ABSTRACT

“Matha Pitha Guru Daivam” – Mother, father and teacher to be considered as god, this is what the Indian ethos teach us and points to the importance of educators in Indian society. Of the diverse forms of worship prevalent in India from time immemorial, worship of the divine mother and father has occupied a place of singular significance. This idea of worshipping the divine as the eternal mother and father has not been developed in any part of the world. Subsequent to mother and father next position goes to teacher. “Educator is just like a lamp, which burns itself to light others” (Radhakrishnan, 1923). As per this saying, educators put their effort and patience to groom a worth full society. They impart values, culture and ethical thoughts to disciplines to create a better future. The role of educator is reflected as a transforming agent who transforms a student to a good citizen and the students must be educated to become the instruments to develop an integrated nation out of our diversities.

The study was conducted by keeping the objectives mainly on tracing the lifestyle factors of educators and then relating the predominant factors to that of social capital. Another objective was to prove the mediating effect of service, political and spiritual interaction in establishing the relation between predominant lifestyle factors and social capital.
Indian educators have shown keen interest in matters of the society. They had played major role in many social reforms. The educator’s place in the society is of vital importance. They act as the catalyst for the transmission of intellectual traditions and technical skill from generation to generations and help to keep the lamp of civilization burning (Dutt & Nath 1909).

Social capital is a term that is commonly used; however the concept is often poorly defined and conceptualized. According to Bankston, L, & Zhou (2002) social capital is an old concept but the term has only been coined fairly recently. Social capital is linked to concepts such as civil society and social connectedness (Adam et al 2003). Broadly, social capital refers to the social relationships between people that enable productive outcomes (Szreter 2000). The term social capital refers to those stocks of social trust, norms, and networks that people can draw upon to solve common problems. Social capital represents a very important conceptual innovation for inter and trans-disciplinary theoretical integration, especially between sociology and economics (Adam et al 2003).

Indian society is steadily passing through transformation and modernization. The social mobility of the people is increasing and society is highly dynamic. From traditional closed society, we are moving towards the modern and egalitarian era. Educators are Shouldering a great responsibility of tuning the society to accommodate itself to the changes. As the ‘builders of the nation’ it is the duty of educators to equip the society to welcome healthy
trends and resist the unhealthy trends.

Educators of Kerala, the state in India with high literacy rate and high human development index had always shown active interest in social matters. They have contributed their soul and heart to make Kerala the state which attains high positions in almost all economic and social development indicators. Educators of olden times continuously interacted with society and that was a part and parcel of their life.

To evaluate the lifestyle pattern of college educators and their social capital, exploratory research was carried out in the first phase of the research. Descriptive research design was adopted in the next stage of the study which falls into a conclusive design. The questionnaire contains AIO inventory, SOCAT and SPS inventory was used to measure the lifestyle and social capital of college educators. A pilot study was conducted using the framed questionnaire with a sample of 110 respondents. Population includes all educators, in engineering, management, and arts & science colleges belonging to government, government aided and self financing sector in Kerala. For estimating the sample size from the finite population, the confidence interval was fixed as 95% with a 5% margin of error and sample size is estimated as 417 and considering non response from educators, researcher circulated 450 questionnaires and could collect 434 questionnaires back.

The major ruling of this study points out that, the social capital of
educators are on the declining trend and what is present now is only modest. This is in contrary to the situation prevails in the past. If this is the condition of educators, we cannot imagine the case of other strata of population. This study postulated the importance of life style which is a predictor of social capital and among that community mindedness plays an important role. It is therefore recommended to the policy makers that, programmes and policies should be formulated and implemented which in turn develops an avenue to increase the community mindedness of educators and finally resulting in the generation of social capital. Moreover standing strictly with the Indian tradition, it is the moral duty of every educator to practice and teach the importance of being loyal to the society and to become a social capital contributor.