

A Study on Issues and Concerns of Tribal Education Found among the People of Chikkere Hadi, Hd Kote Thaluk, Mysore District

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ABSTRACT: *The tribal community is a group of members usually live in secluded territory, speak the same language and has particular lifestyle, Social laws and economic occupation. In the present study the Researcher attempted to study the issues related to tribal Education their attitude towards Education and their problems of dropped out students. Researcher has followed survey method and structured Interview Schedule has been carried out in the study. The article reveals that 52.63% tribal are not interested to send girl children to school because they think no use of giving education to girl child. 57.89% of parents are not interested to send their children's to school, they think that their children's one day wages help to increase family income.*

KEYWORDS: *Education, Tribals, Issues and Problems*

INTRODUCTION : Various educationists, philosophers and social scientists have interpreted the term 'Education' differently. Education is also considered an important event comprising better health and nutrition, improved socio-economic opportunities and more congenial and beneficial natural environment for all. Moreover, it helps the socio-economic and educationally backward tribal and minorities to enter the mainstream of society. The education establishes an equilibrium and ward off the forces of disintegration. It is widely held that education opens the door to modernization,

prepares the mind of the people for acceptance of developmental programs. Education also enables people to use the income derived from schemes for economic development in such a way, as they can maximize their benefit. The education system now needs to be viewed as the master determinant of all aspects of change. While the claim of education to be the prime mover of growth has been questioned, it is rapidly changing the life and imaginations of the tribal people. It has become one of the prime movers of social change, as it unlocked the door of modernization. In this

process they have lost some of their distinctive traits and are fast becoming part of large stream of Indian civilization.

Definition of tribe

The word “tribe” is generally used for a “society cohesive unit, associated with a territory, the members of which regard them as politically autonomous” (Mitchell, 1979:232). Often a tribe possesses a distinct dialect and distinct cultural traits. The Imperial Gazetteer of India 1911, defines a tribe as a “collection of families bearing a common name, speaking a common dialect, occupying or professing to occupy a common territory and is not usually endogamous though originally it might have been so”.

Another definition of a tribe by D.N.Majumdar is that “a tribe is a collection of families or group families bearing a common name, members of which occupy the same territory, speaking the same language and observe certain taboos regarding marriage, profession or occupation and have developed a well-assessed system of reciprocity and mutuality of obligations”.

According to R.N.Mukherjee, ‘A tribe is that human group, whose members have

common interest, territory, language, social law and economic occupation’. From the study of the anthropological literature, it appears that the term tribe has been used for those groups of human being, whose place of residence is situated in remote areas like hills, forest, sea coasts and islands; and whose style of life is quite different from the present day civilized men.

An East Asian Conference defined “ A tribal community as forming a group of people generally constituting a homogenous unit, speaking a common language, claiming a common ancestry, living in a particular geographical area, generally they are lacking in scientific knowledge and modern technology and having a social structure based on kinship.

Anthropology and tribal study are closely related. Anthropology as a discipline of subject and research has come into existence to study the local indigenous people of Africa, Asia, Australia and New world. It is because of this fact that some scholars criticize Anthropology as ‘Tribology’. Like other societies, tribal society is also not static, rather is quite dynamic. The rate of change in tribal society is very slow. That is why they have been backward and poor in comparison to other people. Since they have



been materially backward and economically poor, attempts have been made by the Government to develop them. Today, the government of all places of the world are paying special attention towards the development of the tribal, i.e., one finds the existence of induced or planned change in tribal society.

Tribal

The word “tribal” or Adivasi brings to our mind a picture of half-naked men and women, with arrows and spears in their hands, feathers in their heads, and speaking an unintelligible language, their lives often combined with myths of savagery and cannibalism. Even when majority of the communities instincts to keep pace with the ‘progress’ of the world, there were communities still living in line with their traditional values, customs and belief. The exploitative mindset of the mainstream society made these communities recede often into forests and high attitude mountains, where they could continue to live in peace with Nature and their unpolluted surroundings. As the so-called civilized communities of the mainstream society neither could comprehend the values and ideals of these communities nor had the patience to understand their lifestyles, the

mainstream world branded them variously as natives, uncivilized people, Aboriginals, Adivasis, Tribals, Indigenous people ect. In India, we mostly refer them as Adivasis/Girijans. In spite of the merciless, treatment by the ‘civilized’ men and the socio-economic perils faced by these communities all over world, the tribals continue to live in the continents o Africa, Asia, North and South America and Australia.

Indian Scenario

The forest occupies a central position in tribal culture and economy. The tribal way of life is very much dictated by the forest right from birth to dead. India is also characterized by having second largest tribal (Adivasis) population in the world. It is ironical that the poorest people of India are living in the areas of richest natural Resources. Historically, tribal have been pushed to corners owing to economic interests of various dominant groups. In contemporary India, the need for land for development is still forcing them, albeit this time to integrate with mainstream. According the 2011 census, tribes constitute 8.2% of the total population of the country. The tribal people of India are called ‘Scheduled Tribes’ in the Indian

Constitution. In India, 461 ethnic groups are recognized as Scheduled Tribes, and these are usually considered India's indigenous peoples. In mainland India, the Scheduled Tribes are usually referred to as Adivasis, which literally means indigenous peoples. There are, however, many more ethnic groups that would qualify for Scheduled Tribe status but which are not officially recognized. Estimates of the total number of tribal groups are as high as 635.

According to the Anthropological Survey 4,635, communities are now to be found in India. Out of this total, 'tribal' or Indigenous communities number 732. The largest concentrations of indigenous peoples are found in the seven states of northeast India, and the so-called "central tribal belt" stretching from Rajasthan to West Bengal. More than half the Scheduled Tribes population is concentrated in the States of Madhya Pradesh, Chhattisgarh, Maharashtra, Odisha, Jharkhand and Gujarat (the distribution of ST population in Different States/UTs is presented in Annexure 1,2,3 and 4).. There are over 700 Scheduled Tribes notified under Article 342 of the Constitution of India, spread over different States and Union Territories of the

country. Many tribes are present in more than one state.

The largest numbers of scheduled tribes are in the states of Orissa (i.e.62). The synonyms of these 700 or so tribes are also vary many a times and are listed in the Scheduled. While the tribal population in some states is low when calculated as the percentage of the total tribal population of India but it constitutes the majority within the state or UT itself (e.g. in Lakshadweep, Mizoram, Nagaland, Meghalaya, Arunachal Pradesh and Dadra & Nagar Haveli).

Tribal are among the most deprived and oppressed sections of India. Gender bias and gender oppression has meant that Adivasi women are worst affected. Half of the Adivasi people do not have land. Even when they own some land, in most cases they may be only marginal holdings. Poverty, deprivation and now the reduction of government expenditure on basic medical health facilities is reflected in the absolutely poor health condition of Adivasi women and children. India has several laws and constitutional provisions, such as the Fifth Schedule for mainland India and the Sixth Schedule areas of northeast India, which recognize indigenous people, have,

however, numerous shortcomings and their implementation is far from satisfactory.

