Editorial

In this legacy of learning the teacher is to be a life - long learner to facilitate optimum learning and development among the learners. Learning is observing, cognising, constructing, de-constructing, creating, relating, critically estimating, resolving and remaining open to learn further. The learners are not only to learn from books, memorise some facts, write examinations to get ranks but also to learn to look around and afear and learn how to learn. They are not only to explore the outer world, but also to examine one's thinking and one's behaviour. Then only they can function with clarity and develop efficiency. Education also is to aim at teaching how to think that what to think teacher is to care that he is dealing with the living beings who are impressionable, volatile, sensitive, afraid and affectionate. Only in such an understanding atmosphere he can enhance the quality and quantity of learning among his learners Education is, thus, to facilitate the development of fully functioning learners but not just technologically excelling human beings. Education, verification of truth through personal experience. The present education has to add on, the other dimension, inward understanding to examine one's inward state with scientific spirit to bring an impetus to anything known or felt or done. Education can then be the real key to come out of the crisis in the world in varied forms. Learners can then be lively, responsible and intelligent in dealing with their learning experiences.

-- Aruna Mohan

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Contents

THE CONCEPT OF HOLISTIC EDUCATION IN ANCIENT INDIAN EDUCATION

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The highest function of education is to bring about
an integrated individual who is capable of dealing with life as a whole.

- J. Krishnamurti

❖ **Gurukula System of Education**

The unique feature of the ancient Indian system of education was the all round development of the student which was taken care by the Guru through his incessant nurturing, observation, guidance and inspiration. Education is not just the accumulation of information or intellectual development of the student. Education is the process of kindling and bringing out the intelligence, already manifested in the human being. The Gurukula System was an important concept associated with pursuit of studies in ancient India. A Gurukula was a place where a teacher or a guru lived with his family and establishment and trained the students in various subjects.

Guruh Swasheela Vrittadyai
Chhatrranam Margadarshakah
Jnanusthanabkaktyadyaih
Sa hi sarvavikasakah

The concept of "Gurukula" emphasizes on the development of humane qualities as well as intellectual acumen of the student. The development of the student becomes effective when the student lives with his Guru during the years of education, uninfluenced by the social whims and fancies that disturb and divert the learning process. Moreover the Guru being the perfect role model can very well mould the student to become an excellent personality. The Gurukula system considers physical, mental, emotional, aesthetic, intellectual and spiritual developmental aspects of the human personality as the real development of a human being.

The students are also trained in art, yoga, meditation, music etc. to ensure the all round development of human personality. The aim is to achieve physical, mental, emotional, intellectual, aesthetic and spiritual development of the student, which is possible through constant training, encouragement, proper mentoring, nurturing and observation.

Aarsha dharma Rakshanam Jnanbhakthi Shikshanam I
Karmayogaposhanam Sthairyadhairya vardhanam II
Aarjyava - tyaga – Tapasam Rashtrabhatkaseha Vardanam I
Dhyeyam gurukulasyaysa Viswamangalachintaman II

✣ Truthfulness and Sincerity

✣ Discipline and Devotion

✣ Commitment and Perseverance

✣ Integrity and dedication

✣ Courage and Patriotism

✣ Enthusiasm and Excellence

✣ Self introspection and Self development

✣ Selflessness and Compassion

Ancient Indian education emphasizes the importance of verification of truth through personal experience. It regards the external world as a great illusion, but does not discourage those who want to study it in order to realize the nature of external reality. In ancient India a number of subjects other than religion were taught to students as a part of their occupational study or even general study. These included subjects such as mathematics, medicine, metallurgy, magic, music, art of warfare, sculpting, temple building, commerce, pottery, weaving and so on. These occupations were based upon castes, children were initiated into the secrets of their traditional vocations from a very early age.

Ancient Indian education recognizes the importance of knowledge in the spiritual progress of man, but at the same time it is wary of the fact that you cannot teach everything to every one. Knowledge should be imparted only to those who are interested, who are mentally disposed, who are qualified by virtue of their evolution or current knowledge and who knows the true value of knowledge.

Yo Yamin karmai Yatha Yogyah Tasmin Yogitah   *Natyashastra -1/ 40*

This knowledge was acquired by the study of the text mostly in Sanskrit. Sanskrit literature can be classified under six orthodox heads and four secular heads. The four secular sections embody the latter developments in classical Sanskrit literature. The six scriptures are: (i) Srutis, (ii) Smritis, (iii) Itihasas, (iv) Puranas, (v) Agamas and (vi) Darsanas. The four secular writings are: (i) Subhashitas, (ii) Kavyas, (iii) Natakas and (iv) Alankaras.

The Srutis are called the Vedas, or the Amnaya. They received their religion through revelation, the Vedas. These are direct intuitional revelations and are held to be Apaurusheya or entirely superhuman, without any author in particular.

Each Veda consists of four parts: the Mantra-Samhitas or hymns, the Brahmanas or explanations of Mantras or rituals, the Aranyakas, and the Upanishads. The division of the Vedas into four parts is to suit the four stages in a man's life. The Mantra-Samhitas are hymns in praise of the Vedic God for attaining material prosperity here and happiness hereafter. They are metrical poems comprising prayers, hymns and incantations addressed to various deities, both subjective and objective. The Mantra portion of the Vedas is useful for the Brahmacharins.

The Rig-Veda Samhita, the Great Indian Bible, the oldest and the best vedic treatise. Its immortal Mantras embody the greatest truths of existence. The Yajur-Veda Samhita is mostly in prose is used by the Adhvaryu, the Yajur-Vedic priest, for superfluous explanations of the rites in sacrifices, supplementing the Rig-Vedic Mantras. The Sama-Veda Samhita is mostly borrowed from the Rig-Vedic Samhita, and is meant to be sung by the Udgatri, the Sama Vedic priest, in sacrifices.

The Atharva-Veda Samhita is used by the Brahma, the Atharva-Vedic priest, to correct the mispronunciations and wrong performances that may accidentally be committed by the other three priests of the sacrifice. The Brahmana portions guide people to perform sacrificial rites. They are prose explanations of the method of using the Mantras in the Yajna or the sacrifice. The Brahmana portion is suitable for the householders.

The Upanishads are the most important portion of the Vedas. The Upanishads contain the essence or the knowledge portion of the Vedas. The philosophy of the Upanishads is sublime, profound, lofty and soul-stirring. The Upanishads speak of the identity of the individual soul and the Supreme Soul. They reveal the most subtle and deep spiritual truths. The Upanishads are useful for the Sannyasins-the seeker of supreme knowledge.

The subject matter of the whole Veda is divided into Karma- Kanda, Upasana-Kanda and Jnana-Kanda. The Karma-Kanda or Ritualistic Section deals with various sacrifices and rituals. The Upasana-Kanda or Worship-Section deals with various kinds of worship or meditation. The Jnana-Kanda or Knowledge-Section deals with the highest knowledge of Nirguna Brahman. The Mantras and the Brahmanas constitute Karma-Kanda; the Aranyakas Upasana-Kanda; and the Upanishads Jnana-Kanda

"Dharma" denotes all the moral and religious principles that constitute the means to obtain fullness of life. They deal with matters that are the very basis of dharma; they are called "dharma-pramanas". "Pramana" is that which establishes the truth or rightness of a thing (or belief). The fourteen basic sastras pertain to dharmas which tell us about the doctrines and practices of dharma.

Angani Vedascatvaro mimamsa-nyayavistharah
Puranam dharmasastram ca vidya hyetascaturdas   -- *Manusmrti*
Purana-nyaya-mimamsa-dharmasastrangamisritah
Vedah sthanani vidyanam dharmasya ca caturdasa   -- *Yagnavalkyasmrti*

The term "caturdasa" means "fourteen". We learn from these two stanzas that we have fourteen authoritative works on dharma embracing all aspects of knowledge.

"Vid" means "to know" is derived from "vidya" which means a work that imparts knowledge that sheds light on the truths of religion. That there are fourteen treatises on vidya are mentioned in the above two stanzas: "vidya hyetascaturdasa" and "vidyanam dharmasya ca caturdasa". The fourteen are not only sastras that impart knowledge but also treatises on normal principles. That is why they are called "vidyasthanas" and "dharmasthanas" : "sthanani vidyanam

dharmasya ca caturdasa". Though "vid" means to know, the word does not connote every type of knowledge. The "vid" in "vidya" means knowledge of truth. The English words "wit" and "wisdom" are derived from this root. And it is from the same root that we have "Veda", which term may be said to mean literally the "Book of Knowledge". As sources of knowledge the fourteen sastras are called "vidyasthanas", that is, they are "abodes of knowledge or learning". The dharmasthanas ("abodes of dharma") are also the abodes of vidya.

The fourteen "abodes" of knowledge are: the four vedas; the six Angas or limbs of the Vedas; Mimamsa, Nyaya, the Puranas and Dharmasastra.

The fourteen dharma-pramanas (authorities of dharma) are called "caturdasa-vidya". The well-known poetic work 'Naisadham' mentions that Nala was conversant with these fourteen branches of learning. The poet (Sriharsa) plays on the word "caturdasa": he says that "Nala accorded caturdasa to the caturdas-vidya", meaning he gave the fourteen branches of learning four dasas: reading, understanding what is read, living according to the teachings contained in what is read, and making others also live in accordance with them.

Caturdasatvam Krtavan kutah svayam

Na vedmi vidyasu caturdasasvapi   -- Naisadham, 1. 4

All knowledge is encompassed by these fourteen branches of learning. There are yet four more vidyas. If you add to the fourteen already mentioned, you will have eighteen vidyas - astadasa-vidya which are all-inclusive. Of them, the fourteen already mentioned are directly concerned with dharma. The remaining four - Ayurveda, Arthasastra, Dhanurveda and Gandharvaveda - do not directly deal with dharma. They are not dharmasthanas (abodes of dharma) but they qualify to be vidyasthanas(abodes of knowledge). The first fourteen, as already mentioned, are both dharmasthanas and vidyasthanas (abodes of dharma as well as abodes of knowledge). Of the fourteen branches of learning the first four (the four Vedas) form the basis for the subsequent ten. Together they constitute the complete corpus of sastras.

The six Angas are Siksa (Phonetics); Vyakarana (grammar); Nirukta (lexicon, etymology); Kalpa (manual of rituals); Chandas (prosody); Jyotisa (astronomy-astrology). A Brahmin must be acquainted with all. That he must be well- versed in the Vedas goes without saying. He must first learn to chant them and proficiency in the six Angas will later help him to gain insights into their meaning. Six main disciplines called *Shadangas*, the six auxiliary sciences were recognized as aids to the Vedas, namely *Nirukta* (etymology), *Vyakarana* (grammar), *Chandas* (meter), *Kalpa* (ritual usages), *Jyotisha* (astronomy), and *Siksha* (pronunciation). These six highly scientific systems were considered essential to study Vedas and no one linear method would give comprehensive view of the hymns. Unlike modern tendencies to stress one or the other discipline the ancient Indians approached the Vedas with a multidisciplinary path. Of these schools, the Nairuktas, etymologists, dealt with the derivation of the words and their meanings. The name of Yaska stands foremost in this field. He wrote his Nirukta and Nighantu with a thorough knowledge of all the

Vedic lore, thus was pre-eminently suited to write how to Interpret Vedic Words. He also cites from Grammarians, Ritualists, legendists, and others. His explanations are provided with a rationalistic spirit devoid of mystifying or supernatural element. He is altogether free from fanaticism, bigotry and intolerance when he meets Kautsa's adverse criticism about Vedas, and gives rational answers to various objections. He is actuated by scientific spirit even when he is dealing with Gods. Yaska's classification of Gods based on assignment of different functions has nothing corresponding to it in mythologies of other nations."

In the traditional Indian society, the purpose of life was defined by the doctrine of the *Purusharthas*, which laid down a harmonious system of the four ends of life—*Dharma*, *Artha*, *Kama* and *Moksha*. Both *Artha* and *Kama* are regulated by *Dharma* and *Dharma*, in its true sense, is defined and understood with reference to *Moksha*, the final Liberation. *Moksha* was the ultimate goal of life, and so it was the ultimate objective of education too—that which liberates. Education is the most important means for dispelling ignorance. Here by *ignorance* we mean the proclivity of the human mind to follow the easiest way of seeing and accepting the world at face value, and the failure to distinguish between appearance and reality. Once a person's perception is awakened through proper education, or through intellectual intuition, he can see through the fallacies underlying the world of formal appearances. Such awakening of perception enables one to know the truth; and the knowledge of truth leads to freedom from all bondage and limitation. To know is to be delivered.

'Knowledge' is not the monopoly of any one line of tradition. The basic teachings of all sacred traditions, in one way or the other, emphasize that knowledge is ultimately related to 'intelligence', the instrument of knowledge within man, which is endowed with the possibility of knowing truth. All traditions hold that true knowledge is the means of deliverance and freedom; to know means ultimately to be transformed by the very process of knowing. In other words, in the traditional perspective, knowing is not separate from being, and intelligence is not separate from truth.

In the traditional perspective, the teacher or the Guru not only transmits knowledge and instructs the students about the application of that knowledge, but also in his own person provides a living example of one who puts the knowledge into practice, and thus acts as the symbol of the ultimate goal, the goal of enlightenment. Over and above all, such teachers were extremely compassionate, and showered their compassion not only on their students but on all sentient beings. Such great and compassionate mentor attracted students from far and wide, and the reputation of the centre of learning primarily depended on its teachers —*Acharyas* and *Gurus*. It was in India that such Guru-centric universities got established and developed for the first time in the world history; and for centuries after, in succession, this unique system of education flourished in India.

❖ **Education in the Contemporary Society**

In the new millennium, we find ourselves at a crucial point in the long and tortuous history of the human race on the Planet Earth. The last century was extraordinary and had witnessed

unparalleled progress but also unimaginable destruction. We live in a shrinking world in which the malign heritage of conflict and competition will have to give way for a new culture of convergence and cooperation. It is not that we lack the intellectual or economic resources to tackle the problems. Scientific and technological ingenuity has given us the capacity to overcome all those challenges, but what is missing is the wisdom and compassion to apply them creatively. Knowledge is expanding but wisdom languishes. The astounding communication technology, which today encircles the globe, seldom uses its tremendous potential to spread global values and foster a more caring, compassionate consciousness. It is essential that the spiritual dimension be given central importance in our new educational thinking.

Parents, in increasing numbers, are seeking alternatives to mainstream education. Few could criticize the commitment to academic excellence that most schools and teachers have and work hard to actualize. But more and more parents realize that just learning academics is not enough, and they see young people in their communities suffering from a lack of needed learning, and society suffering as well. They worry about the negative social influence they see affecting their children and see themselves having less impact on their children's behavior, relationships, and attitudes than the media and marketing which directly targets children. Due to which the children's senses of themselves and self-images are under pressure. This pressure is expressed in:

- Increased competitiveness in many aspects of a child's social life, such as sports, out-of-school activities, and of course, school.
- Obsessive concern for their "look," from their body shape to their clothes.
- Violence in many forms, from the physical to the psychological and emotional.

Parents are also worried about negative learning attitudes they see developing in their children. Parents saw their children as infants eager to learn, and this eagerness dissipated as these same children's schooling increased. Learning becomes a necessary chore, driven by rewards and punishments, and too often devoid of direct meaning in their children's lives.

Many parents also look at our current society in which social problems seem to be getting worse; in which those considered successful are too often greedy, corrupt, and brutal; in which families and communities seem increasingly dysfunctional; and they ask, "Why aren't we as humans learning what we need to know in order to live good and meaningful lives?"

It doesn't appear that we will learn such things from learning more mathematics, literature, or history. Parents see the need for their children to learn these other things as well as academics, and they look for schools that give time, attention, energy, and resources, to such learning. Parents generally do not come to holistic education from philosophical musings, but from a perceived need for their children that they feel is not currently met.

Children need to develop academic capacities as these are required to live in the modern world. But much more than this is needed, and adults looking at what was required in order to meet the many challenges of their lives and the successes they have had can attest to this. The essential

learning that we all need should begin in childhood. They need to begin to learn about themselves. The value of "knowing thyself" is so undisputed as to be a cliche, but conveying to children that they are worth knowing about seems fundamental to healthy self-respect and self-esteem.

They also need to learn about relationships. Relationships are the greatest source of human happiness and misery, yet most children only have the relationships they see in their immediate surroundings (e.g., family, friends, etc.) and on the media (which are usually caricatures and unreal) to learn from. Sociology and child development psychology repeatedly affirms that learning about relationships is acquired and not inherent, and yet the institutions created for children's learning have little to no time nor resources given to helping children learn how to have healthy, productive relationships. Learning about relationships is sometimes seen as part of social development, which includes pro-social behavior and social "literacy". Our societies are becoming increasingly pluralist, complex, and fraught, social development becomes more difficult as well as more necessary.

Over the last decade research has demonstrated that emotional development, or "emotional literacy," is of fundamental importance. Learning emotional literacy has been shown to be crucial for intellectual development, social development, aesthetic development, and health. Studies have shown that resilience is not an inherent quality, but one that is learned. Resilience is fundamental to overcome difficulties, facing challenges, and long-term success in any field. Children must learn resilience.

Finally, children must learn that seeing beauty, having awe, experiencing transcendence, and appreciating those timeless "truths" which have inspired and sustained individuals and cultures are a natural part of life. The mundane and material (while important) have assumed too great a place in modern life, leaving a hunger for meaning that is often difficult to satisfy.

❖ **Holistic Education – 21st Century Gurukula Alternative**

The purpose of holistic education is to prepare students to meet the challenges of living as well as academics. Holistic education believes it is important for young people to learn: i) About themselves. ii) About healthy relationships and pro-social behaviour iii) Social development iv) Emotional development v) Resilience vi) To see beauty, have awe, experience transcendence, and appreciate some sense of "truths."

One of the tools that holistic education uses to help children learn what they need to learn is 'meaningfulness'. People of all ages find it difficult to learn things which are not meaningful to them, and conversely, they find that it requires much less effort to learn things that are meaningful. This means that a holistic school will respect and work with the meaning structures that a child comes with rather than begin from a perspective of what "should" be meaningful to a child. Events and dynamics (fear, conflict, friendships, etc.) are part of every child's life and they are interested in these things. These can be the starting point for learning any of the academic skills that every child needs to master.

Another tool that holistic education uses to help children learn is flexible pacing. Not all children learn at the same speed, and no child learns at the same speed all the time. Learning is an inherently creative act, and it requires a system that can move with the individual meaning making of each child. When lessons are too slow, a child gets bored, and when it is too fast, the child gets lost and then loses interest in the subject. If children are seen and treated as individuals, there is no need to have groups move at some arbitrarily determined learning pace.

Major Objectives of Holistic Education
- To provide education for the all-round development of the children's personality- Physical, Mental, Intellectual and Spiritual.
- To inculcate the spiritual idea that God is Omnipresent, Omnipotent and Omniscient. To evolve among the learners the belief that Society is the external realization of the Almighty.
- To make the learner feel proud that he is an offspring of Holy Bharath and to instill in him the sense of pride for the culture, heritage, great men, languages, achievements in science, literature and philosophy and study these with distinction. It is hoped that these would create international understanding in them. With the help of appropriate models, instill in them a desire for adventure, co-operation, love and respect for law, tradition and culture.

