind turbines have been installed in 4656 Square Kilometers of area by the 20 companies in all five Talukas and have been functioning since, 1996. 656.405 Mega Watts of energy is generating every hour, which is significant alternative energy in the study area. Among the all Talukas, Gadag Taluka is leading and has first rank in installation of 413 wind turbines in 21 villages resulted into the generation of 322.200 Mega Watts followed by Mundaragi Taluka with a capacity of 201.005 Mega Watts of wind energy generated by the 214 wind turbines in 11 settlements. Ron Taluka has 86 wind turbines installed in six settlements and generated 94.000 Mega Watts of energy. Similarly, Shirahatti Taluka has 28 wind turbines installed in 5 villages and has a produced capacity of 32.000 Mega Watts. Where as Naragund Taluka has least wind turbines of nine and have installed only one place at Nargund with a capacity of 7.200 Mega Watts per

Table - I : Talukawise Distribution of Wind Turbines and Installation Capacity in Gadag District

Sl. No.	Name of the Taluka	Geographical area (Sq km)	Installation of Wind turbines	Total Installation Capacity in Mega Watts
01.	Gadag	1097	413	322.200
02.	Mundaragi	884	214	201.005
03.	Nargund	435	09	7.200
04.	Ron	1291	86	94.000
05.	Shirahatti	949	28	32.000
	Total	4656	750	656.405

Source : Compiled from the Karnataka Renewable Energy Development Limited, 2016-17.

Table - II : Village wise Distribution of Wind Turbines in Gadag District.

Location Code No on a Map	Name of the Settlement	Installation of Wind Turbines	Total Installation Capacity (Mega Watts)	Hub Height (Meters)	Elevation (in Meter)
1. GADAG TALUK					
01	Advisomapur	22	17.600	56	660
02	Asundi	06	4.800	56	655
03	Beladhadi	56	25.550	30-80	650
04	Binkadakatti	07	5.600	56	660
05	Harti	83	66.400	56	660
06	Hosur	18	14.400	56	655
07	Hulakoti	11	8.800	56	650
08	Kalasapur	65	52.000	56	655
09	Kanavi	17	13.600	56	655
10	Kurtakoti	27	21.600	56	655
11	Malasamudra	09	2.650	30	670
12	Mulagund	23	18.400	56	675
13	Nabhapur	01	4.200	80	660
14	Nagavi	02	1.600	55	655
15	Narsapur	04	0.900	30	660
16	Papanasi	05	4.000	56	660
17	Sambhapur	03	2.400	56	655
18	Shirol	02	0.500	41.2	660
19	Sirunji (Sirund)	10	2.250	50	660
20	Venkatapur (Inam)	09	2.250	50	655
21	Yelishirur	33	52.700	80	660
	Total	241	322.200		

2. MUNDARAGI TALUK

01	Harogeri	01	1.250	64	660
02	Hirewaddatti	14	14.900	64	650
03	Jyalawadagi	01	1.500	78.3	655
04	Kalakeri	09	11.200	64	650
05	Kappattagudda	146	142.855	30-80	720
06	Kelur	01	1.250	64	660
07	Korlhalli	09	5.400	50	655
08	Mundaragi (Rural)	10	6.000	50	650

09	Mustikoppa	03	3.750	64	650
10	Shingatalur	19	11.400	50	650
11	Shingatarayanakeri	01	1.500	78.3	650
	Total	214	201.005		

3. NARGUND TALUK

01	Nargund (TMC)	09	7.200	56	675
	Total	09	7.200		

4. RON TALUK

01	Abbigeri	30	60.000	78-90	660
02	Gajendragad	45	27.000	49	670
03	Goudageri	02	1.200	49	650
04	Naregal	01	1.000	70	650
05	Rajur	06	3.600	50	655
06	Vadegol	02	1.200	50	650
	Total	86	94.000		

5. SHIRAHATTI TALUK

01	Gojanur	03	6.000	78-90	650
02	Machenahalli	08	6.400	56	650
03	Magadi	05	10.00	90	647
04	Majjur	07	5.600	56	660
05	Rantur	05	4.000	56	655
	Total	28	32.000		
District Total	44	750	656.405		

Source : Compiled from Karnataka Renewable Energy Development Limited, 2016-17.

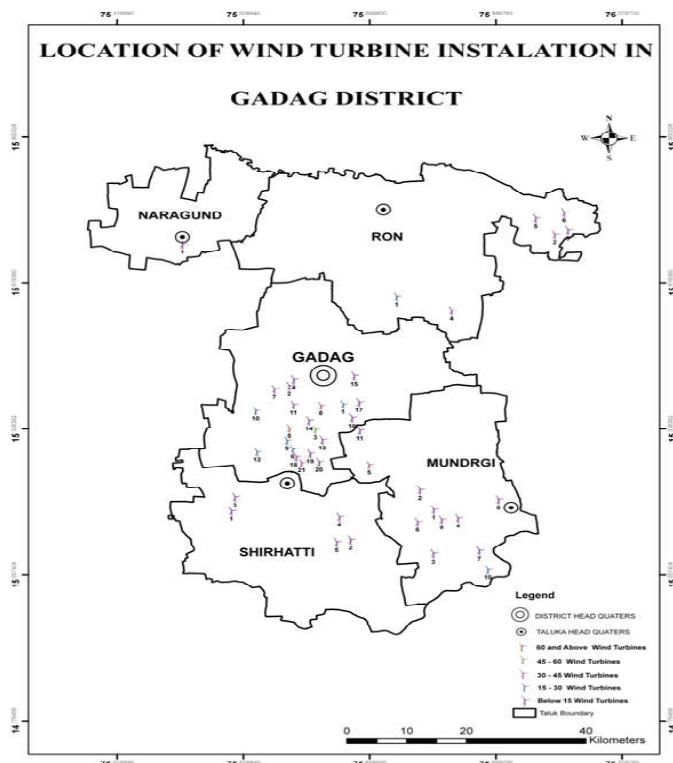


Fig No. : II

As it has already mentioned that, Gadag Taluka has secured first rank as per installation and production is concerned. There are 431 wind turbines have been installed in 21 settlements. These turbines generate 322.200 Mega Watts of energy. Harti is a leading village in Gadag Taluk generates 66.400 Mega Watts of energy by 83 wind turbines, followed by Yelishirur with 52.700 Mega Watts by 33 wind turbines. Kalasapur is third place in production of energy i.e 52.000 Mega Watts by 65 wind turbines. Shirol is the least in generation of wind energy of 0.500 Mega Watts by only two wind turbines (Table- II and Fig- II).

Mundaragi Taluka has second rank as per as installation as well as production is concerned. Kappatagudda is leading for having 146 wind turbines and generates 142.855 Mega Watts, followed by Hirewaddatti has 14 wind turbines generates 14.900 Mega Watts. Shingatalur is also considerably good in generation of energy to the tune of 11.4000 Mega Watts by 19 wind turbines. Harogeri and Kelur are the least in generation of wind energy generates the 1.250 Mega Watts by only one turbine each (Table- II).

