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### **Editorial**

*We, the educated are to realize and use our human capacities, our ability to be self-conscious, to be aware, to be able to imagine, to think out for ourselves and such faculties which the human mind possesses in great measure and that which differentiate us from plants and animals. Being at the high end of the long evolutionary process of life having several capacities, we are responsible for the appropriate use of these faculties we possess. We have the capacity for perception, for awareness, both outwardly and also inwardly. we have the capacity to pay attention and to observe what is going on within, but are we not limiting ourselves to thought-based capacities which are imagination, and reasoning, planning on having the knowledge and memory about the outward things? No doubt this has been responsible for all the scientific and other progress. We have the capacity to feel, which also interacts with the capacity to think and generate, fear, anger, hatred and also the feeling of love, affection and a whole range of emotions that we are capable of. There is also the capacity to have an insight into something totally new. This capacity for insight can make forays into the unknown and can describe that perception in words, so that it becomes a part of the known. But that description of the new knowledge in itself is not the insight. Can we be free from the thought process, logical process at times to avail this capacity for insight?*

*-- Aruna Mohan*

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*Live fully without defence, which will reveal  
the unforeseen depths of life, the ecstasy of life.*

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*Your valuable papers for the next issue should reach us by  
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# JOURNAL OF EDUCATIONAL ENDEAVOURS

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**St. Joseph's College of Education for Women,**  
Autonomous, B++  
**GUNTUR**

## About our College

The Society of Jesus, Mary, Joseph is one of the international Congregations in the Roman Catholic Church. Rev. Fr. Mathias Wolff, S. J. founded the Society in 1822 in Holland for the noble cause of furthering the cause of education of women. The Society of JMJ since its inception in India in 1904 by Seven Dutch Sisters has been focussing on educational, medical, social, and community development and today it has a nation wide network of Schools, Junior / Degree / P. G. Colleges, Hospitals, Schools of Nursing, Colleges of Nursing, Community Colleges, Technical Colleges and a College of Education.

St. Joseph's College of Education for Women, an aided Christian minority institution had its humble beginnings on the 1<sup>st</sup> July 1946, with just 12 students on rolls with Rev. Sr. Stanislaus Swamikannu as the founder principal. It was the first of its kind in Andhra Pradesh, meant solely for the training of women graduates and post-graduates of all creeds and communities. Hence the month of July 1946 goes into the annals of the history of Education, of Guntur, then in the Composite Madras State. The college was opened to meet the felt needs of the time, for more women graduate teachers in secondary girls' schools. The college offering B.Ed. and M.Ed. Programmes is now an autonomous college under the jurisdiction of the Acharya Nagarjuna University, Nagarjuna Nagar, Guntur.

**OUR MOTTO :** Love, Joy and Service

### OUR MISSION

- ❖ To empower women, specially the poor and the downtrodden through quality education.
- ❖ To prepare teachers with emotional integrity, intellectual ability, high moral standards and social commitment.
- ❖ To mould teachers for giving a global vision to future citizens.
- ❖ To impart training for the development of the 4 D's - Discipline, Dedication, Devotion, and Duty mindedness and the coordination of the 3 H's - Head, Heart and Hand.

### OUR VISION

- ❖ To develop the College of Education into a Centre for Excellence.
- ❖ To stabilize as a Resource Center for schools and Colleges of Education.
- ❖ To grow into an exemplary seat of higher learning.
- ❖ To strive to render selfless service to the society.

### OUR HIGHLIGHTS

- ❖ The intake of the college is 200 in B.Ed., and 30 in M.Ed.
- ❖ Our college is a recognized Research Centre for Education.
- ❖ The college has been accredited with a **B++ by NAAC** in 2004.
- ❖ **Autonomous Status** has been conferred on the college by the University Grants Commission, New Delhi, from the year 2005 - 2006.

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## ASSESSMENT OF SCHOOLASTIC SCIENCE SKILLS

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Research Scholar

### Introduction

“Science is no longer the quintessence of knowledge and of what is worth knowing, but a way. It is way of penetrating into unexplored and unmastered realms”. It has a dynamic counter part, it develops scientific attitude and the methods of inquiry Science helps in developing scientific temperament and science attitude among the students. Science is one of the compulsory subjects in the school curriculum. It paves way to the career deciding courses at +2 stage. The acquisition of the knowledge of science terms, principle and concepts, a clear understanding of them and the ability to use such knowledge in different situations in life leads to the development of skills.

When we teach students to use these skills in science, we are also teaching them skills they will use in every area of life in future. The principal goal of Science Education is to ‘Create men who are capable of thinking for themselves’. Science teaching in schools can and should make a difference in the lives of children and the difference should be on the positive side of the educational ladder. Measurement of pupils growth is essential for judging the effectiveness of the methods and materials used in teaching.

Today the term science process skills is commonly used and popularised in science as SAPA Science - A Process approach. These skills are defined as a set of broadly transferable abilities appropriate to many science disciplines and reflective of the behaviour of scientists. Achievement tests are normally prepared to measure progress in specific curriculum areas unlike intelligence or aptitude tests, which measure child’s potential for learning.

Science achievement has a significant role to play in predicting scientific aptitude. Now-a-days achievement is memory based. But student’s understanding can be tested better with skill based tests. Hence to measure the capabilities of students in different skills the ‘United States’ College Board Organization developed one test that is called Assessment of Scholastic test. ASSET is diagnostic test which helps the students to improve, unlike regular tests which try only to find out how much a child knows, but also measures how well a student has understood concepts and gives a detailed feed back on the same to help him/her improve. ASSET focuses on improvement rather than comparison or grading of exams by checking understanding rather than facts. Thus assessment helps each student to know whether she/he has actually understood the concept early or not.

Various skills that could be tested through 'ASSET' on line in science are: Problem solving, Advance problems, Knowledge of basic facts, Reasoning and Analysis, Conceptual Understanding and Comprehension. But these aspects are broader in nature. Hence the present ASSET online is going to test the following specific skills by identifying the areas of strength as well as weaknesses in science.

1. Recollection/recognition of science facts, process and concepts.
2. Knowledge of use of scientific instruments, tools, procedures and classification.
3. Representing/explaining scientific process, extraction, translation and application.
4. Analysis of given information to identify trends, and integrating concepts/information.

Vijayawada is an educational centre having a number of primary, upper primary and secondary schools and colleges. The surrounding villages, Vijayawada have their own culture, traditions, customs which may affect the students' interest and skills. Hence it is necessary to see how far skills in science have been developed in these pupils.

As boys are little more outgoing than girls, they might have been exposed to media and computer because of which they might have acquired better skills than girls.

Most of the students succeed in science education when provided with facilities like learning materials and laboratories, but due to the lack of facilities in rural areas, especially in the government schools and Telugu medium schools the pupils fail to develop the scientific knowledge and science skills. Hence, the variables gender and place of residence, type of institutions and medium of instructions are taken.

Little effort has been done to determine the degree which the school students have acquired the Science Skills. Hence it is essential to evaluate how far the students are capable for acquiring the process skills which maintain curiosity and interest in them.

Hence, the researcher poses the following questions.

1. What would the conceptual gaps of pupils be in the attainment of science skills?
2. What would conceptual gaps of pupils be in the attainment of science skills with respect to different areas.
3. What would the influence of the variables be on the attainment of science skills.

In order to answer the above questions the researcher has titled her study as

**Title of the Study : *Assessment of Scholastic Skills in Science.***

Scholastic skills is a group of teaching acts or behaviors intended to facilitate learning.

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### **Objectives of the Study**

1. To find the conceptual gaps of VIII class pupils in the attainment of science skills and classify them.
2. To find the conceptual gaps of VIII class pupils in science skills with respect to the following  
(a) Recollection / recognition of science facts, relationships process and concepts. (b) Knowledge of use of scientific instruments, tools and procedure, classification. (c) Representing / Relating or explaining scientific processes, extraction, translation and application. (d) Analysis of given information to identify trends, integrating concepts/ information.
3. To find out the influence of the following variables on the conceptual gaps of VIII class pupils in Science.  
a)gender b)place of residence c)type of institution d)medium of instruction

### **Hypothesis of the Study**

1. There is no significant difference in the conceptual gaps of VIII class pupils in the attainment of science skills with respect to the gender.
2. There is no significant difference in the conceptual gaps of VIII class pupils in the attainment of science skills with respect to the place of residence.
3. There is no significant difference in the conceptual gaps of VIII class pupils in the attainment of science skills with respect to the type of institution.
4. There is no significant difference in the conceptual gaps of VIII class pupils in the attainment of science skills with respect to the medium of instruction.

**Method of the Study :** The normative survey method was used.

**Sample and Sampling :** The investigator had taken stratified random sample of 200 students of VIII class pupils selected randomly from the different schools situated in Krishna District.

**Tools used in the Study :** Scholastic Science Skills Questionnaire designed by the ASSET was used as a tool to collect the data from students belonging to different schools.

**Scoring Criteria :** Responses were scored according to the key answers given by the ASSET organizers. Each correct response was given one mark and wrong response was zero mark.

The investigator personally went to each school took permission of the respective heads of the institutions and administered the tool to 200 students of VIII class belonging to both urban and village schools in Vijayawada.

The researcher confined the study to only 200 pupils studying in various schools in the Krishna district. Certain variables like gender, place of residence, type of institutions and medium of instruction were only taken due to time constraint.

### Data Analysis

The data obtained with regard to attainment of science skills of VIII class pupils is presented in Table 1.

**Table 1 : Mean, Standard Deviation, % of Mean, Skewness and Kurtosis of the of the Attainment of Science Skills**

Sample	N	Mean	S.D.	% of Mean	Skewness	Kurtosis
Whole	200	15.78	5.7	63.12	0.09	9.07

From the above findings it is found that attainment of skills is above average. As the S.D. Value is less than 1/5th of the mean, distribution tends to be homogeneous. Attainment of science skills is not normally distributed. The distribution also shows positive skewness and platykurtic

From the obtained data it can be seen that the assessment of science skills of VIII class pupils who have already studied science for 7 or 8 years is not up to the desired level. It reflects on the tragic state of science teaching in India. Science is taught extensively using chalk-talk method, rarely and sparingly science teachers inter relate their lectures with demonstrations. Students conducting the experiments on their own is a dream which seldom comes true in our schools.

The data obtained with regard to attainment of science skills-Area wise is given in table 2

**Table 2 : Level of Attainment of Science Skills - Area Wise**

S.No.	Scholastic Science Skills	Mean	SD	% Mean	Rank
1.	Recollection / Recognition of Science facts, Relationships process and concepts	3.48	1.0751	58	II
2.	Knowledge of use of scientific instruments, tools and procedures, classification	3.64	0.5455	60.66	I
3.	Representing, explaining scientific process, extraction, translation and application	3.4	1..1958	56.66	III
4.	Analysis of given information to identify trends integrating concepts / information.	3.38	1.0469	56.33	IV

From the above data it is found that of whole sample more than half of the pupils have acquired the area wise science skills moderately, and of all the area wise skills, the skill namely, representing, explaining scientific process extraction, translation and application is attained by the most, and the skill analysis of given information to identify trends, integrating concepts/information is being attained by the least number of pupils.

Pupils seem to be very poor in analyzing the given information to identify trends integrating concepts /information skill. Teacher should provide opportunities for the children by involving them in doing lab experiments where there is more scope for the above. Evaluation and home assignments also can be given on some of the issues related to science and daily life where they have to find out the causes and possible solutions/remedies by analyzing the concepts.

Influence of selected variables on the attainment of science skills of 8<sup>th</sup> class pupils.(Given in table 3)

**Table 3 : Mean, S.D., 't' Value of Variable of VIII Class Pupils Pertaining to Gender, Area, Type of School, Medium of Instructions**

Variable	Sample	Mean	S.D.	't' Value
Boys	100	15.95	4.47	0.05
Rural	100	15.6	4.71	
Urban	100	16.05	4.73	0.85
Rural	100	15.5	4.4	
Government	100	15.45	4.5	0.01 <sup>NS</sup>
Private	100	16.10	4.35	
Telugu Medium	100	16.05	4.46	0.31
English Medium	100	15.85	4.54	

*NS-Not significant at 0.01 level*

Table 3 presents interesting observations. None of the variables have shown any influence on the attainment of scholastic science skills of VIII class pupils.

### Testing of Hypotheses

S. No.	Hypothesis	Variable	't' Value	Level of Significance & df	Finding
1.	There is no significant difference in the conceptual gaps of VIII class pupils in the attainment of science skills with respect to gender	Boys Girls	0.05 <sup>NS</sup>	Not Significant at 0.01 level for 198 df	Hypothesis is accepted. The conceptual gaps of boys and girls studying VIII class in the attainment of scholastic science skills is same
2.	There is no significant difference in the conceptual gaps of VIII class pupils in the attainment of science skills with respect to place of residence	Urban Rural	0.85 <sup>NS</sup>	Not Significant at 0.01 level for 198 df	Hypothesis is accepted. Hence, there is no significant difference in the conceptual gaps of VIII class pupils in the attainment of science skills with respect to place of residence
3.	There is no significant difference in the conceptual gaps of VIII class pupils in the attainment of science skills with respect to type of institution	Government Private	0.01 <sup>NS</sup>	Not Significant at 0.01 level for 198 df	Hypothesis is accepted. The conceptual gaps of VIII class pupils studying in govt. and private schools in the attainment of scholastic science skills is same
4.	There is no significant difference in the conceptual gaps of VIII class pupils in the attainment of science skills with respect to the medium of instructions	English Telugu	0.31 <sup>NS</sup>	Not Significant at 0.01 level for 198 df	Hypothesis is accepted. The conceptual gaps of VIII class pupils studying in English medium and Telugu medium pupils in the attainment of scholastic science skills is same

### Educational Implications

Management of the schools should provide the facilities like laboratories, library, teaching aids and labs etc., conducive to the promotion of scientific attitude. The teachers must utilize

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available resources in the best possible manner to promote scientific process in the pupils. The pupils should be exposed to science fairs, exhibition, zoos, parks, industries, laboratories, experiments, books etc. to develop scholastic science skills. Science teaching with emphasis on product and process approaches can help the students acquire the functional science concepts needed in the modern society, help in understanding the processes of science leading to the development of scientific attitude and simultaneously result in the development of positive attitude towards science which may lead to the acquisition of science process skills.

The pupils should develop reasoning, logical thinking ability and also observing. The teacher should encourage the students to ask questions which develop logical, reasoning, and thinking for scientific explanations. The teacher should encourage his pupils to practically investigate some common superstitions and come to their own conclusions by actual survey and study. Parent education programme build parental capacity to support the academic development of children. Parents should also encourage children to expose themselves to mass media and internet to sustain their science curiosity. The present study hints at a possible hierarchy of the processes from concrete and specific skills. The development of proper skills under each of these science processes at proper sequence can give a proper frame work for the development of stimulating and dynamic integrated science programmes for the Indian schools. Curriculum planners have to take this into account.

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## **APPROACHES FOR COMMUNICATING WITH THE HEARING IMPAIRED CHILDREN**

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Being able to speak seems very natural to an able bodied person. Not able to speak at all or effectively, leads to communication isolation. Communication is a process of exchanging information, ideas, feelings, opinions etc. It is an active process which involves encoding, transmitting and decoding the intended messages. During visits to new places where the language used is not known to us, we experience difficulties in communication. In such situations, we use gestures, body movements, postures, signs, miming, drawing etc to convey the intended messages. All of these are thus the different ways of communication used by us.

Human beings as well as animals, communicate amongst themselves. The animals such as ants, bees, primates (Apes and Monkeys) and dogs communicate by establishing contact in certain ways and through movements of tail, eye contact etc. The communication in human beings can be classified into two types, verbal communication and non-verbal communication. The communication, which involves speech and language is called verbal communication. The communication, which involves gestures, body movements, postures etc is called non-verbal communication. The terms communication, speech and language are not one and the same, but they are interrelated. Communication is much more than using speech and language. Speech is oral presentation of language and it is the mode of communication, where as language is the code of communication. Language is more than speech. There can be language without speech, but speech without language is meaningless.

Learning and using language is solely a human activity. Human beings are distinguished from the other animals due to the possession of the ability to communicate by using language. In the past, several attempts were made to teach language to Primates (Apes and Monkeys) but all of these have met with failures. In primates, inability to learn language has been attributed to the structural differences between them and the human beings in the central nervous system (Brain). In human beings, the sense of hearing and the brain facilitate the job of processing the in-coming speech and help in the acquisition of language. In addition, a human being with more flexible vocal apparatus (organs of speech) has developed his cries into a very efficient system of verbal communication i.e., language.

Normally hearing children acquire language during their first few years of life, effortlessly and without any formal instructions. But the children with hearing disability are unable to acquire the

language due to difficulties in hearing, detecting and interpreting the sounds. We also experience difficulties while communicating with the children, who does not speak or understand the language. There are different approaches for communicating with the Hearing Impaired children and they are:

- ❖ Oral approach/Oralism
- ❖ Aural approach/Auralism
- ❖ Manual approach/Manualism
- ❖ Total communication approach

### **Oral Approach/Oralism**

The main focus of oral approach is to teach the hearing impaired child to use speech and to read the speech of others. Oral method comes under this approach. Oral method involves the use of speech and speech reading (lip reading). Signs and gestures are not permitted. The child with hearing disability should express his ideas through the speech like a normal hearing child and should understand the speech of others through speech reading. It is the art of understanding the speech of a speaker without hearing but by watching the movements of speaker's lips, tongue and other facial expressions.

### **Aural Approach/Auralism**

Aural approach is also called Auditory/Acoustic/Unisensory approach. The main focus in this approach is to teach the child with hearing disability use his residual hearing. Aural or auditory method comes under this approach. Aural method involves the effective use of residual hearing through a suitable hearing aid. In this method there is a stress on hearing. In the school environment the children with hearing disability are required to acquire information auditorally. They must be able to sit and listen for long periods of time, cope with noisy environments and comprehend the information presented orally by the teacher. The ability to do this has been labeled as "Auditory Processing". It is the ability to collect, transmit, decode and integrate the acoustic signals that arrive at the ear and continue through the central auditory pathways to the temporal lobe in the auditory cortex of the central nervous system (Bess and Mc Connell, 1981).

### **Manual Approach/Manualism**

In the early 1800s a French priest, Roche Ambriose Siccard introduced the manual approach to teach children with hearing disability. This approach involves the use of hands in different ways. This approach includes Finger spelling, Sign system, Sign language, Cued speech and Rochester methods.