Basic Principles

The Gurukula System is based on the great principles evolved out of the experiments conducted in the field in this holy land through the ages.

- Spirituality is the foundation of education.
- Education is for the manifestation of the inner strength of the personality.
- Belief in the concept that all living beings are co-travelers in this great pilgrimage of life.
- Man has to co-exist with nature.
- Righteousness (Dharma), devotion, divine out-look on life and love of one's country should be the ideals to blossom in one's personality.
- Education is for the all-round development of the personality.
- Self-study, Self-thinking, Self-discipline and Self-help are the four corner stones of Gurukula life.
- In the Gurukula, education, boarding and lodging etc. are free.
- The responsibility of running the Gurukula is the responsibility of the society.
- A lot of importance is given to handicrafts and modern technology along with the acquisition of knowledge of science and other disciplines.

The ancient Indian Gurukulas were not evolved in the same pattern. Their structure and methods went on changing according to the needs of the time. The subjects studied the extent of this subject, methods of study and the processes adopted for the total development of personality were cast in the mould of experience and they take a definite and desirable shape under the tutelage of the teacher.

The learners' proficiency in communication in atleast two languages in their purest form must be ensured. They should be able to read and understand basic books on science. English should be introduced at the appropriate age. The four skills of listening, speaking, reading and writing must be taught. Mathematics is considered a life science and all the skills involved in its study are taught through application in real life situations. Efforts must be directed towards helping the learners to acquire the spirit of inquiry and reasoning. Science should be taught by following an integrated approach. 'See, do and experience', must be the catchwords. The learners should be given project work, which help them relate science to life. They need to be encouraged to read reference books. The major objectives must be to integrate science with life. Attention has to be paid towards developing among learners; scientific temper by teaching value based scientific principles.

The teaching of history and geography must begin in the background of the places of the child's birth following the principle going from the known to the unknown, what is near at hand to the one, which is at a distance. They must begin with the study of the history and geography of their districts. (In history they begin from the present time and go back in time and in geography they start from now and then go into the future).

Services of experts in Yoga, Home-medicine, Agriculture, Gardening, etc. must be procured and learning must be channelised in this direction. They must be given education in classical music and Bharathanatya. Every month they should visit factories which give them information about the modern technology. The children must learn to grow vegetables, medicinal plants, cattle rearing, protecting plant-life and preparing Ayurvedic medicines.

Depending on the child's interests, they need to be taught a few vocations, handicrafts and the use of the computer. This would help them to become self-dependent.

Children must learn to do everything with devotion by observing the models provided by the teachers. They learn the dignity of labour from their elders and become emulative models for their juniors.

The concept of Rinathrayas in an individual's life is very significant and makes him realize the importance of social service. He realizes that he is in indulging in luxuries without serving the society, which has brought him up. Our religious texts have called a Grahastha; 'Upakurvana' meaning one who helps others. Performing the three duties namely 'Ishta, Poortha and Daththa' is obligatory on the part of every one.

- Agnihothra, Tapas, Sathya, protecting the Vedas, Athithya and Vaishyadeva (feeding living beings)

- Providing water, managing temples, providing food to the needy and laying gardens are Datta Karmas.

- Helping those who are in need of it, protecting animals and creatures and giving gifts are Poortha Karmas.

An attempt must be made to make the children aware of these cherished values of life. Every week the children must visit neighboring villages, mix with the people there, understand their problems and render help in whatever way they can.

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YOGISTIC APPROACH FOR COUNSELLING CHILDREN WITH

LEARNING DISABILITIES (LD)

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Abstract

Children with learning disabilities (LD) cannot try harder, pay closer attention, or improve motivation on their own; they need help to learn how to do those things. A LD is caused by a problem in the nervous system that affects how information is received, processed or communicated. LD usually results in poor achievement which is being addressed with a variety of interventions and treatments. Yoga is a scientific system of physical and mental practices which works on so many different levels and has great potential as an effective therapy for chronic diseases and conditions that do not respond well to conventional treatment methods. The same yoga routine can help children with LD develop greater concentration, balance, and composure in their daily lives. In this paper the author has made an effort to create an awareness on how yoga can be used as an innovative treatment for LD, which is being tried successfully by scientists and therapists all over the world. The authors also suggest the need to evolve an yogistic approach as a counselling strategy for the students with LD. Everyone gains some level of benefit from yoga and in particular the students with LD. The only requirements are proper instruction and regular practice.

Key words : Learning disabilities (LD), yogistic approach, counselling for LD, and benefits of yoga.

Introduction

The term 'learning disability' (LD) refers to a group of disorders that affect a broad range of academic and functional skills including the ability to speak, listen, read, write, spell, reason and organize information. A learning disability is not a problem with intelligence, often the individual's IQ falls within the normal range. The source of the difficulty is in the brain. Children and adults with a learning disorder have trouble in processing sensory information which interferes in their daily activities at school and work. They see, hear and understand things differently. If left untreated, the challenges a learning disability creates can severely affect a child's school experience

and self-esteem. Learning disabilities are a common cause of frustration for children and adults. It is estimated that as high as 15 percent of Americans have some sort of learning disability. No such concrete data on LD is available of other nations. Learning disabilities manifest differently in different people, and at different periods in a person's life. Early diagnosis and appropriate intervention may help to prevent loss of self-esteem, school drop-out and illiteracy. However, treatment is available and can be successful even if the disability is identified in late childhood or adulthood. Scientists are currently studying the brain's potential for change which may hold the answer to innovative treatments for LD and may one day reduce the need for prescriptive medications. One of the innovative treatment which is being tried successfully by scientists and therapists is yoga. Yoga provides an effective therapeutic alternative for children with LD.

Yoga as a Scientific System

Yoga is a scientific system of physical and mental practices that originated in India more than three thousand years ago. Its purpose is to help each one of us achieve our highest potential and to experience enduring health and happiness. With yoga, we can extend our healthy, and productive years far beyond the accepted norm and, at the same time, improve the quality of our lives.

Since yoga works on so many different levels, it has great potential as an effective therapy for chronic diseases and conditions that do not respond well to conventional treatment methods. For this reason, children with Down Syndrome and other developmental disabilities, who practice yoga, often surprise their parents and teachers with their quick mastery of basic motor, communicative, and cognitive skills. The same yoga routine can help children with LD develop greater concentration, balance, and composure in their daily lives. Everyone gains some level of benefit. The only requirements are proper instruction and regular practice.

Methods of Yoga

Yoga methods can be divided into five basic areas of practice: (1) asanas, or body postures; (2) pranayama, or breathing exercises; (3) cleansing practices; (4) music and sound therapy; and (5) deep relaxation.

Asanas

Asana literally means "posture" or "pose." According to an ancient and authoritative text, an asana is "a particular posture of the body, which is both steady and comfortable." The greatest benefit from practicing asanas comes when we learn how to relax in a given pose. Contrary to what most of us have been taught, real relaxation results from a state of deep concentration, in which the mind is totally focused on a single object. During the practice of asanas, the object of concentration is the body. The student focuses his mind on the incoming and outgoing breaths, the

steady flexion and extension of different muscle groups, or other bodily sensations. Ideally this inward focus should be maintained throughout the entire yoga class.

Pranayama

Pranayama is the science of proper breathing. Breath is the main source of nourishment for all the cells of the body. The average person uses only about one-seventh of his total lung capacity. By learning how to increase this capacity with deep abdominal breathing, plus specific pranayama practices, we can increase the flow of vital energy to various organs in our body, build our immunity to disease, and overcome many physical ailments. The way we breathe also has a profound effect on the nervous system. Our brain cells use three times more oxygen than the other cells of the body. By regulating the breath and increasing oxygenation to brain cells, we help to strengthen and revitalize both the voluntary and autonomic nervous systems. When practiced consistently, pranayama also has a powerful stabilizing effect on the mind and emotions.

Cleansing Practices

Purification (cleansing) practices include: a pranayama practice for eliminating excess phlegm and mucus from the respiratory system; an eye exercise; and a special technique for isolating and rolling the abdominal muscles. When properly performed, this technique gives a powerful self-massage to the organs of the abdomen, resulting in improved digestion and relief from constipation.

Music and Deep Relaxation

Deep Relaxation is traditionally the conclusion and culmination of every yoga session. During ten to twenty minutes of complete silence and immobility, deep relaxation allows the body to absorb all the benefits of the previous asanas, pranayama, and cleansing practices. When working with infants and toddlers, soft music is combined with massage of the feet and nape of the neck to help induce relaxation. For children and adults, deep relaxation begins as they lie down on their backs with palms up and legs spread one to two feet apart. Using soft background music and muted lighting, the instructor gently guides students through the relaxation process, encouraging the release of physical tension and mental stress by bringing the attention to various parts of the body. Visualization and meditation techniques are used in this part of the practice, as students direct their minds to points of tension and areas of blockage in their bodies. This is followed by a short period of unstructured relaxation, including meditation on the in-and-outflow of the breath, and the practice of pure awareness, undisturbed by distractions from the physical body.

When to Begin the Yoga Therapy

It is advisable to begin a course of yoga therapy with a personal evaluation of the prospective student and an interview with the parents. Normally, parents are asked to fill out a questionnaire that is constructed and standardized according to the special needs. The next step is to perform an evaluation of the child's motor skills and ability to respond to sensory stimuli which include:

1. Check the child's ability to sit, stand, and walk.
2. Check the formation of the feet, including arches, toes, and joints.
3. Check the child's grasping reflex in each foot, as well as the flexibility of the toes.
4. Check the degree of sensitivity in the feet by gently running your finger across the sole of each foot.
5. Check the alignment of the hips, legs and knees.
6. Check the formation of the chest, shoulders, arms, wrists, hands, and corresponding joints.
7. Check the grasping reflex in each hand.
8. Check the strength of the neck muscles.

If you are a parent/teacher, the next step after evaluating your child is to determine a suitable yoga program for him. If you are unable to decide between two programs, choose the less-advanced one. If he quickly masters the exercises in this routine, you can test him with several exercises from the more-advanced program. Based on his response, you will know when he is ready to begin the next program. Yoga stimulates all the areas necessary for an infant's development, so you should put your mind at ease and trust in your child's innate capacity for growth and improvement. The best way to demonstrate this confidence is by giving your baby lots of love and encouragement. This will help him to develop self-confidence and trust, qualities that will help to ensure the success of this program.

How Yoga Helps?

The treatment of a learning disability can vary from person to person. Different disabilities require different treatment options and even then, therapy must be determined on an individual basis. What works for one person with dyslexia may not work for another. However, yoga, because it does not focus on the disability but the person, can benefit a variety of people with a variety of learning problems.

Self Esteem: Self esteem can be a hard thing for some people to obtain, particularly when that person feels as though something is wrong with him. Yoga is a vehicle of self-awareness,

self-realization, and self-acceptance; three things, that work together to increase a person's sense of self, ultimately solidifying has self esteem.

People who do yoga feel better about themselves and the world around them. They become motivated, better able to tackle the hardships, a learning disability, or any kind of disability, can bring. Yoga also helps them gain acceptance of their disability, accepting that they have it and learning what can help minimize the effects of it. Yoga also provides time for self-reflection, helping students to become less influenced by their negative capacities and more influenced by their positive ones.

Conscious Breathing: If there is one function that can help just about anything, it's probably the act of conscious breathing. Breathing helps a person on innumerable levels. From increasing circulation to providing oxidation, from ridding the body of stagnant energy to bringing in fresh forces, breathing helps people to be more in tune, more empowered, and more ready to learn.

Breathing can also help thwart a major element of LD : frustration, because frustration comes along with nearly every learning disability, with some people succumbing to aggravation and hindering their ability to learn even more, the breathing techniques taught in yoga can help people to relax, rejuvenate, and try again.

Concentration : The ability to concentrate is a major factor in the ability to learn. Often, those with LD have an impaired ability to concentrate. Yoga, however, facilitates concentration.. Not only does the actual practice of it requires students to focus on their breathing as it weaves through the poses, but yoga also gives people the ability to focus when away from the studio.

Yoga increases the circulation of oxygen and blood to the brain, allowing people to focus, to concentrate, and to remember things with greater clarity. It also stimulates the Central Nervous system, the system that serves as the messenger between the brain and the rest of the body. Through the meditation and mindful practices of yoga, people become more centered and balanced, and focus on tasks at hand with greater attentiveness

Eye Movements: People who have dyslexia, a learning disability that affects reading and writing, may particularly benefit from practicing yoga. This is because parts of yoga involve eye exercises, with students forming poses and focusing on a certain spot for an extended period of time. These eye exercises can increase the efficiency of the optic nerve, relax the muscles of the face, and increase the functionality of certain areas of the brain. These benefits, all work together to improve a person's ability to focus visually, helping them to correctly recognize words in the process.

People with LD may need a wide range of therapies. Children, in particular, may require more one to one attention during class or tutoring. Even with therapy, however, LD might not go away entirely. Because many are biological or genetic, some people are just programmed to learn differently than others. However, yoga can help those afflicted to accept their impairment and gain strength by removing the focus from their disabilities and placing it on their abilities.

Other Benefits of Yoga for children with LD

1. As yoga poses are done with the right and left side of the body equally, right and left brain connections are reinforced.
2. Concentration is developed by performing the correct sequence of movements in the poses, and by remembering what pose comes next.
3. By moving the right or left side of the body following the verbal direction to do so, students learn which are their right and left sides.
4. Focusing the eyes is developed in poses that hold a gaze on a specific spot for a moment.
5. Moving in rhythm with the group while doing even and regular breathing seems to have a calming effect on active or hyperactive children.
6. Following the yoga poses, taking a few minutes for meditation is calming and centering.
7. Learning even, regular breathing gives instant stress relief at a moment's notice. The regular even breathing is a bridge that ties body to mind; when breathing is made regular it calms the physical body.
8. Yoga is non-competitive; everyone progresses at their own rate.
9. Yoga poses are an activity that can be done individually or in a group setting.

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EDUCATION - THE KEY FOR WOMEN EMPOWERMENT

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Though various dimensions of empowerment namely educational, economic, Psychological, Social, Political, Employment etc., are interlinked, education forms the basis for all. Without education, the other types of development are not possible. But empowerment is the concern of women to become powerful from powerless state. This paper deals with the concept of empowerment, Global Perspectives on Education and need for women Empowerment, its indicators, facilitating and constraining factors, Profile of successful Empowerment, Historical Perspective of Women Education in India, and Educational Commissions on Women Empowerment. The role of Education for women Empowerment at the end suggestions to develop women empowerment through education are given.

Swam Vivekananda aptly said "All power is within you. You can do anything and everything. Believe in that". He also added "No body can teach anybody. One should teach oneself'. Sri Pandit Jawaharlal Nehru rightly stated "In order to awaken the people, it is the women, who have to be awakened. Once she is on the move, family moves, the village moves and the nation moves". Since 1975 the international year of women, there has been a global concern for the emancipation of women including India. Various programmes are being conducted to improve the status of women calls for all those personal abilities and qualities which need to be developed among Women.

Now women have started recognizing their talents and potentials and want to gain their identity by becoming employed occupying prestigious positions and have emerged as an important part of society. With this growing concept of women as equal to men, they have come out of their traditional ideology, responsibilities and developed positive self perception. Empowerment is a vital input in the development of an individual as well as tile whole society, as their talents will not only make but also change the entire fortune of the globe.

Indian Concept of Empowerment

The Indian philosophy has given us a wonderful term "Shakthi" to explain the idea of empowerment. The verb root "Shak" implies power and energy and translates as the ability to do something. *Rig* Veda (2.47.17) proclaims "0 Learned Lady! All life is dependent on you because you impart education to all."

Bandura (1986) felt that "Empowerment of women is a process through which individuals gain efficiency, defined as the degree to which an individual perceives that she controls her environment".

Moser (1989) believed that "Empowerment is the capacity of women to increase their own self reliance and internal strength. This is identified as the right to determine choices in life and to influence the direction of change through the ability to gain control over material and non material resources",

Nelly Stronquist "Empowerment is a process to change the distribution of 'power both in interpersonal relations and in institutions throughout life".

In a nut shell, is a way of defining, challenging and overcoming barriers in one's life through which the individual increases her ability to succeed. Conferment of rights on groups or communities may be seen as the empowerment process (Beteille, A. (1986).

General Concept of Empowerment

Empowerment is increasing the choices available to aid – enhance - capacities of the women transforming the power structure of society. At its core, empowerment, means having more control over the forces that shape one's life. (Grameen Connections 2002). Empowerment should not stagnate as a word of law but has to emerge and transform the individual from within.

Empowerment of women is a way of defining, challenging and overcoming barriers in one's life through which the woman increases her ability to shape not only for her life but also environment. It is a process enabling women to realize their full identity and power in all spheres of life. In a broader sense, empowerment is an active process and womankind, with their gradual advancements with excellence since a woman is quite capable to reach the goal. It is further said that incase of any big achievement by a man, contribution of the woman is well recognized. But in reality women are not established in the deserving places of the society for various reasons. Lack of education and combination of numerous factors has deprived the women to get their rightful place in the social process. But girls and women are being deprived of even the essential amenities like food, shelter, health, amusement, security etc. besides education, as compared to men. This deprivation is not because of non availability but due to ignorance and illiteracy clubbed with social taboos.

Thus empowerment is a multi dimensional concept, abstract in nature. Direct observation of empowerment is much more complex and difficult. But the deprivation and its consequences can be observed and can be indicated with certain level of accuracy. Higher level of deprivation of physical facilities or opportunities to be considered as manifestation of lack of empowerment.

Education is identified as the most strategic item from where the problem can be confronted most effectively. Improved educational level of female will definitely increase their capacity to have control over resources and in shifting towards more reasonable power. As a consequence gradual reduction of deprivation and access to resources can be achieved. In other words empowerment is the process of challenging the existing power relations and gaining greater control over the sources of power.

Powerlessness *I* Empowerment \ Powerfulness

To commensurate with the new status, empowerment of rural women should be the priority area of non formal, adult and continuing education programmes. Stress on need based functional education and skill development in the practical utility area would not attract enrolment of girls in non formal education. Functionaries of voluntary agencies, performing artists and creative workers would be sensitized to promote the identified values of empowerment of women.

Then empowerment in case of women is the ability of women to exercise power in all the social institutions that govern their total life namely, family, community, local market, government etc. In addition empowerment has to be understood in the context that is the concrete every day reality of women's life which also differ from place to place.

Empowerment is a complex issue with varying interpretations different societal, national and cultural contexts. At the level of individual woman and household.

Indicators of Empowerment

a. Participation is a crucial decision making process.
b. Extent of sharing of domestic work by men.
c. Extent to which a woman takes control of her reproductive functions and decides on family size.
d. Extent to which a woman is able to decide where the income she has earned will be challenged to
e. Feeling and Expression of pride and value in her work

Facilitating Factors for Empowerment of Women

a. Existence of women's organizations
b. Availability of supporting systems for women
c. Availability of women - specific data and other relevant information
d. Feminist leadership
e. Availability of funds
f.. Net working among women's organisations

g. Favourable media coverage

h. Favourable policy programmes.

