

CHAPTER I

INTRODUCTION

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CHAPTER-I

INTRODUCTION

I.1 APPROACH TO THE PROBLEM :

The adoption of the common pattern of 10+2+3 for school and college classes had been an important reform whose implementation has been long over due. This was first recommended about 68 years ago, by the Calcutta University Commission (1917-19).

The University Education Commission (1948-49) under the Chairmanship of Dr. S. Radhakrishnan, had taken-up the discussion of the problem once again. After examining the problem from all points of view, this Commission also came to the conclusion that it was necessary to adopt the uniform pattern of 10+2+3 for school and college classes. The Commission felt that this pattern would make it possible to vocationalise the secondary stage of education so as to divert students into different walks of life at the end of the secondary school and thus reduce the pressure on University admission. It was also felt that the lengthening of the under-graduate course to three years, preceded by an intensive preparations at an earlier stage of two years would result in a considerable improvement of standards in higher education. Unfortunately, no steps were taken to implement these recommendations also.

The problem came up for consideration once again when the Secondary Education Commission under the Chairmanship of Dr. A.L. Mudaliar submitted its report in 1952.

The entire position was reviewed once again by the Education Commission (1964-66). The Commission came to the conclusion that it would be highly desirable to adopt the uniform pattern of 10+2+3 for school and college classes in all parts of the country on sound academic considerations detailed in its report. The Commission was also definitely of the view that the school stage should consist of 12 years (10+2) and that every effort should be made to vocationalise the higher secondary stage so that, ultimately 50% of the enrolment at this stage would be in the vocational courses. The proposal of the Education Commission (1964-66) has found almost unanimous agreement in the country, supported by the National Integration Committee, The Committee of educationists and student leaders, students' organisations and the Central Advisory Board of Education. The Central Advisory Body of Education has also expressed that at any rate the programme should be completed in all parts of the country by the end of the fifth plan.

The National Staff College for Educational Planners and Administrators convened in collaboration with the National Council of Educational Research and Training and

the Union Ministry of Education and Social Welfare, an All India Conference of District Education Officers at New Delhi on August 6, 1976 to consider the various aspects of the switch over the old pattern of 11+1+3 to the new pattern of 10+2+3.

The Department of Education, Government of Karnataka has accepted 10+2+3 as the new and uniform pattern of education recommended by the Indian Education Commission (1964-66). In Karnataka, this new pattern of 10+2+3 has been introduced right from the academic year 1971-72. It means that one decade of the new pattern is already over. It was, therefore, felt that the time had now ripe to study the various problems arised out of introduction of the new pattern.

It was also felt that unless somebody, preferably, who is teaching in junior college does research on the problems of junior colleges, the teaching standard in junior colleges cannot be improved.

The research on the problems of junior colleges in Belgaum city is an academic mirror to give an insight into the nature of the problems of junior colleges both, those of the Government and of the private society in Karnataka State. It helps all the concerning organisers, administrative

officers and academicians who work on the higher secondary education to improve it on scientific and sound lines for practical values.

The researcher himself is a teacher in one of the junior colleges in Belgaum district. He himself has to face a number of problems. He also experienced that his colleagues are also not satisfied with this new pattern. He, therefore, desired to find out these problems. This his desire laid him to undertake the problem on hand for research.

I.2 STATEMENT OF THE PROBLEM :

The problem under study is, therefore, stated as follows :

"A CRITICAL STUDY OF THE PROBLEMS
OF JUNIOR COLLEGES IN BELGAUM CITY."

The various terms used in the statement of the problem are defined for the sake of clarity and also for limiting the scope of the study as follows :

A Critical Study :

The word 'study' is defined as the pursuit of some branch of knowledge. The term 'A Critical Study' indicates that the study is of a skilful and decisive nature. In other

words it is meaningful in that it should be helpful from the educational point of view and of assistance in the educational process.

A critical study means a detailed scientific study of pros and cons of all aspects of the new educational pattern of higher secondary education. It is a preparatory stage both for University academic set up and also for vocational courses (job-oriented courses).

Problems :

The dictionary meaning of the word problem is any difficulty requiring solution.

