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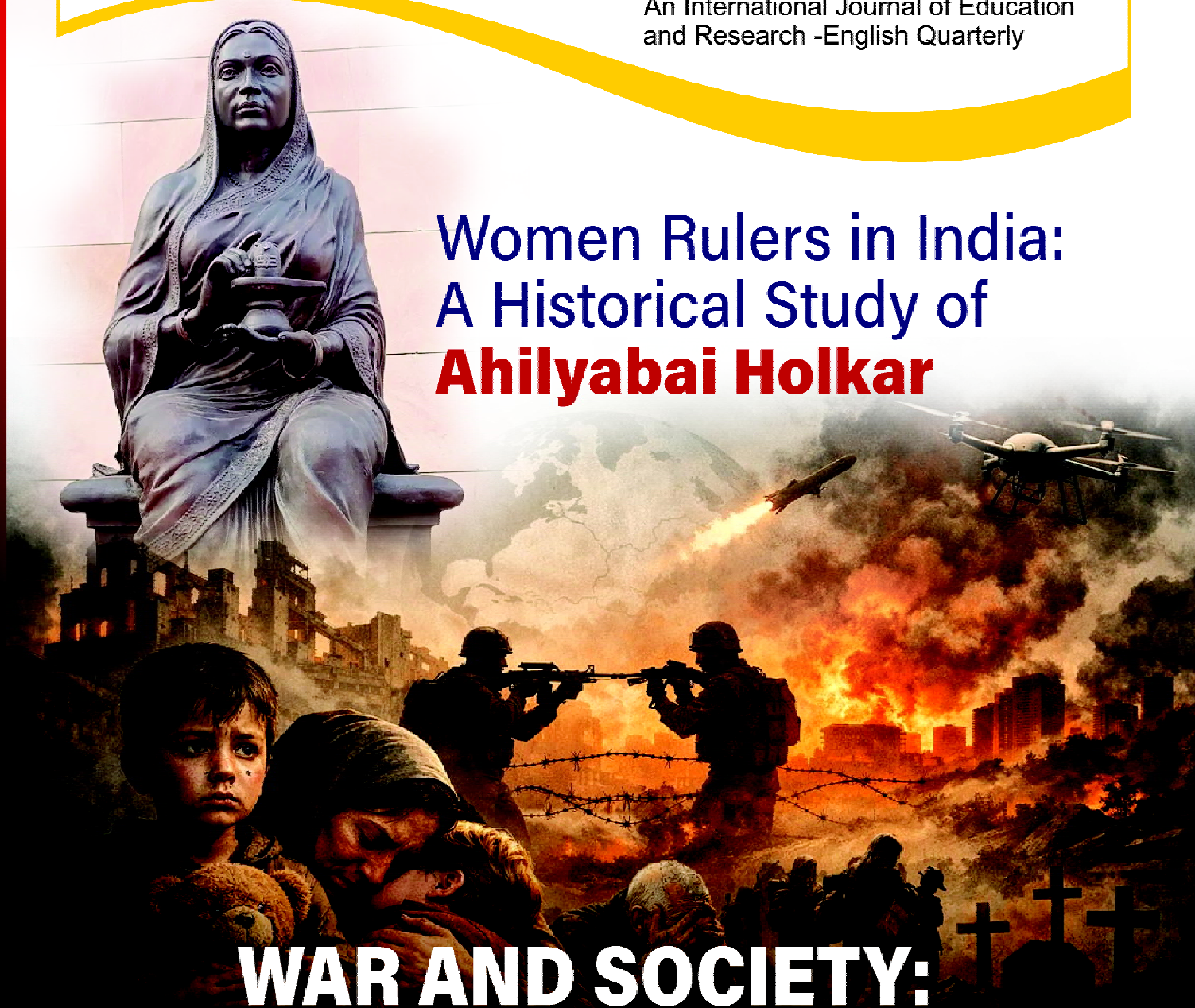
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Women Rulers in India: A Historical Study of Ahilyabai Holkar

WAR AND SOCIETY: Global Displacement and Social Impacts

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GADAG-582 101 Dist. : Gadag.
Karnataka State (India) Phone : 08372-200527
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WORLD ENVIRONMENT DAY JUNE 5, 2026

World Environment Day, observed every year on June 5, serves as a powerful reminder that the health of our planet is inseparable from the well-being of humanity. In 2026, as nations continue to grapple with climate change, biodiversity loss, pollution, and resource depletion, the need for collective environmental action has become more urgent than ever. Rising temperatures, extreme weather events, shrinking forests, and increasing waste generation are no longer distant concerns but realities affecting communities across the globe. This day calls upon governments, industries, educational institutions, and citizens to reaffirm their commitment to sustainable development and environmental stewardship.

While policy initiatives and technological innovations play a crucial role in addressing environmental challenges, meaningful change begins with individual responsibility. Simple actions such as conserving water, reducing plastic consumption, planting trees, adopting renewable energy, and promoting sustainable lifestyles can create a significant cumulative impact. Educational institutions, in particular, have a vital role in nurturing environmental awareness and responsible citizenship among young learners. On this World Environment Day, let us move beyond symbolic celebrations and translate our concern for the environment into consistent and concrete actions. Protecting the Earth is not merely an environmental obligation; it is a moral responsibility owed to future generations.

- **Dr. S.B. Yadawad**
Editor

MASS MEDIA : IT'S ROLE AND IMPACT IN THE DEVELOPMENT OF SOCIETY

✍ Dr. Manjula K.P., Assistant Professor of Sociology , Govt. First Grade College , Sagara.

ABSTRACT

In the present paper, an attempt is made to explore the role of a mass media in the development of society and how it has the negative impact on the society. This paper helps us to understand how the mass media helps in the construction of public belief and attitude. Social media has become the most popular means of mass communication of information in the present day of society. As a result of which different kind of changes visible on the social level, culture expansion and development of the whole world Nowadays the use of mass media has great impacts on the society which are clearly seen. Although, it has several impacts on the society but it helps a lot in the overall development of the society which can be clearly seen

Keywords : Mass media, Social media, Development of Society.

INTRODUCTION

Media is a vehicle or means of communication that disseminates information from the source to the target public. Any media intended for a larger audience is called mass media. From pictorial representations at the early age, massive production of newspapers, and fancy videos on television to high tech media combining the internet and computers, there are variations in the type of mass media. The different types of mass media being the prime source of information, entertainment, marketing, advertising media etc motivates everyone and everywhere in the world. Mass media are inseparable part of our lives. Mass media also remains to be an effective means of communication. Entertainment and media always goes hand in hand. It can be used to communicate and interact with people. The high technology media available in modern times.

The word media is derived from the Latin plural form 'medium' which means channel. It can be used to communicate and interact with people. Mass media can be simply defined as the technology which is intended to communicate or reach a mass audience. Mass media is the primary means of communication for the general public to communicate with each other as well as on a grander level. The most popular types of mass media include newspapers, radio, television, internet magazines etc. Mass media is virtually a current awareness service informing people about current events and activities of human beings and also about every significant natural phenomenon and such others of public interest. It encompasses almost every conceivable subject and the focus is on a wide audience, irrespective of their background and knowledge. Scholars, laypersons, professionals, scientists, artists, musicians, in fact, every group of persons get something of their interest

provided by mass media. Its influence is profound on human life.

Mass media today is regarded as the Fourth Estate that shapes, influences and indirectly governs public affairs in a democratic set-up. Although the media does not have any constitutional authority to control the affairs of a state, it is a powerful instrument for moulding public opinion on any issue of importance in democratic governance and contributes very significantly in arriving at an acceptable public policy. Media here refer not only to the physical modes of communication through which information is transmitted but also refer to the varied channels such as print as well as the nonprint, through which news and information are disseminated to the users.

MASS MEDIA COMPRISE PREDOMINANTLY

- The print media, primarily daily newspapers, popular periodicals and such others;
- Radio Broadcasting
- Television
- Audio-visuals, CD, DVD, etc.; and
- Motion Films

According to Wilbur Schramm, the role of media in development can be divided into three parts i.e. (i) to inform (ii) to instruct and (iii) to participate.

To inform : for the development of the society, correct social, political and economic influence is the main criteria. This information should be both national and international. People should be aware of the areas or facts which hamper the development process.

To instruct : Mass literacy is an essential criteria to development. This is possible by imbibing basic skills

among the people. Mass media plays an important role in this. Mass media can instruct people and educate them. Projects like Educational Television and Gyan Darshan are few such examples where media is used to instruct people, educate them and teach them basic skills. These basic skills help people to develop their standard of living.

To participate : Voluntary and steady participation of the citizen of the country is necessary for its overall development. Such participation is possible in a liberal society. Such awareness is possible through debate, conflict and discussion. Discussions and debate helps people to know current issues, participate in developmental programme and bring a change in the standard of living of the society.

AIM OF THE STUDY

The main aim of the study is -

- To study the role of mass media in the development of the society.
- To study the negative impacts of the mass media in the development of the society.

Functions and Responsibilities of the Media : Mass media is a tremendous source of information for individuals as well as society. Let us now see how the media perform their functions to bring about changes in the lives of an individual and society:

Mass Media Can Help in Change : Using mass media, people's attitudes and habits can be changed. For example, all of us have mistaken or wrong knowledge about various diseases like cancer or HIV/AIDS. Many of us think that by touching people suffering from these diseases we would be infected. You might have heard on radio or watched television programmes or read messages which tell us that by touching an HIV/AIDS patient we do not get infected.

Similarly, for eradicating polio there are special programmes and messages disseminated through the media. They inform people about the need for giving polio drops to children and about the day that is declared a 'polio day.' Special arrangements are made to give polio drops to as many children as possible on polio day. Change would also mean things for the better. The concept of development of a country is again a matter of change, when old practices and equipment are changed and new, better and more efficient means are being used. The mass media play an important role in communicating this change. By giving the necessary information, and sometimes skills, the media can help bring about through demonstrations. A mass media like television can demonstrate and show how things work.

You would have seen on television how a certain dish is cooked using modern kitchen equipment.

Mass Media have made the World Smaller and Closer : The speed of media has resulted in bringing people across the world closer. Let us take an example. When you watch a cricket match between India and another country in England, Australia or New Zealand, live on television you feel you are part of the crowd in that stadium. Events, happy or sad, happening anywhere can be seen live. Sometimes we feel that the entire world is one big family. You might have heard the term "global village". It means that the whole world is shrinking and becoming a village.

Mass Media promotes distribution of goods : Mass media are used by the consumer industry to inform people about their products and services through advertising. Without advertising, the public will not know about various products and services which are available in the market as well as their prices. Thus mass media help the industries and consumers.

Advantages of Mass Media : There are numerous advantages of mass media in the contemporary world. From being the watchdog of democratic country to ensuring faster communication types of mass media have various advantages and benefits such as

Giving voice to the voiceless : Mass media players and essential role in shining the spotlight on the masses as the general public and Express their views and opinions of rainy. This way it becomes the voice of the voiceless task giving the right platform for the people to use their right to express themselves freely

Effective and wider communication : It is a through different types of mass media from social media to digital platforms that the world has transformed into a global village. This way Mass Communication has become useful for the people, businesses, governments and whole world to stay connected with each other.

Diffusion of Diverse Cultures : Mass media also plays an important part in spreading arts and cultures to every corner of the world. With the help of the internet, anyone can learn a new language, know about a different culture or even travel the whole world without physically going from one place to another.

Encyclopedia of Information : The internet is a truly a massive open source of Information and different types of mass media from search engine platforms to social media platforms and learning websites play a greater role in helping anyone learn anything from anywhere.

Keep Us Connected : Before Mass media, you could carry on with as long as you can remember knowing nothing about the world outside of your town. Presently, we are totally associated. What's more, this can be something excellent. For example, when a torrent strikes, individuals all around the world catch wind of it within minutes and can prepare quickly to help. Without Mass media, we would have undeniably less capacity to see how all of us are associated and the way in which we as a whole need each other.

Prompt Business : Where might business be without promoting and showcasing? On account of the business correspondence made conceivable by Mass media, organizations can arrive at potential shoppers quicker and simpler than any time in recent memory. This helps make all the difference for our economy. Promotes Art and Culture :- On the web, you can see the world's imaginative magnum opuses in general or find out with regards to the particularities of a culture far eliminated from your own. Also, various TV and radio projects give themselves to investigating the world, offering us the opportunity to find new things and novel thoughts, and edify ourselves all the while.

Great source of entertainment : Mass media is a great source of entertainment. There are various sources of entertainment like you tube, Prime video, Amazon Prime etc.

Mass media keeps you updated about the latest news : By using mass media we are updated with the latest news and events happening around the world.

Mass media helps in education : Mass media helps a lot of students in gaining education from various teachers which are available around the world.

It helps in increasing knowledge on different subjects : Mass media helps various persons in increasing knowledge on various subjects.