Ron Taluka is also contributes the generation of wind energy and has third place both installation and production. It has 94.000 Mega Watts by 86 wind turbines located in six villages. Abbigeri is a produced 60.000 Mega Watts with the installation of 30 wind turbines, followed by Gajendragad has 27.000 Mega Watts by 45 Wind turbines. Rajur has 6 wind turbines and has rank third in installation of Wind turbines generates 3.600 Mega Watt energy. Naregal is generates only 1.000 Mega Watts of energy by

one wind turbine and is the least in the taluka. In Shirahatti Taluka, Magadi is a leading village fallowed by Machinahalli, Gojanur, Majjur and Rantur produced 10.000, 6.400, 6.000, 5.600 and 4.000 Mega Watts by 5, 8, 3, 7 and 5 wind turbines respectively. Nargund Taluka is the least Taluka in generation of wind energy with 9 wind turbines generates 7.200 Mega Watt of energy (Table-II and Fig- II).

Table - III : Installation of Wind Turbines in Different Types of Land.

Sl. No.	Name of the Taluka	No of Wind Turbines)	No of Settlement	Area under Wind Turbines (In Acers)								Total Area (In Acers)
				Agriculture		Barren		Hilly		Forest		
				No of Wind Turbines	Area	No of Wind Turbines	Area	No of Wind Turbines	Area	No of Wind Turbines	Area	
01	Gadag	413	21	359	179.50	09	04.50	45	22.50	-	-	206.50
02	Mundaragi	214	11	-	-	-	-	-	-	214	107.00	107.00
03	Nargund	09	01	-	-	-	-	09	04.50	-	-	04.50
04	Ron	86	06	30	15.00	01	0.50	55	27.50	-	-	43.00
05	Shirahatti	28	05	05	02.50	-	-	23	11.50	-	-	14.00
	Total	750	44	394	197.00	10	05.00	132	66.00	214	107.00	375.00

Source : Compiled from the Karnataka Renewable Energy Development Limited, 2016-17.

Table III revels the fact that there are 750 wind turbines have been installed in the study area. Of the 750 wind turbines, there are 356 turbines have been installed in the forest area, hilly area and barren land of 178.00 acres. The remaining 394 wind turbines have been installed in the agriculture land of 197.00 acres. Therefore, the study has viewed the conversation of agriculture land into non agriculture which is serious issue and environmentally not vaible and the hypothesis that the conversation of agriculture land into non-agriculture is not vaible from the environment point of view is accepted fully from the figures mentioned in the above table.

CONCLUSION

The study has concluded that the wind energy generations is need of the hour to carry out not only the socio-economic activities but also day to day activities. The deficiency of energy to be compensated by generating the alternative wind energy to met out the requirements of the people. Therefore, the installation of wind turbines and generation of wind energy is vaible in the study region but it is hearting to note that the conversation of agriculture land in to non-agriculture in a serious issue from the

environmental point of view and should not encourage in future installations in the study region.

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RURAL DEVELOPMENT AND PANCHAYAT RAJ SYSTEM IN INDIA; ROLE OF PANCHAYAT RAJ INSTITUTIONS IN RURAL DEVELOPMENT

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ABSTRACT

Panchayat raj institutions have been introduced under the 73rd amendment Act at the constitution of India sin 1992. Rural development includes the measures to strengthen the democratic structure of society through the panchayat raj institutions. It also includes measures to improve the rural infrastructure, improve income of rural householders and delivery systems pertaining to Education, Health and safety mechanisms. Government of India has taken many steps to develop rural India and for this, Department of rural development has been setup under the control of Ministry of Rural Development. The Panchayats are expected to play an important role in rural development in India, Particularly after independence plan documents of both the central and state government and various committees have emphasized the Importance of these bodies in the polity FIVE YEAR PLAN, specially the second FIVE YEAR PLAN, laid special emphasis on the role of Panchayats in rural development.

Overall development of country is the main objective of Indian government since its independence in the earlier plans the main thrust for development was, laid on Agriculture, industry, Communication, Education, health and Allied sectors but soon it was realized that the all-round development of the country is possible only through the development of rural India. Role of Panchayt Raj institutions in rural development assumed as the back bone of Indian villages. It is considered as the third Government or Local Government enacting and implementing various rural development programs. The main thrust of all Panchayat programs ensures overall economic and social transformation of rural areas and reach the disadvantaged sections and addresses the poverty issues. Effective administration of Panchayat Raj institutions that is "BY THE PEOPLE FOR THE PEOPLE" helps to play different roles in achieving the rural developmental goals. By the way of addressing the contemporary rural social problems and uncongested conditions or trends that are prevailing such as farmer's price fluctuations declining production due to climate change etc. Panchayat Raj intuitions adheres and emphasis the need and aspirations of the local people and utilizes the governmental provision to its maximum.

Of all the institutions of the modern and independent India, Panchayat Raj institutions are oldest and original institutions. They remained in integral part of rural Indian Society and Played important role in maintaining social order and self-sufficient village administration in ancient India. The British found it convenient for their objective even in its dismal days. They used it to collect revenue and consolidate their authority. After independence, inspired by Mahatma Gandhi's vision of "Ram Rajya" and realizing the political significance of Panchayats, the leadership tried to revive the institution. They regarded it as the self-governing institution at the local level to ensure the effective participation of people in the process of growth and development. However the history of Panchayat Raj system has not been uniform. It has witnessed many twists and turns, ups and downs.

Rural development is a comprehensive term. It essentially focuses on action for the development of areas out side the main stream urban economic system. We should think of what type of rural development is needed because modernization of village leads to urbanization and village environmental disappears. Rural development has traditionally centered on the exploitation of land-intensive natural resources such as agriculture and forestry. However changes in global production network and increased urbanization have changed the character of rural areas and also it is the process of improving the quality of life and economic well-being of people living in rural areas.

INTRODUCTION

In India the Panchayat Raj generally refers to the system introduced by the constitutional amendment in 1992, although it is based upon the traditional Panchayat system of South Asia. The Panchayat Raj system was formalized in 1992, following a study conducted by a number of Indian committees on various ways of implementing more decentralized administration. Mahatma Gandhi advocated Panchayat Raj as the foundation of India's political system, as a decentralized form of government in which each village would be

responsible for its own affairs. The term for such a vision was Gram Swaraj ("village self-governance"). Instead, India developed a highly centralized form of government. However, this has been moderated by the delegation of several administrative functions to the local level, empowering elected gram Panchayats.

There are significant differences between the traditional Panchayat Raj system that was envisioned by Gandhi and the system formalized in India in 1992. In India, the Panchayat Raj now functions as a system of governance in which gram Panchayats are the basic units

of local administration. The system has three levels: Gram Panchayat (village level), Mandal Parishad or Block Samiti or Panchayat Samiti (block level), and Zila Parishad (district level). It was formalized in 1992 by the 73rd amendment to the Indian Constitution. This led to the establishment of a Three-Tier Panchayat Raj system:

1. Gram Panchayat at the village level.
2. Panchayat Samiti at the block level.
3. Zila Parishad at the district level.

The Balwant Rai Mehta Committee, headed by MP Balwantrao Mehta, was a committee appointed by the Government of India in January 1957 to examine the work of the Community Development Programme (1952) and the National Extension Service (1953), to suggest measures to improve their work. The launching of Panchayat Raj Institutions throughout the country. The committee recommended the establishment of the scheme of 'democratic decentralization', which finally came to be known as Panchayat Raj.

METHODOLOGY

The present paper is based on secondary data such as books, news magazines and other publications of rural development and Panchayat Raj System.