Constraining Factors

a. Heavy workload of women

b. Isolation of women from each other.

c. Illiteracy

d. Non availability of funds

e. Internal strife.

f. Disagreements among family members

g. Conflicts among women's groups.

h. Lack of recognition for the women's work.

Profile of Successful Empowerment

a. High need for achievement

b. Commitment and conviction

c. Capacity to analyse

d. Risk taking ability

e. Initiative and Independence

f. Hopeful about future and search for opportunity

g. High personal efficiency.

One of the greatest obstacles to women's progress in many parts of the world is inadequate opportunities for education. Being able to read, write and gain knowledge are important factors that enhance self esteem and are is a prerequisite for generating change and empowerment. Eradication of illiteracy, gender sensitive educational system, increase in the enrolment and retention rates for girls, imparting professional skill and expertise, holistic approach to women's wealth including nutrition and health services at all stages of life cycle are a few measures that are aimed at empowerment.

Global Perspectives on Education and Women Empowerment

The International Conference on Public Education convened jointly by UNESCO and the International Bureau of Education in Geneva 1952, while discussing the question of access of women to education, made the following recommendations.

1 Every person without discrimination of sex should enjoy all the rights and freedom proclaimed by the Universal Declaration of Human Rights and that such equality should apply in all fields, particularly that of education.

2. Every, man or woman should be able to receive an education enabling them to develop the aptitude as full as possible, playing an effective part as member of the family, community, nation and the world to meet the demands of the special tasks in life.

3. Women should have the opportunities to fulfill the tasks appropriate to their aptitude.

4. General Education should be equal in value.

5. Curricula and text books should be redesigned to include the following new values and processes namely :

   a. home management as a joint responsibility of all the family members

   b. respect for roles performed both inside and outside the home

   c. decision making process should be shared by both sexes

   d. no dependence syndrome, but women to be self reliant, self propelled and self directed

"Equality, Development and Peace" has been the slogan for advancing the status of women throughout the world for the last many years. In Mexico in 1975 at the First World Conference of the International Women's Year, the UN Decade for Women- the same purpose was proclaimed. The Second, at Copenhagen in 1980, the Third at Nairobi in 1985 and the Fourth World Conference on Women held at Beijing in 1995 emphasised the same theme. The world conference on Human Rights in June 1993 at Vienna has elaborated various dimensions of equality with equal access to basic social services, including education. In 1995 UNESCOs Beijing Declaration and Platform for Action (PFA) adopted by the Fourth World Conference on women called for the empowerment of women through enhancing their skills, knowledge, access to and use of information technologies. In the programme of action of the International Conference on Population and Development, held at Cairo in 1994 education is considered as one of the most important means to empower women with knowledge, skills and self confidence necessary to participate fully in the developmental process.

The National Policy on Education (1986) felt that empowerment of women contribute immensely to the success of Universalisation of girls education and boosts their morale through their liberty and equality between sexes in all respects.

It has rightly envisaged that the 'National education system should play a positive interventionist role in the empowerment of women through the following action strategies.

1. Building a positive self image and self confidence

2. Developing ability to think critically

3. Bringing up group cohesion and fostering decision making

4. Ensuring equal participation in the process of bringing about social change

5. Providing the where withal for economic independence

6. Planning a positive interventionist role in the empowerment
7. Creating structures for co-ordination at the mobility.
8. Encouraging group action in order to bring about attitudinal change in the society.
9. Consolidating and exposing institutions
10. Developing autonomous colleges and departments

Governmental provisions for Women Empowerment in India

The Indian constitution has guaranteed "Equal rights and equal opportunity to all its citizens, irrespective of sex, age, race or religion." The rights are guaranteed by law but yet to be legalized in customary practices. In 1971 a Committee on the Status of women in India was constituted by a resolution of the Ministry of Education and Social Welfare to examine the constitutional, legal and administrative provisions that have a bearing on Social status, education, employment and other problems of women. The National plan of action for women adopted in 1976 become. A guiding document for the development of women till 1988 when a National perspective plan for women was formulated to facilitate main streaming of women's issues in policies and programmes. The issue of women's struggle has changed from welfare to status, and then to the empowerment of women.

In Fifth Five Year Plan, there was a shift in the approach from 'Welfare' to 'development'. The Sixth Five Year plan (1980-85) was the landmark as it introduced the concept of women in development. This plan adopted a multi disciplinary approach with thrust on health, education and employment. In the Seventh Plan, developmental programmes for women were continued, with the objective of raising their economic and social status by beneficiary oriented programmes which extended direct benefits to women A statutory body was set up under the National Commission for Women Act 1990 to safeguard the rights and interests of women in January 1992. The target was clearly visualized in terms of economic independence as well as educational advancement and access to health care system. The Eighth Five Year Plan (1992-97) invigorated empowerment ensuring their participation in the developmental process and enabling women to function as equal partners. The Government of India and was also marked by the compilation of the National Policy of the Empowerment of Women. The Document related the world Summit for social Development held at Copenhagen in March 1995 where Empowerment figured prominently as an object The Ninth Plan (1997-2002) declared empowerment of women as one of its basic objectives. It favored for women's component as a part of the plan of each sector. It also called for reliance on women's self help groups as a strategy of empowerment. Over the years there has thus been a paradigm shift in policy approach towards women's issues - from the concept of

welfare in 1970's to development in 1980's and now towards empowerment from 1990s. Even the government has declared the year 2001 as the year of empowerment of women.

The Objectives of Empowerment are as Follows :

1. Enhances the self image of women.
2. Encourages women to become active participants In the process of change.
3. Builds collective and alternative visions of their living environment
4. Question injustice and inequality
5. Helps women to develop the skills to assert themselves.

   Thus Empowerment is not merely a change of mind set but a visible demonstration of change which the world around is forced to acknowledge, respond and accommodate.

The Reason Why She is Powerless ?

1. Is herself or her nature?
2. Is she inherently weaker than man?
3. Is she a parasite?
4. Does she naturally need support?
5. Is her femaleness the cause of all trouble?

   Not at all. But the root cause of women's oppression is patriarchy which has snatched away the legitimate powers from women, making them totally dependable and powerless. She is subjected to prejudices in an orthodox milieu and has to be content with a secondary place in the society. This exploitation of women is not limited only to the home or to the family but extends well beyond these frontiers. Hence women need to be' empowered for undoing the injustice meted out to them.

Requisites for Women Empowerment

1. Greater literacy and education
2. Better care of health for herself and family
3. Higher age at marriage
4. Acceptance of small family norm
5. Greater work participation in the modernized sector
6. Self reliance, self respect and dignity among women
7. Better consciousness of their rights
8. No dependence on others
9. Higher standard and art of living.

Education for Women Empowerment

Education is a double edged instrument. It can contribute to any basic structural changes in society by training people in required skills. It is also a value generating process influencing the behavior, norm and cultural attitude of people, particularly younger ones. In the recent past, right from the beginning of the movement for equality of women, great emphasis was placed on education as the major instrument for elimination of gender inequality. Developing countries have viewed empowerment as an instrument to stimulate development in all fields. The persistence of gender gaps prevents equalization of educational opportunities with consequent effects on employment, acquisition and participatory opportunities in all fields.

Education is viewed as a process for infusing piety during the ancient period. It was then seen as a cultural process to transmit the accumulated knowledge to impart classical values and to build character of the individual. Guidance should be given to girls at school stage itself for developing self confidence and strength. They have to believe their own abilities and sense of self worth. Thus education helps to train skills to overcome failures.

Advocates of Education for Empowerment have argued that education needs to go well beyond "enabling". It has to view women as active members of the society, who need education to participate effectively and meaningfully in any activity as equal partners of men.

One of the greatest obstacles at promoting girls education is the limited availability of social resources besides financial constraints. Among women and the educational process, the society ought to step since there is a hint of bias.

Self help is the best help. Empowered women are not born but can be made. Moreover due to traditional socio - cultural reasons, every qualified woman is not entering the employment market. This means that her expertise and potentialities are not utilized by the society. So educational opportunity should be given to all the women with the possible help and training should be provided. Thus quality of leadership, courage, determination, aptitude can only be developed with exposure. But due to various cultural and social restrictions women have different motives, aspirations, social status, needs and urges. Only the educated women utilize to some extent their knowledge gained in a purposeful manner. It is also necessary to create infrastructure which would help women to select and adopt an appropriate procedure to ensure access, training, development of skills, solving problems, networking etc. and must be encouraged to make use of their capacities to improve her, her family, in turn the society as a and whole.

Suggestions for Development of Women Empowerment

1. Access to information should be provided in large measures for all women throughout the country. Special efforts have to be made by the Central and State Governments for this purpose.

2. Associations of empowered women should assume responsibility of creating a greater awareness among young women. This programme can be linked up with youth programmes of education.

3. Programmes on a continuous basis have to be planned, designed, and implemented for the benefit of women students at different levels.

4. All interested NGOs for the cause of promotion of economic empowerment of women should play an active role in the implementation of income generation schemes evolved by Government.

5. Serious efforts should be made for the maximum utilization of all viable information and technology for promoting the women empowerment.

6. Efforts should be made in the direction of starting new courses and to encourage women not to have any prejudice or inhibition to choose the course.

7. Universities should set up consultancy centers for women empowerment not only for training and counseling but also to take up and prosper in

8. Both the Central and the State should plan and assist women empowerment programmes at different leve1s.

9 . The family members should participate and extend all possible co-operation and support in the matter.

10. A network should be established between the organizers of various programmes. Necessary publications should be brought out, For greater awareness.

11. Representation of organizations and associations of women must be included in various coordinating and advisory committees.

12. At home girls should be taught right from the beginning about self venturing and also should be allowed to make or to take independent decisions appropriate to achieve their goals in life.

13. Role models to attract and motivate women towards empowerment can be used.

14. Women should be motivated to come out of their traditional perceptions and responsibilities.

15. Women have to put more effort to change people's attitudes, and to take right kind of action at right.

16. Women should join together to discuss their problems collectively and arrive at right solutions.

Strategies for Women Empowerment through Education

1. The Education of girls should be made compulsory and their levels need to be enhanced

2. Education and training at different levels with varied specializations have to be introduced.

3. The concept of empowerment should be imparted in schools, colleges as well as universities as a hidden curriculum for all students.

4. Policy makers have to reevaluate the modes of women education and their entrepreneurial development.

5. A constant follow up and support services should be ensured in all educational institutions.

6. Proper education and training based on scientific and technological inputs, suitable courses, career options, financial support etc. should be provided for women students.

7. An orientation programme for girls in every general and professional course can be organized to motivate and guide them appropriately and to provide information about various schemes and opportunities available to them.

8. Facilitation cells can be started in all educational institutions to help girls in processing their applications for various courses.

9. Rural women should be provided with special training to develop their talents and skills to the optimum level.

10. Orientation Programmes, in all educational institutions can be organized to encourage the talented and placement cells may be opened.   .

13. Improvement in educational and research facility for women to increase their commitment in professionalism, excellence and innovation.

It is to be noted in this context that no one comprehensive programme for empowerment can serve the purpose. The educational planners have to tailor their strategies and policies based on their needs, resources and demands for better empowered structures.

Education surely enhances individual's potentiality in many ways. These include its effect on her social standing, her ability to be independent, her power to articulate, her knowledge of the outside world and her skill in influencing the group decisions. With some of these ideas it is hoped that new vistas and opportunities will emerge in future. Empowerment of women through education will lead to their greater participation in government and community institutions and better entrepreneurial opportunities.

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JOB SATISFACTION AND MORALE OF SECONDARY SCHOOL TEACHERS

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"Gurur Brahma Gurur Vishnu

Gururdevo - Maheswaraha

Guru Sakshath Param Brahma

Tasmai Sri Gurave Namaha"

A Teacher is *"God's mind at work to help grow the best possible Plants in God's garden".*

Education is the Prime requisite for nations' economy. The nations' well being depends on the teacher's well being.

Centuries ago in this land of Vedas the teacher devoted all his time for the upliftment of his pupils in all directions.

The characteristics of a real teacher laid down in the 13th chapter of the "Bhagawatgita" are absence of pride, freedom from hypocrisy, non-violence, forgiving nature, service of the preceptor, purity of mind and body, straight forwardness, steadfastness and self control'. The teacher has to patiently cut a crude unshaped stone into a thing of beauty, proportion and balance. Apart from instruction, teachers need to innovate and conduct research for their own self renewal, keep abreast with changes in technology and develop expertise for the effective implementation of curriculum. At present the situation with regard to teacher pupil relationship and teacher's status is quite contrary to what was obtained in the olden days.

In addition to loss of special recognition, the teaching profession is infested with enormous increase in the workload, lack of Job security especially under private management, decrease in the Morale of teachers, domination of non official political bosses and growing indiscipline among students. All types of work are not inherently satisfying. People, engaged in the work which is not satisfying in itself, naturally look for satisfaction from sources external to it. But Job satisfaction does promote happiness, success and efficiency in one's professional activity. There is no gain saying the fact that unless the teacher is satisfied with his/her occupation, he cannot deliver the goods. The teachers are responsible for the all round development of the children kept in their charge. So the teacher morale is recognised as an important factor in any educational system which is not only the behaviour of an individual teacher but also the work environment provided to him in the school, the latter pertains to the group behaviour mostly at the institutional level that would influence his individual behaviour, and consequently his professional efficiency. Large

number of teachers of the present day have no interest in their profession. They continue in the profession only as mechanical wage earners, so there appears to be a wide spread dissatisfaction at present in the teaching profession as a whole.

Taking into account the great responsibility of the teachers in moulding future citizens, and in consonance of the fact that many a talented never wanted to become a teacher and sought after other lucrative jobs, the government has from time to time tried to enhance the salaries and provide better facilities.

A Teacher with highest morale and Job commitment is the need of the hour, because the standard of morale as well as learning is decreasing day by day due to value crisis, increase of materialistic interests etc. The investigator wants to assess the efficiency of the teacher in relation to prominent aspects responsible for job satisfaction and morale of teachers, because many teacher have dissatisfaction in their job due to poor physical and infrastructural facilities available in the schools, most of them do not have further security due to the sanction of posts, not being recognised for their good efforts, and poor interpersonal relationship among the staff and management, the dissatisfaction is also due to the different social circles the teachers emerge from, lack of appraisal and feed back during the supervision etc.

Since these aspects are lacking in the present day educational system, the investigator wants to study in detail the Morale of the teachers. The morale of the teacher will definitely lead to Job satisfaction because the teacher with a Good Morale pays more attention and dedication to his work and never pays much attention to the other material aspects. At this juncture the study boils down to the important research questions.

1. What would be the Job satisfaction of the teachers ?
2. What would be the Morale of the teachers ?
3. Whether there is any difference in Job satisfaction of different categories of teachers ?
4. Whether there is any difference in Teacher Morale of different categories of secondary school teachers ?
5. Whether there is any relationship between Job satisfaction and Teacher Morale?

In order to answer the above question the researcher would like to title her study as.

"Job Satisfaction and Teacher Morale of Secondary School Teachers".

Following are the objectives framed.

1. To find out the level of Job satisfaction of teachers and to classify them.
2. To find out the level of Morale of teachers and to classify them.
3. To find out the influence of the following variables as per the Job satisfaction of the teachers.

a) Gender

b) Locality

c) Type of the School

d) Qualification

e) Teaching experience

4. To find out the influence of the following variables on the morale of the teachers.

a) Gender

b) Locality

c) Type of the School

d) Qualification

e) Teaching Experience.

5. To see the relationship between the Job satisfaction and Teacher Morale of the Secondary school teachers.

The present investigation falls under the Normative survey method. For the present investigation, the sample selected includes 100 teachers. In selecting the sample, the investigator adapted the stratified Random sampling method. The investigator has chosen 20 schools in Guntur town and Rural areas. Out of these ten (10) schools come under government and ten (10) are private schools.

Two tools were used to collect the data. To measure Job satisfaction of Teachers, a standardized Questionnaire of Job satisfaction instrument by Ms. Mishra, Smt Manorama Tiwari and D.N. Pandey is used. As per the manual the present test include 11 important aspects which are relatively more prominent. The researcher has adopted the opinionnaire developed by K. Venugopala Rao who had constructed the tool for testing the hypotheses and collection of data for Teacher Morale.

Following is the scoring done for the two instruments. As per the manual, for job satisfaction instrument, the questionnaire consists of 40 items. In the test paper there are positive and negative statements. The responses are recorded against each statement under the five point scale - most disagree, disagree, neutral, agree, most agree.

In case of positive statement the scoring 'most disagree' item is given (1) Most, disagree, (2) disagree, 3) neutral, 4) agree, 5) and most agree 6) But for the negative statements the scoring is the reversed.

The opinionnaire consists of 50 items in which it has positive and negative items. The three point scale is used to respond properly to these statements . For each statements, the items

are quantified duly assigning numerical values 3, 2, and 1 for positive statements, they are reversed in the case of negative items.

The researcher confined the study only to the secondary school teachers working in the Guntur town of Andhra Pradesh. Certain factors like Marital status, religious income and other aspects of private life are not taken into account in the present study due to time constraint. The area of investigation is limited to 100 teachers only.

The investigator visited the school personally and with the permission of the heads of the respective institution, administered the questionnaire and collected the data.

Data Analysis

Job satisfaction of secondary school teachers.

The data obtained with regard to the job satisfaction of the whole sample is presented in Table 1.

Table 1 : Mean, Standard Deviation, % of Mean, Skewness and Kurtosis of the Whole Sample of Job Satisfaction

Sample	N	Mean	S.D	% of Mean	Skewness	Kurtosis
Job Satisfaction						
Whole Sample	100	132.9	14.47	66.45	– 0.10	0.291

From the table it can be seen that the whole sample is having above average level of job satisfaction and is not distributed normally. Most of the teachers expressed dissatisfaction in different aspects namely lack of freedom to express ideas and opinions, professional advancement, lack of promotions, and not given recognition for their good works.

Teacher morale of secondary school teachers.

Table 2 : Mean, S.D, % of Mean, Skewness and Kurtosis of Whole Sample of Teacher Morale

Sample	N	Mean	S.D	% of Mean	Skewness	Kurtosis
Teacher Morale						
Whole Sample	100	130.3	12.4	86.86	- 0.45	0.258

As can be seen from the above findings, it is found that almost the whole sample of teachers are having very high teacher morale and is not distributed normally. In view of manifestation of

higher teacher factor morale another step may be to identify teachers with high professional morale and encourage them so as to serve as standing examples and 'Beacon light' to the other teachers.