TYPES OF MASS MEDIA

There are 6 main types of mass media:

1. Traditional Media
2. Print Media
3. Electronic/ Broadcasting Media
4. Outdoor Media
5. Transit Media
6. Digital Media or Internet

Traditional Media : People have developed different ways of communication depending upon their local language and culture. Traditional media is one of the oldest

types of mass media to transfer traditions and culture over generation. The tools of communication have been developed from beliefs, customs, rituals and practices of society. Traditional media imparts indigenous ways of communication for ages. Further, this type of a mass media varied as per each culture and Society as every culture has its medium to communicate to its mass audience. The traditional media can be folk songs, dances, folktales, paintings, stupas, sculptures, statues, fares, festivals, announcement medium like nagada, Nautanki, rural radio etc.

Print media : Print media is all about the printed form of Information and news. Before the invention of the printing press, printed materials had to be hand written which made mass distribution almost impossible. Print media is one of the basic types of mass media tools making it very popular and convenient to reach a wider audience. Newspapers are considered the oldest forms of mass media after that traditional mass media as for a long period, the general public relied on newspapers to know the latest happenings in their local areas as well as from around the world. Print media includes newspapers, promotional brochures, magazines, books, novels, pamphlets, newsletter, etc.

Electronic or broadcasting media : Broadcasting is simply a distribution of audio and video content to dispersed audience using the electronic broadcasting medium. Broadcast media allows ease of news dissemination to even an illiterate person because it appeals to both the auditory and visual senses making it one of the most important types of mass media. Radio was the primary medium of news for the general public during Wars as well as for sports and entertainment. When television was invented, it became the most effective type of mass media and it was primarily used for news dissemination and then for TV shows, live events and other entertainment purposes. Various forms of broadcasting media are television, radio, video games, audio recording and reproduction.

Outdoor Media : Outdoor Media is also known as out of home media and its focused on transmitting information and news when the public is outside their home. Outdoor Media gives importance to displaying, advertising and attracting individuals towards new products, some social cause or any development or change in the society. This is one of the most prominent types of mass media used for commercial as well as public welfare. Various forms of Outdoor Media are Bus advertising, hoardings, Bill boards, Taxi advertising, Railway advertising etc.

Digital Media : Since the invention of the world wide web by the English scientist Tim Berners Lee in 1989, the internet has drastically taken over all types of mass media because of its faster speed transmission of information and higher digital technology. The Internet is considered a highly interactive mass medium and can be simply defined as the network of networks. It has quickly transformed into the centre of mass media as it has integrated all the prominent types of mass media. Now you can see news websites, online radio. By using the internet, online shopping, digital videos, sending and receiving mails, blogging, searching the various types of information within a few seconds.

DISADVANTAGES AND IMPACTS OF MASS MEDIA ON THE DEVELOPMENT OF SOCIETY

? Empower the Already Powerful : While Mass media can set out open doors for anybody to share their story, by far most of our Mass media is purchased. Also on the grounds that it's purchased, those with cash can profoundly impact what we see and hear. This gives the rich-and those associated with the rich-a far stronger voice than most of us. At its ideal, this is out of line. To say the least, it's a way for a small minority to hold onto control over by far most.

- **Used for Disinformation and Hate :** How do you have any idea what you're seeing or hearing from Mass media is valid? While certain wellsprings of data are undeniably more dependable than others, Mass media in general is defenseless against purposeful publicity and its falsehoods. Extremist systems have involved Mass media for almost a century to control what their kin accept. With the ascent of the web, even those in majority rules systems can be handily presented to media intended to drive us to detest or have faith in lies.
- **Homogenize Culture :** Before Mass media, craftsmanship and culture were more confined, so they reflected variety in how individuals talked, dressed, and engaged themselves. Presently, the whole world regularly sees and hears similar social impacts. While variety still obviously exists, there is the danger that Mass media may diminish social assortment, leaving us with less craftsmanship and less motivations.
- **Overtake Personal Connections :** We've all seen it or been a piece of it: a gathering out to supper where everybody spends a large part of the evening gazing at their telephones or looking at a TV in the corner.

However much Mass media can associate us with individuals everywhere, it can disengage us from individuals directly before us.

- **Too much time wasted in the internet by using media :** By using media people used to waste time on internet by serving on various sites and searching various things.
- **Some information available in media are not appropriate for children, elders have to keep a check on them :** There are various informations which are available in media which are not appropriate for children and due to this has negative impact on Children.
- **It can become an addiction :** By using internet people gets addicted of it as they invest their full time on searching informations and other things on internet.
- **There are chances of increasing cybercrimes :** By using mass media chances of Cyber crime increases like hacking of accounts, websites other personnel information etc.

CONCLUSION

In conclusion, the mass media plays a critical role in influencing the minds of individual. Although it is an effective tool, we should also check its consumption and usage. In other words, mass media has the power to create and destroy. However, it is a medium that can bring about a change in the masses. That's why everyone should use and consume it properly.

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HISTORICAL DEVELOPMENT OF CONSUMER MOVEMENT IN INDIA

✍ **Nagaraja Kadlbalu**, Assistant Professor, Department of History, KSS Arts, Commerce and Science College, Gadag(KA).

INTRODUCTION

Consumer protection was part of ancient culture and formed the core of its administration. However, the introduction of boundless commercialization of activities eclipsed the old rich heritage. As in Europe, in India also the origin of the Consumer Movement was in the form of Consumer \ Co-operatives.

India has an ancient history of consumer protection. Consumer protection was part of its ancient culture and formed the core of its administration. Kautilya's 'Arthashastra' was the basic law of ancient India and the same was strengthened with provisions to protect consumers. Sale of commodities was organised in such a way that general public was not put to any trouble. If high profits (for the ruler) put general public in trouble, then that trade activity was stopped immediately. For traders, profit limit was to be fixed. Even for services timely response was prescribed; e.g. for sculpturist, carpenter, tailor, washerman, rules for the protection of consumer interest were given.

Thus, for a washerman, it was said that he should return washed clothes in a given time period, i.e., light coloured ones in five days, blue dark coloured in 6 days and silken, woolen or embroidered in 7 days. Failing this they had to pay fine. The Superintendent of Commerce was to supervise weights and measures. For shortfall in weighing measuring, sellers were fined heavily. Weights and measures used in trade were manufactured only by the official agency responsible for standardization and inspected every four months. Sellers passing off inferior products as superior were fined eight times the value of articles thus sold. For adulterated things, the seller was not only fined but also compelled to make good the loss. Indeed, the people in different parts of the country today celebrate in different ways the dates dedicated to the remembrance of ancient periods during which, it is believed, people's welfare was the first concern of the rulers. 'Onam' in Kerala is one such example. The folk songs relating to Onam celebrate the fact that during the rule of King Mahaballi, people were not at all exploited in any manner. It is believed that there were not shortages or

malpractices in weights or measures and nor excessive advertisements.

CONSUMER MOVEMENT IN THE MODERN PERIOD

Consumer movement in the present form came into being only in the 1930's in the West and only in the 60's in India. The basic objectives of consumer movement worldwide are as follows -

- To provide opportunity to the consumers to buy intelligently,
- Recognition of reasonable consumer requests,
- Protection against fraud, misrepresentation, unsanitary and unjust products
- Participation of consumer representatives in management of aspects affecting \ consumers, promoting consumers, interests Consumer Movement.

The basic reason for the development of consumer movement in India is different from those in the West. In western countries, consumer movement was the result of post industrialisation affluence-for more information about the merits of competing products and to influence producers especially for new and more sophisticated products. In India, the basic reasons for the consumers movement have been:

- Shortage of consumer products; inflation of early 1970's Adulteration and the Black Market.
- Lack of product choices due to lack of development in technology
- Trust of consumer movement in India has been on availability, purity and prices

The factors that stimulated the consumer movement in recent years are:

- Increasing consumer awareness
- Declining quality of goods and services
- Increasing consumer ,expectations because of consumer education
- Influence of the pioneers and leaders of the consumer movement Organised effort through consumer societies

STAGES OF DEVELOPMENT OF THE CONSUMER MOVEMENT

The Consumer Movement today is undergoing a silent revolution. The movement is bringing qualitative and quantitative changes in the lives of people enabling them to organise themselves as an effective force to reckon with. However, the path to reach this stage has not been easy. It has been a struggle against bad business that always put profit before fairness in transactions.

FIRST STAGE

The first stage of movement was more representational in nature, i.e., to make consumers aware of their rights through speeches and articles in newspapers and magazines and holding exhibitions.

SECOND STAGE

The second stage was direct action based on boycotting of goods, picketing and demonstration. However, direct action had its own limitations that led to the third stage of professionally managed consumer organizations. From educational activities and handling complaints, it ventured into areas involving lobbying, litigation and laboratory testing. This gave good results. Thus, for instance business sector has started taking notice and cooperating with the movement. It has played a role in hastening the process of passing the Consumer Protection Act, 1986 that has led to the fourth stage. The Act enshrines the consumer rights and provides for setting up of quasi-judicial authorities for redressal of consumer deutes. This act takes justice in the socio-economic sphere a step closer to the common person.

ACHIEVEMENTS OF THE CONSUMER MOVEMENT

Some interesting developments, which are helping the consumer movement, include, developments taking place in the field of consumer education and some noticeable changes that have Gen place among business organizations and their associations or federations. Consumer Protection is being incorporated in the courses at different levels in schools and colleges. Full-fledged courses have been introduced in management and law courses.

A number of large organizations have set up Consumer Grievance Cells as an in-house redressal mechanism. Life Insurance Corporation of India (LIC) has set up claims review committees at the zonal and central levels. Petroleum Companies, Railways, 20. Banks, Income Tax Departments, have also initiated setting up of public grievance cells. The Government of India has set up a

separate Directorate called Directorate of Public Grievances at Sardar Pate1 Bhavan, Sansad Marg, New Delhi. They deal with complaints relating to hawks, railways, insurance, pensions and related matters. In the long run, they will cover all the ministries. The nationalized banks are observing 15th of every month as the 'Customer Grievance Day.' where an aggrieved consumer can walk into the top managers' offices in their respective town, district or zone. The Council of Fair Business Practices, of more than 20 years standing, is also trying to help in the redressal of complaints against business from individual consumers or groups. Federation of Indian Chambers of Commerce and Industry (ICCI) has set up a Consumer Business Forum, which meets once a quarter in different cities of the country.

All stock exchanges in the country have also set up similar cells. The Advertisement Standard Council of India (ASCI), Confederation of Indian Industry (CII) and FICCI have evolved a code of ethics for their activities. Another significant achievement of the consumer has been the representation given to consumer organizations on the policy-making bodies (regulator machinery) of governments and Advisory Welfare Committees of big business organizations and the service sector. Central and State (Government) Consumer Protection Councils, regulatory departments of Preventions of Food Adulteration, Supplies of Food and Drugs, Weights and Measures Department, Quality Control Institutions like Bureau of Indian Standards (BIS) and AGMARK, Petroleum Product Department, Railway Commuters Welfare Committees, Regional Advisory Committees for Indian Airlines Services all have representatives of the various consumer organizations. Thus, consumers get full opportunity to participate in policy making aspects.

It appears that the time has come when consumers in India can hope to be 'The King' in the market place very soon. The labor of dedicated individuals and groups who have fought relentlessly for consumers rights through the decades has not been in vain after all.

CHALLENGE AHEAD FOR THE FUTURE

It is now over a decade since the Consumer Protection Act, 1986 was passed after years of lobbying by the various consumer organizations. The redressal machinery, however, is not fully satisfactory. The number of cases pending in the district forums is piling high. Unless consumer groups take determined action to see that the institutions set up for their protection work effectively, the redressal agencies will go the way of civil courts, where litigants have to wait for years and spend fortunes for the

settlements of their disputes. Making the Consumer Protection Act effective is therefore, the first challenge facing the consumer movement in India.

There are now about 1000 organizations of consumers in existence, but not all the cities and towns have been covered. The rural areas where the greater part of our nine hundred million consumers lives are still virtually untouched by the consumer movement.

Though the aim is to have a Consumer Complaints Reprisal Forum in every district, it is not easy for poor rural consumers to go to the forum with complaints, nor do many consumers have an awareness of ways to assert their consumer rights. The solution lies in training rural workers who are already active in the villages. Mass media should be used to penetrate rural houses. Creating consumer awareness in the vast reaches of rural India with its variety of customs, traditions and languages and little formal education is the second challenge for the consumer movement.

The government the likely fall out of the liberalization policy adopts another matter of concern for the consumer. Undoubtedly, liberalization is going to bring us many benefits, notably, up to date technology, more competition and better products, more employment and investment opportunities. However, some possible adverse effects must be taken into account. The export to India of drugs, pesticides and cosmetics, which are sometimes banned in the countries from which they originate, is likely to be much cashier with liberalized import laws. Consumer groups will have to be on their guard against such products and services. For example, obesity treatments, hair restoration treatments and arthritis cures, which were not approved in the countries of origin, have Consumer Movement. In consumer Movement been brought in here through collaboration and launched with tremendous publicity.

Consumer organizations to take action against them for their misleading and highly exaggerated claim to Laws against cigarette and liquor advertising are being openly flouted through advertising on hoardings and through cable television. Consumer movement needs to be extremely alert regarding dubious or hazardous products entering the country in the wake of liberalization.