PANCHAYAT RAJ INSTITUTIONS - BRIEF HISTORY

The Panchayat Raj system was first adopted by the state of Rajasthan in Nagaur district on 2nd Oct 1959. The second state was Andhra Pradesh, while Maharashtra was the Ninth state. State governments during the 1950s and 60s adopted this system as laws were passed to establish Panchayats in various states. It also founded backing in the Indian Constitution, with the 73rd amendment in 1992 to accommodate the idea. The Amendment Act of 1992 contains provision for devolution of powers and responsibilities to the Panchayats, both for the preparation of economic development plans and social justice, as well as for implementation in relation to 29 subjects listed in the eleventh schedule of the constitution, and the ability to levy and collect appropriate taxes, duties, tolls and fees. The Act aims to provide a three-tier systems of Panchayat Raj for all states having a population of over 2 million, to hold Panchayat elections regularly every five years, to provide seats reserved for scheduled castes, scheduled tribes and women; to appoint a State Finance Commission to make recommendations regarding the financial powers of the Panchayats and to constitute a District Planning Committee, to prepare a development plan draft for the district.

The Panchayats receive funds from three sources:

1. Local body grants, as recommended by the Central Finance Commission
2. Funds for implementation of centrally sponsored schemes
3. Funds released by the state governments on the recommendations of the State Finance Commissions.

In the history of Panchayat Raj, in India, on 24 April 1993, the Constitutional (73rd Amendment) Act 1992 came into force to provide constitutional status to the Panchayat Raj institutions. This act was extended to Panchayats in the tribal areas of eight states, namely: Andhra Pradesh, Gujarat, Himachal Pradesh, Maharashtra, Madhya Pradesh, Odisha, and Rajasthan beginning on 24 December 1996. Currently, the Panchayat Raj system exists in all states except Nagaland, Meghalaya, and Mizoram, and in all Union Territories except Delhi.

THE ROLE OF PANCHAYAT RAJ INSTITUTIONS IN RURAL DEVELOPMENTS

Rural development connotes overall development of rural areas with a view to improve the quality of life of the rural people. It is a comprehensive and multi-dimensional concept and encompasses the development of Agriculture and allied activities, Village and cottage industries and crafts, Socio-economic infrastructure, Community services and facilities and Human resources development in rural areas. Rural development is a phenomenon is the end result of interactions between various physical, technological, economic, socio-cultural and institutional factors. Rural development is a strategy is designed to improve the economic and social wellbeing of a specific group of people – the rural poor. Rural development as a discipline is multi-disciplinary in nature, representing an intersection of agricultural social behavioural, engineering and management sciences.

BASIC ELEMENTS AND NECESSITIES OF LIFE IN RURAL DEVELOPMENT

Despite the differences in geographical location, culture and historical stage of development of a country there are three basic elements which are considered to constitute the true meaning of Rural development viz., The basic necessities of life for people for sustaining them include food, clothes, shelter, basic literacy, primary health care and security of life and property. Provision of these basic necessities of life to everybody is the primary responsibility of all the economies. It is the necessary condition for improvement of quality of life or rural people which forms part of rural development.

SELF RESPECT AND FREEDOM

Self-respect, dignity and honour of every person should form part of rural development programmes. Freedom of people should be ensured in different aspects of life in rural areas like economic freedom, ideological freedom, and freedom from social servitude. Servitude of any form reflects a state of under development.

NEED FOR RURAL DEVELOPMENT

The predominantly rural character of India's national economy is reflected in very high proportion of its population living in rural areas. It was 89 percent in 1901, 83 percent in 1951, 80 percent in 1971, 74 percent in 1991 and 72.22 percent in 2001. With more than 740 million of its population living in rural areas, with the rural sector contributing about 30 percent of the gross domestic product no strategy of socio-economic development for India which neglects the rural people and rural areas can be successful. Rural development is therefore an absolute and urgent necessity in India.

RURAL DEVELOPMENT THROUGH PANCHAYAT RAJ INSTITUTIONS

Panchayat Raj Institutions are involved actively in fulfilling the most cherished goal of development with social justice bringing the aspirations of the Indian people for their participation in the development process of the country. A clear cut role for Panchayat Raj Institutions in rural development has been envisaged subsequent to the 73rd Constitutional Amendment. Government of India and the state Governments have been increasingly seeking the assistance of Panchayat Raj Institutions in the implementation of various schemes as well as poverty alleviation programmes. Of these the following development programmes of the Government of India and the state governments have invariably sought a meaningful involvement of the Panchayat Raj Institutions. A specific role has been carved out for them in the context of the eleventh schedule and the Five Year Plans.

1. Sampoorna Gramin Rozgar Yojana (SGRY)
2. Swarnajayanti Gram Swarozgar Yojana (SGSY)
3. Indira Awas Yojana (IAY)
4. Samagra Awas Yojana (SAY)
5. Trial Area Development Programme (TADP)
6. Pradhan Mantri Gramodaya Yojana (PMGY)
7. Antyodaya Anna Yojana (AAY)
8. National Rural Employment Guarantee Scheme (NREGS) and many others.

Panchayat Raj Institutions are involved in rural development through their participation in planning and execution at the village level. Gram Sabha which is an integral part of the Panchayat system is being empowered to involve all the people in the decentralized planning. Even though, funds and sanctioning power may still be at different level but when the question comes for execution of programmes, there is no alternative but to involve. The Panchayat Raj Institutions at the village level. There is no substitute to local governance for meeting the needs of the local population. The 73rd and the 74th constitutional amendments recognized that necessity. The lowest tier of the local government namely the Gram Panchayat is directly in contact with the citizen and can be taken to task in the Gram Sabha and by other means. It is responsible for a number of functions ranging from simple civil functions to complex development planning. But it could carry out these functions only when adequate powers and resources are devolved on it.

EMPOWERING THE PANCHAYAT RAJ INSTITUTIONS

The issue of empowering the Panchayat Raj Institutions involves transferring of the following -

1. Funds
2. Functions
3. Functionaries

The planning commission and the Ministry of Rural Development have repeatedly impressed upon the state governments. The need for transferring these resources in respect of 29 subjects listed in the eleventh schedule of the Constitution of India to the Panchayats.

These subjects are -

1. Agriculture including agricultural extension
2. Minor irrigation
3. Water management and watershed development
4. Animal husbandry
5. Fisheries
6. Social forestry farm
7. Minor forest produce
8. Land improvement
9. Implementation land reforms
10. Land consolidation and soil conservation
11. Small scale industries including food processing industries, Khadi
12. Village and cottage industries
13. Rural housing, Drinking water
14. Fuel and fodder

15. Road, Culverts, Bridges, Ferries
16. Waterways and other means of transport and communication,
17. Rural electrification including distribution of electricity
18. Non-conventional energy, Poverty alleviation programmes
19. Education including primary and secondary schools
20. Technical training and vocational education
21. Adult and non-formal education
22. Libraries
23. Cultural activities
24. Markets and fairs,
25. Health and sanitation
26. Family welfare, Women and child development
27. Social welfare including welfare of the handicapped and mentally retarded
28. Welfare of the weaker section in particular welfare of the scheduled castes and scheduled tribes
29. Public distribution system and Maintenance of Community assets.