Types of tribes

The tribes in India are popularly known as Adivasi (First dwellers). Adimajati (Original community), Janajati (Fold people), Vanyajati (caste living in forest), Vanavasi (inhabitants of forest), Pahari (hill dwellers) and constitutionally the Scheduled Tribes or Anusuchit jati and so on. India has the second largest tribal population in the world next only to the African continent. The tribal groups like Abors, Aptains, Chhutia, Gallong, Garos, Khasis, Naga, Kuki, Lepchas, Lushais, Monpa, Mikirs, Charsi, Aaka, Limbu, Kachari, Kululashaya, Rabha, Gurung, Mishmi, Michar, Goroachakma, Bhohiya, Dalfa, ect. are living in the states of Assam, Arunachal Pradesh, Meghalaya, Manipur, Sikkim, Tripura and Nagaland in North-Eastern Region whereas the Eastern and Central Region is inhabited by the Baiga, Gond, Ho, Bhil, Bhoomji, Kharia, Birhor, Aquaria, Kol, Muria, Munda, Oraon, Santhals, Kondh, Bonda and Saora (West Bengal, Bihar, Madhya, Pradesh, Jharkhand, Chhattisgarh, and Orissa). The southern region is inhabited by the tribal groups such as Uralis, Todas, Kotas, Kolam, Chenchu, Yenadi, Chandi, Badgas, Irula, Goliga,

Kadukuruba, Karikar, Gadaba, Chetti, Bhils, Meena, Warlis, Garasia, Rathwa, dang, and Lambani live in the state of Gujarath, Maharastra, Rajasthan and Karnataka.

The tribals such as Shompers , Sentinelese, Onges and Jarwas, etc. are found in Andaman and Nikobar Islands. Apart from the specific regions, overlapping in tribals habitation is seen. For instance, the same tribals are found in adjacent states. The tribes like Baigas, Muries, Bhils, Mundas, oraons, and Santhals live in most of the tribal concentrated states of the country.

Education and tribal development

Development is widely viewed as outcomes in terms of increasing per-capita income and the quality of life. Development as process can be defined as maximization of human potentials. The tribal community for a long time has not been able to realize their potentials due to low level of education. Education is therefore, essential for tribal development. This fact gains ground through the experiment of different approaches to tribal development. This recognition leads us to see enormous possibilities of enhancing the quality of tribal life through elementary education. Reducing their dreadful poverty

by raising household income, bringing down the status of fertility and mortality. Making then aware of health and nutrition, enabling them to have awareness and capitalize various schemes operated for their development, discouraging child marriage and delaying the age of marriage of girls, exercising their freedom and overcoming cheating and exploitation by non-tribals: property owners, traders, contractors, political leaders, forest guards, government officials and others. Participating in political activities and exercising their democratic freedom and gaining the social equality and participation in development programs significantly contribute towards transformation in tribal life. Some of researches indicate a need based quality primary education for tribal development in the country. It has been observed that development of rural villages positively influence school participation of children (Govinda and Verghese, 1993). There is need to see how village development in tribal belt contributes school participation of tribal children at a time when more enlightened safeguards, approaches and intervention strategies are operating to evolve and enhance the quality of tribal life through primary education.

The Constitutional Safeguards

The 86th Constitutional Amendment Bill, 2002 that makes free and compulsory primary education a fundamental right for all children of 6 to 14 years age group marks “the dawn of the second revolution in the chapter of citizen’s right” in the constitution of India. Now Article 21 of the constitution guarantees to provide free and compulsory education to all children from the age of six to fourteen ...” Hence, there is scope for judicial intervention to provide schooling facilities to all the children of the inaccessible regions of the country, those who had been neglected for a long spam of time. It also seeks to compel parents to send their children to school by including it as a fundamental duty (Article 51A).

Developmental and protection safeguards

These safeguards contained specific provisions comprising both the development and regulatory provisions. Article 46(A directive principle) provides for promotion of their educational and economic interests and to protect them from social injustice and all forms of exploitations. Article 342 notifies certain groups as specified tribes to enable them to enjoy special facilities and privileges extended to them. Article 244

extends special administrative control over the scheduled areas, where majority of tribes live. Article 29 protects their interest as majorities with respect to language, culture, education, etc. and to enable them to receive grants out of state funds on grounds of religions, race, caste, language etc. Article 19 protects them from exploitation by making special laws for controlling transfer of land, money lending etc. Article 16 and 35 provides that it is obligatory on the part of the state to consider their claims in appointments to public services.

Article 330 and 332 provide for reservation of seats for them in the Parliament and state assemblies. Article 164 states that in the state of Madhya Pradesh, Bihar, and Orissa, a minister should be appointed in-charge off the welfare of the SC & ST and other backward classes. Article 339 & 340 provide for the appointment of National Commission by the President of India to report from time to time as to the administration of scheduled areas and the welfare of the scheduled tribes in the state. Article 338 (as amended by 65th Constitution Amendment Act, 1990) brings into force the office of the National Commission for SCs & STs i.e. 12 March 1992. The functions of the National Body

are delineated in Article 338 (5), (8) and (9). One of the major functions of this body is to investigate and monitor the implementation of various safeguards provided for SC's and ST's development and protection.

Article 275(1) provides for educational provisions: Post-Matric, Scholarship, Girls' Hostel, Boys' Hostel, and Educational Complex in low literacy pockets for women, Ashram Schools, Vocational Training Centers, Coaching and Allied Schemes, Upgradation of Merit, Book Bank, National Overseas Scholarship, Assistance to Voluntary Agencies, Village Grain Bank, Development of Primitive Tribal Groups. Exchange of visits by Tribal an Research and Training. Article 17 provides that untouchability is abolished and its practices in any form is forbidden. The enforcement of any disability arising out of "untouchability" shall be an to offence punishable in accordance with law. To give effect to this Article, Parliament made an enactment viz, Untouchability (Offences) Act, 1995.

Geographical information about area:

Chikkere Haadi District, like almost tribal areas in India, has typical tribal lifestyle and characteristics. The districts is covered by



large forest, which has been becoming the main resource for all population of area. Chikkere Haadi located in Karnataka State, about 50km from Mysore city. Despite the large forest cover and a thriving plantation economy in Chikkere Haadi, poverty among tribal communities still very high. Total population of the region is 227 in which 112 are male and 115 are female. The tribal people also practice Hunting and gathering. In addition, animal husbandry and crop cultivation are also undertaken. They have lived in harmony with forest and nature. Over the year, many of the traditionally cultivating and land owning tribal communities in Chikkere Haadi were dispossessed of their lands by the non-tribal migrants into this region and the expansion of land market to the forest regions. Compare with non-tribal communities in the State, the social-economic condition of Chikkere Haadi still far behind

RESEACH METHODOLOGY

FORMULATION OF THE PROBLEM

This topic was selected to know or identify the issues and concerns of tribal people especially their educational status. Particularly in the area of Chikkere Haadi

Annur post H.D Kote Talluk Mysuru district.

The development discourse sees education as offering the most legitimate and decisive means of social mobility in order to transcend structural inequalities. Education as a mean of advancement of capacity well-being and opportunities on the periphery. Marked improvements in access and to some extent in quality of primary education in tribal areas have occurred, and stem from government and non-government initiatives. However, most of the tribal people cannot send their children's to school and some of children's also not much interested to go to school because of language problem, low interest on studies, and insufficient support from parents. This study sought to significant problems and solution to help tribal people develop awareness of education so that they can improve their future life.

AIM OF THE STUDY

This study aim "A study on the issues and concerns of tribal education found among the people of Chikkere Haadi, H.D Kote Talluk, Mysuru District." The researcher wanted to analyze the nature of perception of tribal on education and going to school.

Besides, the researcher tends to focus on problems related to educational situation of the area towards giving suggestions to improve the situation.

