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DIFFERENTIAL ANALYSIS OF LEADERSHIP EFFECTIVENESS IN TERMS OF AGE AND TEACHING EXPERIENCE OF HEADMASTERS

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ABSTRACT: -

Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills. The leadership in education means directing the activities of those engaged in the training of minds towards the achievement of the



goals set by those persons who have organized themselves for the same. The Head master holds key position as a leader in the school. Headmaster play very important predominate role in the making of these institutions. It is a common experience that social climate of Secondary School is chiefly determined by leadership of its

head. It is the heads who mainly exerts leadership for the welfare of his school. A study on leadership effectiveness of the Secondary School heads relating to the above issues would certainly help the researchers, teacher educator, educational authorities and other groups interested in the field. Understand this neglected area rather closely and correctly. It would also help the Heads to make self-analysis of their leadership effectiveness on the basis of the results of study. The character of the school reflects and proclaims the professional character of the headmaster. He is the seal and the school as the wax. The great social relevance of the study and existing gaps in the field justify the need for the present study. So, the present study is undertaken to know the leadership effectiveness of headmaster of secondary school.

KEYWORDS: Leadership, Headmaster, Effectiveness.

INTRODUCTION :

The meaning of leadership varies amongst people. Leadership can be defined by many different but similar meanings. The term "leadership" is a recent addition to the English language. In fact, the word did not come into usage until the late 19th Century. Although the words "lead" and "leader" have a much longer history, they usually referred only to authority figures. The dictionary meanings of leadership are given as "the act of being in the van of an enterprise" or "the act of directing the activities of those organized to achieve a given goal." Both these dictionary meanings emphasize that leadership relates to the assumption of the responsibilities for directing.

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills.

The dictionary meanings of leadership are given as "The act of being in the van of an enterprise" or the

act of directing the activities of those organized to achieve a given goal”.

The leadership in education means directing of the activities of those engaged in the training of minds towards the achievement of the goals set by those persons who have organized themselves for the same.

According to Bartky he says that “Leadership suggests that educational leadership involves influencing”. He needs to explain the term leadership by classifying it according to – (i) Its manner of operation ; (ii) Its functions ; (iii) Its source of authority and (iv) The philosophy of the organization the leader serves.

The first classification emphasizes the way in which leadership functions. It may be through example or teaching, mediation or coercion that the leadership may influence the people. The second classification recognizes leader as an employee of organization to serve to ends. The third classification organizational functions which the leader is required to perform are – (i) The legislative function ; (ii) The judicial function (iii) The execution function ; (iv) The advocate function ; (v) The expert function. The classification defines in terms of its source of power are – The source of power are described as – (i) Natural sources, (ii) Divine source, (iii) Contract and (iv) Usurpation. The fourth classification refers to the political philosophy of a state which can determine what its social leaders are like as well as how to government official conduct themselves.

RATIONALE

Darji (1975) conducted a study of Leadership Behaviour and its Correlates in the Secondary Schools of Panchmahals District. The investigation revealed that there was no direct relationship between pupil motivation and the leadership behaviour of the principals.

Gupta (1978) conducted a study of Leadership Behaviour of Secondary School Heads in Relation to Their Personality and the Climate of their Schools. The investigation found differ significantly on eight dimensions of LBDQ, viz, ‘Demand Reconciliation’, ‘Tolerance of Uncertainty’, ‘Initiation of Structure’, ‘Tolerance of Freedom’, ‘Role-Assumption’, ‘Consideration’, ‘Production-Emphasis, and ‘Superior-Orientation’.

Singh (1978) conducted a study of Leadership Behaviour of Heads of Secondary Schools in Haryana and its Correlates. The investigation found that total leadership was significantly related to the four personality factors, viz., outgoingness, intelligence, emotional stability, and assertiveness.

Yusuf K. Nsubuga (2004) conducted a study on Analysis of leadership styles and school performance of secondary schools in Uganda. The investigation found that the importance of policy formulation and planning in the life of an institution cannot be over-emphasized. It is therefore strongly recommended that every school undertake a strategic visioning process whereby the leaders and the stakeholders create a vision for the school.

