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### Role of education in human development in present scenario

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#### Abstract

The purpose of this paper is to observe the factors responsible for growing popularity of Human development – is about expanding the richness of human life, by enhancing human rights, freedoms, capabilities and opportunities and by enabling people to lead long, healthy and creative lives, rather than simply the richness of the economy in which human beings live. The human development concept is complemented with a measure- the Human Development Index (HDI) which is a composite statistic of life expectancy, education, and income per capita indicators. This Human Development Index varies from country to country. This Human development is undermined by multiple shocks, vulnerabilities and risks by poverty, epidemics, by emerging health risks, by economic and financial crises and by environmental disasters. Some of these are discussed below with the instrumental role of education in eradicating and contributing for the human development.

**Keywords:** human development index, poverty, creation, gender inequality index

#### 1. Introduction

Twenty five years ago the first Human Development Report in 1990 began with a simple notion: that development is about enlarging people's choices focusing broadly on the richness of human lives rather than narrowly on the richness of economies. Work is a major foundation for both the richness of economies and the richness of human lives but has tended to be conceptualized in economic terms rather than in human development terms. The 2015 Human Development Report goes beyond that convention in directly linking work to the richness of human lives. Human development has been uneven among regions, across countries and within countries. The UNDP introduced three new human development measures in its 2010 Human Development Report, which it has since continued to estimate and report on annually. These measures are the geometrically – averaged Human Development Index (HDI), the Inequality-adjusted Human Development Index (IHDI), and the Gender Inequality Index (GII).

This human development concept is complemented with a measure- the Human Development Index (HDI). The Human Development Index is a composite index focusing on three basic dimensions of human development:

- To lead a long and healthy life, measured by life expectancy at birth;
- The ability to acquire knowledge, measured by mean years of schooling and expected years of schooling; and
- The ability to achieve a decent standard of living, measure by gross national income per capita.

The Human Development Index (HDI) is a composite statistic of life expectancy, education, and income per capita indicators. A country scores higher HDI when the life expectancy at birth is longer, the education period is longer,

and the income per capita is higher. It is used to distinguish whether the country is a developed, a developing or an underdeveloped country. The index was developed in 1990 by Pakistani economist Mahbubul Haq and Indian economist Amartya Sen. The UN report covers 185 member states of the United Nations (out of 193), along with Hong Kong and Palestine; 8 UN member states are not included because of lack of data. The average HDI of regions of the World and groups of countries are also included for comparison. Countries fall into four broad human development categories: Very High Human Development, High Human Development, Medium Human Development and Low Human Development. India fall in Medium Human Development countries with 131 ranking on HDI, and Norway No.1 (out of 188 countries based on 2015 data). India's Human Development Index score falls 27 % due to regional disparities in education, health parameters and living standards within the country.

To observe the improvement in the HDI, Sustainable effort in the path of development should be promoted not only for sustaining the country or planet, but also ensuring the liveable place for future generations. To do this there need to occurs in parallel changes in the following three aspects:

1. Termination (to observe the end of some issues)
2. Transformation (preservation of some work by adapting new technologies)
3. Creation (introducing of new work)

#### 2. Material and Methods

Publications by UNDP, Human Development Index – Norway and Wikipedia were surveyed for study and analysed in the process of extracting the data and personal experiences obtained through different mass media were incorporated in framing out this paper.

  
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## 5E INSTRUCTIONAL MODEL

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The traditional methods used for teaching in contemporary India only transact knowledge from the head of teacher to the head of student. In conventional teaching student memorizes knowledge in the form of laws, formulae, theories and enforce them to reproduce as such in the examination. There is less scope for learner for insightful learning and develop skills and reflective thinking. These conventional methods are not effective to develop true knowledge and understanding of science and prove futile exercise to inculcate problem solving abilities, critical and reflective thinking among children. Therefore there is urgent need to reform our teaching practices in the light of recommendations of NCF 2005. In this framework the child is viewed as a 'discoverer' who actively constructs his knowledge and builds his understanding by 'meaning- making process'. Hence the framework advocates the use of constructivism at every stage of teaching. Constructivism encourages learner to reflect and question their own understanding via meaning making process. In this model emphasis is shifted from teacher to the student.

Jean Piaget is considered as a founder of individual constructivism. He believed that learning is strongly influenced by learner's developmental stages. Later philosophers considered that knowledge is acquired through social interaction.

Vygotsky believed that learning is social in nature (social cultural theory) and learning occurs via interaction with others and during interaction meaning is shared, compared, exchanged and provides opportunity to examine and redefine this knowledge. Learner was considered as 'subject' in behavioral psychology and changed into 'active participant' in 'meaning making process'. Role of teacher shifts from transmitter of knowledge to facilitator of knowledge construction. Role of students shifts from knowledge gainer to knowledge constructor. Hence the importance of constructivism.

Learning in constructivism framework contributes to intellectual, social and psychological development of learner's to transmit it in different context (Kim 2006). A constructivist classroom provides opportunities to observe, work, explore, interest, raise question, enquiry and share

their expectations to all (Kumar and Gupta 2009). Constructive science classroom provides ample opportunities for the students to learn science according to nature and scope of science. The constructivist approach had positive impact in improving the achievement in science, science process skills and scientific attitude among students (Sridevi, K. V. 2008).

Constructivism is a philosophy about learning that proposes learners need to build their own understanding of new ideas.

It is a teaching sequence used for teaching a particular unit, individual lesson or entire program. It helps students to build their own understanding from experience and new ideas. It can be used for students of all ages including adults.

This 5E approach was introduced by Roger Bybee of Biological science curriculum study (BSCS). 5E's allows students and teachers to experience common activities, to use and build on prior knowledge and experience, to construct meaning and to continuously access their understanding of a concept.

5E represents 5 stages of a sequence for teaching and learning. 5E lesson is inquiry based instructions. It allows children to make discoveries and to process new skills in an engaging way. They are more knowledgeable about their own metacognition because they are coached along and not dictated by the teacher. The role of teacher is to facilitate and support students as they use prior knowledge to build new knowledge.

5E is an instructional model based on both a conceptual change model of learning and a conceptual asserts that for conceptual learning and enduring understanding to occur. Learners are dissatisfied with their prior ideas and become receptive to new information into their existing conceptual framework. Constructivist approach of learning says that learners build or construct new ideas on the top of their old ideas. Each of the 5E's describes a phase of learning and each phase begins with the letter 'E'.

The 5E instructional model involves specified sequence of phases, like Engage, Explore, Explain, Elaborate, and Evaluate.



## EFFECTIVE COMMUNICATION

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In the present age communication skill is very important for all students in shaping their career. In the job fields anywhere and everywhere persons with excellent communication skills holds the key.

Even a person with high academic records and good knowledge may not get the reputation and popularity because of poor communication skills. But some people of average merit excel much more for their attractive and pleasing speaking abilities. Here excellent communication skills is an absolute and vital necessity to reach to a great height of success. Most successful people possess the quality to communicate according to the need of the situation.

Speech is the most vital skill of communication. Nowadays in professional courses much emphasis is laid on seminar presentation and group discussion to lay a solid foundation for communication skill to face the dynamic and competitive market. In this era of accelerating change, if you cultivate the ability to communicate well, it will be your greatest asset and add effectiveness to your professional and personal life.

### WHAT IS COMMUNICATION SKILL ?

Communication skill is the art of expressing anything in an attractive convincing and confident manner.

Communication skill includes vocal training, writing, speaking, listening, expression of body language and interacting freely with different types of people. Self motivation learn from mistake determination and enthusiasm.

Communication skill involves mental and physical performance. It needs concentration, co-ordination, quick responses and systematic training.

### TO MAKE COMMUNICATION EFFECTIVE

- Understand the need & Psychology of the audience and watch them. Treat the audience as your partner.
- Write and organize the matter in a structured way to make it easy.
- Choose appropriate words and phrases.
- Prepare and rehearse the material thoroughly.

- Begin with a lively manner because first impression is the best impression and final impression.
- Achieve variety and flexibility in voice by changing pitch, speed, tone and volume.

Tone of voice should be pleasing and confident. Vary the pitch, tone and speed of speech to make it natural. ( Warm mellow tone).

- Be confident, flexible, friendly, smile, sensitive, precise & poised.
- Be aware of others perception of you.
- Cultivate the habit of direct speaking.
- Talk slowly without rush or panic.
- Pronounce each word clearly.
- Respect other persons and listen to their point of view.
- Lower your defense.
- Cultivate your image as morally trust worthy.
- Do not abandon considerations of others feelings (Silence may be better choice sometimes in social situations) because truth is more precious than time. "ಸತ್ಯಂ ಶಿವಂ ಸುಂದರಂ".
- Control excitement so that speech will be fluent.
- Maintain cool and calmness.
- Express everything very distinctly.
- Talk firmly and take your own time.
- Use pauses effectively.
- Use audio-visual aids correctly.
- Use spoken language than written.
- Use repetition and rhythm.
- Use anecdotes, quotations, illustrations and humor.
- Avoid abbreviation, redundant language, dry facts and statistics.
- End with conclusions highlighting relevant points. Make it memorable.
- Consider the age range, social and cultural background, size of the gathering, gender ratio, average level of knowledge venue and time allotted.
- Do not just read out mechanically.

  
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## THE RIGHT APPROACH !!

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If there is one thing that plays vital role in everyone's life, that's -knowledge, could be in any forms.

One need not necessarily be educated to have that knowledge, similarly not all educated will have the appropriate knowledge.

Today, we have access to so many things, there are number of platforms which continuously feed information into our heads, be it television, phone, social media and classes. But most of them are facts, or if not they are just information whose credibility no one checks we just consume it the way it is put up! Also, how long can anyone pump in facts into their brains without knowing the concept behind it?

Let's take an instance, when you know how exactly electricity is produced by water, that information stays with you forever and you start extrapolating it, experimenting with it and the clarity grows and can even lead to another invention.

But instead if you just take "water can produce electricity" as a fact without wanting to know how just for the sake of a paper/exam, you are not going to go any far with it. That is not knowledge. That fact meets a dead end there.

Thomas Alva Edison though did not go through a regular scholarship system, his knowledge was far more than those his classmates. He had great knowledge, he acquired it, he was curious, he was not competing with anyone but still succeeded;

In Regular schooling, 60% of the children tend to take whatever they are taught as a way to get passed out of that class, Not as something to be known for life.

Even though the literacy rate of India is an increasing trend (74%) the effective output of knowledge/wisdom is less.

Yes, there are people, say 20% who effectively take that part of learning into his/her life and become successful. But the aim is not 20% it is 100%. It is not that regular schooling is degrading people No!! it needs a modified

approach. Where marks ranking, competing have to be given a lesser importance and practical applicability should be applauded.

Today with in population, every tenth person you meet, Would have scored a 90+ in his/her class. Do they all end up with a beautiful carrier? Not really. Also after 5 years some..... won't remember the SI unit of force. What I mean to say is if a person learns anything because he loves it/accompanies it the rest of his life, he knows how to lead life/ what to choose.

### GRADES ARE IMMEDIATE GATE PASS ONLY

With all this stress to succeed, racing for a better social life, mental health is greatly ignored. Human brains function ability is shaped up in the first 2 years of life and the mental health shapes up in first 20-25 years of life.

First quarter of life a man has highest vulnerability to get affected to any trivial disappointments.

Though the topic mental health has been grabbing a lot of importance recently, the understanding and dealing of mental illness is sparse, largely due to the stigma around.

A child at home/school/college needs to be taught on how to handle stress, manage expectation, keep realistic goals and that there is always a plan B! (alternate) Every third person is mentally disturbed. Not common among all is depression & it may not always be clinically significant. Subclinical depression is on and off seen among children/teenagers. Judgmental outlook on depression prevails and deworming the stigma about mental health is the first step towards a healthy country.

  
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## “ವ್ಯಕ್ತಿತ್ವ, ಸಂವೇಗಾತ್ಮಕ ಪರಿಪಕ್ವತೆ ಮತ್ತು ಶಾಲಾ ಹೊಂದಾಣಿಕೆ ಕುರಿತು ಒಂದು ತೌಲನಿಕ ಅಧ್ಯಯನ”

ಡಾ. ಆರ್. ದುರ್ರಾಫತ್, ಪ್ರಾಂಶುಪಾಲರು, ಶ್ರೀ ಸಿದ್ಧಗಂಗಾ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಬಿ. ಹೆಚ್. ರಸ್ತೆ, ತುಮಕೂರು.

### • ಪೀಠಿಕೆ

ಶಿಕ್ಷಣಕ್ಕೆ ಹಿಂದಿನ ಕಾಲದಿಂದಲೂ ಮಹತ್ವದ ಸ್ಥಾನವನ್ನು ಕೊಡಲಾಗಿದೆ. ಶಿಕ್ಷಣವು ವ್ಯಕ್ತಿಯನ್ನು ಅಜ್ಞಾನದಿಂದ ಸುಜ್ಞಾನದತ್ತ, ಕತ್ತಲೆಯಿಂದ ಬೆಳಕಿನತ್ತ, ಮೃತ್ಯುವಿನಿಂದ ಅಮೃತತ್ವದ ಕಡೆಗೆ ಕೊಂಡೊಯ್ಯುವ ಒಂದು ಸಾಧನವಾಗಿದೆ.

ವ್ಯಕ್ತಿಯಲ್ಲಿ ಸರ್ವತೋಮುಖ ಬೆಳವಣಿಗೆಯನ್ನು ತರುವ ಅಂದರೆ 'ಶೈಕ್ಷಣಿಕ, ಮಾನಸಿಕ, ಸಾಮಾಜಿಕ ಅಂಶಗಳಿಗೆ ಆದ್ಯತೆ ನೀಡಿ ವ್ಯಕ್ತಿಯ ಬೆಳವಣಿಗೆಯನ್ನು ಉಂಟುಮಾಡುವ ಒಂದು ಪರಿಪೂರ್ಣ ಸಾಧನವೇ ಶಿಕ್ಷಣ.

ಶಿಕ್ಷಣವನ್ನು ನೀಡುವ ಮುಖ್ಯಗುರಿ ಎಂದರೆ, 'ವ್ಯಕ್ತಿಯ ಪರಿಪೂರ್ಣ ವ್ಯಕ್ತಿತ್ವದ ಅಂಶಗಳ ಬೆಳವಣಿಗೆಯನ್ನು ಸಾಧಿಸಿ ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಆತ್ಮಗೌರವ, ಆತ್ಮವಿಶ್ವಾಸ, ಆತ್ಮಸಂಯಮ, ವಿವೇಚನೆ ಹಾಗೂ ವಿಮರ್ಶೆಯ ಗುಣಗಳನ್ನು ಬೆಳೆಸುವುದರ ಮುಖಾಂತರ ವ್ಯಕ್ತಿಯನ್ನು ರೂಪಿಸುವ, ಬೆಳವಣಿಗೆಯನ್ನು ಉಂಟುಮಾಡುವ ಹಾಗೂ ವ್ಯಕ್ತಿಗೆ ದೀಕ್ಷಾವಿಧಿಯನ್ನು ನೀಡುವ ಕಾರ್ಯವನ್ನು ನಿರ್ವಹಿಸುತ್ತದೆ. ಶಿಕ್ಷಣವು ವ್ಯಕ್ತಿಯ ವ್ಯಕ್ತಿತ್ವದ ಬೆಳವಣಿಗೆಗೆ ಸಹಾಯಮಾಡಿ ಸಮಾಜಮುಖಿ ವ್ಯಕ್ತಿಯನ್ನಾಗಿ ರೂಪಿಸುತ್ತದೆ.

ಮಕ್ಕಳು ತಮ್ಮ ಸಂವೇಗಾತ್ಮಕ ಸಮಸ್ಯೆಗಳು, ಭಾವನಾತ್ಮಕ ಅಸ್ಥಿರತೆ, ಅಪಹೊಂದಾಣಿಕೆ, ಅವಲಂಬನೆ, ಸಂವೇಗಾತ್ಮಕ ಹಿಂಚಲನೆ, ಕೋಪ, ಕ್ರೋಧ ಮುಂತಾದವುಗಳಿಗೆ ಒಳಗಾಗುವ ಮಕ್ಕಳನ್ನು ಶಿಕ್ಷಕರಾದವರು ಶಾಲಾ ಮತ್ತು ಕೌಟುಂಬಿಕ ಪರಿಸರವನ್ನು ಪರಿಗಣಿಸುವುದರ ಮೂಲಕ ಸಮಸ್ಯೆಗಳನ್ನು ಗುರುತಿಸಿ ಸೂಕ್ತ ಪರಿಹಾರವನ್ನು ಕಂಡುಕೊಳ್ಳಲು ಮುಂದಾಗಿ ಮಕ್ಕಳಿಗೆ ಸ್ವಲ್ಪದಿಂದ ಬದುಕನ್ನು ರೂಪಿಸಲು ನೆರವಾಗಬೇಕು. ಮಕ್ಕಳ ದುಕಿನಲ್ಲಿ ಉಂಟಾಗುವ ಸಂವೇಗಗಳನ್ನು ನಿಯಂತ್ರಣ ಮಾಡಿ ಸಮಾಜ ಒಪ್ಪುವ ರೀತಿಯಲ್ಲಿ ಬಾಳ್ವೆಮಾಡಲು ಶಿಕ್ಷಕ ನೆರವಾಗಬೇಕಾಗಿದೆ. ಅದು ಶಿಕ್ಷಣದ ಗುರಿಯಾಗಿದೆ.