Table 3 : Influence of Selected Variables on the Job Satisfaction of Secondary School Teachers

Variable	Sample	N	Mean	S.D	SED	df	't' value
Gender	Male	50	130.3	14.97	2.86	98	1.88[NS]
	Female	50	135.7	13.66			
Area	Urban	60	132.83	14.11	2.91	98	10.78[**]
	Rural	40	164.2	14.32			
Type of School	Private	50	129.3	13.15	2.87	98	2.43[*]
	Government	50	136.3	15.5			
Graduates	Graduate B.Ed.	58	133.81	14.35	2.97	98	0.33[NS]
	Post Graduate B.Ed	42	130.7	14.94			
Teaching Experience	Below 5 yrs.		131.73				
	6 - 15 yrs.	100	131.23	18106.86	1000.37	97	2.679**
	16 yrs and above		138.87	SSW	SSM		

* Significant at 0.05 level, ** Significant at 0.01 level, NS : Not Significant at 0.01 level

Table 3 presents few interesting observations : Gender, Educational qualification and Teaching experience do not seem to have any influence on the job satisfaction of teachers. Only type of institutions and locality of school have influence. Rural teachers seem to have more job satisfaction which contradicts the findings of Beegam, L. (1994), who found that urban teachers seem to have more job satisfaction.

Lack of cooperation from public in their work, Lack of transport facilities and lack of interpersonal relationship as they have come from different social strata could have been the reasons for the above finindg despite of their professional skillls.

So, the school should provide a good atmosphere and arrange vocational programmes involving the public personnels.

Government teachers seem to have more job satisfaction which is on par with the study of Berber Patrician, (1980) but in contrast to the study of Padmavathi, (2005). Lack of job security, lack of freedom, rigid work, and orthodox service conditions, too much of domination by management, low pay scales, very few opportunities for professional growth and other facilities like pension, residence and medical benefits could have been the reasons for this.

Influence of selected variables on teacher morale of secondary school teachers.

Table 4 : Mean, SD, 't' value of Morale in Male and Female Secondary School Teachers

Variable	Sample Size	Mean	S.D	SED	df	't'value
Male	50	158.9	14.45			
				2.52	98	10.95**
Female	50	131.3	10.48			
Urban	60	133.33	9.84			
				1.31	98	17.11**
Rural	40	155.75	14.35			
Private	50	128.7	12.5			
				2.46	98	1.30^{NS}
Government	50	131.9	12.16			
Graduate with B.Ed	58	131.74	11.50			
				2.86	98	1.20^{NS}
B.Ed & above	42	128.30	15.74			
Below 5 yrs.		129.68				
6 - 15 yrs.	100	129.63	13,528.38	318.05	97	1.140^{NS}
16 yrs and above		133.83	SSW	SSM		

*** Significant at 0.01 level, NS : Not Significant at 0.01 level*

Table 4 exhibits few interesting observations. Type of institution, qualification and experience of teachers do not seem to have any influence on the teacher morale. But gender and locality of school do have influence on teacher morale. Male teachers seems to have high morale than their counterparts which is on contrary to the findings of Sncks, J. H., Chhabra, N. and Saxena, K. but on par with the finding of Dekhtawala and Franklin. Proper time management,

effective planning for school work and other welfare activities can do the needful. Rural techers do have more higher morale which is contrary to the findings of Jayamma (1962), (1958) Mathias, C. and Dekhtawala, (1977) but on par with the findings of Kanchana Wathhaya, (1985). The school should empower and influence the teachers to acquire academic proficiency and organising skills.

Relationship between Job Satisfaction and Teacher Morale.

Table 5 : Mean, S.D, r-value of the Variable of Secondary School Teachers Pertaining to Job Satisfaction and Teachers Morale

Variables	N	Mean	df	'r' value
Job Satisfaction	100	133.26		
			98	0.2009 [NS]
Teacher Morale	100	130.66		

NS - Not Significant

The above findings reveal that there is no significant relationship between job satisfaction and teacher morale.

Educational Implications

The teachers have to pay very special attention to promote their effectiveness by using innovative teaching strategies. They also should by exposed to life skills education. Teachers with high professional morale can be identified and encouraged so as to serve as standing examples and beacon of light to others. Teachers also should attend to some training programmes on yoga and meditation.

The administrators should also update and study the need of the hour and provide incentives in service, job security, better pay seales and further teachers also should be recognised for their exemplary services. The educational authorities should stremeline and revamp the existing proceedures of teachers recruitment.

"That satisfaction in a job and morale is of great value in the education system which draws out the faculties of teachers to enable him or her to solve correctly the problems of life in every department".

-- Mahatma Gandhi

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MY LESSONS THROUGH THYAGARAJA KRITHIS

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Introduction

Psychology as we all know, is the study of Behaviour. Great theories on psychology have been propounded by various psychologists from the west and all these theories are very much in vogue now. The field of psychology though very young is very useful, be it the field of medicine, an industry or an educational setup, its utility is indispensable The concept of psychology as psychology is very new to the world (it took shape around the 20th century), but, to India, it's a very old concept. India as we know has a rich treasure of knowledge, not only of psychology but also other faculties. India, is known for its rich and ancient culture .The ancient works like the Vedas, Upanishads, Shastras etc are rich treasures of knowledge on various subjects such as Medicine, Management, Law, Psychology, Arts etc. Among arts, the performing arts are very popular. The performing arts comprise of music and dance. This presentation will throw light on the concepts of psychology that can be inferred from the Indian classical music and in particular from the Karnatic classical form of music. Great men have said that music and dance is the Panchama Veda or the Fifth Veda, so music has a special place in our culture. It is also said that through music one can easily reach God or attain salvation.

A Brief Sketch to Satguru Shri Thyagaraja

Saint Thyagarajar was born in Tiruvarur in the Thanjavur District on 27th Chaitra, Srvajit, a Sukla Saptami corresponding to 4th May, 1767 according to one tradition and1759 according to another tradition Very soon after the birth of the saint, the family shifted to Thiruvaiyaru. The king of Tanjavur had gifted a house to him in this village and here Thyagaraja not only spent major part of his life but also attained samadhi. Saint Thyagarajar completed the study of Sanskrit and Telugu and mastered Valmiki Ramayanam and other religious literatures. His mother had a collection of the Purandaradasa and taught them to her son. He was thus introduced to the Sangita Pitamaha at a very early age and worshipped him as his adiguru. His precocity in music could not escape the notice of his father who put him under the tutelage of the court musician Sonti Venkataramanayya at the age of 16. Thyagaraja absorbed all that the guru could teach him within a year. After that he was on his own, perfecting his technique by immersing himself in the study of musicology from various treatises. Since the age of 17, he started singing small kritis. He also showed a flair for composing music and while in his teens composed his first song Namo Namo Raghavaya in Desikatodi and inscribed it on the walls of the house. He studied NARADIAM, a treatise on music which he got from his grand father, Giri Raja Kavi.In 1784, when he was 18 years, he married Parvathi. In 1785 at the royal court of Pudukottai Ramachandira Thontaiman, Thyagaraja had sung in Jothiswararupeni raga. In 1787, when Thyagaraja was 21 his father Ramabrahmam passed away. In 1787 at the age of 21, he got spiritual initiation into "Rama Shabdakshari"

mantra from a saint called Ramakrishnananda. In 1789, when he was 23 years old, his wife, Parvathi passed away. He married her sister Kamala in 1790. He had a daughter called Seethalakshmi. In 1802, his guru, Sonti Venkataramanayya arranged for his arangetram where the vidwans of the palace were assembled. Thyagaraja sang his own composition, Dorakuna ituvanti in Bilahari. The song starts by asking, 'It is possible to get a chance to serve Hari?'. At the end of the recital his guru, overwhelmed with emotion at his shishya's performance. Thayagara's fame as a composer of music was spreading fast. On hearing about him, King Sarabhoji II invited Thyagaraja to the palace to sing before him and also offered him the position of samasthana vidwan . But Thyagaraja, who was very clear about his mission in life, refused and declined the offer. Thyagaraja's reputation as an outstanding musician and composer was due to his desire to compose only to serve Rama and not any human being. In the presence of leading musicians he was asked to sing at Thiruvaiyaru and Thanjavur on two occasions. His mudra is 'Thyagaraja'. It was said that Lord Rama appeared before him on 27-12-1846 in his dream and offered him Moksha after 10 days. Next day he revealed this to his disciples and relatives during 'Egadesi Bhajanai'. Accordingly everyone believed that 6-1-1847 would be the day when he was excepted to become Mukdhi. The Saint took to Sanyasa on 5-1-1847 when he felt the premonition of his approaching end to his mortal life and called himself Nadha Premmananther. He attained Siddhi on the Pushya Bahula Panchami day in the year Parabhava 1847 A.D. (6-1-1847). His mortal remains were interred at a spot on the left bank of the river Cauvery at Thiruvaiyaru with the honor and religious rites due to a Sanyasi. Saint Thyagaraja is stated to have composed several Kritis. Two plays of Yakshagana type are available now. He had employed over 200 raghas. The Pancharatna Kritis are the most representative of Saint Thyagaraja's art as a composer. The Divyanama and Utsava Samprathaya Kritis composed by him are melodious. Though an ardent Ramabaktha he was, Saint Thyagaraja who had also sung in praise of other deities as well. To him music was Nadopasana. The vanity of wealth or the pomp of power never tempted him.

The verses Guru Brahma, Guru Vishnu, Guru Devo Maheshwara. Guru sakshat Parabrahma Tasmayee Shree guravey Namaha, says that guru is the living god he is Brahma, Vishnu and Shiva, so guru plays a very important role in ones life. Hence guru's place should be taken with great reverence. In this perspective god is also guru .So in the present discussion , the author considers Sree Thyagaraja as the SISHYA or the student or disciple and Lord Sree Rama as the GURU or Teacher. Some of the popular compositions of the saint are taken and discussed here.

To begin with let's take the song "Nadatanumanusham….. " in the raga chittaranjani it says that music is born from and is the essence of Vedas especially of Sama Veda. It says Modakara Niga motama Sama Veda, Saram… Scholars opine that Satguru Sri Tyagaraja was inspired by the sloka of Sharjga deva's sangeeta ratna karam namely vande Nadatanum………. Shankaramporta portraying lord Shiva and as a result composed this song.

Also in his song Nada Sudha Rasamb ilanu in Ragam Arabhi, Satguru Sri Thyagaraja has said that the essence of veda, puranam agamashastra etc., is music and the music personified is Sri Rama. So that is the greatness of our Indian music.

THE TEACHER

To begin with the importance of guru, qualities of a guru are beautifully portrayed in the song "Guru leka Etuvanti….. in the ragam Gauri Manohari. In this, Satguru Sri Thryagaraja explains that Sri Rama is the greatest guru because :

 (i)   He leads the people from ignorance to bliss, that is from the darkness of ignorance to the light of knowledge. It is like giving vision to the blind.
 (ii) He is very competent and that is why he is able to teach or lead others.
 (iii) He is himself highly knowledgeable and so is able to disseminate knowledge.
 (iv) He has very good qualities
 (v)   He removes the I-ego , negligence, and other negative aspects in us and selfishness such as myself, my wife, my children etc.
 (vi) He cleans the mind of the wicked and ill thoughts and fills the heart with happiness and contentment.

Similarly in another compositon viz., "Nee chittambay Nischalamu….." Satguru Sri Thyagaraja says that Sri Rama is his guru and he

 (i)   has a pure heart, strong and stable not disturbed by petty issues.
 (ii)   he does not refuse or deny help to the student who is very fidgety, deceitful and selfish instead he helps the student to refine himself and become purposeful.
 (iii) he is trust worthy
 (iv)   He is that tiny seed(chilla ginja) that purifies water and dissolves itself in it. That is, he empathises with the student and solves their problems.
 (v)   he elevates the performance of the low achievers by putting lot of efforts.
 (vi)   Just as the sun brightens the world so also a guru enlightens the ignorant child.
 (vii) he enables the child to be prosperous
 (viii) he enables the pupil to attain his goal.

In the song Appa Rama Bhakti in the Ragam Pantuvarali, Thyagaraja says that Sri Rama cleanses the sins and protects from all the troubles and protects the Bhaktas. He says that just as the eye lids safeguard the eyes which are delicate so also Sri Rama protects Bhaktas. Here Rama is the teacher and Bhaktas the students.

Thus the importance of guru and few of his/her qualities have been discussed.

THE LEARNER

Coming to the learner ;- the learner should possess good qualities. He should realize his short comings and should be ready to grasp the knowledge. He should be obedient and sincere in his work. He should realize the virtues of education and lay trust on the guru and stand by his

words. He should be ready to serve the guru and request the guru and please him and thus attain knowledge. We can see the requests made by a student (Thyaraja) to his guru(Sri Rama). The student should submit himself to the guru.

The submission of the student to his teacher can be seen in this composition of Saint Thyagaraja ie., the student (Thyagaraja) says that he is part of the guru's family, Guru (Sri Rama) is the father, (Seeta) Guru's wife is his mother. In the song "Seetamma Mayamma Sri Ramudu Maa Thandri…." In the Ragam Vasantha.

In another compositon Thryagaraja explains how great Sri Rama, the Guru is. He says that nobody can equal lord Rama ie., the positon of the guru is so high that none can equal him. The song in Karaharapriya Ragam says, "Rama nee Samana mevaru".

In yet another composition of saint Thyagaraja in Ragam Mohanam i.e. "Evvaru raa Ninnu Vina…" the importance of guru (Sri Rama), who else will educate (protect) me (student) other than you and it is the guru who does many things to provide happiness. Hence student should respect the guru and submit himself to him.

Coming to the request to guru;- The student should have the trust in the teacher and should be willing to serve him. So the student is requesting the guru. The song that explains this fact is clear in the song "Bantu Reethi Koluvayya vayya Rama" in the Ragam Hamsanadam. Thyagayya (student) requests teacher (Sri Rama) to give him a chance to be with him at least as a servant in his house and provide him a chance to serve.

Similarly in the compositon "Enthavedukondu O Raghava" in the Ragam Saraswathimanohari, the student (Thyagayya) pleads guru (Rama) as to how many times he needs to be requested and as to why he is not responding.

THE IMPORTANCE OF EDUCATION

Next is the importance of education ie., the song Gyanamosaga rada in the ragam Poorvi Kalyani, through this composition we may infer that satguru Thyagaraja says, it is very important to be educated to experience true happiness.

Similarly in the composition "Tatwameruga tarama" in Ragam Garudadwani he asks, is it easy to acquire knowledge without education and so on.

In yet another composition of his in the ragam Kalyana Vasantham namely Nada loludai Brahmanandamey", Sree thyagaraju says by gaining the essence of the saptaswaras gives a great pleasure and that is why Gods also like it.

THE LEARNING ENVIRONMENT

Coming to learning environment and the matter the composition in the Ragam Dhaynyasi viz., "Sangeeta Gyanamu" which says, without Bhakti or devotion Gyanam or knowledge can not be acquired. It means it should be learnt through interest and devotion which takes place only in a conducive atmosphere. And if the knowledge is not gained properly it is difficult to know the correct path to be chosen for a fruitful life.

THE TEACHING METHODS

Now the teaching method : Rendering a composition is a complex task. It is set to a particular ragam, thalam, shruthi, laya ,bhava etc and these should be presented in unison to give a pleasing music or else it becomes jarring to the ear. So teaching music begins with the teaching of sarali swaras sa ri ga ma pa dha ni sa the sapta swaras which form the basic foundation to the music. The student is taught the sa ri ga ma… then the tune, next the thalam i . e adi thalam is explained. Then the student is made to sing a song with thalam. Sufficient practice is given to attain perfection. So here the various aspects are taught one after the other separ ately and synthesized and presented in unison. This is the synthetic method. Then Jantaswaras sasa riri…. Twin swaras next Hechusthayivarsas, Alankaram, Geetham etc and highest the presentation of Ragam Tanam Pallavi and so on. This system is followed to this day. Benjamin Bloom's Taxonomy talks about the cognitive, affective and psychomotor domains. A teacher has to keep in mind all these domains while teaching. Our Lalitha Sahasra Namam also talks about Devi as Ichcha Shakti (Affective), Gyana Shakthi (Cognitive domain) Kriya Shakthi (psychomotor) swaroopini or form and helps in acquiring these. The teacher training also uses Micro teaching this is also similar to teaching of music with a scaled down approach.

A compositon of saint Thyagaraja "Shobillu Sapta Swara" in Ragam Jagan Mohini tells about the need for the synthesis of mind(cognitive) heart(affective) and the skill(singing or the psychomotor).The beauty of the song can be experienced if words originate from the naval, pass through the heart and come out of the mouth in sentences. Or yet in another composition "sogasuga mrudanga thalamu" in the ragam "sreerajani where he says that a song is perfect if it's synchronized with thalam swara etc and rendered. This is possible only by great people.. This shows the effort to be taken to reach the high positions.

The essence of all this can be summarized from the 5 famous Thyagaraja Kritis called as the Pancharatna Kritis or the 5 gems of Thyagarajs's compositions.

The guru(god) is the reason for all happiness of the world. This is portrayed in his compositon Jagathananda Karaka in Ragam Natai. Next the student (Bhakt or devotee) pleads guru to lead him out of darkness and free him from misery. The song is "Duduku gala nanne dora koduku" in Gowla Ragam. Where student (devotee) says I am in misery oh Gurudeva(Sri Rama) and which prince is going to help me other than you, so accept me and oblige.

The acceptance by the guru and the happiness of the student is presented in sadhinchane in Arabhi. Where student is happy and is learning and able to rejoice his learning and various experiences .(Samayaniki Thagu Matalu :Learns to talk according to the situation)

Thus he says its very joyful to taste success and to learn again and again and develop. This is in the song :Kana kana ruchira" in varali ragam.

Then the student attains knowledge and understands truth and learns lot of virtues. He begins to understand the value of nobility and humbleness and learns to respect people and serve them.

This is portrayed in the song :Endaro Mahanu Bhavulu" in ragam Sri.This is enlightenment.

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MATHEMATICAL ABILITIES FOR EFFECTIVE LIFE STYLES

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Introduction

Education is preparation for life. Life is ever challenging, full of issues and decisions, and education enables an individual to live his life efficiently and successfully. Every individual has to acquire certain skills to lead a happy and worthy life.

People need psycho-social competencies or skills to face the day-to-day complex situations successfully, and adjust with them efficiently, accepting the behaviour of others along with their culture. These skills are nothing but 'life skills'.

The World Health Organization (WHO) recognized ten life skills that are pivotal to lead a healthy and happy life, so that all the human resources can be utilized productively. These skills are : 1) Problem solving, 2) Critical thinking, 3) Creative thinking, 4) Decision making, 5) Effective communication, 6) Interpersonal relationships, 7) Self awareness, 8) Empathy, 9) Coping with Emotions and 10) Coping with Stress.

Among these ten skills first four skills are called cognitive skills namely : 1) Problem solving, 2) Critical thinking, 3) Creative thinking, and 4) Decision making. These cognitive skills are exercised along with other skills of MATHEMATICAL learning.

Mathematics has been man's faithful companion and helper right from the beginning of the human existence on this earth. The knowledge of this subject therefore, originated and developed out of the felt needs of mans life.

Therefore this discipline inculcates all the values of life such as utilitarian, intellectual, disciplinary, moral, aesthetic, cultural, social and vocational in the individuals. Particularly mathematics, has not only social values but also vocational values. It gives attractive occupations to the individuals and has a bread and butter value as stated by Bacon.