- 
- ❖ Finger spelling is a kind of writing in the air. There are two types of finger spelling and they are single and double handed finger spelling.
  - ❖ Sign system is the manual representation of speech. It has to be used along with the speech. The sign system is artificially made. In this, for each morpheme there is a manual sign.
  - ❖ Sign language is naturally evolved. No one can make sign language. It has to evolve on its own. In this, for each word or concept there is a manual sign. Sign language can be used independently. It is not universal it changes from place to place.
  - ❖ In Cued speech there are manual cues to the speech of a speaker to provide visual clarity to the children with hearing disability.
  - ❖ The single handed finger spelling with speech and speech reading for additional acoustic and visual clues is called Rochester method.

### **Total Communication Approach**

The father of total communication approach was a deaf graduate, Roy Holcomb. In this approach there is a stress on speech and signs of sign system and not sign language. Total communication method comes under this approach.

Total communication method is also called simultaneous method. In this method both speech and signs are used simultaneously. Total communication method originated from USA and became popular during 1970's. Today it is used widely in various countries.

For obtaining speech, the children with hearing disability need visual support system to supplement speech. Hence the use of sign system along with speech is advocated in Total communication method. The motto of total communication method was speech through speech and signs. In this method the role of speech is essential, desirable but not attainable, therefore visual support system in the form of sign system is advocated strongly.

Total communication method allows the children with hearing disability to get benefits of both speech and signs. The children with hearing disability need command over speech to have social communicative interactions with the hearing community. At the same time, the same children with hearing disability need command over signs to have social communicative interactions with the deaf community. So, the children with hearing disability, who are trained in total communication method will find themselves equally comfortable with both the communication options (Speech and Signs).

A number of studies reported that the children with hearing disability, who were taught through total communication method benefited greatly in terms of speech and language development—particularly in the area of vocabulary and syntax (Schlesinger and Meadow, 1972, Bornstein et al., 1980). Several surveys in the West reported that the achievements of deaf children educated

through total communication method were satisfactory when compared to the achievements of deaf children educated through oral method. (Myklebust, 1964 and Conrad, 1979 etc). In a study conducted on deaf adults (Kadar, Gorawara and Huddar 2002) it was found that more number of adults, who were exposed to total communication method were more satisfied than those exposed to oral method.

### **Prerequisites for the success of total communication method**

- ❖ Early identification of hearing disability.
- ❖ Early intervention.
- ❖ Usage of early appropriate amplification devices.
- ❖ Hardworking child.
- ❖ Educated Parents.
- ❖ Parents with positive attitude for home training.
- ❖ Average or above average socio-economic status.
- ❖ Monolingual exposure in home, school and surrounding environment.
- ❖ Development of standard Sign systems to Indian languages.
- ❖ Implementation of Sign systems in the education of children with hearing disability.
- ❖ Training in Sign systems to the children with hearing disability, professionals, parents etc.
- ❖ Research on various aspects of sign systems. In India such research on sign systems is almost non-existent.

### **Demerits of Total Communication Methods**

#### **Bimodal Message**

When the teacher teaches a lesson to the children with hearing disability by using total communication method, they receive the message told by the teacher bimodally that is through the speech and signs. This kind of bimodal message can create confusion in them and make the message incomplete.

#### **Selection of Easier Option**

To avoid confusion while receiving messages, some children with hearing disability may concentrate only on one option, either speech or signs. In most of the cases they concentrate on signs and ignore speech, because sign is the easier option for almost all of them.

#### **Doubling the Task**

The major task for children with hearing disability is learning to speak. Introduction to signs causes additional burden to them. Therefore many people believed that the total communication method is doubling the task for the children with hearing disability.

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### **Physical Impossibility**

In total communication method the child with hearing disability has to concentrate on speech reading and also on manual signs, simultaneously. For any individual it is physically impossible to concentrate on two visual signs simultaneously. Goetzinger (1978), in his study stated that “The organism cannot process two visual signals simultaneously. One or the other would become essentially unimportant and hence would either be suppressed or ignored”. In total communication method also the children with hearing disability may attend either to speech reading or to signs and they are unable to attend both speech reading and signs.

In several countries, the developmental stages and the current status in education of the children with hearing disability are well documented. Hence, it can be easily said that total communication method following schools are more in USA than the oral schools. Similar conclusions are difficult to draw for India in the absence of basic facts and statistics. As per the Directory of AYJNIHH-2000, the number of schools claim to run oral programme are 125 and number of schools claim to use Total communication are 289.

### **Conclusion**

The four approaches of communication existing in the education of children with hearing disability are Oralism, Auralism, Manualism and Total communication. All these approaches have strengths and weaknesses. Each of four approaches can be selected for some reason and can be rejected for some other. Hence it can be concluded that “There is no best approach of communication for all the children with hearing disability in all situations”. Therefore the teachers do not select a particular approach for lifetime and try to force it on each child. They should select and follow an appropriate approach individually for each child.

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## **DRUG ADDICTION - SCHOOL AGE CHILDREN- TEACHERS**

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### **Concept of Drug Addiction**

Addiction to any habit is a chronic, often relapsing brain disease. It causes compulsiveness on the part of an individual, forcing the person to seek the product and use it despite the known harmful consequences not only to the individual addicted, but also to those around. This abuse of drugs leads to changes in the structure and function of the brain. Although it is true that for most people the initial decision to take drugs is voluntary, over time the changes in the brain caused by repeated drug abuse can affect a person's self-control and ability to make sound decisions.

### **Prognosis**

Research shows that de-addiction process involves both medication and behavioral therapy. Treatment approaches need to be tailored to each patient's drug abuse patterns.

### **Early Signs**

Some signs of risk of drug addiction appear even as early as infancy or early childhood. They could be such, as aggressive behavior, lack of self-control, difficult temperament; poorer interactions with family, at school, and within the community can be contributing factors too. However, families can provide protection from later drug abuse when there is a strong bond between children and parents; parental involvement in the child's life; and clear limits and consistent enforcement of discipline. The same could hold good even at school. Some of the symptoms at school are poor classroom behavior or social skills; academic failure; and association with drug-abusing peers. Extraneous factors would be drug availability, trafficking patterns, and beliefs that drug abuse is generally tolerated.

### **Incidence of Drug Addiction among Youth**

Research has shown that the key risk periods for drug abuse are during major transitions in children's lives. The first big transition for children is when they leave the security of the family and enter school. Later, when they advance from elementary school to middle school, they often experience new academic and social situations, such as learning to get along with a wider group of peers. It is at this stage - early adolescence - that children are likely to encounter drugs for the first time. When they enter high school, adolescents face additional social, emotional, and educational challenges. At the same time, they are exposed to greater availability of drugs, drug abusers, and social activities involving drugs. These challenges can increase the risk of their using alcohol, tobacco, and other substances too. Studies such as the National Survey on Drug Use

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and Health, formally called the National Household Survey on Drug Abuse, reported by the Substance Abuse and Mental Health Services Administration, indicate that some children are already abusing drugs at the age 12 or 13, which means that some begin even earlier. Early abuse often includes such substances as tobacco, alcohol, inhalants, marijuana, and prescription drugs such as sleeping pills and anti-anxiety medicines. If drug abuse persists into later adolescence, abusers typically become more heavily involved with marijuana and then advance to other drugs, while continuing their abuse of tobacco and alcohol. Studies have also shown that abuse of drugs in late childhood and early adolescence is associated with greater drug involvement.

Scientific explanations of why some individuals become involved with drugs and then escalate to abuse are worth noting. One explanation points to a biological cause, such as having a family history of drug or alcohol abuse. Another explanation is that abusing drugs can lead to affiliation with drug-abusing peers, which, in turn, exposes the individual to other drugs. Researchers have found that youth who rapidly increase their substance abuse have high levels of risk factors with low levels of protective factors. Gender, race, and geographic location can also play a role in how and when children begin abusing drugs. The early signs ought to be observed in the children for this accused habit and as parents, teachers or elders in the community. We ought to help ourselves and take precautionary actions, lest our children plunge totally into this habit.

### **Teenage Drug Addiction**

Teenage, as it is a period of stress, strain, strife, and storm, there would be many warning signs. The following table might provide an idea.

1. Neglected appearance/hygiene	2. Poor Self Image
3. Dropping Grades - Truancy	4. Violent Outbursts, Verbally Abusive
5. Frequent use of Eye Wash	6. Unexplained Weight Loss
7. Drug Paraphernalia	8. Slurred Speech
9. Curfew Violations	10. Running Away
11. Skin Abrasions	12. Hostility towards family members
13. Chemical smelling breath	14. Glassy or Red Eyes
15. Missing Valuables or Unexplainable Possession of Valuables	16. Stealing/Borrowing Money
17. Change in Friends	18. Depression, Withdrawal, Apathy
19. Reckless Behavior	20. No Concern for the Future
21. Defies Family values - Disrespectful to Parents	22. Lying/Deception - Sneaky Behavior
23. Disregards Consequences	24. Loss of Interest in Healthy Activities
25. Manipulative/Self-Centered	26. Lack of Motivation

Having seen the possible list of indications or signs in advance whatever protective factors must be based in the family, school and or community settings. Through these programmes, we need to strengthen the protective settings and reverse or reduce the risk factors. The programmes could be of various target groups in the sense that the Universal programme can be for the general population, the Selective programme can be for schoolchildren who are poor achievers or children of the drug abusers and Indicated programmes would be for those already into the habit. This need to be family based, school based and community based. Hence, when it is a family based programme the parents need to be impressed upon or helped with better communication skills, being aware of discipline skills, observing their children and monitoring their progress in general and thus resulting in closer family relationships. In a school setting, the teachers being more educated and being aware of this social evil and also being trained in counselling skills need to be impressed upon to maintain better peer relationships. The teachers should constantly interact with their students' about possible drug addiction onslaught. They also need to be more attentive to slow learners or low achievers and paying attention to the social angle besides the academic angle. In a community, setting the governmental and non- governmental agencies must make a consorted effort to keep on the anti-drug programmes going on.

The school setting appears to us as the most vulnerable and at the same time stage where every needed requirement is already present. Only effort is need to make use of those requirements. The teachers are aware and trained. The school is where the children spend fruitful time. Hence, if conscious efforts are made and integrated into the school programmes it will yield and positive results.



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## **EFFECT OF LEARNING ENHANCEMENT PROGRAMME ON MATHEMATICAL ABILITIES OF THE PUPILS**

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### **Need and Importance of the Study**

Many programmes are being run one after another, to improve quality in primary education. LEP programme was to be conducted in the schools for the academic year 2009-10. It was based on the new teaching strategies like concept ladder process (CLP), experience languages, pictures, symbols (ELPS) methods and new evaluation techniques as suggested by the National Curriculum Frame Work (2005).

This programme was developed based on the good philosophical, sociological and technological foundations and also considering the attitudes, evolutions and experiences of different strata of population involved in the previous programmes like QIP, CLIP and CLAPS. It was carefully designed basing on the researches of the above programmes. LEP was applied to classes I to VII to develop desirable abilities and competencies for an integrated and comprehensive approach in all subjects.

Mathematics is an important subject which gives many virtues to the pupils and it requires special care and attention. National policies like NPE (1986) emphasized its importance in acquiring values and skills that are necessary for an efficient and effective being. In SSA, (Rajiv Vidya Mission) and also in QIP, CLIP, CLAPS great priority was given to basic mathematics and its applications. In the programme LEP, acquisition of mathematical abilities through different strategies like CLIP, CLAPS were attempted. The programme designed for VI to VII classes can also be considered as a component of mathematical abilities acquisition programme or (MAAP).

The mathematical abilities that were to be acquired through Learning Enhancement Program (LEP) were based on the objectives of mathematics. They were very specific and were:

1. Understanding the mathematical concepts
2. Understanding problem solving process basing on the concepts
3. Logical thinking applying to mathematical approaches.
4. Judging detecting and rectifying the mistakes in mathematics.
5. Expressing the statement in mathematical language.

The strategies, methods and approaches that are designed by Rajiv Vidya Mission which were implemented through LEP in the acquisition of above proposed mathematical abilities need

to be experimenting. Any new programme, after it is introduced, its effects have to be evaluated and rectified by taking the attitudes of the persons involved in it. This definitely helps to know how far the goals of a programme have been successful.

As LEP was a new and ongoing programme during the academic year 2009-2010, it was necessary to see its effect during that year. Therefore an experimental study was designed to see the effect of different strategies of LEP in the acquisition of mathematical abilities and achievement.

This study mainly focused on the following points of the LEP in achieving the desired mathematical abilities like conceptual clarity, problem solving, new methods of finding solutions, analytical, heuristic and creative approaches.

LEP is the program up-to upper primary, hence V class students were taken as sample because these pupils had undergone CLAPS in their previous classes from I to IV.

In the LEP program the pupils or students were expected to enhance their capabilities in all the subjects. In mathematics itself for each and every class four different standards are being established. For establishing these standards the members of the subject forum, S.R.G members, Teachers etc. discussed with the Central Body of Subject Experts. As a result of methodologies implemented in the State, like, CLAPS, mathematical standards, suggestions made by NCF-2005, their key-points, and the approved standards, the students can perform well in mathematics and they may be made to learn mathematics with utmost enthusiasm and cherish mathematics joyfully.

For this purpose LEP was being designed and implemented, because of which the standards of students in mathematics could be tested from time to time and based on it, an evaluation could be planned.

As a part of Evaluation, unit exams, terminal exams, baseline exams and external exams are being conducted. The mathematical abilities and capabilities of the students of 5<sup>th</sup> class are being tested by unit terminal tests and the analysis regarding grading is being done.

### **Linkage and uniqueness of study**

There were a number of studies on the improvement of primary education from time to time. There are number of projects undertaken by the government to achieve the goals of universalization of primary education. Even though government is organizing so many programmes to teach for the quality improvement of quality education, we still have not been able to attain the above goal. It is time to evaluate those programmes and diagnose the drawbacks and to rectify them to reach our aim, universalisation of primary education. An evaluative survey was conducted by Neelima (2004), Sri Devi (2005), Jhansi Rani (2006) on the recent programmes DPEP, CLIPCLAPS.

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As LEP is a new program that was implemented in the academic year 2009-10, there was a need to evaluate this programme in order to strengthen it. Therefore this study was important, new and unique in its own way.

### **Title of Study**

*“Effect of Learning Enhancement Programme on the Mathematical abilities of the pupils”.*

### **Operational Definitions**

- LEP : This is the programme undertaken by the government as a part of SSA and it is termed as Learning Enhancement Programme.
- Learner : One (especially a child) who learns (as from a teacher) or takes up Knowledge or beliefs.
- Effect : A change produced by an action or a cause.
- Mathematical Ability : Is the skill to perform calculations etc in the formal language of mathematics

### **Objectives of the Study**

1. To find the effect of Learning Enhancement Programme (LEP) on the mathematical abilities of V class pupils.
2. To assess the effect of LEP on the acquisition of mathematical abilities with respect to the following aspects.
  - a) Conceptual areas in mathematics
  - b) Procedural methods in mathematics
  - c) Mathematical reasoning
  - d) Mathematical communication
3. To find and compare the effect of LEP on the mathematical abilities of V class pupils with respect to the following variables.
  - a. Gender( boys/girls)
  - b. Place of living (Rural / Urban).

### **Hypotheses of the Study**

1. There would be no significant difference between boys and girls in the acquisition of mathematical abilities through LEP.
2. There would be no significant difference in the effect of LEP on the mathematical abilities of V class pupils with respect to their place of living.

### **Scope and Limitation of the Study**

The present study was done on the fifth class pupils of the schools under Rajiv Vidya Mission of Krishna district, in Vijayawada

### **Limitations**

This study was limited to 100 v class students from rural and urban schools of Krishna district only.

### **Research Method**

Experimental research describes and analyses what will be or what will occur when all relevant conditions are carefully controlled. Experimental method will be suitable to find the effect of LEP and serve as a basic for formulation, execution and modification of educational policies and on-going program like LEP.

### **Design of the study**

Quasi experiment, in which the experimenter did not directly manipulate variables as in a typical laboratory experiment was followed.

### **Research Design**

Pretest- LEP – Learning enhancement programme- Post Test-. Remedial Intervention.

### **LEP Mathematical Abilities- Testing Procedure - Grading**

1. For LEP in mathematics four different standards were incorporated for 1<sup>st</sup> to 5<sup>th</sup> class students.
2. Tests were conducted to see whether the standards were reached or/not.
3. For this testing, a base test, 4 unit tests, 3 terminal tests and multiple evaluations were conducted.
4. As per the solution of the given problem, the classification was done according to A, B, C, and by which the student's standards were identified as A, B, C categories.
6. If the students solved the problem by correct method without mistakes 'A' grade was given, If 1 or 2 mistakes were done 'B' grade was given, if more mistakes were committed or not at all solved 'C' grade was given.
7. If student got 'A' grade in all the problems he was given 'A' grade, if he got 'B' or 'C' he was given 'B' grade, if he got all 'C's he was given 'C'.
8. Out of 5 problems, if 4 or 5 A's were achieved he was assigned 'A' category, If there were two C's he was in 'B' category otherwise he was in 'C' category.

**Table 1 : Plan of the Sample**

Sl .No	Name of the School	Type of the School	No .of Students
1	St Anthony's R. C .M school	Aided	25
2	Sri Sundaramma Ele school	Govt	25
3	M.Bhaskara Rao Ele school	Govt	25
4	C.S.I Ele school	Aided	25

**Tools of the Study**

Baseline test conducted by the LEP schools, before the implementation of LEP was considered the pre-test, the score of the I Unit Test, II Unit Test, Quarterly, Half-yearly, III Unit Test were collected to find out the continuous effect of LEP. All these tests were treated as Post Tests.

**Objective wise Analysis****Objective 1**

To find out the effect of LEP on the Mathematical abilities of 5<sup>th</sup> class pupils.

**Table 2 : Mean, S.D values of Pretest and Monthly Post Tests and 't' values on Mathematical Abilities of 5<sup>th</sup> Class**

Sample	Month	Mean	S.D.	t values
100	Aug	43.9	17.02	4.58**
	Sep(Post Test-I)	57.4	23.5	
100	Sep	57.4	23.5	1.34*NS
	Oct(Post test-2)	53.3	19.29	
100	Oct	53.3	19.29	2.73**
	Nov(Post test-3)	61.6	23.6	
100	Nov	61.6	23.6	3.24**
	Dec(Post test-4)	51.8	18.91	
100	Aug	43.9	17.02	3.11**
	Dec	51.8	18.91	

Table value at 0.05 level = 1.97, 0.01 level = 2.60(for degrees of freedom 98)

\*\* Significant at 0.05 and 0.01 levels    NS - Not Significant

### **Interpretation**

There is significant improvement among children in their mathematical abilities from pre test to post test at every stage.

