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## Importance of Correlation in Rural Higher Education

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*Lokseva Mahavidyalaya lokbharati Gramvidyapith- Sanosara*

### Abstract

It has been observed for long that educational sector in India requires an urgent attention from all its stakeholders including the policy makers, educationists, teachers, and students. The quality of higher education, particularly in rural area, is pathetic. There is a lack of integrated efforts on the part of educationists, it seems, which has led education to this state. There are very few institutions of higher learning which pay attention towards the overall development of the learners. If we require having an overall develop, there should be the correlation with self, nature and Community. In other words, there is a need to give due importance to principle of *yog, udyog and sahyog* to which Mahatma Gandhiji refers as the training of Head, Heart and Hand.

**Key Words:** higher education, concept of correlation, integrated development

### (1) Introduction

A well-known educationist Shri Manubhai Pancholi had given the concept of Correlation with self, nature and Community, Shri Vinobaji had advocated *yog, udyog and sahyog*, where as Mahatma Gandhiji had given the slogan of Training of Head, Heart and Hand. The Purpose is to attain overall (Integrated Development) of the learner.

It requires to turn all action in to thought and thought should be co-related to action Gandhiji has said education should given by connecting it will the life. Correlation gives experience and deeper understanding of reality of life. Better production from the farm is not so important but has to be demanded by the market. Discussing about the environmental issues will not serve the purpose, it has to be supported by visit of environmentally degraded area, visiting the farmers field or the salt affected village or area, which is has affected due to irrigation salty-saline water.

### (2) The term: Co-relation

As applied to the work of education, this means the interrelation of studies so that the material of each lesson is made interesting and intelligible through its connection with the points involved in others. In general three reasons for correlation have been urged. First, correlation enables the students to comprehend better the meaning and bearings of what he studies. The more thorough the correlation, the richer the intension of the ideas that are presented. Without correlation study is irrational, wooden. It becomes a mere appeal to mechanical memory. The proper interrelation of the material of instruction makes it intelligible, more easily memorized and retained, and more significant. Second, correlation is held to make study interesting, for it connects the work of the lesson with what the students already knows and is interested in. Also practically doing the things make the subject better understand and gain

confidence. To find in the new the familiar is ever a source of pleasure. To be able to unravel, explain, perhaps anticipate the work of the new lesson, as a result of applying what is already learned, is a power the exercise of which is a continual delight to the pupil. Third, correlation makes the application of the knowledge gained in college to practice both within and without that environment far more easy, and so, far more likely. This result is due, first to the fact that it cultivates in the student the tendency to apply his knowledge to the comprehension of new ideas and the solution of new problems and second to the enhanced power of recall that springs from the many associations which it establishes. To be able to apply knowledge, one must be accustomed to the practice of hunting within himself for ideas with which to deal with new situations, and the experience that he has already obtained must readily rise into memory when it is needed. Correlation cultivates the tendency to think, and facilitates the recall of resources to sustain the thinking process. The general conception of correlation is applied to the work of the college in a great variety of ways.

Any subject taught to students cannot be taught only in four wall of the class room .Man is learning through his/her various senses through eye, ear, touch and understanding the things.

### **(3) Scope of co-relation in teaching arena**

#### **3. (1) correlation within the content of a subject**

There should be synchronization among various topics of subjects, and inter relationship among which can be better

understood by the learners. Also the teachings of the topic are to be done in the manner that learner can digest the entire concept in proper shape.

In this concern, sequence of the topics has to maintain properly.

#### **3. (2) Correlation among the different subjects in the course of study**

Each subject taught has a correlation with so many other subjects. As crop breeding is possible with supporting knowledge of Botany, Genetics, Plant Protection ,Plant physiology, Statistics, Meteorology ,agronomy etc.

Similarly subject of agronomy has a correlation with the subjects like soil science, Agricultural Chemistry, Agril. Meteorology, Crop Science, Plant protection etc.

There is a direct correlation with the soil science and management, farm management, crop breeding as well as Agril. Engineering, etc. Crop production is related to crop breeding, Plant Protection, etc.

Thus, subjects taught in rural higher education are multidisciplinary in nature. Thus there are lot of different subjects being taught to the students as following & it has a directly and indirectly inter connection and correlation.

#### **Humanities**

- (1) History
- (2) Gandhian Thoughts
- (3) Other Languages
- (4) Economics- Rural economics
- (5) Ecology
- (6) Science of Health & Nutrition & Cleanliness

- (7) Extension Education
- (8) Planning and Management
- (9) Psychology
- (10) The History of the philosophy of politics
- (11) Natural resource development and management
- (12) Religions of the world

### **Agriculture**

- (1) Gujarati
- (2) Hindi/English
- (3) Horticulture
- (4) Economics- Rural economics
- (5) Agronomy
- (6) Gandhian Thoughts
- (7) History of Ancient India
- (8) Animal Husbandry
- (9) Plant protection
- (10) Social Extension
- (11) Research Design and statistics
- (12) Agriculture chemistry
- (13) Agriculture engineering
- (14) The history of philosophy of politics
- (15) Farm Management
- (16) Crop production
- (17) Development and Management of Natural resources
- (18) Religions of the world.