The 29 subjects mentioned above are listed in the Eleventh Schedule of the Constitution of India. They cover all the key aspects of village life. However, in spite of the 73rd Amendment most of the states have transferred very little power and financial resources to the Panchayat.

AREAS OF CONSTRAINTS

The effective involvement of the Panchayat Raj Institutions in the process of rural development is constrained by some difficulties facing these institutions. The problems largely relate finance, management and organization. The Panchayat Raj Institutions are not provided with adequate powers and resources though the states have thrust lot of responsibilities on these. There is a problem of lack of understanding the laws and rules governing the Panchayat Raj Institutions. "The elected members should understand the law through training sessions but controlling the officials is a problem. They are often able to use the ancient structure of rules and procedures to scuttle schemes unanimously approved by the elected bodies.

One way to address the problem is to make the Panchayat and related link department officials attend the training sessions for the elected members. At least some of the trainers should be effectively used by the elected

members to address the problems created by the lower level officials. Another problem of the effectiveness of Panchayat Raj Institutions in their functioning for rural development relates to lack of effective participation of members particularly women members in the local governance. The problem arises due to low literacy level without some level of education understanding the laws and the changes in rules and procedures periodically brought out.

Panchayat Raj Institutions can be effective in their role to bring about rural development only if they are governed by a sound and scientific structure of governance. The members of these local institutions suffer from crisis of confidence and low level of self-esteem. It is found that the present election system has brought in ignorant and illiterates into the system. There is also the incidence of excessive interference of government and politicians in the affairs of the Panchayat Raj Institutions. MGNREGA provides a powerful, legal entitlement and opportunity to realise the objectives of the 73rd Amendment of the Constitution. The Act formally declares the Panchayats at the three levels as principal authorities for planning and implementation of the Schemes made under this Act and this provision is backed up by substantial guaranteed resources.

Panchayats are more than instruments for implementation of the Act; they have an intrinsic value in realising the expected outcome of enhanced livelihood security for the poor. Panchayat Raj Institutions (PRIs) have been entrusted with following roles and responsibilities in the implementation of MGNREGA Gram Panchayat Receiving applications for registration, Verifying registration applications, Registering households, Issuing Job Cards, Receiving applications for work, Issuing dated receipts for these applications for work, Allotting work within fifteen days of submitting the application or from the date when work is sought in the case of an advance application, whichever is later, irrespective of the implementing agency, Conducting periodical surveys to assess demand for work, Identification and planning of works, developing shelf of projects including determination of the order of their priority.

This list is forwarded to Programme Officer for the following reasons -

1. Scrutiny and preliminary approval.
2. Executing works that shall meet the required technical standards and measurements

3. Maintaining records, maintaining accounts and providing utilization certificates in formats prescribed by Central/ State Government.
4. Prepare annually a report containing the facts and figures and achievements relating to the implementation of the Scheme within its jurisdiction and, copy of the same to be made available to the public
5. Awareness generation and social mobilization, Convening the Gram Sabha for planning and social audit,
6. Making available all relevant documents including the Muster Rolls, bills, vouchers, measurement books, copies of sanction orders and other connected books of account and papers to the Gram Sabha for the purpose of conducting the social audit
7. Monitoring implementation at the village level, Pro-actively disclosing following information relating to worksites, wages paid, material component etc., and names of persons with job cards quantify and price of materials purchased for each project etc.
8. Providing all information specified in Audit of Schemes Rules to the Social Audit Unit. There is a definite role for Gram Sabha
9. Intermediate Panchayat and District Panchayat in the implementation of schemes under MGNREGA.

FINDINGS

1. Role of Panchayat Raj Systems in Rural Development is better suited for country like India.
2. Trained and well experienced man power should be applied for the proper and effective functioning of The Panchayat Raj System in Rural development.
3. Opinion of the elders of the locality, heads of the villages and opinions of the intellectuals should be taken into consideration.
4. It should act as a media of social and political changes in rural development.
5. People's representation and participation in rural development programs will be highly appreciated including weaker sections.
6. Effective and responsive administration based on the decentralization of power should be observed.

CONCLUSION

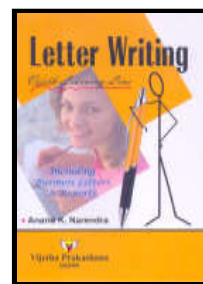
Panchayats are India's ancient autonomous democratic institutions. Description of Panchayats is found in the ancient Indian text Rigveda in the form of Sabhas

and Samities. Panchayat literally means assembly of five (panch) wise and respected elders chosen and accepted by the village community. Yat means assembly or sabha. The philosophy of Panchayat Raj is deeply steeped in tradition and culture of rural India. It is by no means a new concept. Panchayat Raj provided a system of self-governance at the village level. Panchayat Raj Institutions is the grass root unit of self-government. It has been declared as the vehicle of socio-economic transformation in rural India. Effective and meaningful functioning of these bodies would depend on active involvement contribution and participation of its citizens.

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SPATIAL DISTRIBUTION OF MARKET CENTERS IN BAGALKOT DISTRICT KARNATAKA STATE

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ABSTRACT

The present investigation is an attempt to discuss the spatial distribution of market centers in the Bagalkot District of Karnataka. The distribution of market centers on a geographical space is not only controlled by the physical characteristics but also the socio-economic factors. The population, area and number of settlements are responsible for distributional relationship of market centers. Therefore, to study the spatial distribution of market centers is the main consideration this paper. As a result, markets are become key components to perform their functions effectively and acted as to magnet to attract the sale transaction of agriculture goods and services followed by the other economic activities. The study area has 6575 Square Kilometres with population of 1889752. It has 11th rank in terms of area and 11th position in terms of population in the State. The study region extends between 15° 48' to 16° 46' North Latitude and 74° 58' to 76° 18' East Longitude. The area comprises with 613 settlements, and 15 urban centers, 83 periodic markets have been functioning six talukas. The density of the population in the district is 288 Square kilometer stands at 16th rank in the State along with 68.82 percent literacy and is placed at 23rd rank in the state. The spatial distribution market centers have been discussed by employing the nearest neighbour and accordingly discussed.

Key Words : Physical characteristics, Market centers and Spatial distribution

INTRODUCTION

Market place is one of the important aspects of marketing activities and is the main mechanism of economic activities in the given geographical space, which is dynamic manner arranging different space and represent the regional pattern of development. Markets are magnet to attract the sale transaction of agriculture goods and services followed by the other economic activities. Therefore, market centers have predominate determine the regional economies. Market centers not only the outcome from the locational aspects but also to the socio-economic, histo-cultural and religious-political aspects. As per as the development of market settlements are concerned the locational characteristics and the spatial distribution of settlement followed by the area, population and their activities. Therefore, the attempt has made in the present study to discuss the spatial distribution and pattern of market centers in the study area.

The concept of pattern is one of the most important aspects in geography search for the patterns in the distribution of different phenomena on the surface of the earth has been one of the main pursuits of geographers, planners and policy makers. (Mulimani, 2006). However, the difference in the distribution of different features on a geographical space is traced of random, clustered and

uniformity. The variation of pattern of settlements evolution of their pattern and spacing in an area are governed by number of forces due to their nature of topographical conditions, transportation resources, historical background, trends of population and its growth, migration, industrialization, urbanization etc are vary from one place to another place (Morker, 2014).