Nadeemland Kounsar Jan (2012) conducted a study on Development of Leadership Qualities among secondary school students in Kashmir- an Evaluative study. The investigation found that the area-wise mean difference on leadership effectiveness between rural and urban, rural and semi-urban and semi-urban and urban student showed that rural students possessed better leadership qualities than urban students; while as, semi-urban students have shown better leadership qualities than rural students and semi-urban students have also shown better leadership qualities than urban students.

STATEMENT

The statement of the problem stated as Differential Analysis in terms in terms of Age and Teaching Experience of Headmasters.

OBJECTIVES

1. To study the difference between leadership effectiveness and its dimensions (Interpersonal relations, Intellectual operational, Behavioural and Emotional stability, Ethical and Moral strength, Adequacy of Communication, Operation as a citizen) of Heads of schools belonging to different age groups (35-42, 43-50 and 51-58 years).
2. To study the difference between leadership effectiveness and its dimensions (Interpersonal relations, Intellectual operational, Behavioural and Emotional stability, Ethical and Moral strength, Adequacy of Communication, Operation as a citizen) of Heads of schools with varying experiences (5-10, 11-16 and 17-22

years).

HYPOTHESES

The following hypotheses were framed for the present study.

1. There is no significant differences between age of Heads schools with respect to their Leadership Effectiveness.
2. There is no significant differences between Heads of schools with varying experiences (5-10, 11-16, 17-22 years) with respect to their Leadership Effectiveness.

Design

Research Method : In the present research study, the correlation method was used. This is one type of Descriptive Method used to as to find the relationship between independent, moderator and dependent variables.

Tools : The researcher used the Leadership Effectiveness Scale (LES) as a tool to get information about problem which was developed and standardized by Taj (2001). The researcher will also get the primary information about sample.

Sample : For present study purposive random sample technique is used to select the sample of the study. The total number of headmaster of secondary school is 60 (14 Government Secondary schools, 24 Aided Secondary schools and 22 unaided Secondary schools) of Haveri District. The four Teachers from each high school i.e. 240 teachers have been called for the purpose of the study to know the Leadership Effectiveness of secondary school Heads Haveri district.

Statistical Techniques : Mean (M), Standard Deviation (SD), Pearson's Product Moment (Correlation), 't' test and ANOVA were used for interpretation of the present research data.

ANALYSIS AND INTERPRETATION

The data was organized, tabulated and analyzed according to the objectives of the study to test the hypotheses as follows:

Table – 1 : Distribution According to Age Groups (35-42 yrs, 43-50 yrs, 51-58 years) and Leadership Effectiveness (Low, Average and High)

Age Groups	Low	%	Average	%	High	%	Total	%
35-42	9	36.00	14	56.00	2	8.00	25	41.67
43-50	5	18.51	11	40.70	11	40.70	27	45.00
51-58	2	25.00	3	37.50	3	37.50	8	13.33
Total	16	26.50	28	44.74	16	28.74	60	100.00

The result of the above table represents the distribution of Heads of schools by age groups (35-42 years, 43-50 years, 51-58 years) and Leadership Effectiveness (Low Average and High). Out of total 60 Heads, in which 25 Heads belonging to age group 35-42 years, 27 Heads belonging to age group 43-50. Out of 25 Heads belonging to age group 35-42 YEARS (9) Heads have low, 56.00% (14) Heads have average and 8.00% (2) Heads belonging to age group 43-50 18.51% (5) Heads have low, 40.70 (11) heads have average and 40.70% (11) Heads have high Leadership Effectiveness. Similarly, out of 8 Heads belonging to age group 51-58 years, 25% (2) Heads have low, 37.50 (3) Heads average and 37.50%(3) Heads have Light Leadership Effectiveness. Similar results were reported by Usmani (1988). Contradictory results were reported by Sing (1978), Bala (1990) and Nanda (1992). The mean

values are also presented in the following figure.