Some other emerging areas of consumer protection are environment protection, investor protection and freedom of information. Relentless increase in environmental pollution of all kinds has totally impoverished the quality of our lives and is taking a heavy

toll of our health. Consumer groups need to strongly support and work with environmentalists. Every consumer will have to join with others to reduce pollution in hid her own neighborhood.

Lastly, the concern of consumer movement should also be to discourage racism, communalism, violence, and conspicuous consumption. Violence is today the real hero in most T.V. serials and films. It enters our homes, assaults our senses and influences all of us, specially our children. In the words of Anwar Fazal, Regional Director, United Nations Development Programme for the Asia Pacific Region, "The Consumer Movement should be directed towards service to the people and the Environment instead of just ensuring value for money for consumers." Consumer movement should seek a new vision, which embodies 3 new cultures, i.e., the culture of balance and harmony (so well provided by nature), the culture of trusteeship and stewardship (as we are only guardians of earth) and culture of accountability to the future.

CONCLUSION

Consumer protection in India has an ancient history. It was part of our culture and tradition. Generally, there were no shortages and exploitation. Culprits were fined heavily. However, the golden era got over with the invasion of foreigners and modernization.

The origin of consumer activities can be traced to the emergence of co-operatives at the beginning of the present century. The governments also encouraged the development of Consumer Co-operatives. In general, co-operatives have been successful in halting abuses of the monopolies and improving conditions of the lower income groups. Consumer movement in its present form in India, came into being only in the 1960's with the formation of Consumer Guidance Society of India in 1966 in Bombay. With its success, the consumer movement spread over to fight for availability, purity and standard prices of commodities. At present, there are about 1000 organisations all over the country. One can say that the consumer movement in India has come of age. From simple awareness generation, it took over to direct action and then to testing and litigation. Its contribution to the passing of Consumer Protection Act, 1986, has been a historic achievement. Both business and bureaucrats have started taking consumers seriously. Important organisations and corporations have launched consumer grievance cells. Consumers are represented on a number of consumer welfare committees set up by various organizations.

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WOMEN RULERS IN INDIA : A HISTORICAL STUDY OF AHILYABAI HOLKAR

✍ **Dr. Mayura Ramachandra Kudari**, Assistant Professor of History, Shri Sangameshwari Arts and Commerce College, Chadachan.

ABSTRACT

This paper analyses the life and work of Ahilyabai Holkar who was one of the greatest female rulers of India. She ruled over the Holkar kingdom from 1767 to 1795 and established an efficient and a welfare state. This paper deals with her childhood and early life, ascent to the throne, political acumen and efficient administration. The paper further details her socio-economic reforms, stimulation of agriculture and trade and her interest in the welfare of her people. Significant space has been devoted to her religious and cultural contributions including her effort to re-establish the Kashi Vishwanath Temple (1780). The article throws an appraisal of her personality as a role model woman ruler of the eighteenth-century India. It recognizes her contribution towards effective governance, culture and well-being. It concludes by affirming that the era of Ahilyabai Holkar's rule meant peace, prosperity, justice and enlightened administration in India.

1. INTRODUCTION

There have been many commendable women in India's history especially those women that have made contributions to politics, civic and cultural matters notwithstanding the challenges associated with the patriarchal structure. But there has never been another woman celebrated so much as Maharani Ahilyabai Holkar whose character is the epitome of statecraft in the eighteenth century. Ahilyabai Holkar is Queen of the Holkar royal family of Malwa whose reign was notable for integrity, peacefulness, economic prosperity and religious harmony. The efforts of the ruler in public works, restoration of temples and constructions of buildings as well as encouraging the arts have gained her popularity and accolades from the citizens and writers. These are the main reasons why it is important to look at the contribution of Ahilyabai Holkar in the history of India in order to reveal the competence of women in ruling the Indian empire.

2. RESEARCH METHODOLOGY

This study is grounded in the methodology of historical research. Both descriptive and analytical method has been adopted to study the life, administration, achievements of Ahilyabai Holkar. This study is based on the secondary sources, i.e., scholarly books, research articles, journals, biographies, archival materials, temple epigraphs and authentic records of history regarding Marathas and Indian society during 18th century. The data collected has been critically evaluated and analysed within the proper historical perspective to find out truth, authenticity, reliability and objectivity.

3. AHILYABAI HOLKAR EARLY YEARS AND LEARNING

- **Family Background :** Born in Chondi village - now part of Maharashtra's Ahmednagar District - on 31 May 1725, Maharani Ahilyabai Holkar grew up far from royal courts. Her father, Mankoji Shinde, was the local headman and her mother Sushilabai Shinde maintained a strong tradition in her family. She belonged to the Dhargar community, a deep-seated but not as influential as political line as she belonged to. Although he was not of royal descent, every day of his life was lived in service and duty, and with a deep sense of honour towards others. In such values, reflection formed her outlook, before authority ever came to her hands.

- **Marriage and Political Exposure :** In 1733, Ahilyabai was married to Khanderao Holkar, son of Malhar Rao Holkar, who was one of the chieftains of the Marathas of whom Peshwa Baji Rao I was. She was once a part of the Holkar family, and she had learnt about the structures of power, and the way of daily living in the Maratha country, through subtle observation. He saw her quick wit and brought her into the councils of the administration to develop her understanding of leadership with real life scenarios, over time. Her role was not a ceremonial one, but one that affected judgment based on practice, not theory.

- **Personal Traits and Learning :** There were no great acts of heroism in Ahilyabai Holkar's deeds, but a quiet strength - Steadfast and just her heart. It was from Malhar Rao Holkar that she learnt how to deal with land tax, police the governance and protect the community. Her rule was guided by faith, by a sense of right, and hence people

trusted her rule. Combined with good principles, experience on the ground paved a road that few women could walk at that time. For her, the key to leadership lay not in the hierarchy of office but in the courage and clarity she displayed every day. No other leaders in the history of India had such consistent conviction.

4. RISE AND INFLUENCE OF AHILYABAI HOLKAR

Ahilyabai Holkar came to power over the backdrop of sadness, chaos and unyielding determination. Khanderao Holkar - her husband - was killed in 1754 at Kumbher, struck down in battle with Suraj Mal, the Jat king. Her grief-stricken state led her to a crossroads: forced by tradition to perform sati, a ritual that many expected of widows at the time. However, Malhar Rao Holkar, her father-in-law, did not accept such traditions at all and asked her to lead. She entered governance, not with reluctance but with growing confidence, given that support. That time changed her fate and the trajectory of the Holkar kingdom.

Even though Malhar Rao Holkar died in 1766, the leadership was transferred to his grandson Male Rao Holkar. By 1767, however, Male Rao himself had died, too, and uncertainty set in among the rulers. That very year, Ahilyabai took the helm, supported by influential leaders in camp and court, as tensions flared between advisors and troops. She did not declare herself to be the sole commander from the beginning and named Tukoji Rao Holkar as the commander of the army which helped in bringing balance soon. Under her leadership, decisions became effective and clear again, and stability was restored.

The royal capital was shifted to Maheshwar by her and Ahilyabai ruled over it quietly. Her leadership was not just formal, but substantial as she rose against a world dominated by men. With intelligence and determination, she established some order, people listened, neighbouring powers recognized her power. Her reign was later hailed as "an example of enlightened and benevolent governance" by scholar Jadunath Sarkar. John Malcolm, a British chronicler, called her "one of the purest and noblest rulers India has produced." Under her guidance, the Holkar dynasty experienced prosperity and new chapters without the dominance of force but through her careful management.

5. POLITICAL AND ADMINISTRATIVE LEADERSHIP

Ahilyabai Holkar took charge of the Holkar kingdom in 1767, soon after her son Male Rao Holkar passed away. The Maratha leadership was already weakened owing to the turmoil which occurred after the Third Battle of Panipat

in 1761, but she appeared in the midst of these chaotic times. Despite all the turmoil, she established an effective government, restoring order from chaos. During this century it was one of the most successful areas to develop throughout India under her leadership.

Ahilyabai ruled from Maheshwar, transforming the area into a hotspot of rule and culture. Her leadership was distinguished by fairness, responsibility and commitment to citizens. She was responsible for day-to-day issues, and public assemblies enabled common folk to raise concerns immediately. Her balanced approach to law and attention to detail in the everyday life of the people were noticed by observers from her time as well as after, and studied by later students. She was calm, orderly and wise in her leadership, writes scholar Jadunath Sarkar.

Though the emphasis was on income collection, Ahilyabai opted for lighter taxes for the farmers to recuperate and produce more crops. Stability was a concern, so she supported water delivery to fields, field labour and increased small-scale transactions. New marketplaces arrived with improved roads, drinking fountains, and traveller's lodging - all of which were associated with the movement of people and commerce over the land. By the late 1700s, therefore, there was an obvious growth in trade in Malwa.

Discipline imposed Ahilyabai's military organization, which was created with great attention to detail by Tukoji Rao Holkar who was appointed to her by her. There was no attraction to conflict, but security was never compromised: sound construction and close relations with neighbouring rulers ensured order was maintained. Her fame was delayed, however, by a British official and writer, Sir John Malcolm, who recorded the history of central India in 1823. He said that her rule was "wisely and honestly" put in place and "fairness and compassion gained longstanding respect.

Although it was in the eighteenth century, Ahilyabai Holkar's rule lives on because of her ability to manage affairs with sharpness and simultaneously showing great concern for the people. Her rule was usually described as a time of tranquillity (1767-1795) with her reign more of development than of confrontation. Stability was not only formed of order, but of decisions that were made in the best interests of the community rather than the best interests of the control. Governance was more a form of stewardship than command under her leadership. Although her rule was occupied with expansion, it was a rule that was formed in the name of justice and public opinion.

6. SOCIO-ECONOMIC REFORMS AND PUBLIC WELFARE MEASURES

Ahilyabai Holkar took over the reign of the Holkar kingdom on 11th December 1767 and ruled till her death on 13th August 1795. Under her leadership, stability and growth in Malwa took place in the form of new social and economic policies. Decisions were made on the basis of fairness, taking care of people, balanced economies, and actions for humans. Her reign saw a number of changes in time, but with a consistent message.

The Holkar area was mainly agricultural and thus the income from agriculture was very high, hence, the taxes were kept low by Ahilyabai to avoid hardship to the villagers. When she took over in 1767, she changed the system of paying revenues, so that some cultivators were not subjected to ruinous fees on their land. She supported the provision of water supplies - wells opened, storage ponds created, channels dug - everywhere in the countryside settlements, with growth in mind. With these measures, land was brought under tillage, which strengthened the backbone of Malwa during the hard times in the late 1700s.

Ahilyabai was able to enhance trade and economic activity in her realm thanks to peace. During her reign, in the late 18th century, Maheshwar emerged as a centre of business and culture. She provided support to local weavers, thus supporting the existence of the Maheshwari fabric tradition that lives on till today. Growth was accompanied by institutions - paths, trading places and shelters for traders appeared over time. The additions made it easier to move and to exchange within the region.

But, care for public well-being was one of the factors which played an important role in Ahilyabai's rule and is ignored most of the time. She established many dharmshalas, wells, ghats, temples and water tanks all over India under her patronage from 1767 to 1795. She is deeply involved in the upkeep of sites such as Varanasi, Gaya, Somnath, Dwarka, Ujjain and Rameswaram. One of her endeavours was the reconstruction of Kashi Vishwanath Temple in 1780. At the same time steps were also installed on the banks of the Ganga in front of the river where the people who travelled a long distance from home came. During her tenure, arrangements were made and pilgrims were able to find shelter, water and rest.

Peace was the hallmark of Ahilyabai's rule and historian G.S. Sardesai noted that this was an unusual form because of its foresight. Shortly afterward, Sir John Malcolm described her actions of giving in his 1823 report on Central

India, where she deeply involved herself in giving decisions made with care, balance and sound judgment. Her decisions subtly transformed the nature of rule in the context of broader shifts in the economy and society. A spirit of kindness in policy had left its mark which was enduring for decades. She was respected after her time of authority had ended.

7. RELIGIOUS AND CULTURAL CONTRIBUTIONS

Ahilyabai Holkar was a woman of vision because she patronized a large number of Hindu religious institutions and cultural centres from 1767 to 1795. From her architectural patronage of temple rebuilds, repairs and continuous upkeep of important shrines, steps at the riverbank and rest houses across India, evidence indicates her contribution. Her religious activity was frequently accompanied by community service, which was used to preserve the sanctuaries in the ever-changing world of the 1700s.

The revival of Kashi Vishwanath began under the auspices of Ahilyabai Holkar, which was supported by stone engravings and old temple logs, around 1780. Though torn down decades prior - ordered during Aurangzeb's rule in 1669 - the sacred site found new life through her support. The title of its creator is attributed to her in historic evidence. Pilgrim shelters were built, and steps to the riverbank by the Ganges were built that I helped fund. To this day, a set of water stairs is dedicated to her without fanfare.

In the late eighteenth century, Ahilyabai funded spiritual and welfare work at several pilgrimage centres such as Somnath, Dwarka, Gaya, Ujjain, Omkareshwar, Nashik and Rameswaram, all of which are documented. Her records show that money was given for the maintenance of temples, the feeding of travellers, as well as for the digging of water sources and the construction of rest houses. When Somnath was beset by continuous raids and changing political situations, she financed the redevelopment of its sacred structures and community facilities.