### **Objective 2**

To find the effect of LEP on the acquisition of mathematical abilities with respect to the following aspects.

- a) Conceptual areas in mathematical procedure of solving problem
- b) Mathematical procedure
- c) Logical Thinking
- d) Mathematical communication

**Table 3**

S. No	Month	Conceptual Area			Mathematical Procedure			Logical Thinking			Mathematical Communication		
		A	B	C	A	B	C	A	B	C	A	B	C
1	Aug	20	31	49	17	22	61	14	20	66	10	33	57
2	Sep	25	28	47	31	42	27	32	41	27	17	41	42
3	Oct	17	46	37	18	36	46	21	36	43	24	39	37
4	Nov	32	41	27	39	47	14	32	37	31	41	27	32
5	Dec	26	37	37	22	31	47	26	41	33	31	29	40
	<b>Total</b>	120	183	197	127	178	134	125	175	200	123	159	208
	<b>%</b>	24	36.6	39.4	25.4	35.6	26.8	25	35	40	24.6	33.8	41.6

### **Interpretation**

It was observed from base line test to post test-1 that there was noticeable improvement in A grades and B grades and decrease in C grades in different aspects of the mathematical ability. The students improved well in all the different aspects of their mathematical ability namely conceptual area, mathematical procedure, mathematical reasoning and mathematical communication.

### **Objective 3**

To find and compare the effect of LEP on the mathematical abilities of V class pupils with respect to the following variables.

- a. Gender( boys/girls)
- b. Place of living (Rural / Urban).

**Table 4**

Sl.No.	Test Methodology	Variable	N	Mean	S.D.	S.Ed	't' Value
1	Post Test - 1	<b>Gender</b>					
		a) Boys	50	56.4	24	4.8	0.36 *NS
		b) Girls	50	58.2	24.85		
		<b>Locality</b>					
		a) Urban	50	56.2	22.89	4.5	0.10 *NS
		b) Rural	50	55.7	23		
2	Post Test - 2	<b>Gender</b>					
		a) Boys	50	51.5	19.49	5.8	0.516 *NS
		b) Girls	50	54.4	36.16		
		<b>Locality</b>					
		a) Urban	50	53.1	29.16	5.19	0.09 *NS
		b) Rural	50	52.6	22.3		
3	Post Test - 3	<b>Gender</b>					
		a) Boys	50	62	24.9	4.6	0.25 *NS
		b) Girls	50	60.8	21.28		
		<b>Locality</b>					
		a) Urban	50	62.8	21.28	4.52	0.68 *NS
		b) Rural	50	59.7	23.9		
4	Post Test - 4	<b>Gender</b>					
		a) Boys	50	50	18.19	4.54	0.79 *NS
		b) Girls	50	53.6	26.5		
		<b>Locality</b>					
		a) Urban	50	52.6	25.5	4.4	0.26 *NS
		b) Rural	50	51.41	18.19		

\* NS - Not Significant

**Observations**

There was no significant difference between boys and girls, rural and urban pupil in the post test 1,2,3 and 4

### **Interpretation**

It was observed that the t values were not significant at all levels which imply that there was no significant difference between the rural and urban pupils, boys and girls of 5<sup>th</sup> class in their mathematical abilities. Therefore the hypothesis was not accepted .

### **Findings**

- ❖ The effect of LEP programme on the mathematical abilities of the 5<sup>th</sup> class pupils was positive.
- ❖ After the LEP there was a significant improvement in performance of 5<sup>th</sup> class pupils in mathematics.
- ❖ The girls improved significantly in their mathematical abilities only from the pretest to post tests. There was no immediate improvement from month to month.
- ❖ Students' grades raised from C to B and B to A in Mathematics after the LEP intervention.
- ❖ Some of the aspects like TLM and teachers demonstration were used to the total extent.
- ❖ All the poorly achieved schools used teachers dairy, black board and the division of the pupils by grouping.

### **Suggestions to strengthen LEP**

In the light of the study the following implications may be considered to strengthen LEP

- ❖ The parent teacher community may be encouraged to help the parents to know the importance of the education.
- ❖ There is need to check whether the student teacher ratio is in proper proportion or not.
- ❖ There is a need to educate the parents to encourage their children to study, in order to decrease the dropout rate and to raise the enrollment.
- ❖ Activity oriented teaching has to be continued to create interest in the pupils.
- ❖ The peer group learning has to be strengthened.
- ❖ High commitment on the part of the teachers is needed.
- ❖ It is advisable to educate the parents and the community before introducing the LEP.
- ❖ There is a need to develop a positive attitude in the teachers towards the LEP.
- ❖ The staff of the school have to develop mathematical abilities in the learner and strive for achieving the prescribed competencies.
- ❖ A teacher centered meeting on individual Childs progress is to be called for a regular intervals.
- ❖ A list of activities prepared by each teacher is to be placed for quality discussion to improve quality.
- ❖ The government needs to provide the funds for the faculty and increase the number of teachers to reduce the dropouts.

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- ❖ Class room instruction is to be enhanced to promote students participation and learning.
  - ❖ Teachers have to give more opportunity to learners with a variety of material to strengthen their competency.

### **General suggestions**

- ❖ Lower primary classes should not be given to the Vidya volunteers.
- ❖ There should be a separate time table for mathematics in the primary classes.
- ❖ Teaching must be done to all pupils according to the syllabus.
- ❖ Monitoring all should be done according to schedule.
- ❖ Special puzzle books and children's magazine should be made available in the school library and the children should be made to read the books in the allotted periods.
- ❖ Teachers should meet the parents of irregular students of the class.
- ❖ Conducting mathematical festival and book exhibitions motivate students abilities.

### **Educational Implications**

According to National Curriculum Frame work 2009-10 every child must achieve minimum levels of mathematical abilities. With the help of mathematical skills only a child can improve in the conceptual areas, procedure, logical thinking, mathematical communication etc., The LEP programme is helping the child to improve the four aspects in mathematics by the end of primary education.

To improve qualitative education more than quantity in education and to reach the goal "Education for all" the government of Andhra Pradesh introduced LEP program. "All should be Educated and all should grow" another aim of Andhra Pradesh government is also achieved. All the teachers and parents should continue to take interest in implementing LEP program and in giving physical support.

### **Conclusion**

The implementation of Learning Enhancement Programme to develop the mathematical skills like conceptual areas, mathematical procedure of solving problem, mathematical reasoning, mathematical language, mathematical communication etc is not an easy task. It requires a complete understanding of the programme, infrastructure facilities, high commitment on the part of teachers, preparedness to make the best use of it to further the LEP of education and thereby to improve the attractiveness and holding capacities of schools.

The teachers, learners and parents, and the community around appreciate this programme as it is very useful for the backward students to gain minimum levels. In this programme, the pupils

were found to be very interested to come to the school regularly, the dropout rate being reduced increasing retention.

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## PARENTS ATTITUDE TOWARDS CHILD LABOUR

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*“.....legislation would be a protection and benefit to the great numbers of very young children who are kept at length and harmful labour in small, crowded, dirty and ill ventilated places of work by their parents. It is unhappily apparent that children of both sexes need protection against their parents”.*

### **Introduction**

Children are the future citizens of our country. So it is our duty to look after them, protect them and provide them better care for their physical, mental and psychological growth. They should not be exposed to any sort of hazards which may damage their growth in any respect which ultimately many damage the political, social as well as the economic growth of the society.

### **Who is a Child ?**

United Nations and the International Labour Organization at the International Convention defined child as anyone below the age of 18.

### **Definition of Child Labour**

“Any work by children, that interferes with their full physical development and their opportunities for a desirable minimum level of education or their needed recreation”. (Labour Investigation Committee Main Report, 1946).

*- - - Homer Folks(Chairman of the UN Child Labour Commission)*

### **Child Labour Elimination Projects**

- ILO International Programme on the Elimination of Child Labour (IPEC)
- United Nations General Resolution on Child labour
- IOE General Council Resolution on Child Labour
- The General Council of the International Organization of Employers
- Association for the Elimination of Child labour (AECL)
- Natioanl Resource Center on Child Labour (NRCCL)
- National Child Labour Policy
- Natioanl Child Labour projects (NCLPS)
- CSO's network against Child Labour

- Memorandum of Association of the State Child Labour Rehabilitation
- South North Coalitions on child Labour and Education
- The Andhra Pradesh State Based Projects for the Elimination of Child Labour
- Getting Children out of Work and into School
- MV Foundation
- Department For International Development (DFID) in Andhra Pradesh

### **Donor Policy Child Labour and Education**

The District Primary Education Programme (DPED) and Hopeful Signals from the United Nations.

Peace Trust

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Child Labour is a social evil - Steps to be taken to Eradicate the system.

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### **Method of the Study**

Normative Survey method was adopted to know the “Parents Attitude Towards Child Labour”.

### **Operational Definitions of Key Terms**

**Parent** : A father or mother of the child labourer.

**Attitude** : A more or less stable set or disposition of opinion, interest or purpose that involves expectancy of a certain kind of experience and readiness.

**Child** : Young human being below the age of full physical development.

**Child labour** : Child labour is work that deprives children of their childhood, their potential and their dignity and that which is harmful to physical and mental development.

### **Objectives of the Study:**

1. To find out whether poverty of the parent is the cause for sending of sending their children to work.
2. To find out whether there would be a difference in parent’s attitude towards the girl and the boy child labourers.
3. To find out whether lack of education and ignorance of the parents is the reason for child labour.
4. To find out whether the parents are aware of the government policies to eradicate child labour.

### **Variables of the study:**

- Rural and Urban
- Men and Women

### **Population of the Study**

Population of the present study was the urban and rural parents of the child labour of Guntur and Vizayanagaram districts.

### **Sample of the Study**

For the present study a sample of 40 parents of child labour were taken from the population of the districts of Guntur and Vizianagaram. The sample in each district was, taken at random, sub divided into two units from 40 parents of the child labour in Guntur, 20 parents of the child labour were from Urban area, Guntur and other 20 from rural area, Uppalapadu. Men and women were interviewed and studied separately. (10 men and 10 women in Guntur and same number were taken from Uppalapdu). A sample of 40 parents of the child labour from the population of Vizianagaram district was taken. In this 20 parents of the child labour were from urban area, Salur and 20 from rural area, Sambara. Men and women are interviewed and studied separately (10 men and 10 women in Salur and same number was taken from Sambara).

### **Schedule**

Schedule was administered personally and therefore it provided an opportunity to researcher to establish rapport with the respondents. i.e. parents of the child labour. Open ended or unrestricted form of questionnaire called for a free response in the respondents own words. No clues were given. The open form probably provided for a greater depth of response. The respondent revealed his/her frame of reference and possibly the reasons for the responses.

The questionnaire consisted of fifty statements.

### **Scoring**

Scoring was done by analyzing the report of parents attitude towards child labour during the interview schedule.

### **Administration of the Tool**

The researcher conducted the schedule on a sample of 80 members in two districts respectively Guntur and Vizianagaram. The researcher personally approached the parents of the child labourers in both the districts. The researcher met the parents and explained the need of the research and requested them to extend their co operation and to willingly participate in answering the schedule.

### **Area wise Analysis was as follows**

The tool covers 7 areas

1. Family conditions
2. Working conditions
3. Economic conditions
4. Health conditions

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5. Interests
  6. Social Conditions
  7. Education

## **Findings of the Study**

### **Area 1: Family Conditions of the Parents of child labour**

The sample had large families more in the urban areas. Many have migrated to the cities for better work, in which they can get more wages. Some of them did not have a father.

### **Area:2: Attitudes of the parents towards the working conditions of child labour.**

**In Samabara** 19% of the boys and 9% of the girls are involved in traditional works like brick manufacturing, building construction and washing clothes. 39% of the boys and 30% of the girls are involved in domestic works like cattle breeding and domestic work. 7% of the boys and 45% of the girls are involved in semi skilled works like cotton ginning, 12% of the girls were married at a very young age. 4% of the girls are going to school.

**In Salur:** 14% of the boys are involved in agricultural works. 7% of the boys and 11% of the girls are involved in traditional works like making bamboo items. 36% of the girls involved in domestic work and some of them stay at home to take care of their siblings. 42% of the boys and 53% of the girls are going to semi skilled works in cotton mills, quarries, cycle shops, textile shops, automobile workshops etc., 7% of the boys are going to school.

**In Uppalapadu:** 75% of the boys and 66% of the girls are going to agricultural work especially to the mirchi fields. 24% of the girls are involved in domestic work like servants and some of them are staying at home, 25% of the boys and 10% of the girls are going to school.

**In Guntur:** 10% of the boys are involved in agricultural work. 33% of the boys and 56% of the girls are involved in domestic works like servants and some of them stay at home to take care of their siblings. 44% of the boys and 41% of the girls are involved in semi skilled work like tailoring and others are going to cotton mills, which is hazardous to their physical growth.

All the parents of child labour said that their children are working for 6 to 12 hours. In Guntur the child labour who are going to cotton mills are working from 9p.m to 9a.m which is hazardous to their health.

All the parents said that they are sending their children to work because of poverty. As doing the work at young age is hazardous, it hinders proper growth and development of the child, all are not capable enough to do the work. But 37.5% of the parents of child labour said that work is hazardous to their children's growth.

All the parents know that child labour is prohibited. But they wanted to send their children to work for money. 52.5% of the parents of child labour said that skill development in work is important for their future.

### **Area3: Economic Conditions of the Parents**

All the parents said that their children are not getting reasonable amount of money for their work and that they face many problems in not sending their children to work because adult wages are low. With low wages they can not meet their daily needs leave alone saving money for their children's future. They think poverty is the obstacle to educate their children.

### **Area 4: Health Conditions of Child Labourers**

All the parents said that they can not give nutritional food to their children. 80.6% of the child labourer's parents said that their children were taking sufficient food, in time. Even though 40% of the child labourers, especially boys are learning bad habits at work, the parents are sending their children to work because of poverty.

### **Area 5: Interests of Child labourers and parents**

37.3% of the child labourers are going to work on their own interests to fulfill their family needs and also to fulfill their own desires like, to see movies, buy clothes etc. 62.7% of the children are not interested to go to work. All the parents said that their children go for work when they are not satisfied with them. The children want to play with peers, some of them want to go to school etc., All the parents want to see their children in good position.

### **Area 6: Social Conditions of Child labour and their parents**

There are no people who are forcing the parents to send their children to work. The child labour owners scold the children and sometimes they also beat them to do more work. The child labourers are not getting government services without any obstacles. They have no awareness about the child labour policies.

### **Area 7: Education of Child labourers**

All the parents know that education is very important as they are facing many problems due to lack of education. They are not sending their children to schools because of poverty. Some children do not want to go to school. Parents want to educate their children when there is any opportunity and job guarantee.

There is no awareness about the bridge courses in Guntur and Uppalapadu. After creating the awareness about it 20% of the parents want to send their children to bridge courses especially in Guntur.

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In Sambara and Salur they have an idea about bridge course but only 17% of the parents want to send their children to bridge courses.

There is discrimination between girl and boy children regarding the following aspects marriage, taking care of their sibling, sending to school and work.

The parents think that girl children have to learn how to maintain the family. Some of the parents do not send their girl children to work because of the problems that are created by society.

**Suggestions :**

**The poverty of the parents is the cause of sending their children to the work – Hence the following steps can be taken**

1. Family control of fertility should be maintained, so that families are not burdened with more children.
2. The parents should be prepared to make major sacrifices for the education of their children. They have to do extra work.
3. Nutritional meal is to be provided to the children of poor families
4. All the members of the society have to pay empathic attention towards poor families.

**There is a significant difference between parents attitude of the girl and boy child labour-steps to be taken**

1. They should not show discrimination between the girls and boys
2. Parents have to know that a girl can do more things equal to the boy. Now a days there are women in all the professions. They can do marvelous things better than men.
3. Parents have to know that there are equal opportunities for girl and boy children.
4. They have to think of educating the boys as well as girls.

**Lack of education and ignorance of the parents may be the reason of child labour**

1. Parents should think of the importance of education
2. They have to be educated about child labour and its bad consequences
3. Parents must know that doing work at an young age (6-18) is hazardous to their children's growth and development.
4. To make the parents think of educating their children education must be given in the areas of relevance to their needs and their children's needs.
5. Education must be qualitative and must be available at low cost to poor families.

**There is lack of understanding and awareness in parents about the government policies – steps to be taken**

1. Parents must be aware of all the government services and policies which give more opportunities for a better life.
2. There must be support organizations that raise awareness and provide direct help to individual children.
3. Enforcement of anti child labour law should be speeded up.
4. Raising awareness at all levels of the society to eradicate child labour.
5. Community groups and the media can also play an important role in drawing public attention.

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## VALUE ORIENTATION AND ACADEMIC PERFORMANCE OF PROSPECTIVE TEACHERS

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### **Introduction**

“No system of education, no syllabus, no methodology, no text book can rise above the level of its teachers. If a country wants to have quality education it must have quality teachers”.

- - *V.S. Mathews*

A teacher should deal with his students with a deep sense of moral obligation and treat them with affection. The future of the country is not built by bricks but by brains, not by cement but by high moral values of life. In ancient days a teacher (Guru) used to be a man of wisdom who got some distinction from the common man due to his vast knowledge in some areas of learning. In the Buddhist era, those who were allowed to receive religious instructions were called ‘Bhikshus’. During the period of training they had to live a simple life and had to stay away from the inhabited areas. The main aspect of training was by and large limited to imbibing the values of social and moral life from the teachers or the gurus.

### **Professional Ethics of Teachers**

There are a number of ways to think about the teaching of professional ethics in teacher education programme. Each has its merits as well as its short comings and some are better than others. However the first thing to note about teaching professional ethics is that it should involve all the three faculties of the personality: Knowing, feeling and doing. The quality and character of teachers can hardly be developed by providing them education and training in cognitive areas only Far more needs to be done in the affective domain especially in terms of inculcating and internalizing humanistic, ethical and moral values amongst the young teachers.

Another main function of education is to develop an integrated personality (Physical, Intellectual, Social, Vocational, Cultural, Aesthetic, Moral and Spiritual) among the students. Value orientated education includes all the subjects and all the teachers who can correlate their lessons to a higher purpose and meaning in life for their students. Even knowledge is value when it is applied in life. Hence, value orientation should be one of the main objectives of the education programmes to develop students’ integrated personality, so that they may contribute their best to themselves and also to the country.