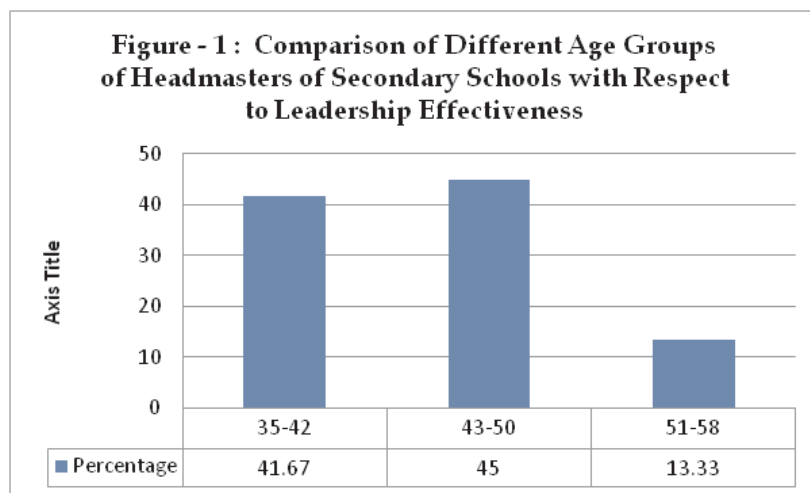


Table – 2 : Results of ANOVA Test Between different age groups (35-42 years, 43-50 years and 51-58 years) with respect to sum of Leadership Effectiveness

SV	df	SS	MSS	F-value	P-value	Sig.
Between ages	2	1497.02	748.51	2.1453	>0.05	NS
Within ages	57	19887.84	348.91			
Total	59	21384.85				

NS = Not Significant

From the above table we observe that, the Heads of Secondary schools belonging to different age groups (35-42 years 43-50 years and 51-58 years) do not differ significantly with respect to their leadership effectiveness is accepted and alternative hypothesis is rejected. It means that, the heads of Secondary schools belonging to different age groups (35-42 years, 43-50 years and 51-58 years) of Secondary schools have same leadership effectiveness.

Hypothesis : There is no significant difference between different age groups (35-42 years, 43-50 years and 51-58 years) of heads of Secondary schools with respect to leadership Effectiveness and its directions (that is interpersonal relations, intellectual operations, Behavioural and Emotional stability, Ethical and Moral Strength Ethical and Moral Strength and Operation as a Citizen).To achieve this test, the one-way analysis of variance (ANOVA) test was applied and the results are presented in the following table.

Table – 3 : Results of ANOVA between Different Age Groups (35-42 years, 43-50 years and 51-58 years) with respect to Dimensions of Leadership Effectiveness.

Variable	SV	df	SS	MSS	F-value	P-value	Sig.
Interpersonal Relations	Between ages	2	154.14	77.07	2.8405	>0.05	NS
	Within	57	1546.59	27.03			
	Total	59	1700.73				
Intellectual Operations	Between ages	2	142.19	71.09	2.1333	>0.005	NS
	Within	57	1899.54	33.33			
	Total	59	2041.73				
Behavioural and Emotional Stability	Between ages	2	22.88	11.44	0.3410	>0.05	NS
	Within	57	1912.52	33.55			
	Total	59	1935.40				
Ethical and moral Strength	Between ages	2	162.64	181.32	4.3558	<0.05	Yes
	Within	57	2372.76	41.63			
	Total	59	2735.40				
Adequacy of Communication	Between ages	5	12.86	6.33	0.4428	>0.05	NS
	Within	57	827.72	14.52			
	Total	59	84058				
Operation as a Citizen	Between ages	2	49.23	24.62	0.9460	>0.05	NS
	Within	57	1483.17	26.02			
	Total	59	1532.40				

NS=Not significant

From the above table it is revealed that –

1. The heads of Secondary schools belonging to different age groups (35-42) years, 43-50 years and 51-58 years) do not differ that is interpersonal Relations ($F=2.804 > 0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the heads of Secondary schools belonging to different age groups (35-42 years, 43-50 years and 51-58 years) of Secondary schools have similar Interpersonal Relations.