Initially, Maheshwar prospered under Ahilyabai's patronage, and the two developed a symbiotic relationship. Maheshwar prospered culturally under Ahilyabai's rule, and they become a symbiotic relationship. By the end of the 1700s it was already noted for its works on Sanskrit literature, spiritual discourses and creative activity, as attested by Maratha records. The support went to learned men, clergy and teachers, and these were also provided funds by arrangement of the Holkar government. At the

same time, local histories about the history of Maheshwari weaving provide evidence of royal patronage directly extended to the craftsmen of the town during that period.

Despite her lack of recognition, Ahilyabai's wisdom, fairness and devotion were noted by Sir John Malcolm in *A Memoir of Central India* (1823). G.S. Sardesai, who looked up to her from a distance, was no less than impressed with her rule of stability, growth, and spiritual giving. Her support was important, for temples were not merely centres of worship, but also of power, which moved from one region to another. The sacred places survived under her leadership, holding threads of tradition in the midst of turmoil. In today's world, such deeds were not just acts of charity but moments of strength.

Her mission of faith went beyond simple expressions of spiritual commitment - it helped protect sacred sites throughout eighteenth-century India. Such activities were carried out in accordance with tradition, but with a future orientation, and maintained existing pilgrimage routes. Cultural continuity grew in tacitness with her patronage, that is, in place and practice. Identity, too, had been stable in the shifting waters of the political - supported by the resurgence of temples and rituals. The significance extended beyond the act of worship and extended to the collective memory and to regional belonging.

8. AHILYABAI HOLKAR IS AN EXEMPLARY SYMBOL OF WOMEN'S EMPOWERMENT

Under the leadership of Ahilyabai Holkar, she got the recognition of one of the great women of India. After her husband Khanderao's death in 1754, her father-in-law and first army chief Malhar Rao in 1766, and her son Male Rao in 1767, she had to rule the Holkar state alone. She was the Rani of Holkar state from 1767 to 1795. She ruled over the state of Holkar which helped farmers, traders and the people of the state. Holkar state as a fractured state, established an atmosphere of reverence in her name with the help of the faith sites, reconstruction of Kashi Vishwanath temple in 1780, temples and construction of water steps and resources in every holy site of India. She was a very wise and kind ruler as she cared and focused on her subjects as she could be, as written by Jadunath Sarkar. The legacy of her leadership was recorded in a living, subtle and tangible form, for all the rulers who succeeded her, and the kindness, and fair, insightful rule of Holkar state made her a rare ruler. She was remembered for her purposefully calm rule and gracious governance of her subjects.

9. CONCLUSION

The main reasons for her being a great ruler of Indian history are that she served the people, her administrative skills and her contribution towards the preservation of culture and religion. During the years of her reign (1767-1795), the Holkar Kingdom had attained political, social and economic security amidst the political uncertainty prevailing in the sub-continent. Her wise administration shines in her policies for the welfare of her subjects, her administration of justice, her encouragement of agriculture and commerce, her patronage of shrines and pilgrimage centres. She was noted by eminent historians like Sir John Malcolm and G.S. Sardesai as an administration of justice and humanity. Holkar has successfully blended the traits of a woman ruler who are characterized by political dominion, compassion and administrative control and is an exemplary leader in the sub-continent who inspires the modern leaders to serve the public.

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WAR AND SOCIETY : GLOBAL DISPLACEMENT AND SOCIAL IMPACTS

✉ Prashant Hulakunda, Asst. Professor, Dept. of Sociology, SBSS Govt. First Grade College, Gajendragad.

ABSTRACT

War is a transformative social phenomenon that reshapes institutions, identities, and everyday life. This paper examines the sociological impact of war on social structures, focusing on displacement, inequality, institutional change, and social cohesion. Drawing on global data from international organizations such as the United Nations High Commissioner for Refugees (UNHCR), the study highlights the scale of forced migration and the long-term disruption of social systems. The paper also reviews major sociological theories and empirical literature to understand how war alters economic development, social capital, and human well-being. The findings suggest that war not only destroys physical infrastructure but also reconfigures social hierarchies, weakens institutions, and transforms cultural norms. The paper concludes that understanding war through a sociological lens is essential for post-conflict reconstruction and sustainable peacebuilding.

Keywords

War, Society, Social Structure, Conflict, Displacement, Inequality, Social Change, UNHCR, Human Development.

INTRODUCTION

War has been a constant feature of human history, but its effects extend far beyond the battlefield. Sociologically, war represents a profound disruption of social order, affecting institutions such as family, education, and governance. It alters patterns of social interaction, redistributes power, and reshapes identities.

Modern conflicts, particularly civil wars and asymmetric warfare, have intensified these transformations. According to UN data, over 122 million people worldwide have been forcibly displaced due to conflict and persecution as of 2025. This scale of displacement highlights how war fundamentally reorganizes societies, creating new forms of inequality and social fragmentation.

This paper explores how war reshapes social structures by examining theoretical perspectives, empirical studies, and global data.

LITERATURE REVIEW

Classical sociologists like Karl Marx argued that conflict, including war, is rooted in economic inequalities and class struggle. Marx viewed war as an extension of capitalist competition, where states engage in conflict to secure resources and dominance. This perspective highlights how war reinforces existing inequalities and creates new forms of exploitation.

Émile Durkheim emphasized the role of social cohesion and collective consciousness. He suggested that while war can strengthen solidarity within groups, it simultaneously deepens divisions between groups. War,

therefore, produces both integration and fragmentation in society.

Modern scholars such as Paul Collier have focused on the economic consequences of war. Collier (2003) argued that war leads to a "conflict trap," where countries experience prolonged instability and underdevelopment. Empirical studies confirm that conflict reduces economic growth, life expectancy, and educational attainment.

Interdisciplinary research highlights the broader human development impacts of war. Studies show that war affects health, education, social capital, and psychological well-being. It disrupts livelihoods, weakens institutions, and erodes trust within communities. These findings demonstrate that war's effects are multidimensional and long-lasting.

OBJECTIVES OF THE STUDY

1. To analyze the impact of war on social structures:

The study aims to examine how war transforms key social institutions such as family, education, and governance, and reshapes social relationships.

2. To assess the scale and consequences of displacement caused by war : It seeks to evaluate the extent of forced migration using global data (e.g., UNHCR) and understand its effects on demographic patterns and social systems.

3. To examine the relationship between war and social inequality : The study investigates how war intensifies existing inequalities and creates new forms of marginalization among vulnerable populations.

4. To evaluate the broader socio-economic and cultural impacts of war : This includes analyzing how war affects economic development, health, education, social cohesion, and long-term human well-being.

RESEARCH METHODOLOGY

This study adopts a qualitative and analytical research methodology to examine the sociological impact of war on social structures. The research is primarily descriptive in nature, aiming to interpret and explain how war influences institutions, social relationships, and patterns of inequality. It is based entirely on secondary data collected from reliable and authoritative sources, including reports from international organizations such as the United Nations High Commissioner for Refugees (UNHCR), as well as publications by organizations like WHO and UNESCO, academic journals, books, and previously conducted empirical studies. The study incorporates statistical data on displacement, economic conditions, health, and education to provide a comprehensive understanding of the issue. In addition, it draws upon classical and modern sociological theories, including the perspectives of Karl Marx and Émile Durkheim, to build a theoretical framework for analysis. The collected data is examined using thematic and comparative analysis, allowing for the identification of patterns, relationships, and long-term trends. By integrating theoretical insights with empirical evidence, the methodology provides a holistic understanding of how war acts as a transformative force that reshapes social structures, institutions, and human well-being at a global level.

GLOBAL DISPLACEMENT AND SOCIAL IMPACTS OF WAR

The scale and consequences of armed conflict have intensified dramatically in recent years, as reflected in global displacement trends and their far-reaching social impacts. Data from the United Nations High Commissioner for Refugees (UNHCR) shows that the number of forcibly displaced people has surged from over 50 million in 2014 to more than 122 million by 2025, underscoring a persistent upward trajectory driven by ongoing conflicts. Beyond displacement, war profoundly disrupts multiple dimensions of society, including economic stability, public health, education systems, social cohesion, and migration patterns. Existing research highlights how conflicts reduce economic growth, increase mortality and disease, interrupt schooling, erode trust within communities, and trigger large-scale refugee crises. Together, these trends illustrate not only

the growing magnitude of displacement but also the deep and interconnected social challenges that arise in the wake of war.

Table - 1:
Global Displacement Due to Conflict (UNHCR Data)

Year	Number of Displaced People (Millions)	Key Observation
2014	50+	Post-WWII record high
2023	117.3	Rapid increase due to global conflicts
2025	122.1	Continued rise in displacement

Table - 2 :
Social Impacts of War

Dimension	Impact of War	Evidence
Economy	Reduced economic growth, decline in investment	Collier (2003); Cerra & Saxena (2008); Novta & Pugacheva (2021)
Health	Increased mortality, spread of disease, mental health crises	Ghobarah, Huth, & Russett (2003); World Health Organization (2022)
Education	Disruption of schooling, decline in literacy rates	UNESCO (2023); Justino (2016)
Social Capital	Decline in trust, weakening of community networks	Colletta & Cullen (2000); Rohner, Thoenig, & Zilibotti (2013)
Migration	Mass displacement and refugee crises	UNHCR (2025); Internal Displacement Monitoring Centre (2024)

ANALYSIS

The data presented in Table 1 and Table 2 together provide a comprehensive sociological understanding of how war reshapes social structures at both macro and micro levels.

Table 1 highlights a dramatic and continuous increase in global displacement, as reported by the United Nations High Commissioner for Refugees. The rise from approximately 50 million displaced individuals in 2014 to over 122 million in 2025 indicates that modern conflicts are not only more frequent but also more socially disruptive. This sharp increase reflects the transformation of warfare itself—particularly the rise of prolonged civil wars and internal conflicts. Unlike traditional wars between states, these conflicts directly affect civilian populations, forcing them to migrate. As a result, societies experience

demographic restructuring, including urban overcrowding, pressure on resources, and the breakdown of traditional community systems.

Table 2 demonstrates that war impacts nearly every dimension of social life. Economically, studies such as those by Paul Collier show that conflict leads to reduced growth and investment, trapping countries in cycles of poverty. Health outcomes deteriorate significantly, with increased mortality and widespread psychological trauma. Education systems are also severely disrupted, creating a "lost generation" with limited skills and opportunities. At the same time, social capital declines as trust erodes and communities fragment. These effects collectively weaken the foundations of stable societies.

A key insight from analyzing both tables together is the strong interconnection between displacement (Table 1) and broader social consequences (Table 2). Mass migration intensifies economic strain, overwhelms healthcare and education systems, and contributes to social tensions in both origin and host communities. For example, large refugee populations often face unemployment, limited access to services, and social exclusion. This not only affects displaced individuals but also reshapes the social and economic dynamics of receiving regions.

The combined data suggest that the effects of war are not temporary but structurally transformative. Displacement and institutional disruption lead to long-term changes in class structures, governance systems, and social identities. Inequality tends to increase, as vulnerable populations are disproportionately affected. Furthermore, the erosion of trust and social cohesion can persist across generations, making post-conflict recovery more complex. These long-term consequences reinforce the idea that war fundamentally reshapes the social fabric rather than merely interrupting it. From a Sociology perspective, the tables illustrate that war acts as a catalyst for deep structural change. It simultaneously dismantles existing institutions and creates new social realities, often marked by inequality, fragmentation, and adaptation.

KEY FINDINGS

- War leads to large-scale displacement, exceeding 122 million globally.
- It negatively affects economic growth, education, and life expectancy.
- Social cohesion and trust decline significantly in conflict zones.

- Institutional breakdown is a common consequence of prolonged conflict.
- The effects of war persist long after the conflict ends.

INTERPRETATION

From a sociological perspective, war acts as both a destructive and transformative force. While it disrupts existing social structures, it also creates new ones. For example, displacement can lead to the formation of new communities and identities, while institutional collapse may result in alternative governance systems.

However, these transformations are often unequal, disproportionately affecting vulnerable populations such as women, children, and the poor. Thus, war tends to deepen social inequalities rather than resolve them.

CONCLUSION

War is not merely a political or military event but a profound social process that reshapes societies. Its impacts are multidimensional, affecting economic systems, institutions, and social relationships. Understanding these changes is essential for effective policy-making, particularly in post-conflict reconstruction and peacebuilding. A sociological approach provides valuable insights into how societies can recover and rebuild in the aftermath of war.

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THE ATTITUDE OF STUDENT-TEACHERS TOWARDS TEACHING PROFESSION AND ACADEMIC ACHIEVEMENT

✍ **Dr. K. T. Nagaraja Naik**, Assistant Professor, M.M. College of Education, Davangere.

ABSTRACT

The present study attempts to determine, the attitude of student-teachers towards teaching profession and their academic achievement. The study was conducted on B.Ed. students and found that, student-teachers are required to have favourable attitude, towards teaching profession. Based on the findings of the study, it was concluded, the attitude of student-teachers towards teaching profession have significant impact on academic achievement.