Mathematical abilities are helpful in achieving vocational efficiency in many spheres. Every vocation or life style involves investment, loan, interest, profit and loss, percentage, purchases, planning of finances, accounts, shares, banking and so on. A sound effective life style of today demands systematic and sound mathematical abilities such as thinking, reasoning, analysis, synthesis and problem solving abilities. Many virtues of life such as simplicity, accuracy, definiteness, originality, verification, concentration, art of living, power of expression, self reliance, attitude of discovery, quality of hard work and art of economic living are products of mathematical abilities.

The gigantic works like construction of bridges, dams, ships, aeroplanes, highways etc. are possible only by virtue of the application of these quantitative and qualitative abilities of mathematics.

The analytical and graphical treatment of mathematical abilities employed by the economist, a business expert, a physician, a carpenter, an electrician, a welder, a lawyer, an industrialist, a farmer, a labourer, a psychologist, a philosopher, and a teacher are very essential for the happy and healthy development of the society. The proper use of mathematical abilities and life skills to different life situations makes the individuals as effective persons which in turn lead's to effective life styles. The knowledge of life skills enhances the social behaviour of the individual and also promotes social adjustment and understanding.

For a successful management of all professions such as engineering, medicine, law, business, or trade, life skills are needed. Society needs not only professionals but also people with different occupations such as shopkeepers, business people, tailors, building constructors, carpenters, etc. who serve the nation with their skilful works. Particular skills and abilities in their professions, will lead to national development. Social progress also depends upon vocational efficiency and usage or style of managing different skills in a more effective manner. Therefore it is observed that in day to day life and in all the vocations, life skills are essential for every one, to lead an efficient and effective style of living. Keeping in view the importance of life skills, mathematical abilities, occupational efficiencies in day-to-day life to each and every person, this study aimed at finding mathematical abilities, occupational efficiencies, and life skills of people with different occupations. It was also designed to identify and study the mathematical abilities, occupational efficiencies and life skills of people with effective life styles.

Title of the Study

"Mathematical Abilities for Effective Life Styles"

Operational Definitions of Key Terms

Mathematical Ability

It is the ability to manipulate numbers rapidly and to perform mathematical operations effectively. In this study, mathematical ability meant the ability to apply mathematical principles and operations in the following areas : a) Converting mathematical knowledge into occupational needs, b) Oral Computation, c) Reasoning, d) Estimation, and e) Judgement.

Life Styles

The term 'Life Style' was defined as the mode, method, process or the way of living of individuals in the society taking up different occupations.

The term styles of living is inclusive of the different vocations and occupational modes in the society, such as Engineering, Medicine, Law, Teaching, Commerce, Agriculture, Trading,

Tailoring, Building Construction, Information Technology, Shop keeping, Financing, Small scale business, Carpentry.

Occupation

The term 'occupation' referred to the work through which one earned his living. The occupations that were taken in this study were broadly divided into three categories : 1) Professionals, 2) Business people, 3) Skilled people.

Occupational Efficiency

The ability to perform in an occupation with adequate knowledge, skill and capacity to do the work diligently and productively.

Life Skills

Psycho - social competencies to face the day-to-day complex situations successfully and adjust with them efficiently.

Objectives of the Study

1. To find the (a) Mathematical abilities, (b) Life skills and (c) Occupational efficiencies of people with different life styles.
2. To find the mathematical abilities and occupational efficiencies of skilled people with respect to different life styles.
3. To identify successful people with effective life styles.
4. To find (a) Mathematical abilities, (b) Life skills and (c) Occupational efficiencies of the identified sample with effective life styles.
5. To find the relationship between mathematical ability and occupational efficiencies of (a) the total sample, (b) the identified sample.
6. To find the association between mathematical ability, and occupational efficiencies of (a) the total sample, (b) the identified sample.
7. To compare the life skills of people with respect to (a) different life styles and (b) gender.

Limitations of the Study

Mathematical ability is limited to components such as 1) converting mathematical knowledge into occupational needs, 2) oral computation, 3) reasoning, 4) estimation and 5) judgement. The present study was limited to the people with different occupations in Guntur, Krishna and Prakasam Districts. Out of ten life skills, only six skills namely : 1) Problem Solving Skill, 2) Creative Thinking, 3) Decision - Making, 4) Effective Communication, 5) Coping with Emotions, 6) Coping with Stress were taken for the study.

Method and Sampling

The Normative survey method was used to study this problem. A stratified random sample of 960 people were broadly classified into three main groups as professionals, business people and skilled persons. Each main group consists of people with different occupations. Mathematical abilities, occupational efficiencies, life skills of the total group and also skilled people with respect to occupation were surveyed through questionnaires, observation and interviews.

Tools and Techniques Used in the Study

Three questionnaires were used in this study. The questionnaire on life skills was prepared by the investigator from the material "Life Skills Education Package - Training Modules" *by Dr. C.G. Venkatesha Murthy and Prof. A.V.Govinda Rao. (2005)*

The Questionnaires on Mathematical Ability (QMA) and Occupational Efficiency (QOE) were constructed, basing on the opinions of some of the occupational experts and experienced persons in the field of research. Observation and Interviews were also used in the process of identification of people with effective life styles.

Data Analysis of the Study

Table 1 : Mathematical Abilities, Life Skills and Occupational Efficiencies of Total Sample

Type of Sample	Variable	Mean	S.D.	% of Mean
Total	Mathematical Abilities	65.25	10.69	85.78
Total	Life Skills	134.5	15	74.72
Total	Occupational Efficiencies	34.39	3..38	86

Findings

1. The mathematical abilities of the people belonging to different occupations were found to be above 85% i.e. the sample is found to have high mathematical abilities.
2. The extent of life skills in the people of different occupations was found to be very good i.e. 74.74%. They were found to be having similar type of life skills without much variation.
3. The occupational efficiency of the different occupational people was found to be high. Therefore the sample showed high efficiency in their occupation.

Table 2 : Mathematical Abilities, Life Skills and Occupational Efficiencies of the People with Different Occupations

S.No.	Type of Occupation	No. of	% of Mean of M.A.	% of Mean of L.S.	% of Mean O.E.
1.	Skilled	320	78	74.16	92.9
2.	Professionals	360	93.6	75.7	80.2
3.	Business	280	90.72	74.09	85.5

Findings

1. Out of three categories of people, professionals were found to be having excellent mathematical abilities (94%).
2. Business people were found to be having very good mathematical abilities upto 90%.
3. Skilled persons were having good (78%) mathematical abilities which is of less value among the three strata of people.
4. The life skills in professionals, business people and skilled people were found to be very good.
5. A unique feature in this study was that without exception each category of people has excellent occupational efficiency.
6. The special feature of it was that the skilled workers are more efficient in their occupation than the professionals and business people.

Table 3 : Mathematical Abilities and Occupational Efficiencies of the Skilled People with Respect to the Different Occupations

S.No.	Occupations	Number of Sample	% of Mean of M.A	% of Mean of O.E.
1.	Tailors	48	75.11	90
2.	Carpenters	34	74	90
3.	Building Constructors	63	78.67	93.3
4.	Shopkeepers	64	73.33	92.63
5.	Money Lenders	34	85.33	91.5
6.	Small Scale Business People	77	83.33	93.05

Findings

1. Almost all the categories of skilled people were very good in mathematical abilities and excellent in occupational efficiencies.
2. Money lenders and small scale business people were having better mathematical abilities than the other groups of people.
3. Building constructors and small scale business people were having higher occupational efficiencies than the other groups.
4. Shop keepers and carpenters were lower in mathematics when compared to the other groups.

Table 4 : Classification and Identification of Efficient People on the Basis of the Extent of Life Skills

S.No.	Scale	Category	No.of People	Percentage
1.	0 - 30	Very Poor Life Skills	10	1
2.	31 - 60	Poor Life Skills	7	1
3.	61 - 90	Moderate Life Skills	12	2
4.	91 - 120	Good Life Skills	80	9
5.	121 - 150	Very Good Life Skills	787	80
6.	151 -180	Excellent Life Skills	80	8

Findings

1. 80% of people with different occupations were identified with very good life skills.
2. Negligible percent of people were with poor and very poor life skills.
3. 7% of people were with moderate life skills.
4. 8% of people were identified as effective people with excellent life skills.
5. Based on this classification, of total sample of 960 people belonging to different occupations, 80 occupants were identified as having affective people having excellent life skills. The following study was centered also on this exclusive category.

Table 5 : Mathematical Abilities, Life Skills and Occupational Efficiency of Identified Sample with Effective Life Styles

S.No.	No. of People	Efficiency	Mean	S.D.	% of Mean
1.	80	M A	72.8	12.6	96.2
2.	80	O E	38.9	6.3	97
3.	80	L S	160.4	14.8	89

MA : Mathematical Ability, OE : Occupational Efficiency, LS : Life Skills.

Findings

1. Identified sample (894) when compared to the total sample (86%) were found to be better in their life skills.

2. Identified people were with excellent life skills, mathematical abilities and occupational efficiencies. Therefore these people were found to be efficient people with effective life styles.

Table 6 : Comparison of Life Skills of Professionals, Business People and Skilled People by ANOVA

S.No.	Occupation	Mean	SD	df	SS_M	SS_W	'F' value
1.	Professionals	136.28	20.25				
2.	Business People	133.36	9.78	9577	200.84	26509.125	0.443[NS]
3.	Skilled People	133.5	11.14				

Table 7 : Variable wise Comparison of Life Skills of Total Sample

S.No.	Variable	Sample	% of Mean	S.D	SED	't' value
1.	Business People	280	74.09	9.78		
					3.442	0.848[NS]
	Professionals	360	75.71	20.25		
2.	Skilled People	320	74.16	11.14		
					2.416	0.0579[NS]
	Business People	280	74.09	9.78		
3.	Professionals	360	75.71	20.25		
					3.495	0.795[NS]
	Skilled People	320	74.16	11.14		
4.	Men	608	133.57	16.54	74.21	
						1.36[NS]
	Women	352	136.85	9.45	76.03	

Findings

1. There was no significant difference in the life skills among and between the three groups of people made according to their occupations.
2. Significant difference was not observed in the life skills of professionals and business people, the life skills of business and skilled people, and professionals and skilled people.
3. There was no significant difference between the life skills of men and women.

Table 8 : The Relationship between Mathematical Abilities and Occupational Efficiencies and Life Skills of Total and Identified Sample

S.No.	Variables	'g' value	
		Total (960)	**Identified (80)**
1.	Mathematical Abilities		
		0.2073*	0.68**
	Occupational Efficiencies		
2.	Life Skills		
		0.49*	0.89**
	Mathematical Abilities		
3.	Life Skills		
		0.55*	0.86**
	Occupational Efficiencies		

Findings

1. The relationship between mathematical abilities and occupational efficiency of the whole sample was found to be significant though it was low positive.
2. The relationship between 1) mathematical and life skills, 2) occupational efficiency and life skills of total sample were found to be positive and moderate.
3. There was high positive significant correlation between mathematical ability and occupational efficiency of identified people with effective life styles.
4. In the identified sample, a very high positive and significant correlation was observed between i) life skills and mathematical abilities and ii) life skills and occupational efficiencies.

Table 9 : Association of Mathematical Abilities, Occupational Efficiencies and Life Skills of the Total and the Identified Sample

S.No.	Sample	No. of Sample	" value
1.	Total	960	163.73
2.	Identified	80	231.2

Findings

1. Significant association was found between mathematical abilities, occupational efficiencies, and total sample of people in different life styles.
2. Significant association was seen in mathematical abilities, occupational efficiencies, of identified sample of people with effective life styles.

Hypothesis Testing

Conclusions and Implications

The study placed great emphasis on the measurement of the magnitude of mathematical abilities among the representative respondent samples. The results were extremely astounding and also to the satisfaction and relief of every one of us and equally profitable to nation at large.

Professional occupants were found to be displaying mathematical abilities at the top level. This finding further grades the people belonging to different occupations, putting money lenders at the second rank, followed by construction workers, tailors and carpenters. Skilled persons, though a little less than the other two groups, exhibited sound knowledge of mathematical abilities and their application. Again, life skills were found to be uniformly excellent across the different occupations. Whatever the position one was in, the person was earnestly endeavouring to acquire and manifest sound life skills that would result, in a life of satisfaction and accomplishment. Measures of occupational efficiency were significantly high.

An important aspect of consideration of the study was the relationship of life skills and the different occupation groups. The occupations being at great variability in terms of their scope, challenges, and results, it was but natural to expect group variability but no such life skill variations were seen between the groups. Presence of life skills was higher in professional people, and comparatively lesser in skilled categories. The differences of values between these three groups significant. Another interesting finding with respect to gender which needs special focus was that women were having life skills on par with men. An effort to relate the occupational efficiency and mathematical abilities through variables found positive relationships, though not high in total sample but very high in identified sample.

Infact the three criterion measures of the study namely, mathematical abilities, occupational efficiency and life skills were correlated and significantly associated with one another. Very few

people were identified as people with effective life styles. They had displayed excellent performance in the three criterion measures. Sample of people who had excellent life skills were identified as efficient and effective. They were also found successful when interviewed. Mathematical ability as an independent variable influenced positively occupational efficiency and these two together as independent variables, finally affected the life styles of people in a benevolent way. It can be inferred that these three aspects are mutually influencing each other. Hence, a basic recommendation was the need for the inculcation of mathematical abilities and life skills in people to promote occupational efficiency and later on to establish a good life style.

"Great nations are not built out of small men. It is big men, not in size or wealth or possessions, but big in their hearts, big in their character, big in their outlook who build great nations."

-- Dr. S. Radhakrishnan

It is but essential that we, educationalists, rise up to the need of the world and prepare citizens in the mould suggested by the teacher president of our country. Let us make our education a sound and a strong programme to make our youth good at not only academics but also effective as performers, efficient as skilled workers and sincere and sensitive human beings contributing to the progress of our nation.

❦

EDUCATION FOR ENVIRONMENTAL PROTECTION AND POPULATION EXPLOSION

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Introduction

Population, poverty and pollution ate the three major problems now facing the country. These three are interlinked with each other thus forming a problem-web. Rapid population growth is an alarming environmental concern of the global community. Though the problem is primarily that of developing countries of Africa and Asia, the developed countries cannot be immune to spill over effects of such a problem. In a nutshell, it means that after a gage in human population growth, the interaction between the natural system and the social system can become critical.

In 1950, the least developed countries (LDCs) had double tie population of the more developed countries. At the present time they are over three times and by 2020 they are expected to be more than four and a half times. Over and above these population figures. least developed countries are adapting development patterns of highly developed countries, which are generally oriented towards 'unwanted output' of the economy. This leads to rapid expansion of formal education with greater demands for jobs, Western lifestyles and urbanization. Above all with limited financial and technological resources available with the government of these countries, already burdened with huge debts, pressure on the fragile ecology or least developed countries is showing signs of imminent catastrophe.

In International negotiations, the developing countries have been attempting to focus the attention of the developed countries to the need for raising quality of life in these regions as a priority concern in any debate on global environmental concerns. In order to enable them to improve this, they plead for changing global orientation of trade, financial and technological policies to suit the needs of developing countries. With the present world population being around 6 billion, damage to the biosphere will be greater still if another 2.5 billion is added along with continuance of present trends of production and consumption. There is nothing but disaster facing the earth. It is becoming imperative to control population increase and encourage safer, cleaner and sustainable technologies.

Causes of Over Population

❖ Decline in Death Rate
❖ Increase in the Birth Rate
❖ Superstitions
❖ Variation in Population Measurements
❖ Child Marriage
❖ Illiteracy

- ❖ Polygam
- ❖ Unemployment
- ❖ Lack of Communication
- ❖ Low Status to Woman

How the Over Population Affects Economic Growth

Widespread poverty remains the major challenge to development efforts. Poverty is often accompanied by unemployment, malnutrition, illiteracy, low status of women, exposure to environmental risks and limited access to social and health services, including reproductive health services, which, in turn, include family planning. All these factors contribute to high levels of fertility, morbidity and mortality, as well as low economic productivity. Poverty is also closely related to in appropriate special distribution of population, to unsustainable use and inequitable distribution of such natural resources as land and water, and to serious environmental degradation.

Increasing Population

China is considered to be the most populous country in the world. As the population of India is increasing at a rapid rate the time is not very far off when India will become the moist populus nation in the world. Increasing human population has created many environmental problems for us and has also caused extinction of several other species. The scientific study of human population is called demography. At present, the world human population grows at a rate of about 2% per year and it becomes doublke every 35 years. World population presently is increasing by 2 persons per second, 2,00,000 people everyday, 8 million every month and 70 million every year. Such a high growth rate of human population is called 'Population Explosion'.

According to 1981 census, India's population was 684 millions while according to 1991 census, India's population was 844 million, just 60 million short of one billion mark which reached by a turn of the century. The year 1921 is called the bigh divide because after 1921, India's population began to increase rapidly. Obviously, containing and unchecked growth of population is the most important and urgent problem before India. It has also been found that population growth is most rapid in countries having low per capita income. If we really want social and economic progress it is necessary to have a check on the population growth by reducing the birth rate.

Population explosion has caused multiple problems of basic fundamental nature. Increase in population not only pollutes our natural resources but is also exploiting it. In most developing countries the increase in population has caused low standard of living, lack of basic amenities like food, cloth, shelter etc. Most of the major environment trends of present and of future eg. Ecological disturbances, environmental degradation which are the result of increase in population are causing serious problems and it is most urgent for each nation to accept its responsibility to plan and manage its own development in a way so as to maintain sustainable balance between its resources

and its population. With the increase in population the number of consumers on the earth have increased but the resources are limited, thus causing various fundamental problems. It is not possible for proper management of land with increase in population. It is a great hazard to our environment.

Method to Control

Population exploitation is a serious problem to the whole of the earth. It affects the natural resources and also affects the quality of life. To control population explosion the following methods may be suggested.

1. Giving awareness of the small family and the ill effects of large families and over population.
2. Reduce the Birth Rate
3. Family Planning
4. Literacy rate should be increased
5. Providing more job facilities to women
6. Implementation of Community Health Programmes
7. Incentive to the people for Sterilisation
8. Providing facilities like contraceptives, IUD birth control pills, sterilization etc.

Adverse Effects of Increasing Population on the Environment

❖ Non availability of food, shelter, clothes and other fundamental needs.
❖ Degradation of quality of natural resources such as air, water and vegetation.
❖ Increase in green house gases causing green house effect and global warning.
❖ Increase diseases
❖ Imbalance in water, land and oceans.
❖ The environmental degradation has more serious consequences

Environmental Education

Environmental education is to be taken up as a 'movement' involving all the groups of the population. The literates of the country have a more responsible role to play in developing the curricula and imparting the environmental education, because much of the population consists of illiterates and neo-literates. And also the most important aspect of implementation is that environmental education is to be taken up linking it with local problems thereby creating interest among the populace in mass participation.

Importance of Environmental Education

God has created so many living and non living beings. But the living beings, particularly human beings, intentionally are more responsible for environmental destruction than any other species. Importance was given in almost all cultures for environmental protection. So it is very much necessary to safeguard the environment as far as possible and it is our responsibility to handover a safe environment to our future generations. Women is part and parcel of environment woman contributes a lot in so many ways for the environmental protection. Women revolutions in

developed countries are helping so much to protect the environment. The women, particularly from hilly region or rural areas, are the victims due to the age-old traditional blind beliefs. So it is needless to say that these women should be educated to bring them out from these orthodoxical clutches. They should be provided with proper training to create suitable awareness and insight into the new demands in the physical and social environment.