2. The Heads of Secondary schools belong to different age groups (35-42 years, 43-50 years and 51-58 years) do not differ significantly with respect to dimension of leadership Effectiveness that is Intellectual Operations ($F=2.1333, > 0.05$) at 0.05% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the heads of Secondary schools belonging to different age groups (35-42 years, 43-50 years and 51-58 years) of Secondary schools have similar Intellectual operations.

3. The heads of Secondary schools belonging to different age groups (35-42 years, 43-50 years and 51-58 years) do not differ significantly with respect to dimension of Leadership Effectiveness that is Behavioural and Emotional Stability ($F=0.3410, > 0.05$) at 0.05 level of Significance. Hence, the null hypothesis is accepted and alternatively hypothesis is rejected. It means that, the heads of Secondary schools belonging to different age groups (35-42 years, 43-50 years and 51-58 years) of Secondary schools have similar Behavioural and Emotional Stability.

4. The heads of Secondary schools belonging to different age groups (35-42 years, 43-50 years and 51-58 years) differ significantly with respect to dimension of Leadership Effectiveness, that is Ethical and Moral Strength ($F=4.3558, <0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the heads of Secondary schools belonging to different age groups (35-42 years, 43-50 years and 51-58 years) of Secondary schools have different Ethical and Moral Strength.

5. The heads of Secondary schools belonging to different age groups (35-42 years, 43-50 years and 51-58 years) do not differ significantly with respect to dimension of Leadership Effectiveness that is Ethical and Moral Strength ($F=0.4488, >0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the heads of Secondary belonging to different age groups (35-42 years, 43-50 years and 51-58 years) of Secondary schools have similar operations as a citizen. If F is significant, to know the pair wise comparison of age groups (35-42 years, 43-50 years and 51-58 years) Ethical and Moral Strength by applying the students unpaired t-test and the results are presented in the following table.

Table – 4 : Pair-wise Comparison of Age groups (35-42 years, 43-50 years and 51-58 years) with respect to Dimension of Leadership Effectiveness that is Ethical and Moral Strength.

Age Groups	N	Mean	SD	t-value	P-value	Sig.
35-42	25	63.5200	7.3718	1.7373	>0.05	NS
43-50	27	66.5926	5.2788			
35-42	25	63.5200	7.3718	2.5252	<0.05	Yes
51-58	8	71.0000	7.0102			
43-50	27	66.5926	5.2788	1.9242	>0.05	NS
51-58	8	71.0000	7.0102			

NS=Not Significant

From the above table it is revealed that –

1. The heads of Secondary schools belonging to 35-42 years and 43-50 years of age groups do not differ significantly with respect to dimension of Leadership Effectiveness that is Ethical and Moral Strength at 0.05% Level of Significance.
2. The heads of age groups Secondary schools belonging to 35-42 years and 51-58 years of age groups differ significantly with respect to dimension of Leadership Effectiveness that is Ethical and Moral Strength ($t=2.52, p>0.05$) at 0.05% Level of Significance.
3. The heads of Secondary schools belonging to 43-50 years and 51-58 years of age groups do not differ significantly with respect to dimension of leadership effectiveness that is Ethical and Moral Strength at 0.05% level of significance.

Hypothesis: There is no significant different between teaching experience Heads of Secondary schools groups (5-10 years, 11-16 years and 17-22 years)

To achieve this test, the one way analysis of variance (ANOVA) test was applied and the results are presented in the following table.