It has been observed that the development of any society depends on the dynamic, futuristic and challenging nature of its education. Education is conceived as a powerful agency, which is instrumental in bringing about, the desired changes in the social and cultural life of a nation. The entire process of education is shaped by the human personality called, the teacher who plays a pivotal role in any system of education. They have the potential to mould the tender minds of students so that, they become good citizens and good human beings. A competent and effective teacher will help in national development. The progress of a nation depends on the adequate availability of appropriately trained and talented teachers.

An effective teacher must have a positive attitude towards teaching as a profession and dedication to teaching. Attitude is an important aspect in quality teaching. An attitude is an important concept to understand human behaviour. Attitude means, the individuals prevailing tendencies to respond favourably or unfavorably to an object, person, institution or events. People's attitude towards their profession have an effect on their performance. This case is also valid for the teaching profession. A teacher with the right attitude puts students' learning as the ultimate goal and will match all the available tools and techniques to suit the teaching learning process.

The future of the world lies, in the hands of teachers, is a well known saying. It is an expression of the recognition for the role played by teachers. Like other developing countries, India too expects her teacher to play a manifold role. The teacher has to play his role as an agent of social

change. In order to bring a change in the society, the teacher must have a high degree of empathy, social sensitivity and risk taking capacity. The teachers should not limit their role to class rooms and students. They are expected to assume a wider role, involving themselves in the development of lifelong learning, right type of values, attitudes and interests, a guide to the conservation of environmental resources. Apart from these roles, the main task of the teacher is in relation to the objective of learning. This dimension of teachers role includes, the pluralistic approach to teaching. A teacher with positive attitude towards teaching profession will perform these mute roles very effectively. The teacher training institutes will play very prominent role in the development and shaping of positive attitudes in future of teachers.

Attitude of student-teachers are developed during their training in teacher training institutions. Hence teacher training institutions should make sincere efforts to equip, the prospective teachers not only with teaching skills but also promotion of positive attitude towards teaching profession, in student-teacher as it affects on their performance. Attitude of student-teachers plays a role in their ability, to transfer teaching skills from simulated environment to natural settings. In this respect determining the attitude of student-teachers, towards teaching profession and its relation with the level of academic achievement is of great importance. Therefore a little effort is made to investigate the attitude of student-teachers towards their profession and how much attitude is related to their academic achievement.

NEED FOR THE STUDY

Teaching profession demands a clear set of goals, good interpersonal and intrapersonal skills and obviously a favorable attitude towards the profession. As student-teachers, they will have to require to have good personality and favourable attitude, towards teaching profession. It is hoped that the results of the present study would prove to be quite useful to the student-teachers and teachers working in different institutions, in changing their attitude towards

teaching profession for better interpersonal skills. Since academic achievement is the criterion for selection in various walks of life, there are several factors that influence on academic achievement. These observations initiated the researcher to undergo, a study on attitude of student-teachers and its impact on academic achievement.

OBJECTIVES OF THE STUDY

1. To study the attitude of student-teachers towards teaching profession.
2. To find out the significant difference in the attitude of student-teachers with respect to their gender, educational qualification, marital status and locality.
3. To find out the correlation between attitude of student-teachers, towards teaching profession and their academic achievement.

HYPOTHESES OF THE STUDY

1. There is no significant difference in the attitude of student-teachers, towards teaching profession with respect to their gender.
2. There is no significant difference in the attitude of student-teachers, towards teaching profession with respect to their educational qualification, marital status and locality.
3. There is no significant correlation between attitude of student-teachers, towards teaching profession and their academic achievement.

DESIGN OF THE STUDY

The present study is a descriptive type research, conducted through qualitative analysis aiming at determining the attitude of student-teachers, towards teaching profession at various Colleges of Education, coming under Davangere University.

SAMPLE OF THE STUDY

Keeping in view of availability of the resources and the feasibility of the study, 200 student-teachers were selected, enrolled in five Colleges of Education in Davanagere University. They were selected by applying Stratified Raandom Sampling Technique.

COLLECTION OF DATA

A survey was designed to collect data within the scope of the study. In the first half of the survey, the investigator used proforma to collect personal information of student-teachers, participated in the study. In the second phase, the investigator constructed a five point scale consisting of

strongly agreed, agreed, undecided, disagreed and strongly disagreed to measure the attitude of student-teachers towards, teaching profession. Similarly, the academic achievement marks of the B.Ed. students were taken, based on their theory examination. to establish the relation between attitude towards teaching profession and academic achievement.

ANALYSIS OF DATA

The data collected from student-teachers were analysed using 't' test. The results are presented in the following tables which show Mean, Standard Deviation and 't' values of each variable of the respondents.

VARIABLES OF THE STUDY

- **Independent Variable :** Attitude towards teaching profession was considered as independent variable in the present study.
- **Dependent Variable :** Academic achievement was regarded as dependent variable.
- **Moderator Variables**
Gender (Male, Female)
Qualification (Graduate, Post-graduate)
Marital status (Married, Unmarried)
Locality (Rural, Urban).

RESULT AND DISCUSSION

Table 1 : Gender and attitude of student-teachers towards teaching profession

Variable	Mean	SD	t-value	Level of Significance at 0.05
Male	68.38	12.404	3.625	Significant
Female	160.73	17.072		

From the table -1, it could be observed that, the 't' test has been applied to find out whether there is any significant difference, in the attitude of student-teachers towards, teaching profession with respect to their gender. The calculated 't' value is found to be 3.625, which is greater than the table value and significant at 0.05 level. Hence the hypothesis that, there is no significant difference in the attitude of student-teachers towards teaching profession with respect to their gender, is rejected and concluded that the attitude of student-teachers towards teaching profession, differ significantly with respect to their gender. The mean value indicates that, the attitude of female student-teachers have more favourable attitude, towards teaching profession than the male student-teachers.

From the table-2, it is analysed that, the 't' test has been applied to find out whether there is any significant difference in the attitude of student-teachers, towards teaching profession with respect to their educational qualification. The calculated 't' value is found to be 0.91. which is lesser than the table value and not significant at 0.05 level. Thus the hypothesis that, there is no significant difference in the attitude of student-teachers, towards teaching profession with respect to their educational qualification is accepted and concluded that the attitude of student-teachers, towards teaching profession do not differ significantly with respect to their educational qualification.

Table 2 : Educational qualification and attitude of student-teachers towards teaching profession.

Variable	Mean	SD	t-value	Level of Significance at 0.05
Graduate	163.078	16.057	0.91	Not Significant
Post-graduate	165.250	15.046		

From the table - 3, it could be observed that, the 't' test has been applied to find out whether, there is any significant difference in the attitude of student - teachers, towards teaching profession with respect to their marital status. The calculated 't' value is found to be 1.852, which is lesser than the table value and not significant at 0.05 level. Thus the hypothesis that, there is no significant difference in the attitude of student-teachers, towards teaching profession with respect to their marital status, is accepted and concluded that, the attitude of student-teachers towards teaching profession, do not differ significantly with respect to their marital status.

Table 3 : Marital status and attitude of student-teachers towards teaching profession.

Variable	Mean	SD	t-value	Level of Significance at 0.05
Married	162.387	16.423	1.852	Not Significant
Unmarried	166.436	14.203		

From the table -4, it could be analysed that, the 't' test has been applied to find out whether, there is any significant difference in the attitude of student-teachers, towards teaching profession with respect to their locality. The calculated 't' value is found to be 1.211, which is lesser than the table value and not significant at 0.05 level. Hence the hypothesis that there is no significant difference in the attitude of student-teachers, towards teaching profession with respect to their locality, is accepted and

concluded that, there is no significant difference in the attitude of rural and urban student-teachers, towards teaching profession.

Table 4 : Locality and attitude of student-teachers towards teaching profession.

Variable	Mean	SD	t-value	Level of Significance at 0.05
Rural	161.600	14.303	1.211	Not Significant
Urban	165.076	15.532		

From the table 5, we can arrive at the following conclusions, there is a significant difference between male and female student-teachers, in their academic achievement as the calculated 't' value is greater than the table value at 0.05 level of significance. This indicates that female student-teachers, have higher academic achievement than their male counterparts. However, the academic achievement of student-teachers not vary in terms of their qualification, marital status and locality, considering the calculated 't' value do not differ significantly even at 0.05 level. Thus, it could be concluded that, the qualification, marital status and locality of student-teachers does not play a vital role on their academic achievement.

Table 5 : Academic achievement of student - teachers

Variable	Groups	Mean	SD	t-value	Level of Significance at 0.05
Gender	Male	86.37	23.05	1.993	Significant
	Female	79.80	23.53		
Education	Graduate	84.64	23.94	0.635	Not Significant
	Post-graduate	82.35	23.29		
Marital status	Married	81.29	23.67	1.006	Not Significant
	Unmarried	84.64	23.29		
Locality	Rural	76.00	22.21	1.877	Not Significant
	Urban	84.33	23.52		

CORRELATION BETWEEN ATTITUDE OF STUDENT - TEACHERS TOWARDS TEACHING PROFESSION AND THEIR ACADEMIC ACHIEVEMENT

It is observed that, there is a significant positive relationship between the attitude of student-teachers, towards teaching profession and their academic achievement. This means that, more favourable attitude of student-teachers, towards teaching profession leads to high academic achievement.

FINDINGS OF THE STUDY

- The attitude of student-teachers participated in the study, towards teaching profession is positive.

- Female student-teachers have more favourable attitude, towards teaching profession than the male student-teachers.
- The attitude level of student-teachers towards, teaching profession do not vary in terms of their qualification, marital status and locality.
- Female student-teachers have higher academic achievement than their male counterparts.
- The academic achievement of student-teachers is not varying in terms of their qualification, marital status and locality.
- Attitude of student-teachers towards teaching profession is positively correlated to the level of their academic achievement, it means favourable attitude towards teaching profession, have significant impact on academic achievement.

EDUCATIONAL IMPLICATIONS

In the light of the observations, analysis and interpretation of the study, the following recommendations are put forward, for the betterment of the student-teachers and teachers in future.

- In order to build a favourable attitude and their teaching career, they could be provided with proper guidance with the help of experts.
- Student-teachers should be given more opportunities for better career enhancement. Healthy climate for academic betterment should be timely provided.
- The curriculum could be updated for motivating the teachers for developing positive attitude towards teaching profession. Modern educational innovations could be implemented in teaching. Updating the knowledge of the student-teachers and preparing them, to face the future challenges with confidence and courage is the need of the day.
- The present student-teachers are going to become the teachers of tomorrow, when they are provided suitable climate, infrastructure facilities and instructional facilities, the quality of teacher education will automatically improve.

CONCLUSION

Development of any society requires, integrated personality of teachers. Based on the findings and discussions, it could be concluded that, the student-teachers must develop positive attitude towards teaching profession and aspire for good academic achievement. In

the changing society, a healthy, productive, creative and innovative teacher education is the need of the hour. Teacher education is believed to be one of the most important hope, to make the society better. Teachers are the persons, who could develop and mould the students as good citizens. The present study has been carried out with the view of building the attitude of student-teachers in a positive direction towards their profession and better academic achievement. Indeed the progress, welfare and prosperity of a nation mainly depend on a planned, rapid and sustained growth in the quality of education.

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However, with liberalization and globalisation, there are challenges ahead for the consumer groups.

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# AN HEALTH INFRASTRUCTURE IN ADEQUACY A ROAD BLOCK TO PROVIDE QUALITY HEALTH CARE SERVICES

✉ Suresh S. Guttikar, Associate Professor, Dept. of Economics, M.G.C. & G.H.D. College, Siddapur. (U.K.)

✉ Dr. S.D. Naik, Associate Professor, Department of Economics, Divekar College of Commerce, Karwar.

## ABSTRACT

*According to the constitution of India, state shall consider improvement of public health as one among its primary duties. Private medical service providers are concentrated in urban areas. Primary Health Centres are the main, if not the only medical service providers in rural areas. PHCs are the first contact points available to the rural people. Demand for health care services is growing with the growing population. This has and would definitely, increase the burden on PHCs.*

*PHCs are widely criticised for their inherent draw backs like shortage of qualified health personnel, lack of adequate training facilities to staff, irregular and inadequate supply of essential medicines and other medical gazetteer, poor infrastructure and unwillingness of staff to work in remote rural areas etc. These short comings appear as a road block in providing health care services of quality. Identification of any obstacles faced by the PHCs in delivering the health care and family welfare services, would give an insight in to the understanding of the inherent problems and suggest remedial measures.*

## KEY WORDS

- 1. Health :** "Health is a state of complete physical, mental and social well being and not merely an absence of disease or infirmity.
- 2. Health for All :** Alma Ata conference reaffirmed "Health for All" as the major social goal of the governments. It has been defined as the "attainment of a level of health that will enable every individual, to lead a socially and economically productive life".
- 3. Health Care :** It covers a broader spectrum of personal health services, ranging from health education and information through prevention of diseases early diagnosis and treatment and rehabilitation.
- 4. Primary Health Care :** This is the first level of contact between the individual and the health system where, "essential" health care (Primary Health Care) is provided. A majority of prevailing health complaints and problems can be satisfactorily dealt with at this level. This level of care is closest to the people. In the Indian context, this care is provided by the primary health centres and their sub centres with community participations.
- 5. Medical Care :** The term medical care denotes the "Science or Practice of the Diagnosis, Treatment and Prevention of Diseases". As a profession, medical care means the services rendered by a doctor or physician to develop better system of health care for the people in society.