SPECIFIC OBJECTIVES:

- To study the demographic and social economic profile of the tribal people
- To find out the attitude towards education of the tribal people
- To find out the problems of the tribal education
- To find out the problems of dropping out school
- To suggest suitable measures

to improve the education status of tribal population by using social work intervention.

RESEARCH DESIGN:

For the presence study, the researchers have used census survey design on technique. It is census survey because the village [Hadi] Chikere Hadi consists of less than 55 households and hence, the researchers have decided to cover all the households for collecting data.

UNIVERSE OF STUDY

Chikkere Hadi of H.D Kote (T) Mysore (D) is the universe of the study. The study will confine to all the households located is ChikkereHadi. This constitutes the universe of the study.

SAMPLE TECHNIQUE

The researchers have made use of the purposive sampling technique which is very popular in the social sciences research.

SAMPLE SIZE

Since the Chikkere Hadi consists of 30 households the researchers have decided to meet all the respondent living in all the 30 household. So, the sample size constitutes 30 households of Chikkere Hadi.

TOOLS OF DATA COLLECTION

For the purpose of collection of primary data the researchers have prepared a structured interview schedule and administered the same in the study.

Primary data

The researcher have met the respondents personally developed their rapport and collected the data by conducting a detailed interview.

Secondary data:

The researchers have collected the secondary source of data from the GramaPanchayat office. They have referred to all the official documents, statistical information maintained by them. Further, the researcher has also referred extensively about the topic from relevant books and journals available in the library.

ANALYSIS AND INTERPRETATION OF DATA COLLECTION

The collected data were edited, coded and placed in the tabulate form. Simple percentage method has been used while analyzing and interpreting the data. [Later, the data was analyzed and interpreted by using the simple percentage method. Graphical representation/diagrams were given wherever required.]

LIMITATION OF THE STUDY:

- In the Present Study the Researcher has take it for academic purpose only
- Due to Time constraints
- This study is only limited to Chikkere hadi village.
- The study is not comparative in nature.

INCLUSIVE CRITERIA:

The Researcher has been included tribal children's and their parents in this study and

also dropouts. This study is only limit to chikkere hadi village.

EXCLUSIVE CRITERIA:

The researcher has not taken the non-tribal in this study and also who don't have a school going children.

FINDINGS

- Majority (68.8%) female respondents are going to school regularly than male (31.2) who are attending school regularly.
- 78.57 % of male respondents are not going to school regularly and they tend to drop out of schools after finish general education. Hence, the percentage of male dropouts is higher than female.
- Most (35%) of the tribal children's who is studying in the class 6-8 and 25% of children's are studying in Class 2-5
- 100% of Respondent Childrens goes to the Ashrama Shala (government schools for Tribal Childrens)
 - 00% of the respondents having awareness about 100% of Parent respondents have awareness of Noon meal Programme , Free Concession, Free Uniform , Free

Books which is provided by the Government.

- • Only 8% of the
- Most of the tribal people in the area have three children. The implementation of National Population Policy and family planning schemes has contributed to control the birth rate of total population and develop awareness of family planning in tribal communities. However, the contribution of these schemes could not create remarkable changes in population status of the area.
- 26.32 % of tribal children have a problem in school specially difficulty in proper grasp of subject matter. These problems have prevented children from attending education and increase the rate of dropouts in the area.
- Most of the tribal female children have problem in their family. They are under the pressure of taking care for younger members in family so they do not have enough time and good condition to go to school. For male children, the unstable financial condition limited them their ability to assess education. Many of male

children have to leave their home and attend to workforce early.

- As per the study majority 30% of the Parent respondents belong to the age group of 41-45 years and very less number of the respondents 6.7% belong to the age group of 26-30 years.
- 78.95 % of tribal children do not have aware of any branch of education courses after SSLC.
- Majority (90%)of the parents of Tribal childrens have Education qualification till 5th standard and 6% of respondent have gone to higher education but only 4% of them qualifies SSLC
- 57.89% of parents are not interested to send their children's to school; they think that their children's one day wages help to increase family income.
- 52.63% tribal are not interested to send girl children to school because they think no use of giving education to girl child.
- 89.47 % of parents are not attended any parent teacher meetings in the school to enquiring their children's educational status.

- Most of the dropouts are have personal constraints like less interest towards education and health problems so that they drop out of school.

SUGGESTIONS

- Teachers should be trying to encourage children go to school create friendly and strongly with parents. In necessary situation, the teachers should go to children's houses and discuss with parents regularly to avoid children leave school.
- Teachers should change the methods of teaching and find the easiest way of transmitting knowledge so that students are able to understand lessons.
- Government has to put up some creative and attractive teaching techniques especially suitable with culture and lifestyle of tribal communities.
- Teachers have to listen to students' desires, guiding and managing the behavior of children along with close coordination from parents
- Teachers should give the knowledge about importance of education and

school in developing human life quality. Besides, they need to help children to have a clearly look in outside world....

- Government has to provide facilities to tribal people for improving their economic status
- Government and teachers have to take a strict interference in any discrimination against female children
- Government should strongly amplify educational programs such as Back to school. Abolition child labor, Abolition of child marriage and Compulsory education at the age of 14.
- Teachers should be equipped aware of educational program for tribal people, and responsibility of teachers to them.
- There is a need of cooperation between Government, teachers and Nursery to manage the number of dropouts.
- Government should provide vocational trainings to the dropouts and children.

- Social worker should raise awareness of education to children and parents in the area.
- Social worker must amplify and popularize and develop the implementation of Government policies about tribal development such as Abolition of child labor, child marriage, and family planning...
- Social worker conduct case work and group activities regularly in order to reduce the rate of dropouts in the area.
- Social worker provides knowledge about girl education to tribal community.

CONCLUSION

From this study on “ a study on the issues and concern of tribal education found among the people of chikkere hadi H.D kote (t), mysore (D)” it can be concluded that tribal community is a group of members usually live in secluded territory, speak the same language and has particular lifestyle, social laws and economic occupation. India is also characterized by having

second largest tribal population in the world. It is ironical the poorest people of India are living in the areas of richest natural resources. The tribal development has become permanent concern of Central Government, socialists, educationists and social workers.

To improve the status of tribal communities, education is considered as the main key. The study takes place in Chikkere Hadi H.D Kote (T), Mysore (D) – a typical tribe in India. The study had found out some significant problems related to educational situation of tribal people. The number of children in the area are going to school is quite low (45%). They have been facing some difficulties in school as well as at home that come from unstable financial condition and lack of caring of parents and society. The study also shows the lack of interest towards education from tribal people. The rate of dropouts still very high in recent years.

One of the main reasons for dropping out of schools in the tribal area is low economic background. Almost people are living bases on agricultural products

and forest resources. The average income of families in Chikkere Hadi is under 10,000rs/per months. With this level of income, they find very difficult to take care of children and give them more opportunities in education. There is one bright color in general educational picture of the tribal area is the rate of female respondents who interested in education is higher than male. It is a positive sign that proves the perception of women in developing themselves. Women in the area agreed that education is very important in tribal development and this is the only way to help them against poverty and discrimination.

The study provides some suitable suggestions to address these mentioned problems and create effectively changes in education of tribal area. The suggestions focus on developing awareness of education for local people. One of the most outstanding aspects is to strengthen the participation of every social forces in the community and promote the relationship between government -school – and family to increase educational quality for general development.