### • ಅಧ್ಯಯನದ ಆಗತ್ಯತೆ ಮತ್ತು ಮಹತ್ವ

ಪ್ರಸ್ತುತ ದಿನಗಳಲ್ಲಿ ಎಲ್ಲೆಂದರಲ್ಲಿ ಹೆಚ್ಚಿನದಾಗಿ ಪತ್ತಿಕೆ ಮತ್ತು ಸುದ್ದಿಮಾಧ್ಯಮಗಳಲ್ಲಿ ಕೇಳಬರುವ ಸುದ್ದಿ ಎಂದರೆ ಮಕ್ಕಳ ಆತ್ಮಹತ್ಯೆ ಮತ್ತು ಮಕ್ಕಳು ಹಿಂಸಾಚಾರ ಪ್ರವೃತ್ತಿಯಲ್ಲಿ ತೊಡಗಿರುವುದು.

ಪರಿಹರೆಯದವರಲ್ಲಿ ತಮ್ಮ ಸಮಸ್ಯೆಗಳಿಗೆ ಸೂಕ್ತ ಪರಿಹಾರ ಕಾಣದೇ, ಉದ್ದೇಶಗಳು ಮತ್ತು ಸೋಲುಗಳಿಂದ ಉಂಟಾಗುವ ಹಠಾಶೆಯ ಭಾವನೆ ಮತ್ತು ಜೀವನದಲ್ಲಿ ಹಲವಾರು ವಿಷಯಗಳ ಬಗ್ಗೆ ತೀರ್ಮಾನ ಕೈಗೊಳ್ಳಲಾಗದೇ ಮಾನಸಿಕ ಘರ್ಷಣೆಗೆ ಒಳಗಾಗಿ, ಮನೆಬಿಟ್ಟು ಹೋಗುವುದು, ದುರ್ಲಭಗಳಿಗೆ ಬಲಿಯಾಗುವುದು, ಆತ್ಮಹತ್ಯೆಗೆ ಪ್ರಯತ್ನಿಸುವುದು, ಬಿನ್ನತೆಗೆ ಒಳಗಾಗುವುದು, ಭಾವನಾತ್ಮಕ ಒತ್ತಡಕ್ಕೆ ಒಳಗಾಗುವುದಕ್ಕೆ ಕಾರಣವೇ ಸಂವೇಗಾತ್ಮಕ ಅಸ್ಥಿರತೆ. ಮಕ್ಕಳಲ್ಲಿ ಮೂಡುವ ಕೋಪ, ಭಯ, ಚಿಂತೆ, ಕುತೂಹಲ, ಆಸಾಯಿ, ಹರ್ಷ ಮುಂತಾದ

ಭಾವನೆಗಳನ್ನು ಸಮಾಜ ಒಪ್ಪುವ ಹಾಗೆ ಶಿಕ್ಷಕರು ಮಕ್ಕಳನ್ನು ಮೋಪಕರಂತೆ, ಸ್ನೇಹಿತರಂತೆ ಕಂಡು ಅವರಿಗೆ ಸೂಕ್ತ ಮಾರ್ಗದರ್ಶನ ಮತ್ತು ಸಲಹೆಯನ್ನು ನೀಡುವುದು ಆಗತ್ಯವಾಗಿದೆ.

ಪ್ರಸ್ತುತ ತರಣ-ತರಣಿಯಲ್ಲಿ ಭಾವೋತ್ಪನ್ನಗಳು ಹೆಚ್ಚಾಗಿ ಕಂಡು ಬರುವುದರಿಂದ ಅವುಗಳನ್ನು ರಮನಗೊಳಿಸುವ ಕಾರ್ಯವನ್ನು ಶಿಕ್ಷಕರು ಮಾಡಬೇಕಾಗಿದೆ. ಶಿಕ್ಷಕರು ಮಕ್ಕಳ ಪರಿಪೂರ್ಣ ಬೆಳವಣಿಗೆಗೆ ಆಗತ್ಯವಾದ ಪಥ ಹಾಗೂ ಸಹಪಥ ಚಿಹ್ನವಿಹಿಗಳನ್ನು ಹಾಗೂ ಸೂಕ್ತ ಅನುಭವಗಳನ್ನು ಒದಗಿಸುವುದು ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿಗಳೊಂದಿಗೆ ವ್ಯವಹರಿಸುವ ರೀತಿ, ಅವರ ಜ್ಞಾನ, ಕೌಶಲ, ಸಂಬಂಧಗಳು ಮಕ್ಕಳ ಮೇಲೆ ಹೆಚ್ಚಿನ ಪ್ರಭಾವ ಬೀರುತ್ತವೆ. ಆದ್ದರಿಂದ ಶಿಕ್ಷಕರು ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಅಪೇಕ್ಷಿತ ಭಾವನಾತ್ಮಕ ಗುಣಗಳನ್ನು ಹಾಗೂ ಮನೋಭಾವಗಳನ್ನು ಬೆಳೆಸಬೇಕಾಗಿದೆ ಆದ್ದರಿಂದ ಪ್ರಸ್ತುತ ಅಧ್ಯಯನವು -

- ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಉತ್ತಮ ವ್ಯಕ್ತಿತ್ವ ಬೆಳೆಸಲು.
- ವಿದ್ಯಾರ್ಥಿಗಳ ನಡುವಿನ ವ್ಯಕ್ತಿ ಭಿನ್ನತೆಯನ್ನು ಗುರುತಿಸಲು.
- ಶೈಕ್ಷಣಿಕ ಮತ್ತು ಆರೋಗ್ಯಪೂರ್ಣ ಜೀವನ ನೆಡೆಸಲು ಸಹಕರಿಯಾಗಿದೆ ಎಂದು ಹೇಳಬಹುದು

### • ಅಧ್ಯಯನದ ಶೀರ್ಷಿಕೆ

ತುಮಕೂರು ನಗರದ 9ನೇ ತರಗತಿಯಲ್ಲಿ ಅಧ್ಯಯನ ಮಾಡುತ್ತಿರುವ ವಿದ್ಯಾರ್ಥಿಗಳ ವ್ಯಕ್ತಿತ್ವ, ಸಂವೇಗಾತ್ಮಕ ಪರಿಪಕ್ವತೆ ಮತ್ತು ಶಾಲಾ ಹೊಂದಾಣಿಕೆಯ ಬಗ್ಗೆ ಒಂದು ಅಧ್ಯಯನ.

### • ಅಧ್ಯಯನದ ಉದ್ದೇಶಗಳು

- ತುಮಕೂರು ನಗರದಲ್ಲಿ ಅಧ್ಯಯನ ಮಾಡುತ್ತಿರುವ 9ನೇ ತರಗತಿಯ ವಿದ್ಯಾರ್ಥಿಗಳ ವ್ಯಕ್ತಿತ್ವ ಮತ್ತು ಸಂವೇಗಾತ್ಮಕ ಪರಿಪಕ್ವತೆಯ ನಡುವೆ ಇರುವ ಸಂಬಂಧವನ್ನು ತಿಳಿಯುವುದು.
- 9ನೇ ತರಗತಿಯ ವಿದ್ಯಾರ್ಥಿಗಳ ವ್ಯಕ್ತಿತ್ವ ಮತ್ತು ಶಾಲಾ ಹೊಂದಾಣಿಕೆಯ ನಡುವಿನ ಸಂಬಂಧವನ್ನು ತಿಳಿಯುವುದು.
- 9ನೇ ತರಗತಿಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಸಂವೇಗಾತ್ಮಕ ಪರಿಪಕ್ವತೆ ಮತ್ತು ಶಾಲಾ ಹೊಂದಾಣಿಕೆಯ ನಡುವಿನ ಸಂಬಂಧವನ್ನು ಮತ್ತು ವ್ಯತ್ಯಾಸ ತಿಳಿಯುವುದು.
- 9ನೇ ತರಗತಿಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಸಂವೇಗಾತ್ಮಕ ಪರಿಪಕ್ವತೆ ಮತ್ತು ಶಾಲಾ ಹೊಂದಾಣಿಕೆಯ ನಡುವಿನ ಸಂಬಂಧವನ್ನು ಮತ್ತು ವ್ಯತ್ಯಾಸ ತಿಳಿಯುವುದು.
- 9ನೇ ತರಗತಿಯಲ್ಲಿ ಅಧ್ಯಯನ ಮಾಡುತ್ತಿರುವ ವಿದ್ಯಾರ್ಥಿಗಳ, ಬಹುಮುಖಿಗಳ ಮತ್ತು ಉಭಯ ಮುಖಿಗಳ ಹಾಗೂ ಅಂತರ್ ಮುಖಿಗಳ ನಡುವಿನ ಸಂವೇಗಾತ್ಮಕ ಪರಿಪಕ್ವತೆಯ ಪರಸ್ಪರ ಸಂಬಂಧವನ್ನು ಮತ್ತು ವ್ಯತ್ಯಾಸವನ್ನು ತಿಳಿಯುವುದು.



## ಪ್ರೌಢಶಾಲಾ ವಿದ್ಯಾರ್ಥಿಗಳ ಭಾಷಾ ಕಲಿಕೆಯಲ್ಲಿನ ಕೌಶಲಗಳನ್ನು ಅಭಿವೃದ್ಧಿ ಪಡಿಸುವಲ್ಲಿ ಶಿಕ್ಷಕರು ಕೈಗೊಳ್ಳುವ ಕಾರ್ಯಕ್ರಮಗಳ ಕುರಿತು ಒಂದು ಅಧ್ಯಯನ (ವಿಶೇಷವಾಗಿ ತುಮಕೂರು ನಗರದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ)

ಕೆ. ಡಾ. ಆರ್. ರುದ್ರಾಧ್ವರು, ಪ್ರಾಂಶುಪಾಲರು, ಶ್ರೀ ಸಿದ್ಧಗಂಗಾ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ತುಮಕೂರು

### ಪ್ರಸ್ತಾವನೆ

ಮನುಷ್ಯ ಸಂಘಜೀವಿ. ಸಂಘಜೀವಿಯಾದ ಮನುಷ್ಯ ಇತರರೊಡನೆ ವ್ಯವಹರಿಸಲು ಒಂದು ಮಾಧ್ಯಮ ಅಗತ್ಯ. ಅಂತಹ ಮಾಧ್ಯಮವೇ ಭಾಷೆ. ಭಾಷೆ ಮಾನವನನ್ನು ಇತರರ ಜೀವಿಗಳಿಂದ ಬೇರ್ಪಡಿಸಿದೆ. ಭಾಷೆಯ ಮೂಲಕ ಮನುಷ್ಯ ತನ್ನ ಅಗತ್ಯಗಳನ್ನು ಪೂರೈಸಿಕೊಳ್ಳುತ್ತಾನೆ. ಅಂದರೆ ಕೊಡುಕೊಳ್ಳುವಿಕೆ, ವಿಚಾರ ವಿನಿಮಯ, ಭಾವನಾತ್ಮಕ ಹಾಗೂ ಸಾಮಾಜಿಕ ಅಂತರ ಸಂಬಂಧಗಳು ಬೆಳೆದು ಅಭಿವೃದ್ಧಿ ಹೊಂದಲು ಸಹಾಯವಾಗಿದೆ. ಮಾನವ ಭಾಷೆಯ ಮೂಲಕ, ಮಾಹಿತಿ, ಜ್ಞಾನ, ವಿಜ್ಞಾನ, ಸಂಶೋಧನೆ, ಭಾವನೆ, ಆಲೋಚನೆ, ಅಭಿಪ್ರಾಯ, ಅನಿಸಿಕೆ, ಕನಸು ಮತ್ತು ಕಲ್ಪನೆಗಳಿಗೆ ಜೀವ ತುಂಬಿ ಭಾಷೆಯ ಮೂಲಕ ತಮ್ಮ ಯೋಚನಾ ಶಕ್ತಿಯನ್ನು ವಿಕಾಸಗೊಳಿಸಲು ಅನುಮಾಡುವ ಸಾಧನವಾಗಿದೆ.

ಭಾಷೆಯು ಒಂದು ಅಭಿವ್ಯಕ್ತಿ ಸಾಧನ. ಈ ಸಾಧನವು ಹಲವು ಸಂಕೇತಗಳ ವ್ಯವಸ್ಥೆಯಾಗಿರುವುದರಿಂದ ಭಾಷಾ ವಿಜ್ಞಾನಿಗಳು "ಭಾಷೆಯನ್ನು ಧ್ವನಿ ಸಂಕೇತಗಳ ಒಂದು ವ್ಯವಸ್ಥೆ" ಎಂದಿದ್ದಾರೆ. ಭಾಷೆಯ ಮಾನವನ ಜೀವನವನ್ನು ಬೆಳೆಸುವ ಜ್ಯೋತಿಯಿದ್ದಂತೆ" ಎಂದು ಹೇಳಬಹುದು.

ಇಂತಹ ಭಾಷೆಯು ಆಲಿಸುವಿಕೆ, ಮಾತುಗಾರಿಕೆ, ಓದುಗಾರಿಕೆ ಮತ್ತು ಬರವಣಿಗೆ ಎಂಬ ನಾಲ್ಕು ರೂಪಗಳನ್ನು ಹೊಂದಿದ್ದು, ನಾವು ಇವುಗಳನ್ನು ಭಾಷೆಯ ಕೌಶಲ್ಯಗಳು ಎಂದು ಕರೆಯುತ್ತೇವೆ. ಈ ನಾಲ್ಕು ಕೌಶಲ್ಯಗಳಲ್ಲಿ ತನ್ನದೇ ಅಂತರ್ಗತವಾದ ಇತರ ಕೌಶಲ್ಯಗಳು ಇವೆ.

ಭಾಷೆಯು ಮಾನವ ಜನಾಂಗವನ್ನು ಇತರ ಪ್ರಾಣಿಗಳಿಂದ ಬೇರ್ಪಡಿಸಿರುವ ಪ್ರಮುಖ ಸಾಧನವಾಗಿದೆ. ಭಾಷೆಯು ಸ್ವೀಕರಿಸುವ, ಮಾತನಾಡುವ, ಓದುವ, ಬರೆಯುವ ಶಕ್ತಿ ಸಾಧನವಾಗಿದೆ. ಭಾಷೆಯು ಮಾನವ ಸಂಪಾದಿಸಿದ ಒಂದು ಅಮೂಲ್ಯವಾದ ಆಸ್ತಿಯಾಗಿದೆ. ಮಾನವ ತನ್ನ ಭಾವನೆಗಳನ್ನು ವ್ಯಕ್ತಪಡಿಸಬೇಕಾದರೆ ಅವನು ಮೊದಲು ಭಾಷೆಯನ್ನು ಸ್ವೀಕರಿಸಬೇಕು. ಸ್ವೀಕರಿಸಿದ ವಿಚಾರವನ್ನು ಮಾತು, ಓದು, ಬರಹದ ರೂಪದಲ್ಲಿ ಅಭಿವ್ಯಕ್ತಪಡಿಸಬಹುದು. ಆದ್ದರಿಂದ ಭಾಷೆಯನ್ನು ನಾವು ಧ್ವನಿಸಂಕೇತಗಳ ಒಂದು ಸಂಕೀರ್ಣ ವ್ಯವಸ್ಥೆ ಹಾಗೂ ಒಂದು ಸೂಕ್ಷ್ಮವಾದ ಕೌಶಲ ಎಂದು ಕರೆಯಬಹುದು. ಅನುಕರಣೆಯಿಂದ ಭಾಷೆಯನ್ನು ಕಲಿಯಬಹುದಾದರೂ ಭಾಷಾ ಕೌಶಲ್ಯಗಳನ್ನು ಸೂಕ್ತ ತರಬೇತಿ ಮತ್ತು ಅಭ್ಯಾಸವನ್ನು ನೀಡಿ ಬೆಳೆಸಬಹುದಾಗಿದೆ. ಇಂತಹ ಭಾಷಾಭ್ಯಾಸವು ಹಲವು ಕೌಶಲ್ಯಗಳನ್ನು ಹೊಂದಿದೆ. ಅಂತಹ ಕೌಶಲ್ಯಗಳನ್ನು ನಾವು ಭಾಷಾ ಕೌಶಲ್ಯಗಳು ಎನ್ನುತ್ತೇವೆ.