## 1. INTRODUCTION

In 1978, the Alma-Ata international conference on primary Health care reaffirmed Health for All (HFA) as the major social goal of governments, and stated that the best approach to achieve the goal of HFA is by providing primary health care, especially to the vast majority of underserved rural people and urban poor. In 1981, the global strategy for 'Health for All' was adopted by the world Health organisation. In 1997 it was decided in the world Health Assembly, to launch a movement known as "Health for All by the year 2000" (Park K. 2005, P 687) articulates health as a fundamental human right. The universal Declaration of Human Rights (UDHR) and International covenant on Economic, Social and Cultural Rights (ICESCR) recognised this fact (Dash L.N. 2007, P 201).

Health care is a public right and it is the responsibility of governments to provide this care to all people. Health services should cover the full range of preventive, curative and rehabilitation services. In India, health care services are provided at three levels viz primary care level provided by primary health centres and their subcentres, secondary care level provided in district hospitals and community health centres, and tertiary care level provided by regional or central level of institutions like Medical College hospitals, Regional hospitals etc. (K.Park 2005, p p. 685-686)

The tenth five year plan has strongly proposed the provision of essential primary health care, emergency life

saving services and family welfare programmes, to needy people at free of charge. India is one of the signatories to the Alma-Ata declaration and committed to the goal of "Health for All". Primary Health Centres are integral part of the health care system. They are the providers or primary health care at the grass-root level. They have an important role to play in realising, the goal of "Health for All".

It was expected that the health system would reach to the door-steps of the villagers in general and vulnerable classes in particular. Unfortunately, substantial population has no access to minimally adequate healthcare services at all or whatever they receive is inadequate to alleviate their health problem. The problem is more severe in case of dwellers in interior corner of villages.

## 2. STATEMENT OF THE PROBLEM

Primary Health Centres are widely criticised for their poor performance in improving health status of rural people. Lack of infrastructure, shortage of qualified health personnel, lack of adequate training facilities, irregular and inadequate supply of essential medicines and other medical gazetter, poor infrastructure, unwillingness of staff to work in remote rural areas, etc., come in the way of rendering qualitative services. The present research problem is stated as, "Health Infrastructure Inadequacy a Road block to Provide Quality Health Care Services."

## 3. OBJECTIVES OF THE STUDY

The present study is mainly intended to investigate the following objectives.

1. To examine deficiencies in health infrastructure in primary health centres in India.
2. To suggest suitable remedial measures in improving the quality of health care and family welfare services, provided by the Primary health centres.

## 4. BACKGROUND AND LITERATURE REVIEW

Health status of people and Health Infrastructure are closely related with each other. Adequate and improved health infrastructural facilities coupled with their even spread, would improve the health status of the people if not remove the health related problems completely.

Ruddar Datt and KPM Sundharam (2009 p p. 164-165) have pointed out that there is a shortage PHCs & SCs. Laveesh Bhandari and Siddharth Dutta (2007 p.266) have focussed shortage of basic facilities and poor condition of health infrastructure (Economic Survey 2007-08 p. 254) and Choudhary et al (2006 pp 266-267),

emphasize high absenteeism of health personnel L.N. Dash (2007 p-188) and Maya Reddi (1993) identified shortage of equipments and essential drugs.

M. K. Rana (2003 pp 464, 465) and J. Jayanti (2008 pp 72-73) observed over burdening of ANM's and excess load on health resources.

## 5. METHODOLOGY AND DATA SOURCE

The present study entitled "Health Infrastructure Inadequacy - A road block to provide Quality Health Care Services" is based on secondary data and information. The period for the study covers three years i.e. from 2005-06 to 2007-08 and its reference period is 2007-08. The statistical devices such as tabulations, percentage, ratios etc are applied to analyse the secondary data.

The required secondary data is obtained from Survey results of different rounds of NSSO. Reports of National Family and Health Survey (NFHS), Journals and Periodicals, various studies by Individual Researchers.

## LIMITATIONS OF THE STUDY

The present empirical study was conducted with the following limitations and hence the conclusions are to be taken cautiously.

1. The study basically deals with the allopathic medical care system.
2. Only physical ill health is considered in the analysis, mental ill health and accidents are not focussed in the study.
3. The study is concentrated on Primary Health Centres. However a passing reference of Community Health Centres and sub-centres is also made.

## 6. CHAPTER SCHEME

The paper is divided in to Nine sections. The first section covers introduction. The second section consists of statement of the problem. The third section addresses the objectives of the study. The fourth section comprises background and literature review. The fifth section deals with methodology data source and limitations of the study. The sixth section exposes the chapter scheme. Deficiencies in health infrastructure in primary health centres in India has been discussed in the seventh section. The eighth section incorporates findings and suggestions. Conclusions are placed in the last section.

## 7. PRIMARY HEALTH CENTRES - INFRASTRUCTURE

In case of health, the term infrastructure has got a

wider meaning. The health infrastructure encompasses the followings.

1. Physical infrastructure - which includes clinical buildings, staff quarters, laboratories etc.,
2. Personnels - This category includes both medical as well as paramedical staff.
3. Facilities at the health centres.
4. Equipments and Medicines.

## 1. PHYSICAL INFRASTRUCTURE

According to report of Economic Survey (2007-08, pp 252-253) of the 22669 PHCs in the country 8755 PHCs are functional on 24x7 and 2852 of them had three staff nurses. But the Mid-Term Appraisal of Eleventh Five Year Plan reveals that in 2009, 8324 PHCs are functional on 24x7 basis and 5907 of them have three staff nurses (Planning Commission - GOI 2011, p 151). It shows the number of functional PHCs is on declining order. Zakir Husain PHCs also shows (2011, p-54) the number of 24 hours functional PHCs comprise only 36 percent at the all India level and 27 percent in high focus states viz Assam, Uttar Pradesh, Madhya Pradesh, Jammu and Kashmir, Chattisgarh, Himachal Pradesh and Rajasthan in 2009.

The following table depicts the establishment of sub centres, Primary Health Centres and Community Health

**Table-1 : Establishment of Sub Centres, Primary Health Centres and Community Health Centres During the Tenth Five Year Plan (2002-2007)**

| States          | Sub Centres  | Primary Health Centres | Community Health Centres |
|-----------------|--------------|------------------------|--------------------------|
| Andhra Pradesh  | 12522(8.61)  | 1570 (7.0)             | 167 (4.12)               |
| Bihar           | 8909 (6.13)  | 1648(7.36)             | 70(1.73)                 |
| Gujarat         | 7274 (5.00)  | 1073(4.8)              | 273(6.74)                |
| Karnataka       | 8143 (5.60)  | 1679(7.5)              | 254(6.27)                |
| Kerala          | 5094 (3.50)  | 909(4.0)               | 107(2.64)                |
| Madhya Pradesh  | 8834 (7.19)  | 1149(5.1)              | 270(6.67)                |
| Maharashtra     | 10453 (7.19) | 1800(8.0)              | 407(10.06)               |
| Orissa          | 5927 (4.07)  | 1279(5.71)             | 231(5.71)                |
| Punjab          | 2858 (1.96)  | 484(2.16)              | 126(3.11)                |
| Rajasthan       | 10612(7.30)  | 1499(6.7)              | 337(8.33)                |
| Uttar Pradesh   | 20521(14.12) | 3660(16.3)             | 386(9.54)                |
| West Bengal     | 10356(7.12)  | 922 (1.83)             | 346(8.55)                |
| Haryana         | 2433(1.67)   | 411(1.83)              | 86(2.12)                 |
| Tamil Nadu      | 8683(5.97)   | 1181(5.2)              | 236(5.83)                |
| All India Rural | 145272       | 22370                  | 4045                     |

Centres, Community Health Centres in major states of the nation during the Tenth Five Year Plan (2002-2007)

This table shows that the physical health infrastructure of Karnataka State is a just moderate. The highest number of PHCs were established in Uttar Pradesh i.e. 3660 (16.3) whereas very low in Haryana i.e. 411 (1.83), in Karnataka 1679 (7.5) PHCs were established. The table also discloses the number of sub Centres and Community Health Centres of the major states of the nation.

The mounting population and health consciousness of the people have exerted more pressure on existing PHCs. The following tables clearly show the short fall in health infrastructure.

**Table - 2 : Short fall in Health Infrastructure (based on 2011 population)**

| Health Facility | Year | R Required | P Existing | S in % Short fall | S in% shortfall in % |
|-----------------|------|------------|------------|-------------------|----------------------|
| SCs             | 2005 | 1,58,792   | 1,46,036   | 19,269            | 12.1                 |
|                 | 2008 | 1,58,792   | 1,46,026   | 20,486            | 12.9                 |
| PHCs            | 2005 | 26,022     | 23,236     | 4,337             | 16.6                 |
|                 | 2008 | 26,022     | 23,458     | 4,477             | 17.2                 |
| CHCs            | 2005 | 6,491      | 3,346      | 3,206             | 49.4                 |
|                 | 2008 | 6,491      | 4,276      | 2,337             | 36.0                 |

(Source : Planning Commission GOI 2011, p149)

The table reveals the shortfall of subcentres and Primary Health Centres has been increased marginally between 2005 and 2008.

Four states of Bihar, Uttar Pradesh, West Bengal and Madhya Pradesh alone contribute towards 70 percent of the overall shortfall of PHCs. The following table shed the light on shortfall in PHCs in major states of the nation.

The mis-match between required number of PHCs and functioning PHCs clearly show that there is a shortfall to the extent of 17.2 percent.

Besides shortfall of the PHCs, there is shortfall of own buildings to house the health centres. The following table summarises the same.

## 2. HEALTH PERSONNELS

NRHM intends to increase access of health personnels with the objective of providing un interrupted health care services. But most states suffer from under staffing. The situation is particularly bad in Gujarath and Madhya Pradesh, where more than 20 percent of PHCs do not have a single doctor. (L. N. Dash 2007, p189). Only 38 percent of all PHCs have all the critical staff. 8 out of every 10

**Table-3 : Short fall in Health Infrastructure as per 2001 population in India (as on March 2008)**

| States          | Primary Health Centres |            |              |
|-----------------|------------------------|------------|--------------|
|                 | R Required             | P Existing | S Short fall |
| Andhra Pradesh  | 1924                   | 1570       | 354          |
| Gujarat         | 1172                   | 1073       | 99           |
| Bihar           | 2489                   | 1641       | 848          |
| Karnataka       | 1211                   | 2195       | +            |
| Kerala          | 791                    | 909        | +            |
| Madhya Pradesh  | 1670                   | 1149       | 521          |
| Maharashtra     | 1984                   | 1816       | 168          |
| Rajasthan       | 1555                   | 1503       | 52           |
| Tamil Nadu      | 1173                   | 1215       | +            |
| Uttar Pradesh   | 4390                   | 3690       | 700          |
| Orissa          | 1171                   | 1279       | +            |
| Punjab          | 536                    | 484        | 52           |
| Haryana         | 500                    | 420        | 80           |
| West Bengal     | 1993                   | 924        | 1069         |
| All India Rural | 26022                  | 23458      | 4477         |

(+ surplus) (Source : SRS Bulletin October, 2007 Office of Registrar General, India)

**Table - 4 : Location of SCs, PHCs and CHCs (As on Sept. 2005)**

| Health Facility | Location       |                                                        | Building Required to House |
|-----------------|----------------|--------------------------------------------------------|----------------------------|
|                 | Govt. Building | Rented/Rent free panchayat, voluntary society building |                            |
| SCs             | 49.1 %         | 50.9 %                                                 | 60762                      |
| PHCs            | 78.0 %         | 22 %                                                   | 2948                       |
| CHCs            | 91.5 %         | 8.5 %                                                  | 205                        |

(Source : India Infrastructure Report 2007, p. 266)

PHCs had no paediatrician and 7 out of 10 had no specialisation (Ibid p. 190)

The following table gives the bird's eye view of human resource engaged in Primary Health Centres in the nation.

The table shown above vividly reflects the magnitude of vacant position of health personnels and shortfall of the same. The table also informs about rise in the shortfall of health staff between 2006 and 2008.