Woman can control population explosion through family welfare education. Standard of life can be improved only by limiting the children. Even today the status of women is decided on the number of male children they possess. The menstrual cycle, child birth, early marriages, economical and social factors are responsible for population growth. Women need to be exposed to the various evil consequences of population growth and the need for small family by adopting various methods to control the birth of children as it is considered the main reason for environmental destruction as well as pollution.

Conclusion

The teachers, especially the teacher educators are the responsible persons to promote the attitude of environmental protection among the learners. It is not the theoretical responsibility but the change of attitude which will definitely enact and implement practical solution. Hence the curriculum must include environmental education as a compulsory subject from primary level itself. Then only we will be able to create a good sustainable condition in the world.

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INTEGRATING PROCESS APPROACH WITH SPECIFIC WRITING STRATEGIES FOR ENHANCING WRITING SKILLS AMONG SECONDARY SCHOOL STUDENTS

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The present paper speaks of the importance of a flexible model of educational programme that provides right remediation through right strategies with right materials and technology at the right time and in the right place and make the education of the children with learning difficulties as gainful as that of able children. It discusses about the learning style preferences and strengthening of the specific writing skills among the students with learning difficulties through specific writing skills and strategies using acronyms.

To enhance the quality and quantity of writing, there should be increased focus on thinking as a critical aspect of the writing process and writing should be practiced and applied in a variety of situations and contexts to foster generalization of these skills. Specific Writing Skill (SWS) strategies increase the student's metacognitive knowledge of the writing process involved in prewriting, planning, composing and revising, as well as improves student's attitude towards writing and writing instruction.

The development of the measurement and evaluation movement in education has influenced instruction in many ways. It has provided techniques whereby the individual differences of children have been determined quantitatively and portrayed in such a striking manner that the school can no longer ignore them. More recently efforts have been made to develop methods for the utilization of measuring devices in the adaptation of instruction to the needs, interests and capacities of children.

The writing programme for students with learning problems should include a range of writing experiences in both creative and functional writing. The students have to learn to organize thoughts logically and follow the proper mechanics of writing to communicate clearly and accurately.

In teaching writing, the product approach focuses primarily on grammar, spelling, capitalization, punctuation and handwriting. The process approach stresses meaning first and then skills in the context of meaning. Students work through various stages (prewriting, drafting, revising, editing and publishing) and focus their attention on one stage at a time.

Many students with learning problems do not develop effective strategies and skills for writing with out careful instruction. Thus, such student's writing may be improved by integrating the process approach to writing with skill – oriented instruction.

At the secondary level, greater written expression demands are placed on students. Not only are students required to take notes during class lectures and express themselves written test, but they must also frequently write themes and reports.

Unless the children with learning difficulties explicitly prompted to use certain cognitive strategies the ability to access knowledge remains inert. Once we recognize the area of difficulty experienced by such children, it is easy to plan necessary techniques to overcome their difficulties.

Essential components of effective learning programme for children with learning difficulties include Fernold approach/VAKT approach (ie, analysing the learning style preferences), TAPS approach and Specific Cognitive Learning strategies. These are needed to be successful in both school and non school environments.

The Fernold approach (VAKT approach) is actually a multi sensory approach involving four modalities simultaneously i.e., Visual, Auditory, Kinesthetic and Tactile and this is also a cognitive approach. If the student's visual- auditory approaches are unsuccessful, a modification of the Fernold's (1943) " Word Learning Technique" is recommended.

TAPS approach (Grigory & Chapman, 2002) gives opportunities for each learner by allowing to work with Total group (T), Alone (A), with a Partner(P) or in Small groups(S).

Specific Writing Skill Strategies (SWSS) involve the use of acronyms to recollect and enhance writing skills. Therefore investigators made an attempt to conduct a study to find out whether the strategies using the acronyms are effective or not in enhancing writing skills among children with learning difficulties.

Objectives

1. To discriminate the secondary school students with different learning styles.
2. To identify the techniques needed by students with different learning styles.
3. To help the students in using acronyms to structure their writing skills effectively.

Methodology

Survey cum experimental method was adopted for the present study. The investigators at first thoroughly analyzed the learning styles and instructional strategies followed by the secondary school students. The data were collected from Govt. Secondary Schools situated in rural areas of some selected districts in Kerala. The sample consisting of 100 students were selected by adopting purposive sampling procedures to select subjects in view of the specific nature of the study and limited number of students available in schools. Then the SWSS were provided to them. Again the instructional technique preferences were found out.

Tools, Approaches and Strategies

Rating Scale of stimulus events, TAPS approaches and Specific Writing Skill Strategies.(SWSS)

A four point Rating Scale of stimulus events which has five segments such as : 1. Physical properties. 2. Instructional arrangements. 3. Instructional techniques. 4. Materials. 5. Learning style preferences. - Visual - Auditory - Tactile - Kinesthetic was used for the study and the response of each statement was scored as '3' for 'always happens' and '0' for 'never happens' and the scores were totalled for each student.

The Skill Strategies (SWSS) Used in the Study Were :

1. Tower : Themes writing strategies: it is for teaching them writing which provides a structural approach.

    T : Think about content
    O : Order topics and details
    W: Write topics and details
    E : Errors look using COPS
    R : Revise/ Rewrite

2. COPS : Error monitoring strategy. It is used to detect four kinds of common errors.
    C : Capitalize the first word and nouns
    O : Overall appearance
    P : Punctuations
    S : Spell all the words correctly

3. PLEASE : Metacognitive strategy to write paragraph. The use of first letter of Mnemonic cues the student how to complete the writing task independently.
    P : Pick a topic
    L : List information about topic
    E : Evaluate the list
    A : Activate the paragraph
    S : Supply supporting based on items from the list
    E : End with concluding sentence.

4. How : Written work strategy, It is to improve the appearance of written work and remind the student about how the paper should look.
    H : Heading
    O : Organization
    W: Write neatly

5. WRITER : A strategy for monitoring written errors
    W: Write on the line on the line
    R : Read the paper for meaning
    I : Interrogate using COPS

T : Take for proof reading

E : Execute final copy

R : Reread

6. SLANT   : It is for effective note-taking behaviour

S : Sit up

L : Lean forward

A : Activate thinking

N : Name key information

T : Track the talker

7. PENS   : Sentence writing strategy. It helps the student to remember the steps in writing a sentence.

P : Pick a sentence type formula

E : Explore words to fit the formula

N : Note the words

S : Search for verbs and subjects and check.

Analysis and Discussion of the Study

Simple percentages were found out for the total sample and for boys/girls Descriptive statistics were used for analyzing the data.

Learning styles preferences of total sample as well as of boys and girls were collected and percentages were found out and are given in table No.1.

Table No. 1 : Learning style preferences of total sample and boys / girls

Category	Auditory	Visual	Visual Kinesthetic	Total
Boys	23(35.93%)	30(46.87%)	11(17.18%)	64
Girls	13(36.11%)	19(52.77%)	4(11.11%)	36
Total	36(36%)	49(49%)	15(15%)	100

Out of 100 students 49 (49%) preferred visual learning styles and 36(36%) preferred auditory learning styles. But 15(15%) students come under Visual- Kinesthetic category. This general trend is repeatedly shown by boys and girls. Therefore it is interpreted that about half of the total sample including boys and girls seem to prefer visual learning style whereas the second preference of the total as well as boys and girls is for auditory style.

Instructional technique preferred by the students before and after the administration of the SWS strategies is given in table No. 2.

Table No. 2 : Instructional technique preferences before and after administration of the strategies (Total and boys/ girls)

Administration	Category	Always and frequently preferred	Seldom and never preferred	Total
Before	Boys	51(79.68%)	13(20.31%)	64
	Girls	27(75%)	9(25%)	36
	Total	78(78%)	22(22%)	100
After	Boys	20(31.25%)	44(68.75%)	64
	Girls	10(27.77%)	26(72.22%)	36
	Total	30(30%)	70(70%)	100

It can be observed that 79.68% boys and 75% girls need more directions in completing time bound works and organizing the answers and even to start work before the administration of the strategies. Only a small percentage of boys 20.31% (30) and girls 25% (9) was satisfied with whatever educational and other facilities they received. But after the administration of the strategies it is seen that more percentage of boys (68.75%) and girls (72.22%) needed instructional strategies seldom/never. Therefore it is interpreted that they needed less assistance because of the awareness of usage of strategies and they themselves can manage their own learning.

Conclusions
1. All the students have their own learning styles and majority of them preferred visual mode.
2. Students need less assistance after getting an awareness about the strategies.
3. In the differentiated classroom, flexible TAPS approaches have given the learner the opportunity to work with others according to their interests, abilities and social needs and reconditioned their learning styles and classroom instruction.
4. SWS strategies using the acronyms helped in improving
   a. Theme writing
   b. Monitoring four kinds of errors
   c. Paragraph writing
   d. Appearance of written work
   e. Monitoring for written errors
   f. Effective note taking behaviour
   g. Remembering the steps to write sentence

Thus SWS Strategies strongly facilitated the growth of writing skills in the children.

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REVISIT TO ENRICH THE PHILOSOPHICAL BASIS OF EDUCATION

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At the dawn of the 21st century, we stand poised between a collapsing past and an uncertain future, when established landmarks are disappearing but new ones are yet to appear. We find the world facing both quantitative and qualitative changes - quantitative in terms of economic growth and technological innovations, and qualitative in terms of a new paradigm of an evolving society governed by altogether different set of values and ethos.

In the era of knowledge-driven economy and learning societies, both formal and informal education is playing an increasingly vital role in promoting economic solidarity, social cohesion, individual growth, sustainable development, and a culture of peace and world citizenship. Education helps a person in the unfoldment of his personality by bringing forth and revealing the potential qualities in him. It affords a means for a person to not only earn his livelihood but also to serve the society in many ways. This is an era of even bomb blasts, pollution and atrocities on the under privileged and women ,even though there is an enormous growth in the field of Science and Technology.

To what ever may be the dependence of Education related to Science and technology there are many more angles of life which are beyond the reach of science. Science has achieved great wonders, it has enhanced the face of the earth, it has altered the political, economic and social fabric of the human societies, it has brought about a complete transformation in the life of man on the physical plane and to the considerable extent on the mental plane also. But many areas of Human life are lie out of the domain of science and scientific enquiry. Science can not deal with some qualities such as love, hatred, faith, devotion, loyalty, compassion, joy, sorrow and the value judgments like good, evil, truth and beauty. Grandeur of nature, moral and ethical values, political opinions, economic theories, religious faith are all out side the scope of the science

As rightly pointed out by Albert Einstein that" It is essential that the students should acquire the knowledge of values.   He must acquire the knowledge of Truth and Morality. Otherwise he closely resembles a well trained Dog than a Harmonious individual."

New Paradigm of Education

Therefore, a new paradigm, which is developmental, human-centered, environmentally sound, and all inclusive must evolve, so as to prepare learners to strengthen team spirit industriousness, discipline, self confidence and other individual and cooperative virtues which

constitute the basic requirements of a prosperous society and prepare the learners to be contributors to knowledge and not just mere recipients. So it is the right time to open up new challenges and opportunities for educational institutions – whether public, private, or hybrid institutions.

Philosophical outlook : Philosophical outlook is very essential in looking into the qualitative development of Education. Philosophical attitude begins in wonder or doubt. It is critical, reflective, tolerant, detached, curious, continually progressive directed by experience and reasoning and devoid of hurry in arriving at conclusions.

No doubt that Philosophy is the mother of all sciences. Philosophy is needed not only in the determination of aims and objectives of curriculum but in actual day to programs of educational practice. According to Confucious every human being has to develop intellect as well as aesthetic refinement which would lead to harmony between man and his environment.

How ever human excellence is central to all philosophies which is attained by developing balance between the intellectual and affective aspects of human functioning ,leading to intrapersonal as well as interpersonal harmony.

Excellence as a way of life : Excellence aims at attaining fundamental changes in the very character of the individual- his thinking, his feelings and behavior. It refers to the quality of his relationships with in the family, out side family, attitudes towards his community and country. Ultimately education should produce humane and graceful individuals. Excellence must be taken as a holistic concept.

Role of Teacher as Philosopher in Nurturing Excellence

Education is dynamic side of the philosophy. Plato said "he who has taste for every sort of knowledge and who is curious to learn and is never satisfied may be justly termed as Philosopher" So teacher as a philosopher must play the role of an agent of change.

Talent does not mean not only the subject knowledge of the teacher but it also counts the philosophical out look of the teacher. Great teachers have given the world is the' Philosophy of the life but not the information'.

As rightly pointed out by S. Radhakrishanan "the moral qualities are of greater value than intellectual abilities" Teacher must understand the philosophy of the education first. That is only an explicit formulation of the problems of the formation of right moral and mental attitudes in respect to the difficulties of the contemporary social life.

The kind of society that we are going to living in depends upon the qualities of Men & women on which we set highest values like intellectual & and ethical values. So education must lead to human perfection .And the existence of man is related to consciousness.

Man is not only conscious of what is happening in and around his environment but he is also conscious of him. He is aware of himself. This self awareness enabled him to grow morally

and spiritually since self awareness leads to self knowledge. As Perry expressed that Philosophy is neither accidental nor super natural but inevitable and normal. It influences personal and social life.

So talent means execution of both hard power and soft power. Hard power means the use of military might or economic muscle to influence or even to coerce. Then the soft power refers to the ability to attract and influence trough the appeal of social, cultural and the moral messages, respect for other cultures and acts of compassion and caring.

Rousseau's education relies on the tutor's constant supervision. The tutor must even manipulate the environment in order to teach sometimes difficult moral lessons about humility, chastity, and honesty.

So teachers, as philosophers, must promote human growth with dignity, freedom and justice. Righteousness of the conduct must be given highest value.

Higher Education

Given the increasingly corporate culture in higher education, it is not surprising that 'Education' has been included as a 'service' or a 'commodity' under the General greement on Trade and Tariffs (GATT) and World Trade Organization (WTO).

The UNESCO has been striving hard towards protecting and strengthening higher education as a common good at the global level by promoting pluralism and diversity.

The report of the International commission of the development of the Education presented in the UNESCO's publication 'Learning To be' (1972) observes," educational developments so far followed economic growth but now for the first time in the history of humanity education precedes economic development". So the principal role of education is to serve society, to meet its needs.

India is being projected as a would-be super-power by the year 2020; at the same time, higher education, which is growing at the rate of 20% per annum worldwide, is being counted as one of the most important ingredients in knowledge-based economies. Some regulatory devices should be enforced to ensure quality of education and to restrain the commercialization or co modification of education by for-profit organizations and institutes.

A serious debate already took place whether to regard higher education in the category of "profession," "trade," "occupation," or "service".

National Knowledge Commission's View :

The NKC has engaged in formal and informal consultations on this subject with a wide range of people in the world of higher education. In addition, They consulted concerned people in parliament, government, civil society and industry. The concerns about the higher education system are widely shared. There was a clear, almost unanimous, view that higher education needs a systematic overhaul, so that we can educate much large numbers without diluting academic

standards. Indeed, this is essential because the transformation of economy and society in the twenty-first century would depend, insignificant part, on the spread and the quality of education among our people, particularly in the sphere of higher education. And it is only an inclusive society that can provide the foundations for a knowledge society.

So the main aim of Higher Education should be concentrated on the development of integrated personalities rather a trained personnel. As Radhakrishnan says 'integrated individuals are the pure beings who are in advance of their time and they are the runners of the future race'. Principle of Humanity must be the essence of the higher education.

Honderich argues that the Principle of Humanity consists of six fundamental human goods : a decent length of life, bodily well-being, freedom and power in various settings, respect and self-respect, the goods of relationship, and the goods of culture. Honderich concludes that the Principle of Humanity is better supported than any other sort of moral principle, on the basis of both consistency and certain facts.

Other Philosophies of Education

Realism aims at the practical approach in education such as national development, earning livelihood, realization of the happiness. Dewey said that' What nutrition and reproduction are to physiological life, education is to social life.'

Russel supported democratic system of education. According to Pragmatists Higher education is firstly to expand knowledge and research secondly to train men & women for various vocations. The teachers should get sufficient leave for enrichment of their knowledge. Pragmatists regarded universities as research work shops. Work should aim at the welfare of humanity and progress of the world.

According to William James 'Pragmatism is a temper of mind, an attitude, it is also a theory of nature of utility of ideas and truth. Pragmatists followed dualism. Pragmatist curriculum is based on Principle of utility and the Principle of integration .

According to Marxism education should be production oriented at all levels so that the educand can fulfill their needs without much dependence.

Humanism says man is the essence of ultimate reality. Elite call this philosophy as future philosophy of education.

Dayananda advocates Multi faceted curriculum for integrated growth. Ghandhiji emphasized so much on mass education rather higher education.

Finally……….. Indeed, this is essential because the transformation of economy and society in the twenty-first century would depend, insignificant part, on the spread of the quality of education among our people.

As Russian author Aleksandr Sollzhenitsyn says "the line separating the Good & evil Passes not between the states nor between the classes but through the middle of every human

heart". When there is Righteousness in heart , personal life is cultivated, with this home life is regulated ,this leads to orderly national life which finally leads to peace and moral harmony in the world. The dream of knowledge based society can be fulfilled by integrating philosophy of education.

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ADOLESCENTS' AWARENESS OF PROMOTIVE FACTORS OF HEALTH - PHYSICAL, MENTAL AND SPIRITUAL

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Every living being is provided, by the nature, a physical machinery, to express itself, to live and perform the natural functions. Right from amoeba to the human organism, there is a physical body provided, and the complexity of the body increases as we go up from the lower organism to the higher one, human organism being the culmination. Health is the basis of life. The smooth functioning of each organism in accordance with its specified tasks is Health. It is not only important but essential to make one's life happy.

Among God's creations man is supposed to occupy the prime position. The possession of mind and its manifold manifestations demarcate the Homosapiens from the sub-human species. However, mastery of mind alone contributes to the well-being of human beings. The mind within man prompts him to go beyond and generate a number of needs. The greater the multiplicity of needs, the larger the scope of misery. A needy person becomes greedy and sacrifices his mental health in the bargain. Man's happiness in life depends upon good health, vigour and vitality.

Nature and Scope of the Study

World Health Organisation (1948) considered it necessary to give a direction towards the achievement of a robust, happy and active bodily and mental condition capable of continuous productive ability and therefore has defined Health as a "state of physical, mental and social well-being and not merely an absence of disease or infirmity". Health implies a sufficient reserve of physical strength, ability and endurance as well as mental equilibrium to meet the demands of life. Health is man's most valuable possession as it influences all his activities. It is the solid foundation on which man's happiness rests. It is a source in which the whole community has a share and it is desirable to maintain and promote it.

In the life of human being adolescence is a stage of rapid biological, psychological and social change. Adolescent health provides the foundation for adult health status. Lifelong patterns of healthy behaviours are established at this time. The health and well-being of adolescents is shaped by the world in which they grow and the people who surround them and help them become contributing members in the society enhancin it's prosperity.