In inculcating values, all human faculties such as knowing (head), feeling (heart) and

doing (hand) should play a role. Not only should people be enabled to know the right and the good, but also to feel the appropriate emotions and exercise their will to do the right thing. Thus inclusion of affective domain is equally significant in the developmental process of individuals. The primary focus of the affective domain is on the development of two major attributes i.e., attitudes and values. Attitudes are feelings of likes or dislikes towards objects. A second goal in affective domain is the development of values. Values differ from attitudes in that they are more global.

Thus knowledge, ideas and concepts that are known are accepted, personalised and lived in daily life with conviction and commitment. Thus value education covers the entire domain of learning, developing rational thinking, educating the emotions and training the will - the cognitive, affective and psychomotor domains.

### **Teacher Education for Secondary Stage**

B.Ed is a one year course run by Colleges of Education and University Departments of Education. Graduation is the basic eligibility for getting into Colleges of Education. Some universities hold entrance tests for B.Ed.

The responsibility for secondary teacher education would continue to rest with colleges of Teacher Education affiliated to universities. The university in co-operation with NCERT will exercise responsibility for academic aspects including conduct of examinations, award of degree and ensuring quality of secondary teacher education institutions.

NCTE claimed that teacher education assumes more responsibility for professional ethics, it, through teacher education programme that professional ethics can be taught to teachers in a systematic manner.

### **Need and Significance**

The erosion of values in practically every aspect of human life is a matter of universal anxiety and concern. Negligence of ethical and moral aspects of life in societies the world over has caused severe imbalances in development. This is not desirable because in the absence of values, people have no principle or foundation on the basis of which they can face life situations, make choices and decisions. A life without proper values will become chaotic and disastrous. It will be like a boat without a rudder. To guide our life in the right path and to embellish our behaviour with good qualities, we need values.

Education aims at the all round development of an individual - cultural, ethical, emotional, mental, physical, social, spiritual and professional or vocational. The need for value education

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has been deeply felt in the broader context of commercialisation of education which has led to the creation of a distressing division between “schooling” and ‘education’.

The value frame provided by home, community, school, peer group, media and society are different and often contradictory. A school plays a very important role in the moral development of children. The most important agent in the school is obviously the teacher. A teacher is like a lamp lighting other lamps, but a lamp cannot light other lamps if it does not itself burn and shed light. It has been stressed again and again that nothing can be more effective and helpful in moulding the child’s moral behaviour than the teachers own moral behaviour.

According to Vivekananda, next to the parents the teacher’s personality has the greatest influence on a child. This is why he wanted the teacher to be an exemplary role model. By observing his life and conduct the students would be influenced for the better.

The status of the teacher reflects the socio cultural ethics of a society, it is said that no people can rise above the level of its teachers. Teachers, besides being instructors, also have to be parent counsellors, nurses and even police in the classroom.

According to NPE1986 the teachers should have freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs, capabilities and the concerns of the community.

In the view of Sri Aurobindo the teacher begins to exert influence through his personal example”. A teacher easily inculcates values if he has professionalism and love towards his profession and children. Love is the eternal value through which a real teacher can inculcate other values of life among children.

However a concern for the teaching of ethics in teacher education has been present at least since the early 1980’s. Introduction of a formal code of professional ethics in Teacher Education curriculum will not only revamp Teacher Education Program befitting the need of 21st century but also demand additional knowledge and skills from teacher educators to teach them and enhance their task in this direction. Without high standards of professional ethics it is doubtful that teaching could ever be regarded as a full-fledged profession.

### **Nature and Scope of the Study**

It is necessary for the prospective teachers to adopt relevant ethical principles, understand the grounds for holding them and practice applying them in daily life situations.

A prospective teacher can be prepared for this work by gaining theoretical and practical understanding of the child’s world that lies beyond the classroom. Teacher Education Program

needs to provide the prospective teachers with opportunities to work closely with the young people in non-academic settings.

Education of teachers is institution based. Its main concerns are the courses of study and practicals conducted in the schools. The practical work is conducted half-heartedly and that too in a haphazard manner in many of the institutions. Apprenticeship or internship, an integral component of professional education, is not seriously carried on and the training of teachers remains incomplete if they do not acquire total experience of functioning of the school. It's duration is too short to promote professionalism among the teachers. Thus the programme of teacher education has not succeeded in developing competencies and performance skills necessary for a successful professional. There is hardly any difference in the performance of a trained and untrained teacher in some aspects.

The theoretical curriculum of Teacher Education is over loaded with a lot of irrelevant information. It is out dated, insipid and time-consuming. The prospective and in service teachers are taught certain pedagogical theories and principles but they are incapable of developing a culture specific pedagogy suitable for the country. Attempts to improve the condition have achieved little success as they received only insignificant support from the universities, teacher educators and professional organisations of teachers. To obtain a professional degree or diploma is an easy affair as the programme does not demand hard labour. The exercises made by the NCTE and the NCERT to improve them have practically yielded no result.

The teaching community is still the preserve of the middle class, although due to the improved salaries and service conditions the upper classes also are inclined to join it. The presence of a large number of middle class and frustrated persons in the profession leads to trade unionism, and reactionary behaviour, adventurism and radicalism which are not desirable for the health of any profession.

The quality of service rendered by the teachers falls short of the expectations of the society. Majority of the teachers are avoiding classes, come late and do not prepare to teach their lessons excellently. A few of them prepare their lesson notes only once in their lifetime. The classrooms appear to be monotonous and lifeless places. Lectures are delivered by the closed minded teachers to be enclosed in students note books, but not reaching the students hearts. These so called good teachers, instead of attempting to improve the quality of mind of the students try to fill it with un- assimilated information.

Teaching is reduced to a monologue in many institutions. Questioning and cross questioning are not encouraged by a large number of teachers. Teachers make only an insignificant

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expenditure on their professional growth. In most of the staff-rooms discussion focuses on non-academic topics. Teacher education programmes may be responsible for preparing unskilled teachers in the area of value inculcation due to many practical constraints.

Mere acquisition of values is not sufficient but to be able to practice them in day-to-day performances is required. The value orientation of teachers should reflect in their teaching capacities. To build up a good nation and to bring national in integration among the people is the responsibility of the teachers. Hence the teacher should possess right values, to pass on the same to the children. "Value orientation of prospective teachers and their performance" has been taken up to verify their level of value orientation. The study intends to know the values of prospective teachers.

### **Research Gap**

Many researchers from 1980 to 1992 studied on value orientation of school and college going students and some were especially on samples of women of different states. As the B.Ed course is like a stepping stone to teaching profession, every student teacher has to be checked of his or her value orientation towards life and also teaching profession, so that they can be educated, as they have to inculcate values among the pupils; to do qualitative service as a teacher and also as a human being to the society.

### **Operational Definitions**

**Value Orientation :** Value orientation means directional quality regarding the values that reflect in behaviour.

**Prospective Teachers :** The students who are studying B.Ed. course with an intention to be teachers in future.

**Performance :** Marks scored in the theory papers

### **Objectives of the Study**

1. To find out the association between value orientation level and level of performance of a) female, b) male prospective teachers.
2. To find out the association between orientation level in the area of basic values and performance of a) female, b) male prospective teachers.
3. To find out the association between the values in educational area and performance of a) female, b) male prospective teachers.
4. To find out the association between a) Value orientation in the Social area and performance of a) female, b) male prospective teachers

- b) Value orientation in the Economical area and performance of a) female, b) male prospective teachers
  - c) Value orientation in the Cognitive area and performance of a) female, b) male prospective teachers
  - d) Value orientation in the Moral area and performance of a) female, b) male prospective teachers
  - e) Value orientation in the Spiritual area and performance of a) female, b) male prospective teachers.
5. To find out the association between the educational background and level of performance of a) female, b) male prospective teachers.
  6. To find out association between the Economical background and level of performance of a) female, b) male prospective teachers.

### **Hypotheses of the Study**

1. There would be no significant association between the value orientation and the level of performance of i) female prospective teachers, ii) male prospective teachers.
2. There would be no significant association between the value orientation level in the area of basic values and level of performance of i) female prospective teachers, ii) male prospective teachers
3. There would be no significant association between the value orientation level in educational area and the level of performance of i) female prospective teachers, ii) male prospective teachers
4. There would be no significant association between
  - a) the value orientation level in the social area and the level of performance of prospective teachers.
  - b) the value orientation level in the economical area and the level of performance.
  - c) the value orientation level in the cognitive area and the level of performance.
  - d) the value orientation level in the moral area and the level of performance.
  - e) the value orientation level in the spiritual area and the level of performance of prospective teachers.

### **Method of Investigation**

Normative survey method was used to investigate the value orientation in the educational area and also in other areas of life like social, economical, cognitive, moral and spiritual.

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### **Scope and Limitations of the Study**

- 1) The study was limited to twelve B.Ed. colleges under Acharya Nagarjuna University. 2) The study was limited to 150 female and 150 male prospective teachers.

### **Sample and Sampling Procedure**

A sample of 300 prospective teachers, both female and male under Nagarjuna University were equally selected. 4 B.Ed. colleges are randomly selected from each district - Guntur, Krishna and Ongole including aided, minority, co-education and women's colleges. 25 female and male student teachers were randomly selected from each B.Ed. college.

### **Construction of the Tool**

The investigator had constructed a questionnaire.

### **Reliability of the Tool for Value Orientation**

After the first administration of the questionnaire to a group of 100 students, the researcher took a gap of more than one month. Then the researcher administered the same questionnaire to the same group of students from different colleges. The answered questionnaires were scored and two sets of data were arrived at and test-retest reliability was found. The result was 0.68.

### **Validity**

Content validity was cared for by the fact that it adequately covered both the content and the objectives of the subject matter on which the test was based with respect to female and male prospective teachers.

### **Intrinsic Validity**

Secondly as the test was found to be reliable, it was also proved to be valid. Thus the intrinsic validity based on reliability value was found i.e., 0.82.

### **Description of the Tool**

The questionnaire has 80 items under the two headings in the areas of life, and education and each area consists of 40 items equally.

In the area of life from 1 to 14 items are on social values; the items 15 and 16 are on economic values; the items from 17 to 25 are on cognitive values; the items 26 to 31 are on moral values; and the items 32 to 40 are on spiritual values. The items from 41 to 80 are on educational values. Each item is given 5 alternatives - Agree to the most extent, Agree to more extent, Agree to some extent, Agree to less extent, Agree to the least extent.

### **Scoring Criteria**

There are 80 items in the questionnaire with 5 alternative answers given for each item. The marks were given with the following weightages for the statements.

Each statement carries 5 marks to the most extent; 4 marks to more extent; 3 marks for some extent; 2 marks to less extent and 1 mark to the least extent. Then area wise totals in the areas of life and of education are found for each student. And finally grand total of both the areas of life and educational area is taken for each student. Percentage of academic achievement or performance of each student is also taken. For this internal marks of the tests conducted in their college are taken.

### **Data Analysis**

Objective wise analysis was done. The whole data was classified into two categories, that is of female and male prospective teachers.

For the purpose of classification of the level of values possessed by the prospective teachers, the value level is divided into five categories based on normal probability distribution. The maximum scores that a student can get is 400 and minimum is 80.

The value orientation scores of classification of data of major areas and sub areas prospective teachers in different areas of life were classified into five groups and the groups and the class intervals are as follows.

S. No.	Groups	Grand Totals	Basic Values	Social Values	Economic Values	Moral Values	Cognitive Values	Spiritual Values	Educational Values
1	Very Low Value Orientation Group	80 – 150	80 – 109	14 – 25	-	6 – 10	9 – 15	9 – 16	80 – 109
2	Low Value Orientation Group	151 - 210	110 – 129	26 – 37	2 – 4	11 – 15	16 – 22	17 – 24	110 – 129
3	Moderate Value Orientation Group	211 – 270	130 – 149	38 – 49	5 – 7	16 – 20	23 – 29	25 – 32	130 – 149
4	High Value Orientation Group	270 – 330	150 – 169	50 – 61	8 – 10	21 – 25	30 – 36	33 – 40	150 – 169
5	Very High Value Orientation Group	331 – 400	170 – 200	62 – 70	-	26 - 30	37 - 45	41 - 48	170 - 200

### **Classification of Performance Scores**

The performance scores of prospective teachers are classified into 5 groups and the groups and interval are as follows. Following are details about their value orientation.

Poor performance group	0 – 19
Below average performance group	20 – 39
Average performance group	40 – 59
Above average performance group	60 – 79
High performance group	80 - 100

Association between value orientation of a) female, b) male prospective teachers and their performance with respect to different areas of life and education area.

S.No.	Area	Gender	$\chi^2$ Value
1	Grand Total	Female	50.61
		Male	11.35
2	Basic Values	Female	50.1
		Male	6.88
3	Educational Values	Female	12.81
		Male	10.02
4	Social Values	Female	6.992
		Male	8.675
5	Economic Values	Female	2.0125
		Male	1.6188
6	Moral Values	Female	4.9487
		Male	7.6177
7	Cognitive Values	Female	14.3635
		Male	6.1716
8	Spiritual Values	Female	5.388
		Male	21.6414

Table values :  $\chi^2$  0.05level:26.296 at 0.01 level:32.000

### Findings

1. The results revealed that value orientation of female teachers is significantly associated with their performance but not associated in case of male teachers.
2. Significant association is also found when the area of basic values is separately related with their performance in case of female prospective teachers.
3. But the value orientation levels in different areas of life and the level of performance were most independent both for female and male prospective teachers.
4. From the above table it was found that the level of value orientation of female and male

prospective teachers with respect to the educational, social, economical, moral, cognitive, and spiritual values were not associated with their level of performance.

### Conclusion

Many girls and women are the first generational learners in teacher education courses and professional courses. But they are exercising their inherent resources and taking education seriously. They are able to express themselves well if they get the opportunity. Hence there may be the significant association between their value orientation and academic performance unlike the male prospective teachers.

Testing of Hypothesis					
S. No.	Hypothesis	N	$\chi^2$ values	Table Values	Hypothesis
1.	No significant association between the value orientation and performance of a) female, b) male prospective teachers	Female = 150, Male = 150	50.61 11.35	26.296 at 0.05 level 32 at 0.01 level	a)Rejected b)Accepted
2.	No significant association between the value orientation level in the area of basic values and level of performance a)female b)male	Female = 150, Male = 150	50.1 6.88	26.296 at 0.05 level 32 at 0.01 level	a)Rejected b)Accepted
3.	No significant association between the value orientation level in the educational area and the level of performance a)female b) male	Female = 150, Male = 150	12.81 10.02	26.296 at 0.05 level 32 at 0.01 level	a)Accepted b)Accepted
4.	No significant association between				
	a) the value orientation level in the social area and the level of performance. a)female b)male	Female = 150, Male = 150	6.992 8.6755	26.296 at 0.05 level 32 at 0.01 level	a)Accepted b)Accepted
	b) the value orientation level in the economical area and the level of performance. a)female b) male	Female = 150, Male = 150	2.0125 1.6188	26.296 at 0.05 level 32 at 0.01 level	a)Accepted b)Accepted
	c) the value orientation level in the cognitive area and the level of performance. a)female b) male	Female = 150, Male = 150	4.94869 7.61765	26.296 at 0.05 level 32 at 0.01 level	a) Accepted b)Accepted
	d) the value orientation level in the moral area and the level of performance. a)female b)male	Female = 150, Male = 150	14.3635 6.1716	26.296 at 0.05 level 32 at 0.01 level	a) Accepted b)Accepted
	e) the value orientation level in the spiritual area and the level of performance. a)female b)male	Female = 150, Male = 150	5.388 21.6414	26.296 at 0.05 level 32 at 0.01 level	a) Accepted b)Accepted

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## **Educational Implications**

The following activities and programmes should be organised in the Colleges of Education to inculcate values among the prospective teachers.

1. Literary activities to foster the reading habits
2. Study of biographies of eminent role models - great philosophers, spiritual people etc., should be given prior importance in the educational institutions.
3. Cultural programmes like drama, songs, music, dance, theatre art, etc. should be organized by integrating various cultural, social and spiritual themes.
4. Science fairs and technological exhibitions, science work shops, seminars and extension lectures, awareness programmes etc. should be organized on health, environment, population education and observation of important days on science and of scientists should be carried out to show the contribution of science to human welfare.
5. The physical and mental health education should be given due importance.
6. Desirable learning environment should be created in the educational institutions.
7. Educational tours should be conducted.
8. National festivals, teachers day, the self government day should be celebrated.
9. The activities like aids awareness programme, Blood Bank organization, SUPW workshops etc should be practiced.
10. Proper guidance and counselling should be arranged to the students.

## **Conclusion**

The common observation of degradation of values in teaching profession was the starting point of this study. Both female and male prospective teachers have expressed their values very well, whether they practice all these values in day to day life is still a question.

So, parents, teacher educators, educational institutions of teacher training, managements, society and the prospective teachers need to have an open mind to verify if their feelings and actions are integrated, whether right type of practices, are being followed by them, and whether they would do justice to their noble vocation and to the society. Every teacher should practice what he or she believes as personal and educational values, so that every one can lead a peaceful, well adjusted and meaningful life and save the society from value erosion.



## MEDITATION: TYPES, METHODS AND EFFECTS OF PRACTICE

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### Abstract

*Meditation may be practiced by any individual as a part of spiritual life, for Good health on advise of a doctor, as a good habit in ones life. The person who wishes to practice meditation must allot a particular time in his routine to practice the same. It is individualistic in nature and can be practiced in groups for better results. His Holiness Maharishi Mahesh Yogi introduced a type of meditation called Transcendental meditation. The method of teacher training was introduced by him; the trained teacher who is called Yoga teacher or Meditation Initiator goes round and initiates the technique of TM (Transcendental Meditation) to the desired individual. Later on many types of meditation training programs emerged with minor changes. The present world has all facilities and availability of different meditation techniques.*

*The article discusses about the types of meditation, methods of practice and uses with available review of literature.*

### Introduction

Meditation is a science, art and a spiritual practice. The term *meditation* was introduced as a translation for Eastern spiritual practices, generally referred to as *Dhyana*, with the Sanskrit root *dhyai*, meaning to contemplate or meditate.

Jonathan Smith (1975) defined meditation as “a family of mental exercises that generally involve calmly limiting thought and attention. Such exercises vary widely and can involve sitting still and counting breaths, attending to a repeated thought or focusing on virtually any simple external stimulus”.

“Meditation is a state of heightened mental awareness and inner peace that brings mental, physical, and spiritual benefits. It is a useful self-help technique and can be practiced without adherence to any religion or philosophy.” Anne, Peters. (1997).