ಒಂದು ಭಾಷೆಯಲ್ಲಿ ಕೇಳುವ ಧ್ವನಿಗಳನ್ನು ಮೊದಲು ಅರ್ಥ ಮಾಡಿಕೊಂಡು ಸ್ವೀಕರಿಸುವ/ಗ್ರಹಿಸುವುದೇ ಆಲಿಸುವಿಕೆ. ನಮ್ಮ ಕಿವಿಗೆ ದೀಳುವ ಎಲ್ಲಾ ಶಬ್ದಗಳು ಆಲಿಸುವಿಕೆಯಾಗುವುದಿಲ್ಲ. ಕೇಳದ ಶಬ್ದಗಳು ಅರ್ಥಪೂರ್ಣವಾಗಿ ಸ್ವೀಕಾರಗೊಂಡಾಗ ಮಾತ್ರ ಆಲಿಸುವಿಕೆಯಾಗುತ್ತದೆ. ನಾವು ಆಲಿಸಿದ ವಿಚಾರವನ್ನು ಮನಸ್ಸಿನ ಭಾವನೆ ಆಲೋಚನೆ ಮತ್ತು ಅಭಿಪ್ರಾಯಗಳಿಗೆ ಅನುಗುಣವಾಗಿ ಅರ್ಥಪೂರ್ಣವಾಗಿ ಸುಸಂಬಂಧವಾಗಿ ಶಾಬ್ದಿಕ/ಮಾತಿನ ಮೂಲಕ ಅಭಿವ್ಯಕ್ತ ಪಡಿಸುವುದೇ ಮಾತುಗಾರಿಕೆಯಾಗಿದೆ. ಇಂತಹ ಮಾತುಗಳನ್ನು ಇತರರು ಲಿಖಿತ/ಮುದ್ರಿತ ವಿಷಯವಾಗಿ ಅರ್ಥಬದ್ಧವಾಗಿ, ಶಾಬ್ದಿಕವಾಗಿ ಬರೆದಿರುವುದನ್ನು ಅಭಿವ್ಯಕ್ತಿಸುವ ಕ್ರಿಯೆಯೇ ಓದು ಎನ್ನುತ್ತೇವೆ. ಓದುವ ವಿಷಯವು ನಮ್ಮ ಮಾನಸಿಕ, ಚಾಕ್ಷುಷ, ಶ್ರವಣ ಮತ್ತು ಧೃಷ್ಟಾಂಗಗಳಲ್ಲಿ ಕೌಶಲ ಮತ್ತು ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸುವುದರ ಮೂಲಕ ಓದುಗಾರಿಕೆಯ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸಲಾಗುತ್ತದೆ. ಇಂತಹ ಭಾಷೆಗೆ ಮೂರ್ತ ರೂಪವನ್ನು ಸುರಕ್ಷಿತ ರೂಪವನ್ನು ಕೊಡುವುದೇ ಬರವಣಿಗೆ. ಬರಹವು ಒಂದು ವ್ಯವಸ್ಥಿತ ರೇಖಾ ವಿನ್ಯಾಸಗಳನ್ನು ಕ್ರಮಬದ್ಧವಾಗಿ, ಅರ್ಥಬದ್ಧವಾಗಿ, ಸುಸಂಬಂಧವಾಗಿ ಬೋಡಿಸಿ ಬರೆದಾಗ ಬರವಣಿಗೆಯಾಗುತ್ತದೆ. ಬರಹಕ್ಕೆ ಮಾನಸಿಕ ಶಿಸ್ತು, ಸ್ಮರಣೆ, ಆಕರ್ಷಣೆ ಪರಿಚಯ, ಸ್ವಾಯಂಪಟುತ್ವವೇಕು. ಸುಂದರ ಮತ್ತು ವೇಗವಾಗಿ ಬರೆಯುವುದು ಒಂದು ಕಲೆ ಹಾಗೂ ಕೌಶಲ. ಆದ್ದರಿಂದ ಭಾಷಾ ಬೆಳವಣಿಗೆಯಲ್ಲಿ ಭಾಷಾ ಕೌಶಲಗಳ ಪಾತ್ರ ಬಹಳ ಮುಖ್ಯವಾಗಿದೆ.

### 2. ಅಧ್ಯಯನದ ಮಹತ್ವ/ಭಾಷಾ ಕೌಶಲಗಳ ಅಭಿವೃದ್ಧಿಯಲ್ಲಿ ಶಿಕ್ಷಕರ ಪಾತ್ರ

ಭಾಷಾ ಕೌಶಲಗಳ ಅಭಿವೃದ್ಧಿಯಲ್ಲಿ ಶಿಕ್ಷಕರ ಪಾತ್ರ ಅತ್ಯಂತ ಅವಶ್ಯಕವಾಗಿದೆ. ವಿದ್ಯಾರ್ಥಿಗಳು ಹೆಚ್ಚು ಸಮಯವನ್ನು ಕಾಲಗಳಲ್ಲಿ ಕಳೆಯುವುದರಿಂದ ಶಿಕ್ಷಕರು ಭಾಷೆಯಲ್ಲಿ ಪ್ರಭುತ್ವವನ್ನು ಬೆಳೆಸಿ ಕೊಳ್ಳುವಂತೆ ಮಾಡಿ ಮಕ್ಕಳ ವ್ಯಕ್ತಿತ್ವವನ್ನು ರೂಪಿಸುವ ಪಾತ್ರವನ್ನು ನಿರ್ವಹಿಸಬೇಕಾಗಿದೆ.

- ಮಕ್ಕಳನ್ನು ದೈಹಿಕ, ಮಾನಸಿಕವಾಗಿ, ಸಿದ್ಧಗೊಳಿಸಿ, ಪ್ರಚೋದಿಸಿ ಅವರಲ್ಲಿ ಆಸಕ್ತಿ ಮೂಡಿಸಬೇಕು.
- ಮಕ್ಕಳಿಗೆ ಶೋಧಕತ್ವದ ಶಿಷ್ಟಾಚಾರವನ್ನು ಕಲಿಸಬೇಕು.
- ಮಕ್ಕಳಲ್ಲಿ ವಿಷಯ ಗ್ರಹಣ ಸಾಮರ್ಥ್ಯವನ್ನು ಪರಿಣತಿಸಬೇಕು.
- ತರಗತಿಯಲ್ಲಿ ವಿಕಾಗ್ರತೆಯನ್ನು ತರಬೇಕು.
- ಮಕ್ಕಳು ವಿಷಯವನ್ನು ಕ್ರಮಬದ್ಧವಾಗಿ ಬೋಡಿಸಿಕೊಂಡು ಅರ್ಥಪೂರ್ಣವಾಗಿ ತಾರ್ಕಿಕವಾಗಿ, ಮಾತನಾಡುವ, ಓದುವ ಮತ್ತು ಬರೆಯುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಬೆಳೆಸಬೇಕು.



# "A STUDY ON THE IMPACT OF MEDIUM OF INSTRUCTION OF PREVIOUS YEARS ON THE ACHIEVEMENT OF VIII STANDARD ENGLISH MEDIUM STUDENTS OF TUMKUR DISTRICT"

Dr. R. Rudraradhya, Principal, Sree Siddaganga College of Education, B.H.Road, Tumakuru.

Educational institutions are built on strong foundation. Education is an instrument of social change and transformation and facilitates them to acquire skills and competencies. One of the aims of education is to develop the required skills, competencies and capabilities and aims at holistic development of students' personality, physical, psychological, intellectual and spiritual. Any system of education remains incomplete to if it doesn't satisfy and accomplish the objectives designed.

This study throws light on the medium of instruction to be adapted to enhance the students to acquire academic excellence and acquire necessary skills and competencies to meet the global standards.

## NEED FOR THE STUDY

The Topic chosen is of great importance and relevance as it discusses and addresses the problems pertaining to the medium of instruction. It highlights the impact of medium of instruction and the scholastic achievements of students.

It focuses on the students who have opted and studied in Kannada Medium schools and shifted over to English Medium Schools. This paradigm shift from English Medium to Kannada Medium affects adversely on the scholastic achievement of students"

One of the objectives of the study is to understand whether the low achievement is due to the medium of instruction or any other factor is responsible for the low achievement of students.

## STATEMENT OF THE PROBLEMS

"A Study on the Impact of Medium of Instruction of previous years on the achievement of VIII standard English Medium Students of Tumkur District".

## OBJECTIVES OF THE STUDY

1. To find out the relationship between to scholastic achievement of students and the medium of instruction opted by VIII Standard students with particular reference to Tumkur District.

2. To study the impact of the medium of instruction on the achievement of students' learning level.
3. To understand and analyse the impact of sex factor in the learning level of students.

## VARIABLES

1. Independent variable Academic Achievement of Secondary school Students
2. Dependent Variable
  1. Types of tests
  2. Sex

## HYPOTHESES

- There is no significant difference/change in the scholastic achievement of VII Standard students who have been exposed to Kannada Medium in the previous years.
- There is no significant difference in the achievement of boys and girls of VIII standard who have been exposed to Kannada Medium in previous years.
- There is no significant difference in the scholastic achievements of girls students of VIII standard who have been exposed to Kannada Medium and English Medium in the previous years.
- There is no significant difference in the scholastic achievements of boys of VIII standard who have been exposed to Kannada Medium in the previous years.
- There is no significant difference in the scholastic achievements of both boys and girls of VIII standard who have been exposed to English Medium in the previous years.

## SAMPLING

The investigator has adapted 'Random Sampling Method' for the collection of data from the selected schools. Ten schools were selected from different areas across the district.

  
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## A STUDY ON EFFECT OF CREATIVITY ON THE EMOTIONAL ADJUSTMENT OF IX STANDARD STUDENTS OF TUMKUR DISTRICT

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### ABSTRACT

Emotion plays a leading role in ones adjustment to self and his environment. An individual is said to be emotionally adjusted if he is able to express his emotions in a proper way at a proper time. Secondary school students who are at adolescent stage possess stirred up state of emotions. Hence it needs to be balanced by controlling the factors influencing it. This study is an attempt to investigate the influence of creativity, gender and types of school on the emotional adjustment of secondary school students N=600. Stratified proportionate random sampling technique was adopted in the selection of sample from the population-Secondary school of Tumkur Educational District. T-test was employed to analyze the data. The t-test revealed that the students with high creativity possess better emotional adjustment than the other two levels of creativity.

**KEY WORDS:** Creativity, Emotional Adjustment, Tumakuru District, Secondary Schools.

### 1. INTRODUCTION:

In the society we observe that the adjustment takes place in humans and other animals in order to maintain an equilibrium among their various needs or even between their needs and the obstacles of their environments. A sequence of adjustment begins when a need is felt and ends when it is satisfied. Herbert Spencer said that "Life is the continuous adjustment to external relations". Adjustment has a tremendous impact on the behavior and the personality of the individual. The individual is exposed to various kinds of stress phenomena and meanwhile follow various adjustment mechanisms to keep his/her identity. Hence individual adjusts himself or herself consciously or unconsciously for leading a successful life. In this endeavor, education plays an important role in refining his thoughts, feelings and actions for his fittest adjustment to his life (Arora, R.K. (1992).

An educated person is a confident person. Education fosters a positive outlook and allows one to believe in one selves. Self-belief is the most wanted trait in a human being and education leads us towards relying on ourselves, making us believe that we are ready to take on the world.

Education of the child is more than teaching him mere knowledge of facts or skill. His emotions and attitudes must be included in the total process of school adjustment. Hence researcher refers to education in two senses: one, relative to the ethical and moral formation, the preparation for the matured social and emotional adapted life, which allows to understand the foundations of life of every community, in every time. And the other one is the education has to see with intellectual preparation, and obtaining of useful knowledge to the satisfaction of individual needs.

### 2. OBJECTIVES OF THE STUDY:

1. To investigate whether the difference in creativity would effect the emotional adjustment of IX standard students.
2. To know whether the gender would effect the emotional adjustment of IX standard students.
3. To find whether the difference in types of institutions would effect the emotional adjustment of IX standard students.

### 3. HYPOTHESES OF THE STUDY:

H1: There is no significant difference in the emotional adjustment of IX standard students with different levels of creativity.

H2: There is no significant difference in the emotional adjustment of IX standard students of different types of schools.

H3: There is no significant difference in the emotional adjustment of boys and girls of IX standard students.

### 4. REVIEW OF LITERATURE:

Singh (1975) reported that all components of creativity were positively and significantly related with emotional adjustment.

Setia, Paramjeet (1989) found that High creative students of different faculties did not differ among themselves in respect of different dimensions of adjustment, except in the case of the emotional adjustment scores of science and art faculties. Low creative students of different faculties differ significantly regarding scores on various dimensions of adjustment.

Saxena, Manorama, Sharma, V.K.; Manas (1986) attempted an empirical investigation of adjustment patterns of high and low creative adolescents, and found that in comparison to low creatives, high creatives scored higher on emotional and social adjustment but lower on educational and overall adjustment.

Arora, R.K. (1992) studied the Interactional effect of creativity and intelligence on emotional stability, personality adjustment and academic achievement and found that the high creative/ high intelligence group was significantly highest in emotional stability than the remaining three creative/intelligence groups.

Gupta (1996) found a significant relationship in adolescent girls on feelings of inferiority with emotional and social adjustment.

Andreas Brouzos (2014) conducted a study entitled as "Associations between emotional intelligence, socio-emotional adjustment and academic achievement in Childhood".

Pannu, Randeep (2010) conducted a study entitled as "A study of academic achievement in relation to cognitive styles, personality traits and adjustment of 75 adolescents". The results of the study explained that: emotional adjustment, gender and location influenced the academic achievement of adolescent's social adjustment and type of school did not influence the academic achievement of adolescents.

### 5. SCOPE AND LIMITATIONS OF THE STUDY:

The scope of this research is to study the emotional adjustment of IX standard students of Tumkur Educational District with creativity as independent variable and Gender & types of Schools as Moderator variables.

### 6. METHODOLOGY:

#### Population and Sample for the study:

Tumkur Educational District consists of six taluks. Each taluk was stratified based upon the types of schools. From these schools a sample of 600 students with 323 boys and 277 girls were selected randomly for the study. Hence the sample of 600 IX standard students was drawn from the population of Secondary schools of Tumkur Educational District by following stratified proportionate random sampling technique.

#### Tools:

The researcher herself administered the following tools on a sample of 600 students studying in different secondary schools in Tumkur District.

1. Adjustment Inventory For School Students (AISS) by A.K. Puri and R.P. Singh
2. Verbal and non-verbal test of creative thinking by Baqer Mehdi

#### Statistical Technique Employed:

The data was collected and analyzed keeping in mind the objectives. t-test was employed to the analysis of the data.

*[Signature]*  
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## PERSONALITY AND CREATIVITY OF PRE UNIVERSITY COLLEGE STUDENTS

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### ABSTRACT

This research article focuses on the effect of personality on creativity. In this study with regard to creativity- verbal, non-verbal and total creativity dimensions were considered and with regard to personality- Ambiverts, extroverts and introverts are considered. Even gender is considered as a background variable of the study. The sample consisted of 300 boys and 300 girls, which were drawn by adopting stratified proportionate random sampling from the Pre-University college students of Tumkur District. The data was collected from the sample were analyzed by adopting t-test and ANNOVA. The statistical analysis revealed that there was a main effect of personality on creativity. On the other hand there was no interaction effect of personality and gender on creativity.

**KEYWORDS:** Creativity; Personality; Ambiverts; Extroverts; Introverts; Pre university students.

### 1. INTRODUCTION:

Creativity in the interaction among aptitude, process and environment by which an individual or group produces a perceptible product that is both novel and useful as defined within a social context (Plucker, Beghetto and Dow, 2004).

Mortan prince: "Personality is the sum total of all the biological innate disposition, impulses, tendencies, appetites and instincts of the individual and the acquired dispositions and tendencies." Vernon defines "Personality is an organized system of traits sentiment, complexes and habits (together with interest and abilities) that distinguishes the individual, as we see him, from other individual.

As far as India is concerned, this potential was neglected but now, it is realized that in order to keep pace with the developed countries of the world, identification and nourishment of creative talent is essential. It would be worthwhile here to quote the observation made in the report of Indian Education Commission (1964-66) "Recognition and nourishment of creative talent is the demand of present times in order to avoid cultural stagnation and promote cultural vitality." In fact the creative and the talented are "seed people, concept changers and pulse takers of the society". The new educational policy (1986) is an obvious effort to help the creative potential to blossom.

### 2. NEED AND IMPORTANCE OF THE STUDY:

At present, the development and adjustment of the creative and gifted children is a matter of concern for parents, teachers and to all who are interested in the welfare of creative children and in the progress and welfare of their country in particular and mankind in general. Research study on creativity is very much significant and meaningful at all levels of education in general and at pre-university level in particular. Education at this level is vital significance for the development of the individual in particular and nation in general. This provided the researcher with an insight to know whether creativity play a role in determining the individual destiny (Future) and also to know the relevant factors which influence the development of creativity among pre-university students. Hence, the researcher intended to know whether the creativity of a person is being influenced by the factors like types of Personality, and subject of study. Hence, the research problem is selected for study.

### 3. OBJECTIVES OF THE STUDY:

1. To study the effects of types of Personality of PUC Students on different levels of creativity.
2. To find out significant interaction effects of type of Personality and gender on different dimensions of creativity of PUC students.

### 4. REVIEW OF LITERATURE:

Sen, Arun.K., et al. (2000) examined the relationships among creativity, intelligence, Personality and academic achievement with 300 students (aged 15-16 years). It shows that significant positive relations of creativity with some Personality dimensions (extra version, theoretical and aesthetic value pattern) and scholastic achievement. The relation between creativity and intelligence was non significant. wolfradt and pretz, (2001) found that concerning the relationship between neuroticism and creativity were not consistent. As for as stability neuroticism dimension (Eysenck, 1975) is concerned. Di Scipio (1971) found 'E' (Extroversion) 'N' (Neuroticism) to have this kind of interaction on verbal fluency; extraversion had a positive effect on fluency only in groups with low neurotic introverts performed better than highly neurotic extroverts. Leith, (1972)

reveal that extroverted children low on neuroticism had a slightly better performance on creativity test in low stress situation, but introverted and unstable (anxious) children performed better in moderate stress conditions.

### 5. HYPOTHESES:

- H<sub>1</sub>: There is no significant difference in verbal creativity, non-verbal and total creativity scores of introverts and ambiverts of pre-university college.
- H<sub>2</sub>: There is no significant difference in verbal creativity, non-verbal creativity and total creativity scores of introverts and extroverts of Pre-university College students.
- H<sub>3</sub>: There is no significant difference in verbal creativity, non-verbal creativity and total creativity scores ambiverts and extroverts of Pre-university College students.
- H<sub>4a</sub>: There is no significant main effect of Personality of pre-university students on verbal creativity scores.
- b. There is no significant main effect of Gender (gender) of pre-university students on verbal creativity.
- c. There is no significant interaction effect of Personality and Gender of pre-university students on verbal creativity.
- H<sub>4a</sub>: There is no significant main effect of Personality of pre-university students on non-verbal creativity scores.
- b. There is no significant main effect of Gender (gender) of pre-university students on Non-verbal creativity.
- c. There is no significant interaction effect of Personality and Gender of pre-university students on non-verbal creativity.
- H<sub>4a</sub>: There is no significant main effect of Personality of pre-university students on total creativity scores.
- b. There is no significant main effect of Gender (gender) of pre-university students on total creativity.
- c. There is no significant interaction effect of Personality and Gender of pre-university students on total creativity.

### 6. METHODOLOGY:

A total sample of 600 questionnaires were distributed to collect the data from pre-university college students having optional subjects such as Arts, Science and Commerce of Tumkur district were selected for the study. Out of 9297 student population, 600 students were selected from these colleges followed by stratified proportionate random sampling. The Researcher has used t-test and Two Way ANOVA for the analysis of data.