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Requisites of a good social science Research Scholar

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ABSTRACT: *Before trying to understand the requisites of a good social Science Research Scholar, we need to understand the very basic question as to what is research. Research is a creative and systematic work undertaken to increase the stock of knowledge including knowledge of humans, culture and society and use of this stock of knowledge to devise new application. In other words research is the activity undertaken to bring out something new, to extend the horizon of knowledge, and to contribute some original idea. It is an attempt to make a diligent and systematic inquiry or investigation into a subject, in order to discover facts into theories.*

With this background the paper tries to investigate the Requisites of a Good Social Science Research Scholar. As it is said that to be a good research scholar first requires the intention to be involved in research and immediately thereafter to show a dedicated interest to do the best research possible, from there one must acquire the knowledge required to progress the present time concepts already prevailing in the research world.

KEYWORDS: *Requisites, Good Research, Scholar*

Introduction:

What is a research? What constitutes research? Before we could understand the Requisites of a good Research Scholar these are the basic question which comes to our mind. Research is a creative activity and systematic activity undertaken to increase the stock of knowledge, including knowledge of humans, culture and society and use of this stock of knowledge to devise

new application. In other words research is the activity undertaken to bring out something new, to extend the horizon of knowledge, and to contribute some original idea, Novelty. It is an attempt to make a diligent and systematic inquiry or investigation into the subject in order to discover facts or revive the known facts or put the facts into the theories.

Social science research is different from exact science research like physics, Biology or chemistry. Social science deals with human beings. Human nature and man's environment are very complex, that it is more difficult to understand and foretell human behavior than the physical phenomena¹

Social science research is a systematic method of exploring, analyzing and conceptualizing human life in order to extend, correct or verify knowledge of human behavior and social life. Social science research seeks to find explanation to unexplained phenomena, to clarify the doubtful and correct the misconceived fact of social life. It involves the application of scientific methods for understanding and analyzing of social life in order to correct and verify old ones. Human behavior may be involved by certain values and laws. The main purpose of social science research is to discover those laws which can be proper guidelines for studying human contact and behavior. It attempts to answer or solve social problems.²

There are two types of Social Research:

Fundamental Research: This is the simplest of research in which a researcher

simply adds some new information. It is undertaken to improve our understanding of certain problems that commonly occur in social setting and how to solve them. It is undertaken for sole purpose of adding to our knowledge that is fundamental and generalization³

Applied Research: The second type of research is little more difficult, it involves interpretation, elaboration, explanation, evaluation and critical examination of known facts, here the physical search for new data is not important as an intensive mental activity to subject known data to a very incisive scrutiny, so that a different version altogether is presented. It is undertaken in response to a social problem which requires a solution. Its major purpose is to answer practical and useful question. The results are practically applied to solve immediate problems. As applied research is concerned with knowledge that has immediate application, it is also called decisional research³.

Understanding what research is, let us know who a Researcher is, what are his qualification, what are his aptitude, taste and equipment. There is certain mental make-up and certain special qualities are required to

be a researcher. For one who is not endowed with some critical aptitudes. Some technical erudition, an incisive and thought provoking faculty and an analytical and penetrating mind, nothing but disappointment in store if he/ she were to stray into research

The first condition for a social science researcher is the lover of labour, the taste for the subject, the ability to sustain and enjoy hard work. A man is miracle of genius because he has been a miracle of labour. One should not imagine that social science research is merely an exercise from the arm chair. The very technical drudgery, the intensive search for the material, the craze for spotting original material in private hands, in repositories and in unknown areas and distant place requires an iron- will to wade through difficulties.⁴

The second important requisite of a social science researcher is, besides lover of labour and taste, is the having certain moral qualification rather than an intellectual order. They are personal honesty and moral integrity. Some of the social science scholar especially Historian suffers from ‘Chronic inaccuracy’. It is a part of their nature either to be too optimistic or too pessimistic, either to exaggerate or to underestimate either to

praise someone too high or condemn too low. They have no balance in whatever they do⁵

The third important requisite of a social science researcher is sobriety and calmness. In any research work hastiness and precipitancy would spoil every effort and would be a source of innumerable errors. One should never be in a hurry, and one should act as if there was always something to gain by waiting. It is rightly said that “patience is the cardinal virtue of a scholar”. It must always be remembered that one should rather leave a thing undone than do it shabbily. Nobody asks how long a scholar took to write his research work, but everyone judges how well he has written it. Some researchers are nervous and excitable persons who are always in a hurry to get the end. We should remember that research does not have any schedule of time. In research only criterion is the quality of work. Again there are some research scholars who are always seeking some variety and are always anxious to dazzle or astound. They hop from topic to topic and just scrape on the surface without ever going to the depth of a problem. If such people take to research, they would do more harm than good. A scholar should never touch a topic or a subject which he is

not sure of his own ability to bring it to the perfection level as far possible. A good scholar should always do something more than look and observe , do more than observe and understand , do more than understand , do more than understand and explain , do more than explain and synthesis. A true scholar is clam, cool and circumspect. He is never perturbed even in the midst of turmoil, for he wants his work to solid, definitive and imperishable⁵.

The fourth important requisites of a good social science scholar is to relate his intellectual caliber because his research work is the reflection of his sharpness, the ability of his expression and the power of his understanding. A scholar should be a puzzle-solving person, which should at once investigate the catch that may lie concealed, a sort of nimble, ingenious mind which can soon unravel the mystery, and a type of subtle intellect that can penetrate knotty issues. Scholar should have keen perception which can read between lines and see through the game. His mind should like a fertile ground in hypotheses quick in imagination, prompt to discern the underlying principle, bold to advance his own theory and courageous enough to admit when he is wrong. With an excellent

appetite for work he should exhibit the qualities of system and order, a sense of proportion, balance, a knack for judging men and events and gift for creative and original thought. Last but not least a scholar should possesan abundance of commonsense, a sense of strong sense of leaning something new and quality of inquiry.

The fifth important requisites of a good social science scholar is that a scholar should not suffer from certain risks which are for example, loss of power to work, secondly hypercriticism and thirdly dilettantism. There are some scholars who became nervous very soon, when adverse criticism is hurled at them. At the very first blow the scholar lose his heart, which injure there intelligence. One should be bold enough to face the realities of life, and not to run away. When their work is reviewed and some strictures are passed on some of the mistake they might have made, they become so horrified that they will not continue research any more. Secondly the risk of hypercriticism or the excess of criticism, just as the absence of criticism leads to error, so also an excess of criticism spoils the whole work. Certain people suffer from the psychology of suspecting danger even where

there is none. The third is the risk of dilettantism where the correct perspective is lost. Dilettantism is armature experience where the scholar criticizes a document for the sake of criticism, and not for establishing the truth. It is like playing a game for the games sake and not for its higher purpose to keep oneself fit, to develop team spirit and promote friendship. So also indiscriminate criticism is applied and the main purpose is lost, namely to understand the problem, thus a person intending to do research in social science has to ask himself whether he possesses the requisite qualification for the

task or suffers from the disqualifications which would inhibit his work.⁶

Conclusion

Therefore having equipped himself with these mental and moral aptitudes, a social science research scholar has to acquire certain skills of practical value, such as how to collect notes, how to prepare a bibliography, how to choose a topic, how to prepare a synopsis, and how to plan his work. These are all preparatory operation before the main job of collecting, verifying and unifying the data.