Proper nourishing food, ample rest and sleep, hygiene, satisfying work and recreation, proper use of leisure and positive attitude towards life, self-regulation and desirable health practices, emotional maturity, religious beliefs mental health etc. enable a man to live a quality life.

The factors promotive of Physical Health are inclusive of nutritious fresh food and pure

water, adequate sleep, regular exercise, cleanliness of the body and genital organs, hygienic surroundings, not indulging in smoking, alcohol, drugs and their impact on the attitudinal development.

Promotive factors of Mental Health focussed on co-operating with others to develop healthy relations, sharing with intimate people to unload the mind, efforts for clarity in times of discomfort to the mind, awareness of one's thoughts and oneself that leads to one's development, affectionate relations, sensitive and sensible responses, interest in studies that brings understanding in subject, worth of recognition to activate the person, right action that sprouts from good heart, self-confidence leading to independent decision, exercise of one's capabilities to develop competencies, evaluation of oneself to avoid problems, emotional balance in times of crisis, willing participation for excellent performance, identification of possibilities to workout, happiness in learning, abilities to appreciate the best in others, increased understanding by discussing the difficult issues and appropriate time-budgeting to do justice to every work.

It also focussed on preventive aspects of Mental health like fear of criticism which inhibits action, fear of public opinion, anxiety over others' expectations, inevitable involvement causing stress, feeling of inferiority and superiority during comparison, lack of co-ordination between thought, feeling and action, the curse of living with falsities and strain of relationships.

The main pre-occupations of the spiritual individuals become truth and enlightenment on one hand and unity and service on the other. Such an interpersonal relationship is characterised by unconditional love, freedom from injustice and prejudice, and the quality of humility. In such a relationship harmony and unity are established. Unconditional love is shared and celebrated, and helps us see the planet earth as our collective home, rather than a battle field of divergent ideologies, interests and backgrounds.

In the study necessity of righteous living, non-involvement of righteous person in religious conflicts, the enquiring spirit into the origin of existence, the question of one source behind the existence and appreciation of the beautiful structure of the various beings in it, human beings as part of the great plan of universe, dependence of humans on nature, the fact of birth and death which are not in the hands of human beings, the orderly function of each and every organism in the universe and the excellence of the loving and compassionate human being were stated as the related factors to find the status of adolescent's spiritual health.

The scope of the study also envelopes reality orientation, self critical awareness, importance given to goodness more than knowledge and ability to set right oneself when friends point out mistakes. Thus, the study intended to probe into the awareness of adolescents' about the promotive factors of mental health and preventive factors of mental ill health.

Method and Procedure

Descriptive survey method was followed. A stratified random sample of 236 pupils of X class from Guntur district were taken from different types of schools from Urban and Rural areas.

Objectives of the Study

1. To find out the level of awareness of adolescent pupils about promotive factors of health and classify them.
2. To find out adolescent pupils awareness of promotive factors of health area wise.
3. To find out the influence of the following variables on the level of adolescent pupils awareness of promotive factors of health.

   a) Gender-Male/Female.

   b) Locality – Urban/Rural.

   c) Type of Management – Government/private.

   d) Type of School– Residential/Non-residential.

   e) Medium of Instruction – English. Medium/Telugu Medium.

   f) Economic status.

   g) Parental Education Background.

4. To find out the association between the awareness of promotive factors of

   a) Physical health and Spiritual health

   b) Physical health and Mental health

   c) Spiritual health and Mental health

Operational Definitions

Physical Health

Physical health is a state of well-being void of disease or illness. To achieve physical wellbeing and maintain it once it is achieved, one must feed the body with nutritious food, regular exercise, avoid harmful behaviours and substances, and protect oneself from accidents.

Mental Health

Mental health is the ability to maintain an even temper, an alert intelligence, socially considerate behaviour and a happy disposition to adjust satisfactorily to the various strains of the environment one meets in life.

Spiritual Health

Spiritual health is a search or inquiry into the origins and orderly functioning of the universe, source of life, interdependence and interconnectedness of every thing and righteous way of living.

Tool Description

The final form of the tool consisted of 55 close-end statements, out of which 10 were framed in the area of Physical health, 34 items in the Mental health area and 11 in the Spiritual health area. A rating scale consisting of five alternatives was attached to each of the items. It consisted of Items framed positively and items framed negatively ranging from agreement to the

most extent. The five point scale was awarded 1 to 5 to the negative items and 5 to 1 to the positive items. The reliability is found to be 0.833. Content Validity under the three constructive areas of day-to-day life was kept in mind while developing the tool.

Results and Findings

Hypothesis : The level of awareness of promotive factors of health of adolescent pupils would be very good.

Level of Health Awareness of Adolescents

Sample	Mean	% of Mean	Standard Deviation
236	245.339	89.21	16.54

Finding

1. The pupils were found to have very good health awareness.

Hypotheses 2

a) There would be good Physical health awareness among adolescent pupils.
b) There would be good Mental health awareness among adolescent pupils.
c) There would be good Spiritual health awareness among adolescent pupils.

Area-wise Means, % of Means and S.D. Values of the Sample

Area	Sample	Mean	% of Mean	SD	Rank
Physical	236	44.721	89.442	3.673	II
Spiritual	236	46.704	84.916	5.44	III
Mental	236	152.636	89.785	12.729	I

Findings

The awareness about the factors of physical health, mental health and spiritual health was found to be very good. The comparative analysis shows that the mental health awareness of pupils is more than that of physical health and spiritual health.

Hypotheses 3

There would be no significant difference between the awareness of promotive factors of health between adolescent.

(a) Boys and Girls
(b) Pupils of Rural and Urban Schools
(c) Pupils of Government and Private Schools
(d) Pupils of Residential and Non-residential Schools
(e) Pupils of English Medium and Telugu Medium Schools
(f) Pupils of Rich, Middle Class and Poor Economic background

(g) Pupils with different Parental educational background

Mean, % of Mean, S.D., 't' values of the Overall Health Awareness of Pupils

	Variable		N	Mean	SD	% of Mean	SED	.df	't' value
a	Gender	Boys	126	236.9	11.747	86.145	1.722	234	4.785**
		Girls	110	245.14	14.352	89.141			
b	Locality	Urban	116	242.15	17.54	88.345	2.177	234	2.090*
		Rural	120	247.5	15.84	90			
c	Type of Management	Govt.	141	248.52	17.95	90.3	2.344	234	1.894[NS]
		Private	120	247.5	15.84	90			
d	Type of School	Residential	83	248.181	12.859	90.247	2.038	234	2.257*
		Non Residential	153	243.58	18.198	88.574			
e	Medium of Instruction	English Medium	82	243.53	18.231	88.556	2.38	234	1.046[NS]
		Telugu Medium	154	246.02	15.79	89.461			

Analysis of Variance (ANOVA) of Influence of Economic Status and Parental Educational Status of Pupils on Health Awareness

	Variable	Sources of Variation	Df	Sum of Squares	Mean Variables	F Value
f	Economic Status	Between Groups	2	630	157.5	0.214[NS]
		Within Groups	233	342964	1484.7	
g	Educational Status	Between Groups	4	108237	27059	5.34**
		Within Groups	231	1170679	5067	
		154	246.02	15.79	89.461	

Findings

1. Awareness of promotive factors of health of girls is better than that of boys.
2. Health awareness of Rural pupils is better than that of Urban pupils.
3. Health Awareness of Residential School pupils is better than that of Non-residential school pupils.
4. Type of Management, Medium of Instruction and Economic background are found as not having any significant influence on the awareness levels of pupils with respect to Health.
5. Parental Educational Background of the pupils has significant influence on the awareness levels of promotive factors of health of pupils.

Variable Wise Physical Health Awareness of Pupils

Sl. No.	Variable		N	Mean	SD	% of Mean	SED	.df	't' value
1	Gender	Boys	126	44.596	3.376	89.192	0.468	234	15.440**
		Girls	110	110	37.37	3.770			
2	Locality	Urban	116	44.457	3.708	88.91	0.484	234	0.811 NS
		Rural	120	44.85	3.744	89.7			
3	Type of Management	Govt.	141	45.277	4.476	90.55	0.38	234	1.817NS
		Private	95	46.073	2.190	92.146			
4	Type of School	Residential	83	44.92	2.866	89.84	0.433	234	0.628 NS
		Non Residential	153	44.648	3.703	89.29			
5	Medium of Instruction	English Medium	82	44.85	3.686	89.7	0.536	234	0.690NS
		Telugu Medium	154	45.22	4.336	90.44			

Findings

1. Physical health awareness of boys compared to girls is found to be better.
2. Locality of the school, Type of Management, Type of School (Residential/ Non-residential), and Medium of Instruction are found to have no significant influence on the Physical health awareness of pupils.

Variable Wise Mental Health Awareness of Pupils

Findings

1. There is no difference between the awareness of promotive factors of mental health of girls and boys.

2. Awareness of promotive factors of Mental health of rural pupils is more than that of urban pupils.
3. Awareness of promotive factors of Mental health of pupils belonging to Residential Schools is more than that of pupils from Non-residential Schools.
4. Awareness of promotive factors of Mental health of pupils of Government and Private schools and Telugu and English Medium schools is not significantly different.

Variable wise Spiritual Health Awareness of Pupils

Sl. No.	Variable		N	Mean	SD	% of Mean	SED	.df	't' value
1	Gender	Boys	126	45.97	5.91	83.58	0.694	234	2.449*
		Girls	110	47.673	4.758	86.67			
2	Locality	Urban	116	46.113	5.293	83.84	0.705	234	1.968*
		Rural	120	47.501	5.556	86.36			
3	Type of Management	Govt.	141	47.107	5.260	85.64	0.718	234	1.095 NS
		Private	95	46.327	5.439	84.23			
4	Type of School	Residential	83	47.627	5.547	86.5	0.680	234	1.892 NS
		Non Residential	153	46.34	5.729	84.25			
5	Medium of Instruction	English Medium	82	46.059	5.630	83.74	0.748	234	1.528 NS
		Telugu Medium	154	47.202	5.162	85.82			

Findings

1. The awareness of promotive factors of Spiritual health of girls is found to be significantly better than that of boys.
2. The awareness of promotive factors of Spiritual health of rural pupils is found to be significantly better than that of urban pupils.
3. There is no significant difference between the pupils of government and private schools, residential and non residential schools and English and Telugu medium schools in their awareness of promotive factors of Spiritual health.

Hypothesis 4

There would be no significant association in the awareness of the promotive factors of pupils : a) Physical health and spiritual health; b) Physical health and mental health; c) Spiritual health and mental health.

Findings

   a) Significant association was found between the pupils awareness of the promotive factors of physical health and spiritual health.

   b) Significant association was found between the pupils awareness of the promotive factors of physical health and mental health.

   c) Significant association was found between the pupils awareness of the promotive factors of spiritual health and mental helath.

Significant association was found between the pupils awareness of the promotive factors

Testing of Hypotheses

10	There would be no significant association between the awareness of promotive factors of physical health and spiritual health.	$\chi^2 =$ 35.33**	Significant at 0.05 and 0.01 levels	Rejected
11	There would be no significant association between the awareness of promotive factors of physical health and mental health.	$\chi^2 =$ 62.143	Significant at 0.05 and 0.01 levels	Rejected
12	There would be no significant association between the awareness of promotive factors of spiritual health and mental health.	$\chi^2 =$ 72.968	Significant at 0.05 and 0.01 levels	Rejected

Educational Implications

The reality of the day is, lack of practice of what is known to be good and healthy. The present study reveals high awareness levels in adolescent peoples in the Physical, Mental and Spiritual dimensions of life. Immediate concern is application of what they know. Teachers are to appreciate and highlight healthy behaviours interms of their thoughts or ideas, feelings and actions. Teachers are to be sensitive and sensible when the students raise questions about the source of existence, orderly functioning of the objects of universe etc. while learning Science or Literature and answer at reality levels to the most possible extent or he/she should be in enquiry along with them genuinely.

The teacher has to awaken the spiritual dimension of life and also has to make it the foundation for giving respective places for whatever they learn and use. The School is to promote harmony between the awareness and actual day-today living, whereby the ten core life-skills identified by WHO would be enriched among the adolescent populace.
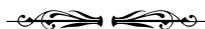
JIDDU KRISHNAMURTI'S EDUCATIONAL
PHILOSOPHY IN PRACTICE

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When the Cup is Empty, Something New can be Put into it; If there is Already Some Tea in a Cup You Can Fill it with Tea and not with Anything New. Therefore, the Mind has to be Cleansed of the Past to View a New Problem Anew.

-- J. K. (Madras, 1984)

In India, traditional places of learning such as Gurukulas and Madarsas, and small village schools provided a grounded education over the centuries. Gradually, schools based on a derivative model replaced these. Borrowed from the already – Industrialized Western World, the new English education schools were set up to produce standardized individuals who would fit into the industrial society and its values. This is the new common pattern followed in all Indian schools – public, private or government.

The alternative education movement began as a creative reaction to this mass – production approach that dominated education across the world by the beginning of the 20th century. This movement believes that each child is special and deserves special attention. The whole person must be addressed, not fragmented parts. Fantasy and imagination should be allowed to ripen in a child, an independent thinking filled with idealism in the adolescent. As these children grow into adulthood, they will create new way and vision not only for their achievements , but for the entire human race.

Different Approaches of Alternative Education

Maria Montessori, who worked with orphaned and handicapped children in Italy, conceived an Educational system as a response to the child's initiatives. She developed very precise teaching materials, which have become popular all over the globe.

Nobel laureate for literature, *Rabindranath Tagore* pointed out the limitations in the conventional schools set up in India by the colonial authorities, through his writings "Shikshar" (1893) and "Shikshar Bahan" (1915). In Shikshar Bikiram (1933), he favored the Father of the Indian Nation, Mahatma Gandhi's call for non-cooperation, with contemporary education, saying. "There are times when it may be more educative to boycott schools rather than joining them." This thought was echoed many years later, in 1983, in Ivan Illich's "Deschooling society".

Tagore set up his own alternative to the prevailing systems in Vishwa Bharathi, in Santiniketan, located in the eastern Indian state of West Bengal. Classes here were-and still are- held in the lap of nature.

Mahatma Gandhi developed Nai Taleem, which meant a " New Education". In Gandhian schools, a few hours in a day are devoted to reading and writing, and another few to the perfomance

of 'bread labour' - viz crafts work, agriculture, cooking and cleaning. "Educating children", Gandhi said, "should normally be the easiest of things, but somehow it has become, or been made, the most difficult."

Gujarat - based *Gijubhai Bhadika* set up Dakshinamurti Bhavan, a school in Gujarat, India. Gijubhai worked with children from the villages, teaching them history, geography and other subjects in a way that would appeal and be relevant. His book Divasvapna is a fascinating account of how an inspired teacher can introduce meaningful education even in an ordinary school.

For *Jiddu Krishnamurti* the real issue in Education was "to see that when the child leaves the school, he is well established in goodness, both outwardly and inwardly." The child is to be open, aware and fearless.

"It is the function of the teacher to help you to find out what you are, and he cannot help you do that if he is comparing you with someone else," he declared, and said, "Comparison destroys you, so don't compare yourself with another. You are as good as anybody. Understand what you are, and from there begin to find out how to be more fully, more expansively what you are". *(J.K 1977)*

Sri Aurobindo and the Mother developed their idea of Education for the whole person. The Mother worked closely with children, evolving a philosophy of "Free Progress" i.e each child developing and flowering in an absolutely spontaneous, inwardly - centered and self-directed process.

"The aim of education should be to teach us rather how to think, than what to think – rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with thoughts of other men." *- Bill Beatier*

J.K's view about Education

Education

"Do you know the world is mad that all this is madness, this fighting, quarrelling, bullying, teasing at each other. And you will grow up to fit into this? Is this right? Is this what Education is meant for, that you should willingly or unwillingly fit into this mad structure called society? Do you know what is happening to religions throughout the world?" (J.K)

"Man is disintegrating, nobody believes in anything any more, Man has no faith and religions are merely the result of a vast propaganda."

Education according to J.K.

1. Education is not only learning from books, memorizing some facts, but also learning how to look, how to listen to what the books are saying, whether they are saying something true or false. All that is part of education.

2. Education is not just to pass examinations, take a degree and a job, get married and settle down, but also to be able to listen, to the birds, to see the sky, to see the extraordinary

beauty of a tree, and the shape of the hills and to feel with them, to be ready, directly in touch with them. As you grow older, that sense of listening, and seeing, unfortunately disappear because you have worries, you want more, a better care, more children or less children. You become jealous, ambitious, greedy, envious, so you lose the sense of the beauty of the earth.

3. You know what is happening in the world. You must be studying current events. There are wars, revolts, nation divided against nation. In this century too, there is division, separation, more and more people being born, poverty, squalor and complete callousness.

Education was always one of J.K's chief concerns. He felt that if only the young and the old could be awakened, to their conditioning of nationality, religion, prejudices, fears and desires, which inevitably leads to conflict, they might bring to their lives a totally different quality.

"A school is place where one learns about the totality, the wholeness of life. Academic excellence is absolutely necessary, but a school includes much more than that. It is a place where both the teacher and the students explore, not only the outer world, the world of knowledge, but also their own thinking, their own behavior." *(J.K.'s address in 1984 at a school in California)* "Education's purpose is to replace an empty mind with an open one." *– Malcolm Forbes.*

Important qualities of Education

The most important quality, however, is the ability to encourage each student to make each student feel like an individual with the capacity to think for himself, when it comes to subjects that require open – ended thought or can be looked at from various angles, students should be taught to always question information presented to them and that forming opinions on a subject is a positive thing. Rather than spitting the information back out as it was given to them, they should have the opportunity to be creative with their work.

"Merely to stuff the child with a lot of information, making him pass examinations, is the most unintelligent form of education ……." (J. K 1977).

Lesson Plan

Lesson plans should not be filled with exclusively pop quizzes and tests; while sometimes necessary, this form of assessment only shows what the child has memorized. Children need to be allowed to be just that; children are imaginative and free thinking, their minds have the capacity to do much more than what we feel, or many teachers give them credit for.

School according to J.K.

School is not just a place where kids come to learn long division and biology but-

*   It is where they learn about the world and all the different types of people and cultures and events taking place in it;
*   It is here that they learn their actions, no matter how small, can have a positive impact and

- It is really a second home, and it is up to the educators to make sure they create a safe, creative and open environment to show kids what a mind is, and what a terrible thing it is to waste.

" …….. In our relationship with children and young people, we are not dealing with mechanical devices that can be quickly repaired, but with living beings who are impressionable, volatile, sensitive, afraid, affectionate and to deal with them we have to have great understanding, the strength of patience and love…." (Beginnings of Learning, J.K)

Since you are young, fresh, innocent, can you look at all the beauty of the earth, have the quality of affection? And can you retain that? For if you do not, as you grow up, you will conform, because that is the easiest way to live. As you grow up, a few of you will revolt, but that revolt too will not answer the problem. Some of you will try to run away from society, but not killing people. Society is you and I? You and I create the society in which we live. So you have to change. You cannot fit into the monstrous society. So what are you going to do. And you, living in this extraordinary valley, are you going to be thrown into this world of strife, confusion, war, hatred ?

