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### **Editorial**

*The Universe is vast and complex. Only a small part is accessible to our physical senses. No two things are alike in nature. In the course of evolution the mind has started seeing the differences more and more. But these apparent differences are found in superficial layers to carry on the varied functions in a variety of ways. The sense of separateness arose with the growth of mental capacity. Most of our life is spent in preserving our separate identity which is said to be the basic cause of unhappiness. We have to realize that the nature has built an empire in which there is a 'magnetic sympathy' with everything that exists, even between a most distant star and some person or an object here. Separateness is denial of that primary fact. The learner is to grow from animalist tendencies to thoughtfulness; from indulgence in self interest to the existence around of which he is a part; and from just looking after the physical comforts to good will and wise behaviour. Can we be free of regional, national and religious antagonisms and learn the truths behind to make life intelligent? 'Life is Unity' is the fundamental reality.*

*-- Aruna Mohan*

# *JOURNAL OF EDUCATIONAL ENDEAVOURS*

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*Wisdom of the learner lies not simply  
in the art and science of learning the fundamental realities  
of life and rock like facts but in living upto them.*

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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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## SOCIAL FREEDOM OF WOMEN

*Dr. Sandhya Singh*

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### ABSTRACT

*Women in India are still subjected to discrimination, ill treatment and enjoy lower status as compared to men and there is a growing concern and resentment, particularly among educated women and educated working women against all such customs and rituals which lower down their status in the society, and they carry a strong desire for freedom. Social freedom is the desire to be free from social taboos, conventions, rituals and roles which provide them with lower status in society. Which means freedom from control or interference of parents and husband, freedom from social taboos, customs and rituals which impose conventional roles and restrictions on girls / women. Freedom concerning sex and marriage, economic freedom and social equality are inclusive in social freedom.*

### Introduction

Social freedom implies the creation and preservation of conditions in which each citizen can develop to become an educated, creative and responsible personality. Social freedom mostly is based on national freedom, dignity, self-respect, self-esteem and responsibility on the part of the people. Social freedom is expressed as knowing and feeling dependence upon society and responsibility towards it, as well as the wish to belong to it. This means that each member of the society is aware of his / her freedom (is educated), belongs to the society (participates in social life) and can achieve freedom (the social conditions which ensure a worthy human life).

Women hold a prominent position in the Indian society as well as the world over. However, since the prehistoric times, women were denied opportunities and had to suffer for the hegemonic masculine ideology, thus, this unjustifiable oppression had resulted into a movement that fought to achieve the equal status. This led to the tremendous improvement of women's condition through out the world. India gradually became a major preoccupation of both the government and civil society and proved that educated women can play a very important role in the development of the country. In the recent era, the Indian society has established a number of institutions for the education and development of women and girls. These educational institutions aim for immense help and are concerned with the development of women however India has failed to give equal opportunity of education for women.

The main threats to social freedom in India are poverty, unemployment and increasing criminality. Gender inequality exists in salaries, job and career opportunities. Ours is a hypocritical society. We say one thing, but we do some thing other. We profess morality. We preach values. We give sermons on character. We honour our womenfolk. We place them on a lofty platform. We recite scriptures in their honour. We sing in praise of Sita, Savitri and Damayanti. But we are hollow within. We have given equal rights to our women in our Constitution. We talk of women liberation movement. But it is a sad reality that even today our women are slaves as they were ages ago. It is pleasant to just talk about women liberation but no one gives them real freedom.

In this paper the investigator has limited her focus to social freedom of women.

### **Justification of the Study**

A woman can't move freely. Social taboos are meant for her and she has to suffer social inhibitions in every field. It is a fact that we have now women in leading positions in all the fields, and in mind, they are not inferior to men. We have women engineers, doctors, architects, and administrators. The world belongs to women but it is sad that their home does not belong to them. Women are free to choose their career but how many? Very few of them are notionally free and that too only in the metropolitan cities. The rural women are yet to see the light to western freedom. They work like their cattle in the fields. Very few intellectual women are partly free and that too in some spheres only. To sum up, women are yet to get their rightful place in the Indian society.

Rama Devi (1963) found that all though women had switched their roles their attitude was still traditional. Jacobson (1977) observed that the traditional rites and continue to values related to women continue to find wide acceptance. Gore (1977) study established the fact that in the joint family system women subordinate her desires.

Thus, analyzing the above facts some questions have appeared in the mind of the researcher, such as :

- Whether there exists a significant difference between working and non-working unmarried women with regard to their social freedom?
- Whether there exists a significant difference between working and non-working married women with regard to their social freedom?
- Whether there exists a significant difference between the married & unmarried working women with regard to their social freedom?
- Whether there exists a significant difference between the married & unmarried non- working women with regard to their social freedom?



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The investigator has made an effort to find answers to the above questions. Hence, this study on women freedom is worth studying as it will go a long way in help solving many problems allied with freedom of women especially in India, in future.

### **Objectives**

The objectives of the study were :

1. To compare the Social Freedom among Working and Non- Working Unmarried Women.
2. To compare the Social Freedom among Working and Non -Working Married Women.
3. To compare the Social Freedom among Married and Unmarried Working Women.
4. To compare the Social Freedom among Married and Unmarried Non- Working Women.

### **Hypotheses**

The following hypotheses have been tested :

1. There is no significant difference between Working and Non-Working Unmarried Women in their social freedom.
2. There is no significant difference between Working and Non-Working Married Women in their social freedom.
3. There is no significant difference between the Married & Unmarried Working Women in their social freedom.
4. There is no significant difference between the Married & Unmarried Non- Working Women in their social freedom.

### **Methodology**

**Population :** The population for the present study was selected randomly from various colleges affiliated to Dr. Bhimrao Ambedkar University in Mathura district and Agra city.

**Sample :** Sample of 500 Females comprising of 250 young women from various colleges of Mathura district and about 250 women again from Agra city were selected randomly for the purpose of study. The sample was heterogeneous in respect of education, marital status, SES, caste and age.

**Measuring Tool :** The Women Social Freedom Scale by L. I. Bhushan was administered to collect the data. The test consisted of 24 questions based on the following four dimensions.

1. Freedom from control of interference of parents and husband.
2. Freedom from social taboos, customs and rituals which impose conventional roles and restrictions on girls / women.

3. Freedom concerning sex and marriage.
4. Economic freedom and social equality.

**Statistical analysis :** For analyzing the data mean, standard deviation, and t-ratio were calculated.

### RESULTS AND DISCUSSION

**Table 1 : Mean, S.D and t-ratio showing the difference between Social freedom among Working and Non- working Unmarried Women**

<i>Unmarried Women</i>	<i>N</i>	<i>Mean</i>	<i>S.D.</i>	<i>SEm</i>	<i>df</i>	<i>t-value</i>
Working	100	26.920	4.662	0.466	198	8.819 **
Non Working	100	21.960	3.146	0.315		

\*Significant at 0.05 Level

\*\* Significant at 0.01 Level

NS- Not Significant

Table 1 shows that there is significant difference between working and non-working unmarried women as regards their Social Freedom, the t-value is 8.819 which is significant at 0.05 & 0.01 level . Hence , the null hypotheses 1 stands rejected.

**Table 2 : Mean, S.D and t-ratio showing the difference between Social freedom among Working and Non -working Married Women**

<i>Married Women</i>	<i>N</i>	<i>Mean</i>	<i>S.D.</i>	<i>SE m</i>	<i>df</i>	<i>t-value</i>
Working	100	34.960	8.722	0.872	198	1.465
Non Working	100	37.160	12.219	1.222		

Table 2 shows that there is no significant difference between working & non-working married women as regards their Social Freedom as the t-value is-1.465 which is not significant at 0.05 & 0.01 level. Hence, the null hypotheses-2 stands accepted.

**Table 3 : Mean, S.D and t-ratio showing the difference between Social freedom among Married and Unmarried Working Women**

<i>Working Women</i>	<i>N</i>	<i>Mean</i>	<i>S.D.</i>	<i>SE m</i>	<i>df</i>	<i>t-value</i>
Unmarried	100	26.920	4.662	0.466	198	8.130**
Married	100	34.960	8.722	0.872		

**Table 4 : Mean, S.D and t-ratio showing the difference between Social freedom among unmarried and married non-working Women**

<i>Non Working Women</i>	<i>N</i>	<i>Mean</i>	<i>S.D.</i>	<i>SE m</i>	<i>df</i>	<i>t-value</i>
Unmarried	100	21.960	3.146	0.315	198	12.047 **
Married	100	37.160	12.219	1.222		

Table 3 & 4 show that there is significant difference between Working Unmarried & Married Women and also between Non-working Unmarried & Married Women as the t-value is- 8.130, & 12.047 respectively which is significant at 0.05 & 0.01 level .Hence , the null hypotheses – 3 & 4 stand rejected.

### **Educational and Socio-economic Implications**

The findings of the study revealed that there was a significant difference between working & non-working unmarried women as regards their Social Freedom. The study further revealed that there was a significant difference between working unmarried & married women and also between non-working unmarried & married women. But, on the contrary the study also showed that there is no significant difference between working & non-working married women as regards their Social Freedom. Thus, from the findings of the study various educational and socio-economical implications can be drawn as follows :

The Indian Constitution has provided all the rights to the women equal to men. Women in India constitute about half of the total population. The Parliament and the respective State Legislatures in India have enacted relevant laws for the promotion of welfare and empowerment of women from time to time in order to give them social freedom. These laws have also tried to remove the obstacles in the path of women’s development and progress. The need is to make the women aware of these laws right from the high school level to college. These laws are as under :

1. The Factory Act, 1976 (Amendment in the Factory Act of 1948)
2. Minimum Wages Act, 1948
3. Employees State Insurance Act, 1948
4. Garden Employees Act, 1951
5. Mines Act, 1952 Women’s Human Rights
6. Special Marriages Act, 1954
7. Hindu Succession Act, 1955
8. Hindu Succession Act, 1956
9. Immoral Trade (Prevention) Act, 1956

10. Hindu Minority and Guardianship Act, 1956
11. Hindu Adoption and Living Act, 1956
12. Maternity Relief Act, 1961
13. Dowry Prohibition Act, 1961
14. Christian Marriage Dissolution Act, 1966
15. Bidi and Cigarette Workers (Conditions of Work) Act, 1966
16. Foreign Marriages Act, 1969
17. Medical Abortion Act, 1974
18. Bonded Labour System (Eradication ) Act, 1976
19. Equal Wages Act, 1976
20. Contract Labour (Regulation and Eradication) Act, 1979
21. Inter state Migrant Labour (Regulation of Employment and Condition of Work) Act, 1979
22. People Related to Film Industry and Theatre (Regulation of Employment) Act, 1981
23. Family Court Act, 1984
24. Child Labour (Prohibition and Regulation) Act, 1986
25. Women Obscene Exposure (Prohibition) Act, 1986
26. Juvenile Court Act, 1986
27. Sati (Prevention) Act, 1987
28. Mental Health Act, 1987
29. National Women Commission Act, 1990
30. Baby Milk Substitution, Milk Feeding Bottles and Baby Food (Regulation Production, Supply and Distribution) Act, 1992
31. Pre-Natal Cure Technique (Regulation and Prevention of Misuse) Act, 1994.

The following main committees are related with the development and welfare of women directly and indirectly upon whose suggestions various schemes have been designed. These committees should be directly linked with the schools & colleges so that girls and women studying know whom to contact when in problem and at the same time they are aware of their rights too as mostly women do not even know what to do and continue to suffer.

1. National Committee on the Education of Women (1958-59)
2. National Committee on the Status of Women (1974)
3. National Committee on the Role and Participation of Women in Agriculture and Rural Development (1977-78)
4. National Committee on Women Prisoners

- 
5. National Committee on Working Women in the field of Self Employment and Informal Sector (1988).

From time to time government work projects have also been prepared on the basis of various documents and reports. Some important documents are as follows :

1. National Committee on Education (1968)
2. National Child Policy (1968)
3. National Work Plan (for Women) (1976)
4. National Health Policy (1983)
5. National Education Policy and Work Plan (1986, amended in 1992)
6. National Vision Document for Women (1988-2000)
7. National Action Plan for Girls (1991)
8. National Nutrition Policy (1993)
9. National Population Policy (2000)
10. National Policy for the Empowerment of Women (2001) (10)

Apart from the above efforts the society in general has to ensure the following, in order to give women social freedom.

1. The Political & Social will.
2. The judiciary to give time bound judgments in cases of Women related offences.
3. To set up separate courts for Women related offences.
4. To promote NGO'S working for Women.
5. To promote self help groups at grass root level.
6. Greater Sensitivity is required while dealing with gender issues.

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**CORRELATION OF METACOGNITION AND TEACHING COMPETENCY OF D.T.Ed.  
TEACHER TRAINEES OF TEACHER TRAINING INSTITUTES**

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**ABSTRACT**

*Metacognition refers to the self-monitoring by an individual of his or her own unique cognitive processes. In education, teaching competency of a teacher can be judged from the teachers' desirability of intended changes in the learners' behavior and the extent and nature of the actual changes in the learners' behavior. This study is undertaken to see whether there is any significant relationship between metacognition and teaching competency of D.T.Ed. Teacher trainees of TTIs in Thanjavur district at Tamilnadu. A stratified random sample of 200 D.T.Ed. Teacher trainees were taken for this investigation. The survey method was used. The finding reveals that there is significant relationship between metacognition and teaching competency of D.T.Ed. Teacher trainees of TTIs in Thanjavur Districts at Tamil Nadu.*

**Introduction**

Education is a process of development. Education is not the communication of information by the teacher or the acquisition of knowledge by the child. It is the total development of the personality. In this sense, education consists of all those experiences which affect the individual from birth till death. "By education, I mean the all-round drawing out of the best in child and man-body, mind and soul (M. K. Gandhi)." Cognition refers to the processing of the information about the environment that is received through the senses. In other words, cognition refers to the processes through which information coming from the senses is "transformed, reduced, elaborated, recovered, and used" (Neisser, 1967). Cognition is the mental activities associated with thought, decision making, language and other higher mental processes. Cognition and Learning together give a definition of cognitive learning: It refers to changes in the way information is processed as a result of experience of a person or animal has had. Cognitive maps, latent learning, insight learning, and imitation are described as examples of cognitive learning.

## **Metacognition and Teaching Competency**

Metacognition refers to the self-monitoring by an individual of his or her own unique cognitive processes. Generally, metacognition refers to having both awareness and control over one's learning and thinking. Specifically, a learner must have awareness over what he brings to the learning experience, such as one's cognitive ability and learning styles and preferences. Controlling or regulating one's learning requires active planning, monitoring, and evaluating during the execution of a cognitive task. J. H. Flavell (1976,) invented the word, "Metacognition". He describes it in these words: "Metacognition refers to one's knowledge concerning one's own cognitive processes or anything related to them. e.g., the learning-relevant properties of information or data". In education, teaching competency of a teacher can be judged from the teachers' desirability of intended changes in the learners' behaviour and the extent and nature of the actual changes, in the learners' behaviour. Competent or effective teaching occurs when the intended changes, selected by the teacher, are both desirable and constructive for the learner and the intended changes are actualized as a result of teaching.

### **Significance of the Study**

Effective academic learning requires high and sustained intellectual efficiency which requires high cognition. Education is to develop metacognition and teaching competency of the D.T.Ed. Teacher trainees of Teacher Training Institutes. Metacognition, which refers to an individual's (Teacher trainees) knowledge, control and awareness of his/her learning processes. Here the competency in teaching is equipping the teacher with adequate knowledge and ideas to begin with profession career and transformation of inborn or innate qualities and concealed or hidden strength of the individual into application (utility) (of the D.T.Ed. Teacher trainees of Teacher Training Institutes). The D.T.Ed. Teacher trainees have to identify the requisite skills, knowledge, competences and strategies to teach education and to equip all Teachers with such skills, knowledge and competency so that a complete transformation will be possible. So the investigator wants to find the relationship between metacognition and teaching competency of D.T.Ed. teacher trainees of Teacher Training Institutes. The present study differs from the studies reviewed earlier in terms of population, area and sample; hence the present investigation gains its relevance and significance.

### **Objectives**

1. To study the level of Metacognition and Teaching Competency of D.T.Ed., Teacher Trainees.
2. To find out whether there is any significant difference between male and female D.T.Ed. Teacher trainees in their knowledge cognition, regulation cognition and metacognition.



- 
3. To find out whether there is any significant difference between male and female D.T.Ed. Teacher trainees in their use of appropriate techniques, efficacy in teaching, effective use of aids, rapport with students and colleagues, catering to individual differences and teaching competency.
  4. To find out whether there is any significant relationship between metacognition and teaching competency of D.T.Ed. Teacher Trainees.

### **Null Hypotheses**

1. There is no significant difference between male and female D.T.Ed. Teacher trainees in their knowledge cognition, regulation cognition and metacognition.
2. There is no significant difference between male and female D.T.Ed. Teacher trainees in their use of appropriate techniques, efficacy in teaching, effective use of aids, rapport with students and colleagues, catering to individual differences and teaching competency.
3. There is no significant relationship between metacognition and teaching competency of D.T.Ed. Teacher Trainees.