Meditation is primarily considered to be a process of calming the mind. In contemporary psychological literature meditation is used as a broad and generic term, which refers to all those spiritual practices prevalent in traditions like Buddhism, Christianity, Hinduism, Jewish Kabbalah,

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Taoism, etc. Further it is used to refer to many other mental devices or techniques developed by researchers, for example, Clinically Standardized Meditation (Carrington, 1987). Thus, the term is a “conglomerate word” and under this conceptual umbrella a number of “*different* techniques and intents” are grouped (Carrington, 1987). They include sitting quietly, relaxing, closing the eyes, breathing deliberately, focusing attention on an object or image non-analytically, observing the thought process without judging, repeating sounds mentally, rhythmic moving of the body as in Sufi dervish dance, and so on.

Based on the mechanisms involved in meditative practices from a secular perspective, Shapiro (1984) defined meditation as “a family of techniques which have in common a conscious attempt to focus attention in a non-analytical way and an attempt not to dwell on discursive, ruminating thought. In one of the experiments where people rounded around a blue vase to concentrate on it restrain all distractions, striking effects related to the perception of the vase were observed (Tart 1969). The vase appeared more vivid, rich and even more luminous as the meditation progressed. It was argued that we normally start increasingly attending to thoughts and distractions and so our perception becomes automatized and dull.

### **Consciousness and Meditation**

In the past few decades, self-regulation of physiological processes has received immense attention from the psychology and neuroscience communities. The complex task of meditation is an important self-regulatory process that is practiced world over. The process of meditation is associated with certain aspects of consciousness i.e. the human “altered states of consciousness” and its phenomenological experience. The problem of defining consciousness and explaining the relationship between physical and mental is one of the oldest and most important questions of philosophy and science. According to Chalmers (1995), “consciousness poses the most baffling problems in the science of mind.

According to Farthing (1992), “Meditation is a ritualistic procedure intended to change one’s state of consciousness by means of maintained voluntary shifts in attention”. According to Wallace and Fisher (1991), “Meditation can be regarded as slow un-mutative long-term procedure for producing an altered state of consciousness”.

Shapiro (1984), Goleman (1972) reviewed classical perspectives on meditation and phenomenological findings considering meditation as an altered state of consciousness. Shapiro (1984) also suggested a systems approach to appraise meditation research and provided guidelines and suggestions for further research.

While describing meditation Goleman (1978) points out that “the need for the meditator to retrain his attention, whether through concentration or mindfulness, is the single invariant ingredient

in the recipe for altering consciousness of every meditation system". Roger Walsh(983),defined meditation as "a heightened awareness and bring mental processes under greater voluntary control".

### **Insight in to Types and Methods of the Meditation Process**

Ornstein (1972) classified various meditative practices into two categories. The first category involves focusing our awareness on a restricted portion of the field of awareness. The technique involves focusing of attention on the meditation object only. These are known as "concentrative" meditation techniques. The second category involves widening of awareness to the entire field known as "opening-up" meditation techniques. The objective of both the types of meditation appears to be the same. In "concentrative meditation" an attempt is made to stop the input processing of information for a limited period to "open-up" afresh after the session. On the other hand "opening-up meditation" is an attempt to open-up to the entire field of awareness. Here the practitioner is mindful of the entire information that has been present but in the absence of active reaction to the stimuli. Mindfulness meditation allows awareness of the phenomenal field as an attentive and non-attached observer without judgment or analysis. Mindfulness meditation allows maintenance of an attention in a state of open perceptivity while concentrative meditative forms allow narrowing of attentional focus. Some forms of yogic meditation, TM, Buddhist Samatha meditation that focuses on sensation of breath are some forms of concentrative meditation. It is noteworthy that Herman (1983) emphasizes that Sri Aurobindo's thought did not develop in a vacuum and it was typical of the Indian cultural renaissance that took place during the period from 1875 to 1950. Others who thought on similar lines include H.S. Olcott, H.P. Blavatsky, Annie Besant and the Theosophical Society; Sri Ramakrishna Paramahansa and Swami Vivekananda; Rabindranath Tagore, Mohandas K. Gandhi, Sri Ramana Maharshi, and S. Radhakrishnan. They include, a universal perspective, an evolutionary outlook, concern for social integration and justice, and a multidimensional view of human consciousness and cosmic structure (Kiran Kumar 2001).

After an analysis of different types of meditative practices Goleman (1978) arrived at the conclusion that all of them involve one of the two attention strategies, either concentration or mindfulness. While the concentration meditation involves focusing attention on one object, the mindfulness meditation aims at focusing attention on the field. In both the practices, the procedure involves 'retraining' of attention. The mindfulness meditation allows any thoughts or feelings to arise while maintaining a specific attentional stance whereas the Concentrative Meditation focusses on specific mental or sensory activity like a repeated sound (mantra), an imagined image or any specific body sensation such as breath. Carrington (1987) distinguishes "centering" techniques from "meditation".

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The effect of Concentrative meditation was “deautomatization”. However, in Zen Buddhism and in particular in Rinzai School, practitioners concentrate on a *koan* or *hua tou*, which are questions or stories designed to challenge the intellectual mind. These are asking the meditators to think of nothing good or evil but of the original features before their parents gave birth to them. These *koans* are not to be understood with ordinary logic but one must penetrate to the state of mind, which they express. Usually a graded series of koans is used which focuses the student’s mind toward *satori* and gives the Zen master a means of judging the progress of the student. All of these more advanced meditations require supervision.

Naranjo and Ornstein (1971) have categorised all the different meditative practices into three types viz., the way of forms (concentration, absorption, union, outer directed, Apollonian), the expressive way (freedom, transparency, surrender, inner directed, Dionysian) and the negative way (elimination, detachment, emptiness, centred, the “middle way”). Based upon the mechanisms involved, Naranjo (1971) classified meditation into three kinds. First one is a directive approach where the mediator focuses his attention on a symbol received from tradition and which is considered to help the individual in moving away from the ordinary state of mind. It involves excluding all the other thoughts and concentrating on the meditative object. He attempts to “interiorize an externally given form” till his subjective nature is lost and gets merged with the object of meditation. The second approach is non-directive one wherein the mediator spontaneously surrenders himself to any form of thought that springs from his consciousness. He attends to these thoughts with a passive attitude without expectations, preconceptions or predetermined courses of action. Thus the mediator attempts to attain stillness of the mind. The third kind of meditation is that of negative approach which is not identifying with any object but moving away from all objects known to him, thus making room for the unknown. It is a process of attaining detachment through self-emptying and reaching for the unexperienced state of mind.

According to Dr. Joan Borysenko, a pioneer in the field of mind/body medicine, in her *Beginner’s Guide to Meditation*, meditation means being ‘pleasantly anchored in the present moment’. . According to Naranjo et al (1971), practice of meditation “generally involves an effort to stop the merry-go-round of mental or other activity and to set our attention upon a single object, sensation, utterance, issue, mental state or activity”

The techniques of meditation reflect the culture in which they are practiced and thus form a part of their specific religious traditions which aim to formulate a method to transcend human limitations.

Meditation is of many types and the type is usually dependent on the way it is practiced.

The meditation techniques derived from Pathanjali Yoga Sutras, are mostly spread in India. The meditation along with some control in food habits, preaching of philosophy of detachment, and Pranayama is said to be effective and forms a course content of many yoga teachers in the present day. The meditation techniques involve some steps and regular practice of initial step leads to the next step of initiation. Many meditators speak of awakening of “Kundalini Shakti” which is said to be a positive response in the body of the meditator for spiritual advancement. The sensation of Kundalini is same for all who experience it but the time of awakening, awareness and expression of the experience varies. In some meditations this experience is not given any importance. The usual opinion of the teachers of the meditation is to be detached to all the feelings and experiences, by which the meditator can advance in meditation and enjoy the fruits of it. One of the famous meditation technique is “Kriya Yoga” said to give the effect of one year meditation practice of any other meditation technique, just by doing one round of Kriya Yoga meditation. (Autobiography of Yogananda) Kriya Yoga meditation technique involves some minor but effective physical exercises, concentration on breathing and bodily parts as initiated by the teacher. With his lithe and youthful figure, Mahavatar Babaji (whose feats have been reported by Paramahansa Yogananda in his *Autobiography of a Yogi*) is one such eternal master.

Open or mindfulness meditation is usually practiced with eyes open or half open and in Buddhist meditation or Zazen (Austin, 1999) it's often done facing a blank wall. The basic idea is to be continuously mindful, attentive and fully present in the moment paying attention to anything and everything. It is done without making any discriminations and treating every stimulus with equal importance. One of the interesting effects of this is that sights, sounds, events and thoughts pierce into the attention and mind is continuously distracted, categorizing and commenting on everything that happens. With practice Mindfulness meditation leads to what is known as bare awareness/ bare attention which means never giving in to distractions or desires and being open to everything all the time.

The most popular meditation techniques are Transcendental Meditation (TM), Sahaja Yoga meditation, Kundalini meditation, Raja yoga meditation, Bhakti yoga meditation etc. (Satprakashananda, 2004). Today, many forms of meditation are practiced in India as well as in the West; Goleman (1978) surveyed 14 different techniques and found that all of them employed essentially one or two methods described in *Visuddhimagga* (Ramakrishna Rao, 2001). In the vast body of scientific literature, it may be found that investigations were made on various meditation techniques such as Zen meditation, Transcendental meditation, Clinically standardized meditation, Tai chi meditation, Qigong technique, Ananda marga meditation, etc. However, a significant portion of research in this area was done on the technique of transcendental meditation (TM). TM appears

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to be a very widely practiced and extensively researched technique of meditation. This may be due to many reasons (Rao, 1989): (1) The founder Maharshi Mahesh Yogi being a student of science has encouraged research in this field. (2) As the technique is very popular all over the world, TM practitioners are available for research. (3) The technique is very easy and it does not place restrictions on life styles of its practitioners. It is suitable for people in all walks of life. (4) Standardization of the technique is ensured through uniform training given to the teachers. There are other types of popular meditation techniques like “Yoga Nidra”, “Manoyoga Sadhana” Introduced by “Somanadha Maharishi” Buddhist “Lotus Meditation, and so on.

### **Vipassana Meditation**

According to Buddha “mind eliminates all the action; one should not allow it to become weak or diseased”. People live in a complex and stressful world if the mind is not strong; lose the balance of the mind and become miserable. So, the question is- how to purify the mind? The Buddha gave a wonderful path to purify the mind, not just at the surface level but at the root level, one can live a happy, peaceful, and harmonious life. That is Vipassana meditation, one of the most ancient meditation technique in India rediscovered by Gautam Buddha more than 2500 year ago. Vipassana mean “to see things as they really are”. It is a scientific process of mental purification through self-observation. Vipassana Meditation enables meditators to gain mastery over the mind, on the basis of morality, and to develop experimental wisdom to eradicate all the defilements of craving and aversion. The aim of this meditation technique is to purify mind not at the intellectual level, but one understands at the experimental level which will give the real fruitful results. According to this method meditators stop the mind from straying outside and try to concentrate it within the body (inner-world) in order to purify it. The pure mind is by nature full of love, peace, compassion, sympathetic joy and equanimity. As a by-product of mental purification, many psycho-somatic diseases get eradicated, and with such a clear and calm mind one is able to live a happy, peaceful, and harmonious life. (Vipassana: a practical approach for mental peace).

### **The Mental Process of Meditation**

The conceived objectives of various practices are as follows: (1) a heightened awareness of physiological and psychological processes leading to their voluntary control, (2) inducing psychobiological and psychotherapeutic effects, (3) effecting changes in different aspects of mental functioning and personality, and (4) inducing changes in interpersonal and social behavior. The aims of these practices are understood as the development of insight into the nature of mental functioning, consciousness, identity and reality. To achieve these objectives, many postures and methods are used for meditation.

A general approach to meditation that draws heavily on cognitive science and neuroscience sees both state and trait changes due to meditation in brain activity and related to cognitive processes like attention. Although there are constraints of empirical data and cognitive dimensions of these experiences across various types of meditation, the emphasis is to extend meditation research from the realm of speculation and anchor it against a neurocognitive psychology and neuroscience which brings together cognitive psychology and neuroscience to study cognitive processes in the brain (Michael Gazzaniga et al., 1998).

### **The Effects of Meditation**

Jhansi Rani and Krishna Rao (1996) hypothesized that the procedure involved in TM would provide sufficient exercise of a cognitive kind that would enable the practitioner to gain control over their attention when compared to non-meditators. They attempted to verify this hypothesis in school-going children between the ages of 9 to 11 years. They found that meditation had greater attention-regulation capacity than non-meditators. In another study on adolescent girls, Jhansi Rani and Krishna Rao (2000) concluded that TM meditators had a change in the mode of perception by making them a) more field independent, and b) more cognitively flexible. In attention-regulation processes the effect was found temporary. In very young children, Dixon (1989) and Gelderloos, Lockie and Chutturgoon (1987) found that cognitive development was accelerated because of meditation.

Apart from cognitive and intellectual development TM has been shown to have effects on behaviour, psychological factors, health and social behaviour. Nidich and Banta (1972) found that thinking and acting efficiently increased, while the study of Alexander et al (1993) showed greater efficiency, productivity and employee effectiveness.

With the hectic lifestyle people live in today, stress is a strong contributor to heart disease and high blood pressure. This is why it is important to learn to relax and relax our body. And this can be achieved through meditation. In modern times meditation has been viewed from a psychological standpoint and described as such by a number of investigators. A recent bibliography of Murphy and Donovan on physical and psychological effects of meditation lists 1,350 studies (Shapiro, 1994). Woolfolk (1975) and Davidson (1976) reviewed the physiological effects of meditation. Shapiro's book *Meditation: Self-regulation strategy and altered states of consciousness* in a sense ordered the literature on meditation and provided the framework for classifying meditation literature. Shapiro (1980, 1984) compared clinical and physiological findings of meditation with other self-regulation strategies and suggested directions for clinically oriented research that could be profitably pursued. Walsh (1979, 1983) provided excellent technical and non-technical reviews

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of literature on meditation and also suggested an evolutionary model of meditation research to provide a context to view and understand it (Walsh, 1984).

Davidson (1984) reviewed physiological changes in meditation and discussed their relevance to mystical states of consciousness. Earle (1981) reviewed literature on cerebral laterality and meditation. Holmes (1984) reviewed experimental evidence on meditation and somatic arousal. Rao (1989) reviewed meditation research from a methodological and conceptual viewpoint.

According to Walsh(1983) although the ultimate goal of these practices is to enable the mediators to attain grater knowledge of the Self, at lower levels they may be used for psychotherapeutic and psycho physiological purposes.

Health improvement was observed in the studies of Haratani and Henni (1990 a & b). Other studies of effect on health showed a lower health insurance utilization and reduction in health care costs (Herron, 1993; Orme-Johnson, 1987).

Improvements in personality characteristics such as independence (Alexander et al.,(1991, Chandler, 1991; Gelderloos, 1987), improved self-concept (Turnbull and Norris 1982); increased emotional stability (Brooks and Scarano, 1985); better emotional maturity (Marcus, 1977) have been studied in different types of populations. Reduction in negative personality characteristics has also been demonstrated in several studies. For example, anxiety, tension and neuroticism have been shown to reduce in several studies (Abrams and Siegel, 1978; Alexander, Swanson, et ai, 1993; Childs, 1973; Brooks and Scarano, 1985; Dillbeck, 1977; Eppley, Abrams and Shear, 1989). Depression was found to decrease as reported by Berg and Mulder (1976). Hostility and irritability were found to decrease in a study by Abrams and Seigel (1978).

Capacities of trust, tolerance, sociability, and cooperative behaviour were also found to improve due to meditation. Tolerance and sociability were found to improve in marital dyadic relationships (Alexander, Swanson, et. aI., 1993). Trust in others seemed to grow (Berg and Mulder, 1976). From these studies it appears that there are several benefits from practicing meditation that go beyond cognitive aspects. In other studies it was found that meditators did significantly better in academic performance compared to non meditators. The studies of Kember (1985), Nidich and Nidich and Rainforth (1986) Nidich and Nidich (1989) Mani VVS (2007) indicated improved academic orientation and performance when students practiced TM. This seems to be true irrespective of the sex of the child and the class in which he/she is studying. Memory has also been shown to improve in a few studies. Alexander etal (1989) and Dillbeck (1982) have found evidence for improved memory of subjects.

TM may encourage greater independence (Alexander, etal (1991), Chandler, (1991)

in the child, which is why they are more likely to be able to do many things on their own. suggests that meditation has beneficial effects on personality traits. Jhansi Rani and Krishna Rao (1996 & 2000) found that meditation had greater attention-regulation capacity than non-meditators. Attention regulation process was found to be temporary in a later study.

While most of these studies have been conducted abroad, no study has been done in an Indian setting with a large-enough sample at the primary school level. Most studies that have been done have been on college students or adults. It would be worthwhile to study the effects of meditation at the childhood level.

In a study conducted by Mani (2007) on primary school children it was found that apart from emotional problems, behavioural problems are also seen less among meditators than non-meditators. The behaviours where there were significant differences are in lying, daydreaming, being withdrawn, repetitive actions, stealing and cheating. Meditating boys and girls either show no evidence of lying, daydreaming, repetitive actions, stealing or cheating problems - or if there are, to a very slight extent.

### **Conclusion**

The findings seem to suggest that while meditation may not be a solution for all types of problems, it may play a preventive role or help to limit the number of problems that children experience in their daily life whether at home or whether at school.

1. Meditating children have better academic achievement than non-meditating children.
2. A large percentage of parents of meditating children found that their children had better self-help skills, more positive personality traits and less negative traits than parents of non-meditating children.
3. Meditators sleep fewer hours than non-meditators. They also have fewer sleep problems than the latter group.
4. Attentional skills are better for meditating students, as compared to non-meditating students as judged by teachers.
5. Emotional, behavioural, and health problems were fewer for meditators as compared to non-meditators as judged by teachers.
6. Personality characteristics as judged by teachers were found to be more positive for meditators as compared non-meditators.

Finally, it appears reasonable to conclude that meditation as an exercise of internal attention may influence the cognitive process of the practitioners and facilitate performance on certain attention-related cognitive tasks. (Mani 2007)

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Some of the important objectives of meditation as conceived by different researchers include: (a) heightening of awareness of physiological and psychological processes leading to their voluntary control; (b) inducing psycho-biological and psychotherapeutic effects; (c) effecting changes in different aspects of mental functioning and personality; (d) and inducing changes in interpersonal and social behaviour (Carrington, 1987; Johnson, 1982; Naranjo & Ornstein 1971; Shapiro & Walsh, 1984; West, 1987). Development of insight into the nature of mental functioning, identity, consciousness, and reality are the final aims of these practices (Walsh, 1983).