Foot notes:

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Impact of Awareness Programme on Practicing Menstrual Hygiene among Adolescent Girls with Special Reference to Hosudi- A Village of Shivamogga District

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ABSTRACT: *Menstruation is the regular discharge of blood and mucosal tissue (known as menses) from the inner lining of the uterus through the vagina. The first period usually starts between 12 and 15 years of age, a point in time known as Menarche. Menstruation stops after menopause, which usually occurs between the ages of 45-55 years. Periods also stops during pregnancy and typically do not resume during the initial months of breastfeeding. There is lack of knowledge, myths and misconceptions about the menstruation among the villagers and mainly in those who are uneducated. The main objective of the study is to know the practices of menstruation and menstrual hygiene, awareness about it in adolescent girls by giving training program. Sample was selected from a village of Shivamogga, data collected before and after the training session. The obtained data was analyzed and the hypothesis was tested.*

Key words: Menstruation, Mucosal Tissue, Uterus, Vagina, Menarche, Menopause

INTRODUCTION : Menstruation is the regular discharge of blood and mucosal tissue which is understood as menses from the “inner lining of the uterus” through “the vagina”. Usually a girl mature or start menstruation between 12 and 15 years of age, a point in time known as “Menarche. The typical length of time between the first

day of one period and the first day of the next is 21 to 45 days in young woman, and 21 to 31 days in adults. Bleeding usually lasts around 2 to 7 days. Menstruation stops occurring after menopause, which usually occurs between 45 and 55 years of age. Periods also stops during pregnancy and typically do not resume during the initial

months of breastfeeding. The menstrual cycle, which is counted from the first day of one period to the first day of the next, is not same for every woman.

More than 80% of women report having some symptoms prior to menstruation. Some of the common signs and symptoms include acne, tender breasts, bloating, feeling tired, irritability, and mood swings. These may affects with normal life, therefore qualifying as pre menstrual syndrome, in 20 to 30 percent of women and in 3 to 8% symptoms are severe.

The menstrual cycle occurs due to the rise and fall of hormone. The cycle results in the thickening of the lining of the uterus, and the growth of an egg. The egg is released from an ovary around day 14 in the cycle. The thickened lining of the uterus provides nutrients to an embryo after implantation. If pregnancy does not occur, the lining is released that is known as menstruation.

Adolescent is derived from Latin verb “adolescere”; the literal meaning of “adolescere” is apparent, “to grow” or “to grow to maturity”. The term “adolescence”, as it is used today, has a broader meaning. Adolescence is the period in human growth and development that occurs after childhood

and before adulthood, from ages 10 to 19. Adolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is often described, as an exciting transitory phase in the human life cycle but is perhaps the most challenging stage as well. Adolescence is also the stage when young people extend their relationships beyond parents and family and are intensely influenced by their peers and the outside world in general. As adolescents mature cognitively, their mental process becomes more analytical. They tend to question and appreciate the values of the adult world and try to assert their identity.

Some of the myths about menstrual cycle among rural adolescent girls are, shark will attack woman on their period's time, the women cannot water plants or cook during their periods if they cook the food will spoil. Having a bath or even taking a shower during period is unsafe. This is either because hot water stimulates bleeding, or because the water stops from bleeding, which can have ill effects. The women will loss an **enormous amount of blood**. In reality, the average woman loses about 2-3

teaspoons of blood every day. **Period blood is dirty blood, but it** is less blood and more a mix of urine tissue, mucus lining, bacteria and a few blood cells, basically evolved vaginal secretion. One becomes so clumsy when they will have periods. Having sex is not allowed because it is not good for health. Women cannot enter a place of worship. One must wash hair on the first day of period to clean completely.

REVIEW OF LITERATURE

Shivaleela P. Upash etal (2015), found in a study that the knowledge and practice of menstrual hygiene is low among women regarding the need for information about good menstrual practices is very important. So, health education program should be set up to create awareness and practice of good menstrual hygiene.

Anna Maria Van Eijj etal (2016), conducted a study on menstrual hygiene management among adolescent girls in India. She stated that strengthening of menstrual hygiene management programs in India is needed. Education on awareness, access to hygienic absorbents and disposal of menstrual hygiene management items need to be addressed.

METHODOLOGY

Aim:

To study the impact of social awareness program on practicing menstrual hygiene among adolescent girls.

Objectives:

- To study the awareness, myths and misconceptions about menstruation and menstrual hygiene among adolescent girls before training program.
- To study the practices of menstruation and menstrual hygiene among adolescent girls after the training program.
- To study the changes in awareness about menstruation and menstrual hygiene among adolescent girls after the training program.

Hypothesis

- There will be less awareness about menstruation and menstrual hygiene among the adolescent girls.
- The awareness program will bring changes in the level of awareness among the adolescent girls.

Research design:

Pre and post study was conducted. The data was collected before and after awareness programme to understand the change in the awareness level.

Universe and sampling:

The universe of the study consists of Hosudi village of Shivamogga Taluk, which is in Karnataka. The target respondents of the study were in rural area and they all are adolescent girls. The sample size chosen for the study is 30.

Inclusion:

- Adolescent girls in the age group from 13 to 19 are included.
- School going and non school going adolescent girls are included.

Exclusion:

- Females below the age group 13 and above the 20 are excluded.
- The adolescent girls who are intellectually subnormal or mentally disabled (as per observation) are excluded in the study.

Ethical consideration

- Confidentiality of all information given by the respondent will be maintained.
- Identity of the person will not be revealed
- The information collected will be used only for research purpose.

Data collection:

In consideration of the requirement to obtain valid information a tool of data collection has been designed. The tool aims at standardizing data collection scheme. The questionnaire designed consisted of various sections pertaining to the problem under analysis and relating the problems of the respondents. Questionnaire consisted of closed ended questions; and the data was collected before and after the awareness program. Secondary data was collected from books, magazines and websites. This order has been followed to enable the investigator to collect, tabulate and to present the data in an understandable way.

Data processing

The collected data (raw data) processed using editing, classifying, coding and tabulation method

Data analysis

The processed data presented with the help of chart and tables.

Limitation of the study

Every social research has its own limitations. As the investigator is a student the time that could be given for the study was greatly restricted. Also due to many demands of student life, the study could not be pursued in a greater depth. Due to time constraints the sample selected was thirty. An analysis of a larger sample could have been more accurate and generalized.

ANALYSIS, INTERPRETATION AND DISCUSSION

Major findings

Majority of the respondents taken for the study lies between the age group of 12-15 years, they are all physically matured and belongs to Hakki Pikki Tribal Community. All of their families come under below poverty line and some of the respondents are school dropouts. Notably more than 50 percent of the respondents are living in joint family system.

Before the awareness program 70 percent of the respondents were aware that the

menstruation is the function of female uterus, but after the program 90 percent of the respondents were responded that it is the function of female uterus. Before the awareness most of the respondents were not aware of the hormone responsible for the menstruation, but after the program 70 percent of the respondents answered it is Estrogen and Progesterone responsible for menstruation.

Among all the respondents 76.6 percent told that menstruation blood is bad blood of the body, after they got awareness and majority of the respondents said that menstruation contains lining of the uterus and mucus. Majority of the respondents both before and after the awareness program responded that the organs related to reproduction is ovaries, uterus, fallopian tube and cervix. It is good to know that majority 83.3 percent of the respondents both before and after the program responded that, preparing the food during menstruation is allowed and it will not spoil the food. They also allowed inside the home and can touch everyone.