So far as this dissertation is concerned the term 'problem' is used in the same sense viz. the difficulties. These are the difficulties faced by the educational administrators, teachers and by the students while implementing the new pattern of education. These difficulties again, can be administrative, academic - both from teachers' and students' point of view and financial in nature.

So far as this dissertation is concerned the term 'problems' means difficulties faced by the teachers while teaching in junior colleges in the new pattern.

Junior Colleges :

This couple of words i.e. 'Junior Colleges' is defined as the educational institutions which are between the University education level and the secondary education level. They are quite different from the both in their approach and attainments.

These are the institutions which run XI and XII classes (classes belong to +2 stage). These class are also known as higher secondary classes and these institutions are, therefore, called as higher secondary schools.

So far as this dissertation is concerned they will be referred as 'junior colleges'.

Belgaum City :

These two words i.e. 'belgaum City' are defined as the Belgaum city proper (urban). It is limited to the area that comes under the Belgaum Municipal Corporation.

The researcher has chosen Belgaum city to collect the data from the lecturers of Junior Colleges.

There are seven junior colleges in Belgaum city.

III.3 SIGNIFICANCE OF THE STUDY :

The study of the problems of junior colleges is quite significant to get an insight into them for their redressal. The research on the above said problem is very essential. It fishes out the innate weakness from the academic set up of higher secondary education and causes for the progress of the junior colleges in Karnataka State.

The two years pre-University course is intermediary between the secondary education stage and that of the University Education. It requires a special set of curriculum, time-table and methods. The pattern of +2 prepares the students both for the University education and the vocational training. It is quite significant academic issue, deals with the problems of the junior colleges in Belgaum City.

The problems of junior colleges categorised into three kinds. They are -

- i) ~~Admin~~ Administrative problems, both at private management or Government level and at college or institution level.
- ii) Academic problems of the staff and students.
- iii) Amenities of students and staff.

Administrative problems are such, which include the opening of institutions, running of institutions and managing the institutions. There are two types of junior colleges as far as administrative aspect is concern, namely -

- a) The junior colleges which are run by the society management; and
- b) the junior colleges which are run by the Government.

There are many junior colleges which are run by private education societies in North Karnataka, comparing to those of South Karnataka, where majority of the junior colleges are run by Government. Out of seven junior colleges of Belgaum city, two junior colleges are run by Government and remaining five junior colleges are run by private education societies. Thus, the administrative authority of many junior colleges in Belgaum city is private education society.

The junior colleges have many academic problems which are given areawise in the interview schedule-cum-questionnaire. They are -

- i) Objectives of teaching in junior colleges.
- ii) Syllabus (curriculum) of junior colleges.
- iii) Professional development in junior colleges.

- iv) Text-book of junior colleges.
- v) Time-table of junior colleges.
- vi) Teaching methods of junior colleges.
- vii) Medium of instruction in junior colleges.
- viii) Appropriate number of students in a class in junior colleges.
- ix) Library facilities for junior colleges.
- x) Laboratory facilities for junior colleges.
- xi) Examination and evaluation in junior colleges.
- xii) Co-curricular activities.

Besides, there are other problems of staff and students of junior colleges like hostel facilities, medical aid, conveyance facilities for students, housing and travelling facilities for staff.

The junior colleges which are in Karnataka are of two types in organisational view point. They are -
(i) Independent junior colleges. (ii) Composite junior colleges attached either to high schools or senior colleges.

The Composite Junior Colleges are in good number in Karnataka. Among seven junior colleges in Belgaum City, six are composite junior colleges, and one is an independent junior college.

As already has been stated earlier in this chapter that more than one decade is over since the introduction of

the +2 stage. The researcher, therefore, feels that it is high time to check whether the objectives of introducing +2 stage have been realised or not. If they have not been realised properly what are the causes responsible for the same. It is expected that this study may throw some light on this issue.

I.4 OBJECTIVES OF THE STUDY OF THE PROBLEM :

The present research study is, therefore, undertaken with the following objectives :

- i) To know the general information of the junior colleges in Belgaum city, including the qualifications, experience, strength, nature of management etc.
- ii) To study the present position of the problems in junior colleges in Belgaum city with reference to :
 - a) The curriculum (syllabus)
 - b) Professional development of teachers teaching in junior colleges
 - c) Text-books
 - d) Time-table
 - e) Teaching methods
 - f) Appropriate number of students in a class
 - g) Medium of instruction
 - h) Library facilities

- i) Laboratory facilities
- j) Examination and Evaluation
- k) Co-curricular activities.

iii) To make suggestions about the ways and means to overcome the problems mentioned in (ii) above and to improve upon the teaching in junior colleges for the realisation of the objectives of teaching in junior colleges.