### **Methodology**

The survey method was followed for this investigation. Since it was a fact finding expedition, this method was adopted by the investigator.

### **Sample of the Study**

The subjects for this investigation were taken from the students studying in the Teacher Training Institutes in Thanjavur district, Tamil Nadu. Special attention was given to such factors as gender, locality, and educational qualification. 200 D.T.Ed. Teacher trainees were taken for this investigation.

### **Tools Used**

The investigator used the following tools for the present study.

1. Metacognition Inventory by Punitha Govil (2000).
2. Teaching Competency Scale, by Dorathy Rani (2000).

### **Statistical Techniques Used**

The investigator used for the present study the following statistical techniques: Mean, standard deviation, 't' test, and correlation analysis.

## Analysis and Findings

### (A) Metacognition

**Table 1 : Levels of Metacognition of D.T.Ed. Teacher Trainees**

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Knowledge Cognition	7	3.5	151	75.5	42	21
Regulation Cognition	22	11	147	73.5	31	15.5
Metacognition	13	6.5	164	82	23	11.5

#### Finding 1

From the above table - 1 shows that 3.5% of D.T.Ed. Teacher trainees have low level, 75.5% of D.T.Ed teacher trainees have moderate level and 21% of D.T.Ed. Teacher trainees have high level of knowledge cognition, 11% of D.T.Ed. Teacher trainees have low level, 73.5% of D.T.Ed teacher trainees have moderate level and 15.5% of D.T.Ed. Teacher trainees have high level of Regulation cognition and 6.5% of D.T.Ed. Teacher trainees have low level, 82% of D.T.Ed teacher trainees have moderate level and 11.5% of D.T.Ed. Teacher trainees have high level of Metacognition.

**Table 2 : Difference Between Male and Female D.T.Ed. Teacher Trainees  
in their Metacognition**

Dimensions	Male		Female		t-value	Remarks
	Mean	S.D	Mean	S.D		
Knowledge Cognition	45.74	5.73	46.69	5.22	1.225	NS
Regulation Cognition	46.46	6.30	47.38	5.91	1.064	NS
Metacognition	91.98	10.61	93.25	12.94	0.766	NS

#### Finding 2

From the above table-2 shows that there is no significant difference between the male and female D.T.Ed. Teacher trainees in their knowledge cognition ( $t=1.225$ ), regulation cognition ( $t=1.064$ ) and metacognition ( $t=0.766$ ) as the table value of  $t = 1.96$  at 5% level of significance is less than the calculated 't' value. While comparing the mean scores of male ( $m=91.98$ ) and female ( $m=93.25$ ) D.T. Ed. teacher trainees in their metacognition, the female D.T.Ed. Teacher trainees are better than the male D.T.Ed. Teacher trainees.

## B. Teaching Competency

**Table 3 : Levels of Teaching Competency of D.T.Ed. Teacher Trainees**

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Use of appropriate techniques	20	10	154	77	26	13
Efficacy in teaching	20	10	156	78	24	12
Effective use of aids	23	11.5	152	76	25	12.5
Rapport with student and colleagues	19	9.5	147	73.5	34	17
Catering to individual differences	44	22	118	59	38	19
Teaching Competency	21	10.5	154	77	25	12.5

### Finding 3

From the above table-3 shows that 10%, 10%, 11.5%, 9.5%, 22% and 10.5% of D.T.Ed. teacher trainees have low level in their use of appropriate techniques, Efficacy in teaching, Effective use of aids, Rapport with student and colleagues, Catering to individual differences and teaching competency respectively. 77%, 78%, 76%, 73.5%, 59% and 77% of D.T.Ed. Teacher trainees have moderate level in their use of appropriate techniques, Efficacy in teaching, Effective use of aids, Rapport with student and colleagues, Catering to individual differences and teaching competency respectively and 13%, 12%, 12.5%, 17%, 19% and 12.5% of D.T.Ed. Teacher trainees have high level in their use of appropriate techniques, Efficacy in teaching, Effective use of aids, Rapport with student and colleagues, Catering to individual differences and teaching competency respectively.

**Table 4 : Difference Between Male and Female D.T.Ed. Teacher Trainees in their Teaching Competency**

Dimensions	Male		Female		t-value	Remarks
	Mean	S.D	Mean	S.D		
Use of Appropriate Techniques	34.35	9.15	31.88	10.68	1.75	NS
Efficacy in Teaching	46.16	12.20	43.05	13.33	1.72	NS
Effective use of Aids	22.28	6.86	19.58	6.13	2.93	S
Rapport with Student and Colleagues	124.07	7.21	22.65	9.07	1.22	NS
Catering to individual differences	9.86	3.78	8.95	4.06	1.63	NS
Teaching Competency	136.41	30.42	125.57	38.46	2.21	S

S – Significant, NS-Not Significant

#### **Finding 4**

From the above table – 4 shows that there is no significant difference between male and female D.T.Ed. Teacher trainees in their use of appropriate techniques ( $t = 1.75$ ), efficacy in teaching ( $t = 1.72$ ), rapport with students and colleagues ( $t = 1.22$ ) and catering to individual difference ( $t = 1.63$ ) as the table value of  $t = 1.96$  at 5% level of significance is less than the calculated value. But there is significant difference between male and female D.T.Ed. Teacher trainees in their effective use of aids ( $t = 2.93$ ) and teaching competency ( $t = 2.21$ ) as the calculated value is greater than the table value. While comparing the mean scores of male ( $m = 136.41$ ) and female ( $m = 125.57$ ) D.T.Ed. Teacher trainees in their teaching competency, the male D.T.Ed. Teacher trainees are better than the female D.T.Ed. Teacher trainees.

#### **C. Relationship Between Metacognition and Teaching Competency of D.T.Ed. Teacher Trainees**

**Table 5 : Relationship Between Metacognition and Teaching Competency of D.T.Ed. Teacher Trainees**

#### **Finding 5**

From the above table – 5 shows that there is no significant relationship between metacognition and teaching competency of D.T.Ed. Teacher trainees. But there is significant relationship between metacognition and teaching competency of D.T.Ed. Teacher trainees as the calculated value or ' $r$ ' = 0.475 is greater than the table value of ' $r$ ' = 0.256 at 5% level of significance.

#### **Interpretations**

1. The results of the levels of metacognition and teaching competency of D.T.Ed. Teacher trainees reveal that majority of them possess moderate level of metacognition and teaching competency.
2. The  $t$  – test result reveals that there is no significant difference between male and female D.T.Ed. Teacher trainees in their knowledge cognition, regulation cognition and metacognition. It clearly shows that while comparing mean scores, female D.T.Ed. Teacher trainees are greater than the male D.T.Ed. Teacher trainees. This may be due to the fact that the female D.T.Ed. Teacher trainees have more capability of regulation cognition, knowledge cognition. This helps them to think independently. Further, the female D.T.Ed. Teacher trainees have greater interactive pedagogical approach in their teaching-learning process. This can give more chance to use their mental ability.
3. The  $t$  – test result reveals that there is no significant difference between male and female D.T.Ed. Teacher trainees in their use of appropriate techniques, effective use of aids and

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rapport with students and colleagues. But there is significant difference in their catering to individual differences and efficacy in teaching and teaching competency. It clearly shows that while comparing the mean scores, male D.T.Ed. Teacher trainees are greater than the female D.T.Ed. Teacher trainees. This may be due to the fact that the male D.T.Ed. Teacher trainees are more competent in using teaching aids effectively. Because, they have sufficient time to prepare teaching aids. They interact and intermingle with their colleagues and make teaching aids innovatively.

4. The correlation analysis reveals that there is significant relationship between metacognition and teaching competency of D.T.Ed. Teacher trainees. It clearly shows that D.T.Ed. Teacher trainees are good in their metacognition and hence their attitude and teaching competency are also good. Furthermore, D.T.Ed. Teacher trainees are mature in their regulation cognition, knowledge cognition and metacognition and in the teaching competency in the effective use of aids, efficacy in teaching, catering to individual differences rapport with students and colleagues and teaching competency. In general, both male and female D.T.Ed. Teacher trainees are high in their metacognition as well as teaching competency.

### **Recommendations**

1. Psychological approaches like meta cognition, emotional intelligence can be followed through in-service and pre-service programmes.
2. Personality booster programmes may be conducted for the students in colleges of education, making them to cope up with the digitalized world.
3. Awareness programmes / workshops / seminars on ICT can be made possible to enrich teaching competency.

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**ATTITUDE OF ELEMENTARY SCHOOL TEACHERS TOWARDS  
VALUE ORIENTED EDUCATION**

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**ABSTRACT**

*Value education is a positive effort towards bringing about a synthesis of different values in a human being. It has the capacity to transform a diseased mind into a very young, healthy and attractive one. Value oriented education incorporates all forms of development such as aesthetic, ethical, mental and social. The present study was carried out to realise the attitude of elementary school teachers towards value oriented education, with regard to gender, locality, age group, qualification, type of management and teaching experience. The investigator selected 100 elementary school teachers from Pathanapuram thaluk, Kollam district of Kerala. The instrument was prepared by the investigator and the validity and reliability were established by suitable methods. The results of the study revealed that there exists a significant difference in the attitude of teachers with the selected variables, except type of management.*

**Introduction**

People of the modern mass society are faced with confusion, delays and discontinuities. The growing children in particular are uncertain about themselves-who they are, where they belong, how they fit in. They are in conflict with their social environment, especially with parents, peers and teachers or with themselves. In one way or another, many people are out of step with the life and with the adult expectation in which they are immersed. Schools are expected to teach the moral values of society when the values themselves are in conflict. The problem of values is a more general one, common to all fields of human activity, but most often education is looked upon as the instrument for inculcating values.

Value means something that has price, something precious and worthwhile. In other words values are a set of principles or standards of behaviour. Values like love, trust, joy, dignity, compromise, respect, understanding and reverence are the keys to the survival of human beings. Our educational system gives us an idea about how far we are successful in utilising value education successfully. Value education is a positive effort towards bringing about a synthesis of different

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values in a human being. It spans the entire learning structure and is related to the general education system. Our present system of education lacks value education though it is the need of the hour. One should grow as a respectful citizen of the society and must learn to respect his members of family one's own and the other people in the neighbourhood.

### **Need and Significance**

The objective of education is to bring out the latent faculties of an individual. Education in the context of social change is not only to impart information and to teach skills to the students but also to inculcate values of humanism, democracy, socialism, secularism and national integration. Values 'cannot be taught, but caught' is the belief held by many people. But educationists strongly advocate that values can be taught with sufficient care and caution.

Value education has the capacity to transform a diseased mind into a very young, healthy and attractive one. The transformed mind has the capacity to sensitise and perceive the world in a real sense. Value oriented education incorporates all forms of development such as aesthetic, ethical, mental, social, moral and spiritual. The development of values is not a very easy job. There is no magic formula, technique or strategy for the inculcation and development of values. The process of value education is a very complicated task, influenced by a variety of hereditary and environmental factors.

### **The problem**

The present study focussed on the attitude of elementary school teachers towards value oriented education.

### **Objectives of the study**

- ❖ To find out the attitude of elementary school teachers towards value oriented education
- ❖ To investigate if there are differences in the attitude of teachers towards value oriented education with regard to gender, locality, age group, qualification, type of management and teaching experience

### **Hypotheses**

- ❖ There is no significant difference between male and female teachers' attitude towards value oriented education
- ❖ There is no significant difference between urban and rural teachers' attitude towards value oriented education
- ❖ There is no significant difference between teachers with PG degree and UG degree in their attitude towards value oriented education

- ❖ There is no significant difference between teachers with below 30 and above 30 years of age in their attitude towards value oriented education
- ❖ There is no significant difference between govt school teachers and private school teachers' in their attitude towards value oriented education
- ❖ There is no significant difference between teachers having below 10 years and above 10 years of teaching experience in their attitude towards value oriented education.

### **Methodology**

**Method:** The normative survey method was used in the present study.

**Sample:** The sample of the study consisted of 100 elementary school teachers of various schools in Pathanapuram Taluk, Kollam district.

**Tool:** The instrument consisted of 40 statements with three alternatives Agree, Undecided and Disagree. The attitude scale was constructed by the investigator and the validity was established by giving it to a panel of experts. The reliability of the tool was established by using the appropriate method.

### **Data Analysis**

The collected data were tabulated and analysed statistically and the results are given in the following tables.

**Table 1 : Influence of Gender Difference on the Attitude of Teachers towards Value Oriented Education**

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>	<b>Level of Significance</b>
Male	55	84.38	19.12	2.34	0.05
Female	45	75.69	17.59		

The above table reveals that the calculated 't' value is greater than the table value 1.96 at 0.05 level but below 2.58 at 0.01 level of significance. Therefore the null hypothesis that 'there is no significant difference between male and female teachers' attitude towards value oriented education' is rejected.

**Table 2 : Influence of Locality Attitude of Teachers towards Value Oriented Education**

<b>Locality</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>	<b>Level of Significance</b>
Rural	60	84.70	17.34	2.84	0.01
Urban	40	74.13	19.49		



The above table reveals that the calculated 't' value is greater than the table value 2.58 at 0.01 level of significance. Therefore the null hypothesis, that 'there is no significant difference between urban and rural teachers' attitude towards value oriented education' is rejected.

**Table 3 : Influence of Qualification on the Attitude of Teachers towards Value Oriented Education**

Qualification	N	Mean	SD	t-value	Level of Significance
PG	41	91.02	14.26	5.25	0.01
UG	59	73.14	18.27		

The above table reveals that the calculated 't' value is greater than the table value 2.58 at 0.01 level of significance. Therefore the null hypothesis that 'there is no significant difference between teachers with PG degree and UG degree in their attitude towards value oriented education' is rejected.

**Table 4 : Influence of Age Group on the Attitude of Teachers towards Value Oriented Education**

Age Group	N	Mean	SD	t-value	Level of significance
Below 30yrs	32	73.87	15.09	2.45	0.05
Above 30yrs	68	83.57	19.75		

The above table reveals that the calculated 't' value is greater than the table value 1.96 at 0.05 level of significance. Therefore the null hypothesis, that 'there is no significant difference between teachers with below 30 and above 30 years of age towards value oriented education' is rejected.

**Table 5 : Influence of Type of Management on the Attitude of Teachers towards Value Oriented Education**

Type of Management	N	Mean	SD	t-value	Level of Significance
Government	40	77.33	18.53	1.36	Not Significant
Private	60	82.57	18.94		

The above table reveals that the calculated 't' value is smaller than the table value 1.96 at 0.05 level. Therefore the null hypotheses, that 'there is no significant difference between govt school teachers and private school teachers' attitude towards value oriented education' is accepted.

**Table 6 : Influence of Teaching Experience on the Attitude of Teachers towards Value Oriented Education**

Teaching Experience	N	Mean	SD	t-value	Level of Significance
Below 10 years	30	71.80	15.19	3.14	0.01
Above 10 years	70	84.19	19.16		

The above table reveals that the calculated 't' value is greater than the table value 2.58 at 0.01 level. Therefore the null hypotheses that 'There is no significant difference between teachers having below 10 years and above 10 years of teaching experience on their attitude towards value oriented education.

### **Findings**

**The major findings from the investigation are,**

- ✓ Gender, locality, qualification age and teaching experience of teachers significantly influenced their attitude towards value oriented education.
- ✓ Male teachers, rural teachers, post-graduate towards teachers of above 30 years of age and above ten years of experience were found significantly better than their counter parts in their attitude towards value oriented education.
- ✓ There is no significant difference between government school teachers and private school teachers' in their attitude towards value oriented education.

### **Conclusion**

Our country is gradually but steadily moving towards progress scientifically and technologically. As teachers, we should make proper use of science and technology. While the spirit of science should be all pervasive in our schools, the students must learn how to use their minds. It is the responsibility of the educators to ensure that the students are not dehumanised in their pursuit of science and technology. The best way to impart value education is to make it a part of the general teaching and cocurricular activities. Even the female teachers, urban teachers graduate teachers and teachers with below 30 years of age and less than 10 years experience must be in a position to have desirable attitudes to impart value oriented education in the class in order to make the child adopt the same style in his life. Value oriented education has a prominent role in channelizing the minds of students in achieving the goals of life.

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**EDUCATION FOR RURAL DEVELOPMENT - ISSUES AND CONCERNS**

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**ABSTRACT**

*Education for the rural areas attracts a lot of significance as the development of the rural areas depends mainly on the literacy of the rural people and provides solutions for the economic and social issues being faced by our nation at large. Importance of education for rural areas is obviously recognized as one of the most essential factors for our national development. A literate villager is capable of using better methods of farming and getting good yields from his lands. Use of new technology and modern methods definitely requires education for the rural folk. Education not only improves the agricultural produce, but improves the awareness of hygiene and health, employment condition and social status of the villagers besides contributing for the development of our industries. However, a look at the progress our government has made in the education for rural areas, reveals the dismal fact that the literacy rate of the rural areas is still very low, which indicates that the required targets have not yet been achieved by us. Various surveys and studies show that the results are not encouraging.*

**Introduction**

Education is a means to bring changes in our social, cultural, and economic fields; particularly rural education draws the attention of the public as it can help effectively in the rural development. SK Mishra (2000) says that the maladies that are found in the rural societies like poverty, unemployment, low-production from the agricultural land, superstition, and social inequality may be effectively cured by the growth of literacy rate in the rural folk. As the rural development is invariably linked with education, rural education is the area on which a right focus may reveal several of its aspects.