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## FOUR YEAR INTEGRATED B.ED., PROGRAMME- REFLECTION

Dr. R. Girija

Dr. G. B. Devamma, Asst. Professors, Sree Siddaganga College of Education, Tumakuru.

The Ministry of human resource development (MHRD) has scrapped the two-year Bachelor of Education programme (B.Ed) which was introduced three years ago. In the place of it MHRD has introduced the popular education-related course - four year integrated teacher training B.Ed programme.

NCTE (National Council for Teacher Education) reworked on the syllabus for the 4-year integrated programme. This ruling comes amidst Loksabha passing an amendment bill on teacher education.

### NCTE HAS FRAMED THE STRUCTURE OF FOUR-YEAR B.ED., PROGRAMME

- The four year B.Ed course will be conducted in three streams BA, B.Com and B.Sc.
- The course, when implemented, will save the aspirants' one year since they can join it right after their class 12, against the current system - first doing graduation and then the two year B.Ed
- The four-year integrated teacher training B.Ed programme will be offered in 2 levels i.e Pre-primary to primary and Upper primary to Secondary.
- The council has invited applications from institutions who are interested to include this programme in their curriculum next year onwards.
- The National council of Teacher Education (NCTE), a statutory body responsible for co-ordinating teacher education, reworked the B.Ed Curriculum.
- The concerned universities or institutions conducting this programme will have to adapt or modify this model curriculum, as per local requirement for the conduct of this programme with prior approval of NCTE.
- Students who have already completed their bachelor or master degree have a grace period where in they can do two-year B.Ed programme or a three-year integrated B.Ed & M.Ed course. However, how long this grace period would be available or which colleges will offer the degree is not clear yet.

Two-year B.Ed programme is modified into four year integrated teacher training B.Ed programme. This

integrated programme will save one year of the aspirant. Syllabus is also modified in such a way that it will be offered at 2 levels. Four year integrated course will be chosen just after + 2 grade. So that who wanted to become teacher only will select this course.


It is a very good programme for the aspirants who are willing to become teachers. It saves almost one and half years of the students compared to two year B.Ed programme. In the present scenario students have to wait for 6-7 months after the completion of Degree course to join 2 year B.Ed programme. And after + 2 grade students completes degree and then B.Ed course in five (3 + 2) years. So in four year integrated course they can complete degree and B.Ed course in 4 years. This saves precious one year of students.

When B.Ed is integrated with degree course it may be burden for the students. Because along with degree course they have to learn B.Ed programme also. But it is worth to have four year B.Ed programme as it saves one year of the aspirants.

Finally it can be concluded that 4 year integrated B.Ed programme is a good programme than 2 year B.Ed programme. Because the input related to both the programmes is included in four year integrated programme. New syllabus constructed by NCTE will be a updated syllabus and students can be taught new methods of teaching which is the need of the hour.

It is better to implement this programme with certain training and workshops so that, this course will become successful. It saves one year of students. It make up the minds of students to become teacher while entering into the course itself. So that the quality of teaching in schools will be improved by the teachers who wanted to become teachers.

■ ■

  
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## CHANNELS OF COMMUNICATION

✶ Dr. G. B. Devamma, Assistant Professors, SSCE, Tumkur.

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Communication is a process by which all forms of information is transferred from one person to the other. So, for the communication to take place there must be some information to be conveyed and there must be two or more persons-one to deliver the message and the other to receive it. Communication is said to be perfect only when the receiver understands it in the sense the sender expected him to understand.

The term 'communication' has been derived from Latin "communis" which means common. So, communication is an act by which a person shares the knowledge, feelings, ideas, information, etc., in a way such that each gains a common understanding of the meaning, intent and use of the message. Thus, to communicate means to make common or to make it known, to share and it includes verbal as well as non-verbal means of human interaction. Communication requires a sender, a message and a recipient. Communication requires that the communicating parties share an area of communicative commonality. The communication process completes where the receiver has understood the message from the sender. It also means a meaningful exchange of information between two and a group of people. Communicative competence designates the capacity to install inter-subjective interactions, which means that communication is an inherent social interaction. Basically, communication is sharing information, whether in writing or orally it can be summed up in the following ways.

Brooker(1949) says communication is anything that conveys meaning, which carries a message from one person to another.

Saloman (1981) states that communication in its wider sense is a process whereby people convey knowledge, influence each other, and create and maintain a basis of shared notions.

Ellis and Beattie (1986) asserts that communication occurs when one organism( the transmitter ) encodes information into a signal which passes to another organism ( the receiver ) which decodes the signal and is capable of responding appropriately.

Communication is a process whereby information is enclosed in a package and is channeled and imparted by a sender to a receiver via some medium. The receiver then decodes the message and gives the sender a feedback. All

forms of communication requires a sender, a message, and an intended recipient. However the receiver need not be present or aware of the sender's intent to communicate at the time of communication. It requires all parties to have an area of communicative commonality. There are auditory means, such as speech, song and tone of voice, and there are non-verbal means, such as body language, sign language, eye contact, through media, i.e. pictures, graphics and sound and writing. The act of communicating draws on several interpersonal and intrapersonal skills. These include speaking, listening, observing, questioning, processing, analyzing and evaluating.

### COMPONENTS OF COMMUNICATION

The Communication cycle is the process by which a message is sent by one individual, and it passes through a chain of recipients. The timing and effectiveness of a communication cycle is based on how long it takes for feedback to be received by the initial sender.

Communication is a complex concept that requires considerable reflection as to its nature and mode of transmission. The basic communication model involves an information or interpretative process in which messages/ information/reaction to information travel from the initiator to the receiver through the route called 'communication channel'.

The basic communication model consists of 5 components of communication.

1. Sender/Source.
2. Message.
3. Channel
4. Receiver.
5. Feedback.

### SENDER/SOURCE

This is technically called the encoder. It is a person or a thing or event which provides verbal or non-verbal cues to which someone can respond. The sender plays the specific role of initiating communication. To communicate effectively, the sender must use verbal as well as non-verbal techniques.

### MESSAGE

These are set of verbal or non-verbal cues sent by



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## FINANCIAL IMPACT OF COVID-19

✍ Dr. G. B. Devamma, Assistant Professors, SSCE, Tumkuru.  
✍ Dr. R. Girija, Assistant Professors, SSCE, Tumkuru.

The World was racing, where exactly no one knew! When everyone thought new inventions like flying cars is not far, little did they know hygiene was the lesson of the year.

COVID-19 came as a hard hit, not just to a country but to the entire human kind. Though diseases and their impact on human life was not new, dealing with a pandemic like COVID-19 was much harder in spite of the medical and technologically advanced age we live in.

The pandemic sure taught the importance of hygiene, health and need to slow down the fast paced life. It had a very hard impact on the life of financially compromised sector and in turn took a large toll on the economy of the whole country.

COVID CORONA (Novel Corona) being a viral infection mimicking influenza came a sudden surprise with its increase mortality rates. The world sure did fail to identify the threat at first when the disease rapidly spread amongst country. It was the time India choose health over wealth.

Lockdown 1.0 shut down all kinds of business, schools, hotels, office, while the financially privileged enjoyed the long break at home. Life was unimaginable for 80% of citizens of India. The 21 days of lockdown was expected to cause a loss of 32,000 corer everyday to Indian economy.

The people worst hit at first were daily wage workers as the days of no work increased a wider sector of working group were affected.

Transport, hotels, tourism, road side vendors, small scale business faced extreme crisis. Farmers faced hard time transport and selling the crops. Many factories and companies saw big loses and were forced to cut salaries of their workers. The economy of the country went on a great downfall. India has also been witnessing a 'Pre-Pandemic slow down'. The current pandemic has "magnified pre-existing risk to Indian economy outlook".

Unemployment rose from 6% to 26% in first over a span of 1 month of lockdown. Indian GDP experienced negative value, ungelling deep recession up to 53% of business in the country were affected. As of 26th May CRISIL (Credit Rating Information Service India Limited) an analytical board said, this will be India's worst recession since Independence. Stock markets in India suffered big

losses young startups have been affected. Collapse of tourism and hospitality industry added the decreased in economy. All these leading to sharp rise in unemployment State Bank of India research estimates a contraction of over 40% in the GDP in the first quarter of 2021.

### WHAT CAN HAPPEN NEXT ?

Yes, the economy will be worst this year and it will be hard in the coming years, unemployment will affect livelihood. But it is also the time India redirected its path of growth.

Covid-19, opened us for the need of local business growth, the need to make India financially independent and economically strong country.

If we draw parallels with other countries, there are countries which got freedom way later than India but are more financially strong now so where should we start the growth from first education. In India people believe that profession like doctor or engineer are the way one can shape up their life, which is largely false. This way directs people to single career stream and missing out on opportunities in other fields be it sports, art, farming, carpentering, small scale business, designing and depending on other countries for business.

It is important that we understand the need of skill and expertise and not just knowing the job, that way we can build carrier from any job, we first have to excel in it that goes without saying we must encourage and promote all fields of work.

One need not necessarily be an engineer to run a software you need to know the skill of coding. When everyone starts becoming the best self in their respective fields without discriminating job kind, employment increases and business grows. India can then become financially empowered. The government too has taken steps to promote local business, it recently announced 20lakh crores for the same.

Concluding in a nutshell, A small virus has taken economy and growth behind by 5 years but has also given us opportunity to rise like phoenix for India has always had potential and its time we help, improve, promote each other in building a secure strong country.

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## A STUDY OF MORALE OF SECONDARY SCHOOL TEACHERS OF TUMAKURU DISTRICT

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### ABSTRACT

Education is the most potent instrument of bringing about social, political and economic betterment of cultural transmission of a country. Quality of education depends on the quality of teachers. Success of teachers depends on academic and professional preparation of teachers. Teachers morale also influence the behaviour of his students more over effective and productive learning on the part of pupils can be achieved by employing teachers with desirable morale. Therefore the present study has made an attempt to study the morale of secondary school teachers. The sample of 200 teachers was selected from secondary schools of Tumakuru Educational District. The data was collected by using Teachers' Morale Inventory, constructed by Dr. B. G. Sudha and Sri. B. S. Satyanarayana. The findings reveal that the teachers of Government schools were significantly better in their Teaching Effectiveness and gender has no influence on Teaching Effectiveness of secondary school teachers.

### INTRODUCTION

One of the major concerns in contemporary India is the quality of education that is being imparted in our classrooms beginning from the primary school to higher education, technical and professional education. It is also true that this concern about the quality of instruction is essentially a concern reflecting the quality of the teachers around whom the activities of instruction revolve. Therefore teacher should be absolutely perfect and ideal in his character.

The formation of sound character the role of a teacher is latent and imperceptible. What are needed on the part of the teacher for this task is not his intellectual ability, but his own personality and its impact on the students. The more important thing is the impact he exercises on them by his emotive and effective behavior.

Teacher behaviour includes not only his outer and manifest behaviour but also those non-measurable, non-perceivable, internal factors like his intensions, his commitments, his fear and anxieties and so on, which are not readily apparent. The social expectation of a teacher is also varied and multiphasic. The society expects that a teacher should perform almost unbelievable miracles. This makes the task of a teacher never satisfying to the larger group, be it students, parents or colleagues. He is expected to do anything and everything. Any lapse at any sector is immediately reflected upon the lapse on the part of the teacher.

Unlike the factory worker, the teacher does not operate upon the pupil in isolation from other agents. The long term effects of a teacher are difficult to assess because of the problem of isolating his contribution from those of others and often the immediate effects of a teacher may be

unobservable or have little meaning in relation to educational goals.

So there is a great need to pay more attention to teacher and his teaching. A good teacher has powerful influence in the formation of character. Therefore, the provision of a proper teaching staff in any school is an important consideration than the building, rich curriculum and expensive equipments.

### VARIABLE OF THE STUDY

In the present study Teachers' Morale was the dependent variable. Types of school and gender are considered as independent variables.

### DEPENDENT VARIABLE: TEACHER'S MORALE

Morale is defined as a cognitive, psychological state of a teacher which determines his/her perceptions, attitudes and involvement in the process of teaching which limits his/her institution, the head, the students and other aspects of his/her school life".

Morale can be defined as a general well being and psychological comfort in which one works. Teacher morale is one of the pre-requisites that influence the climate of any school.

As defined by Mathis "Morale is a feeling of general well-being and psychological comfort relative to attitudes about oneself and environment in which he works".

Sharma says that "Morale can be defined in terms of specific human needs and individual's perception of the environmental sources for the satisfaction of their needs".

Morale is defined as "A confident spirit of whole hearted co-operation in a common effort". Morale may be individual oriented or it may be group morale because

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## ROLE AND IMPORTANCE OF GRAMMAR IN TEACHING LEARNING A SECOND LANGUAGE

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Every Language is a rule governed activity. Grammar is the science of Language. It is a body of rules and regulations that govern a Language. A knowledge of grammar is indispensable for correct speaking and writing a Language. Grammar helps us to produce infinite number of correct sentences and not the incorrect sentences. The students can generate infinite number of correct sentences only when they have a little knowledge of grammar and its application. The speaker does not understand whether a sentence is acceptable or unacceptable without the basic knowledge of rules and regulations that govern a language.

Language learning is essentially a habit formation process. Every learner has to cultivate correct language habits which in turn facilitates him to generate infinite number of correct sentences.

It is very evident that grammar is only a means to an end and not an end in itself. The end being language and it is one of the components of learning a second language.

It is very obvious that grammar is the practical analysis of language. It performs two important functions; -it explains and regulates.

Joseph Priestley defined "Language is a Method of Conveying our ideas to the minds of other persons, and the grammar of any language is a collection of observations on the structure of it, and a system of rules for the proper use of it". It is the scientific enquiry in the form and structure of the sentence.

A few prominent definitions throw light on the meaning and functions of grammar.

Dr. Sweet defines it "the practical analysis of a language its anatomy".

Gordon defines grammar as "a body of empirical rules which explain and regulate the structure of the sentence".

Ballard Says "Etymologically it means the study of letters. It is the science that lies behind the art of literature and compositions".

Grammar occupies an important place in the learning of a language. It is a means to the learning of a second language correctly. It has two important objectives - it

It is very apparent that there is a lot of difference between learning a second language and learning mother tongue.

The child has the ability to internalize the grammar of its mother tongue and the child can generate infinite number of correct sentences without the study of formal grammar. On the other hand, learning a second language is a deliberate, conscious and sustained effort on the part of learner.

It is very important that the ability to use the language is more important than the ability to describe the language. Grammar does contribute significantly to refine the language.

There are two types of Grammar -

- Formal Grammar
- Functional Grammar

Formal grammar is called Traditional or prescriptive grammar. It prescribes rules and it doesn't accept any deviation from the established conventions or rules of the language. It doesn't really facilitate the students to acquire competence in English. It just helps him to describe the language. There are many problems with prescriptive grammar. Formal grammar doesn't take into consideration the fact that language is ever-changing and every-growing. Ex' they understand the rules of transforming sentences from direct into indirect speech. But actually they can't transform the sentences from one grammatical structure into another grammatical structure.

Functional Grammar : Functional grammar is also called incidental grammar. While learning the language, they also understand the rules of the language.

Grammar is a part of the language. This type of grammar is learnt by the students quite unconsciously while learning the language. The priority of the learner is to learn the language and knowing the rules and regulations is the secondary concern. This grammar takes into consideration the fact that language is ever changing and ever growing and it allows a little deviation from the established rules and regulations of the language. This type of grammar facilitates the students to use the language.



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## FLIPPED LEARNING

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Flipped learning is one of the most popular trends in education in recent years.

Flipped learning is developed by two chemistry teachers, Jonathan Bergmann and Aaron Sams from Woodland Park High School, Colorado, USA in the year 2007. They have observed that some of their students were missing the end of day classes due to some games, competitions and events they had to attend at some other venues. These teachers thought of a plan to help such students and came up with an idea of video recording their lectures, demonstrations and slide presentations and posted those recordings in You Tube, where the students could download and watch them as per their convenience. All the students (those who were present in the class) watched the videos. This helped them to discuss the activities and assignments related to the content in the classroom more effectively. They have found out that the classroom time can be utilized meaningfully for more interaction and individual attention to ensure meaningful learning. They have thus developed the approach called 'Flipped Learning', which in layman's language can be defined as 'school work at home and homework at school.' Here, follow up activities and hands on exercises take place in the classroom and listening or watching the lecture or demonstration take place at home, thus flipping the traditional concept of class work and homework.

A flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to complete by the students independently at home.

In this blended learning approach, face-to-face interaction is mixed with independent study-usually via technology. In a common Flipped Classroom scenario, students might watch pre-recorded videos at home, and then come to school to do the homework.

**Bishop and Verleger (2013)** : Defined Flipped Learning as "an educational technique that consists of two parts: interactive group learning activities inside the

classroom, and direct computer-based individual instruction outside classroom."


**Bergmann and Sams (2012)** : Defined Flipped Learning as "a pedagogical approach in which direct instruction moves from the group learning space to individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter."

### 4 PILLARS OF FLIPPED LEARNING FLIP

- **Flexible Environment** : In flipped classroom, teachers need to create flexible learning environment by providing opportunities for students to choose when and where they want to learn.
- **Learning Culture** : In flipped model, class time is shifting to discuss more in-depth about each topic. More over, flipped classroom changes the traditional learning culture into learner centered class. As a result, students are actively involved in knowledge construction.
- **Intentional Content** : Flipped learning requires intentional content. Means, in flipped model, the teachers determine what they need to teach and what materials students should handle on their own. Here, teachers use intentional content to maximize class time in order to adopt learner- centered, activity-oriented class.
- **Professional Educator** : The role of a professional educator is even more important in a flipped classroom than in traditional one. The flipped model needs instructors who can observe, provide timely feedback, continuously assess work, and help students master content. This is something only professional educators can do.