Before the program misconception about entering the places like temple, mosque church and other religious places were 63.3 percent and after the program, majority 83.3

percent of the respondents told that they can enter the religious places during the menstruation. The response regarding usage of sanitary material to maintain menstruation flow is same both pre and post test. Majority 83.3 percent of the respondents told that they use sanitary pads and only 16 percent of the respondents were using cleansed clothes. All the respondents were aware of washing their genital parts at least twice during the menstruation is good for hygiene. 86.6 percent of them aware of disposing sanitary pad by wrapping it or burning it. Those who were not doing it got aware after the training session.

Response before the awareness program shows that the respondents aware of only sanitary pads and cloths. But after the program they got awareness also about menstrual cups and tampons. Among all the respondents 70 percent of the respondents said that they feel bad about the menstruation, 3.3 percent of the respondents said that it is curse to females and 26.6 percent of them felt that it is normal before the program. But after the awareness programme the majority of the respondents changed their opinion and told that they feel menstruation is normal and good for women.

Suggestions

- It is necessary to give an intensive awareness program to eradicate the misconception about the menstruation for all adolescent girls.
- Creating awareness among the family members of the adolescent girls for not stopping their education after their first menarche.
- The teachers should motivate the girls for their future.
- Educating adolescent girls about the usage of different types of sanitary products.

Conclusion

The study based on the rural adolescent girls of Sadhashivapura, which belongs to a tribal community called Hakki Pikki showed that the level of awareness regarding menstruation and menstrual hygiene among them is and misconception about it is average. Practice of hygiene during the menstruation among the respondents is also found to be average. The awareness program conducted by the researcher helped them to come out of their misconception and to increase their awareness. So it is good to educate the adolescent girls for attaining and maintaining good health condition.

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A Study on Factors Causing Academic Stress among College Students in St. Philomena's College, Mysore

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ABSTRACT: *Stress is the feeling that people have when they are overloaded and struggling to cope with demands. Each person responds to stress in a different way, but too much stress can lead to health problems. College students experience stress related to changes in lifestyle, increased workload, new responsibilities, and interpersonal relationships (Ross, S.E., Niebling, & B.C., Heckert, T.M., 1999). Factors of the environment that trigger this reaction are called stressors. In college students these stressors can take a toll on their physical health, emotional wellbeing, and academic success unless they learn to manage it appropriately. In order to gain more insight on the subject a study was conducted on factors causing academic stress among college students in St. Philomena's college, Mysore. The aim of the study is to understand and study in detail the student's perception on the academic and personal causes of stress in their life. It primarily focuses on identifying the academic and personal factors associated with stress, the resultant effect of stress on their physical and mental health and also the coping strategies adopted by them to cope with the situation. The primary data was collected from the students of St. Philomena's College, Mysuru, using a structured questionnaire. A total of 61 respondents were selected through convenient sampling. The students were from undergraduate (44%) and postgraduate (56%) studies. The study revealed that majority of the respondents (95%) felt stressed in their academic life and 51% mentioned academic issues as their major source of stress with heavy workload (46%) and completion of assignments (31%) being the top listed stressors. Among the personal factors causing stress, majority of the respondents (44%) mentioned uncertainty about future as their stress factor. While studying the physical and psychological effects of stress it was found that changes in sleep pattern (44%), headache (41%) and fatigue (39%) was mentioned as the major physical effects of stress, whereas anger/frustration (54%), over thinking (51%) and difficulty in concentrating (41%) was mentioned as the major psychological effects of stress.*

Key words: Stress, physical health, mental health

INTRODUCTION: Stress, in everyday terms, is a feeling that people have when they are overloaded and struggling to cope with demands. These demands can be related to finances, work, relationships, and other situations, but anything that poses a real or perceived challenge or threat to a person's well-being can cause stress. Stress can be a motivator. It can be essential to survival. However, if this mechanism is triggered too easily, or when there are too many stressors at one time, it can undermine a person's mental and physical health and become harmful. Stress that continues without relief can lead to a condition called distress – a negative stress reaction. Distress can disturb the body's internal balance or equilibrium, leading to physical symptoms such as headaches, an upset stomach, elevated blood pressure, chest pain, sexual dysfunction, and problems sleeping. Emotional problems can also result from distress. These problems include depression, panic attacks, or other forms of anxiety and worry. Research suggests that stress also can bring on or worsen certain symptoms or diseases. Stress is linked to 6 of the leading causes of death: heart disease, cancer, lung ailments, accidents, cirrhosis of the liver, and suicide.

Academic stress

College years can be the most stressful time of a student's life as real-life responsibilities and career prospects loom in the recent future. This is the time for students to more or less decide the course of their life and the pressure can cause major mental and physical health issues.

Academic stress has become a pervasive problem across countries, cultures, and ethnic groups (Wong, Wong & Scott, 2006). Generally student population is considered as the individuals unaffected by stress as their sole duty is to just study, and studying was never seen as stressful. But this is not the situation nowadays; many internal and external factors can result in serious stressful situation among the students.

LITERATURE REVIEW

Furr, Westefeld, McConnell & Jenkins (2001) reported that 53% of 1,455 college students labeled themselves as being depressed since starting college and are attributed to academic issues, loneliness, financial difficulties and social relationship problems. Additionally, 9% of them reported having suicidal ideation.



Academic stress had significant negative correlation with Academic Achievement and Mental Health of the adolescents while Academic Achievement had significant positive correlation with Mental Health (Anjna Agarwal, 2011). In a number of studies, authors found that the most frequently reported factors contributing to stress and anxiety around the examination periods were extensive course loads, lack of physical exercise, and long duration of exams as reported by the students (Harikiran et al.,2012). Most people encounter stress that lead them to rapid bodily changes such as feelings of emotional unrest causing the body strains with body aches. With repeated stressful situations, causes tension and pressures on the body that contribute to physical and psychological problems (Dixon & Robinson, 2005)

High academic stress has a negative impact on academic performance, and will also result in internet addiction, insufficient sleeping time, change in dietary behavior and mental health problems (Chiu, Ng & Fong, 2016). High academic stress has negative effect on the student's health which related to destructive behavior, health related problem and suicide (Rafiqe, 2012).

Academic stress may adversely affect the performance and the student's health condition, so it is very important to arrange some workshops at the beginning of each semester. Thus the students will be able to learn how they can overcome their stress while studying (Lovely Joseph Pullokaran, 2018).College administrators should consider incorporating stress management training in orientation activities. Furthermore, students should be informed of the campus resources available to help them address these resources (Ross, Neibling and Heckert, 1999).

College men and women also reported different coping strategies for different stressors; however the use of emotion-focused coping strategies dominated over problem-solving strategies for both men and women. These results have implications for designing stress reduction workshops that build on the existing adaptive emotion-focused strategies of college students (Ruby R. Brougham et al., 2009). One potential coping strategy frequently offered by university counseling services is time management. Students who perceived control of their time reported significantly greater evaluations of their performance, greater work and life satisfaction, less role

ambiguity, less role overload, and fewer job-induced and somatic tensions (Macan et al., 1990).

Stress can be addressed by ensuring that the students give utmost importance to their welfare. Food, exercise, work, recreation are some of the areas to focus on. He also concluded that the education system is more to do with the academic qualifications and does not contribute enough to the holistic development of students (Dimitrov, 2017).

METHODOLOGY

The study aims at understanding and studying in detail the student's perception on the academic and personal causes of stress in their life. The specific objectives of the study include:

- To know the socio demographic details of the students.
- To identify the academic and personal factors associated with stress among the college students in St. Philomena's College, Mysore.
- To identify the resultant effect of stress on the physical and mental health of the students

- To know the coping strategies adopted by the students to overcome these stresses.