**Education and Rural Development**

S.K.Misra and V.K.Puri (2000) said "Education can contribute significantly to rural Development in a variety of ways. By widening the horizons of knowledge of the rural people, it can enable them to over come ignorance and superstitions. Adoption of new agricultural techniques and new methods of production is rendered easier if the farmers are educated. Education can be oriented as to impart skills and attitudes useful in improving the quality of family life (for example, through education on subjects such as health and nutrition, home repairs and improvements,

family planning and child care, etc.). In labour surplus economies like India education can help rural people in acquiring skills to set up cottage industries on their own so that the disguisedly unemployed people can be fruitfully employed in the villages themselves” P<sup>141</sup>.

### **The Present Situation**

The present situation of education in rural areas can be observed through the rate of literacy. Men and women, more than 40 years of age, were taken for the study and rural areas were compared with the urban literacy. Through this study it could be found that the rate of literacy in rural areas is very dismal. In rural areas the rate of literacy is very low. In case of women, this is still lower. Between 1961-2001, in the rural areas the rate of literacy did not increase proportionately with the increase of rural areas. Between men and women, the rate of literacy among men was higher.

### **As Per 1991 Census**

A.N.Agrawal, (1996) says “The literacy rate has been on the increase, with a sharp step-up in the latest 1981-91 decade. As per 1991 census the literacy rate at 52.1 percent, makes a 8.5 percentage point rise over the previous rate of 1981 at 43.6 percent” P<sup>74</sup>. Out of total population the literacy rate was 52.21percent. In this the men literacy was 64.13 and the women literacy was 39.29. In rural areas in some of the families not even one member among the family was literate. In our state (A.P) the percentage of the rural families which had not even one literate member was 52.10. When compared to 1961 census, in 1981 the number-of illiterate people among rural areas increased by 64 millions. The survey conducted in 1986 revealed that there were a large number of dropouts from V class. Only 40percent of the children in the age group of 6-9 were attending schools. More over the literacy rate of the scheduled castes in the rural areas was only 18.5percent.

**The following Table Explains the details of literacy over the decades:**

**The rate of literacy in Rural Areas (Economic Survey) :**

(% of Population)

<b>Year</b>	<b>Men</b>	<b>Women</b>	<b>The difference between men and women</b>
1961	34.24	10.00	24.24
1971	39.75	15.49	24.26
1981	46.73	20.66	26.07
1991	57.90	30.60	27.30
2001	71.40	46.70	24.70

**The rate of literacy in Urban Areas (Economic Survey):**

(% of Population)

Year	Men	Women	The difference between men and women
1961	66.01	39.74	26.27
1971	60.91	48.81	12.10
1981	73.92	54.40	19.52
1991	81.10	64.00	17.10
2001	86.70	73.20	13.50

**The Rate of Literacy in every decade in India : (1901 to 2011) (Census of India)**

(% of Population)

Year	Total	Men	Women
1901	5.35	9.83	0.60
1911	5.92	10.56	1.05
1921	7.16	12.21	1.81
1931	9.50	15.59	2.93
1941	16.10	24.90	7.30
1951	16.67	24.95	9.45
1961	24.02	34.44	12.95
1971	29.45	39.45	18.69
1981	36.23	46.89	24.82
1991	42.84	52.74	32.17
2001	64.83	75.26	53.67
2011	74.04	82.14	65.46

**Steps taken to Promote Literacy**

Our Government took steps to improve literacy in the rural areas. It gave importance to Primary Education and Adult Education.

**Education Policy In India**

SK.Mishra (2000) says that, “for 20 years after independence no change was made by the nationalist government in the colonial policy of the British rules. In 1964 the government realised that a change was needed in the education system. Thus an Education Commission under the chairmanship of Dr. D.S. Kothari was constituted, which submitted its report to the government in 1966. The government, on the basis of the recommendations made by the Education Commission announced its National Education Policy in 1968” P<sup>146</sup>.

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## **The Programmes for Rural School Operation Black Board**

This scheme was introduced from 1987-88. The Grant-in-aid Schools and the schools under the authority of panchayats and local bodies were working to spread primary education under this scheme. The aims of this schemes were: 1) To provide two large class rooms in every school so as they can be used in all seasons 2) To appoint two teachers in every school 3) To prepare all charts, maps, play things and boards to help teaching, Free Education, free midday meals and free books and uniforms were given to the children to encourage them to attend the school. Parents were also convinced to send their children to schools. In case of girl students, there were cash awards for them.

### **Navodaya Schools**

Indian Government established the Navodaya Schools with the aim of providing standard, higher education to the students. In these schools 75 percent seats were allotted to the rural students. In every district one Navodaya School was established. These schools were run in the pattern of residential schools. Admissions are made in VI class basing on the merit, where up to 10+2 level education is provided. Efforts are being made to see the number of girl students to be at least 1/3 of the total strength. Reservations are provided to the scheduled castes and tribes.

### **Non-Formal Education (NFE)**

Non-Formal Education was introduced in the states that were recognized as educationally backward. A.P was one among nine such states. Non-Formal Education was different from the usual and regular formal education.

National policy on Education was to make primary education spread all through the country. Non-Formal Education covers the children who left schools in the middle, who live in the areas where there were no schools, who cannot come to school at day time, and who work to support their families. In comparison with Formal Education in grading, timings, teaching and in system, the NFE is easy and simple.

Free Education, free books and other facilities free-of cost are provided to the students in this scheme. NFE is meant particularly for the students from slum areas, tribal areas, hilly areas, drought prone areas and for those who are in some employment. Most of these NFE centres were located in rural areas, where the students who leave schools for several reasons could utilise the facilities provided under NFEs.

Our Constitution directed that compulsory education should be given to the children under 14 years of age and by 1960 all children under 14 should be educated. But even today the aim is not fulfilled.

There are three major problems faced by our education system to day. They are: 1) The non-availability of educational infra-structure 2) Retention of the students 3) The quality of teaching. Although there is a good increase in the number of primary schools, the upper primary schools are still scarce. Most of the rural areas with less population are not convenient to start an upper primary. Hence the students of those villages have to walk more than 2 km to reach their schools. For those who move from place to place and who live in hilly areas, school facilities cannot reach them. Particularly the girls are not allowed to go to other places for education, so the illiteracy rate among the girls in rural areas is still very high.

In some of the schools, minimum facilities are absent. Permanent buildings were provided to only 59 percent of the primary schools. The other schools are run in thatched houses or open places or in tents. Drinking water, library, black board, furniture and play ground facility are not up to the expected level. In some schools all classes are conducted in one class room and the number of teachers is also not sufficient.

The enrolment and retention is another problem for the school in rural areas. In some cases although there is good enrolment, but the number of dropouts is very large. Stagnation due to failure is also a discouraging fact. Most of the students admitted in the schools are not able to complete their X class. There are several reasons for this situation. Poverty in rural areas, child labour, lack of interest in education, lack of books and other material, lack of sufficient number of teachers, absence of motivation are some of them.

The quality of education is badly effected by the insufficient number of teachers, their poor knowledge of subject and teaching skills and lack of commitment to their profession. Our rural areas can develop only when rural education is made free from all these deficiencies and short comings.

### **Adult Education**

As per the survey conducted by the Human Development Report (2000), India occupied 28<sup>th</sup> rank in HDI. India has 55.57 Adult Education. 2/3 of the rural population, who are more than 14 years of age, are illiterate. They are grown up people without education and they are not prone to wish education for their children. To make them realize the importance of education is a necessary element to make it easy for the spread of Primary education.

### **Rural Functional Literacy Project (RFLP)**

National Adult Education programme was started in 1978 and in 1989-90 Rural Functional literacy Project (RFLP) was started with the purpose of making the adult at least to



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read and write and do simple arithmetic; to make them learn that education will increase their work skills and efficiency; to make them understand their rights and responsibilities and to create social awareness.

National Literacy Mission (NLM) which was started in the month of May 1988 aimed at completely eradicating illiteracy, and it mainly focused on the rural areas. At least 80 million illiterates in the age group of 15-35 were to be made to have functional literacy by 1995.

### **Important Features of NLM**

- 1) To conduct time bound programmes to remove illiteracy by area wise approach
- 2) Through people's training centre to teach further education to those who have already had the minimum education. To set up reading rooms and offer facilities. To start one training centre for 3 or 4 villages formed as a group.
- 3) To teach the occupational skills, the Non-Formal programmes are to be taken up. For this purpose, voluntary organizations, colleges, polytechnics, Nehru Youth Centers, Universities and the "Gramina Vidya Peeths" are to be utilized.
- 4) The social service organizations and voluntary bodies are to be made to participate in NLM. 75percent of the administrative expenditure is met from the Government grants.
- 5) Now, this NLM is taken up on a large scale as a massive programme. Panchayats, Community Centers, Nehru Youth Centers, Voluntary organizations, students, teachers, housewives, employees, Labour unions, social service organizations and women clubs are involved in working for Adult education.

### **Education of Rural Children**

According to Article 45 in our Constitution, it is stated that compulsory education must be given to the children below the ages of 14 and it is to be achieved in a period of 10 years. But even 45 year that is by 1995, the proposed aim was not reached. When the number of students joining schools, and continuing their studies is observed, it is clear that in education, the expected results are not produced. As per the censuses of HDF 2000 Primary, and Secondary Education India has 54 percent, Adult Education is 55.7percent (from HDR) P<sup>159</sup>.

Government aspired to make elementary education universal. In 1985 it announced National Education Policy and wanted to achieve 100 percent results in Primary Education by 1990 and 100 percent results in elementary education by 1995. But these expectations were not fulfilled. According to 1981 censuses, the rural literacy rate was only 34 percent. Even among the states there were great disparities in their individual literacy rates. In the rural families nearly 39 percent of them remained totally illiterate. Only 40 percent of the age group of 6-10 years and 44

percent of the age group of 10-14 years joined the schools. After 14 years of age most of the rural children leave their schools. The dropout rate was very high in case of girl students. Only 90 percent of Primary Schools; 81 percent of upper primary schools and 93 percent of non-formal education centers were established in the rural areas.

There are several causes for the school drop outs in rural areas. 1) They are not willing to go for higher studies 2) They have to take part in work to support their families 3) they have to involve in domestic work 4) they fail in examinations 5) and other reasons. Most of the girl students in rural areas involve in household work which takes a lot of their time and makes them not to show interest to attend schools. These trends are to be taken care of and encouragement should be given to those who stop their studies at primary level to continue to go for upper primary and higher levels of education.

The other aspects that the rural education is suffering from, can be obviously seen: 1) The insufficient funds 2) Insufficient infrastructures 3) Education not relevant for their employment or occupation 4) The negligence of teachers who lack commitment for vocation 5) And also the political interference.

### **Quality in Schooling**

While the schools in rural areas are facing the problems like admissions, retention and dropouts, the quality of teaching in those schools is not also up to the required level. The percentage of five year olds enrolled in schools increased from 54.6 percent in 2009 to 62.8 percent in 2010. Even after five years in schools, close to half of all children are not even at the level expected of them after two years at school. Only 53.4 percent fifth class children could read second class text. The proportion of std I children who could recognise numbers from 1-9 declined from 69.3 percent in 2009 to 65.8 percent in 2010. Only 35 percent of children could do simple division problems. Most of the middle school children are weak in every day calculations. Most of these issues are to be tackled by the Govt. with appropriate steps to improve the quality in teaching and the quality in the performance of the students.

### **Initiatives taken by Government**

Several initiatives have been taken by the Government in the field of elementary and secondary education in recent years. Some of the important schemes are SSA (Sarva Shiksha Abhiyan) being implemented in partnership with the states to address the needs of children in the age group of 6-14. The goals of SSA include enrolment of all children in schools Education Guarantee Centers (EGCs), alternate schools, back to school camp, retention of all children till

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the upper primary stage by 2010. The Kasturba Gandhi Balika Vidyalayas (KGBVs) is a scheme for setting up residential school at upper primary level for girls belonging predominantly to the SC/ST, OBC and minority communities. The scheme is being implemented in the EBBs (Educational Backward Blocks) where rural female literacy is below 30 percent and in select urban areas where female literacy is below the national average.

### **1. National Programme for Education of Girls at Elementary Level (NPEGEL).**

The NPEGEL, is a focused intervention of Government of India to reach the “Hardest to Reach” girls. It is an important component of the SSA, which provides additional support for enhancing girl’s education over and above the normal SSA interventions. The programme provides for setting up of a ‘model school’ in every cluster with more intense community mobilization and supervision of girl’s enrolment in schools.

### **2. National Programme of Midday Meal in Schools**

Under the National Programme of Midday Meals in schools, cooked mid-day meal is provided to all the children attending classes I – VIII in government, local body, government aided and National Child Labour Project schools.

### **3. Rashtriya Madhyamik Siksha Abhiyan (RMSA)**

The RMSA was launched in March 2009 with the objective of enhancing access to Secondary Education and improving its quality. The implementation of the scheme started from 2009-10.

### **4. Inclusive Education for the Disabled at Secondary Stage (IEDSS)**

The IEDSS scheme was launched in 2009 -10 replacing the earlier scheme of Integrated Education for the Disabled Children (IEDC).

5. The National Literacy Mission has been recast “Saakshar Bharat” with prime focus on female literacy. This flagship programme of the government will cover all adult in the age group of 15 and above though its primary focus will be on women.

As the rural youth are not having favorable environment for education they stop their studies. Sometimes the poverty among the rural communities is posing a major obstacle for the education.

Dr Karnati Lingaiah says that “today the right type of education is not being imparted to the young learners, particularly those in the rural areas. Education which is provided both through the formal schools as well as non-formal education centers run by government and non-governmental

organisations have to be radically changed. Changes are required in the process or approaches to educate people. Today the educational institutions in the rural and urban areas are not very helpful to provide value education P<sup>150</sup>.

Our Education Commissions headed by eminent educationists like. Dr.D.S.Kothari and others have reported vividly that the present system of education in practice is not aimed at the total transformation of our villages. It is high time that we allocated more funds to improve our village schools. Our university education must be made useful for the all-round development of our villages. Honest attempts should be made to promote the right type of social political, economic, cultural and spiritual life' in the rural areas and the Nation in general.

### **As the Economic Survey 2010-2011 Observes**

In the year 2001, 11 percent of the population of the country was in age group 18-24 years and this is expected to rise to 12 percent by the end of Eleventh Five year plan. This young population should be considered as a valuable asset, which, if well equipped with education and skills, can contribute effectively to the development of the national as well as global economy (Economic Survey 2010-11).

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## CONCEPT MIND MAPS DEVELOP CRITICAL THINKING SKILLS

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

### **Introduction**

The report of the UNESCO of the International Commission on Education for the 21<sup>st</sup> century titled 'Learning- The Treasure Within' proposed four pillars of education- Learning to know, Learning to do, Learning to be and Learning to live together.(1996, chapter4). It means that teaching is for learning to address life as a whole. The purpose of teaching is to promote holistic development in the learner with the necessary knowledge and skills. Teaching should be reaching which would facilitate optimum learning. Learning is observing, cognizing, analyzing, relating, critically estimating, investigating, constructing, resolving, and remaining open to learn further. The learners are not only to learn from books, memorize some facts, write examinations to get ranks, but also to learn to look around and a far and learn how to learn. To make all this possible, it is important for educators to adapt such instructional strategies for the delivery of curriculum expectations 'to enable a student to learn and to demonstrate learning' (Ontario Ministry of Education, 2004b, p 25) p117. Concept map learning strategy was developed by Novak & Gowin, 1984 and Tony Buzan (Buzan & Buzan), 1993, using visual spatial orientation to integrate information and consequently help students organize and retain information (Mc.Dermott & Clarke, 1998). Therefore, I have chosen the use of conceptual mind maps as a teaching strategy while teaching concepts.

### **Rationale**

The activity of teaching involves facilitating the suitable and most beneficial method or methods and materials from blackboard to smart board to deal with the subject matter and towards the attainment of teaching-learning goals. As an educator, it is important to employ Ministry of Education curriculum expectations, while also creating an engaging learning environment for learners of different abilities and learning styles. From my personal experience in teaching, I came to know that most students do not follow or understand the concept in depth when it is told normally, and even some students get confused to connect with the related concepts and they develop a negative attitude towards learning at a very young age. According to Ontario Ministry of Education (2004a, p2.4) p74, 'Conceptual understanding helps students with long term

understanding'. So as an educator, I feel the necessity to incorporate conceptual mind maps in classroom teaching, which would enrich the junior learners with critical thinking skill, one of the ten core life skills identified by UNICEF & WHO.