OBJECTIVES

1. to discuss the geographical background of the study region.
2. to discuss the spatial distribution of market center and their pattern.

DATABASE METHDOLOGY

The present study is based on the secondary source of information. The related information to market settlements have been collected from the District At A Glance from the District Census Office, Bagalkot. Market centers have been accordingly measured by employing the nearest neighbour method on the map.

REVIEW LITERATURE

Geographers are mainly concerned with spatial pattern of geographical phenomena. There are many scholars have made an attempt to study the different

features on geographical space. The spatial distribution of market settlements studied and employed by using nearest neighbour method accordingly discussed. As a result, study has made an attempt to review the literature related to the spatial pattern and distribution of the market centers. C.T.Pawar and T.N.Lokhande (2000) applied the nearest neighbour method and discussed the spatial distribution of market centers in Kolhapur District, Maharashtra. The attempt has been made by Belgum (2016) and studied on the Periodic Markets and Rural Development in India, by employing the nearest neighbour method and accordingly analyzed in study region of Haveri District of Karnataka. In a similar manner, the present study is also carried.

STUDY AREA

Bagalkot district is being the study region and is one of the northern districts of Karnataka. It covers an area 6575 Square Kilometres with population of 1889752. It has 11th rank in terms of geographical area and 11th position in terms of population in the State. The study region extends between $15^{\circ} 48'$ to $16^{\circ} 46'$ North Latitude and $74^{\circ} 58'$ to $76^{\circ} 18'$ East Longitude. The area comprises with 613 settlements, and 15 urban centers, 83 periodic markets have been functioning six talukas. The density of the population in the district is 288 Square kilometer stands at 16th rank in the State along with 68.82 percent literacy and is placed at 23rd rank in the state. The elevation is 610 meters above the mean sea level. It has warm and dry climatic characteristics witnessed with less rainfall. The Krishna, Ghataprabha and Malaprabha rivers are flowing in the study region and are non-perennial in nature. Due to the Upper Krishna Project, part of the district has irrigation facilities and accordingly agricultural activities are predominant. The black and red soil is responsible for different types of the crops being grown in the study area.

SPATIAL DISTRIBUTION

The distribution of market centers on a geographical space is controlled by certain factors, they are population, area and number of settlements that influences the distribution. Further, the market centers have been emerged not only on the physical factors but also the. Social, cultural, economic and political aspects.

GENERAL DISTRIBUTION

There are 613 settlements including 15 urban centers have been distributed in the 6575 Square Kilometres an area out of which, 83 settlements have emerged as a market centre and distributed in six talukas of the district. It is observed that the district represents an uneven

distribution of market centers. Jamakhanditaluk has the highest numbers of market centers i.e; 20 followed by Mudhol and Hunagund with 16, market each Badami with 15 market centers. Bagalkot and Bilagitaluk having 8 market centers respectively. The average markets of the district is 13.8 and the talukas of Bilagi and Bagalkot have below the average markets due to the Upper Krishna dam constructing across the river Krishna at Almatti displacement of the Settlements in the both of the talukas and the rest of the talukas are having above the district average. There are 26 and 28 settlements of these talukas have displaced. (Table 1.1 Fig II.a)

MARKET CENTERS BASED ON AREA

Each market has its own threshold and accordingly serves its marketing activity. As per as study area is concerned, it has 1.28 percent of area served by each market. Hunagund is the only taluk has an average percentage area. Where as, Badami, Bagalkot and Bilagitalukas have served more than the average area

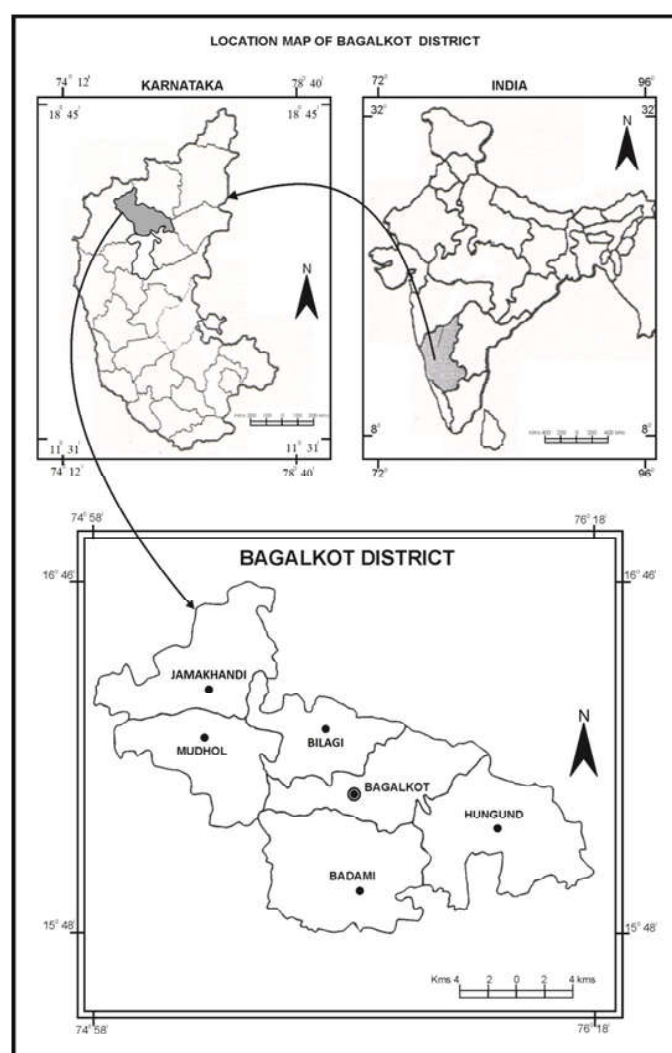


Fig. I

Table - 1.1 : DISTRIBUTIONAL RELATIONSHIPS OF MARKET CENTERS

Sl. No.	Name of the Taluka	No of Market Centers	Area in Sq. Km.	No of Settlements	Total Population	Percentage Share of Each Market in the District Total			
						Area (%)	Settlements (%)	Population (%)	Composite Index (%)
01.	Badami	15	1374.50 (20.90)	149 (23.87)	330860 (17.50)	1.39	1.59	1.16	4.14
02.	Bagalkot	08	938.05 (14.27)	95 (15.22)	285.114 (15.90)	1.78	1.94	1.88	5.6
03.	Bilagi	08	776.48 (11.80)	71 (11.37)	160294 (8.49)	1.47	1.42	1.06	3.95
04.	Hungunda	161	360.04 (20.69)	160 (25.64)	321338 (17.00)	1.29	1.60	1.06	3.95
05.	Jamakhandi	20	1169.19 (17.79)	71 (11.37)	470176 (24.89)	0.88	0.56	1.34	2.69
06.	Mudhol	16	956.52 (14.55)	78 (12.53)	321970 (17.03)	0.90	0.78	1.06	2.74
	Total	83	6575 (100%)	624 (100%)	1889752 (100%)	7.71	7.78	7.46	22.95
	District Average	13.8	-	-	-	1.28	1.29	1.24	3.82

Source : District at a Glance - 2015-16 and personal computation.
Figure in brackets indicates their respective percentages.

served. In the meanwhile, Jamakhandi and Mudholtaluks have indicates the below the average of area served by each market (Table 1.1 Fig II.b).