The researcher has opted for the descriptive research design style for the purpose of the study and the researcher chose the 1600 students doing their Under Graduate and Post Graduate courses in St, Philomena's College, Mysore as the universe of the study. The sampling was done through convenient sampling method and the sample size was 61 students.

The primary data was collected using a structured questionnaire prepared for the purpose and it was administered through online platform for the students to fill the questionnaire. Secondary data was collected from various books, journals, reports, magazines, manuals, and online sources. The researcher analyzed the data through Microsoft Excel. The collected questionnaire was coded edited and tabulated.

RESULTS

The questionnaire was administered through online form and 61 completed responses were selected for the purpose of analysis. There were 40 (66%) female respondents



and 21(34%) male respondents in total. Out of the respondents 27(44%) were under graduate and 34(56%) were post graduate students. The respondents were of the age group of 15 – 30 years. A total of 46(75%) respondents were from Karnataka state and the remaining 15(25%) were from other states. A total of 39(64%) students were currently residing in hostels or rented apartments while remaining 22(36%) were day scholars living with parents or relatives.

Out of the total respondents 58(95%) of them revealed that they were stressed at various levels in their academic life while only 3(5%) of the respondents claimed that they were not affected by stress. Exams were selected as the most stressful factor in academic life by 36 (59%) of the respondents. When asked about who contributes to the stress in academic life, majority of the respondents 33 (54%) replied that they themselves contribute the most, followed by faculty, parents and peers.

Majority if the respondents 41 67% said their current course is interesting and only a few raised confusion or disinterest. Out of the total respondents 43 (71%) of them said that their current course was their own choice followed by parent's choice (15%), random selection (11%) and friend's suggestion (3%). When asked about what is the usual source of stress in their life, 31 (51%) of them replied that it was academic issues that caused stress the most. Other issues that causes stress in their life includes; relationship issues, family issues and health related issues.

Factors causing stress, its physical and psychological effects on an individual and the coping strategies adopted by an individual were asked and discussed in the study. The below tables depicts the results in detail.

Table 1.1 Academic factors causing stress

<u>Factors</u>	<u>No of respondents</u>	<u>Total respondents</u>	<u>Total Percentage</u>
Heavy workload	29	61	46%
Competition with peers	7	61	11%
Conflict with peers	6	61	10%
Conflict with faculty	7	61	11%
Language difficulty	10	61	16%
Missed lectures	14	61	23%
Completion of Assignments/Seminars	19	61	31%
Inadequate academic facilities	7	61	11%
Others	2	61	3%

Table 1.1 demonstrates the academic factors causing stress among the respondents. Respondents were allowed to choose multiple answers. Out of the 61 respondents a majority of 29 (46%) respondents chose heavy workload as a reason causing stress in their academic followed by completion of assignments and seminars which was selected by 19 (31%) of the respondents. Competition with peers was chosen by 10%, Conflict with faculty by 11%, Language difficulty by 16%, Missed lectures by 23% and Inadequate academic facilities was chosen by 11%. A minority of 3% also mentioned other factors like difficulty in understanding and personal inadequacy as their reasons.

Table 1.2 Personal factors causing stress

<u>Factors</u>	<u>No of respondents</u>	<u>Total respondents</u>	<u>Total Percentage</u>
Financial problems	13	61	21%
Parental pressure	7	61	11%
Balancing between work & study	14	61	23%
Roommate conflict	2	61	3%
Uncertainty about future	27	61	44%
Lack of proper food	7	61	11%
Fear of failure	9	61	14%
Family problems	7	61	11%
Relationship issues	6	61	9%
Others	2	61	3%

Table 1.2 demonstrates the personal factors causing stress among the respondents. Respondents were allowed to choose multiple answers. Out of the 61 respondents a majority of 27 (44%) respondents chose uncertainty about future as the personal factor causing stress in their academic life followed by 23% choosing balancing between work and study and 21% choosing financial problems. Parental pressure was chosen by 11%, Lack of proper food by 11%, Fear of failure by 14%, Family problems by 11% and Relationship issues was chosen by 9%. A minority of 3% mentioned roommate conflict and other 3% mentioned other factors as their reasons.

Table 2.1 Physical effects of stress experienced

<u>Physical effects</u>	<u>No of respondents</u>	<u>Total respondents</u>	<u>Total Percentage</u>
Increased heart rate/ Blood pressure	11	61	18%
Muscular tensions/ Aches and pains	11	61	18%
Changes in sleep pattern	27	61	44%
Upset stomach/ Indigestion	8	61	13%
Headache/ Migraine	25	61	41%
Tiredness/ Fatigue	24	61	39%

Table 2.1 depicts the resultant physical effects experienced by the respondents. Respondents were allowed to choose multiple answers. Out of the 61 respondents a majority of 27 (44%) respondents experienced changes in sleep pattern as a result of stress. Immediately following that there is Headache/migraine experienced by 25 (41%) and Tiredness/fatigue experienced by 24 (39%) of the respondents. Other physical effects of stress were experienced by the respondents as follows: Increased heart rate/ BP were experienced by 18%, Muscular tensions for 18% and Upset stomach/indigestion was experienced by 13%.

Table 2.2 Emotional/ Psychological effects of stress experienced

<u>Emotional/ Psychological effects</u>	<u>No of respondents</u>	<u>Total respondents</u>	<u>Total Percentage</u>
Anxiety/ Fear	18	61	30%
Anger/ frustration	33	61	54%
Over thinking/ Unwanted thoughts	31	61	51%
Difficulty in concentrating	25	61	41%
Memory Problems/ Forgetfulness	22	61	36%
Depression/ Sadness	16	61	26%
Feeling isolated/ Loneliness	11	61	18%

Table 2.2 shows the emotional/psychological effects of stress experienced by the respondents. Respondents were allowed to choose multiple answers. The responses acquired say that a large number of emotional/ psychological effects of stress are experienced by the students. Out of the 61 respondents a majority of 33 (54%) respondents experience anger/ frustration and 31 (51%) respondents experience over thinking and unwanted thoughts. Difficulty in concentrating is another major effect experienced by 25 (41%) of the respondents. Other emotional/psychological effects of stress experienced by the respondents are as follows: Anxiety/fear experienced by 30%, Memory problems by 36%, Depression or sadness by 26% and Isolation or feeling of loneliness is experienced by 18% of the respondents.

3. Coping Strategies

Table 3.1 Coping strategies adopted by the respondents to overcome stress

<u>Coping Strategy</u>	<u>No of respondents</u>	<u>Total respondents</u>	<u>Total Percentage</u>
Talk with friends/ family	37	61	61%
Consume alcohol/ Other drugs	2	61	3%
Excessive smoking	2	61	3%
Play sports/ Other physical activity	12	61	20%
Take over-the-counter/prescription medications	0	61	0%
Isolate yourself to avoid situations	7	61	11%
Use social media/ Social networking	26	61	43%
Watch movies/ videos	25	61	41%
Playing video games	9	61	15%
Eating too much/ Stress eating	6	61	10%
Others	9	61	15%

Table 3.1 demonstrates the coping strategies adopted by the respondents in order to overcome their stress. Respondents were allowed to choose multiple answers. Out of the 61 respondents a huge majority of 37 (61%) respondents said that they talk to a friend or family as a means to cope with the stress. Immediately following that is the use of social media selected by 43% of the respondents and watching movies or videos selected by 41% of the respondents. Other main methods used by students include; Playing sports (20%), Video games (15%), Isolation (11%), and Stress eating (10%). Less frequently used coping strategies include; Alcohol consumption (3%), Excessive smoking (3%), prescription drugs (0%). A population of 15% mentioned other activities like travel, music, long walks etc. as their coping strategy.