### WHAT DO STUDENTS DO AT HOME?

- Watch an online lecture
- Review online course material
- Read physical or digital texts

  
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## ATTITUDE OF STUDENT-TEACHERS TOWARDS TEACHING BEFORE AND AFTER B.ED. PROGRAM

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### ABSTRACT

*This study aimed at finding and comparing the attitude towards teaching of student-teachers before and after undergoing teacher training. The sample of 200 student-teachers was selected from aided colleges of Education affiliated to Tumkur University. The data was collected by using Teacher Attitude Inventory (TAI) developed by Dr.S.P.Ahluwalia. The findings reveal that the Student-Teachers differ significantly in their Attitude towards teaching before and after B.Ed.*

### INTRODUCTION

Education is an important index of human development. The quality of a nation is judged by the quality of its citizens and it is determined by the education prevailed in the nation. Quality, competency and character of teachers are the most significant factors, which influence the quality of education. The national policy of education (1986) commends that no nation can rise above the level of its teachers. Hence the importance of the quality of teachers in improving the quality of education. It is a matter of great concern and quality improvement of our teacher education program is an indispensable need of the hour.

Now a days, the purpose of undergoing teacher education program is to get certificate. Most of them may not intellectually and emotionally prepared for becoming teachers.

Attitude towards teaching plays a significant role in predicting the teaching competence of the prospective teachers. It is not enough if student-teachers are enriched with subject matter and all modern methodologies of learning. They need to have a positive attitude towards teaching. A favorable attitude towards teaching is very helpful for teachers to maintain a good relation with their pupils and do better in the classroom interaction, which is characterized by mutual affection and sympathetic understanding.

### OBJECTIVES

1. To find the Attitude of student-teachers towards Teaching before and after B.Ed.Programme.
2. To study the Attitude of male and female student-teachers towards Teaching.
3. To study the Attitude of science and arts student-teachers towards Teaching.

4. To study the Attitude of graduate and post graduate student-teachers towards teaching.

### HYPOTHESES

1. There is no significant difference in the Attitude of student-teachers towards teaching before and after B.Ed.
2. There is no significant difference in the Attitude of male and female student-teachers towards teaching
3. There is no significant difference in the Attitude of science and arts student-teachers towards teaching
4. There is no significant difference in the Attitude of graduate and post graduate student-teachers towards teaching.

### VARIABLES OF THE STUDY

In the present study Attitude towards Teaching was the dependent variable and Gender, Area of Specialization and Educational Qualification were independent variables.

### DEPENDENT VARIABLE

• **Attitude towards teaching :** Teacher attitude is a very important dimension in the teaching process.

A positive attitude makes the work not only easier but also more satisfying and professionally rewarding.

The term 'Attitude' is used in a variety of ways by psychologists. The term refers most commonly to the stands, the people take on controversial issues. The concept attitude refers to the way individuals act and think towards people, objects, situations or any issue at hand. Attitude is a system of positive and negative Evaluation, Emotional feelings with reference to social objects.

Thurstone defines Attitude as the degree of positive and negative affects associated with psychological objects like any symbol, phrase, person, institution or idea towards

  
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## TEACHER AS A NATION BUILDER

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### Abstract

*"One child one teacher, one book, one pen can change the world" –Malala Yousafzai*

This article is aimed to know the roles of teachers in national development. It is obvious that qualified competent and dedicated teachers are the major instrument for achieving educational goals and national development. They are often abused by parents, students and the entire society. Nevertheless, through teacher education, teachers have contributed to national development like election and census. They also participate in creating awareness among citizens. Teachers are the real agents that help in the development of various skills and competencies. It should be noted that, the more good teachers a nation has, the more solid citizens are created and hence more development in the country.

**Keywords:** Education, Citizen, Integrity, Pedagogy



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### Introduction:

A nation is built by her citizens whereas future citizens are molded by teachers. Chanakya stated that "teacher is the maker of nation". Chanakya was the guru of Chandragupta Maurya, who was the founder and architect of Mauryan Empire. His thoughts and unique administrative ideals were boon to the later rulers of Mauryan dynasty. The guru not only educates the students but also shapes their character, honor and integrity.

"Teachers are the best minds of nation"- Dr.APJ Abdul Kalam

The word 'teacher' has seven letters; each letter has its own significance.

T - Task master/ time conscious/ truthful

E - Effective/eager to learn/ego free/empathetic

A - Achievement oriented/alarmed/ able

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## STUDENTS TEAM ACHIEVEMENT DIVISION(STAD) A CO-OPERATIVE LEARNING STRATEGY

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Education is the best means to make the personality of children. Teachers in the educational system play a greater role in creating an impression in the minds of the learners about their goals and accomplishments. Hence, teachers must be careful in choosing and adapting suitable strategies of teaching to attract students towards learning. (Titik Rahayu, Syafrimen Syafril, Widya Wati, Yuberti Yuberti (2017)). There are various teaching strategies which are to be used by the teachers in the process of transacting curriculum. One such strategy is the cooperative learning strategy which has its base in constructivist Philosophy. There are many cooperative learning strategies, one such cooperative learning strategy which can be used effectively by the teacher is the STAD. As one of the most prevalent Cooperative Learning strategies, STAD has become salient among various pedagogies for three major reasons. Firstly, this strategy is cohesively embedded in various basic theories in psychology, political science, sociology, economics, anthropology, and the social sciences (Slavin, 1980; Slavin, 1987; Cohen, Brody & Sapon-Shevin, 2004). Most research indicates that STAD is more prominent and advantageous in terms of generalization, breadth, and application (Armstrong & Palmer, 1998; Ghaith, 2002). Even much research is conducted to prove the positive impact of Cooperative learning on different factors of students learning viz., their academic achievement, motivation, social skills, attitude Micheal M van Wyk (2012), Norman (2017). Most research conducted on STAD for different grades and subjects, has proved positive effects (Norman. D.G. (2020)). Nazari. A., Tabatabaei, O. Shahreza, M.A.H. (2022)

Student Teams Achievement Division (STAD) was developed by Robert Slavin (1978) and his Colleagues. STAD consists of a regular cycle of teaching, cooperative study in heterogenous teams, and quizzes, with recognition or other rewards provided to teams whose members excel. This cycle can be represented as -

1. **Teach** : teacher present the lesson
2. **Team study** : Students in the team work on the worksheets provided, to master the material.

3. **Test** : Students take individual quizzes or other assessments (such as essays or performances)

4. **Team recognition** : Team scores are computed based on team members' scores, and certificates, a class newsletter, or a bulletin board recognizes high-scoring teams. Slavin, E.R. (2006).

Thus, STAD is one among the best strategies of cooperative learning, where it provides scope for good interaction among students, develops interest towards the subject, nurtures self-esteem, and increases interpersonal skills. Hence, teachers can adapt this strategy while teaching. To use this strategy, in the classroom situation, it demands preparation on the part of the teacher, which is presented below -

### LESSON PLAN BASED ON STAD STRATEGY PLANNING

Subject Area : **Biology** Topic : Structure and Types of Chromosomes

Grade / Class : **IX** No. of Students : 20


#### Rationale

- To make the students understand the structure of chromosomes,
- To make them to know the types of chromosomes based on set of chromosomes, location of centromeres and similarities between the chromosomes,
- To make them to know why organisms have different characteristics,
- To appreciate the role of chromosomes.

#### Instructional Objectives

(i) **Academic** : By the end of this session the learners will be able to:

1. Recall the parts of the chromosomes
2. Recognise the parts of the chromosomes
3. Recognise the different types of chromosomes
4. Describe the structure of chromosomes
5. Explain the types of chromosomes

  
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## LEVELS OF TEACHING

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### MEANING OF TEACHING

To a layman, teaching means imparting information; to a psychologist, it means a process which results in learning the imparted knowledge, values, positive attitudes and proper adjustment; and to a sociologist, teaching means the process of socialization for the ulterior objective of silent social order built on democracy, equality, justice, and secularism. But, in reality, teaching means all the three together. Teaching is an interactive process between a teacher- a more experienced person and a learner- a less experienced person. It involves participation of both to bring out some achievement of desired goals.

Therefore, as a fundamental requirement, the teacher should equip his professional armoury with the latest information in his subjects of specialization, the skills for imparting the same, the psychology of the learners and the sociology of the community to which pupils belong. Further, for success in his task, the teacher should innovate adequate educational facilities as well as create a congenial 'climate' both in the classroom and school.

The word Teach is derived from an Anglo-Saxon word 'Taecon' means 'to impart', 'to instruct', 'to train' or 'to make aware of'.

Teaching in its simple meaning is referred to either as occupation or profession of a community known as teacher or an activity or of activities undertaken to help an individual to learn or acquire a knowledge, skills, attitudes or interests etc., However, the meaning and concept of teaching is not so simple. It is quite complex and designed in a social or cultural context.

By all means and, in any shape, it is always designed in a several contexts and therefore related with the social structures, cultural environment, values and ideas of the people, society and government. All these factors always stand for dynamicity and therefore, the meaning and definitions of teaching have always been in a state of change depending upon the need of time, place and society. It has resulted in various definitions of term teaching.

1. H.C.Morrison (1934) : "Teaching is an intimate connection between a more mature personality and

a less mature one which, designed to further the education of the latter."

2. John Brubacher (1939) : "Teaching is an arrangement manipulation of a situation in which there is gaps and obstructs which an individual will seek to overcome and from which he will be in the course of doing so."
3. B.O.Smith (1963) : "Teaching is a system of actions intention to produce learning."
4. N.L.Gage (1963) : "Teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person."
5. Edmund Amidon (1967) : "Teaching is defined as an interactive process primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities."

Teaching denotes actions undertaken with an intention of bringing about learning in the learner. Teaching is both an art and a science. It is an effective interaction between a teacher and his pupils. It is a professional activity that helps to bring about harmonious development of children. Learning is the result of teaching. Thus, teaching is a goal-oriented process and it influences learning. In a school situation, the content structure is taught to facilitate teaching and to achieve different objectives and to create appropriate learning conditions. So, learning conditions and learning objectives fall on a continuum. Therefore, teaching situations may be classified according to where they fall on continuum, which ranges from thoughtless to the most thoughtful mode of operations in teaching.

We all know that teaching is a purposeful activity. Through teaching, the teacher brings a desirable change in the learner. Both the concepts of teaching and learning are interrelated. Development of all-round personality of the learner is the final goal of teaching and learning. During teaching, an interaction takes place between an experienced person (teacher) and an inexperienced person (student). Here the main aim is to bring change in the behaviour of the student. Thus, teachers teach students at three levels keeping in mind about the developmental stages of the learners so that the desired educational



## GRADING SYSTEM

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Realizing the bottlenecks in our examination system, a lot of thinking along with deliberate efforts to bring about examination reforms as been the feature of post independence Indian education. During this period many thoughtful endeavors were initiated in the areas of paper setting, making marking system more systematic and objective, and for transforming marking system into grading system. Many education commissions and committees emphasized the need for a systemic change in examination system in our country. Council of Boards of Secondary Education (COBSE) constituted a committee on scaling and grading in 1981. This committee recommended five-points grading system. National Policy on Education (1986) and Programme of Action (1992) also recommended the use of grades in place of marks while declaring the results. National Curriculum Framework for School Education published by NCERT (2005) also reiterated the need for declaring results in terms of grades in the place of marks. In recent years the most widely debated aspect of our innovations in evaluation is the grading system.

Generally the grading system is the process by which educators evaluate the performance of the pupils in exams on the standard particularly scales which is based on the points entries and consists of the grades like A-F or range like 1-10 generally letters and numbers are used to describe the grades.

The grading system ensures consistency and fairness in the assessment of learning and in the assessment of schools and proficiency levels against the same learning standards, across students, teachers assessments, learning, experiences content areas and time.

Evaluation is a powerful and potential process to know the direction in which the children are developing. Evaluation is, therefore, considered to be one of the most important components of education process that helps in assessing the performance of children in a teaching-learning context. The usual practice of assessment in schools is through conducting examinations. One of the major drawbacks of our examination system is reporting students performance in terms of marks. In order to minimize the limitations of present day examinations

system, a major reform concerns transforming the marking system into a grading system.

Grading is a process of classifying students based on their performance into groups with the help of pre determined standards, expressed in a symbolic form i.e., letters of the English alphabet. As these grades and corresponding symbols are pre-determined and well defined, all the stakeholders would understand them uniformly and consistently. While developing the grading system, it is of utmost significance that the meaning of each grading symbol be clearly spelt out. In spite of strict adherence to the pre-determined stipulations, there may be inter-examiner and intra-examiner variations. Pre-determinations is only in terms of standards of categorization and to give a common meaning to the letter symbols that signify grades. Hence, strict adherence of examiners to the pre-defined meaning of the grade symbol would not curtail their freedom in expressing the students performance.

Sometimes the grades awarded may be compared within and between groups. In this type of comparison not only the grades awarded by a particular teacher but also the grades awarded by different teachers would be compared. This helps in ascertaining the position of students with reference to a group. Comparing grades awarded by a single teacher (intra-group) and by different teachers (inter-group) with reference to a larger group is considered as norm-referenced. This would help in locating the position of a student in large group. Hence norm-referenced measures would help in comparing the grades awarded by different teachers and institutions. Thus, the grades may be used for communicating the students performance with reference to specified criteria and also the relative position of students with reference to their peer groups.

Grading is the procedure of categorizing students into different groups on the basis of their performance irrespective whether grading is direct / indirect, or absolute / relative. Students can be classified into any number of groups, for example, three, five, seven or even nine. Normally either three-point or five-point scale is used in

  
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## TEACHING - LEARNING MATERIAL : WHAT ? WHY ? AND HOW ?

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### ABSTRACT

Education is a tripolar process, with teacher, student and learning environment in each pole, who will be interacting, influencing, immersing with each other in the process of imparting education. Educational goals and objectives are accomplished when these three poles of education support each other's functioning. In this process of executing their tasks there comes the role of innumerable factors, such as approaches, methods, techniques, strategies, materials, etc. Materials which are used to assist the teachers to make the learning of students easier and more enjoyable, are called teaching-learning materials. These teaching learning materials are not only focused on the development of cognitive domain of the children, but also the affective and psychomotor domains are given scope too. Teaching-Learning materials are the tools in the hands of the teachers to concretize the content of teaching, develop suitable attitude and values, improve the skill and talents in the learners. The teachers to have a great impact on the learning of students should make use of appropriate TLM's relevantly. This article throws light upon the factors that the teacher should bear in their mind before using TLM, and what should be the characteristics of TLM, and for their better influence how they should be used. Teachers with a broad objective in their mind, can make use of TLM appropriately.

Key words : Teaching-Learning material, Fatigue, Joyful Learning, Infrangible, nature of TLM.

### INTRODUCTION

Teaching is a skill of imparting knowledge, fostering talents and skills, developing right thinking, attitude, and values among the learners. To execute this herculean task by the teachers, teaching-learning materials come to their support. The teaching-learning materials are the materials that are used by the instructors in imparting information in terms of academic subjects and concepts to the students. These are regarded as not only fundamental in enriching the teaching-learning processes, but also assist the educational institutions to function in an effective manner.

### TEACHING - LEARNING MATERIAL : WHAT ?

Teaching-Learning Material is abbreviated as TLM. TLM is an umbrella word, which encompasses audio aids, visual aids, as well as audio-visual aids. TLM is just like a mind in our body, which helps us to see, feel, hear, analyze, synthesis the ideas.

TLM are the aids, which assist the teachers in teaching effectively. Teachers, to give justice to their teaching profession, should possess a sound knowledge of TLM. Apart from this teacher should know about different types of TLM, construction of TLM, pre-requisites for the construction of TLM, points to be considered while using TLM.....

NOW, we shall know why TLM should become an integral part of teaching ?

- Learning occurs in children, when the topic of teaching is seen, heard, or felt, which mean to say concretized. So, to concretize the content, should

use TLM, FOR EXAMPLE: structure of organs/ organ system, concept of electricity, chemical bonding, art and architecture, location of places.

- As a living being, we get fatigue when we focus our attention on one thing for a continuous period. Students, whose eyes, ears, and entire bodily system will be centralized upon the teachers, which will have an overloading impact on their body parts. Hence as teachers we must help the children to avoid getting fatigue, by adding the factor of meaningful change in the form of using different types of TLM.
- A common thing is observed in all of us, i.e., our attention is always drawn towards an intruder, may be in the form of color, size, shape, movement, speed, sound, object, etc. (Which is used in ppt's, videos). Students who have a specific span of attention towards an object, need to be held attentively throughout the class by using varied and appropriate TLM'S.
- Usually, when we go through the learning pyramid, teaching with audio-visual aids contribute for 50% of learning. Thus, to help students to have better learning, teacher must go for using required TLM.
- It is obvious that a classroom possesses, students with different types of learning styles, such as auditory learners, visual learners, and kinesthetic learners. It is the fervent desire of every teacher to reach each student. TLM's play an important role in helping teachers to fulfill this desire.

  
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## ಶಿಕ್ಷಣದಲ್ಲಿ ಸಾರ್ವಜನಿಕ ಗ್ರಂಥಾಲಯಗಳ ಪಾತ್ರ ಮತ್ತು ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯದ ವಿಶೇಷತೆ ಕುರಿತು ಒಂದು ಅವಲೋಕನ

ಡಾ. ಆರ್. ರುದ್ರರಾಜ್, ಪ್ರಾಚಾರ್ಯ, ಶ್ರೀ ಸಿದ್ಧಗಂಗಾ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಕುಮಟಾ.  
 ಸೆ. ಸತೀಶ್ ವಿ.ಎ., ಗ್ರಂಥಾಲಯ, ಶ್ರೀ ಸಿದ್ಧಗಂಗಾ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಕುಮಟಾ.