Table – 5 : Results of ANOVA Test between Teaching Experience (5-10 years, 11-16 years and 17-22 years) with respect to Leadership Effectiveness

SV	df	SS	MSS	F-value	P-value	Sig.
Between Teaching Experience	2	2642.59	1321.30	4.0184	>0.05	Yes
Within Teaching Experience	57	18742.26	328.81			
Total	59	2138.85				

From the above table it is revealed that –

The Heads belonging to different teaching experience (5-10 years, 11-16 years and 17-22 years) differ significantly with respect to their Leadership Effectiveness ($F=4.0184$, $P<0.05$) at 0.05% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the heads belonging to different reaching experience have different Leadership Effectiveness. If F is significant to know the pair wise significance between teaching experience with respect to Leadership Effectiveness by applying the students unpaired t-test and the results are observed in the following table.

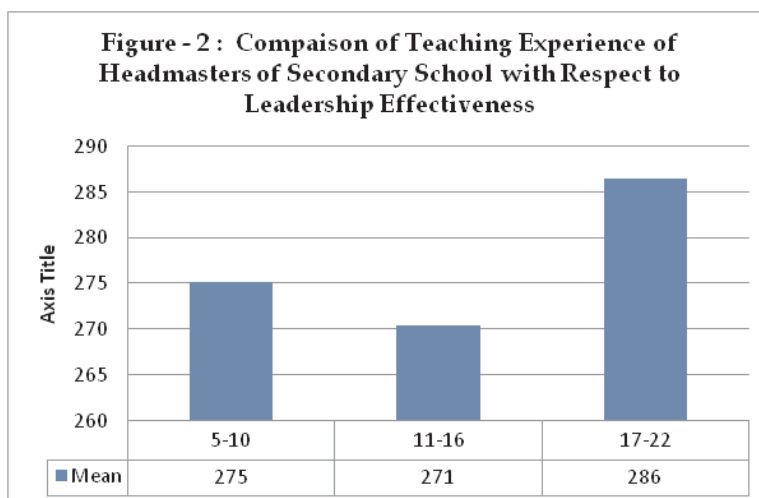
Table – 6 : Pair wise Comparison of Teaching Experience (5-10 years, 11-16 years and 17-22 years) with respect to Leadership Effectiveness.

Teaching Experience	N	Mean	SI	t-value	P-value	Sig.
5-10	21	275.1429	18.5399	0.7020	>0.05	NS
11-16	19	270.5263	19.778			
5-10	21	275.1429	18.5399	-2.0891	<0.05	Yes
17-22	20	286.4500	15.9422			
11-16	19	270.5263	19.7748	-2.7752	<0.05	Yes
17-22	20	286.4500	154.9422			

*NS=Not significant

From the above table we observe that,

1. The heads of Secondary school belonging to (5-10 years, 11-16 years and 17-22 years) of teaching experience do not differ significantly with respect to Leadership Effectiveness at 0.05% level of Significance.
2. The heads of Secondary schools belonging to (5-10, $p<0.05$) at 0.05% level of significance. The mean values are also presented in the following figure.



Hypothesis : There is no significant difference between teaching experience Heads of Secondary schools (5-10 years, 11-16 years and 17-22 years) with respect of leadership Effectiveness and its dimensions (that is Interpersonal Relations, Intellectual operations, Behavioural and Emotional Stability, Ethical and Moral Strength, Ethical and Moral Strength and Operations as a citizen. To achieve this test, the one-way analysis of variance (ANOVA) test was applied and the results are presented in the following table.

Table – 7 : Results of ANOVA Test between Different Teaching experience (5-10 years, 11-16 years and 17-22 years) with respect to Leadership Effectiveness and its dimensions.

Variable	SV	df	SS	MSS	F-value	P-value	Sig.
Interpersonal Relations	Between Teaching Experience	2	131.49	65.74	2.3881	0.05	NS
	With Teaching Experience	57	1569.24	27.53			
	Total	59	1700.73				
Intellectual Operations	Between Teaching Experience	2	151.01	75.50	2.2762	>0.05	NS
	With Teaching Experience	57	1890.72	33.17			
	Total	59	2041.73				
Behavioural and Emotional Stability	Between Teaching Experience	2	25.43	12.71	0.3794	>0.05	NS
	With Teaching Experience	57	1909.97	33.51			
	Total	59	1935.40				
Ethical and Moral Strength	Between Teaching Experience	2	252.32	126.16	2.8961	>0.05	NS
	With Teaching Experience	57	2483.08	43.56			
	Total	59	2735.40				
Adequacy of communication	Between Teaching Experience	2	78.14	39.07	2.9208	>0.05	NS
	With Teaching Experience	57	762.44	13.38			
	Total	59	840.58				
Operation as a Citizen	Between Teaching Experience	2	14.43	7.21	0.2709	>0.05	NS
	With Teaching Experience	57	1517.97	26.634			
	Total	59	1532.40				