My teaching will emphasize on 'learning how to learn', 'learning to think' and 'to process the information' rather than providing it. The reviewed literature also helps support my rationale as it provides detailed information on how mind maps make the concepts interesting and retaining. In the Expert Panel Report, Graham and Harris (1993, 1997) have consistently shown that students benefit from explicit instruction in planning strategies such as goal setting, brainstorming, semantic webbing, and text structure instruction. When instructing students, teachers model the strategies, and use dialogue to highlight the value, application, maintenance, and generalization of the strategies. (Education for All, 2005, p106).

This statement of experts further encouraged me to inquire into the effectiveness of conceptual mind maps in the classroom and examine their potential for enhancing critical thinking skills of the learner by the junior educators.

### **Inquiry Question**

'How can teachers improve their learners' critical thinking skills by using conceptual mind maps?'

### **Literature Review**

Available literature from various sources has been thoroughly reviewed and classified into four categories as furnished below.

### **Views of Teachers on Mind Mapping Technique**

As teachers, we can use mind maps to plan & organize the content and help in orienting the students to make connections. Use of mind mapping as a brainstorming exercise (A.J.Canas, J.D.Novak, F.M.Gonzalez - First International Conference on Concept mapping, 2004) facilitates cooperation in the group, participative democratic climate, meaningful process of learning and critical/analytical thinking (All et al., (2003) that in turn provide a background for problem solving. In order to improve student's academic performance, the use of mind mapping technique helps by improving indepth understanding (Brain Holland, Lynda Holland, Jenny Davies, 2004). According to the opinions of teachers, the advantages of mind mapping technique are visualizing, systematic organization of learning, and interpreting in a holistic view. 'The main reason of the teachers holding these opinions might be the colour, visuals and key words used in the mind mapping technique rather than the classical texts and also might be that students in the age group of 10-11 years, enjoy learning environments based on such techniques' (Seyihoglu. A & Kartal. A). This kind of thinking skills strategy helps in instructional improvement (Clark and Peterson,

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1986); to function effectively in school and in real life for students of grade four and up (Larry Zenke & Larry Alexander, 1984) and in problem solving performance (Bransford et al, 1986; Greene, 1987; Silver, 1987). Mind mapping technique enables the teachers to express ideas and show interrelationships between concepts (Ruffini, 2008) and also improvement in student test scores (Larry Zenke, Larry Alexander, 1984).

### **Impact of Conceptual Mind Maps on Students**

Mind maps are effective visual tools for teaching and learning and grew out of the constructivist learning model (Floyd C Sir, 2010). The use of mind maps by teachers develops critical thinking skills, and provides meaningful and lasting learning (Butuner, 2006); creative thinking and decision making (Mc. Tighe & Lyman, 1988; Perkins, 1986; Wales et al, 1986). Integrating mind maps in the curriculum has been described as a way to ignite basic higher order thinking skill (Joseph P. Hester, Shirley Owen, Barbara Plekarski & Wendy Hildebran, 1995-96). 'Mind map is a good graphic representation that can show at a glance the key parts of a whole, their relations, thereby allowing a holistic understanding that words alone cannot convey and are fundamental to skilled thinking' (Beau Fly Jones, Jean Pierce, Barbara Hunter, 1988 p21).

By using mind maps, students' thinking processes enhance and they apply the acquired knowledge to solve problems (David Hyerle, 1996). In a study by Goodnough & Woods (2002), sixth grade students found mind mapping as an entertaining and interesting approach and enhanced their learning. Further, conceptual mind maps can also be used as assessment tools to know the ability of students to organize information, illustrate relationships and process information (Arthur Schlesinger, Jr.). The studies on the use of mind mapping have shown positive effects on students' performance, attitudes, knowledge, retention & recall, writing skills (Reima Al-Jarf-The Fifth International Scientific Conference, 2009).

### **Using Mind Maps in the Classroom**

The theory of multiple intelligence addresses the different learning styles. Every junior student is capable of learning but the learning style differs and they grow in thinking (Claxton & Murrell, 1987). This helps the learners to understand and make connections and teachers use as instructional tools that engage students in exploring individually and collectively in the classroom (Budd, J. 2004). Brinkmann, A (2003) points out its utility as pedagogical tool for mathematics education and also helps in students' achievement. Using concept maps in ECE too plays a crucial role in teacher planning and introducing to children help in process of constructing their own maps individually and collaboratively (Maria Birbili).

## **Concept Maps and Language Learning**

The conceptual mind maps create multiple pathways for students and teachers to gather vocabulary from a story into visual patterns that show a word in context. These maps also help to gather vocabulary into patterns not just by being able to read, but read with reflection and perceive the interrelations between thought and language. (Thommasina De pinto & David Hyerle). The comments of the students of Olivet school are like these thinking maps help them to generate ideas, organize thoughts, explain characters, for predicting etc. Teachers can assess the students' learnt concept by glancing at their completed maps and also in providing effective instruction for all students (Pamell Gallagher, Stefanie Holzman, 2006). In addition, concept mapping helps in pre-task planning, the ability of reading comprehension, knowledge acquisition and enrich classroom discourse (Luu Trong Tuan, Le Thi Bich Thuan, 2011). Hence educators should realize their power of influencing children and 'use of conceptual mind maps in the classroom to support student achievement and higher level thinking' (Stefanie Holzman, 2007) in the learner.

## **Methodology**

Review of the literature and the views of eminent educationists on the application and usefulness of conceptual mind maps in enhancing critical thinking skills helped me frame questions to interview teachers dealing with junior learners.

Using this questionnaire, three junior educators were interviewed by me and responses based on their experiences using conceptual mind maps are summarized below :

<b>S.No</b>	<b>SUMMARY HIGHLIGHTS</b>	<b>TEACHERS RESPONDED</b>
1.	Motivation	3
2.	Memorization	3
3.	Conceptual clarity	3
4.	Visual & Written communication	3
5.	Cooperative learning	3
6.	Work independently	3
7.	Reflective thinking	3
8.	Organize information	3
9.	Excellent instructional strategy	3
10.	Make connections with the related concepts	2
11.	Analyze information	2
12.	Problem solving performance	2
13.	Differentiation for individual student	1

An analysis of the summary highlights reveal that the interviewee teachers have unanimously and unequivocally substantiated the effectiveness of mind maps in building critical thinking skills in the learners. All the three teachers averred that their use of mind maps helped in building:



- 
- ❖ Motivation
  - ❖ Memorization
  - ❖ Conceptual clarity
  - ❖ Visual and written communication
  - ❖ Cooperative learning/collaborative learning
  - ❖ Work independently
  - ❖ Organize information
  - ❖ Reflective thinking.

**Two teachers out of three ascertained that they help in:**

- ❖ Make connection with the related concepts
- ❖ Analyze information
- ❖ Problem solving performance

Interestingly, **one of the teachers** went a step further and narrated his experience that with some effort, it is easy to **create differentiated mind maps** for different learning styles and abilities of learners.

**Reflection**

Conceptual mind maps are based on a conceptual framework called the constructivist theory of learning which states that meaningful learning or learning with understanding (Daley, Shaw, Balistreri, Glasenapp & Piscentine, 1999), occurs when learners assimilate new information within their existing frameworks (Ausubel 1978, Bodner 1986, Gage & Barliner 1998). On review of literature, it made clear that mind maps are useful in generating a hierarchy of processes like observing, comprehending (Jones et.al, 1987; Sinatra, 1990), inferring (Joseph. P.Hester, 1996), comparing (Jacqueline Grennon Brooks), classifying( DavidHyerle,2000) relating (Clarke, 1990), predicting(Joseph. P. Hester,1996), organizing (D'Antoni & Pinto Zipp, 2005), communicating (reading and writing) (Hyerle, 2000a) , memorizing (Toi, 2009; Farrand, Hussain & Hennessy, 2002), visualizing& connecting (Al-jarf, 2009), planning (Holland et al 2004)presenting (Mento et. al., 1999), problem solving (Paykoc et al, 2004; Bransford et al., 1986; Greene, 1987; Silver, 1987), decision making (Mc. Tighe & Lyman, 1988; Perkins, 1986; Wales et. al., 1986) etc. 'The research, both in the educational theory and cognitive psychology tells us that visual learning is the very best method to teach students of all ages on how to think and how to learn for student success in every curriculum and academic pursuit'.

There is perfect match between the views reflected by eminent educators and the experiences of the practicing interviewee teachers. The usefulness of conceptual mind maps in the classroom coincide entirely with their vision to meet the important learning need of various

subjects by students. The remarkable finding in my inquiry is that the guidelines for creating a mind map can be easily differentiated for the individual student.

In order to provide my learners all these traits of critical thinking, I thought about the use of conceptual mind maps to enhance critical thinking skills in the learners (Mueller et al, 2000; All et al, 2003) and promote students' involvement in the learning process. Research indicates that critical thinking is neither inborn nor naturally acquired. Critical thinking is considered to be one of the most important traits to be nurtured in the students and make them self-reliant to meet the challenges of the ever-changing world. Now I feel mind maps are perfect multisensory tools to organize information, promote higher order learning and help to keep the senses of the learners busy. With this differentiated instruction strategy (Webcast on Differentiated Instruction), I can improve students' attitude towards learning, spirit of inquiry, objectivity, reflective thinking etc., and make teaching learning process more interesting and effective.

### **Conclusion**

In conclusion it is evident that mind maps are powerful tools and it is imperative for the educators to choose them as their instructional tools to promote and enhance critical thinking skills. I strongly believe that the use of mind maps is an ideal way to make children understand concepts, and in turn will allow educators to create a positive and entertaining environment for learning. By planning mind maps for lessons, I adequately prepare myself to enter the classroom with learning resources and encourage learners with effective instruction. As a next step, I observe the children's connections to concepts and their participation in processing the skills. In doing this, I will understand how children could turn self-reliant and be active in collaborative learning. Upon collecting and preparing various mind maps for different concepts, I will incorporate them into my teaching. Later, I will observe the students and determine whether these mind maps are effective in allowing children to make connections with the other concepts of the content, raising their critical thinking skills. I am of the firm conviction that teaching is not a set of instructions, the resultant of which should not be a living library of facts. On the other hand, it should totally involve the learner in the process and as a teacher I will follow 'teach-reach- enrich' formula to prepare students for life. In addition, mind maps offer an insight to the teacher on new ways of focusing a topic and make a mark in teaching/learning process. I would also like to extend the use of various conceptual mind maps to other educators, so that they too can incorporate them into lessons and collectively work on creating an experience to be enjoyed and treasured by all our learners helping them to be holistic.

### **Connections with Standards of Practice**

One of the standards of practice for the teaching profession is "commitment to student and student learning". This is realized only by providing a stimulating learning environment. As

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educators, we are responsible for the ethical standards of the teaching profession i.e. care (generating interest and insight into student's learning ability and learning style), integrity (actions, being focused and dedicated), trust (confidence & reliability) and respect (fair-mindedness). Other standards of practice for the profession are professional knowledge (relate it to practice); professional practice (promote student learning and thinking); leadership (create collaborative learning opportunities); and professional development (upgrade for effective teaching and learning environment).

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Arthur Schlesinger, Jr. I see what you mean: Using visual maps to assess student thinking. Retrieved April 25, 2011 from [www.thinkingfoundation.org](http://www.thinkingfoundation.org).

This article says that thinking maps are student centered and teacher mediated maps which visually connect and create patterns of content information instantly accessible and understandable. It also emphasizes on how mind maps can also afford to assess student thinking in both formative and summative views.

Beau Fly Jones., Jean Pierce., Barbara Hunter. (1989). Teaching students to construct Graphic Representations. Retrieved April 24, 2011 from Google search.

This article speaks about the generic models and guide lines for constructing graphic representations. It also says about the students constructing graphic representations of text, they read, better understand, relate and are fundamental to skilled and holistic thinking. It also supports the opinion of Sasha Borestein that mind maps help in identifying part-whole relationships, similarities & differences and sequencing. This article also says that these graphic representations are beneficial to low-achieving students.

Brinkman, A. (2003). Mind mapping as a tool in Mathematics education. National Council of teachers of Mathematics. Retrieved April 30, 2011 from <http://search.proquest.com/docview/204628672?accountid=14257>.

In this article, the author presents the technique of mind mapping, points out its utility as a pedagogical tool and discusses possible implications of mind mapping for mathematics education. It also says that mind mapping is an effective tool to make connections among the concepts, organize information, improve achievement and offers a delightful change in mathematics education.

Brain Holland., Lynda Holland., Jenny Davies. (2004). An investigation into the concept of mind mapping and the use of mind mapping software to support and improve student academic performance. Retrieved April 26, 2011 from [www.wlv.ac.uk/celt89](http://www.wlv.ac.uk/celt89).

This article describes the evidence of the investigation that there is scope to improve the academic performance of the students by using mind maps. This can also be supported by the study of Horton & others(1993) that concept mind mapping helps in student achievement and attitudes. Budd, J. (2004). Mind maps as class room exercises. Retrieved April 30, 2011 from <http://search.proquest.com/docview/235268674?accountid=14257>.

This article describes that mind maps are active and collaborative learning tools that instructors can use to move beyond chalk and talk method and connect with diverse learning styles. Mind maps help in cooperative learning and connect with different learning styles was also expressed by Meyers & Jones (1993) and Claxton & Murrell(1987); Sarasin(1999).

Canas, A. J., J.D.Novak., F.M.Gonzalez. (2004). What are the major curriculum issues?: The use of mind mapping as a Brainstorming exercise. Retrieved April 25, 2011. Google search.

This article reflects on curriculum development, consideration and implementation of concept mapping process by drawing a mind map on current status and issues with the global and intercultural audience. It also stresses upon that mind mapping as the organized brainstorming exercise that facilitates meaningful process of learning and analytical/critical thinking and the same was previously told as organized brainstorming method by Michalco(1998). Frederick Douglass also says that it helps in organizing and writing a report respectively.

David Hyerle. (2000a). Thinking maps: Visual tools for activating habits of mind. Retrieved April 22, 2011 from [www.thinking foundation.org](http://www.thinking foundation.org).

In this article, the author says that mind maps deepen students' understanding and extension of their own thinking to reflect cognitive skills (comparison, classification, cause& effect, reasoning, problem solving) and integrated visual languages. This article is beneficial for my inquiry project, as it shows the reports of effects (increased memory, deeper conceptual understanding, greater capacity to communicate, enhanced creativity, meta cognition and transfer of thinking processes) by students, teachers and administrators and allows me to determine the use of mind maps.

David Hyerle & Thommasin De Pinto Piercy. Thinking maps: The cognitive bridge to Literacy. Retrieved April 22, 2011. from [www.thinking foundation.org](http://www.thinking foundation.org).

This article discusses the significant effects in children by using thinking maps such as fast reading, comprehension, structure, vocabulary and word parts in language learning. It is also supported by Marjann Ball(1999).

Floyd Csir. (2010). Mind maps: Visual tools for teaching and learning. Retrieved April 24, 2011 from [www.mindmap.com](http://www.mindmap.com)

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This article discusses about the brief history on mind maps, their possible uses, features and functionalities of mind mapping tools in the classroom, and how they can be valuable for both teaching and learning as constructivist learning model. This article is helpful as it provides the activity guidelines and suggestions in using mind maps. However, there is lack of information in regards to the changes in children's thinking with the use of mind maps.

Joseph. P. Hester., ShirleOwen., Barbara Piekarski & Wendy Hildebran. (1996). Thinking maps: Enriching, Extending. Retrieved April 22, 2011 from [www.thinking foundation.org](http://www.thinking foundation.org).

This article provides background and information on how Catawba county school developed and implemented a plan for integrating critical thinking skills into the school curriculum and daily lesson plans to get maximum use in teaching/learning situation. It also says that mind maps help students in inferring, predicting, generalization and drawing conclusion.

Larry Zenke, Larry Alexander. (1984). Teaching thinking in Tulsa. Retrieved April 26, 2011 from [www.thinking foundation.org/research/journal\\_articles.html](http://www.thinking foundation.org/research/journal_articles.html).

This article speaks about the thinking skills programme in Tulsa schools that showed dramatic improvement in student test scores. The indicators of outstanding success show the relevance of the use of instructional strategy which improved teaching and their students' thinking.

Luu Tong Tuan., Le Thi Bich Thuan. (2011). The Linkages between concept maps and language learning. *Studies in literature and language*. Vol.2, No.1. 2011, pp.128-146. Retrieved May 2, 2011 from [www.cscanada.net](http://www.cscanada.net).

This paper highlights the construct of concept maps as well as the relationships between concept maps and language learning. It explores that concept mapping as a form of pre-task planning which improves the ability of reading comprehension, facilitates knowledge acquisition via meaningful reasoning, assess learner's critical thinking and enrich classroom discourse.

Maria Birbili. Concept maps in Early childhood education. Retrieved May 2, 2011 from [www.ecrp.uiuc.edu/v8n2/birbili.html](http://www.ecrp.uiuc.edu/v8n2/birbili.html).