MARKET CENTERS BASED ON SETTELEMENTS

As per as the market centers and settlements concerned, on a average each market centers serves 1.29 percentage area of district. The percentage share of each market center in the three taluks such as Bagalkot.Badami, Hunagund, Bilagiare more than that the district average. Due to the concentration of agriculture activities which related in to growth of market centers. Remainingtaluks such as Jamakhandi, Mudhol have below the average due to the seasonal variation of cropping pattern. (Table 1.1 Fig II.c)

MARKET CENTERS BASED ON POPULATION

The market center serves a definite proportion of population in the area around it for the marketing activity. In the present study, it is calculated that on an average each market center serves an average 1.28 percent of the district population. Out of six taluks, the two talukaJamakhnadi, Bagalkot represents higher the percentage of district average. Where asremaining four talukas, each market center serves as a less percentage of population of district average.Bagalkot andJamakhndi.

Therefore, population prevalent and also agriculture is predomint due to Krishna and Ghataprbha rivers catchment area. Therefore, highest percentage of population the district average. (Table 1.1 Fig II.d)

COMPOSITE INDEX

The study intends to design the Composite Index in order to understand the combination of area, population, village served by each market with their distributional relationship. Hence, Composite Index has been calculated and accordingly, Jamakhndi and Mudholtaluks have more concentration of markets and low composite index due to the inadequate transportation and irrigation facilities. Badami, Bagalkot, Bilagi and Hunagund have registered above the composite index which reflects the lower markets served with population and area due to the seasonal variation of the cropping pattern in the study area need to serve more markets with population in the study area. (Table1.1 FigII.e).

The spatial distribution of market center is an closely associated with physical, socio- economic factor. The distribution of market center in an areal unit can be considered as index of the marketing activity. In geographical study distribution of market center is an important aspect.

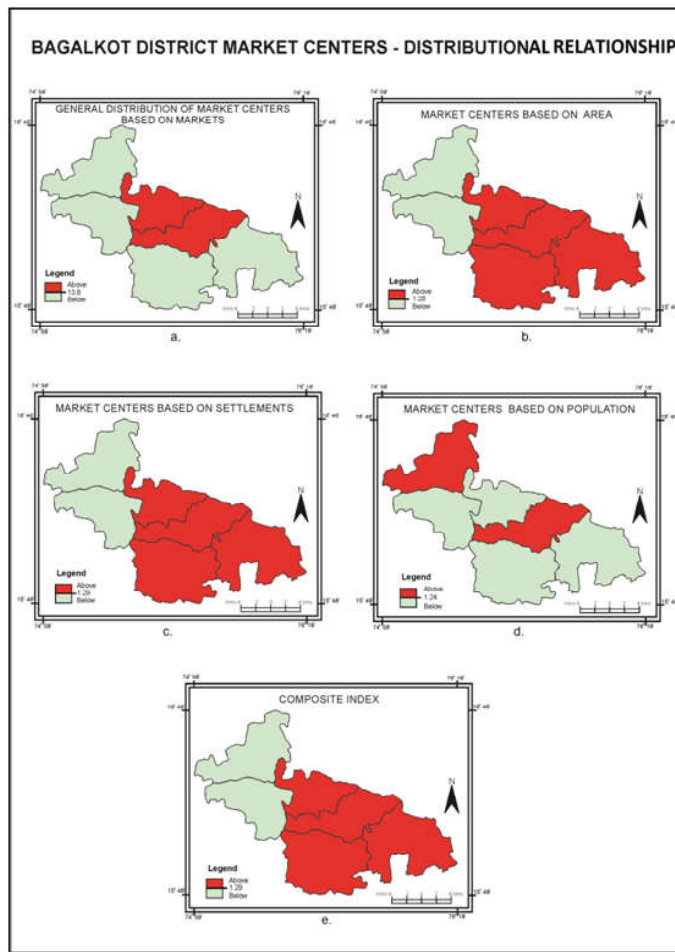


Fig. II

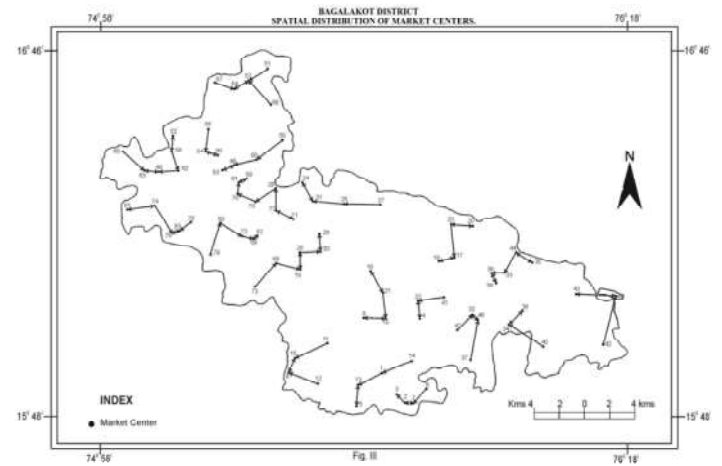
The Nearest Neighbour Method was pointed out by Clark and Evens (1954), they have used this technique to measure the different species of plant in a region to point out the different pattern of the places in a geographical space. The method since then effectively employed by geographers all over the world. As a result, the researcher has employed this technique to study a spatial distribution pattern of market center in a study area. The following formula as follows..

$$R_n = \frac{ObsD}{ExpD} \quad \text{Where as} \quad \begin{array}{l} ObsD = \text{Observed Distance} \\ ExpD = \text{Expected Distance} \end{array}$$

$$ObsD = \frac{\sum d}{N} \quad \text{Where as} \quad \begin{array}{l} \sum d = \text{Measured Distance} \\ N = \text{Total Number of Settlements} \end{array}$$

$$ExpD = \frac{1}{2} \sqrt{\frac{A}{N}} \quad \text{Where as, } A = \text{Area.}$$

The calculated R_n value of the nearest neighbour is 0.40. Therefore, the market centers in the approaching towards randomly in nature [Fig III]



CONCLUSION

The foregoing analysis reveals that the spatial distribution of market centers characterized by their uneven distribution throughout the region. There are 83 periodic market centers whose spatial distribution is largely influenced by physiography and population of the study area. The socio-economic conditions are equally important with cultural background. As a result, the spatial distribution of market centers have been identified and reflected that they approach towards random in nature.

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ROLE OF EDUCATION IN WOMEN EMPOWERMENT

 **Dr. Manjaiah**, Assistant Professor, Dr. Ambedkar Collage of Education, J. C. Nagar, Bangalore-86

"Education is the root of progress; Education is the only medicine for all our social ills, Education is necessary for everyone, and everyone has a right to get education, knowledge and education are not for men only It is necessary for women too".

- Dr. B. R. Ambedkar

INTRODUCTION

Indian women played an prominent role in Indian society since times immemrioal. They enjoyue distinct position in Indian family. She was considered as an equal partner of life. Less than 1% of women enjoy facilites in the field of education, freedom, equality, property right and social status. The remaining are deprived of the above facilities. Her activities are restricted to home making and the allied work which is unproductive.