J.K 's view on 'Teaching'

J.K. rejected the view that 'teaching' is something that has to be first studied and then translated into action. On being asked what teaching according to him was, he said:

1) It is a matter of partaking or sharing together rather than the giving or receiving of something.
2) There is also an emphasis, on the instantaneous nature of the transformation, it is not for something that is accomplished gradually through striving, seeking and burning one's life, one's conduct and thought by degrees more in conformity with some ideas (*Holroyd, 1980, P.35*).
3) J.K's quest for self-knowledge or self - discovery does not take one very far from oneself. It is in this sense that, as J.K. often said, 'the teachings are yourself.' There is also no culmination of this process of 'self-discovery', there is only the journey. There is no total knowing of one-self but rather an unending process of knowing oneself. (*Jayakar, 1982, p.82*)

Educational Philosophy

Krishnamurti's philosophy of education, reflected in the activities of Rishi Valley Education Center, is best expressed in his own words:

"The purpose, the aim and drive of these schools, is to equip the child with the most excellent technological proficiency so that the student may function with clarity and efficiency in the modern world."

A far more important purpose than this is to create the right climate and environment so that the child may develop fully as a complete human being. This means giving the child the opportunity to flower in goodness so that he or she is rightly related to people, things and ideas, to the whole of life. To live is to be related. There is no right relationship to anything if there is not the right feeling for beauty, a response to nature, to music and art – a highly developed aesthetic sense.

"I think it is fairly clear that competitive education and the development of the student in that process.. is very, very destructive." (*J.K*)

We must be very clear in ourselves what we want – clear that a human being must be the total human being, not just a technological human being. If we concentrate very much on examinations, on technological information, on making the child clever, proficient in acquiring knowledge while we neglect the other side, then the child will grow up into a one-sided human being. When we talk about a total human being, we mean not only a human being with inward understanding, with a capacity to explore, to examine his or her inward state and the capacity of going beyond it, but also someone who is good in what he does outwardly. The two must go together. That is the issue in education: to see that when the child leaves the school, he is well – established in goodness, both outwardly and inwardly. (***Krishnamurti,'On Education'***)

The intention of the schools run by KFI is to awaken the intelligence of the student so that he or she may 'flower in goodness'. The cultivation of a global outlook and a concern for our fellow human beings are all part of this scheme of Education. Some further goals of the Educational Philosophy of Rishi Valley Education Center are:

- ❖ To educate students so that they are able to explore both the natural world and the world of feeling.
- ❖ To inculcate a love for nature and respect for all forms of life.
- ❖ To create an atmosphere of affection, order and freedom without either fear or license.
- ❖ Not to condition students in any particular belief, either religious, political or social, so that their minds may remain free to ask fundamental questions, enquire and learn.

Based on this philosophy, teachers attempt to create an atmosphere of freedom, care and security in which students are helped to enlarge their horizons and grow.

The school is concerned with developing the individual talent and intelligence of each child. Teachers expressed "We feel that it is equally important for parents to be aware of their children's talents as well as limitations, and allow them to develop in their own way, and not on the basis of predetermined expectations. Our experience shows that not all children flourish in this system. In particular, those children who tend to be dependent and who need constant prodding do not adjust to the absence of pressure at the school".

Jiddu Krishnamurti's Educational Philosophy in Practice

It covers the following areas / aspects which are as follows, these were the observations/ suggestions /opinions/methods of teachings followed by the teachers' of KFI schools and Vidhyaranya school.

- Nature
- Curricular activities
- Teaching aids

- Method of teaching
- Strength of the class
- Slow learners
- Time Table
- Evaluation

'Nature' – Involvement in Teaching – Learning Process

- Children taken for long walks, in silence
- Asked to sit quietly and listen
- Look, Listen and Learn
- Growing Vegetables
- Flowering plants, ornamental plants in pots on the school terrace, campus etc.
- Vermicomposting.

To explore both the 'World' and 'Inner Being':-

- By being open and encouraging others to be open.
- Through discussions, by being friends and removing the mental walls between us.
- Being a language teacher-stories, role plays, spending quality time in quiet places, case studies, life situations, group activities.
- By talking to them from time to time about relevant and prevalent issues, through fearless and honest discussions.
- By talking and having dialogue with them the students are more open and able to understand the depth.
- Giving them more confidence about themselves.

Concepts like "freedom" "affection" and "order". How are they created and cultivated?

- Watching and understanding the concept.
- To have more interaction with the students / public / children.
- Freedom to ask questions without fear of being reprimanded, order is the outcome of self-discipline.
- No – Corporal Punishment.
- These concepts are simply lived.
- Depends on the way classes are set up, the deliverance of teaching and interaction.
- Having genuine interest in their activities.
- Teachers themselves should have these qualities first.
- Giving the child the learning space. This will automatically bring in freedom.
- Freedom – by not forcing, Affection – by sweet words, Order – by firm soft words.

Extra – Curricular and Co-Curricular activities.

- Drama, handwork, games, arts and crafts, sports, music, gardening, cooking, clay works, needlework.

- Play not to win – but to enjoy.
- No competition – only excellence.
- Substantial space for Extra – Curricular, Co-Curricular activities in the curriculum.
- Child is exposed to various activities to explore his / her talents and interests.
- Free to choose the activities in the school. Each teacher designs his / her lesson plans.
- Less academics and more activities like singing, story telling, dancing, drawing.

Teaching aid and methods of teaching:-

- No media is used, but parents are required to help children learn.
- Field trips, through drama, demonstrations by teachers or guests, reference work, situations, discussions and relation of experiences.
- Reading books on the subject, newspaper articles, if relevant, talking to experts in the field, researching internet.
- Nature walks, games, poem, stories being read.
- Group work, project work, self learning modules, working with hand on materials.
- Labs, library, school building (Indus World School) the grounds, surrounding areas, outside the campus.
- Subjects like History, English debating and presentation in class.
- Nature and human resources, peer tutoring.
- Plays, Writing stories, composing poems, reading newspapers.
- Worksheets – pictures, colours, songs and stories.

Strength of the class (Big and small Class)

The teacher is the final resource person who has to handle the class. A big class or a small class matters a lot for the teacher, this is to find out the views of the teacher.

A big class in these schools ranges from: 20 – 30.

A small class in these schools ranges from: 06 – 20.

To Handle slow learners:-

- Helping them gain confidence and helping them to be unafraid.
- Designing special lessons for children who need them.
- Being free of fear comes first.
- Giving extra time and space to complete assignments.
- Interact with students privately (outside the class)
- Environment created where they fear no competition from their peers.
- Priority lies in motivating the child to work.
- Identify the learning disabilities and the work out.
- Patience and hard work on the part of the teachers.
- Breaking up the tasks into smaller tasks, giving extra help.
- Encourage everyone to work at their best pace without it being a race.

- As a language teacher one should encourage slow learners sing songs or listening to songs and stories, role playing, reading, dictation for spelling improvement, summarizing the lessons in their own words. For senior students grammatical structure practice is also given.
- By making worksheets according to the level of each child, or by giving very simple work which the child can understand and feel comfortable.

Beliefs in Fixed / Rigid or Flexible time – table.
- Most of the teachers feel that for the older students flexible time – table is the best.
- For the younger ones a rigid time table and a system should be followed.
- Greater rigidity till class 10 (X tenth), a certain amount of flexibility can be introduced around class II (XI, eleventh).
- Sometimes both together.

Beliefs in Evaluation – Whether 'formal or informal'
- Older students should be taught to evaluate their own work both formally and informally.
- Evaluation of the teacher as well as the taught should be a continuous process.
- For Primary students, a private record of child's work, progress should be maintained.
- One must understand that we are learning through life not through evaluation.
- Corrections followed by exercise for improvement (semiformal) and also help them to face occasional failures.

Different methods of Evaluation- grades / marks/ projects / observations.
- By being a competent, observant, sympathetic, honest, wise, sensible and humble teacher.
- Main evaluation has to be through observation, followed by projects, grades, lastly marks and grades are inevitable in class X.
- Participation in class activities, interaction during class discussions give us a good idea about a child's performance a more pointed feed back on their mistakes.
- Evaluation of language skills through grades and marks is very difficult.
- Younger classes grades / observation, senior classes marks or grades
- Just observation if you really make children learn, you will know each child's capacity.

Major Concerns (Academic, Social, Emotional, Affective)
- More than the above, children's health and safety are more important.
- Opening up of all the faculties of the human mind.
- To learn to work together, look into themselves and develop psychologically healthy relationship, emotionally and socially they learn to live with each other.
- Total development.
- The job of the teacher is accomplished if he / she helps the students in becoming a good human being.
- Self-reliant, emotional, socially participative in order to understand and adjust to all the future demands of life.

- Making a better society in the future, with a more compassionate outlook towards others.
- Today's educational system does not cater to the emotional intelligence and social being.
- Lack of passion in many students and a willingness to accept being mediocre.
- Parents do not pay attention to the child's capacity. They force them to perform according to their expectations. Social and Emotional Intelligence are major concerns.
- Child's progress depends on the social and emotional behavior.

Some of the views of Jiddu's Krishnamurti

1. "Develop right climate and environment for the child to develop fully as a complete human. " Opportunity to flower in goodness."
2. " Competitive education leads to destruction."
3. All learning comes from "Looking, Listening and Learning."
4. "Learning on their own children acquire all skills."
5. Exploring is possible only with deep understanding and questioning.
6. "You are the World"

Krishnamurti says Education is the responsibility of the parents as well as of the teachers, and that we must learn the art of working together, and this is possible only when each one of us perceives what is true. It is perception of the truth that brings us together, and not opinion, belief, or theory. There is a vast difference between the conceptual and the factual. The conceptual may bring us together temporarily, but there will again be separation, if our working together is only a matter of conviction. If the truth is seen by each one of us, there may be disagreement in detail but there will be no urge to separate. It is the foolish who break away over some details. When the truth is seen by all, the detail can never become an issue over which there is dissension.

Vimala Thakar(1977) projects J.K as follows :

"What Krishnamurthi has done is to free spiritual life as science has done in other areas. He has maintained that one can be in total freedom from the very beginning to the very end, and he has stood for that, like a rock, for forty years. I think it may well take the world fifty more years to understand that. I think he is the man of tomorrow." *Vimala Thakar (1977)*

Are we not nearing that time ?

EFFECTIVENESS OF MULTI -MEDIA INSTRUCTION IN TEACHING BIOLOGICAL SCIENCES FOR IX CLASS PUPILS

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Teaching is an important part in the process of Education. Its special function is to impart knowledge, develop understanding and skills. Teaching is a relationship, which is established between 3 focal aspects in education- the teacher, the student and the subject matter. Modern teaching is not just a mechanical process. It is not "telling and testing." But a complex art of guiding students through a variety of selected experiences, towards the attainment of appropriate teaching learning goals.

Education is important from various points of view. It is a process of development of the latent inherent capacities of a child to the fullest extent. The teacher develops all the intellectual and emotional powers of the student so that he is able to meet the problems of life and solve them successfully. He infuses in the child a spirit of dynamic citizenship which urges him on and on in the service of the nation taking into consideration the need of international understanding and the well being of humanity as a whole.

Significance of the Study

The use of technology in education has always been questioned for its effectiveness. However, it is rarely that the effectiveness of the traditional and conventional way of teaching and learning in the classroom with blackboard and chalk is questioned for its effectiveness. Thomas Russell has recently started on the web documentation research, on how technology makes a difference in learning. There is a need to identify appropriate variables and conduct research with a design suitable for technology and environment.

In the fast developing world with knowledge explosion taking place in every sphere it is unreasonable to expect that the spoken or written words alone can convey the volume of relevant information to the learner. To ensure effective teaching learning process, teacher's instruction is to be supplemented and enriched with media support like video gadgets, CAI etc. This is where multimedia fits to improve teaching quality, and sharpen awareness of art and culture.

In Multimedia approach, the teaching learning process is carried out through a number of media by using them in such a planned and organized combination, with reference to the available teaching learning situations as to have their utmost utilization for achieving the desired ends in a quite an effective way. It also helps the students to construct knowledge actively, work in groups and use multi senses at a time.

Hence, this study intended to find out the effectiveness of the multimedia package in teaching Biological sciences to IX class pupils. The effect of computer access to pupils, socio-economic background of the pupils and the qualification of the parents were taken into consideration with regard to the achievement of the pupils.

Method and Procedure

The investigator followed the Experimental method and limited the study to two English medium private, unaided, and centrally located schools of Rajahmundry.

Table Equating the Experimental and Controlled Groups

S. No.	Criterion of matching	Experimental group	Control group
1.	Type of school	Private	Private
2.	Medium of school	English	English
3.	Location of school	Centrally located urban	Centrally located urban
4.	Aid	Un-aided	Un-aided
5.	Teacher's qualification	Trained graduate	Trained graduate
6.	Computer access to pupils	Available	Available
7.	Parental Education	Minimum graduates	Minimum graduates
8.	Economic background of pupils	Lower class / middle class / Rich	Middle class / Rich
9.	Class selected	IX Class	IX Class
10.	Subject	Biological Sciences	Biological Sciences

Sample

The researcher had taken intact class groups as sample from two schools of Rajahmundry City. The control group had 30 students and the experimental group had 20 students.

Experimental Validity

The fourth unit for pre-test and the fifth unit for post – test were taught by their concerned biological science teachers in both the schools in the second and third periods. The revision classes were conducted before the pre and post tests by the same teachers. Charts, models and flash cards were the teaching - learning material for the control group for both the 4th and 5th units and for the experimental group only for the fourth unit i.e. before the pre test. Multimedia presentation was done for the experimental group while teaching fifth unit. The difficulty levels of both the measuring instructions were the same and their weightages for knowledge, comprehension, application and skill also were same. The students and their number of the pre test and post test were the same.

Two English Medium schools, which are Private, Un-aided, Centrally located are selected for the study. The class selected was IX Class and the subject was Biological Sciences. In both the Schools the teachers are trained graduates and computer access was available to students. The students in the schools mostly belonged to middle class and rich and all the parents are minimum graduates. So, depending on these, the variables for the study are selected.

Variables of the study

1.Economic background of the pupils: Lower class / Middle class, Rich

2.Educational background of the parents: Graduate / P.G. or Professional

3.Access to computer in their home: Yes / No.

The Multimedia Package developed

Multimedia presentation was developed for the pupils of the Experimental group on the topic "Organisms, Habitat and Ecological Balance". The researcher developed an attractive compact disc with 56 slides of Micro Soft Power Point Presentation. The choice of the media was done carefully so that one does not reduce the effect of the other. The media was used sequentially and judiciously to make it possible to make optimum use of it in the most economical manner.

Description of Slides

S. No.	Topic	No. of slides
1.	Animals and plants in various habitat	20
2.	Water as a habitat	7
3.	Zones in an ocean	2
4.	Different Eco-systems, food chains and food webs	4
5.	Pollution, its effects, types and preventive measures	23
	Total	56

Procedure

A pre-test was conducted for both the control and experimental groups with usual instructional pattern. Then, the experimental group was exposed to the multimedia presentation developed by the researcher. It is a power developed by the researcher. It is a power point presentation on the unit" Organisms, habitat and Ecological balance" consisting of 56 slides. The

pictures were downloaded from various websites of Internet and also from MS - ENCARTA (devised by INTEL). Again a posttest was conducted for both the groups and data were analyzed.

The teacher provided experience so that the students can link practice and theory and integrate them. There was a remarkable effect of the available media on the teaching learning situations by their utmost utilization for achieving the desired ends in quite an effective way. There was a remarkable effect on the outcome of learning. Students developed a lot of interest in the subject matter and tried to relate this approach with other subjects also. They also showed interest in participating as active learners especially by power point presentations with the encouragement and the help of the teacher and also by gathering extra information from various sources of internet, encyclopedia etc.

Results - Testing of Hypothesis

S. No	Hypothesis	Table Value	Calculated valued	Difference	Status of hypothesis
1	There would be no significant difference between the control and the experimental groups in the pretest performance	2.01 (0.05) 2.68 (0.01)	0.1750	48	Null hypothesis is accepted
2	There would be no significant difference between the control and the experimental group in the scores of post test	2.01 (0.05) 2.68 (0.01)	3.25	48	Null hypothesis is rejected
3	There would be no significant difference in the scores of pretest and post test of controlled group	2.00 (0.05) 2.66 (0.01)	0.09399	58	Null hypothesis is accepted
4	There would be no significant effect of multimedia instruction on the performance of IX class in the pretest and post test of the experimental group	2.02 (0.05) 2.71 (0.01)	3.34	38	Null hypothesis is rejected
5	There would be no association between computer access and socio economic background of the pupils of control group	11.3445 (0.01)	24.19	3	Null hypothesis is rejected
6	There would be no association between computer access and socio economic background of the pupils of experimental group	11.3445 (0.01)	15.99	3	Null hypothesis is rejected
7	There would be no association between qualification of parents and computer access of pupils of the control group.	9.210 (0.01)	0.32	2	Null hypothesis is accepted
8	There would be no significant effect of socio economic background on the learning performance of students in the control group	4.46	3.4256	2, 8	Null hypothesis is accepted
9	There would be no significant effect of socio economic background on the learning performance of students in the experimental group	3.24	4.46	2, 8	Null hypothesis is accepted
10	The learning performance of pupils of parents possessing different qualifications would be same in the control group	0.050	5.12	1, 9	Null hypothesis is accepted
11	The learning performance of pupils of parents possessing different qualifications would be same in the experimental group	0.36	5.12	1, 9	Null hypothesis is accepted
12	The learning performance of pupils taught by the usual instructional pattern would be the same as those taught by multimedia teaching	7.778	4.32	1, 21	Null hypothesis is rejected

Findings

1. There is no significant difference in the achievement between the control and experimental groups in the pretest.

2. Instruction through multimedia package has positive effect on the performance of the experimental group in the unit "Organisms, Habitat and Ecological balance" whereas the traditional method did not have positive effect on the control group.

3. The experimental group had positive effect on its performance due to the teaching through multimedia approach.

4. There was no significant difference in the pretest and posttest scores of the controlled group.

5. In the control group and the experimental group, the students having rich economic background have more computer access, the middle-income group had moderate computer access and the low-income group had less computer access.

6. In the control group and the experimental groups, the students, whose parents were graduates had moderate computer access whereas the parents who were professionals or postgraduates had less computer access, which is an unexpected feature. Variable, qualification of the parents and computer access, are independent of each other.

7. The effect of the economic background on the learning capability of students of control and experimental groups is insignificant.

8. In the control group and the experimental group the learning performance of the students of parents possessing different educational qualifications are the same.

9. The learning performance of the control group was significantly lesser than that of the experimental group, when taught with multimedia.

Educational Implications

1. Multimedia helps the students to organize information in meaningful ways.

2. It allows self-pacing.

3. It helps students to be encouraged and seek information, apply knowledge associated with higher order of learning.

4. It helps in developing group and interpersonal skills.

5. It helps the students to learn the content in a given discipline.

6. As this is a multi-sensory approach, the teacher can use this for difficult topics that require higher order of learning.