This article discusses the use of concept maps in ECE to process and store the information and considers the role of concept maps in teacher planning. It also illustrates some of the issues involved and suggest ways of introducing children to the process of constructing their own maps individually or collaboratively.

Seyihoglu, A., Kartal, A. (2010). The views of the teachers about the mind mapping technique in the elementary life science and social studies lessons based on the constructivist method. Retrieved April 30, 2011 from [http:// search.proquest.com/docview/755685833 ?accountid = 14257](http://search.proquest.com/docview/755685833?accountid=14257).

This article reveals the opinions of teachers on using mind mapping technique as advantageous in providing permanence, being enjoyable, helpful in visualizing, organizing, interpreting, imagining, thinking, and systematic learning. It also tells that mind mapping technique can easily be applied to all classes and it supports with Goldberg (2004) that it considers all the ability levels and also in all subject matters.

Reima Al-Jarf. (2009). Enhancing Freshman Students' Writing Skills with a Mind-mapping Software. The Fifth International Scientific Conference. Retrieved April 25, 2011 from <http://faculty.ksu.edu.sa/aljarf>.

In this study, the author expresses that the experimental students who used mind mapping technique made higher gains in writing. It also indicates the effectiveness of using mind maps facilitate meaningful learning at all levels of education resulting in student achievement, increased knowledge retention, dynamic thinking and improved writing quality in terms of structure, coherence. It is also supported by Chan(2004) that mind maps enhance writing skill.

Stefanie Holzman. (2007). Thinking maps: Strategy based learning for English language learners (and others!). Retrieved April 22, 2011 from [www.thinking foundation.org](http://www.thinkingfoundation.org).

This article conveys that teaching inclusive of thinking maps is an effective instruction strategy for student success and display positive effects both in individual higher thinking skills as well as low student achievement. It can also be supported by Clark Peterson's opinion(1986) of using mind maps for expert teaching.

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### **Questions for Interviewing Teachers**

1. Do you use conceptual mind maps in your teaching? Why?
2. Does your use of mind maps address all the questions raised in the learner's mind?
3. What are the effects of integrating mind maps in your classroom teaching?
4. Describe your use of mind maps with students of different levels of ability?
5. What is the effect of conceptual mind mapping in your students' performance?
6. Describe your use of mind maps with students of different learning styles?
7. How does your use of mind maps involve cooperative learning?
8. What type of skills are developed in your learners by using conceptual mind maps?
9. How do you differentiate your use of mind maps?
10. Explain your student' level of engagement/motivation while using mind maps.



**THE ADVANTAGES AND DISADVANTAGES OF THE SOCIAL WELFARE HOSTELS  
PERCEIVED BY IMMATURE**

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“Education is a process that goes on throughout life” and is promoted by almost every experience in life.

The term “Scheduled” first appeared in the Constitution of India Article 366(2) defined as “parts of or groups with in such scheduled tribes or tribal communities as are deemed under Article 342 to be scheduled tribes for the purposes of this Constitution”. In a democracy, every individual has the fundamental right for not only maintenance of his physical upkeep but also for his proper education or training, so that he may develop as a useful citizen, standing on his own legs and not remaining as a parasite on the society.

**Conceptual Background of the Study**

**Identity for the disadvantaged groups.**

Population of scheduled castes in India as per 1991 Census was 138.8 millions. They constitute about 17 per cent of the total population of the country. In 1850 the British legally opened educational institutions to them for the first time. There was a lot of discrimination against the scheduled castes in the educational institutions, and only a few were able to get the benefit from the educational facilities under the British.

**Constitutional Provisions for SCs and STs**

The Constitution contains several provisions that aim to abolish all forms of discrimination and put these groups at par with others.

To ensure that the scheduled castes (SC) fully benefit from the fundamental rights, Article 46 of the Constitution directs the State under the Directive Principles of State Policy: ‘To promote with special care the educational and economic interest of the weaker section, and in particular of the scheduled castes and the scheduled tribes, and to protect them from social injustice and all forms of exploitation.’ Articles 15 and 16 were amended in 1951 to lay down that nothing in these articles shall prevent the State from making provision for advancement (Art. 15 (iv) and Art. 16 (iv)). Provision is also made for reservation of seats for the scheduled castes-in Parliament and Legislature (Art. 332 and 334). Similarly, in public appointments the claims of SC will be specially considered and seats reserved for them in Public Services (Art.335). Article 338 provides for appointment of a special officer who is to be appointed by the President of India for SC to



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investigate all matters relating to safeguard provided in the Constitution and report to the President at such intervals as the President may direct. The special status which was conferred on SC initially for a period of 10 years, has since been continued till date.

### **Policies and Provisions for Scheduled Castes In Education**

Three major commissions set up soon after Independence; namely, Radha Krishna Commission (1949), Mudaliar Commission (1952) and Kothari Commission (1964-66) endorsed the constitutional commitment of equality of opportunity in education for all groups of the society. The Report of the Kothari Commission (1964-66) is the most comprehensive, covering all the aspects and levels of education. The Commission Report has a full Chapter on 'Equalisation of Educational Opportunity'. While recommending the continuance and expansion of the existing programmes for promoting education of the scheduled castes, the Commission suggested expansion of provision for schools, hostel facilities and scholarships.

The National Policy Resolution on Education (1968) broadly endorsed the recommendations of the Kothari Commission with regard to equalisation of educational opportunity. Article 4 of the National Policy Resolution suggested that 'more strenuous efforts be made to equalise educational opportunity' and 'more intensive efforts are needed to develop education among the backward classes and especially among the tribal people'. Further, 'to promote social cohesion and national integration, the common school system as suggested by the Education Commission be adopted'. The Commission also suggested that 'all schools like Public Schools should be required to admit students on the basis of merit and also provide a prescribed proportion of free studentships to prevent segregation of social classes'.

The National Policy on Education, 1986, devoted a full section on 'Education for Equality'. The major goal of the policy for the education of SC and ST is 'equalisation with non SC/ST at all stages and levels of education'. To this end the Policy suggested 'cent per cent enrolment of SC/ST children in the age group 6 - 11 (classes I-V), ensuring their retention in schools leading to satisfactory completion of the primary stage or its equivalent through non-formal stream, has to be achieved by 1990'. This meant enrolling 15.5 million children in age group 6—11 by 1990. Moreover, at least 75 percent of children in the age group 11-14 (classes VI-VIII) had to be enrolled and retained in school system by that date leading to satisfactory completion of upper primary education. Education for equality paved a way to revise the policies.

The Revised Policy Formulation (RPF) 1992, and the Programme of Action, 1992 (POA, 1992) suggested: (a) priority in opening of primary and upper primary schools in SC habitations and hamlets; (b) as far as possible, pre-primary sections be integral part of such

schools; (c) access and enrolment be ensured primarily in formal schools; (d) adequate incentives be provided to the SC children in the form of scholarships, textbooks, stationery, uniforms and mid-day meals; (e) all schools be equipped with necessary infrastructure; (f) the indigent families of SC be given incentives to send children to school; and, (g) a chain of pace setting institutions be established in areas of SC/ST concentration. The Policy also suggested a single nodal agency for monitoring programmes of SC development.

To improve the performance of the students, the UGC started funding the scheme of remedial teaching for the scheduled caste students in the 1980s. In 1998-99, 26 universities and 372 colleges were running the remedial classes under the scheme. UGC has also established SC/ST Cells in 103 universities to ensure proper implementation of reservation policy both in admission of students as well as recruitment of staff.

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

The Government of India, as well as the Government of State of Andhra Pradesh, have several welfare schemes subsidies and programmes under implementation, for scheduled castes, scheduled tribes, other backward classes, physically handicapped, minorities and women.

The main mission of the Social Welfare Department is educational, socio-economic development, welfare and protection of scheduled castes. In order to encourage SC children, and to impart quality education Residential and non-Residential Scholarships are being awarded to all eligible post-matric students belonging to scheduled castes at all levels of education whose parents annual income does not exceed Rs. 38,220/- per annum for general courses in graduation and under graduation and Rs.50,920/- p.a in case of professional and post graduation by State Government of Andhra Pradesh.

### **Maintenance of Government S.W. Hostels in Guntur District**

Total No. of Hostels functioning	95	Boys 57	Girls 38
No. of Hostels located in Govt. buildings	62	Boys 33	Girls 29
No. of Hostels located in Private buildings	33	Boys 24	Girls 09
No. of Hostels under construction	04	Boys 03	Girls 01
No. of boarders admitted during 2009-10		Boys 57	Girls 10

All the above boarders are provided with text books, note books, 4 pairs of dresses, bedding material, plate & glass besides food and cosmetics free of cost. A total number of 10,016 students were admitted in the above 95 Hostels and an amount of Rs.373.95 lakhs budget has been released by the Commissioner for the I & II quarters of 2010-11 under Govt. S.W. Hostels.

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### **Maintenance of Special Hostels for X Class Boarders**

Through Social Welfare Department Hostels a total number of 745 students have appeared for the SSC Public Exams during March 2009, out of which a total number of 723 students passed with a pass percentage of 97.04 against the Dist. percentage of 86.30. During March 2010 a total number of 768 students appeared for the SSC Public Exams and 753 passed with a pass percentage of 98.05% against the Dist. pass percentage of 87.31 %.

### **Maintenance of College Hostels**

In Guntur district a total number of 36 Hostels ( 19 boys + 17 Girls) are functioning under the control of Social Welfare Department for the benefit S.C. students pursuing Post Matric courses. A total number of 2,309 students were admitted in these Hostels during 2010-11 and these Hostels are functioning with the funds provided through sanction of post matric scholarships (Mess Charges) to the inmates of the Hostels.

### **Admission of Bright Students in Best Available Schools**

Under this Scheme two Schools are selected for admission of bright SC students during the year 2008-09. A total number of 345 students during 2008-09, and 184 students during 2009-10 were admitted in the two Best Available Schools. A total amount of Rs.105.80 lakhs was sanctioned to the 529 students towards scholarship @ Rs.20,000/- each, as per the ceiling rate prescribed by the Government. Out of 529 students, 499 renewal students in two Schools during this academic year 2010-11.

### **Sanction of Post Matric Scholarships**

In Guntur district a total number of 645 post matric institutions are functioning and the post matric scholarships are being sanctioned by this Department which includes re-imburement of fees and maintenance (mess) charges to the eligible Scheduled Caste students whose parental income does not exceed Rs.1.00 lakh per annum. During the year 2009-10 a total number of 19,254 renewal and 20,280 fresh students have applied under the Scheme and for their benefit a total amount of Rs.30.06 crores was spent and a balance amount of Rs.31.71 crores budget is required to clear off all the arrear claims, out of which Rs.21.00 crores budget was released and sanctioned through Online system. During this year 2010-11, a total number of 23,375 renewal and 21,500 fresh students are expected to apply for sanction of post matric scholarships and nearly Rs.60.00 crores budget is required. Besides sanction of post matric scholarships 36 College Hostels are also functioning in the district for admission of post matric students.

For sanction of scholarships during this academic year, the Government has modified the scholarship online package and all the educational institutions are to be registered Online with

full particulars of the College and after completion of this process, the renewal students are to be applied for online for sanction of renewal scholarships for the year 2010-11.

### **Scope**

Social welfare hostels were established in every state and every district and started taking care of the education of children of schedule castes and scheduled tribes. Studies of the education of scheduled castes do not seem to have attracted the attention of scholars as much as that of Scheduled Tribes.

Hence it is time to study the adjustments and adjustment problems of the students residing in social welfare hostels.

The study would be mainly on two aspects of the students residing in social welfare hostels. The advantages of having a shelter in a social welfare hostel and the facilities provided for day to day living and monetary help extended to pursue their educational courses. It consists of four aspects, both under advantages and disadvantages. The study focussed on the benefits and the problems of the hostel students with free boarding and lodging facilities, their attitudes that reflect their personal and social concerns in their financial and educational aspects.

### **Objectives of the Study**

1. To find out the advantages of residing in Social Welfare Hostels and classify them.
2. To find out the advantages of residing in social welfare hostels with respect to
  - a) Financial aspects
  - b) Emotional aspects
  - c) Socio-emotional aspect
3. To find out the disadvantages of residing in social welfare hostels and classify them.
4. To find out the disadvantages with respect to
  - a. Personal aspect
  - b. Socio emotional aspect
5. To find out whether there is any influence of the level of education of the inmates on their perception of
  - a. Advantages
  - b. Disadvantages
6. To find out whether there is any influence of gender on the perception of
  - a. Advantages
  - b. Disadvantages

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7. To find out whether there is any influence of years of stay of inmates on their perception of
    - a. Advantages
    - b. disadvantages

### **Hypotheses of the Study**

1. There would be no significant influence of level of education of the inmates on their perception of the advantages of residing in Social Welfare Hostels.
2. There would be no significant influence of level of education of the inmates on their perception of the disadvantages of residing in Social Welfare Hostels.
3. There would be no significant influence of number of years of stay in S.W.H on their perception of advantages of staying in Social Welfare Hostels.
4. There would be no significant influence of number of years of stay of inmates in SWH on their perception of disadvantages of staying in Social Welfare Hostels.
5. There would be no significant influence of gender of the inmates on the perception of advantages of residing in Social Welfare Hostels.
6. There would be no significant influence of gender the inmates on the perception of disadvantages of residing in Social Welfare Hostels.

### **Method of the Study**

Survey method was adopted to study the present problems as it is concerned with generalisations of the findings based on statistical calculation.

### **Population of the Study**

There are 95 Social Welfare Hostels in Guntur district. Out of the 95, 12 are in Guntur urban out of the 12 the researcher limited this study only to the 4 Social Welfare Hostels in the city.

### **Sample and Sampling**

A stratified random sample of 100 male and female resident students of the Social Welfare Hostels was drawn.

### **Tool Used**

The investigator interviewed the inmates of the Social Welfare Hostels to prepare the tool. A questionnaire thus prepared basing on the information picked up through interviews was found more suitable and helpful for the present study. It was focusing on the benefits and the problems of the hostel students with free boarding and lodging facilities, their attitudes that reflect their personal and social concerns in their financial and educational aspects.

### **Delimitations**

1. The study was limited to the inmates of the Social Welfare Hostels of Guntur city only.
2. It was limited to a sample size of 100 students only.
3. This study was limited to four hostels having pre-matric & post-matric students only.

### **Results**

#### **Advantages of the Inmates residing in Social Welfare Hostels and Classification**

Size of the Sample	Mean	SD	Score Range	Category	Frequency	Percentage
100	34.89	4.47	-	-	-	
			Below 28	More advantageous	10	10
			29 – 40	Moderately advantageous	84	84
			41-51	Less Advantageous	6	6
				Total	100	100

### **Interpretation**

Advantages of inmates of the Social Welfare Hostels were found high. Homogeneity was found in their perceived advantage. It might be due to their satisfaction on understanding the help they had been receiving from the government.

Out of them 84% of the inmates perceived moderate level of advantages, 10% of the inmates perceived more advantageous 6% of the students perceived less advantageous of their stay in SWH.

To find out the advantages of residing in SWH with respect to areas

#### **Advantages of Stay in S.W.H. in Different Areas**

S.No	Area Title	Mean	S.D	% Mean	Rank
1	Financial	6.99	2.78	58.2	3 <sup>rd</sup>
2	Educational	11.2	3.09	74.6	1 <sup>st</sup>
3	Socio emotional	15.16	3.234	63.1	2 <sup>nd</sup>

The percentage of the mean of educational aspect was the highest of the three, 74.6. The next place was occupied by socio emotional as per its mean percentage, 63.10 comparatively less advantage was found in financial aspect.

To find out the disadvantages of residing in SWH and classify them.

### Disadvantages Perceived by the Inmates of SWH and Classification

Size	Mean	SD	Score Range	Category	Frequencies	Percentage %
100	30	4.84	-	-	-	-
			Below 24	More disadvantage	61	61
			24 -33	Moderate disadvantage	32	32
			34- 42	Less disadvantage	7	7

From the above table the researcher observed that a moderate level of disadvantages was perceived by the inmates residing in SWH and their perception of disadvantages was homogenous. 61% of the sample perceived more disadvantages of staying in social welfare hostels. 32% of the sample found moderate level disadvantages and only 7% of the sample found less number of disadvantages.

To find out the disadvantages of residing in SWH with respect to different areas

### Dis-advantages of Staying in SWH in Different Areas

S.No	Area title	Mean	SD	% Mean	Rank
1	Personal	12.28	2.75	58.4	II
2	Socio Emotional	17.3	2.82	82.3	I

From the above table, the researcher observed the percentage of the sample that perceived disadvantages in Socio emotional aspect was 82.3 which was higher than the percentage of the sample that perceived disadvantages in personal aspect, 58.4.

### Influence of Level of Education of the Inmates of SWH on their Perception of Advantages and Disadvantages

	Variables	Mean	SD	Degree Freedom	't' Value
Advantages	School Going	36.76	2.31	90	3.39
	College Going	33.13	5.47		
Disadvantages	School Going	28.92	3.34	90	0.96
	College Going	30.16	5.91		

Table Values at 0.05 level : 1.98, at 0.01 level : 2.68

There is no significant difference between the school going and college going inmates of SWH in their perception of disadvantages but not in their perception of advantages. The perception of advantages by the school going inmates was significantly better than the college going inmates.