### **3. (3) Correlation with the Institutional work as well as subjects with rural Life outside and Nature.**

#### **3.3.1) Correlation of Institutional work with rural life**

Institute has to create a net work in the surrounding society, under which there should be strong linkages of the institute with rural life around. LokBharati has paid due attention in this concern now it has a very good network in surrounding society and rural people, Farmers, Farm women etc.

LokBharati Institute has a taken interest in the problems of the farmers, Social issues in the society. The Institute also wants to create a good relationship and co ordination with villagers, which in turn helpful in organizing the education for development of rural society.

For example, LokBharati has done water conservation work in the surrounding society and carried out the project from the government of Rs. 1.25 crores. Similarly a Rural Development scheme, Adoption of Village scheme has been of great success.

Ford Foundation Extension Project has been organized in surrounding five villages for conducting the on farm organic farming trials with the help of the farmers. The exposure tour for the farmers and farm women has been organized successfully by the institution.

Recently, due to achievement and experience of the Lokbharati-Sanosara for extension work in surrounding villages and for the farmers of the area, ICAR (Indian Council of Agricultural Research) has endowed the scheme of Krishi Vigyan Kendra to Lokbharati-Sanosara.

#### **3.3.2) Correlation within the content of a subject**

The correlation of various subjects with the society is discussed here.

#### **Gujarati**

Correlation of Gujarati subject is so useful as so many poems and novels are representing the various aspects of Life in the rural area. Authors like Raguvirbhai Chaudhary, Zaverchand Megani, My dear Jayu, Manubhai Pancholi as well as Pannalal Patel have given lot of glory to

rural life .There is lot of scope for correlation with respect to religions, economical and social issues of rural society.

### **Hindi**

Hindi has been beautifully correlated and presented by Premchandji and Fanishwar Nath Renu. They have given expression to rural problems, peoples sorrow and family issues.

### **History**

Here there is scope for the correlation with respect to ancient villages, their administration, economy and culture. Similarly one can have study of archeological aspects in the society.

### **English**

As a global language English has to be penetrated in the life around as day to day life, day to day communication demands the common knowledge of these subjects.

### **Agricultural Chemistry & Soil science**

As this subject is related with the crop production practices and for that purpose soil management can be learned .Soil can be best managed by having proper planning of manuring and fertilization of the soil.

The teaching of this subject can be made effective by arranging the visit of students of different farms having different types of soils and management practices that adopted. It can be planned to visit the farms having problematic soils. In this way students can have better understanding of the subject. The soil samples can be collected from the farmers' field by the students and same can be

analyzed in the laboratory by them. After analyzing the report of the same can be prepared by the students under the guidance of the teacher. Thus, correlated study of the subject makes it more effective.

### **Agronomy**

As agronomy requires studying the various aspects like soil preparation, soil fertilization, sowing, tillage and harvesting threshing as well, we teach it to the students by involving students in these types of operations while done in the field. Also they can have visit of farmer's fields and interact with progressive farmers, so that it will facilitate better understanding of the principles of agronomy.

### **Extension Education**

This subject has a direct application in the field, thus practice of the principles of this subject can be done in surrounding society and villages, which gives confidence to students that, how we can transmit the knowledge to the people. For better experience, students should be involved in organizing seminars, fairs and camps for the rural society.

### **Horticulture**

Here in this subject students should be involved in the plantation practice going on at any location. By arranging tour of such area where the students can have better understanding the growth habits, other agronomic practices required for the better crop production. They must have understanding of the problems related to plant protection, irrigation, manuring, harvesting, marketing etc. There should be a demonstration of various ornamental plants in the campus which can become a laboratory for the students.

### Animal Husbandry and Dairy

Students should have opportunity to work in the cattle breeding farm as it can be alive laboratory for the students. The students should be given opportunity to go for analysis of milk samples for fat, SNF etc. and acquainted with that skill. Small dairy unit will serve the purpose of training of students in various milk preparations. It is necessary to involve the students in vaccination process in surrounding villages. A disease diagnosis camps organized by the institution will give an opportunity to the students to learn a lot about various diseases of milking and other animals.

Thus correlation makes the education fruitful, interesting and imparts the learner a great confidence.

### Conclusion

The UGC has also recommended the multidisciplinary approach in every faculty. Significance and relevance of this approach focuses on the very crucial dimension of education at present. Life is not merely knowledge of history, science, geography or commerce...etc. Such type of compartmental view of specialization has harmed a lot in the last century. With the advent of ICTs and globalization, the contemporary trends of education have undergone the changes. CBCS is the latest move of UGC in this direction. But with humble respect we would like to acknowledge the blending of '*Vidya*' and '*Avidya*' since its establishment in 1953. The co-relation has been the heart and soul of Nai Talim based Rural Higher Education.