Notwithstanding the demonstrated benefits of meditation practices from research studies, many theoretical and methodological issues are controversial. One of them is researchers' greater preoccupation with practical or secular meditation and relative neglect of spiritual meditation. The following observation of Michael West, who reviewed hundreds of research articles on practical meditation, illustrates this. "Why has meditation therefore been practiced for thousands of years in a variety of cultures and religious and philosophical contexts if *this is all* that it accomplishes?". That is, if meditation is used only for reduction of anxiety, stress, depression, etc., then the original intent and purpose are lost and West (1986) urges us to go back to the original or Eastern context of meditation.

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## ASPIRATIONS OF MUSLIM WOMEN RELATED TO THEIR CHILDREN'S EDUCATION

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### **Introduction**

Aspirations are goal statements concerning future levels of achievement. Levels of aspirations as commonly entertained include a variety of tendencies. By some, they are regarded as an individual's conception of his future prospects and a few others view "aspiration" as a form of self motivation. In this sense "aspiration" is regarded as an individual's expectation of his future performance and accomplishments or a desire to accomplish. An "aspiration" thus usually refers to a person's or a group of person's orientation towards a goal. (*Haller, A. O 1968*). One commonly accepted definition of the level of aspiration is "The degree to which the individual sets his goals realistically in relation to his physical and mental attributes and in accordance with his environment" (*Carter V. Good: 1959*).

*Cronbach Lee (1961)* defines level of aspiration as "the level of performance or the goal that a person (or a group) desires or hopes to reach in a specified activity". Goals vary in kind and are usually described with reference to a particular social status or status attributes like, occupation, income, education, residence and so on. Higher and lower levels of aspiration are used to indicate relative level of goal specifications; strong and weak aspirations are used to describe the relative intensity of the orientation element.

After independence a number of steps were directed by the Indian Government towards improving the well being of the people and inducing thereby social change in the society. The Government has identified women as the underprivileged section. After realizing the importance of improving their status and expectations, it has formulated certain programmes like free and compulsory education for women, raising the marriageable age, providing educational and employment opportunities, planning to reserve 30 percent seats in colleges and extending the same in their employment and also constitutional and legal amendments in their favor. A number of specific programmes have been identified in order to inculcate a positive attitude towards education and employment, to raise their expectations, to make them to put efforts to fall into the main stream. Hence, this study focuses to examine the levels of aspirations of Muslim women in relation to their children's education. For the present investigation the following operational definition of "aspiration" is accepted.

“Aspiration is the goal or level of attainment that the Muslim woman likes to reach, a level of success in her children’s education”.

### **Importance of Education for Women**

The proper development of children largely depends upon the education of women. The mother is the foundation on which child’s socialization process depends for a considerable period of time. She is the first teacher to impart basic education for her children. Illiteracy of the mother will not only affect the growth of the children but also the whole family. On the contrary, ‘it is possible for the educated women to combine motherhood and a career. The educated women can very easily share the aspirations about the children’s schooling, about family planning, about finance and overall prospects of a family .

### **Islam and Education**

Each and every Muslim, man or woman, should search for knowledge, as a sacred duty, to be kept in mind and practiced, from cradle to grave. The search for knowledge should be ardently on, like a search for some lost property. Islam believes that parents who do not provide education to their children are cursed while those who provide education are blessed. Education according to Islam is compulsory to all. Despite this the Muslim women react very to such a need due to long spells of seclusion and submission and show dislike for education and some even dread it.

### **Significance of the Study**

The role and status of Muslim women have under gone a considerable change due to modernization and development. Muslim women are no longer isolated, but, are in the main stream, in very dynamic fields, be it politics, economics, trade, culture or education. They are found to be taking advantage of every opportunity available and shining successfully as lawyers, teachers, artists, architects, doctors etc. Not only are establishing them selves well, but some of them are also aspiring highly for their children. The saying ‘Educate a woman and you educate the entire family’ seems to be holding true for the Muslim household. The aspirations may be varying from region to region. This study therefore assumes significance.

Another very important motive for the present study is that the information about the aspirations of the Muslim women with regard to their children’s education might be useful in the preparation of appropriate policy initiatives to promote their aspirations and increase their involvement and participation in relation to their children’s educational progmmes.

An indepth study in a limited area may lead to sharpening of perceptions, stimulate discussions, bring about changes, encourage questioning and improve the very attitude of the Muslim mothers towards the education of their wards.

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## Objectives of the Study

- ❖ To understand the level of aspirations among the Muslim women belonging to different social backgrounds with regard to their children's education
- ❖ To study how the variables such as age, sects, sub-sect, socio economic status and size of the family influence educational aspirations of the Muslim women towards their children's education.

## Hypotheses

- ❖ The lower the age of the respondents the better would be the aspirations towards their children's education.
- ❖ Islamic Sect to which the respondents belong influences the aspirations towards their children's education.
- ❖ Islamic Sub- Sect to which the respondents belong influences their aspirations towards their children's education.
- ❖ The higher the socio economic status of the respondents the more positive would be their aspirations related to their children's education.
- ❖ The size of the family to which the respondents belong influences their aspirations towards children's education.

## Methodology

### Development of the tool and techniques

The tool developed for the study has two parts. They are:

**Part I :** The profile of the Muslim women: It comprised of items related to Age, Sect, Sub-Sect, Socio Economic Status (SES), Size of the family and general particulars.

**Part II :** It was related to the respondent's aspirations regarding courses, medium, grades, occupations, subject etc.

### The Sample

The state of Andhra Pradesh (state) is the fifth largest state in the country with an area of 2,75,068sq.km. and is also fifth in population. Muslims form the second largest religious community and the first major minority in the state of Andhra Pradesh. They are spread over the entire length and breadth of three regions of the state. For the purpose of the study a representative sample has been drawn from the districts of Mahabubnagar, Rangareddy and Hyderabad, which have relatively more number of Muslims when compared to the other districts. The sample selected comprised of 570 Muslim women covering Sunni (358), Shiah (124) and Mehdi (88) religious sects. Since a majority of Shiah and Mehdi sects are available in Hyderabad district, the sample of Shiah and Mehdi sect women were selected from the same district. The members of the other sect

(Sunni) are widely spread in the other two districts. Therefore, while drawing the sample, proper representation was maintained in selecting the women from Sunni sect as well. The selected sample also included the sub-sects: Shaik (238), Syed (162), Pathans (109) and Mughals/Baigs (61).

#### **Classification of the Variables Selected for the Study**

S.No	Independent Variables	Dependent Variables
1	Age	Educational Aspirations
2	Islamic Sect	
3	Islamic Sub-Sect	
4	Socio Economic Status	
5	Size of the family	

#### **Scoring Procedure**

A table was prepared furnishing the respondent with fixed alternatives for her aspirations in level of education, medium of instruction, grades selection and area of occupation. This system of providing fixed alternatives suffers from a certain degree of arbitrariness but still has the advantage of precision in scoring and classification. While administering the close ended alternatives to study the aspirations of respondents in relation to their children's education, care was taken to see that almost all the levels of educational aspirations educational fields/areas, and also the co-curricular and occupational aspirations of the respondents were covered in the tool administered.

This is not a pass / fail test but an evaluation of the respondent's aspirations of school management, jobs, performance, etc on the issues cited. Therefore, a maximum score of  $12 \times 3 = 36$  is possible for the respondents indicating highest level of aspirations. For the responses indicating moderate level of aspiration was a score of 2 and for the responses indicating low level of aspirations a score of 1 awarded. Thus the least possible score was 12.

1. 12 to 20 points were considered as low aspiration level.
2. 21 to 28 points were considered as medium aspiration level.
3. 29 to 36 points were considered as high aspiration level.

**Table 1 : The Distribution of the Scores of Aspirations of the Respondents'**

Class Interval	Frequency
13-16	064
17-20	053
21-24	129
25-28	185
29-32	081
33-36	058
Total	570

It can be observed from table -1 that the frequency of the educational aspirations from the least Class Interval (C.I.)13-16 to the C.I. 17-20 has decreased from 64 to 53. Then, there is significant increase in the frequency to 129 in C.I. 21-24, followed by the highest frequency 185 found in the 25-28 C.I. After that there is a decrease in the following two class intervals 29-32 and 33-36 with a frequency of 81 and 53 respectively. This indicates that majority of the Muslim women (55%) are having medium level of aspiration followed by high level of aspiration (24%) and few with low level of aspiration (21%) with regard to their children's education. This shows that there are more with medium level educational aspirations than those with low level and high level aspirations.

Based on the scores obtained the sample was grouped under three categories-Low level educational aspirations, Medium level educational aspirations and High level educational aspirations of the Muslim women. Their Mean scores and S.D. were obtained. Further Chi Square, ANOVA and Z test were used for analysis and testing the hypotheses. The analysis of data and their findings are given below.

**Table 2: Age Vs Educational Aspirations of the Respondents Mean, S.D and Coefficient of Correlation Values**

S. No	Age in Year	N	Mean Value	S.D. Value	Co-efficient of Correlation
1	21-30	285	23.21	15.53	-0.72
2	31-40	194	21.92	19.44	
3	41-50	091	20.59	18.24	

The above table shows the Mean, S.D. and Coefficient of Correlation values of the Muslim women regarding their children's education age group wise. The mean value of the age group 21-30 years is more than that of the other two groups. The Co-efficient of correlation is -0.72. It indicates a negative relationship between age and the aspirations of the respondents towards their children's education. Therefore, it can be concluded that the lower the age of the respondents the better is their aspiration about their children's education.

**Table 3 : Islamic Sect Vs Educational Aspirations of the Respondents Mean S.D and**

**Z Values**

S. No	Age in Year	N	Mean Value	S.D. Value	Z Value
1	Sunni	358	22.64	3.46	Z. 1 & 2 = 2.27
2	Shiah	124	23.44	3.23	Z 2 & 3 = 0.59
3	Mehadi	88	22.9	3.98	Z. 11 & 3 =

The calculated values of Z with respect to different Sects of the Muslim women Vs their educational aspirations are significant at 0.05 level of significance.. Therefore this indicates that there is a significant difference among different sects in their educational aspirations. Further analysis revealed that the Shiah sect has better aspirations than that of the Sunni at 0.05 level of significance.. However, there is no significant difference between Shiah and Mehdi in their educational aspirations at 0.05 level of significance. Similarly there is no significant difference between Sunni and Mehdi at 0.05 level of significance.

A similar analysis with regard to the Islamic sub-sect Vs educational aspirations revealed that the calculated value of F- ratio 6.62 is significant at 0.01 levels. Therefore, there exists significant difference among different Islamic sub-sects educational aspirations. Further analysis to trace the significance of difference between the sub-sects revealed that there is a significance of difference between Shaik and Syed sub-sects (2.09), in their educational aspirations at 0.05 levels. The Mean aspiration score of Syeds more than that of Shaik sub sect (2.96). Hence the Syeds have better aspirations level when compared to Shaik sub sect women. There is no significance of difference between Syed and Pathan sub-sects (1.12) in their educational aspirations at 0.05 levels. Similarly, there is no significance of difference between any of the other sub-sects such as Shaik Vs Moghals (1.2), Syed Vs Pathan 1.12) Syed Vs Moghals (0.37) Pathan Vs Moghals (0.74) in their educational aspirations at 0.05 level.

**Table 4 : Socio-economic Status Vs Educational Aspirations of the Respondents' Mean S.D Correlation Co-efficient Values**

S. No	SES	N	Mean Value	S.D. Value	Co-efficient of Correlation
1	00 - 03 Low	201	19.44	5.6	0.66
2	04 – 06 Medium	279	23.8	6.4	
3	07 -09 High	071	26.17	5.52	

As it can be observed from Table-4 there exists a high correlation (0.66) between this socio economic status and educational aspirations of the respondents towards their children's education. Respondents of high S.E.S. group have better aspirations (26.17) when compared to the medium S.E.S. group (23.8) followed by the low S.E.S. group (19.44) in that order. Therefore it can be concluded that the respondents from the families with high S.E.S. have better aspirations about their children's education.

**Table 5 : Family Size Vs Educational Aspirations of the Respondents.  
Mean, S.D and Coefficient of Correlation Values**

S. No	Family Size	N	Mean Value	S.D. Value	Co-efficient of Correlation
1	Nuclear	311	23.44	7.12	- 0.71
2	Medium	167	22.07	7.99	
3	Large	092	22.5	8.67	

It is evident from table-5 that there exists high negative correlation between Family size and the educational aspirations of the respondents. Respondents of the nuclear families have better aspirations (23.44) when compared to the medium size families (22.07) followed by the large families (22.5). Therefore, it can be concluded that the respondents from nuclear families have an advantage of better aspirations about their children's education than that of the respondents from medium and large size of families.

### **Main Findings of the Study**

#### **1. Age Vs Educational Aspirations**

There is a negative co-relation between age of the respondents and their aspirations towards their children education. This shows lower the age of the respondents higher is their aspirations regarding their children's education.

#### **2. Islamic Sect Vs Educational Aspirations**

There is a significant relationship between the sect and educational aspirations of the respondents. There is a significant difference between the educational aspirations of the different sects such as Sunni, and Shiah Muslim women. The Shiah sect has better educational aspirations than that of the Sunni. However there is no significant difference between Shiah and Mehdi sects in their educational aspirations.

### **3. Islamic Sub-sect Vs Educational aspirations**

There is a significant difference among the sub-sects in their educational aspirations. This implies that there is a significant difference between the sub-sects of Muslim women in their educational aspirations. The Syed have better aspirations than that of the Shaik sub sect. However, there is no significant difference between any of the other sub-sects in their educational aspirations

### **4. Socio-Economic Status (SES) Vs Educational aspirations**

There is a positive association between SES and educational aspirations of the Muslim women. Respondents from the families with high SES have better aspirations followed by medium and then low SES families.

### **5. Size of the Family Vs Educational aspirations**

There is a negative co-relation between the size of the family of the respondents and their aspirations towards their children education. The result shows that lower the size of the family of the respondent better were their aspirations towards their children's education. Thus, respondents from nuclear families have better aspirations followed by medium size families and large size families.

## **Discussion**

Rise in the aspirations level among Muslim women related to their children's education is essentially a phenomenon generated from modern social values where women exercise their rights and aim for social mobility. The desire to live one's own life in terms of the set goals reflects their positive outlook for the education of their children. As found in the present study the positive relationship between 'socio-economic status' and 'educational aspirations' may be due to the impact of industrialization and implementation of programs of planned change to improve the socio-economic status of women. The higher levels of educational aspirations among the Muslim women regarding their children's education are being noticed in association with corresponding growth in their socio-economic status. Muslim women community is undoubtedly getting modernized, not only in terms of material and technological aspects but also in terms of associated attainment and economic background leading to higher aspirations among Muslim women towards their children's education. Hence the positive relation between the socio-economic status and educational aspirations is in congruence with theoretical rationale discussed earlier. The high educational aspirations on the part of Muslim women may be indicative of the fact that the traditional values of women are being replaced by academic and economic values. High educational aspirations of women noted in this study may be an outcome of the influence of education on the women community. When the educational aspirations were specifically analyzed field wise, the

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study revealed that the fields of science, mathematics, commerce and arts were aspired by majority of the medium socio economic status Muslim women. Whereas Medicine and Engineering, fields were aspired by the Muslim women from high socio economic status families. It was interesting to note that very few respondents have aspirations for fine arts. This revealed that there has been aspiration shift from general education to job oriented courses. This change in the trend may be attributed to the economic consciousness felt by the women. Majority has aspired for science and mathematics courses with a view to continue their education in professional lines. Those who have aspired for professional courses appeared to be very decisive about their academic pursuits. The preference for commerce might have been because of its job potentiality.

When the occupational aspirations of the respondents for their children were analyzed, it was found in this study that majority have aspired for Doctors and Engineers/ Teachers/ Lectures and other Professional fields. Low response was shown towards the fields of IAS, IPS. This may be due to the fact that women show their preference to teaching because of its merits, like early settlement, availability of vacation etc.,

The Muslim women belonging to High and Medium socio economic status aspired for English medium schools whereas the low socio economic status respondents confined their aspirations for Urdu medium schools. It was also interesting to note that the respondents of High and Medium socio economic status preferred their children's education under private management. Almost all the Muslim women expressed cricket as a proffered co-curricular activity for their children. The results show that the respondents of High socio economic status aspired that their children should become computer professionals as there is a good demand for computer professionals.

### **Conclusion**

Education has always been considered as the most powerful instrument for social change. The status of women in any society is a significant indicator to the level of culture and social justice, economic and social development. Therefore, education for women has become a necessity for achieving their goals. Education can certainly play a positive role in improving the status of women. It helps to create an environment for women to seek knowledge and information to make choices and create circumstances in which they can learn at their own pace. Education has undoubtedly contributed significantly to improve the social status of Muslim women.

Islam encourages both men and women to seek knowledge and makes it a duty upon them to learn about their religion. Men have to make access to such knowledge easy for women, so that they can acquire it and be able to worship their Lord correctly.

Special funds from various funding bodies such as U.G.C, I.C.H.R and I.C.S.S.R, etc., at the National and State levels may be obtained to promote and encourage research on problems concerning social economic and legal rights and the status of Muslim women in the modern Indian society and for the development and attainment of their aspirations with regard to their children's education. This will ensure the development of Muslim communities in specific and the National Human Resource Capital in general.

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## LIFE IS RELATIONSHIP

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Building relationships with others is one of the most important things in life as every individual lives in the society. No individual can exist without the society. 'Life is relationship and without it one cannot exist'.

Relationships are vitally important in all spheres of life. They are most basic need for every human being, because, we live in the society and by nature we need to relate to one another. The fact is that each one of us is an independent point in a vast net work of interdependent relationships. Relationships are like bank accounts, the more we deposit the greater they become enabling us to draw from them. Without depositing, if we would like to draw, it leads to disappointment, suspicion, isolation, conflict, frustration etc.....

In relationships sometimes, we are insensitive to the feelings and needs of others, especially those who are very close to us, and this leads to disappointment and resentment, Sensitive people are generous, kind and considerate in their relationships and this leads to a kind of ease in their relationship. There is more gratification in being a sensitive person, than in being just a nice person.