ಪೀಠಿಕೆ

ಇಂದು ನಾವು ವಿಲೆಕ್ವಾನ್ ಯುಗದಲ್ಲಿದ್ದೇವೆ. ಖಗೋಳ ಗ್ರಂಥಾಲಯದ ಕೆಲಸದ ವಾತಾವರಣವನ್ನು ಕುರಿತು ಪ್ರಭಾವಿಸಿದೆ. ಸಾರ್ವಜನಿಕ ಗ್ರಂಥಾಲಯಗಳು ಸಾರ್ವಜನಿಕ ಮಾಹಿತಿ ಆಗತ್ಯವನ್ನು ಪೂರೈಸಲು ವಿಶೇಷಗೊಂಡಿವೆ. ಸಾರ್ವಜನಿಕ ಗ್ರಂಥಾಲಯವನ್ನು ಸಾಮಾನ್ಯ ಜನರ ವಿಶ್ವವಿದ್ಯಾಲಯ ಎಂದು ಕರೆಯುವುದು ಗಮನಾರ್ಹವಾಗಿದೆ. ಓದು ಮತ್ತು ಜ್ಞಾನ ಮತ್ತು ಜನರ ಜ್ಞಾನವನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಲು ಸರ್ಕಾರ ಸಾರ್ವಜನಿಕ ಗ್ರಂಥಾಲಯ ವ್ಯವಸ್ಥೆಯನ್ನು ಸ್ಥಾಪಿಸಿದೆ. ಗ್ರಂಥಾಲಯವು ಜ್ಞಾನ ಭಂಡಾರವಿದ್ದಂತೆ. ಇತಿಹಾಸ, ಭೂಗೋಳ, ಆರ್ಥಿಕ ವಿಜ್ಞಾನಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಗ್ರಂಥಗಳೇ ಆಗಿರಲಿ, ಬಹುತೇಕ ಎಲ್ಲಾ ವಿಷಯಗಳ ಮುಕ್ತಗಳನ್ನು ನೀವು ಗ್ರಂಥಾಲಯದಲ್ಲಿ ಕಾಣಬಹುದು. ಈ ಲೇಖನವು ಕರ್ನಾಟಕದ ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯವು ತನ್ನ ಓದುಗರನ್ನು ಆಕರ್ಷಿಸಲು ಒದಗಿಸುವ ಸೇವೆಗಳನ್ನು ಅಧ್ಯಯನ ಮಾಡಲು ಪ್ರಯತ್ನಿಸುತ್ತದೆ.

ಕೀರ್ತಿಗಳು : ಸಾರ್ವಜನಿಕ ಗ್ರಂಥಾಲಯ, ಡಿಜಿಟಲ್ ಲೈಬ್ರರಿ, ICT, ಶಿಕ್ಷಣ, ಜ್ಞಾನ ಸಮಾಜ, ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯ, ಗ್ರಂಥಾಲಯ ಸೇವೆಗಳು.

ಸಂಕ್ಷಿಪ್ತ ವಿವರಣೆ

ಸಾರ್ವಜನಿಕ ಗ್ರಂಥಾಲಯಗಳು ಸಮಾಜದ ಅಭಿವೃದ್ಧಿಯ ಗುರಿಯನ್ನು ಹೊಂದಿವೆ. ಸಾರ್ವಜನಿಕ ಗ್ರಂಥಾಲಯವು ಶಿಕ್ಷಣ, ವಿರಾಮ ಮತ್ತು ಮನರಂಜನೆಗಾಗಿ ಹಿಂದಿನ, ಪ್ರಸ್ತುತ ಮತ್ತು ಭವಿಷ್ಯದಲ್ಲಿ ಹಲವು ದಶಕಗಳವರೆಗೆ ಕಾರ್ಯನಿರ್ವಹಿಸುತ್ತಿದೆ. "ಗ್ರಂಥಾಲಯವು ಜನರು ಭೇಟಿಯಾಗಲು ಅಥವಾ ಸರಳವಾಗಿ ಮಕ್ಕಳ ಸಾಲುಗಳನ್ನು ಪಡೆದುಕೊಳ್ಳುವ ಸುತ್ತಲಿನ ಸ್ವಲ್ಪವೆಂದು ನೋಡಲಾಗುತ್ತದೆ" (ಹೆಂಡ್ರಿಕ್ಸ್, 1998). ಕರ್ನಾಟಕದ ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯವು ತನ್ನ ಬಳಕೆದಾರರ ಆಗತ್ಯತೆ ಮತ್ತು ಹಾಂಪ್ಪಿ ಬದಲಾವಣೆಗೆ ಅನುಗುಣವಾಗಿ ಹೊಂದಿಕೊಂಡಿದೆ. ನಿಮ್ಮ ಉತ್ತರ ಸಿಗದಿರುವ ಯಾವುದೇ ಪ್ರಶ್ನೆಗೆ ಅಥವಾ ಸಮಸ್ಯೆಗೆ ಗ್ರಂಥಾಲಯದಲ್ಲಿ ಸಂಗ್ರಹಿಸಲಾದ ಮುಕ್ತಗಳಲ್ಲಿ ಉತ್ತರ ಕಾಣಬಹುದು.

ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯದ ಸಂಕ್ಷಿಪ್ತ ಇತಿಹಾಸ

ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯವು ಸರ್ ಶೇಷಾದ್ರಿ ಅಯ್ಯರ್ ಮಹೋದಯರ ಹೆಸರಿನಿಂದ ಹೆಸರಿಸಲಾದ ಮಹಿಮಾಶಿಖರವಾಗಿದೆ. ಇದು ಬೆಂಗಳೂರಿನ ಕಲ್ಬು ಉದ್ಘಾಟನೆಯಾಗಿದೆ. ಈ ಕಟ್ಟಡವನ್ನು ಮೈಸೂರಿನ ದಿವಾನರಾದ ದಿವಾನ್ ಸರ್ ಶೇಷಾದ್ರಿ ಅಯ್ಯರ್ ಅವರ ಸ್ಮಾರಕಾರ್ಥವಾಗಿ ನಿರ್ಮಿಸಲಾಗಿದೆ. ಕಟ್ಟಡದ ರಚನೆಯು ಬ್ರಿಟಿಷ್ ಮತ್ತು ಕ್ಯಾಲಿಫೋರ್ನಿಯನ್ ಅಂಶಗಳೊಂದಿಗೆ ಕ್ಲಾಸಿಕ್ ಯುರೋಪಿಯನ್ ಶೈಲಿಯಲ್ಲಿದೆ. ಮೈಸೂರು ರಾಜ್ಯದ ಪ್ರಿನ್ಸ್ ರೊಡೆಲ್ಟ್, ರೋನಾಲ್ಡ್ ರಾಯಲ್‌ಸನ್ ಅವರು ಅಕ್ಟೋಬರ್ 15, 1903 ರಂದು ಕಟ್ಟಡಕ್ಕೆ

ಅಡಿಪಾಯ ಹಾಕಿದರು ಮತ್ತು 1908ರಲ್ಲಿ ನಿರ್ಮಿಸಿದರು. ಆರಂಭದಲ್ಲಿ ಸದಸ್ಯತ್ವವನ್ನು ಪಡೆಯಲು ಹಣ ಪಾವತಿಗೊಳಿಸಿತ್ತು ಮತ್ತು ನಂತರ ಅದನ್ನು 1920ರಲ್ಲಿ ಸರ್ಕಾರದ ಅನುದಾನಕ್ಕೆ ಒಳಪಟ್ಟ ಗ್ರಂಥಾಲಯವಾಗಿ ಪರಿವರ್ತಿಸಲಾಯಿತು. ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯವು 4,750 ಮುಕ್ತಗಳೊಂದಿಗೆ ಪ್ರಾರಂಭವಾಯಿತು. ಮತ್ತು 215 ಸದಸ್ಯರು. ಸರ್ಕಾರ, ಮರಸಫೆ ಮತ್ತು ಸಿವಿಲ್ ಮತ್ತು ಮಿಲಿಟರಿ ಸ್ಟೇಷನ್ ಮರಸಫೆಗಳು 1943ರ ಮೊತ್ತಿಗೆ ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯಕ್ಕೆ ಅನುದಾನವನ್ನು ನೀಡಲು ಪ್ರಾರಂಭಿಸಿದವು.

ಸ್ಟೇಟ್ ಸೆಂಟ್ರಲ್ ಲೈಬ್ರರಿಯನ್ನು (ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯ) 1986ರ ಏಪ್ರಿಲ್ 1 ರಂದು ಪರಾಮರ್ಶನ ಗ್ರಂಥಾಲಯವಾಗಿ ಬದಲಾಯಿಸಲಾಯಿತು ಮತ್ತು ಅದರ ಅವಧಿಯಲ್ಲಿ ಮಾತ್ರ ಪರಾಮರ್ಶನ ಸಾರ್ವಜನಿಕರಿಗೆ ಮುಕ್ತವಾಗಿದೆ. ಇದು ಮುಕ್ತಗಳು ಮತ್ತು ನಿಯತಕಾಲಿಕಗಳ ಸಂಗ್ರಹದೊಂದಿಗೆ ಓದುಗರ ಸ್ವರ್ಗವಾಗಿದೆ ಮತ್ತು ಬೆಂಗಳೂರಿನ ಹೆಗ್ಗುರುತುಗಳಲ್ಲಿ ಒಂದಾಗಿದೆ. ಗ್ರಂಥಾಲಯವು ಸಾಹಿತ್ಯ, ಸಮಾಜ ವಿಜ್ಞಾನ ಮತ್ತು ವಿಜ್ಞಾನದಂತಹ ಬಹುತೇಕ ಎಲ್ಲಾ ವಿಷಯಗಳ ಮುಕ್ತಗಳ ದೊಡ್ಡ ಸಂಗ್ರಹವನ್ನು ಹೊಂದಿದೆ. ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯ ಹಿಂದಿ, ಮಲಯಾಳಂ, ತಮಿಳು, ಕೆಳುರು ಮತ್ತು ಉರ್ದು ಭಾಷೆಯ ಮುಕ್ತಗಳಿಗೆ ಪ್ರತ್ಯೇಕ ವಿಭಾಗವನ್ನು ಸಹ ಒದಗಿಸಿದೆ. ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯ ಕನ್ನಡ ಮತ್ತು ಇಂಗ್ಲಿಷ್ ದಿನಪತ್ರಿಕೆಗಳನ್ನು ಹೊರತುಪಡಿಸಿ ಹಿಂದಿ, ತಮಿಳು, ಕೆಳುರು ಮತ್ತು ಉರ್ದು ಪತ್ರಿಕೆಗಳನ್ನು ಪರಾಮರ್ಶನಕ್ಕಾಗಿ ಲಭ್ಯವಾಗಿದೆ. ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯ ಬೃಹತ್ ಸಂಖ್ಯೆಯ ನಿಯತಕಾಲಿಕಗಳೊಂದಿಗೆ ನಿಯತಕಾಲಿಕ ವಿಭಾಗವನ್ನು ಹೊಂದಿದೆ.

ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯ ಬೆಂಗಳೂರಿನ ಕಲ್ಬು ಮಾರ್ಕೆಟಲ್ಲಿ ನೆಲೆಗೊಂಡಿರುವ ಇಂದಿರಾ ಪ್ರಿಯದರ್ಶಿನಿ ಮುಕ್ತ ಗ್ರಂಥಾಲಯ ಎಂಬ ಹೆಸರಿನ ಮುಕ್ತ ಗ್ರಂಥಾಲಯವನ್ನು ಸಹ ಹೊಂದಿದೆ, ಇದನ್ನು ಆಗಸ್ಟ್ 24, 1994 ರಂದು ಸ್ಥಾಪಿಸಲಾಯಿತು. ಇದು 60-70 ವರ್ಷಗಳ ಬಳಿಯ ಪಾರಂಪರಿಕ ಕಟ್ಟಡವಾಗಿದೆ. ಕಟ್ಟಡವನ್ನು ಇತ್ತೀಚೆಗೆ ಸುರಕ್ಷಿತಗೊಳಿಸಿದೆ. 14 ವರ್ಷಕ್ಕಿಂತ ಕಡಿಮೆ ವಯಸ್ಸಿನ ಮಕ್ಕಳನ್ನು ಗ್ರಂಥಾಲಯಕ್ಕೆ ಅನುದಾನಿಸಲಾಗಿದೆ. ಇದು ಸಂಪೂರ್ಣವಾಗಿ ಪರಾಮರ್ಶನ ಗ್ರಂಥಾಲಯವಾಗಿದೆ.

ಮುಕ್ತ ನೋಂದಣಿ ವಿಭಾಗ

ಸಾಹಿತ್ಯ, ರಂಗಭೂಮಿ, ಸಂಗೀತ ಮತ್ತು ಕಲಾಕೃತಿಗಳನ್ನು ಅನುಮತಿಯಿಲ್ಲದೆ ನಕಲು, ರೂಪಾಂತರ, ಮರುಪ್ರಕಟಣೆ, ಪ್ರಾರ್ಥನೆ ಇತ್ಯಾದಿಗಳ ವಿರುದ್ಧ ಅವರ ಕರ್ತೃದಾರರಿಗೆ ಕಾನೂನು ರೀತಿ ನೀಡಲಾಗಿರುವ ರಕ್ಷಣೆಯ ಹಕ್ಕನ್ನು ಗ್ರಂಥಸ್ಥಾನವು ಎಂದು ತಿಳಿಸಿದೆ. ಕರ್ನಾಟಕ ರಾಜ್ಯದಲ್ಲಿ ಪ್ರಕಟಗೊಳ್ಳುವ ಮುಕ್ತಗಳ ನೋಂದಣಿ ಈ ಗ್ರಂಥಾಲಯದಲ್ಲಿ ಮಾಡಲಾಗುತ್ತದೆ.



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### Teacher in the Process of Learning, Evaluation and Feedback

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#### Abstract

Education is a tripolar process with teaching, learning and learning experiences/ curriculum at its three vertices. Teacher is one who integrates all the three with his passion and attitude. The teacher by imparting education is performing the sacred job of creating a just society. Teacher's job is incomplete without evaluation and

feedback, which are very much required for the refinement of entire education system. Hence, teaching, includes learning, evaluation and feedback as intertwined elements, when designed correctly will give an impactful output of education.

**Keywords:** Learning, Evaluation, Feedback, Teacher's Role, Tripolar

#### Introduction

Education is the process of bringing desirable changes in the behaviour of the learners. It is the making of civilization. To be philosophical, Education is that which gives an insight to the individual to have clarity in his vision and action. It makes him to unveil his potentialities to its fullest for its maximum contribution to the society. The endeavors by which a person learns how to lead a pleasant life and successful life is the education. The experience that gives us a meaning to our life and focus us for its accomplishment is the education. A matured person (teacher) with education will prepare immature person (learner) for his life to take right decisions (by evaluation and feedback).

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## Jigsaw Strategy: A Lesson Plan

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"Tell me and I forget.

Teach me and I remember

Involve me and I learn"

Benjamin Franklin once gave this quote, which emphasize on active participation of students for effective learning, which is one of the aims of education.

Education, which is a mightier weapon to build nation, must be visualized in broader sense for bringing desirable changes in the behavior of individuals. To accomplish this one must know the correct response for what to teach? and how to teach? The first question refers to the 'content' which is prescribed in the curriculum, and the education cannot be made effective without the effective transaction of the curriculum. There are many approaches, methods, techniques, devices... which are developed over time for effective transaction of the curriculum.

Children who come to schools will possess different personalities, abilities, skills, self-esteem, interest, emotions, attitude socio-cultural background, and many more diversities. This has led to the concept of inclusive classroom, which every institution is abided to take care. Students with such diverse needs need to be accommodated in such inclusive classrooms. Hence, we must create conducive classrooms for their better learning, which is a dire need of the present educational system. Co-operative learning is one among the strategies which help us to cater individual needs of the children as well as help to promote congenial environment for the progress of everyone, by providing scope for student-student interaction, which must be emphasized for their active participation in the teaching-learning process. Co-operative strategies are one among the best and most effective teaching strategy which provides scope for maximum participation of the students in the process of constructing their knowledge. In this strategy, students work in small groups to accomplish a common learning goal under the guidance of the teacher. This strategy helps to develop cognitive, conative, and affective domains. It is most widely investigated approaches. But teachers have failed to apply it in the real classrooms. The reason behind it might be Most of the teachers, are unaware of these co-operative strategies and hence through this article an attempt has been made to help to plan the lesson on one of the known strategies of Co-operative learning i.e., Jigsaw strategy. In the early 1970s Elliot Aronson and

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## ಭಾರತೀಯ ಸಮಾಜದಲ್ಲಿ ಮೌಲ್ಯಗಳ ಸಂದಿಗ್ಧತೆ

ಡಾ. ಜಗದೀಶ್ ಕುಮಾರ್, ಪ್ರಾಂಶುಪಾಲರು, ಶ್ರೀ ಸಿದ್ಧಗಂಗಾ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ತುಮಕೂರು-572102.