In India during the Renaissance, Sri Raja Mohan Ray tried to eradicate the social evils like-inequality, atrocities, mental agony, trauma, physical harrasment, expoitation, child marriage, polyandry, sati system etc. Lateron, this movement led by Eshwar Chandrs Vidya Sagar of bengal resulted in the framing of law regarding widow remarriage in 1856. The Cotribution of Kudmal Ranga Rao, Chandavarkar of Karnataka and veereshalingam Panthulu of Andradesh, Jyothiba Phule, Savithriba Phule, R.G. Bhandarkar and D.K. Karve of Maharashtra are noteworthy in this regard. D. K. Karve married a widow and established 'Hindu Widows Home' in poona in 1899. Savithriba Pule was the first teacher who had given education to suppressed women before independence was the remarkable contribution.

CONCEPT OF WOMAN EMPOWERMENT

Historically women have been regarded as constituting a weaker section. they have often been treated as " Second grade citizen". They have been pictured and presented as "home makers" that are good in household chores. This image of women has been changing everywhere. extension of the voting right to women in britain and america in the beginning of the 20th century brought about a series of changes in the status of women especially western world. Many of their disabilities and

inequalities came to an end due course. The quest for equality pursued consistently by the western women.

On the contray, women of Asia and Africa were not able to secure equal status and opportunities even 1950s. wimen continued to suffer from one or the other kind of disability. Theor exploration was also continued. They were given unequal treatment on the basis of sex.

This development was trmed as "gender discrimination". The united nations also through its various meeting and pronounvements was giving call to its member-nations to remove as early as possible, the ugly practice of "gender discrimination."

Due to the efforts of the UNO the issue of empowerment of women becomes an international issue. The UN delclared the year 1975 as the international Women's year. Since that year march 8 has been celebrated as Internationa, Women's Day. and the United Nations Decade for Women from 1976-1985, was also established. Further, the U.N. Declaration of 1975 colmpelled the national governments to shift their emphasis on women's programmes from welfare to development. The declaration prescribed for the all-round development of women.

MEANING OF WOMEN EMPOWERMENT

The term empowerment of women has become popular especially after 1980s. According to oxford dictionary empower mans 'give authority'. 'Power to' and 'give strength and confidence to'. So

The term "empowerment of women" refers to the process of providing power to woman to become free from the control of others, that is, to assume power to control her own life and to demine her own conditions.

Pillei - "Developing capacities in all part of life by recognizing self of women is women empowerment".

The term of "empowerment of women" could also be understood as the process of providing equal rights. Opportunities, responsibilities and power positions to women so that they are able to play a role par with men in society.

'Women empowerment is considered as development of skills to make omen more confident, self reliant and

develop ability to take self decisions. It is process of strengthening or enhancing the authority or autonomy by giving information, delegation of responsibility and offering share in decision making so that the performance in different sectors of life improves'.

ROLE OF EDUCATION IN WOMEN EMPOWERMENT

1. Providing Educational Opportunities : On the basis of the proceeding of the world conference on women, the Government of India prepared a national document concerning the development of women. The Government also declared the year 2001 as the "year of women's empowerment". The national document which the Government of India had prepared with the intention of promoting women's development highlights the importance of three strategies which are mentioned below.

Education is powerful means for women empowerment. The educated women can get jobs easily and lead an independent life. She can understand her capacities and limitations. She can also contribute her best to the society. So following special educational provisions are made for the progress of women's education.

Special constitutional provisions (Articles 14,15, 14(3), 16, 39(a), 39(b), 39(c) and 42) are made for free and compulsory education of girls.

Tuition fee concession up to 12th class.

Reservation in admissions of higher and professional courses.

Supply of free textbooks and uniforms.

Establishment of special girl's schools/colleges/universities.(KGBV, Karnataka State women University ect)

Free hostels at school and college level.

Special scholarships for poor and intelligent girls.

2. Education or Literacy : Among other countries of the world, India has the highest number of illiterate people. The average literacy in 1951 was only 18.33%. As per the 2001 Census report, 75% men are literate while only 54.16% women are found to be so. It has increased to 74.4% in 2011. Male and female literacy rates are varied. The male literacy was 82.1% in contrast to the female literacy of only 65.5%. State wise distribution depicts that Kerala with 93.91%, is the highly literate state in India. In contrast, Bihar with 63.82%, is the lowest literacy state.

In the rural areas, the level of illiteracy is still higher. Illiteracy is the biggest weakness of women. Given them education means empowering them to enjoy the benefits of development which in turn enables them to contribute further to the national progress.

Trend in literacy rate (in percentage)

Year	1951	1961	1971	1981	1991	2001	2011
Male	27.16	40.4	45.95	56.27	64.13	75.85	82.1
Female	8.86	15.24	21.97	29.75	39.29	54.16	65.5
India	18.33	28.31	34.45	43.56	52.21	65.38	74.4

3. Atrocities against women : women constitute the weaker sex. This fact is also borne by the number of crimes and atrocities committed against them. There are cases of rape, kidnapping of girls, dowry harassments, molestations, molestation, sexual harassments, abuse of women, incestuous sex relations and so on. Women in all walks of life are discriminated against by men. They become the victims of atrocities in a number of way. They require empowerment of all kinds in order to protect themselves against all types of atrocities and to preserve their purity and dignity.

4. Self-reliance : The women empowerment in needed to make women economically and socially self reliance.

5. Uplifting to Main Stream : Since women are dependent on men. So they are considered as second grade citizens. To uplift from this to mainstream and make them to participate in nation's development women empowerment is essential.

6. Economically Strong : To increase economic conditions of women and to make economically strong women empowerment is essential.

7. Confidence and self respect : To achieve success in any area women must be confident enough and aware of self respect. Through women empowerment confidence and self respect can be attained.

8. Minimizing gap between men and women : There exist lots of gap between status and ratio of men and women. This can be minimized through women empowerment.

9. Developing decision making capacity : To make all women to decide about her health, education, profession, and marriage women empowerment is essential.

10. Obtaining Greater Political Participation of women : The document recommends that 33% of the seats should be reserved for women in order to get the effective participation of women in politics. It was also recommended that some power positions (posts) should be reserved for women at the block and village level bureaucracy.

11. Income generating schemes for women : On the economic front, a number of income generating

schemes were be introduced to women as per the provisions of this document. It was insisted that sufficient provisions were to be made in all the rural developmental programmes [such as, IRDP: integrate rural developmental programme; JRY: Jawahar Razgar Yojana,; TRYSEM: Training of Rural youth and self-employment, etc]. Enabling a certain proportion of women to become their beneficiaries.

12. Job opportunities : The creation of job opportunities for women is one of the powerful strategies for her empowerment. The central and state governments have been planning on organizing different programmes with regard to job opportunities for women. Some of those are.

- a. Crating job opportunities for women in all fields.
- b. 33% to 50% reservations in government appointment

13. Encouraging Social and Cultural activities : Encouraging women to participate more and more in socio-cultural activities and programmes helps her to enrich her powers and abilities as social worker. Our country has rich heritage of culture, where in we perform different festivals,

marriage, family programmes where women are dominated. Women are encouraged to participate in the functions like Bhajans, Keertans and other music concerned organizations.