SUGGESTIONS

The study through the entire research reveals that academic stress is the main reason why students experience various physical, mental and emotional problems in their youth. Heavy workloads and lack of time for meeting the academic deadlines is causing the students to compromise on their basic needs like food, sleep and self-care. This in turn results in youths being over dependent on negative coping strategies for the stress caused. Serious mental and physical health issues will follow if this situation continues. Therefore, measures should be taken by students, faculty and all other responsible authorities to deal through the situation and come out with a practical method to work within all these parameters.

Suggestions to the students

- Students should concentrate on living a self-controlled life by adopting healthy habits.
- Practices like yoga and meditation, moderate physical activities and improved spiritual life can enhance their quality of life.
- Eating healthy and adequate sleep should never be compromised for anything

- Addictions, depression, suicidal thoughts or any other mental difficulties should not be ignored and timely help should be redeemed.
- Concentrating on real life and knowing the difference between virtual and real world will help you stay responsible and active in your roles.

Suggestions to the faculty

- Faculty should understand the students' needs and should be available for them as and when required.
- Understanding the individuality of the students and showing acceptance will help the students feel more confident and show progress in their work.
- Faculty should concentrate on maintaining a close relation with the students and try to know their life situations and guide them.
- Academic requirements should be provided timely and with clarity which will help the students in being prepared for their performances.

Suggestions to the administration

- Providing students with good and peaceful environment to learn and grow is an important factor in ensuring the student mental and physical health.
- Mental health professionals like counselors should be made available in the campuses for the students to approach in the time of needs.
- Administration should continuously monitor the performances of the faculty and the students and make sure that everything is going in par with the requirements.
- Authorities should make sure that there are enough staff members (teaching and non - teaching) within the campus to tend to the various needs of students thereby reducing their stress of doing extra tasks.

CONCLUSION :The fast paced life in this information age has led to people leading a busy life and life of high expectations. This in a way stands as a major factor of stress in every individual's life. When coming to students and academic life, the high pressure to excel in the academics in order to secure a bright future becomes a never ending race

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for the students. Expectations from the society, parents, teachers and peers become the axis around which a student's life rotates. This stress causes the students to seek ways which will help them to cope with the situations.

The coping strategies that the student adopts play an important role in deciding the wellbeing of the individual. Given their age and exposure the probability to turn to negative coping strategies are very high and these can have a lasting impact on the student's future. On the basis of this study it is clear that the student population is facing stress in their academic life and is adopting various strategies to cope with the situation. Therefore, it is necessary for the parents and teachers to keep a tab on them and try to understand their problems and need.

This study particularly aims at providing an insight into this current situation of stress among students which would be of great help for anyone who wants to study deep into this and wishes to understand and hope to make a change to the situation. A brighter future with healthier individuals should be our goal and mission.

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Stuttering with Speech Sound Disorder: A Case Study

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ABSTRACT: *Stuttering is a speech disorder that involves frequent and significant problems with normal fluency and flow of speech and Speech sound disorders (SSD) is a broader term referring to a combination of intricacy in speech perception, speech-motor production, and/or the phonological representation of speech sounds and speech segments including phonotactic rules of the language and the prosody that impact speech intelligibility. A comprehensive assessment is required to understand the specific features of both the disorders. The case study aims at profiling the characteristic features of stuttering and speech sound disorder in a male child of 6 years and to know the similarities & divergence of a particular sound having its effect on both the speech disorder (stuttering and SSD).*

KEYWORDS: *Stuttering speech, sound disorder*

Introduction: Stuttering, the most common fluency disorder is an interruption in the flow of speaking characterized by repetitions (sounds, syllables, words, and phrases), sound prolongations, blocks, interjections, and revisions, which may affect the rate and rhythm of speech. These disfluencies may be accompanied by physical tension, negative reactions, secondary behaviors, and avoidance of sounds, words, or speaking situations (ASHA, 1993; Yaruss, 1998; Yaruss, 2004).

Stuttering can co-occur with other disorders, such as speech sound disorders (St. Louis & Hinzman, 1988; Wolk, Edwards, & Conture, 1993); intellectual disabilities (Healey, Reid, & Donaher, 2005); and language disorders (Ntouro, Conture, & Lipsey, 2011).

The prevalence of SSD with stuttering from the 1920s through the 1980s was examined. In that review, **six out of eight studies** reported a higher Prevalence of speech sound errors in children who stuttered compared to children who did not stutter (McDowell, 1928; Berry, 1938; Darley, 1955; Schindler, 1955; Morley, 1957;

Andrews and Harris, 1964; Williams and Silverman, 1968; Seideret *al.*, 1982), and a survey indicated that 16% of children who stuttered also had a phonological disorder (Blood and Seider, 1981).

Case Report

A six year old male child was brought to the speech and hearing center with the complaint of disfluent speech. Developmental history revealed normal speech – language and motor milestones. Socialization skills were good. Family history revealed third degree consanguineous marriage of parents. Birth history revealed full term normal delivery and the birth weight of the child was normal, No family history of stuttering.

Speech and language evaluation

Detailed Speech and language evaluation were carried out. Language test results revealed adequate Speech and Language. Stuttering evaluation by stuttering prediction instrument for young children, the results revealed that the sub total score of various parameters i.e. Reaction - 8, part word repetition - 4, prolongation - 10 and frequency -9, and the total score of 31 with percentile of 78-89 and the severity of stuttering was severe.

KDPAT and Deep test of articulation was administered and the error observed was substitution, omission, cluster reduction and fronting of sounds with intelligibility of 90.4% and phonological mean length of utterance (PMLU) of .971.

Phonological Mean length of utterance (PMLU), Which measures whole word complexity, of child's target words.

- PMLU for targets
- PMLU for child's productions

Proportion of whole word proximity (PWP), which measures how closely a child's production matches the adult target.

Proportion of Whole word correctness:
Number of words in a sample

Proportion of Whole-Word Variability (PWV)

PMLU calculation rules, Ingram (2002)

- Minimum of 25 randomly chosen words
- Assess one point for each consonant and vowel that occurs in the child's production: syllabic consonants receive one point.

- Each correctly produced consonant is assigned an additional point.

e.g.,the child's production of/pun/for "spoon" is 5 points.

PWP Calculations

Calculate the PMLU for each target word: e.g.,the target words in the sample and the child's PMLU for the same sample. The child's PWP for "spoon" is $71(5/7)$.

Psychological evaluation

Psychological evaluation revealed normal intelligence with an intelligence Quotient (IQ) of 98.5. Results of developmental screening test revealed a developmental age of 5 years and developmental quotient of 95.

Summary

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To summarize, this study profiled a child diagnosed with SSD with Stuttering who came to us with complaints of disfluent speech and unclear speech since childhood. Demonstration speech therapy was given. The client will be asked to monitor his speech in all the speaking situations. Also he will be encouraged to participate in general conversation with unfamiliar people and to reduce anxiety to build up confidence for better performance. Parent was counselled regarding the importance of practicing the technique being used at home. To improve his articulation ability, The child will be taught the correct place of articulation, using visual cues, tactile cues. Auditory feedback will be provided to the child by recording her utterance and playing it back. Parent was counselled regarding the importance of practicing the technique being used at home.



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