*NS=Not significant

From the above table it is revealed that -

1. The heads belonging to different teaching experience schools (11-16 years, 17-22 years) do not differ significantly with respect to dimension of Leadership Effectiveness that is interpersonal Relations ($F=2.3881$, $P>0.05$) at 0.05% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the heads belonging to different teaching experience have similar interpersonal Relations.
2. The heads belonging to different teaching experience schools (5-10 years, 11-16 years and 17-22 years) do not differ significantly with respect to dimension of Leadership Effectiveness that is intellectual Operations ($F=2.2762$, $p>0.05$) at 0.05% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the heads belonging to different teaching experience have similar Intellectual Operations.
3. The heads belonging to different teaching experience schools (5-10 years, 11-16 years and 17-22 years) do not differ significantly with respect to dimension of Leadership Effectiveness that is Behavioural and Emotional stability ($F=0.3794$, $p>0.05$) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that the heads belonging to different teaching experience have similar behavioural and emotional stability.
4. The heads belonging to different teaching experience schools (5-10 years, 11-16 years and 17-22 years) do not differ significantly with respect to dimension of Leadership Effectiveness that is Ethical and Moral Strength ($F=2.8961$, $p>0.05$) at 0.05% level of significance level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the heads belonging to different teaching experience have similar Ethical and Moral Strength.
5. The heads belonging to different teaching schools (5-10 years, 11-16 years and 17-22 years) do not differ significantly with respect to dimension of Leadership Effectiveness that is Ethical and Moral Strength ($F=2.9208$, $P>0.05$) at 0.05% level of significance. Hence the null hypothesis is accepted and alternative hypothesis is rejected. It means that the heads belonging to different teaching experience have similar Ethical and Moral Strength.
6. The heads belonging to different teaching schools (5-10 years, 11-16 years and 17-22 years) do not differ significantly with respect to dimension of leadership effectiveness that is operations as a citizen ($F=0.2709$, >0.05) at 0.05% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the heads belonging to different teaching experience have similar operations as a citizen.

FINDINGS

1. The Heads of Secondary schools between 51-58 years of age are high on Leadership Effectiveness dimension that is Ethical and Moral strength as compared of Heads of Secondary schools between 35-42 years of age.
2. The heads of Secondary schools between 17-22 years of experience are high on leadership Effectiveness as compared to heads of Secondary schools between 5-10 years of experience.
3. The heads of Secondary schools between 17-22 years of experience are high on Leadership Effectiveness as compared to heads of schools between 11-16 years of experience.

IMPLICATIONS

The recent study shows that the variables such as age, experience influence the leadership effectiveness of heads of Secondary schools. The Leadership Effectiveness has been in conformance with not only the effectiveness of heads but also for the better performance of school teachers and also good quality in education. The findings from this study show the school that special care and necessary remedial measures such as leadership training for the heads. The study that the heads of schools must maintain good relationship evincing interest in the Welfare of the teachers, students, sharing their joys grievances and helping them in their job and study of the pupils as a source of fulfilment. Whatever be the Heads of Leadership, is should be effective. The study reveals that any Leadership Effectiveness of a heads of school will affect any members of school in one way or other: only the degree of influence differs. The heads of all sorts either from rural or urban would realize their

role and should try to be an effective leader. In the light of the present study, the researcher desires that heads of schools through their strategic leadership effectiveness boost working of school.

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