CONCLUSION

This is an extension of my previous point. Education, today, is enabling women to go beyond professions considered traditionally good for them like medicine, nursing, teaching, librarian etc. Today, women are becoming models, actors, fighter pilots, gym instructors, cops, writers, engineers, architects, journalists, scientists, corporate, law, filmmaking and whatnot they are breaking the glass ceiling. Today's intellectually liberated and emancipated woman is also earning her own keep. Now she doesn't have to depend on a man to give her a house, food, clothing and shelter. She can earn her own keep, and buy her own house and feed herself. T, women are leading good lives sans men they are no longer forced to play second fiddle to males who treat them, in many cases, like doormats.

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- From Continued on Page No. 7

Arun Shouri wrote Book "Worshipping of False Gods" far from truth but thing to do is ignore it. No Individual is perfect anybody can be criticized even Dr. B.R. Ambedkar and his work but to go about the criticism should learn from Baba Saheb work. That was what Congress and Gandhi have done to the untouchables.

T. T. Krishnan Charity and Dr. Rajendra Prasad had admiration to the effort of Ambedkar in drafting of our constitution. T.T. Krishnamacharya said that there are seven members who are drafting the Constitution. One of them went to aboard two of them are full sick. The entire work was fell on Ambedkar shoulder, Rajendra Prasad remarked that the grit, sheer hard work of Ambedkar who single handed down that Maganampus work that is the completion drafting of our contribution.

- **Separate electorates :** Amberdkar demanded the true representations of Dalits that was the Separate electorates however it was opposed by Mahatma Gandhi.

CONCLUSION

The achievements of Dr. Ambedkar extended the entire gamut of evolution of India from slavery to Freedom,

his life is constant reminder to us of how much we owe to society to get world of its evils born out of prejudices and customs. Let us stand committed to build up a society where there is no distinction between man and man, since human beings are not bound by any barriers. Let us Endeavour and aim to create congenial conditions and work hard for evolving a homogeneous society, by which alone the real program can be relieved. He was next to God to me and to the million of oppressed clan. It is every growing and claiming for rights, generation going and asking for rights for them Ambedkar stands a source strength, inspiration, energy to the millions who realizes the rights, that is path, that is the way he has shown to this world

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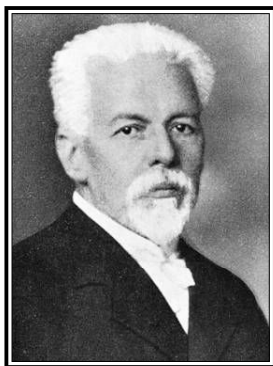
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GEORG KERSCHENSTEINER

(1852-1932)

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"For an element of our cultural heritage to bear educational fruit for the individual, the intellectual make up of that element must be totally or at least partly compatible with the intellectual make-up of the individual."

Georg Kerschensteiner, a famous German educator, was a proponent of vocational education and the inculcation of civic responsibility as the mainstays of general education. An educationist of international stature, his main works have been translated into all the major languages and continue to inspire lively debates in educational circles even today.

Starting his career as an elementary teacher, Kerschensteiner studied mathematics and physics. Later he became the Director of Public Schools and encouraged the setting up of a full-fledged vocational school wherein he promoted practical work. In 1919, he was appointed as a Professor at the University of Munich.

Like Pestalozzi and Comenius, Kerschensteiner was a popular educator. A critic of the formalism that is inherent in Herbart's education system, he strongly felt that schools should regard themselves as productive units of the society. He enlarged his concept and role of education in his treatise on *Der Begriff der staatsbürgerlichen Erziehung* (The Concept of Civic Education, 1907). According to him, young people attending schools enter an environment that reflects the necessities and realities of life. Teaching of scientific subjects was particularly dear to his heart.

Kerschensteiner's first theoretical writings on education took place after he overhauled the elementary school system in Munich in his capacity as the Director of Public Schools. The second phase of his activities began with his professorship in Munich. Inspired by Spranger, he sought a philosophical grounding for his educational theories. This culminated in his work, *The Theory of Education*. In his first work, *The Basic Axiom of Educational Process*, he strives to achieve a balance between theory and practice, and advocates a species of education that is geared to the interests and gifts of the individual. He said, *"For an element of our cultural heritage*

to bear educational fruit for the individual, the intellectual make up of that element must be totally or at least partly compatible with the intellectual make-up of the individual."

Making a distinction between potential educational energy and kinetic educational energy, Kerschensteiner confirms his loyalty to the dynamic conception of education, seeing the value knowledge exclusively in terms of the extent to which it is able to establish and activate the powers of argumentation and responsible action. His main achievement, however, is the establishment of the vocational school and the concomitant reorganization of the primary and junior secondary schools. It would be no exaggeration to state that he concretized the legacy of Pestalozzi in his works, as no other educator primarily concerned with the practical aspects of education has given Pestalozzi's ideas such serious consideration in terms of their relevance to a later age. Confirming this, Spranger said, "After your address in Zurich I personally see in you the true inheritor of Pestalozzi's mantle." Like Pestalozzi, Kerschensteiner also acknowledges that the absolute claims of a humanist concept of education must be tempered by a concern to relate educational endeavor to the situation of the individual. He believed that children by instinct are inclined towards movements and their prime urge is towards the concrete-manual contact with concrete things. Expounding this theme in his Zurich address, he said in the first years of life the infant at play in its home environment finds there the first workshop of the mind, with the multiplicity of impressions and stimuli making up the infant's initial image of the world. According to him for the older child the classroom should become the central workshop of the mind. Further development of the intellectual development depends on the infant's mind in which it is cast and the way in which it progresses from practical interests to theoretical ones. In his Pestalozzi address in 1912, he said, *"For all our concentration on book-learning in school, 90 percent of all boys and girls far prefer any kind of practical activity to quiet, abstract thought and reflection. Put them in workshops and kitchens, gardens and fields, stables and fishing boats and you will always find them willing to work.... The book-learning school must be turned into a work school."*

Kerschensteiner was against university study for primary and junior school teachers. In tune with Spranger's thinking, he was concerned with the specifics of teacher training and the necessity of anticipating at the training stage the nature of the teacher's later work in school. In his view, education by example is the watchword; and experience of an exemplary, organic blend of theory and practice in action is the only convincing basis for the successful conduct of everyday school life. He wrote, "*The poorest village school run along Pestalozzian lines can be a more valuable educational institution than a superbly equipped, magnificently endowed city school, full of highly qualified doctors of philosophy.*" This is not to say that he was imposing any restrictions on the intellectual development of teachers. He was keener, which reveals itself more in his commitment to the interpersonal care than on academic qualifications. He believed that academic honors at the expense of pedagogic ethic are an impoverishment of school life.

Kerschensteiner's vocational school was a cross between apprenticeship and formal education, wherein practical skills at the workplace should be integrated with theoretical consolidation in the school environment. This

concept emanated against the social background of the industrial society in which each individual's life centers around work, while meditation and contemplation only have their deeper significance as indicators through life within the framework of an existence that is largely determined by work. Most of his theoretical utterances are the reflections of his life style. He was one of those rare imaginative educationists. His attitude in life is epitomized by his two mottos: For the diligent the world is not mute. Despair is a lack of trust in God. He felt that personality development is the main task of the educational process. He listed three criteria that determine personality; The first one is the special oneness of the spiritual self. The second is the constant, independent response to the environment. And the third is the conscious striving for inner self-improvement. These three criteria should be geared to the values ensuring the integrity of the moral profile of the personality, thus guaranteeing its effect on the environment and on its own internal development.

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