I.5 SCOPE AND LIMITATIONS OF THE STUDY:

As the scope of the problem under research is very vast, the researcher had to limit the scope of research to the following aspects :

- 1) The research is restricted to the geographical area of Belgaum city. Thus, the area is confined to the proper Belgaum city.
- 2) The research is also restricted to the academic problems of junior colleges in Belgaum city. These academic problems are the problems of teaching and hence they are essentially teachers' problems.
- 3) The research is also restricted to the academic year 1983-84. In this year there were six composite junior colleges and one independent junior college.

I.6 METHODS OF INVESTIGATION :

The present study is of the survey type. It is descriptive in nature. Descriptive research "deals with conditions or relationships that exist, practices that prevail, beliefs, points of views or attitudes that are held, processes that are going on, effects that are being felt or trends that are developing."¹

The tools used for the present investigation are as follows :

- i) Interview-schedule-cum-questionnaire.
- ii) Visits and observations.

The investigator has designed an interview-schedule-cum-questionnaire (Appendix-A) to get the required data directly by keeping in view the scope and objectives of the present study. This interview-schedule-cum-questionnaire (henceforth will be referred as questionnaire in short) is divided into twelve areas from I to XII.

This questionnaire was personally handed over to eighty five lecturers of junior colleges in Belgaum city. At the time of handing over the questionnaire during his first visit, the researcher explained the significance of the research problem. They were given 15 days time to fill in the questionnaire. He then visited the colleges repeatedly

to pursue the lecturers to fill in the questionnaire and thus collected 44 questionnaires (Vide Appendix-C).

Interviews :

The researcher also held discussions with the Principals (Appendix-D), Lecturers (Appendix-C) of junior colleges and an educationist who supplemented the information available in reply to the questionnaire (Appendix-A).

These interviews were based on the pre-constructed questionnaire. This effective tool helped him to get valid and reliable information about the +2 stage of the present pattern. It was experienced that all the interviewees expressed their thoughts, feelings, experiences, opinions and difficulties regarding the +2 stage very frankly. Thus data collected through questionnaire were verified and validated through interviews.

Observations :

Observation is a main and important tool of getting 'knowledge'. Observation is important to refer the knowledge gained. As this research is a survey type research the observation makes an important contribution. 'Certain' types of information can be obtained through direct observation by the researcher.² The researcher visited the different junior colleges in Belgaum city and made on the spot observation of

of physical facilities such as class-room, class-room environment and library facilities etc.

Visits :

The importance of visits as a data gathering device can hardly be exaggerated. Visits provide the first hand direct information about things, therefore, the researcher visited the junior colleges in Belgaum city. He also visited experienced lecturers and Principals who are working in junior colleges and sought a deep insight in the matter.

I.7 CHAPTERISATION (Organisation of Research Work) :

Data thus collected were analysed and interpreted very systematically and conclusions based thereupon are presented in four chapters with the help of statistical tables, graphs, and figures as follows :

CHAPTER-I : This chapter presents general background of the problem under investigation, significance of the study, objectives of the study, scope of the research, limitations, and research procedure adopted for the study.

- CHAPTER-II : This chapter presents the meaning and brief background of +2 stage. The reasons responsible for switching over to the new pattern, its objectives, curriculum and the salient features.
- CHAPTER-III : This chapter deals with the analysis of data collected through interview-schedule-cum-questionnaire. This chapter also draws conclusions from data collected and present suggestions for the improvements of the teaching in junior colleges.
- CHAPTER-IV : This chapter deals with the conclusions and recommendations. It also gives the related problems for further research.

R E F E R E N C E S

- 1) John W. Best : Research in Education, (New Delhi : Prentice Hall of India Pvt. Ltd.) 1963, p. 102.

- 2) Sukhia, Mehrotra and Mehrotra : Elements of Educational Research (New Delhi : Allied Publishers Pvt.Ltd.), 1974 p. 175.