**Influence of Years of Stay of the Inmates on their Perception of Advantages and Disadvantages**

	Variables	Mean	SD	Degree Freedom	't' Value
Advantages	Boys	36.70	2.24	98	3.06**
	Girls	33.54	5.27		
Disadvantages	Boys	29.47	3.13	98	0.20 <sup>NS</sup>
	Girls	29.72	5.68		

NS – Not Significant

There is significant influence of gender on the perception of advantages but not on the disadvantages. Boys perception of advantages of stay in social welfare hostels is significantly better than that of girls perception.

**Influence of Gender of the Inmates on the Perception of Advantages and Disadvantages**

	Variables	Mean	SD	Degree Freedom	't' Value
Advantages	below 1 year	33.25	5.33	98	1.41 <sup>NS</sup>
	More than 1 year	35.41	4.02		
Disadvantages	Below 1 year	29.37	7.05	98	0.40 <sup>NS</sup>
	More than 1 year	30.12	3.90		

NS – Not Significant

Years of stay in social welfare hostels did not significantly influence the perception of the inmates either of the advantages or of the disadvantages.

**Testing of Hypothesis**

S. No	Hypothesis	Variables	Sample Size	Result	Accepted/ Rejected
1	There would be no significant difference between the levels of education of the inmates of SWH on the perception of advantages	School Going College Going	100	t = 3.39	Rejected
2	There would be no significant difference between the levels of education of the inmates of SWH in the perception of dis-advantages	School Going College Going	100	t = 0.96	Accepted



3	There would be no significant difference between boys and girls of SWH in the perception of advantages	Boys & Girls	100	t = 3.06	Rejected
4	There would be no significant difference between boys and girls of the inmates of SWH in the perception of dis-advantages	Boys & Girls	100	t = 0.20	Accepted
5	There would be no significant difference between inmates with more number of years of stay in SWH in the perception of advantages	Below 1 year of stay More than 1 year of stay	100	t = 1.41	Accepted
6	There would be no significant difference between inmates with more number of years of stay in SWH in the perception of dis-advantages	Below 1 year of stay More than 1 year of stay	100	t = 0.40	Accepted

### Findings

- ❖ Advantages of the SWH were found high.
- ❖ The sample was found homogeneous in its perception of advantages.
- ❖ More than 3/4<sup>th</sup> of the sample perceived their stay as moderately advantageous and a few found it more.
- ❖ Majority of the students felt that they were socially and emotionally satisfied and were able to get adjusted being in SWH.
- ❖ Moderate level of disadvantages was perceived by the sample of inmates.
- ❖ More disadvantages of staying in SWH were perceived by 61% of the sample.
- ❖ It was found that there was no significant difference in the perception of both disadvantages and advantages of school going and college going students.
- ❖ Influence of gender of the inmates on the perception of advantages was significant.
- ❖ Boys perception of advantages was significantly better than that of the girls, but a significant difference was not found with the disadvantages.
- ❖ Boys were having positive outlook to appreciate the advantages they were experiencing during their stay in SWH compared with girls.
- ❖ There was no significant difference between the inmates having below one year stay and more than one year of stay, in their perception of both the advantages and disadvantages.

- ❖ Influence of gender, level of education and years of stay of inmates on their perception of disadvantages was not significant.

### **Educational Implications**

- ❖ When SC students were asked about their future, a majority of them feared about uncertainty of their future employment followed by fear about successful completion of education, economic insecurity and want of sympathy. So the officers can pay extra love and care to the inmates of SWH.
- ❖ The stipend they are getting from the government can be directly drawn by the students in time, so that they feel comfortable and confidently do their work.
- ❖ In the school and in the SWH the teachers should not show any difference, rather they should encourage and support them in all aspects.
- ❖ Many students faced difficulties in English, Mathematics and Science subjects. Special classes can be conducted for them in these subjects as there is provision for remedial education.
- ❖ People should get a clear idea about the SWH in different areas. We can make them understand the schemes provided by the Central government as well as the State government through special awareness programmes and mass media.

### **Suggestions for Further Study**

- ❖ A similar study can be taken up in the other districts and also at the State level.
- ❖ A similar study can be done taking a larger sample, so as to compare the results derived with the results of the study.
- ❖ A similar study can be done in relation to aspiration level and academic achievement of inmates of SWH.
- ❖ Parental opinions on SWH can be studied.
- ❖ A study of awareness of parents of the provisional opportunities for SC and ST students.
- ❖ The present research can be extended to relate with factors related to the family life.
- ❖ Physical and psychological climate of SWH can be studied.
- ❖ A similar study can be done on the guidance needs of SC and ST and other minority students.
- ❖ A similar study can be done by interviewing the incharges and officers with respect to issues of SWH.
- ❖ A study can be done on the fears of the inmates of SWH.
- ❖ A study can be taken on the inmates of SWH about their parents attitude towards them.
- ❖ An extensive study can be done on the facilities of SWH.
- ❖ A study can be done to identify the differential features of individual hostels.

### **Conclusion**

Education for all is the goal of democratic India and providing opportunities for the down trodden is an inevitable responsibility. Education is an ongoing process of improving knowledge and skill. It is also perhaps an exceptional means of bringing about personal development

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and building relationship among individuals, groups and nations. The country's future resources in various fields of life depends on youth of today.

To uplift the youth of SC, ST, and minority groups, the government established hostels from school to the university level. The advantage of staying in the SWH was that they could understand each other and influence the development of their personalities. Majority of inmates accepted the help being received from the Government. Boys were having positive outlook to appreciate the advantages they were experiencing during their stay in SWH when compared with girls. The boarders or inmates are provided with text books, note books, 4 pairs of dresses etc.

This study revealed that the inmates perception of disadvantages of staying SWH is less than their perception of advantages of the stay. The building maintenance has to be to the minimum extent. The officers, in-chargers, and helpers in the kitchen can also be more human in their relations with the inmates to build up healthy and happy organization.

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## **WRITING SKILLS OF PROSPECTIVE TEACHERS**

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### **Writing Skill**

Writing is a private activity, a lonely path but a chosen one. The writer has a choice of creating his own fictional world at his own time and pace. Writing is a creative, cognitive and meaning making activity, hence, an absorbing one. The meaning making aspect of writing makes it a very difficult skill to master. People often have a mental block even writing in their mother tongue. Think of the time when you last wrote something other than your exam papers, study notes or official correspondence. Can you think of a moment when you wrote something for the pleasure of writing? It is difficult to recall, isn't it? Though the technical advancement has given a backseat to writing activity, we cannot and should not underestimate the importance of this skill.

The main focus of teaching a language is to develop the four basic skills viz listening, speaking, reading, and writing. Writing is one of the two expressive skills in the field of language, the other being speaking, the correct messages, feelings, thoughts and experiences can only be communicated in written form. Referring to the importance of writing, Lord Bacon says, "reading makes a full man, conference a ready man and writing an exact man". What he means is that writing is a useful means of organizing thought and giving a precision and is the practical side of language learning. Learning to write in English is a mode of communication. Writing aims at clear and efficient communication. In the words of Bell, "Writing is a tool used to enable us to express what is in our mind and for some people, it is almost as important as speech". He further says "although in our school days, we are asked to write exercises and compositions and notes, we answer questions in the examinations. As teachers we use black board to explain difficulties and pass on information, we write down things we might otherwise forget, we write letters and official letters and letters to employees asking for jobs and we write short stories, long stories, novels and essays of all types."

Writing is the most difficult of the language skills. It is a skill in which we produce a sequence of sentences arranged in a particular order and linked together in certain ways. It is a productive skill involving, manipulating, structuring and communicating.

### **Need and Significance of the Study**

The development of language skills in the class room focuses on English as a medium of use rather than English as a content subject. The English teachers should make the learners aware

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of the need and importance of writing skill in English. They should provide favourable learning environment in the class room followed by activities/tasks which are not only interesting but also relevant and useful.

A teacher has to prepare the learner for understanding him/her through writing and other teachers also help the learners to develop their writing skill in real life settings.

The habits of writing acquired at the school level would be continued throughout one's education. How far the prospective teachers are able to remember, recollect and continue the skills already acquired is the concern of the researcher. Moreover writing skill is one of the topics in the existing curriculum at the B.Ed. level as part of the V paper. The researcher was therefore interested to study the writing skills of the prospective teachers.

### **Statement of the Problem**

Here is the curious picture – we are not native speakers of English. We have our own first language  $L_1$  which conflicts with our acquisition of English language which is most of the time the  $L_2$ . It disturbs our understanding of the syntax and grammar of English language, our knowledge of phonetics, and grammar too. Though the influence of mother tongue dominates, the learners make use of English for all practical purposes. Many times this learning becomes examination oriented. The same condition prevails even after graduation and post graduation. The researcher observed the prospective teachers out of curiosity and came to know that, some of their writing skills are not very satisfactory. The researcher sincerely felt that, the prospective teachers should be good enough in expression as the school pupils prove themselves carbon copies of their teachers. As is the teacher, so are the pupils. This would also help the researcher to suggest necessary steps to develop writing skills of the prospective teachers.

So, how far are the prospective teachers able to express on their own and use the skill of writing acquired during their education is the concern of the researcher.

For an answer to her curiosity the study was taken up and titled as under.

### **Title of the Study**

*“Writing Skills of Prospective Teachers.”*

### **Key words in the Topic**

**Writing Skills :** Writing skill is the ability to express one's self in terms of correct spelling, syntax, vocabulary selection and letter writing.

**Prospective Teachers :** are the students who are undergoing training in Colleges of Education.

### **Objectives of the Study**

The objectives of the investigation were :

1. To identify the ability of the prospective teachers in their skill of writing and classify them.
2. To identify the ability of the prospective teachers in the areas like.
  - ❖ Spelling
  - ❖ Vocabulary
  - ❖ Syntax
  - ❖ Jumbling sentences
  - ❖ Letter writing
3. To find out the ability of the prospective teachers in the skill of writing with respect to the following variables.
  - a) Gender – Male / Female
  - b) Locality – Rural / Urban
  - c) Educational qualification – Graduate / Post graduate
  - d) Medium of Study of their previous education – Telugu / English

### **Hypotheses of the Study**

1. There would be a significant difference between male prospective teachers and female prospective teachers in their ability in writing.
2. There would be a significant difference between rural and urban prospective teachers in their ability in writing.
3. There would be a significant difference between graduate and post graduate prospective teachers in their ability in writing.
4. There would be a significant difference between English medium and Telugu medium prospective teachers in their ability in writing.

### **Tools Used**

The researcher constructed a diagnostic test in English in order to detect or diagnose the writing skills of prospective teachers. The test conducted by the English lecturer in the class room, the remarks and the errors noted by their English lecturers in their supervision classes were taken and on the basis of this the diagnostic test was conducted. The question paper consisted of 25 items covering the different areas in the English language, like spelling, syntax, vocabulary, jumbling sentences and letter writing under separate sections.

### **Sample**

200 student teachers, male and female from 4 colleges of education were taken.

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## Data Collection

The investigator personally visited all the four Colleges of Education and explained the need of the present study. The question paper was distributed to 50 student teachers in each college and they were instructed to answer with care and concern.

## Data Analysis

### Objective 1

**Table 1 : Writing Skills of Prospective Teachers**

S.No.	Variable	N	Mean	SD	% of Mean
1	Total Sample	200	16.42	4.52	65.7

**Table 2 : Table Showing the Classification of Prospective Teachers**

S.No.	Score	Classification	No. of Students	Percentage
1	0 – 7	Poor	71	35
2	8 – 16	Good	83	42
3	17 – 25	Excellent	46	23

### Interpretation

There is a marginal difference in the writing skills of prospective teachers i.e., 71 prospective teachers have got below seven marks and having percentage of 35. The remaining 83 prospective teachers have got between eight and sixteen marks and having percentage of 42. Only 23 percent of prospective teachers were having excellent skills in writing. 42% of prospective teachers were having good level.

### Objective 2

**Table 3 : Writing Skills of Prospective Teachers Area wise Analysis**

Analysis was done by the individual area wise as follows :

S.No.	Areas	No. of Students	Percentage
1	Spelling	200	62
2	Vocabulary	200	77
3	Syntax	200	71
4	Jumbling Sentences	200	85
5	Letter writing	200	90

### Interpretation

From the above table the ability of the prospective teachers in the area of spelling is found to be above average. The total sample is 200, mean is 3.10, S.D. is 1.53 and % of mean is 62. Their ability in the area of vocabulary is found to be above average, the total sample is 200, mean is 2.89, S.D. is 1.23 and the % of mean is 77. In the area of syntax they seem to be moderate. Total sample is 200 mean is 3.59, S.D. is 1.34 and % of mean is 71. Their ability in the area of letter writing is very high. Total sample is 200 mean is 4.5, S.D. is 1.33 and % of mean is 90. The area of jumbling sentences is found to be high. Total sample is 200 mean is 4.25, S.D. is 1.54 and % of mean is 85.

### Objective 3

**Table 4 : Writing Skills of Prospective Teachers Variable Wise**

	Variable	N	Mean	S.D.	SED	df	't' Value
Gender	Male	80	14.1	2.75	1.37	1.99	2.70*
	Female	120	17.8	4.33			
Locality	Rural	97	17.66	4.05	1.99	0.82	0.15 <sup>NS</sup>
	Urban	103	17.79	4.21			
Educational Qualification	Graduate	172	16.36	4.79	0.96	1.99	0.25 <sup>NS</sup>
	Post Graduate	28	16.6	3.27			
Medium of Study	EM	59	18	6.42	1.99	1.21	1.94 <sup>NS</sup>
	TM	141	18.65	4.61			

### Interpretation

The findings show a significant difference in the writing skill of male and female teachers as per the mean. Female prospective teachers ability is higher than the male prospective teachers. There is a slight difference in the mean value of rural and urban area prospective teachers. Urban area teachers are a little high in their ability, but it is insignificant. Post graduate teachers and graduate teachers are almost the same in their skill of writing. There is a little difference between Telugu medium prospective teachers and English medium prospective teachers, but the difference is not significant.



**Table 5 : Hypotheses Testing**

Sl. No.	Hypothesis	t - Value	Result	
1.	There would be a significant difference between male prospective teachers and female prospective teachers in their ability in writing.	2.7	Significant	Hypothesis is accepted
2.	There would be a significant difference between rural and urban prospective teachers in their ability in writing.	0.15	Not significant	Hypothesis is rejected
3.	There would be a significant difference between graduate prospective teachers and post graduate prospective teachers in their ability in writing.	0.25	Not significant	Hypothesis is rejected
4.	There would be a significant difference between English medium and Telugu medium prospective teachers in their ability of writing.	0.53	Not significant	Hypothesis is rejected

**Findings of the Study**

1. The sample was found to be having good writing skills, there were only few prospective teachers with poor writing skills.
2. Majority of the prospective teachers were having ‘moderate’ level, and few fall at ‘poor’ level and very ‘few’ were having ‘excellent’ level.
3. There was a significant difference in the writing skills of male prospective teachers and female prospective teachers.
4. There was no significant difference between the writing skills of rural prospective teachers and urban prospective teachers.
5. There was no significant difference between graduate prospective teachers and post graduate prospective teachers in their skill of writing.
6. There was no significant difference between English medium prospective teachers and Telugu medium prospective teachers in their skill of writing.
7. It was found that female prospective teachers writing skills were better than male prospective teachers.

8. It was found that Telugu medium prospective teachers and English medium prospective teachers were almost the same in the ability of writing.
9. It was found that Urban area prospective teachers and Rural area prospective teachers were at the same level in their writing.
10. It was found that the writing ability of prospective teachers in the area of spelling was moderate.
11. It was observed that the writing ability of prospective teachers in the areas of vocabulary is good.
12. It was found that the writing abilities of prospective teachers in the area of jumbled sentences was very good.
14. It was found that the writing abilities of prospective teachers in the area of letter writing was excellent.

### **Conclusion**

In conclusion the researcher found that the problem of writing is a universal for both the native speakers and second language learners. The researcher found the influence of the local language very great on the ability of the prospective teachers learning of English language, especially on writing.

The researcher is of the opinion that the problem of writing may be due to old methods of teaching and less number of exercises in writing done by the prospective teachers. The negative attitude of some teachers towards writing might also responsible for such large number of problems. The rigid rules and lack of interest in student teachers towards writing, which is a very important branch of the English language, is causing few problems.

The importance of English as a link language among the states and as international language should never be under estimated more so in the present world of science and technology. Students opting for professional and technical courses rely a great deal on the English language. Knowledge of English language will only open new avenues and increase better prospects.

There could be no better person than the English language teacher to enhance the interest in the students, towards English language. The researcher found the writing problems were above average. This itself proves the standards of the student teachers. The student teachers themselves need to be properly oriented about the importance of English language, more specially of the skill of writing.