### 3. FACILITIES AT THE HEALTH CENTRES

According to goals of National population policy 2000, government of India has taken policy decisions to

**Table - 5 : Human Resources for Health - Shortage**

| Health Personnel                                   | All India | R Required | S Sanctioned | P In Position | S-P Vacant    | R-P Shortfall  |
|----------------------------------------------------|-----------|------------|--------------|---------------|---------------|----------------|
| Multipurpose workers (female) ANMs at SCs and PHCs | 2006      | 1,67,657   | 1,62,772     | 1,49,695      | 13126 (8.06%) | 18318 (10.93%) |
|                                                    | 2008      | 1,67,494   | 1,43,269     | 1,53,568      | 8800 (6.14%)  | 21066 (12.43%) |
| Health assistants (female) LHVs at PHCs            | 2006      | 22,669     | 18,874       | 17,107        | 2781 (1.99%)  | 5941 (26.21%)  |
|                                                    | 2008      | 23,458     | 19,920       | 17,608        | 2664 (13.37%) | 6481 (27.63%)  |
| Health assistants (male) at PHCs                   | 2006      | 22,669     | 24,207       | 18,223        | 5984 (24.72%) | 7196 (31.62%)  |
|                                                    | 2008      | 23,458     | 23,705       | 17,976        | 6534 (27.56%) | 8831 (37.65%)  |
| Doctors at PHCs                                    | 2006      | 22,669     | 27,927       | 22,273        | 5801 (20.77%) | 1793 (7.91%)   |
|                                                    | 2008      | 23,458     | 25,086       | 24,375        | 4708 (18.77%) | 3537 (15.08%)  |
| Pharmacists at PHCs & CHCs and                     | 2006      | 26,579     | 22,816       | 18,419        | 4445 (19.48%) | 4389 (16.51%)  |
|                                                    | 2008      | 27,734     | 24,088       | 20,956        | 4282 (17.78%) | 7022 (25.32%)  |
| Lab Technicians at PHCs and CHCs                   | 2006      | 26,579     | 15,143       | 12,351        | 2792 (18.44%) | 9509 (35.78%)  |
|                                                    | 2008      | 27,734     | 15,223       | 12,886        | 3308 (21.73%) | 14134 (50.96%) |

(Source : planning commission GOI-2011, p-150)

provide essential health care services round the clock. These interventions include improving care, emergency obstetric care, provision of drugs and equipments at SCs, PHCs and FRUs and contractual staff.

States/UTs are funded for providing 24 hours delivery services at selected PHCs and CHCs. Instructions have been given to concerned authorities to monitor a minimum of three ante-natal check-ups for timely and early diagnosing the emergencies. In this regard under RCH-II, all the CHCs and 50 percent of PHCs are proposed to be operationalised for providing round the clock delivery services. Provisions of RTI/STI services at all FRUs, CHCs and 24x7 PHCs, is also being made under RCH-II.

The ANM and LHV and staff nurses are well informed and aware of post natal care for mother and new born within first 24 hours of delivery and subsequent home visits on day of third and seventh.

Staff nurses and ANMs are permitted to give certain injections and also perform certain interventions under specific emergency situation. Medical Termination of Pregnancy (MTP) Services are provided at 24x7 PHCs, CHCs and FRUs (India 2009, pp 495-499).

However facilities at the health centres are not without the short comings. A survey conducted by the National Sample Survey Organisation (NSSO) in 43 districts from 14 states in the country, observed that only about one fourth of all the PHCs surveyed had a tap on the premises. In more than half of the districts over 60 percent of PHCs were dependent on public hand pumps and few more on taps and unprotected wells for water. (L N Dash 2007, p190). In majority of the states surveyed, PHCs did not have 4-6 beds, care corner for new born babies. Obstetric care facilities were also poor. Many SCs, PHCs and CHCs had no toilet facilities and medical waste disposal system. (Zakir Husain PHCs 2011, p54)

#### 4. EQUIPMENTS AND MEDICINES

Many studies reveal that lack of equipments and medicines are the big road blocks in delivering the health care services. A large number of PHCs do not have minimum infrastructure and inputs. For instance, only 77 percent have an infant weighing machines, 65 percent had a deep freezer, 16 percent had a refrigerator, 60 percent had an autoclave and steam steriliser drums, less than 20% had facility for medical termination of pregnancy (L N Dash 2007, p 188). various studies clearly shows that PHCs suffer from shortage of baby cradles, laryngoscope wheel chairs, delivery tables and infant.

Majority of the PHCs lack essential drugs and medicines required for the treatment of common ailments. About one third of the PHCs had stock of iron and folic-acid tablets. About 61 percent had vaccines (L N Dash 2007, p-188) Even basic medicines like albendazole, mebendazole tablets, bandage etc were found to be out of stock or in irregular supply (Zakir Husain PHCs 2011, p-54)

#### 5. FINDINGS AND SUGGESTIONS

1. The PHCs functioning on 24x7 basis are on declining order. For instance, their number was 8755 in 2006, but it came down to 8324 in 2009. The share of 24x7 functional PHCs comprise only 36 percent at the all India level and merely 27 percent in high focus states. So there is a dire need of increasing the number of 24x7 functional PHCs in order to provide essential health care services to the rural community round the clock.
2. The highest number of PHCs were established in Uttar Pradesh i.e. 3660 (16.3%), whereas very low in Haryana i.e. 411 (1.83%). In Karnataka, the number is 1679 (7.5%). Attempts should be made in such a way that unserved and under served areas must get a higher share of PHCs.
3. The mis-match between required number of PHCs and functioning PHCs clearly show, that there is a shortfall to the extent of 17.2 percent between 2005 and 2008. The short fall of PHCs impose more pressure on existing PHCs which would dilute the quality health care provision. Hence top priority should be given to minimise the gap between PHCs in position and required.
4. Besides shortfall of PHCs, as much as 22 percent of the total PHCs (2948 in number) have no own buildings. Therefore such PHCs should be housed in their own buildings with improved amenities like water, electricity, laboratories, telephones etc.,
5. Residential accommodation needs to be provided for atleast the key staff, so as to ensure their availability of health care services round the clock.
6. The magnitude of vacancy position of health personnel is not only high but it is, increasing over the period of time. For instance short fall of doctors at PHCs was 7.91 percent of requirement in 2006

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# ATTITUDE TOWARDS TEACHING PROFESSION OF TEACHER TRAINEES OF MYSORE CITY

✍ Dr. N. Lakshmi, Chairperson, Department of Education, KSOU, Manasagangotri, Mysore - 06

✍ Venkatesha K. Research Scholar, Department of Education, KSOU, Manasagangotri, Mysore - 06

## INTRODUCTION

Teaching is one of the most influential professions in the society. In their day to day work, teachers can, and make much influence of the life of a directly, through the curriculum they teach, and indirectly, through their behavior, attitudes, values, relationship with good pupils. So teacher education is an important area of concern in our educational system. Development of a country depends greatly on the quality of its teachers. The major objectives of study are : 1) to study the attitude towards teaching profession of the secondary school teacher trainees of Mysore city. 2) To compare the attitude towards teaching profession of the secondary school teacher trainees of government, private aided and private unaided colleges. 3) To compare the attitude towards teaching profession of male and female secondary school teacher trainees of Mysore city. 4) To compare the attitude towards teaching profession of secondary school teacher trainees of science and arts streams of Mysore city. The data was collected from a sample of 815 B.Ed. Teacher trainees, out of which, 314 male teachers and 501 female teachers from different type of institutions of Mysore city who were selected by stratified random sampling technique. The findings indicate that there was no significant difference in the Attitude towards Teaching Profession of teacher trainees with respect to their gender, type of management, locale and their educational qualification. It is implied from the study that, irrespective of the teacher trainees background, they possess favourable attitude towards teaching profession, which is an important quality indicator of empowering teacher trainees at secondary level.

Teacher education programmes are essentially institution-based. Their students need to be exposed more, and more to the realities of school and community. Internship, practice of teaching, practical activities and supplementary educational activities, need to be better planned and organized more systematically. The curriculum, pedagogy and evaluation of teacher education

programmes, need to be made more objective as well as comprehensive.

Despite improvement of service conditions and perks, the profession needs talent. For preparing teacher educators, the most popular programme is M.Ed, though a few universities provide M.A. (Education), the M.Ed. programme by and large, is of general nature and does not train specialists in different areas. The same course meets the requirements of schools, teacher education institutions and administration, there being little differentiation. The standard of research, whether at M.Phil. Ph.D. or Project level deserves greater attention. It is distressing to observe that research in our universities and institutes is largely, conducted for obtaining a degree and much of it is repetitive and incapable of improving theory or practice of teacher education or general education, sometimes they are replicas of forum researches, the recent promotional rules of University Grants Commission have tended to have a considerable adverse impact, on the level of research. The present system of teacher education needs to demonstrate greater sensitivity to its educational, as well as social contexts.

The unique feature of the Indian education system is focussing maximum importance on the teacher education. This is the main factor that decides the future of the teacher trainees. In view of its great importance, a large number of studies were conducted on the factors that are influencing the self-concept, emotional adjustment and attitude towards teaching profession. These factors can broadly be categorized into two groups - Teaching factors and Psycho factors. On Adjustment, Attitude towards Teaching Profession. More studies was conducted on Teaching factors and their influence on self-concept, emotional adjustment, and attitude towards teaching profession, Adjustment, Attitude, Interests, introvert, extravert, Motivation, which influence the teaching. Of these factors, the investigator had considered self-concept, emotional adjustment and attitude towards teaching profession as important.

## ATTITUDE TOWARDS TEACHING PROFESSION

Attitude is important to understand human behavior. To define what exactly an attitude is, many attempts have been made in literature. Generally it is defined as a complex mental state involving beliefs. Anastasi (1957) defines attitude as, a tendency to react in a certain way towards a designed class of stimuli. People's attitudes towards their profession have an effect on their performance. It is also valid for teaching profession. The quality of education is directly related to the quality of instruction. Teacher is instrumental for better instruction. He is required to have a higher professionalism, because of rapidly changing circumstances. He is expected to use the best practices and strategies to meet the challenging demand of his career, which involves imparting knowledge and developing essential skills in the students. A good teacher is expected to be committed to his work and have, the ability to take the initiative (Sparks, 1979). Teacher is expected not only to master the subject and various methods of teaching, but also to show that he is capable of selecting the various study materials, according to the teaching goals and varied group of pupils. He also possesses the potentials to create a learning environment for the students (Vermunt and Verschaffel, 2000).

**Gupta (1996)**, describes that the task of teachers is central to education. Teachers must transmit to new generation, the cultural heritage of society - the knowledge, skills, customs, and attitudes acquired over the years. They must also try to develop in their students, the ability to adjust to a rapidly changing world. The effective teacher is capable of creating a desire to teach (Conant, 1993). Teaching is a complex and demanding profession. To sustain their energy and enthusiasm for teaching, teachers need to maintain personal commitment to the job (Day, 2000). Smith (1990), has claimed that teacher's personality in the attitudinal sense is a significant factor, in teacher's behaviour and it has great impact on student's achievement. The teachers must know the art of communication, understanding others and ability to learn from the experiences. They should be able to facilitate learning effectively (Reddy, 1992). Bhatia and Bhatia (1988), describe that the teacher is a servant of the society, entrusted with the task of modifying and developing the behavior of the young child, for maintaining and improving social patterns. The teacher can render this service to society only if he, above all, is a humanist - a human being in the true sense of the word. He is a person of high ideals and engaging personality. Wright (1987), describes that

the primary function of teachers is to motivate the learners, who are not motivated and to nurture those, who are already well motivated to the task of learning.

A teacher is required to have a higher level of professionalism because of rapidly changing circumstances. The importance of teachers' professional development is being too much emphasized today. Hayon (1989) says that the teachers who possess professional and interpersonal skills are more effective, in their classrooms in terms of students behaviour, attitude and achievement. Every individual has a variety of attitudes, which might be positive or negative and can vary according to their favourability and un-favourability, for various attitudinal objects. Luthans (1993), says that professional attitude serves in many valuable ways and knowing these attitudes can also serve a lot.

Attitude towards profession means a person's feelings, behaviours and commitment to the profession or job. If the teacher is committed and has positive attitude, then it is sure that his performance will be better and his efforts will be fruitful. Richardson (1991). narrated that education is a nation building activity. The quality of education depends upon ability and efficiency of teachers. If the teachers are well trained, motivated and committed with their profession, learning will be enhanced. This study may provide a searchlight towards developing a positive attitude, among secondary school teachers towards teaching profession.

The attitude of teachers towards teaching profession is very important for the teachers' performance and their students. The analysis of the data revealed that, the majority of the secondary school teachers does not possess positive attitude towards the profession. It is very alarming situation for our education system. Secondary education is an important sub-sector of the entire education system. It provides the middle level workforce for the economy and on the other; it acts as a feeder for the higher level of education (Govt. of Pakistan, 1998). The steps should be taken by the concerned authorities to develop positive attitude of secondary school teachers towards teaching profession.

The pre-service teacher education provides, the teachers with initial professional competence in terms of content and process, for effective transaction of curriculum. It is during practice teaching, student teachers get opportunity to apply, the theories learnt by them.

Attitudes are positive or negative views of an "attitude object": i.e. a person, behaviour or event. An attitude is a

mental state of readiness, exerting directive or dynamic influence upon individual's response to all objects and situations, with which it is related. Attitude towards teaching refers to an implicit response towards teaching.