### **Barriers in relationship**

#### **1. Accumulation of knowledge about self is a barrier:**

The human being is perplexed with a lot of knowledge in every field. There is scientific knowledge about the country, race etc.. In addition man acquires a lot of personal knowledge. The scientist, the inventor, the philosopher, the scholar all are concerned with knowledge. Knowledge has created marvellous things in the world and all the comforts man enjoys to travel, to communicate, to live, to produce more, to use all sorts of machinery, to treat the disease and to save time and energy. Krishnamurti says that scientific or technological knowledge ought to be accumulated to help us live our daily life comfortably and successfully. But this sort of accumulation has no place in self knowing. From accumulated experiences thought is born and it conditions the brain. It disturbs the self observation and its quality. When an individual wants to find something new or wants to experiment anything, his mind has to be very quiet. Without this quietness, he cannot find out anything new, because the mind, which is crowded with facts constantly, interferes with anything new. So knowledge will not bring any innovative or creative ideas and will not help in developing our relationships. If there is no accumulation of knowledge about self, the mind remains fresh, innocent and healthy, and with such a mind, one deals with technical knowledge impersonally and sanely.

Krishnamurti speaks about the primary importance of self knowing to live in right relationship. "Self knowledge is the beginning of freedom, and it is only when we know ourselves that we can bring about order and peace". (1973) p53. The war and agony man faces is not due to his technical knowledge but is due to his accumulated psychological knowledge. Evidently the contents in man's consciousness are knowledge about the physical world and knowledge of relationship and man is using the technical knowledge to construct or destroy relationship.

## **2. Thought fails to bring in true relationships**

One observes and believes that all human endeavours can be achieved by thought whether outwardly going to the moon or inwardly transforming one's mind and heart. We have given tremendous importance to the functioning of thought, whether logical or objective, but it has played an extra ordinary role throughout ages. Thought is the common factor to each and every one, from the ignorant to the great noble prizewinner. Thinking is the nature of man.

Krishnamurti probes into the nature of thought. "We have never questioned the very nature of thought. We have accepted thought as inevitable, as our eyes and legs. We have never probed to the very depth of thought and because we have never questioned it, it has assumed prominence. It is the tyrant of our life and tyrants are really challenged". (1981 p 44)

Thought is seen as movement in time. Psychological time conditions the mind either to the past or to the future and develops images. These images seek security, develop attachments, identify with something, yield to authority, turn ambitious or get isolated, and withdraw in fear of insecurity. We also see how thought is responsible for indulgences like eating, drinking, drugs, sex, entertainment or to take a flight in to the future in the form of ideas, ideals, concepts, principles etc. It takes refuge in various forms of escape- denial, resistance, acceptance, suppression, sublimation, comparison, condemnation, identification etc, when faced with these self created problems.

Krishnamurti recognizes thought as a completely human problem. Thought has energy, which is used in many ways. The selfish thought, the conditioned thought, the ambitious thought, the competitive thought and so on. Thought has never united man. In fact, it has divided man and failed to bring about true relationship between people. Thought always makes one think in terms of self-interest. This self- interest wants to satisfy 'me' rather than others. The essence of self is the centre the 'me' which is dividing humanity and its activities in every possible way into nations, religions, races, communities and so on.

## **3. Images block the direct relationship**

Image is one of the biggest barriers in relationship. Krishnamurti shows how human beings build up images, which disturb the right relationship.

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“The image is what we call oneself: ‘I must express myself, I must fulfill myself’. Myself is the image according to the environment and culture in which one has been born. (1977 p100).

Man has many experiences all the time whether he is aware or unaware of them. Each experience leaves a mark or an impression. These marks build up day after day and they become an image. He has thus an image about himself made by mind, by thought, by experience, by knowledge, by his struggle and by all the conflicts and miseries of his life. As he grows older this image becomes stronger, larger, all demanding and insistent due to the experiences in the family, culture, propaganda, tradition, and the pressure of all the above. Thus, image forming is a kind of conditioning.

Image is the conclusion about man and he lives from that conclusion. Likes, dislikes, inclinations, acceptance and rejection are the result of the establishment of that image. As long as these images dominate life, there is no relationship between people but only between the images. Then that relationship is superficial but not true.

The imagination can go to any extent, of speculation, theism, atheism and so on. Based on them he builds walls around himself and asserts them which prevent the perception of ‘what is’. The consequence of these imagined and organised thought is an idea or an ideal.

Krishnamurti finds only images in the relationships. All relationships are based on the image that we have built about another and the other has built about us. These images are the result of many years of experience, memories and knowledge. Relationship exists only when we are free of images about others and ourselves.

#### **4. Fear distorts relationships**

Krishnamurti observes that man is afraid of many things. He has fear of losing job, not having enough food or money, what others think of him, fear of pain, ridicule, disease, of not living up to the image, not being loved, fear of insecurity, fear of relationship with others, how subtle and inherent is fear in human behaviour.

“Fear can exist only in relationship; fear can’t exist by itself, in isolation the relationship between what one is and what one desires to be causes fear.... fear comes with responsibility or the desire to be from it. Fear exists in the conflict of the opposites. The worship of success brings the fear of failure. Fear is the process of the mind in the struggle of becoming. In becoming good there is fear of evil, in becoming great, there is fear of being small. Fear is uncertainty in search of security. (1956 p148)

Fear is the result of conflict between opposites, between what one is and what one wishes to become. If one wants to understand the sources of fear, it is essential to know the whole process of learning, of projecting symbols, images and giving names to facts.

Fear arises out of man's inner insufficiency, poverty and emptiness. He becomes attached to someone, or some idea out of fear. The more he depends the more is the disgust, and also the demand to be free. This demand for freedom encourages fear.

### **Relationship can exist only when there is no conflict**

Krishnamurti verifies conflict in relationship, "The primary importance in relationship is to understand the conflict, because, out of that conflict we create the world in which we live every day, the misery, the poverty, the ugliness of existence". (1999 p20).

The motive to become something, ambition, greed or any kind of desire is responsible for conflict and contradiction between the actual present state of the individual and the ideal state. The distance between thinking, feeling and action results in an everlasting conflict. There is a conflict between being and becoming. For a man of conflict, love is the opposite of hate, good is the opposite of bad, beauty is the opposite of ugliness and lie is the opposite of truth. When he is in this state of conflict, he never realizes the goodness that is in him as well as in the other human beings. When we understand conflict in relationship, we discover the whole process of the mind. Out of this conflict, they create the world in which they live every day.

There is no freedom if an individual is in conflict is the fixing of the self in relationship. On observing how conflict ruins relationship krishnamurti shows the urgency of change. 'Relationship must alter; the basis of our relationship must change'.

We, the human beings never say that we should bring some change in our relationship. However, when we are in a conflicting situation we try to escape from it through various ways; like drinking, playing or some emotional entertainment. When we are aware of this type of nature in us we can build good relationships. We can build only when there is a radical revolution inwardly in our lives and in our relationships with others. When we do this conflict ceases.

### **Self knowledge in the Mirror off Relationship**

Krishnamurti expresses that "All human beings in the whole world are interrelated. What happens if one country affects the others? Man has considered himself an individual separate from others but psychologically a human being is inseparable from the whole of human kind. (1986 p186)

Krishnamurti finds that the whole of human kind is in each one of us, in both the conscious and the unconscious layers. In order to go deeply into the whole history of human kind, self knowledge is immensely important, for which the individual has to look directly at one self.

One has to experience the ways of one's own thoughts, feelings and actions, which is, to be aware of the total process of oneself in relationship, from moment to moment. It gives right

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perspective in understanding and solving any problem and that understanding will bring about action in relationship. So relationship is action and self knowledge is the result of awareness in action.

To bring about a revolutionary change in the structure of society, each one must understand himself as a total process and not as a separate entity because we are living in the world. The concerns, problems, miseries of the world are our concerns and problems. So it is very essential to understand ourselves, every thought and feeling of ours without any condemnation. In order to bring about a creative revolution or regeneration the individual should know the self. 'The revolution or regeneration can come only when there is freedom from all reaction'.

Though our minds are dull, most of us fail to acknowledge it and we think there is a bright spot in it. However, Krishnamurti rightly says a dull mind trying to become bright will always remain dull, whatever it does. However, the moment one acknowledges the fact that one is dull, there is an immediate transformation. The transformation of the world is brought about by the transformation of oneself.

Relationship surely, 'is the mirror in which you discover yourself. To understand this one must be aware of one self, one should possess alertness of mind and be free from all beliefs and images. A true relationship exists only when there is love. Love exists only when there is self forgetfulness, when there is complete communion, not between one or two, but communion with the highest, that can only take place when the self is forgotten. It purifies the process and reveals the ways of the self, without this revolution, relationship has no place in human existence.

We love with our minds and with our hearts. Mind can modify itself but love cannot, mind can withdraw, be exclusive, become personal or impersonal. Love does not compare and exclude any body.

### **Relationship is the art of living**

Krishnamurti explains that relationship is the art of living. However, most of us treat relationship from a distance without our total involvement. 'Remembrance has no place in the art of living.' If there is any remembrance in relationship, it is not relationship. Relationship is to be between human beings but not between their memories. If it is between memories, it does not have a living quality. Memories divide and classify the human beings. Therefore, the divisive thought, which is remembrance, is not to be given a place in relationship.

Krishnamurti says, 'a relationship is not a static affair but a living movement and so it is never the same'. Relationship requires a great deal of intelligence. It cannot be brought or taught.

It is not an accumulated result of great experience. So, it becomes very important for the educator to feel total responsibility in his personal relationship not only to the students but also to the whole of humankind.

Krishnamurti observes when the teacher and taught are involved in really understanding the extra ordinary importance of relationship then they are establishing in the school a right relationship among themselves. This is part of education, greater than merely teaching academic subjects. The relationship between the teacher and the student has the element of companionship of mutual understanding, humility, senility and affection. Very few teachers are aware of their responsibility of relating well with their students and co-teachers.

Life is a process of constant movement in relationships and without understanding relationships; we will cause confusion, struggle, and fruitless effort. Therefore, it is very important to understand ourselves, and what is meant by relationships, because society is built on relationship and there can be no isolation. Isolated life cannot be fruitful and happy life.

To understand oneself, one must become conscious of the process of the building up the 'I'. To Krishnamurti the art of living is to end this 'I' process. The greatest art is the art of living, greater than all things that human beings have created by mind or hand, greater than all the scriptures and their Gods. It is only through this art of living that a new culture can come into being. It is the responsibility of every one to help the other to live happily and peacefully, with love and freedom.

To understand the complexity of relationships there must be thoughtfulness, patience and earnestness. It is a process of self-revelation in which one discovers the hidden causes of sorrow. This self-revelation is possible only in relationship.

Krishnamurti questions why our lives are empty and our relationships are so tawdry and boring? Man is very active, he reads and writes many books, plays, and goes to work, yet his life is empty, boring and mere routine.

What is actually our relationship in everyday life with our neighbour? When we observe and discover what is actually there, we can bring about a change. Each one lives in one's own world, in the world of ambition, greed, fear, the desire to succeed, and so on. If so is there any kind of relationship between human beings; To be related means not to be dependent on each other, not to escape from one's loneliness through another, not to try to find comfort, companionship through another.

Most of us are self centred and we are concerned about ourselves and absorbed in money, power, position, success etc and we don't have love to care for others, caring which means just being kind and compassionate.

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Krishnamurti introduces a different quality of relationship, which is dynamic. “Life is a matter of relationship and in understanding that relationship, which is not static; there must be an awareness which is pliable, an awareness which is alertly passive, not aggressively active. This passive awareness does not come through any form of discipline or any practice. It is to be just aware from moment to moment, of our thinking and feeling”. (1982 p71).

When we are in relationships, we tend to think, feel and respond to the other, about which we are to be aware. One is to be sensitive to nature and be aware of hills, trees around and to oneself and one’s relationships to others. Such awareness helps to understand the activities of the self, its relationships with people, with ideas and with things. If he is so aware of each, whether the outer or the inner, without direction, choicelessly he is, very free to live i.e., from moment to moment, which is the art of living shown by Krishnamurti?

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## **UTILIZATION OF COMMUNITY RESOURCES IN TEACHING OF SOCIAL STUDIES**

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### **Introduction**

Education in India is inescapably linked to national development, as it is indeed, in every country. The system of education, besides other things needs to strengthen the social and national integration, develop intellectual flexibility and creativity, consolidate democracy as a form of government, help the country to adopt it as a way of life and strive to build character by cultivating social, moral and spiritual values. These qualitative objectives will result in competent democratic citizenship, if translated into educational programmes and procedures. So, the curricula must be renovated and redesigned to meet the urgent requirement of a full-fledged democracy and usher in a peaceful social change on a grand scale. One of the most important subjects in the school curriculum is social studies.

### **According to Michaelis:**

“The social studies are concerned with man and his interaction with his social and physical environment, they deal with human relationships... the central function of the social studies is identical with the central purpose of education – the development of democratic citizenship”.

### **The Major Objectives of Teaching Social Studies are**

- (a) To promote active and intelligent citizens who have the necessary civic competence to participate in the community affairs effectively.
- (b) To develop an intelligent understanding of the structure and working of the civic and political institutions of India.
- (c) To help the students appreciate the role of the United Nations and the contribution of India towards maintenance of world peace.

### **Relation between Social Studies and Community Resources**

Educationists have after-all come to realize that the immediate community is a wonderful curriculum and laboratory, which can provide extremely dynamic, interesting and real life opportunities for learning. Basic social processes and problems operate in every community and can be observed in action as well as worked with, for or against. Government can be understood in local, state and regional terms through people who are familiar to students. This is the reason

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that the school should take itself to the community regard it as a laboratory, discover its resources, understand its culture, appreciate its problems and suggest suitable solutions.

The community with its rich and varied resources can enrich and supplement learning in the social studies. In tapping the abundant resources of the community, teachers, local citizens, parents and pupils, all play an important role. The first hand knowledge acquired by the pupils through experiences in the community builds intelligent citizenship.

Every community has in its historical record, the stories of the people and resources woven into the pattern of its national development. The community provides concrete data on cultural, industrial, political and geographical facts and relationships. These data are tangible, visible and describable. Community is regarded as a laboratory in which its resources can be used. The school should discover the community resources, understand its culture, appreciate its problems and also suggest solutions to these problems.

Some of the community resources are hills, valleys, lakes, rivers, sea-ports, dams, projects, rocks, fossils, forts, pillars, monuments, temples, churches, inscriptions, caves, museums, zoos, radio-stations, market places, banks, factories, work shops, legislative assemblies, parliament house etc. These resources provide extremely dynamic, interesting and real life opportunities for learning.

### **Types of Community Resources**

1. Places of Civic interest include the Village Panchayat, State Legislature etc.
2. Places of Cultural interest include Art Theatres, Clubs, Emporiums Galleries, Kala Kendras, Radio Stations, T.V.Stations, and Zoos etc.
3. Places of Economic interest include Agricultural Farms, Banks, Commercial Centers, Factories, and Telephone Exchange etc.
4. Places of Geographical interest comprise Dams, Hills, Lakes, Rivers, River Valleys, Projects, Tea-Gardens and Water Falls etc.
5. Places of Historical interest include Caves, Excavations, Forts, Monuments, Inscriptions, Pillars and Temples etc.
6. Places of Scientific interest consist of Thermal and Hydropower Generating Stations, Engineering Institutes, Research Institutes etc.
7. Government Buildings include the Fire Stations, Courts of Law, Military Installations, Public Libraries and Police Stations etc.
8. Forums of Social Controls comprise Attitudes, Beliefs, Customs, Ceremonies, Rituals and Traditions etc.

### **Methods of Utilizing Community Resources**

There are basically two ways in which the teacher may make use of the community resources. One method is to take the school to the community. The other method is to bring some portion of the community to the classroom.

One way is "Taking the school to the community". They say "the emotions of children are most easily reached not by words but by sights and sounds". It is actually when they see the things, that they remember them. This is possible through field trips, community surveys, school camping, community service projects, social survey clubs.

The second way of "Bringing the community to the school" includes programmes such as inviting resource persons, parent-teacher associations, social service activities, celebration of fairs, festivals and national day, arranging talks on national and international problems, providing financial aid by the community members, local trades can provide apprenticeship experiences to the students.

### **Need for the Study**

"In the past the school had kept itself aloof from social change which could be measured in generations, the failure of change in the school to adjust itself was noticeable. To day, the rapidity of change demands that school shall keep in close touch with contemporary social processes.

Democracy requires that the school shall help discover how to re-establish that equality of opportunity which is the dream of a free nation." Henry Harap. In the present set-up, the school cannot be an island in the midst of the community; it has to be a "Watch-tower" not an "ivory-tower". The school must enrich the community and the community must support the school. The latest slogan in education in all the progressive countries is

*"Let us study the community, use the community, serve the community and involve it in the educational process".*

### **Significance of the Problem of Study**

In any community, the Social Studies programme as well as the entire curriculum may be improved and enriched by the utilization of valuable local resources. The secondary school plays a major role in building a competent individual who will grow and become an effective citizen. It is through the co-operative efforts of the inhabitants of a community that better school programmes are developed through the many experiences engaged within their own community.

Students grow more appreciative of the value and importance of their own community through closer association with its people, industries, and history. They receive valuable training in life by studying the needs of the community.

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The school is an important community center utilizing many of the local resources in the society. In addition, the school serves as a focal point for many adult as well as youth programmes in which the emphasis is on the educational, recreational, cultural and social activities. Community resources play a very important role in realizing some of the objectives of teaching Social Studies. The Social Studies teacher is required to utilize the community resources by inviting local people to give lectures and also by organizing outing programmes to places of civic, historical and cultural interests, though he/she may come across certain difficulties such as lack of time, finance, co-operation etc. Hence, there is a need to take up a study on community resources. It is also necessary for assessing views of the secondary school teachers on the importance and utilization of community resources at the school level.

The investigator would like to take up a systematic study of the opinions of teachers about the importance and the utilization of community resources at the secondary school level.

### **Objectives of the Study**

The major objective of the present study is to find out the utilization of Community Resources in teaching of Social Studies at the secondary school level.

### **The following are the Specific Objectives of the Study**

1. To know the opinions of teachers, about the importance of community resources.
2. To know to extent of the use of community resources by the school/teacher.
3. To identify i) the difficulties in the utilization of community resources and ii) the suggestions of teachers for improving the utilization of community resources.

### **Delimitations of the Study**

1. It is limited to the secondary school teachers working in local bodies and aided schools of Krishna District only.
2. It is limited to 100 Social Studies teachers of Secondary Schools.

### **Operational Definitions**

#### **a) Community Resources**

Community Resources are a group of services and/or assistance programs that are provided to the members of a Community free of cost at an affordable price. Each resource is made available to the community members to help them become self-reliant and maintain their human rights and well being.

**b) Utilization of Community Resources in Social Studies Teaching**

The Community Resources enrich and supplement learning. They give first hand knowledge through the experiences. As the teaching of social studies mainly revolves around interaction of students with Community Resources and other instructional materials, the social studies teacher has to utilize them in his teaching. Proper utilization of Community Resources results in improved quality of teaching and learning of Social Studies.