The prospective teachers should be encouraged by the teachers, and parents to develop the language skills. The students should be encouraged to write essay, letters and they have to watch and listen to the literary and cultural programmes, religious ceremonies, advertisements, Radio news, and other programmes broadcast in English in English.

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The linguistic environment, parental encouragement and the incentives to speak and write the language show some effect in the performance of the student teachers. If this is done, one of the major problems of learning English at pre-service teacher's level could be solved to a great extent. Thus the researcher has thrown light on the writing skills of the prospective teachers. This study may be used for further research and suggestions could be used by lecturers/faculty to make prospective teachers enhance their writing skills.

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## **THE ARISING NEW CONSCIOUSNESS**

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“Thought cannot exist without consciousness, but consciousness does not need thought.”

People these days are seen talking so much about themselves and evaluating their position in the society. We see them battling with others in the name of nationality, religion, caste, political parties etc. As a result we see in the world lot of conflicts, competitions, violence, turmoil, disasters and people are living in a disturbed world. The people should know their existence, be aware of themselves and their contribution for building a positive world. They need to be conscious of their thoughts which are the results of everything they speak, do, and act in the society.

“Our Crisis is not in the world but in the consciousness itself” says Jiddu Krishnamurti<sup>1</sup>. He insists that regeneration in society can come about only through a radical revolution in consciousness of the individual because he finds that the crisis is not economic or social but is in human consciousness. Human consciousness experiences lot of conflicts, disturbances which results in disaster and disturbances in one’s life. “The real secret of power is consciousness of power.”

What is this consciousness and how can we attain it?

“Consciousness is a reality inherent in existence.” It is only by giving up and letting go that the consciousness expands. The expansion of consciousness doesn’t lie in the quantitative accumulation of experiences but in a qualitative change in one’s consciousness. The reason for this aimless approach to life is that the consciousness of most human beings is not fully developed. Their consciousness usually has a limited range and focus due to which they are not able to see the things in their entirety. It can be compared to a small light which illuminates only small portions here and there, but never knowing the full design and the meaning and purpose of what is being touched. In other words most human beings have only a partial awakening of their consciousness. “Nothing has any power over me other than that which I give it through my conscious thoughts”

Essential need to shift in consciousness is the strengthening of one’s conceptual identity, one’s self image. We do not become good by trying to be good, but by finding the goodness that is already within us and allowing that goodness to emerge. This can only emerge if there is some fundamental change in our state of consciousness. “So when you listen to a thought, you are aware not only of the thought but also of yourself as the witness of the thought. Anew dimension of consciousness has come in.”

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## **Self Awareness**

“You want to become aware of your thoughts and choose your thoughts carefully and you want to have fun with this, because you are the masterpiece of your own life.”

“We become conscious of things when we are aware of perception, feelings, and thoughts. This awareness is possible through information processing of the external and internal stimuli in our consciousness.”<sup>2</sup> Self awareness is knowledge about ourselves as human individuals. It has to do with our ongoing attention to our internal state in which we take whatever passes through our mind impartially. This implies that self-awareness is not something that causes one to get carried away by emotions. It is neutral awareness of what is happening in us. It is neither reactive nor judgmental. Self-awareness has several dimensions. How aware are we of our emotions, our behavior, our locus of control and our style of learning? Individuals with a strong sense of self-awareness can be autonomous. They can be sure where they are strong and where they are weak. They know, what they have to retain and what they have to change. Mastery of this overarching knowledge will empower them to work towards improvement of their overall personality. “We need to be aware in some of the areas, especially about our emotions, the effects of learning and how they affect our behavior and others.

## **Emotional Self-awareness**

It is one of those areas where we need to build up awareness about the self. It means that we are aware of what we think and feel in the present. When we have this ability, we will be able to know which emotions we are feeling and name them as well as give reasons for having such feelings. We also be able to see the link between our feelings and what we think, do and say. We will be able to recognize how our feelings affect our performance and have a guiding awareness of our values and goals. “By dwelling mentally on the situation, event, or person that is the perceived cause of the emotion, the thought feeds energy to the emotion, which in turn energizes the thought pattern, and so on.” This knowledge provides us insight about our strengths and frailties which, in turn, would lead us to continuous growth and development. As we develop awareness about our self worth, we become more and more self-confident. Thus we may become more decisive, able to make sound judgments using emotional and cognitive information.

## **Awareness about Our Behavior**

The realm of our behavior is another important area where we need to build up awareness. A number of traits and habits constitute our character and personality. We may be active, passive, aggressive or even manipulative in our behaviors. Individuals who are active, when confronted with problems, rise to the occasion and make things happen rather than stand bewildered with

folded hands. They are always agile and proactive. Conversely, people are self-conscious and shy, tend to be passive. Their reserved nature tends to repel rather than attract people may cease to respect them, restrict or end contact with them. The passivity of the passive would lower their own self esteem and make them ashamed of themselves. As a result, depression may set in and confidence might decline. We need to identify those behaviors with which we are content and those that need to be improved. We need to be alert and self critical if we really wish to improve ourselves. We need to eliminate those behaviors which we think are harmful and build up those that lead to success and accomplishment.

### **Awareness about Style of Learning**

Our learning style is another area where we need to have self-awareness. “In the baking of human experience, the ingredients are five senses. All human results are built or created from some specific use of the visual, auditory, kinesthetic, gustatory, and olfactory representational systems.” We do not all learn in the same manner or same measure. Some of us may process information visually while others may do this auditory or even kinesthetically. Our learning style influences what information we understand and store, and what we emphasize in processing our experiences. Visual dominant learners or lookers learn mainly through visual stimulation. They enjoy and learn best when their vision is engaged in the learning process. They thus glean information from pictures and reading. If you are visually dominant, stimulate your learning with such visual devices as graphs, pictures, slides, charts, etc. We need to know the various styles of learning which certainly improve our self-efficacy or capacity to perform the tasks perfectly.

### **Awareness about Locus of Control**

Locus of control in our life is yet another important area of which we need to build up awareness. Most of us believe that we are the masters of our own fate and believe that we can control what happens to us. The people, those, who believe they are the makers or breakers of their own lives are internals. On the other hand, there are quite a number of people among us who believe that they have little control over what happens to them in life. They believe more in the stars, destiny, fate and horoscope as they believe that the events in their lives are destined by fate, the control of their lives lies outside of them. Hence they are called externals. Unlike internals who are proactive, the externals are reactive. In case they happen to fail in their job or anything else, they are not at fault- the fault lies in fate or circumstances. On the other hand, the internals set their goals and constantly put in the required effort, time and energy needed for accomplishing their tasks. As a result they experience an upward spiral of progress. They are the ones who are meritorious and come out with accomplishments.

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So it is necessary to know what we are, whether internals or externals. In case we happen to be one of those who believe that our fate is predestined, it is high time we change our belief and took control of our life without delay. Awareness in all these areas gives us a good psychological health, positive outlook in life and builds a sound personality that helps us on the highway to progress and growth.

The growth of consciousness doesn't consist in travelling with a small and uncertain light that illuminates only small segments of the vast unknown. It is the systematic expansion of one's consciousness to the extent that everything can be understood and appreciated in its entirety in relation to the whole and there remain no scope for partial and distorted truth. The underlying goal of our life is to attain this highest state of consciousness where consciousness is fully expanded and developed. In this state our identity is not narrowly confined but embraces all. Everything can now be known and understood properly in its true and unbiased state. In the process of growth, this underlying purpose of our lives should remain stable despite all the changes we undergo in life. This is what provides the meaning and purpose to our life.

As consciousness gradually expands, we keep on climbing to a higher vantage point where we can see things from a larger perspective which allows us to be less concerned and anxious and enable us to see things as they really are and not as we imagined about them from a narrow perspective. One's thinking, feeling, attitudes and self concept are systematically transformed as consciousness is expanded. The world and the people remain the same but our angle of vision towards them changes totally. "When you become conscious of being, what is really happening is that being becomes conscious of itself. When being becomes conscious of itself, that is presence. Presence means consciousness becoming conscious of itself, or life attaining self-consciousness." "Consciousness is not only power of awareness of self and things; it is or has also a dynamic and creative energy. It can determine its own reactions or abstain from reaction; it can not only answer to forces, but also creates or puts out from itself forces."

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## **PERSONALITY ORIENTATION OF HIGH SCHOOL PUPILS AND THEIR PARENTS**

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### **Introduction**

"Research is the process of going up alleys to see if they are blind". - - - *Markston*

Education is enabling the child's full participation in the richest available group life. We are at the beginning of a new century. Education in developing countries like our's, is looked upon as a process which seeks the maximum development of the potentialities in human beings. We educate students with one main objective in mind, their success. It is not only a strong academic or career oriented success but in all aspects, simply success in life.

The entire world is now moving in a direction of enhancing the quality of life. Students have to be provided with very many skills which can enable them to keep in pace with the progress of the world. Young people hold the promise of our future. The entire world is looking at India as it is now empowered with young generation occupying the major portion our country is going to play a significant role in the world.

Working with and helping young people have always been a priority across times and cultures. But, the changing times have challenged in exceptional ways to find ways to protect and empower our young people to live and become happy and healthy adults. Therefore the human potentialities are to be nurtured fully in order to meet the latent demands and many challenges of life.

The main aim of education is to develop the personality i.e. confidence, independence, leadership, versatility to meet various situations in social, political and familial, economic dimensions of life.

A child is continually growing and there is no sharply defined period or stage of growing. But, educators have recognised certain stages in the development of a child for the sake of convenience, and these are indicated by terms such as infancy, childhood, adolescence, adulthood and so on.

The growth and development of a child are influenced by two very important factors, heredity and environment, under the environment we have all the local agencies that contribute to a child's personality development.

Among all the most important influencing factor is the school. In the school the teacher plays an important role to moulding the child. The teacher may be able to help the student succeed in school inspite of his home limitations which is actually a compensation for deprivations.



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In the developmental tasks adolescence is a unique period and a continuous part of an individual's life span. The adolescents face problems regarding family relations and social relations among peers. On looking at it from another side, we can say that adolescents encounter certain problems in attaining their developmental tasks.

Successful completion perhaps may make the adolescent feel confident, develop positive self concept and esteem. The single most powerful factor is the personality development of the child in the peaceful, happy, and stable environment of the home. The economic and educational status of the family is the dominant factor for comparison for the development of adolescent.

The educational and economic condition prevailing in the family may prevent the opportunities or obstacles which directly and immediately influence where or how the adolescents get educated and enter the labour market.

Parents economic status determines the educational and vocational opportunities the child will have. It is true to say that now-a-days people are beginning to realise that parenthood is a big responsibility. In present days adolescents are living in the most crucial period. They are faced with many problems such as violence, tensions, crime, drugs etc. But, if they diverge from this desired pattern, the child's development may be distorted.

According to Ogden, R. M. (1926) that the family is responsible for the socialization of children is no less important. The family introduces the child to the culture of the society, thereby shaping the basic character as well as child's personality. Education is understood as the all-round personality development and is not limited to formal education only.

Keeping this situation in mind the researcher intended to take up this study. This study was mainly based on the objectives which are formed to find out the personality orientation of pupils and their parents.

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

"Originally the family was the all inclusive social institution. All human activity is centered in the blood - bound groups, hence all human relations were comprehended by it".--*Bellard*

The single most powerful factor is the personality development of the child in the peaceful, happy, and stable environment of the home. A happy and stable home implies that parents accept the child, that members of the family have affection, consideration for each other, that there is no disagreement and discord among parents, that they themselves are emotionally secure and in good mental health and the family is economically secure.

The relationship with parents is the strongest because parents exercise a primary and initial influence on the development of children's value and because the identification process

starts early between parents and children. This intimate and spontaneous relationship between parents and children contributes largely to the early development of personality.

Freudians and many educationalists look for the source and origin of various personality deviations in the early conditions of children. Their basic contention is widely shared, that the early years are very important for structuring human personality and any frustration may lead to an unfavourable personality development

The family, being a primary group provides an intimate face to face association and interaction which is more educative than any other personal interactions. Family only can develop the right type of activities for learning at home. But, the family is inadequate in the sphere of preparing its members for vocations that were followed by the elders as the vocations need a long and specialised preparation which the family cannot provide.

The investigator focussed on some variables like gender, locality, parental economic background and educational background. There are still many traces of our older traditions and customs on our life, as we don't allow freely the girl child as the boy child for anything.

As a matter of fact, the so called privileged sections and creamy layer of the society like rich people, highly educated etc. may join their kids in corporate and highly expensive schools, arrange every kind of facility and help them which facilitate their children to achieve more. Hence, the variables economic background and educational background of parents were selected for verification.

The present study intends to find out the personality orientation of high school pupils. The three types of orientation identified by "B.A.S.S." (1962) would be the focal aspects. They determine the social behaviour as well as performance of different skills.

### **Review of Related Literature**

Saraswat, M. (1964) studied the personality patterns of adolescent boys and girls and found that they are altogether different from each other in all three areas i.e. social, emotional and home.

Smart, (1970) studied self esteem and social personal orientation in pre-adolescence and adolescence related to parental behaviour and found that in the social and personal orientation Indian younger boys and girls exceeded American younger boys and girls.

Ojha, (1973) studied relation of achievement motivation to parental behaviours and certain socio-economic variables and found that encouragement for independence by parents was annunciated with n-ach in children.

Sharma, (1982) studied mother - child relationship as a function of family working house wives of Meerut. He found that the working mothers with a moderate family size used punishment

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to maintain discipline and the SES has significant effect on some mother - child relationship dimensions.

Jain, Jayanth, R. (1990) studied self - concept of adolescent girls and identification with parent and parent substitutes as contributing to realisation of academic goals and found that there was an overall negligible relationship between frustration and academic goals.

Dadu, Pratibha, (1992) studied personality values and religious attitudes of urban and rural males and females in the preview of socio-economic status. He found that urban male and female students differed significantly in arithmetic, theoretical, religious values, orthodoxy and hostility.

Jagawar, (1976) studied self - concept in relation to some family factors at the adolescents level and found that means of four groups (lower, lower middle, upper middle, and upper) when compared showed that better the SES of the family, better was the self - concept, the adolescent developed.

### **The Present Study Aimed at Answering the Following Questions**

1. How far is the influence of parental personality on their children ?
2. Is the personality orientation of the pupil in any way related to their achievement motivation?
3. Does the gender influence the personality orientation of pupils?
4. Does the economic status influence the personality orientation of pupils ?
5. Does the rural and urban localities influence the personality orientation of pupils?
6. Does the educational background of parents influence the personality orientation of pupils ?

In order to answer the above questions the research problem has been entitled as follows :

### **Title of the Study**

*"Personality Orientation of High School Pupils and their Parents".*

### **Operational Definitions of Key Terms Used in the Study**

1. **Personality Orientation :** Personality orientation is the disposition of the pupils and parents towards the task or towards relationship or towards personal aspects.
2. **High School Pupils :** The pupils of IX class whose age ranges from 11 to 14 years.
3. **Parents :** The parents of the sample of pupils.

### **Objectives of the Study**

The objectives of the study were :

1. To identify the personality orientation of high school pupils in the following lines.
  - a) Task orientation
  - b) Interaction orientation
  - c) Self orientation
2. To identify the personality orientation of their parents in the following lines.
  - a) Task orientation
  - b) Interaction orientation
  - c) Self orientation
3. To find out the association between personality orientation of the pupils and their parents.  
(Task, Interaction, and Self)
4. To find out the influence of the following variables on personality orientation of pupils.
  - a) Gender
  - b) Economic background
  - c) Educational background of parents
  - d) Rural and Urban
5. To find out the achievement motivation of high school pupils.
6. To find out the association between task orientation of pupils and their achievement motivation.
7. To find out the association between task orientation of pupils and their academic achievement.

### **Hypotheses of the Study**

The hypotheses formulated were :

1. Task, interaction and self orientation of personality of pupils would be moderate.
2. Task, interaction and self orientation of personality of parents would be moderate.
- 3(a). Task oriented personality of pupils would be significantly associated to their parents task orientation.
- 3(b). Interaction oriented personality of pupils would be significantly associated to their parents interaction orientation.
- 3(c). Self oriented personality of pupils would be significantly associated to their parents self orientation.
- 4(a)(i). There would be a significant difference between boys and girls in their task orientation.
- 4(a)(ii). There would be a significant difference between boys and girls in their interaction orientation.
- 4(a)(iii). There would be a significant difference between boys and girls in their self orientation.
- 4(b)(i). There would be a significant influence of economic background on task orientation.

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- 4(b)(ii). There would be a significant influence of economic background on interaction orientation.
  - 4(b)(iii). There would be a significant influence of economic background on self orientation.
  - 4(c)(i). There would be a significant influence of parental educational background on task orientation.
  - 4(c)(ii). There would be a significant influence of parental educational background on interaction orientation.
  - 4(c)(iii). There would be a significant influence of parental educational background on self orientation.
  - 4(d)(i). There would be a significant difference between the rural and urban pupils in task orientation.
  - 4(d)(ii). There would be a significant difference between the rural and urban pupils in interaction orientation.
  - 4(d)(iii). There would be a significant difference between the rural and urban pupils in self orientation.
  - 5. The Achievement motivation of pupils would be moderate.
  - 6. There would be a significant relationship between pupils task orientation and their achievement motivation.
  - 7. There would be a significant relationship between pupils task orientation and their academic achievement.