**Gagne (1985)**, operationally defines attitude as, "a state that influences or modifies the individual choices of personal action". An attitude is a readiness or predisposition to respond in a certain way and may be inferred from observation and / or measurement (Garison & Magoon, 1972). Stern and Keislar (1975), identify six features of attitudes on which, most of those studying attitudes of teachers agree. First, attitudes deal with the way a person feels. Second, attitudes are expressed in relation to something such as an idea, person, situation, practice and the like. Third, attitudes are dispositions to act in a specific way. Fourth, when there is a perception of choice of behaviour, attitudes are more validly expressed. Fifth, attitudes influence behaviour, although the extent of the influence depends on how both the attitude and behaviour are defined and measured. Sixth, attitudes are learned through experience.

**Kagan's (1992)** review of 40 studies dealing with change in attitudes toward teaching underscores, the fact that attitudes based on one's own experience as a student, remain unchanged by the pre-service program and follow pre-service teachers into student teaching. Several hypotheses found in the literature explain the seemingly unchanged set of attitudes and beliefs held by pre-service teachers, as they move into their field experience and subsequently into their professional roles, as teachers become more liberal in attitude during their university program but move toward traditional views during student teaching or early in-service teaching (Veenman, 1984, Zeichner and Tabachnick, 1981). The second way of looking at this liberal - to - traditional shift is in terms of teacher socialization (Copeland 1980; Lasley, 1980; Lortie, 1975; Ross 1988; tabachnick and Zeichner 1984) which is complete before formal training is received. Zeichner and Tabachnick (1981), hold the third view; teacher education programmes transmit essentially conservative perspectives and pre-service teachers do not have the conceptual tools to transcend these ideas. Other researchers suggest that the prior beliefs and attitudes of pre-service teachers need to be studied, within the teacher education program, to allow some measurement of the effect of these on developing beliefs about meeting the needs of diverse learners (Ducette, Sewell & Shapiro 1996; Feiman - Nemser & Remillard 1996; Putnam & Borko, 2000). Research

studies support each of these hypotheses, and it is not clear whether one or a combination of them is the best explanation. What does seem clear, however, is, despite teacher training programs, previously held attitudes persist ?

## OBJECTIVES

The present study was undertaken with the following major objectives :

1. To study the attitude towards teaching profession of the secondary school teacher trainees of Mysore City.
2. To compare the attitude towards teaching profession of secondary school teacher trainees before and after practice in teaching.

## REVIEW OF RELATED LITERATURE

"Attitude towards Teaching Profession is an emotionalized tendency, organized through teaching experiences to react positively towards teaching." It is a learned emotional response, set for or against teaching. Individuals will have positive attitudes towards those objects, which enable them to achieve the values held and form negative attitudes towards objects, which hinder the achievement of values.

## STUDIES REVIEWED IN THIS AREA ARE PRESENTED BELOW

**Pigge and others (1997)**, studied the development of Attitudes toward teaching career in a longitudinal sample of Teacher Candidates progressing through preparation and Five Years of Teaching. The study revealed that the development of attitude toward teaching does not follow the same pattern for all teacher candidates and suggested a possible explanation for the sometimes apparent contradictions noted in the findings, from previous research of teacher attitude development.

**Pushpam (2003)**, while examining the attitude of women teachers towards teaching profession on a sample of 725 teachers found significant and positive relationship between attitudes of women teachers towards teaching profession and job satisfaction.

**Suja (2007)**, in a study found that attitude towards teaching, interest in teaching and teaching experience, have significant main effect on job commitment of teachers.

Studies reviewed on attitude towards teaching profession reveal that, attitude towards teaching profession is a significant predictor of teaching efficiency. Studies proved that attitude can be improved through practical

experience. It is also found that more effective and less effective teachers, differ in attitude towards teaching. Previous exposure can increase the level of attitude. Some studies indicate that female teachers possess, a high degree of attitude than male teachers. Teachers with positive attitudes encourage their students. Significant relationship of attitude towards teaching with variables like teaching interest, satisfaction, creativity intelligence, teaching effectiveness, commitment, achievement, technology, teaching experience are established in a majority of studies. But a few studies show no relationship with the variables viz., qualification, class room behaviour, age, sex, locale, etc. However, attitude towards teaching is a significant variable related to teaching that majority of studies established its relationship.

### ATTITUDE TOWARDS TEACHING PROFESSION

An attitude is a mental state of readiness exerting directive or dynamic influence, upon individual's response to all objects and situations with which it is related. Attitude towards teaching profession refers to an implicit response towards teaching as a profession.

### VARIABLES SELECTED FOR THE STUDY

The following variables were selected for the study :

#### ***I. Dependent Variable:***

Attitude towards Teaching Profession.

#### ***II. Independent Variables:***

Practice in Teaching.

#### ***III. Background Variables:***

1. Gender.
2. Type of Management.
3. Locality.
4. Educational Stream.

### STATEMENT OF HYPOTHESES

1. There was no significant difference in the attitude towards teaching profession of secondary school teacher trainees, before and after teaching practice.
2. There was no significant difference in the attitude towards teaching profession of male secondary school teacher trainees, before and after teaching practice.
3. There was no significant difference in the attitude towards teaching profession of female secondary school teacher trainees, before and after teaching practice.
4. There was no significant difference in the attitude towards teaching profession of government

secondary school teacher trainees, before and after teaching practice.

5. There was no significant difference in the attitude towards teaching profession of private aided secondary school teacher trainees, before and after teaching practice.
6. There was no significant difference in the attitude towards teaching profession of private unaided secondary school teacher trainees, before and after teaching practice.
7. There was no significant difference in the attitude towards teaching profession of secondary school teacher trainees, coming from urban background before and after teaching practice.
8. There was no significant difference in the attitude towards teaching profession of secondary school teacher trainees coming from rural background before and after teaching practice.

### SAMPLING

The population of the study consists all B.Ed. Teacher Trainees in various teacher training institutions of Mysore City, namely government, private aided and private unaided Colleges. A sample of 815 B.Ed. Teacher trainees out of which 314 male teachers and 501 female teachers from different type of institutions were selected by Stratified Random Sampling Technique.

The table showing the distribution of sample over gender and type of management is as follows.

| Gender | Type of Management |               |                 | Total |
|--------|--------------------|---------------|-----------------|-------|
|        | Government         | Private Aided | Private Unaided |       |
| Male   | 40                 | 43            | 231             | 314   |
| Female | 46                 | 90            | 365             | 501   |
| Total  | 86                 | 133           | 596             | 815   |

#### Tools of the Study

| Sl. No. | Variables                            | Tools of the Study                                  |
|---------|--------------------------------------|-----------------------------------------------------|
| 1.      | Attitude towards Teaching Profession | Tool was developed and standardized by investigator |

#### Statistical Analysis used in the Present study

The following statistical techniques were employed for analyzing the data.

### SUMMARY AND CONCLUSION

#### Findings of the Study

1. There was a significant difference in the attitude

| Sl. No. | Statistical Technique(s) used | Purpose for which they were used                                                                                                                                                                                           |
|---------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.      | t-test                        | To examine the significant differences of means pertaining to the Self Concept, Emotional Adjustment and Attitude towards Teaching Profession, according to levels of main independent variables and background variables. |

towards teaching profession of secondary school teacher trainees, before and after teaching practice.

2. There was a significant difference in the attitude towards teaching profession of male secondary school teacher trainees, before and after teaching practice.
3. There was a significant difference in the attitude towards teaching profession of female secondary school teacher trainees, before and after teaching practice.
4. There was no significant difference in the attitude towards teaching profession of government secondary school teacher trainees, before and after teaching practice.
5. There was a significant difference in the attitude towards teaching profession of private aided secondary school teacher trainees, before and after teaching practice.
6. There was a significant difference in the attitude towards teaching profession of private unaided secondary school teacher trainees, before and after teaching practice.
7. There was a significant difference in the attitude towards teaching profession of secondary school teacher trainees, coming from urban background before and after teaching practice.
8. There was a significant difference in the attitude towards teaching profession of secondary school teacher trainees, coming from rural background before and after teaching practice.

### EDUCATIONAL IMPLICATIONS

- College principals should seriously concentrate on creates environments, in which students feel supported. The challenge is to reframe the understanding of self-concept, so that teacher trainees are focussing on the right strategies to foster students' sense of competence and self-worth.
- The methodology used to train teacher should be modified so that trainee teachers, do not learn only how and what to teach but also, how to overcome

challenges in the profession. A program should be organized where teachers in high schools or elementary schools, share their experience with trainee teachers about the challenges and rewards of teaching, thereby clearing any misperception or confusion about the profession.

- Universities and teacher training institutes should closely work together, with high school or elementary school teachers to get feedback from and give support, to the teachers who were once their students.
- A study should be conducted to identify the actual status of teachers, and the teaching profession and the results should be available for all teachers there by bridging the gap between teachers actual status and the status that they think they are accorded.

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# PANDIT MADAN MOHAN MALAVIYA (1861-1946)

✍ **Prakash Badiger**, Associate Professor, Regional Institute of Education NCERT, Nellore, Andhra Pradesh.

## INTRODUCTION



Pandit Madan Mohan Malaviya (25 December 1861-12 November 1946), popularly known as Mahamana, was one of the foremost educationists, social reformers, freedom fighters, and nation-builders of modern India. He dedicated his life to the advancement of education and the promotion of Indian culture, values, and national consciousness.

## CHILDHOOD AND EARLY LIFE

1. Madan Mohan Malaviya was born on 25 December 1861 in Allahabad (now Prayagraj), Uttar Pradesh.
2. He belonged to a scholarly Brahmin family known for its devotion to learning and religious studies.
3. His father, Pandit Brij Nath Malaviya, was a distinguished Sanskrit scholar and religious preacher.
4. From an early age, Malaviya was exposed to Indian culture, spiritual traditions, and moral values.
5. He received his primary education in a Sanskrit Pathshala, where he learned Sanskrit, scriptures, and classical literature.
6. Later, he attended the District School in Allahabad and pursued higher education at Muir Central College.
7. Despite facing financial hardships, he displayed remarkable academic ability, discipline, and leadership qualities.
8. His childhood experiences shaped his lifelong commitment to education, social service, and national development.

## 1. EDUCATIONAL CONTRIBUTIONS

1. Establishment of Banaras Hindu University (BHU)

1. Malaviya's greatest contribution to education was the establishment of the Banaras Hindu University in 1916.
2. He envisioned a university that would integrate India's cultural heritage with modern scientific and technical education.
3. BHU became one of the largest and most respected residential universities in Asia.

## 2. PROMOTION OF NATIONAL EDUCATION

1. Malaviya believed that education should foster patriotism, character, and social responsibility.
2. He advocated an education system that reflected Indian values and aspirations.
3. He encouraged educational institutions to contribute to national awakening and social progress.

## 3. INTEGRATION OF TRADITIONAL AND MODERN KNOWLEDGE

1. He emphasized the importance of preserving India's ancient wisdom while embracing modern science and technology.
2. His educational philosophy sought a balance between spiritual development and scientific advancement.
3. He promoted interdisciplinary learning that combined ethics, culture, and professional education.

## 4. SUPPORT FOR WOMEN'S EDUCATION

1. Malaviya strongly supported the education of women.
2. He believed that the progress of society depended upon the education and empowerment of women.
3. He encouraged educational opportunities for girls and women at various levels.

## 5. EXPANSION OF TECHNICAL AND PROFESSIONAL EDUCATION

1. He promoted the teaching of engineering, medicine, agriculture, and vocational subjects.

2. He recognized the importance of technical education in national development and economic progress.
3. Under his leadership, BHU established several professional faculties and departments.

## 6. EMPHASIS ON CHARACTER BUILDING

1. Malaviya viewed education as a means of developing moral character and ethical conduct.
2. He stressed the values of honesty, discipline, service, and patriotism.
3. He believed that true education should develop the body, mind, and spirit in a balanced manner.

## 7. PROMOTION OF INCLUSIVE EDUCATION

1. He advocated educational opportunities for all sections of society.
2. He worked to reduce social barriers and expand access to education.
3. His efforts contributed to the democratization of learning in India.

## CONCLUSION

Pandit Madan Mohan Malaviya remains one of the greatest architects of modern Indian education. His visionary leadership, commitment to national development, and dedication to educational reform transformed the educational landscape of India. The establishment of Banaras Hindu University and his emphasis on character, culture, and modern knowledge continue to inspire educators and students alike. His life stands as a shining example of how education can serve as a powerful instrument for individual growth and national progress.

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but it increased to the tune of 15.08 percent in 2008. In case of ANMs, LHVs Health Assistants (male), pharmacists and Lab Technicians also, critical short fall is witnessed. Hence vacant posts should be filled in so as to remove the over burdening of the health staff.

7. Facilities at the PHCs are very poor. This will repel the patients towards costly private health providers.

Therefore care is to be taken regarding provision of obstetric care, emergency obstetric care basic diagnostic equipments, regular and timely supply of medicines and equipments etc. in PHCs.

6. CONCLUSIONS

Mere increase in number of PHCs is not sufficient to solve the problem. A philosophy of providing integrated health care delivery is also desirable. Enhancement of managerial skills of health personnel, will ensure increase productivity of them. Efficient utilisation of men and materials at the health centre will compensate the poor infrastructure to some extent. Micro planning at village level, creating awareness among rural folks about health programmes available at PHCs, improved referral system would benefit the poor and needy. Investment in the health sector should receive the same priority as other sectors.

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