ಭಾರತೀಯ ಸಮಾಜ ಸಂಪ್ರದಾಯಬದ್ಧ ಸಮಾಜ. ಸಮಾಜ ಜೀವಿಯಾದ ಮಾನವ ತಾನು ಸಂಘ ಜೀವನವನ್ನು ನಡೆಸಲು ಅನೇಕ ನೀತಿ ನಿಯಮಗಳನ್ನು ರಚಿಸಿಕೊಂಡಿದ್ದಾನೆ. ಈ ನೀತಿ ನಿಯಮಗಳು ತನ್ನದೇ ಧಾರ್ಮಿಕ ಸಾಮಾಜಿಕ, ಆರ್ಥಿಕ, ಹಿನ್ನೆಲೆಯನ್ನು ಹೊಂದಿದ್ದು ಅವುಗಳನ್ನು ಆಚರಣೆಗೊಳಿಸುವಲ್ಲಿ ಬಹಳಷ್ಟು ಪರಿಶ್ರಮವನ್ನು ಪಡುತ್ತಿರುವುದು ಎಲ್ಲರಿಗೂ ತಿಳಿದ ವಿಚಾರ ಮಾನವ ತನ್ನ ಜೀವನ ನಡೆಸುವಲ್ಲಿ ಹಲವಾರು ನೀತಿ ನಿಯಮಗಳನ್ನು ರಚಿಸಿದ್ದಾನೆ. ಇವುಗಳ ಆಚರಣೆ ಸಂದರ್ಭಗಳಲ್ಲಿ ಹಲವಾರು ಗೊಂದಲಗಳು ರೂಪುಗೊಳ್ಳುವುದು ಸಹಜ. ಇಂತಹ ಸಹಜ ಪ್ರಸ್ತಿಯಲ್ಲಿ ಕೆಲವು ವಿರೋಧಭಾಸ ಅಂಶಗಳು ಉಂಟಾಗುತ್ತದೆ. ಇವುಗಳನ್ನು ಸರಿಯಾದ ರೀತಿಯಲ್ಲಿ ನಿರ್ವಹಿಸುವುದು ಮಾನವನ ಒಂದು ಪ್ರಮುಖ ಕಾರ್ಯವಾಗಿದೆ. ಇಂತಹ ಕಾರ್ಯವನ್ನು ನಿರ್ವಹಿಸುವಲ್ಲಿ ಹಲವಾರು ಬಿಕ್ಕಟ್ಟುಗಳು ಉಂಟಾಗುತ್ತವೆ. ಇಂತಹ ಬಿಕ್ಕಟ್ಟುಗಳನ್ನು ನಿವಾರಣೆ ಮಾಡುವ ಮತ್ತು ಅವುಗಳ ಬಗ್ಗೆ ತಿಳುವಳಿಕೆ ಮೂಡಿಸುವುದು ಅಗತ್ಯವಾಗಿದೆ.

### ಮೌಲ್ಯ ಸಂಘರ್ಷ/ಬಿಕ್ಕಟ್ಟಿನ ಅರ್ಥ

ಮೌಲ್ಯಗಳ ಬಿಕ್ಕಟ್ಟು ಎಂಬ ಪದಕ್ಕೆ ಪೂರಕವಾಗಿ ಕನ್ನಡದಲ್ಲಿ ಬಿಕ್ಕಟ್ಟು ವಿಷಮಸ್ಥಿತಿ, ಸಂಧಿಕಾಲ, ಸಂಕಟ, ಸಮಯ, ಸಂಘರ್ಷ ಎಂದು ಕರೆಯಲಾಗುತ್ತದೆ. ಆದರೆ ಇವುಗಳು ಸಮಾನ ಪದಗಳಲ್ಲ ಸಮಾಜಶಾಸ್ತ್ರದಲ್ಲಿ ಇವುಗಳಿಗೆ ವಿಭಿನ್ನ ಅರ್ಥಗಳಿದ್ದರೂ ಸಮಾನ ಅರ್ಥದಲ್ಲಿ ಬಳಸಲಾಗುತ್ತದೆ. ಬಿಕ್ಕಟ್ಟು ಉಗಮವಾಗುವುದು ನಮ್ಮಲ್ಲಿ ಮೂಲಭೂತ ಭಿನ್ನತೆಗಳು ಇದ್ದಾಗ, ಈ ಬಿಕ್ಕಟ್ಟು ಸಮಾಜದಲ್ಲಿ ಸ್ಥಾಪಿತವಾಗಿರುವ ಶಾಂತಿಯನ್ನು ಹಾಳು ಮಾಡುವುದಾಗಿದೆ. ಇದು ಹೊಸ ಸಂಬಂಧವನ್ನು ಬಳಸುವ ಹಾಗೂ ಹಳೆಯ ಸಂಬಂಧವನ್ನು ಮನರಂಜಿಸುವ/ಯಥಾವತ್ತಾಗಿ ಮುಂದುವರಿಸುವ ಸಾಮರ್ಥ್ಯವನ್ನು ಹೊಂದಿದೆ. ಬಿಕ್ಕಟ್ಟು ಎಂಬುದು ಇಬ್ಬರು ವ್ಯಕ್ತಿಗಳ ನಡುವಿನ ಪ್ರಕ್ರಿಯೆಯ ಸಹ ಉತ್ಪನ್ನವಾಗಿದೆ ಎಂದು ಹೇಳಬಹುದು/ಸಮೂಹದ ಒಂದೇ ಸಂಪ್ರದಾಯವನ್ನು ಅನುಸರಿಸುವಂತೆ ತೆಗೆದುಕೊಳ್ಳುವ ತೀರ್ಮಾನವಾಗಿದೆ. ಈ ಬಿಕ್ಕಟ್ಟು ನಿರಂತರವಾಗಿದ್ದರೂ ಅದು ಶಾಶ್ವತವಲ್ಲ. ಬಿಕ್ಕಟ್ಟು ವಿವಾದಾತ್ಮಕವಾಗಿರುವುದಿಲ್ಲ. ಆದರೆ ನಿರಂತರ ನಡೆಯುವುದು, ಬಿಕ್ಕಟ್ಟಿನ ಫಲಿತಾಂಶವು ಕೆಲವು ವೇಳೆ ಧನಾತ್ಮಕವು ಹಾಗೂ ಋಣಾತ್ಮಕವು ಆಗಿರಬಹುದು. ಕೆಲವು ಸಂದರ್ಭಗಳಲ್ಲಿ ಕೆಟ್ಟ ಪರಿಣಾಮಗಳನ್ನು ಬೀರಬಹುದು.

ಪರಂಪರಾನುಗತವಾಗಿ ಬಂದಂತಹ ಉದಾತ್ತ ಜೀವನ ಮೌಲ್ಯಗಳ ಅಧೀಪತನವು ಈ ಬಗೆಯ ಬಿಕ್ಕಟ್ಟಿನ ಸೃಷ್ಟಿಗೆ ಮೂಲ ಕಾರಣವಾಗಿದೆ. ವ್ಯಕ್ತಿಗೆ ಮೌಲ್ಯಗಳ ಮೇಲಿದ್ದ ನಂಬಿಕೆಗಳು ಹೊರಟು ಹೋದಾಗ ವ್ಯಕ್ತಿಯು ತನ್ನ ಸಹಜ ಪ್ರವೃತ್ತಿಗನುಗುಣವಾಗಿ ನಡೆದುಕೊಂಡು ಬರುತ್ತಾನೆ. ಆಗ ಮೌಲ್ಯಗಳು ಸಹಜವಾಗಿ ತಮ್ಮ ಪ್ರಾಮುಖ್ಯತೆಯನ್ನು ಕಳೆದುಕೊಂಡು ಬಿಡುತ್ತವೆ. ಇಂತಹ ಸ್ಥಿತಿಯನ್ನು ನಾವು ಮೌಲ್ಯಗಳ ಬಿಕ್ಕಟ್ಟು ಎಂಬುದಾಗಿ ಗುರುತಿಸಬಹುದು. ತನ್ನ ಕಣ್ಣೆದುರೇ ತಾನು ಕಟ್ಟಿಕೊಂಡ ಆದರ್ಶಗಳು ನುಚ್ಚುನೂರಾದಾಗ ತಾನು ಪರಿವಾಲಿಸುತ್ತಾ ಬಂದ ಮೌಲ್ಯಗಳಿಗೆ ಕಾಸಿನ ಬೆಲೆಯೂ ಇಲ್ಲದಾಗ ವ್ಯಕ್ತಿ ವ್ಯಾಘ್ರನಾಗುತ್ತಾನೆ. ಈ ವ್ಯಾಘ್ರ ಮನಸ್ಸಿನಿಂದ ಮೌಲ್ಯ ಸಂಘರ್ಷವಾಗಿದೆ.

### ಮೌಲ್ಯ ಸಂದಿಗ್ಧತೆಯ ಅಧ್ಯಯನ ಅವಶ್ಯಕತೆ/ಮಹತ್ವ

ಪ್ರಸ್ತುತ ಸಮಾಜ ಮತ್ತು ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ಮೌಲ್ಯಗಳು ಅವಶ್ಯವಾಗಿದ್ದು ಮಹತ್ವಪೂರ್ಣತೆಯನ್ನು ಪಡೆದುಕೊಂಡಿವೆ. ಕಾರಣ ಒಬ್ಬ ಆಪೇಕ್ಷಣೀಯ ವ್ಯಕ್ತಿಯಲ್ಲಿ ವಿವೇಕದಿಂದ ಬಾಳುವಂತಹ ಮನಸ್ಸು ಮತ್ತು ವಿಶ್ವಾಸವನ್ನು ಬೆಳೆಸುತ್ತವೆ. ಹೀಗಾಗಿ ಮೌಲ್ಯ ಸಂದಿಗ್ಧತೆಯ ಅಧ್ಯಯನದ ಅವಶ್ಯಕತೆಯನ್ನು ಈ ಕೆಳಕಂಡ ಅಂಶಗಳು ತಿಳಿಸುತ್ತವೆ.

1. ಅಧ್ಯಯನವು ಪರಂಪರೆಯಿಂದ ಗೌರವಿಸಲ್ಪಟ್ಟ ಅಂಗೀಕೃತ ಮೌಲ್ಯಗಳಿಂದ ಕ್ಷೀಣಿಸುತ್ತಿರುವ ಸಾಮಾಜಿಕ, ರಾಜಕೀಯ, ಜಾತ್ಯಾತೀತ ಮೌಲ್ಯಗಳನ್ನು ಮನರಂಜಿಸಲು ಸಹಾಯಕವಾಗುತ್ತದೆ.
2. ಜೀವನವನ್ನು ಸಮೃದ್ಧಗೊಳಿಸಲು ನೆರವಾಗುವ ನೈಸರ್ಗಿಕ ಸಂಪನ್ಮೂಲ ಮತ್ತು ಪ್ರಾಣಿ ಸಂಪತ್ತಿನ ಬಗ್ಗೆ ಅರಿವು ಮೂಡಿಸಲು ಈ ಅಧ್ಯಯನ ಅವಶ್ಯಕವಾಗಿದೆ.
3. ಮೌಲ್ಯ ಸಂದಿಗ್ಧತೆಯ ಅಧ್ಯಯನವು ಪ್ರಜಾತಂತ್ರ, ಜಾತ್ಯಾತೀತ, ಸಮಾನತೆ, ವೈಜ್ಞಾನಿಕ ಮನೋಭಾವನೆ ಮುಂತಾದವುಗಳ ಬಗ್ಗೆ ಸರಿಯಾದ ತಿಳುವಳಿಕೆ ನೀಡಿ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಒಲವು ಮತ್ತು ಶ್ರದ್ಧೆ ಮೂಡಿಸಲು ಸಹಾಯಕವಾಗುತ್ತದೆ.
4. ಸಮಾಜದ ಜನರಲ್ಲಿ ಐಕ್ಯತೆ ಮತ್ತು ಸಮಾನತೆಯ ಬಗ್ಗೆ ಅರಿವನ್ನು ಮೂಡಿಸಲು ಅವಶ್ಯಕವಾಗಿದೆ.
5. ಮೌಲ್ಯ ಸಂದಿಗ್ಧತೆಯ ಅಧ್ಯಯನವು ಮೌಲ್ಯಗಳ ಬಗ್ಗೆ ತಿಳುವಳಿಕೆ ಯನ್ನುಂಟು ಮಾಡಿ ವ್ಯಕ್ತಿ ತನ್ನ ಭಾವ ಜೀವನವನ್ನು ಉತ್ತಮವಾಗಿ ರೂಪಿಸಿಕೊಳ್ಳುವಂತೆ ಮಾಡಿ ವ್ಯಕ್ತಿಯ ಪೂರ್ಣ ವಿಕಾಸದ ಕಡೆಗೆ ಅರಿವು ಮೂಡಿಸಲು ಸಹಾಯಕವಾಗುತ್ತದೆ.
6. ಜೀವನದ ವಿವಿಧ ಸಮಸ್ಯೆಗಳಿಗೆ ಪರಿಹಾರ ಕಂಡು ಹಿಡಿಯಬಲ್ಲ ಸಾಮರ್ಥ್ಯ ಮತ್ತು ತಿಳುವಳಿಕೆಯನ್ನು ಬೆಳೆಸುತ್ತದೆ.
7. ವ್ಯಕ್ತಿ ಚಾರಿತ್ರ್ಯ, ಮನೋವೈಶಾಲ್ಯತೆ, ವೈಯಕ್ತಿಕ ಹಾಗೂ ನೈತಿಕತೆ, ಆಧ್ಯಾತ್ಮಿಕತೆ, ನಂಬಿಕೆ, ಸತ್ಯಸಂಧತೆ, ಶಿಷ್ಟಾಚಾರಗಳನ್ನು ಮೂಡಿಸುವಲ್ಲಿ ಮೌಲ್ಯಗಳ ಪ್ರಾಮುಖ್ಯತೆ ಏನೆಂಬುದು ಮೌಲ್ಯ ಸಂದಿಗ್ಧತೆಯ ಅಧ್ಯಯನದಿಂದ ತಿಳಿದು ಬರುತ್ತದೆ.

ಒಟ್ಟಾರೆಯಾಗಿ ಮೌಲ್ಯಗಳು ಕ್ಷೀಣಿಸುತ್ತಿರುವ ಇಂದಿನ ಸಮಾಜದಲ್ಲಿ ಮೌಲ್ಯ ಸಂದಿಗ್ಧತೆಯ ಅಧ್ಯಯನದ ಅವಶ್ಯಕತೆ ಮತ್ತು ಮಹತ್ವವನ್ನು ಈ ಮೇಲ್ಕಂಡ ಎಲ್ಲಾ ಅಂಶಗಳು ತಿಳಿಸಿಕೊಡುತ್ತದೆ.

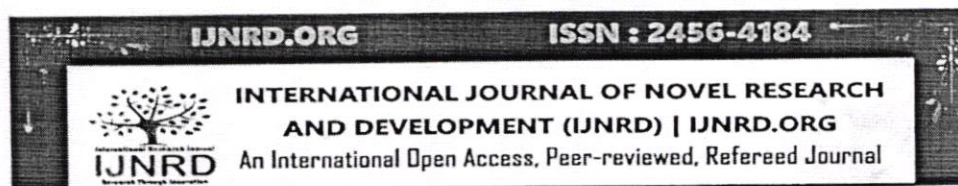
### ಮೌಲ್ಯ ಬಿಕ್ಕಟ್ಟಿಗೆ ಕಾರಣವಾದ ಅಂಶಗಳು

ಸರಳವಾಗಿ ಹೇಳುವುದಾದರೆ ಮೌಲ್ಯಾಂಕರ್ಷ ಸ್ಥಿತಿಯನ್ನು ಮೌಲ್ಯ ಸಂಘರ್ಷ ಅಥವಾ ಮೌಲ್ಯ ಬಿಕ್ಕಟ್ಟು ಎಂದು ಕರೆಯಬಹುದು. ಇಂತಹ ಮೌಲ್ಯಬಿಕ್ಕಟ್ಟಿಗೆ ಕಾರಣವಾದ ಅಂಶಗಳೆಂದರೆ -

ಅ. ಕಾನೂನಿನಲ್ಲಿ ವ್ಯತ್ಯಾಸ : ತಪ್ಪು ಮಾಡಿದವರಿಗೆ ಕಾನೂನು ಬದ್ಧವಾಗಿ ಶಿಕ್ಷೆಯಾಗಬೇಕಾದುದು ಒಂದು ಮೌಲ್ಯ. ಆದರೆ ವ್ಯಕ್ತಿಯೇ ಕಾನೂನನ್ನು ಕೈಗೆ ತೆಗೆದುಕೊಳ್ಳುವುದು ಮೌಲ್ಯವಲ್ಲ. ಆದರೆ ಕಾನೂನು

  
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## The Role of Educational Technology in Teacher Education

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### Abstract:

Educational technology is the efficient organization of any learning system adapting or adopting methods, process and products to accomplish the educational goals. This involves systematic identification of the goals of education, recognition of the diversity of learner's needs, the contexts in which learning will take place and the range of provisions needed for each of these. The challenge is to design appropriate systems that will provide for and enable appropriate teaching-learning systems that could realize the identified goals. Educational technology acts as an agent of change in the classroom, which includes not only the teacher and the teaching-learning process but also attends the issues related to reach, equity and quality in Teacher education programme.

**Key words:** Teacher, Education, Technology.

### Definitions:

Some important definitions are as follows:

Derek Rowntree (1973) says educational technology is as wide as education itself. It is concerned with the design and evaluation of curricula and learning experiences and the problems of implementing and propagating them. Essentially it is a rational problem solving approach to education, a way of thinking scientifically and systematically about learning and teaching.

Educational technology according to Gillett (1973) is a systematic way of designing, applying, and evaluating process of teaching and learning.

  
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## Micro-Teaching in Teacher Education

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### Introduction:

One of the objectives of teacher education programme is to prepare good and effective class room teachers. But there has been a general complaint from a long time that the training given, during pre-service to pupil-teachers in the colleges of education is not helping them to become effective classroom teacher. To some extent, this concession is appearing to be true. Another important objective is to develop psychomotor abilities (Instructional Skills) among teachers for effective class room transactions. That is effective teaching.

**Key words:** Micro-Teaching, Teaching, Skill.

### What is Teaching?

Teaching, as you know, is a very complex process which requires the teacher to exhibit good number of skills (behaviours) to promote learning among students. In other words, teaching can be defined as "a process where the teacher utilizes a set of instructional skills that are required for him to teach content in order to achieve a set goal within the prescribed period of time".