**Methodology :** The researcher adopted the descriptive survey method of research.

**Research Tools**

1. The researcher constructed a questionnaire consisting of two parts. The first part included 10 items on the importance of Community Resources and the second part consisted of another 10 items on the use of Community Resources. A two-point scale was given to each item.
2. Open end questions asking for the difficulties in the utilization of Community Resources and suggestions for the improvement of Community Resources.

**Sampling Technique :** The researcher adopted the Stratified Random Sampling Method.

**Sample :** A sample of 100 Social Studies teachers of Krishna District was taken.

**Data Analysis:** Teacher's opinions were collected, frequencies were counted and ranks were given to each of the 10 items of both the parts.

**Table 1 : The Table Shows the Importance of Community Resources**

S.No	Statement	Frequency	Rank
1	Facilitate better understanding.	48	3
2	Enrich instruction in Social Studies.	16	7.5
3	Help to learn the facts necessary for understanding the current events.	32	5
4	Provide concrete data on cultural aspects.	16	7.5
5	Provide first hand information about society.	64	1
6	Bring the school into touch with community.	32	5
7	Help in understanding the welfare services provided by the Government.	32	5
8	Expose the pupils to the world outside.	4	9.5
9	Satisfy the instinct of curiosity.	4	9.5
10	Create interest for teaching- learning process.	49	2

**Interpretation**

The teachers were asked to select three statements reflecting the importance of Community Resources. The frequencies were counted and tabulated. According to the frequencies

ranks were given. As seen from the table I<sup>st</sup> rank was given to statement No. 5. It shows that the social studies teachers are of the opinion that community resources provide first hand information about society. II<sup>nd</sup> rank was given to statement No. 10. The teachers find that community resources create interest in teaching- learning process and III<sup>rd</sup> rank was given to the statement No.1. Community Resources are found to facilitate better understanding. Surprisingly least ranking was given to the statements No. 8 and No 9. Somehow the social studies teachers do not feel that the community resources expose the pupil to the world outside and satisfy the instinct of curiosity.

**Table 2 : The Extent of the Use of Community Resources by the Sample of Social Studies Teachers**

S.No	Statement	% f <sub>o</sub>	X <sup>2</sup>
1	Community Surveys are organized.	45	0
2	Pupils are encouraged to prepare albums.	93	57.76*
3	Social Service activities are organized.	89	46.24*
4	Parent- teacher associations are held.	92	54.76*
5	Parents are invited to participate in national festivals.	88	43.56*
6	Local resource persons are invited to deliver lectures.	85	36*
7	Local doctors are invited to conduct medical check-up.	61	1.44
8	Pupils are taken to place of civic interest, historic interest etc.	67	5.76
9	School campaigns to expose the students to nature are organized.	62	1.96
10	Interviews with community leaders are arranged.	71	10.24*

*Table Value is 6.635*

For the item numbers 1, 7, 8 and 9 chi-square values are not significant, indicating the inability of Social Studies teachers to organize and utilize those Community Resources. They are not able to organize community surveys; are not able to invite local doctors to conduct medical check-ups; they further report that they are not taking pupils to places of civic interest and historical interest, and not organizing school campaigns to expose the students to nature.

Chi-square values are found significant to the item No's. 2, 3,4,5,6 and 10. The pupils are found encouraged to prepare albums; parent teacher associations are formed and meetings are held; social service activities are organized; parents are invited to participate in National Festivals; local resource persons are invited to deliver lectures and interviews with community leaders are arranged by the school.

### **Analysis of Variables**

Sub-sample responses for each statement were tabulated; Chi-square values are calculated and compared to draw inferences. The relevant observed frequencies and percentage frequencies are given.

**Table 3 : Table of X<sup>2</sup> Values for Sub-Samples**

S.No	State ment no	M	F	G	P.G	Exp.	In Exp.	Aided trs	Local body trs
1	1	0.18	0.98	0.09	0.06	0.026	0.05	0.08	0.07
2	2	33.62	24.50	25.26	34.02	30.05	28.35	27.92	29.81
3	3	33.62	14.58	19.51	26.88	23.40	24.69	24.99	21.34
4	4	27.38	27.38	28.42	26.88	30.05	24.69	27.92	26.83
5	5	24.50	19.22	18.18	26.88	20.38	24.69	34.29	12.25
6	6	27.38	10.58	15.68	20.58	16.25	21.29	24.99	12.25
7	7	2.42	0.02	0.58	0.82	0.65	0.89	0.32	1.25
8	8	2.42	1.62	2.80	3.29	3.14	2.744	8.16	0.31
9	9	0.50	1.62	0.09	3.29	0.104	3.58	0.73	1.25
10	10	30.42	0.18	0.09	20.58	0.65	18.14	1.30	10.36

*M=Male, F= Female, G= Graduation, P.G=Post Graduation, Exp= Experienced In Exp=In Experienced (Above 10 years) (Below 10 years)*

As seen from the tables there are differences of opinions in sub sample on statement-10.

- The men teachers admitted that interviews with community leaders are arranged. The women teachers did not show a significant trend of opinion.
- Highly qualified teachers admitted that they are able to arrange interviews with leaders. The graduate teachers did not display a trend of opinion.
- Interestingly the inexperienced teachers admitted that the interviews with community leaders are arranged.
- Surprisingly teachers working in local bodies admitted that they are arranging interviews with community leaders. There was no trend of opinion from teachers working in aided schools. Aided school teachers are found taking the pupils to places of civic interest, historical interest etc. which is not evident in teachers working in local body schools.

### **Findings**

- The teachers are aware of the importance of Community Resources in teaching Social Studies
- At the same time they seem to be unable to utilize the available community resources. They don't seem to be utilizing other categories of community resources except local guest speakers and a few visits to near by places.
- Most of the difficulties expressed by them come into the administrative category, i.e; lack of cooperation and permission of the Head Master. Some complained about heavy syllabus.
- The nature of suggestions for better utilization of community resources mainly ranges around equipping the school, seeking parental co-operation and raising funds.

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## Conclusion

This study of the teacher's opinion about the importance and utilization of Community Resources for teaching Social Studies indicates that though the teachers are aware of its importance, they are unable to utilize them properly in the teaching of Social Studies. By utilizing the Community Resources he can integrate the concepts to be learnt by the pupils.

They complain that inability to utilize the Community resources is because of heavy syllabus which is a lame excuse. The sum and substance of their complaints and suggestions has indicated the need for a systematic approach towards the utilization of Community Resources. Hence, it is suggested that the Social Studies teachers in a Mandal have to come together, identify and classify the community resources in that area properly. This speaks of the need for organizing Mandal wise Social Studies Teachers Club.

There is also a need for identifying unit wise Community Resources to be used for teaching social studies. The Educational Authorities can initiate action in this direction. Thus, there is a need for focusing better attention on the utilization of community resources for the teaching Social Studies at the secondary level.

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## **IMPORTANCE OF OPEN ACCESS IN RESEARCH**

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### **Introduction**

Open access resources make knowledge and discovery freely available for those who need it. As search technologies gradually improve, knowledge seekers shall undoubtedly find it much easier to surface the pieces of knowledge needed from among a great variety of available information. Open access resources allow those who seek information to find those whose prior seeking has resulted in new perspectives, new data, and new knowledge. Open access publishing is an especially natural way for research to be distributed for the greater good. No one is ever fully competent, because knowledge advances with increasing speed. Throughout the world, knowledge is being generated in incremental pieces. Those envisioning innovation must seek out important pieces of knowledge everywhere and all the time. In developing innovations and products including, individuals or user groups with special needs (eg., the physically, cognitively, affectively, or sensory challenged). Product innovators must be able to discover- and be inspired by- the knowledge generated through university research and company implementation. Open access publishing can play a vital role in disseminating both basic research knowledge and the results of applied experimentation. The time seems to give up the old images and practices regarding research, knowledge, and innovation. Open access publishing makes it possible, but also necessary, to look at the role of basic knowledge within society and the role of university research in the webs of innovation management in a new way. Keeping in view the importance of open access resources in the field of research an attempt is made in this paper to create an awareness on some of the important open access resources.

### **Definition**

A meeting held at the Howard Hughes Medical Institute in Chevy Chase, Maryland in April 2003, resulted in the Bethesda statements on Open Access publishing. It stated that an open access work meets two criteria:

1. The author and copyright holder grant to all users, a free, irrevocable, worldwide, perpetual right to access and a license to copy, use, distribute, transmit and display the work publicly and to make and distribute derivative works, in any digital medium for any responsible purpose, subject to proper attribute of authorship, as well as the right to make small number

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of printed copies for their personal use.

2. A complete version of the work and all supplemental materials, including a copy of the permission as stated above in a suitable standard electronic format is deposited immediately upon initial publication in at least online repository that is supported by an academic institution, scholarly society, government agency or other well-established organization that seeks to enable open access unrestricted distribution.

According to Bjork (2004) open access means that “a reader of a scientific publication can read it over the internet, print it out and even further distribute it for non commercial purpose without any payments or restrictions”.

In open access, anything published is available and can also be distributed freely, for research purpose. It is clearly a means to make research outcome freely available online to the entire research society.

There are two ways of achieving open access: Either by placing the full text of one’s research paper in an open access repository or by publishing one’s paper in an open access journal. The first is called green OA and the second gold OA. There are OA journals which are free to authors and free to readers such as Current Science. There are OA journals where the authors (or their institutions) need to pay a publication fee. Again there are OA journals which are free immediately on publication and there are others which impose an embargo of a few months. It is estimated that over three thousand open access journals are now available online.

### **Institutional Repositories**

Most of the research activities in an institution are carried through and funded by the research programmers and grants of that institution. Institutional repositories aim to provide online the outcome of these research activities in scholarly publications in their institutions/server to enhance wider access to their publications. With its library as the focal point, institutional repositories are expected to bring online all the research activities of the institution for open access and further collaboration with other such repositories to provide broader access to research. Institutional repositories are envisaged to centralize, preserve and make accessible an institution’s intellectual capital and at the same time they will ideally form a part of global system of distributed, interoperable repositories that provide the foundation for a new disaggregated model of scholarly publishing. Above all, institutional repositories aim to offer considerable benefit to the institution, its participants and users by projecting an institution’s intellectual visibility.

## **Why Students Support Open Access?**

### **Research is an Essential Part of Education**

With Open Access the costs of publishing an article are covered by other sources – with sponsorships, publication fees, advertising or a wide variety of possible combinations- so that every one in the world can read the latest research online without paying an access fee. So many researchers, knowledge centers, and universities support Open Access. Students who read, rely on and write for scholarly publications- have the power to change the way research is exchanged. Open access helps research to be carried out more efficiently by reducing duplication and blind alley research, by enabling researchers to find what they need more quickly and without cost and by helping researchers develop and diffuse the use of open standards. It makes possible better peer review and other methods of upholding academic rigor because researchers can easily see and judge the work of their peers and can access data for reanalysis and independent confirmation of findings. It also encourages collaborative endeavors by making research visible to new communities, including general population. More than three hundred institutions around the globe have successfully implemented the institutional repository mode. There are various funding modes and publishing models available for these initiatives. The successful acceptance of the initiatives in the academics clearly shows that in future scholarly publication will be available free and open to the research community. All these positive responses suggest that the transition from the existing publishing model to a free and open one has begun.

### **Open Access Resources :**

#### **a) Directory of Open Access Journals (DOAJ) <http://www.doaj.org>.**

This service covers free, full text, quality controlled scientific and scholarly journals, aiming to cover all subjects and languages. There are now 5787 journals in the directory. Currently 2467 journals are searchable at article level. Around five lakhs articles are included in the DOAJ service.

#### **b) African Journals on Line (AJOL) <http://www.ajol.info>**

Current Awareness from tables of contents and abstracts. Some full text online. Print subscriptions to individual journals (subscription details online). Document Delivery through photocopy (sent by airmail), fax and email.

AJOL-funded document delivery (free) to low income countries. AJOL-subsidized document delivery (\$9.00 per article to pay) to middle income

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**c) Bioline International <http://www.bioline.org.br/journals>**

Bioline International is a pioneer in the provision of open access to peer reviewed bioscience journals published in developing countries. These journals contain timely research on public health, international development, tropical medicine, food and nutritional security and biodiversity that would not otherwise be readily available to researchers in the developed world, or even within the country of publication. Bioline is not a publisher, but an aggregator that provides a free platform for journals which wish to participate in the global open access movement.

**d) Electronic Journals Library**

<http://rzblx1.uni-regensburg.de/ezeit/index.phtml?bibid=AAAA&colors=7&lang=en>

University Library Regensburg offers the “Electronic Journals Library” which contains 25,000 titles of which over 10, 5500 journals can be read free of charge.

**e) Scholarly Journals distributed via the World Wide Web (University of Houston Libraries)<http://info.lib.uh.edu.wj/webjour.html>**

Provides links to established web-based scholarly journals that offer access to English Language articles. No user registration or fees required.

**f) British Library for Development Studies. <http://blds.ids.ac.uk/blds/elibrary/ej-list.html>**

A List is provided for only free internet editions

**g) Ideas at RePEc <http://ideas.repec.org/search.html>.**

**h) OARE–Online Access to Research in the Environment**

<http://www.springer.com/sgw/cda/frontpage/0,11855,4-198-2-172659-0,00.html>

OARE is being developed under the sponsorship of the United Nations Environment Programme with infrastructure provided by Yale University .

**i) OXFORD Journals-Developing Countries offer**

[http://www.oxfordjournals.org/access\\_purchase/developing\\_countries.html](http://www.oxfordjournals.org/access_purchase/developing_countries.html)

Oxford University press offers developing countries free (or greatly reduced rate access to many of our journals via our Developing Countries Online Collection offer. The offer via the International Network for the Availability of Scientific Publications (INASP) was established not-for-profit for educational institutes from qualifying countries and provides access to an Online Collection of Journals.

**j) Global Development Network (GDN) - Free Journal Access Portal <http://www.gdnet.org/middle.php?oid=245>**

GDN has linked policy research institutes from 11 regions and more than 100 countries. GDN offers a range of Journal services to address the difficulty faced by many researchers in the global south in accessing journal articles to support their research.

**2. Institutional Repositories**

**1. Directory of Open Access Repositories (Open to DOAR) <http://www.openoar.org>**

Open DOAR lists a wide variety of institutional and subject-based Open Access Research Archives and Repositories which have grown up around the world.

**2. OA Ister <http://oastr.umdl.umich.edu/cgi/bib/bib-idx?oaister;page=simple>**

OA Ister is a collection of freely available, previously difficult to access, academically oriented full-text resources searchable without restriction. OA Ister includes over 7 million records from over 600 institutions worldwide.

**3. Bielefeld Academic Search Engine (BASE) <http://basesearch.net/index.php?i=a>**

BASE is the multi-disciplinary search engine to scholarly internet resources at Bielefeld University. BAAE compliments the current meta search system for catalogues and databases of the Bielefeld Digital Library by allowing searches to be limited by type of document, including scholarly full text archives, digital repositories and preprint servers available on the World Wide Web.

**4. ERIC/US Department of Education (English, French, Spanish)**

**<http://www.eric.ed.gov>**

ERIC includes references to journal articles and on-journal material covering aspects of education. The database contains over 1.1 million citations from 1966 to the present. More than 107,000 full texts, non-journal documents (issued 1943-2004) are available.

**5. UNESBIB- UNRSCO Documents Database <http://unesdoc.unesco.org/ulis>**

UNESBIB includes over 100,000 citations for books, articles and UNESCO publications, some with full text links. Languages included are: English, French, Spanish, Arabic and Russian.

**6. Popline <http://db.jhucpp.org/popinform/basic.html>**

Popline is the world's largest bibliographic database on population, family planning and related health. Citations also cover sexually transmitted diseases including HIV/AIDS, reproductive health, and law and policy issues. The database includes abstracts of journal articles, monographs,

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technical reports, and unpublished works. Updated twice a month, some Citations in French, Spanish or Portuguese.

**7. Google Scholar <http://www.google.com/scholar>**

Google Scholar facilitates citation searching of scholarly literature including peer reviewed papers, theses, books, preprints, abstracts and technical reports from a broad range of research areas.

**8. Electronic Supply of Academic Publications to and from Universities in developing regions (ESAP) <http://fluc.org/iaup/esap>**

A Project of the International Association of University Presidents (IAUP) in cooperation with the International Federation of Catholic Universities (IFCU), SAP aims to set up a sustainable electronic document delivery systems for scholarly publications between universities in the North and the South as well as on a South-South basis, and thus assist in the supply of academic publications to as well as from the developing world.

**9. A Library in your Letterbox: The GDN/BLDS Document Delivery Service**

**[http://www.gdnet.org/online\\_services/journals/gdn\\_journal\\_services/document\\_delivery/index.html](http://www.gdnet.org/online_services/journals/gdn_journal_services/document_delivery/index.html)**

Accessing the latest development knowledge is a key challenge for many researchers in developing and transition countries. Recognizing these challenges, the Global Development Network and the British Library of Development Studies (VBLDS) have teamed up to bring GDN/BLDS Document Delivery service to meet the information needs of research institute in the South.

**10. International Network for the Availability of Scientific Publications (INASP)/ Programme for the Enhancement of Research Information (PER)**

This network provides access to scientific and scholarly information through electronic means. It includes more than 10,700 full-text online journals current awareness databases, and document delivery of major scientific, technical, and medical, social science, and humanities materials from a wide range of sources. For more information contact [inasp@inasp.info](mailto:inasp@inasp.info)

**11. Utah State University Open Courseware: [http://ocw.usu.edu/About/index\\_html/ECDocument\\_view](http://ocw.usu.edu/About/index_html/ECDocument_view)**

USU OCW is a free and open educational resource for faculty, students and self-learners throughout Utah and around the world. OCW support's USU's mission to serve the public through learning, discovery and engagement.

### **Conclusion**

The libraries cannot purchase all of them. OA is a solution and if the researchers, faculty and the funding agencies come together and try to host their articles in the open access platform with the intension of sharing the intellectual knowledge and thereby improving and inventing new strategies towards further qualitative research. The open access movement is creating possibilities to provide equal access to knowledge to all countries, regardless of economic status. Open access literature to some extent poses a challenge to the publishers who charge the authors for posting their articles and the libraries for subscribing them which amounts to dual pricing. The publishers try to sell databases with the minimum price and later on add content fee, platform fee, license fee and maintenance fee which are an added on burden to the libraries. Hence OA should be promoted by first explaining the benefits of it to the research community, by the libraries.