The definition reveals the fact that the teacher should keep an eye upon four import factors while teaching:

1. Goal / objectives
2. Content
3. Instructional skill
4. The time required to achieve the set goal.

### Areas / Aspects of Teaching:

Teaching has three specific areas namely:

- 1) Content (Cognitive-Knowing -Head)
- 2) Personality of the teacher (Affective-feeling -Heart), and
- 3) The skill (Psychomotor - Hand and mind co-ordination)

  
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## Online Teaching: A Scientometric Study

13 Pages  
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Jyothi B Panth  
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Date Written: April 11, 2022

### Abstract

The present study is based on international peer reviewed journals covered in Web of Science database. The subject Online teaching covered under Web of Science database for the period of 32 years i.e. (1989-2021) was taken for the present study. The present study is based on 1277 articles on Online teaching covered by Web of Science database. The Year-wise distribution of 1277 articles published from 1989-2021: Web of Science database was seen as a topic. Maximum number of articles 524 (41.03%) were in the year 2021. In the form wise distribution maximum number of articles was published in the form of journal i.e. 1138 (89.11%) articles. USA secured first position by contributing 394(30.85%) of records. India ranked 9th, contributing 33(2.58%) of records. 1255(98.27%) of records are in English language. And less than 2% records are in European language. Year 2021 has increased number of citations in online teaching.

**Keywords:** Scientometric, Citation Analysis, Online teaching, Web of Science, Education

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## A Scientometric Study of the Journal Publications on Human Resource Management

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### Abstract

**Purpose:** The present study is to identify and describe the characteristics of published literature for the "Human Resource Management (HRM)" for the last 11-years in the year 2011-2021, in terms of the year of identification, type of document, language, origin country etc.

**Methodology:** Web of science was chosen as a representative sample of the population of HRM journals. Relevant 6489 research articles from 2011 to 2021 have been taken for analysis and visualized in Tableau software.

**Findings:** The findings reveal that the scholarly publication productivity gradually increased from 7.05% in 2011 to 15.41% in the year 2021. From the year 2011 the number of citations has increased from 29418 to 74269 in the year 2021. The United States of America is the leading country with 1303 publications. Monash University was in the leading position with 2.51% of publications. The National Natural Science Foundation of China is the leading funding body. It has funded 243 publications from 2011-2021. International Journal of Human Resource Management published by the Taylor and Francis is the leading journal with impact factor 6.026 and 795 publications.

**Value:** The study will be exploring, analysing and visualising the research output available in the Clarivate Web of Science in the field of Human Resource Management.

**Keywords:** Scientometrics; Relative Growth Rate; Human resource management; Web of Science; Citation analysis.

### 1 Introduction


Scientometrics involves studies about innovation, technology, publishing analysing as well as the measurement of scientific. The majority of the issues with research includes the impact measurements, set of references in an article for investigating the effect of institute and journal, mapping the fields, understanding the citations, as well as the production of indicators to be used in both management and policy contexts. This research field is beginning to take a new dimension and vitality in the field of

bibliometrics for the last few years.

Human resource management research has grown tremendously in the last decade and has become a humungous task for the scholar in the HRM field to peruse this vast ocean of information. This is a detailed overview of HRM research in the last one decade. It addresses questions on the intellectual, conceptual and productivity aspects of the published work in the HRM field. Web of science was chosen as a representative sample of the population of journals.

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## ಶಿಕ್ಷಣದಲ್ಲಿ ಸಾರ್ವಜನಿಕ ಗ್ರಂಥಾಲಯಗಳ ಪಾತ್ರ ಮತ್ತು ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯದ ವಿಶೇಷತೆ ಕುರಿತು ಒಂದು ಅವಲೋಕನ

ಡಾ. ಆರ್. ರುದ್ರರಾಜ್, ಪ್ರಾಚಾರ್ಯರು, ಶ್ರೀ ಸಿದ್ಧಗಂಗಾ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ತುಮಕೂರು.  
 ಸಿ. ಸತೀಶ್ ಎಸ್., ಗ್ರಂಥಾಲಯ, ಶ್ರೀ ಸಿದ್ಧಗಂಗಾ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ತುಮಕೂರು.

ಪೀಠಿಕೆ

ಇಂದು ನಾವು ಎಲೆಕ್ಟ್ರಾನಿಕ್ ಯುಗದಲ್ಲಿವೆ. ಖಚಿತವಾಗಿ ಗ್ರಂಥಾಲಯದ ಕೆಲಸದ ವಾತಾವರಣವನ್ನು ತುಂಬಾ ಪ್ರಭಾವಿಸಿದೆ. ಸಾರ್ವಜನಿಕ ಗ್ರಂಥಾಲಯಗಳು ಸಾರ್ವಜನಿಕರ ಮೂಲಕ ಆಗತ್ಯವನ್ನು ಪೂರೈಸಲು ವಿಶೇಷಗೊಂಡಿವೆ. ಸಾರ್ವಜನಿಕ ಗ್ರಂಥಾಲಯವನ್ನು ಸಾಮಾನ್ಯ ಜನರ ವಿಶ್ವವಿದ್ಯಾಲಯ ಎಂದು ಕರೆಯುವುದು ಗಮನಾರ್ಹವಾಗಿದೆ. ಓದುವ ಹವ್ಯಾಸ ಮತ್ತು ಜನರ ಜ್ಞಾನವನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಲು ಸರ್ಕಾರ ಸಾರ್ವಜನಿಕ ಗ್ರಂಥಾಲಯ ವ್ಯವಸ್ಥೆಯನ್ನು ಸ್ಥಾಪಿಸಿದೆ. ಗ್ರಂಥಾಲಯವು ಜ್ಞಾನ ಭಂಡಾರವಿದ್ದಂತೆ. ಇತಿಹಾಸ, ಭೂಗೋಳ, ಆಧುನಿಕ ವಿಜ್ಞಾನಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಗ್ರಂಥಗಳೇ ಆಗಿರಲಿ, ಬಹುತೇಕ ಎಲ್ಲಾ ವಿಷಯಗಳ ಮುಕ್ತಗಲನ್ನು ನೀವು ಗ್ರಂಥಾಲಯದಲ್ಲಿ ಕಾಣಬಹುದು. ಈ ಲೇಖನವು ಕರ್ನಾಟಕದ ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯವು ಕನ್ನಡ ಓದುಗರನ್ನು ಆಕರ್ಷಿಸಲು ಒದಗಿಸುವ ಸೇವೆಗಳನ್ನು ಅಧ್ಯಯನ ಮಾಡಲು ಪ್ರಯತ್ನಿಸುತ್ತದೆ.

**ಕೀರ್ತನೆಗಳು :** ಸಾರ್ವಜನಿಕ ಗ್ರಂಥಾಲಯ, ಡಿಜಿಟಲ್ ಲೈಬ್ರರಿ, K.T. ಶಿಕ್ಷಣ, ಜ್ಞಾನ ಸಮಾಜ, ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯ, ಗ್ರಂಥಾಲಯ ಸೇವೆಗಳು.

**ಸಂಕ್ಷಿಪ್ತ ವಿವರಣೆ**

ಸಾರ್ವಜನಿಕ ಗ್ರಂಥಾಲಯಗಳು ಸಮಾಜದ ಅಭಿವೃದ್ಧಿಯ ಗುರಿಯನ್ನು ಹೊಂದಿವೆ. ಸಾರ್ವಜನಿಕ ಗ್ರಂಥಾಲಯವು ಶಿಕ್ಷಣ, ವಿರಾಮ ಮತ್ತು ಮನರಂಜನೆಗಾಗಿ ಹಿಂದಿನ, ಪ್ರಸ್ತುತ ಮತ್ತು ಭವಿಷ್ಯದಲ್ಲಿ ಹಲವು ದಶಕಗಳವರೆಗೆ ಕಾರ್ಯನಿರ್ವಹಿಸುತ್ತಿದೆ. "ಗ್ರಂಥಾಲಯವು ಒಬ್ಬ ಭೇಟಿಯಾಗಲು ಅಥವಾ ಸರಳವಾಗಿ ಮುಕ್ತಗಳ ಸಾಲುಗಳನ್ನು ಹುಡುಕಲು ಸುರಕ್ಷಿತ ಸ್ಥಳವೆಂದು ನೋಡಲಾಗುತ್ತದೆ" (ಹೆಂಡ್ರಿಕ್ಸ್, 1998). ಕರ್ನಾಟಕದ ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯವು ತನ್ನ ಬಳಕೆದಾರರ ಆಗತ್ಯತೆ ಮತ್ತು ತಾಂತ್ರಿಕ ಬದಲಾವಣೆಗೆ ಅನುಗುಣವಾಗಿ ಹೊಂದಿಕೊಂಡಿದೆ. ನಿಮ್ಮ ಉತ್ತರ ಸಿಗಬರುವ ಯಾವುದೇ ಪ್ರಶ್ನೆಗೆ ಅಥವಾ ಸಮಸ್ಯೆಗೆ ಗ್ರಂಥಾಲಯದಲ್ಲಿ ಸಂಗ್ರಹಿಸಲಾದ ಮುಕ್ತಗಳಲ್ಲಿ ಉತ್ತರ ಕಾಣಬಹುದು.

**ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯದ ಸಂಕ್ಷಿಪ್ತ ಇತಿಹಾಸ**

ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯವು ಸರ್ ಶೇಷಾದ್ರಿ ಅಯ್ಯರ್ ಮೆಮೋರಿಯಲ್ ಹಾಲ್ ಎಂದು ಹೆಸರಿಸಲಾದ ಐತಿಹಾಸಿಕ ಕಟ್ಟಡದಲ್ಲಿದೆ. ಇದು ಬೆಂಗಳೂರಿನ ಕಟ್ಟಡ ಉದ್ಘಾಟನೆಯಲ್ಲಿದೆ. ಈ ಕಟ್ಟಡವನ್ನು ಮೈಸೂರಿನ ದಿವಾನರಾದ ದಿವಾನ್ ಸರ್ ಶೇಷಾದ್ರಿ ಅಯ್ಯರ್ ಅವರ ಸ್ಮಾರಕಾರ್ಥವಾಗಿ ನಿರ್ಮಿಸಲಾಗಿದೆ. ಕಟ್ಟಡದ ರಚನೆಯು ಟ್ರಸ್ಟ್ ಮತ್ತು ಕ್ಯಾಲಂಥ್ರಿಯನ್ ಅಂಶಗಳೊಂದಿಗೆ ಕ್ಲಾಸಿಕ್ ಯುರೋಪಿಯನ್ ಶೈಲಿಯಲ್ಲಿದೆ. ಮೈಸೂರು ರಾಜ್ಯದ ಫ್ರೆಡ್ ರೆಸಿಡೆಂಟ್, ಡೊನಾಲ್ಡ್ ರಾಬರ್ಟ್‌ಸನ್ ಅವರು ಅಕ್ಟೋಬರ್ 15, 1903 ರಂದು ಕಟ್ಟಡಕ್ಕೆ

ಅಡಿಪಾಯ ಹಾಕಿದರು ಮತ್ತು 1908ರಲ್ಲಿ ನಿರ್ಮಿಸಿದರು. ಆರಂಭದಲ್ಲಿ ಸದಸ್ಯತ್ವವನ್ನು ವಡೆಯಲು ಹಣ ಪಾವತಿಗೊಳಿಸಿತ್ತು ಮತ್ತು ನಂತರ ಅದನ್ನು 1920ರಲ್ಲಿ ಸರ್ಕಾರದ ಅನುದಾನಕ್ಕೆ ಒಳಪಟ್ಟ ಗ್ರಂಥಾಲಯವಾಗಿ ಪರಿವರ್ತಿಸಲಾಯಿತು. ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯವು 4,750 ಮುಕ್ತಗಳೊಂದಿಗೆ ಪ್ರಾರಂಭವಾಯಿತು. ಮತ್ತು 215 ಸದಸ್ಯರು. ಸರ್ಕಾರ, ಮರಸಫಿ ಮತ್ತು ಸಿವಿಲ್ ಮತ್ತು ಮಿಲಿಟರಿ ಕ್ಲೇಷನ್ ಮರಸಫಿಗಳು 1943ರ ಮೊತ್ತಿಗೆ ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯಕ್ಕೆ ಅನುದಾನವನ್ನು ನೀಡಲು ಪ್ರಾರಂಭಿಸಿದವು.

ಸ್ಟೇಟ್ ಸೆಂಟ್ರಲ್ ಲೈಬ್ರರಿಯನ್ನು (ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯ) 1986ರ ಏಪ್ರಿಲ್ 1 ರಂದು ಪರಾಮರ್ಶನ ಗ್ರಂಥಾಲಯವಾಗಿ ಬದಲಾಯಿಸಲಾಯಿತು ಮತ್ತು ಅದರ ಆವರಣದಲ್ಲಿ ಮಾತ್ರ ಪರಾಮರ್ಶನ ಸಾರ್ವಜನಿಕರಿಗೆ ಮುಕ್ತವಾಗಿದೆ. ಇದು ಮುಕ್ತಗಳು ಮತ್ತು ನಿಯತಕಾಲಿಕಗಳ ಸಂಗ್ರಹದೊಂದಿಗೆ ಓದುಗರ ಸ್ವರ್ಗವಾಗಿದೆ ಮತ್ತು ಬೆಂಗಳೂರಿನ ಹೆಗ್ಗುರುತುಗಳಲ್ಲಿ ಒಂದಾಗಿದೆ. ಗ್ರಂಥಾಲಯವು ಸಾಹಿತ್ಯ, ಸಮಾಜ ವಿಜ್ಞಾನ ಮತ್ತು ವಿಜ್ಞಾನದಂತಹ ಬಹುತೇಕ ಎಲ್ಲಾ ವಿಷಯಗಳ ಮುಕ್ತಗಳ ದೊಡ್ಡ ಸಂಗ್ರಹವನ್ನು ಹೊಂದಿದೆ. ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯ ಹಿಂದಿ, ಮಲಯಾಳಂ, ತಮಿಳು, ತೆಲುಗು ಮತ್ತು ಉರ್ದು ಭಾಷೆಯ ಮುಕ್ತಗಳಿಗೆ ಪ್ರತ್ಯೇಕ ವಿಭಾಗವನ್ನು ಸಹ ಒದಗಿಸಿದೆ. ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯ ಕನ್ನಡ ಮತ್ತು ಇಂಗ್ಲಿಷ್ ದಿನಪತ್ರಿಕೆಗಳನ್ನು ಹೊರತುಪಡಿಸಿ ಹಿಂದಿ, ತಮಿಳು, ತೆಲುಗು ಮತ್ತು ಉರ್ದು ಪತ್ರಿಕೆಗಳನ್ನು ಪರಾಮರ್ಶನಕ್ಕಾಗಿ ಲಭ್ಯವಾಗಿದೆ. ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯ ಬೃಹತ್ ಸಂಖ್ಯೆಯ ನಿಯತಕಾಲಿಕಗಳೊಂದಿಗೆ ನಿಯತಕಾಲಿಕ ವಿಭಾಗವನ್ನು ಹೊಂದಿದೆ.

ರಾಜ್ಯ ಕೇಂದ್ರ ಗ್ರಂಥಾಲಯ ಬೆಂಗಳೂರಿನ ಕಟ್ಟಡ ಪಾರ್ಕ್‌ನಲ್ಲಿ ನೆಲೆಗೊಂಡಿರುವ ಇಂದಿರಾ ಪ್ರಿಯದರ್ಶಿನಿ ಮಕ್ಕಳ ಗ್ರಂಥಾಲಯ ಎಂಬ ಮೆಸರಿನ ಮಕ್ಕಳ ಗ್ರಂಥಾಲಯವನ್ನು ಸಹ ಹೊಂದಿದೆ, ಇದನ್ನು ಆಗಸ್ಟ್ 24, 1994 ರಂದು ಸ್ಥಾಪಿಸಲಾಯಿತು. ಇದು 60-70 ವರ್ಷಗಳ ವಯಸ್ಸಿನ ಪಾಠ್ಯಪುಸ್ತಕ ಕಟ್ಟಡವಾಗಿದೆ. ಕಟ್ಟಡವನ್ನು ಇತ್ತೀಚೆಗೆ ಸಮೀಕರಿಸಲಾಗಿದೆ. 14 ವರ್ಷಕ್ಕಿಂತ ಕಡಿಮೆ ವಯಸ್ಸಿನ ಮಕ್ಕಳನ್ನು ಗ್ರಂಥಾಲಯಕ್ಕೆ ಅನುಮತಿಸಲಾಗಿದೆ. ಇದು ಸಂಪೂರ್ಣವಾಗಿ ಪರಾಮರ್ಶನ ಗ್ರಂಥಾಲಯವಾಗಿದೆ.

**ಮಕ್ಕಳ ನೋಂದಣಿ ವಿಭಾಗ**

ಸಾಹಿತ್ಯ, ರಂಗಭೂಮಿ, ಸಂಗೀತ ಮತ್ತು ಕಲಾಕೃತಿಗಳನ್ನು ಅನುಮತಿಯಿಲ್ಲದೆ ನಕಲು, ರೂಪಾಂತರ, ಮರುಪ್ರಕಟಣೆ, ಪ್ರದರ್ಶನ ಇತ್ಯಾದಿಗಳ ವಿರುದ್ಧ ಅವರ ಕರ್ತೃದಾರರಿಗೆ ಕಾನೂನು ರೀತಿ ನೀಡಲಾಗಿರುವ ರಕ್ಷಣೆಯ ಹಕ್ಕನ್ನು ಗ್ರಂಥಶಾಸ್ತ್ರವು ಎಂದು ತೇಲುತ್ತದೆ. ಕರ್ನಾಟಕ ರಾಜ್ಯದಲ್ಲಿ ಪ್ರಕಟಗೊಳ್ಳುವ ಮುಕ್ತಗಳ ನೋಂದಣಿ ಈ ಗ್ರಂಥಾಲಯದಲ್ಲಿ ಮಾಡಲಾಗುತ್ತದೆ.