### **Method of Investigation**

Survey method is found suitable to find out personality orientation of high school pupils and their parents.

### **Sample and Sampling Procedure**

The subjects for the present study were 200 pupils randomly selected from high schools. The pupils selected were 100 boys and 100 girls both from urban and rural schools of Guntur district.

### **Description of the Tool**

Two tools were adopted for this study :

1. Personality Orientation Inventory, by Prof. S. K. Dixit.
2. Achievement Motivation Test (ACMT), by V. P. Bhargava.

### **Major Findings of the Study**

1. Task orientation of the high school pupils is occupying first place followed by their interaction orientation and self orientation is in the last place.
2. The parents of high school pupils were found to have moderate task orientation and interaction orientation but low in self - orientation.
3. The high school pupils had heterogeneity in all the three orientations of personality i.e. task, interaction and self.
4. The parents of high school pupils also had heterogeneity in all the three orientations.
5. There was a significant association between the parents and pupils in task orientation and interaction orientation but not in self orientation.
6. There was no significant difference between boys and girls on task orientation but there is significant difference between girls and boys in their interaction orientation and self orientation.
7. There was a significant influence of parental economic background on task orientation of pupils but not on interaction orientation and self orientation.
8. There was a significant influence of parent educational background on task orientation, interaction orientation, and also on self orientation.
9. There was no significant difference between urban and rural pupils in their task orientation, interaction orientation and self orientation.
10. The high school pupils have moderate achievement motivation.
11. There was a significant association between task orientation of pupils and their achievement motivation.
12. There was a significant association between task orientation of pupils and their academic achievement.

### **Suggestions to Parents**

1. Parents are not to bother their children too much for marks and ranks rather they are to encourage and help them for meaningful learning.
2. Parents are to realize that they are responsible to introduce the world around to their children and make them understand the realities of life. Thus they can make their children more realistic but not merely academic. Besides their busy life and vocational responsibilities they are to facilitate the family and community life of their children which is equally important.
3. It is the responsibility of parents to make their children aware of all the necessary things required in their home.
4. Parents are to help their children attain their developmental goals. Through regular school visits of the parents and through parent - teacher associations and conferences, they may become more understanding of adolescent problems in school education.

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5. The parents should be enlightened by the media. So that, they can encourage their children to participate in the social activities organised and supervised by the schools.

### **Suggestions to Teachers**

1. Adolescents need recognition of their worth, security, affection and independence. It is the responsibility of the teacher to provide opportunities in the classroom and in the school as a whole specially through activity orientation.
2. Teachers are responsible to check the peer group behaviour and also guide the parents about their children to perform activities, to develop team spirit and sportiveness, to cultivate interest and enthusiasm in them, to strive for the personal and common good.
3. Parental education should also be given by the teachers. Secure environment gives healthy growth to children and the parents should be made to know how to make them adjust by using healthy methods of discipline.

### **Suggestions for Adolescents**

1. There is a need to express their problem either to the parent or to the teacher in order to get right understanding and guidance.
2. As the present day adolescents are facing many problems there is a necessity to take guidance and counselling from their teachers and psychologists.
3. There should be a rhythm between physical work to mental work in order to develop a healthy personality. There is a need to take relaxation exercises to overcome stress related to their problems and academic pressure.

### **Suggestions for Further Research**

1. A similar study can be taken up in other districts or regions or at the state level.
2. A similar study can be conducted at primary education level and also at college level.
3. A similar study can be done taking a larger sample, so as to compare the present results.
4. As the present study dealt with IX class children along with their parents a similar study can be attempted to find the association of personality orientation of only male children with their parents personality orientation and only of the female children with their parents. Number of the children (adolescent students) size of the family, family climate, relations between parents as variables can be studied.

### **Educational Implications**

1. The present study has concentrated on personality orientation of pupils and their parents. Parents personality orientation influences the pupils personality orientation and their achievement motivation and their academic performance.

2. The future super structure of the child's education is dependent upon the foundation laid in the family.
3. Physical, social, emotional, moral and intellectual development of the child is the most important responsibility of the family.
4. Parents role is vital in moral, social and cultural dimensions of personality development. Mental health and emotional stability also depend upon the personality orientation of the parents as adolescents unconsciously from them.
5. Through proper physical education their energies should be learn channelised.
6. When the educational authorities conduct workshop and conferences in education and on various issues cordial invitation should invariably extended to the parents and other members of the community, so that the school personnel can develop and improve good relations with the parents and society.

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## OPINIONS OF SECONDARY SCHOOL PUPILS ON CAREER GUIDANCE PROGRAMMES

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### **Introduction**

Education in its widest sense is expected to broaden a child's horizon in more ways than one, while classroom learning widens the child's intellectual horizon. All the educational institutions, parents and the society are at pressure pushing a child from the school level.

No one has right to waste their own human resources but contribute their best and take the path of self actualization. In order to promote maximum utilization of human potential and for effective and happy existence guidance becomes imperative.

Career Guidance should start early in school and it is a lifelong process. It should start early and should continue in order to enable individuals to adjust effectively to the demands of life. Career is defined as the series of jobs or job opportunities that a person has in a particular area of work. Making a career decision is perhaps one of the most important decisions in student life. Hence, making the right choice is essential. Often career decision making is undertaken without adequate planning. This may result in a lifetime regret. Making an informed choice is the key to professional success and satisfaction.

Career Guidance is to advise. Individuals seek advice in a variety of situations. The goal of guidance is to help individuals overcome their future problems. In recent times rapid social changes caused by industrialization and urbanization led to varied and perplexing problems. For most of the people, the pace of change is simply too fast and creates serious problems of adjustment. Career Guidance is also needed for the personal, emotional and social adjustment and for their proper development and success in life. Career Guidance helps the pupils to understand their own strengths and limitations and to do scholastic work at the level of their ability, to gain information about educational and vocational choices and plans based on a consideration of all relevant factors and to find solutions to their problems of personal and social adjustments in school and home. Career Guidance programmes also help principals and teachers to understand their students as individuals and create situations in which the students can learn more effectively.

The secondary stage is the foundation stage for the entire higher education and hence the future career of the child. It is also the adolescent stage where the attitudes are developed and

established. Therefore, if the pupils are rightly trained and guided, definitely they will take up the right course and later get into right job.

### **Title of the Study**

Opinions of Secondary School Pupils on Career Guidance Programmes.

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

**Opinion :** Strong feeling or thought about a particular aspect.

**Guidance :** Help necessary to take decisions about academic and vocational career given to children.

**Career :** A series of jobs or job opportunities that a person has in a particular area of work.

**Secondary School Pupils :** The pupils studying VIII and IX class are considered as secondary school pupils in the present study.

### **Objectives of the Study**

1. To find out the opinions of secondary school pupils on career guidance programmes and to classify them.
2. To find out the opinions of pupils on career guidance programmes with respect to a) vocational needs b) educational needs.
3. To find out the influence of the following variables on the opinions of secondary school pupils on career guidance programmes : a) Gender (Boys/Girls), b) Medium of instruction (T.M/ E.M), c) Place of living (Urban/Rural)

### **Hypotheses of the Study**

1. There would be no significant difference in the opinions of secondary school pupils on career guidance programmes with respect to their gender.
2. There would be no significant difference between the Telugu and English medium pupils in their opinion about career guidance programmes.
3. There would be no significant difference between urban and rural pupils in their opinion about career guidance programmes.

### **Method of the Study**

Normative survey method was used. It is the method of investigation which attempts to describe and interpret what exists at present in the form of beliefs, attitudes and trends.

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### **Delimitations of the Study**

1. The sample was limited to 200 secondary school pupils only.
2. The study was limited to pupils of 9 schools only
3. Geographical area of the population was only Krishna District.

### **Reliability and Validity of the Tool**

Reliability of the questionnaires was established. The reliability of the environmental responsibility scale was found to be 0.87 which is high. The present questionnaire was constructed by taking the opinions of the experienced teachers and researchers and the department of education. Therefore the tool has construct validity. From the value of the reliability co-efficient also it is considered to be reliable and valid.

### **Sample and Sampling**

For the present study, the researcher has taken a random sample of 200 pupils studying in the rural and urban schools from the population of secondary schools of Krishna District.

### **Tool of the Study**

The questionnaire prepared by the investigator with 30 items was used to collect the opinions.

### **Description of Tool**

The items in the inventory fall into two areas, such as Educational needs and Vocational needs. There are 17 questions under educational needs and 13 questions under vocational needs.

### **Data Analysis of the Study**

**Table 1 : Opinions of Secondary School Pupils on Career Guidance Programmes**

<b>Sample</b>	<b>N</b>	<b>Mean</b>	<b>% of Mean</b>	<b>Standard Deviation</b>
Whole	200	78.91	87.68	3.98

### **Interpretation**

The opinions of secondary school pupils on career guidance programmes is found to be very high.

**Table 2 : Opinions of Secondary School Pupils on Career Guidance Programmes in the Areas**

S.No.	Name of the Area	Mean	S.D	% of Mean
1.	Educational Needs	44.44	2.97	54.86
2.	Vocational Needs	34.39	2.31	88.19

**Interpretation**

The percentage of mean of guidance need 88.9 in vocational area is found as the higher than in educational area, 54.86. So, the secondary school pupils need more guidance in the vocational aspect than in the educational aspect.

**Table 3 : Influence of Variables on the Opinions of Pupils on Career Guidance Programmes**

Variable	Mean	S.D.	Percentage of Mean	S.E.D	t- value
Gender a - Boys	78.82	5.16	87.58	0.89	0.16 <sup>NS</sup>
b - Girls	78.68	3.75	87.42		
Medium of Instruction a- E.M	78.05	4.95	19.06	1.42	0.87 <sup>NS</sup>
b – T.M.	79.28	9.42	88.04		
Place of Residence a - Urban	78.59	3.19	87.32	0.76	0.71 <sup>NS</sup>
b - Rural	79.13	4.33	87.92		

NS : Not Significant

**Interpretation**

1. The t-value shows that there is no significant difference in the opinions of boys and girls on career guidance programmes.
2. There is no significant difference between the opinions of Telugu and English medium pupils on career guidance programmes.

3. There is no significant difference in the opinion levels of urban and rural area students on career guidance programmes.

**Table 4 : Testing of Hypotheses**

<b>Hypothesis</b>	<b>t-value</b>	<b>Result</b>	<b>Interpretation</b>
There would be no significant difference in the opinions of secondary school pupils on career guidance programmes with respect to their gender	0.16	Not significant at 0.05 level and 0.01level	Null hypothesis is accepted
There would be no significant difference between the Telugu and English medium pupils in their opinions about career guidance programmes	0.87	Not significant at 0.05 level and 0.01level	Null hypothesis is accepted
There would be no significant difference between the urban and rural pupils in their opinions about career guidance programmes	0.71	Not significant at 0.05 level and 0.01 level	Null hypothesis is accepted

### **Findings of the Present Study**

Following are the objective wise findings of the present study.

1. The whole sample was found to have high positive opinions towards career guidance programmes.
2. It was found that the secondary school pupils opinions are higher in vocational area than that in educational area.
3. There was no significant difference between the opinions of secondary school boys and girls on career guidance programmes.
4. There was no significant difference between the opinions of urban and rural area students on career guidance programmes.
5. There was no significant difference between the opinion of English medium and Telugu medium students on career guidance programmes.

### **Educational Implications**

1. Through this study the opinions of secondary school pupils on career guidance programmes can be known.
2. This study would be useful to guide the secondary school pupils about the learning methods for educational excellence.

3. This study would be helpful to secondary school pupils to take decisions about their academic and vocational career.
4. Career guidance programme is the need of the hour, and this can be provided for the future generations.
5. Providing vocational motivation to the students taught by them.
6. All the possible information about popular courses with job opportunities can be provided.

### **Conclusion**

All secondary schools if possible should provide guidance experts or atleast seek the guidance of counsellors. Teachers and parents should be aware of guidance needs so that their children will be benefited and become good products to society.

In vocational area the students need high guidance.. Students also need guidance in methods of study, to improve performance and utilize leisure time. They seek encouragement from subject teacher, how to have learning according to their capacities and in developing the capacity of expressing their thoughts clearly. In vocational area they need guidance in selecting right type of course. So, the teachers and parents should help their children by giving career guidance in all these aspects so that the child's development would be harmonious.

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## PERSONAL ADJUSTMENT OF POPULARS AND REJECTEES

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### **Introduction**

Education is a conscious process to train the children for fulfilling the responsibilities as adults. As they grow up education gives them the thinking and reasoning power in order to make them fit to rise to occasion, when they are faced with the pressing problems of home community and world. Secondary school stage is a very critical period of one's life. The process of adjustment starts right from the birth of the child and continues till his death. Education is necessary for the survival of the society and therefore must also cater to the complete development of a man and make him a very well adjusted person in the world. Man is a social animal and the society is interested in making each individual a valuable asset "Sarve Jana Sukhino Bhavanthu" should become the most important principle of man. The school is said to be an embryonic community, every resembling with features of a community. School is the best instrument for developing social harmony in children. So, in every educational institution great importance should be given to prepare the child for social life. As such socialization is a process, which is of value both to the individual who gets socialized and the group which socializes him.

The total number of preferences that an individual gets from a group can determine his / her sociometric status. From sociometric status people are classified as populars, rejectees, neglectees etc. Those chosen most are referred to 'populars'. Those who are rejected by the class groups are identified as rejectees. Usually it is a known fact-that the personal adjustment goes a long way in determining the sociometric status of an individual in groups. Lack of socialization leads to socially undesirable behavior, unnecessary fear, excessive inhibition, aggressiveness and violence, inability to learn, failing in the essential tasks of 7R's which inturn prevent the development of adequate and healthy personality.

Due to lack of socialization a person develops hatred towards society becomes, revengeful, cruel and in order to boost his ego, tries to participate in a anti social activities or show bossism or even become gang leader. School offers activities and employs procedures through which the individual is properly socialized and is encouraged to make the most of himself. Hence a sociometric test was conducted to identify the populars and rejectees, to give remedial programmes, for the involvement of pupils in the management of classroom and school based

activities basing on their sociometric status. Added to this, the sociometric status enjoyed by populars and rejectees in their own classes and schools will certainly nurture the related personal adjustments, which will stabilize into attitudes and life styles.

Everyone is alarmed by the unhealthy social relationships existing in the present classroom especially in Guntur, town and rural, where there is a residential system of schooling and stress is on academic achievement only but not on all-around development of the pupils. Hence the present study was under taken with an intention to find out to what extent the populars and rejectees are related to their personal adjustment.

Better adjustment leads to high socialization in populars. It is not so in the case of rejectees as they are maladjusted which has a negative impact.

What could be the reasons for an individual to be well adjusted as popular in the society? If the aspects related to them are studied, the same can be applied to the individuals who are rejected due to lack of socialization.

This will help a teacher to bring about changes and improvement in the rejectee and also prevent them from becoming problematic in the society. Seeking answers for the following questions.

1. What would be the socio-metric status of IX class students?
2. What is the level of personal adjustment of populars and rejectees?
3. What relationship exists between the personal adjustments of populars and rejectees? 4. What would be the influence of some variables on the personal adjustment of populars and rejectees?

A study on “**Personal Adjustment of Populars and Rejectees**” was taken up.

The objectives of the study :

1. To find the level of socio-metric status of IX class pupils and classify them.
2. To identify the populars and rejectees of IX class.
3. To find the level of personal adjustment of populars and rejectees and classify them.
4. To study the influence of following variables on personal adjustment of Populars and Rejectees  
i) Gender, ii) Place of Residence, iii) Type of Institution, iv) Residential / Non-Residential.
5. To find out the significant difference between personal adjustment of populars and rejectees.

### **Hypotheses of the study**

1. There would be no significant difference in the personal adjustment of populars with respect to gender.
2. There would be no significant difference in the personal adjustment of populars with respect to the place of residence.



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3. There would be no significant difference in the personal adjustment of populars with respect to type of institution.
  4. There would be no significant difference in the personal adjustment of populars with respect to type of school, Residential/Non-Residential.
  5. There would be no significant difference in the personal adjustment of rejectees with respect to gender.
  6. There would be no significant difference in the personal adjustment of rejectees with respect to the place of residence
  7. There would be no significant difference in the personal adjustment of rejectees with respect to type of institution.
  8. There would be no significant difference in the personal adjustment of rejectees with respect to type of school, Residential/Non-Residential.
  9. There would be no significant difference between the personal adjustment of populars and rejectees.

The descriptive survey method was used and a stratified random sample of IX class pupils from eight Telugu medium schools, located in and around Guntur was selected. A Sociometric questionnaire and Adjustment inventory were used as tools for collecting data for the study. For preparation and description of tool, sociometric questionnaire basing on the guidelines and the sample items given by J. L. Moreno (1939) were used. The questionnaire consisted of '4' questions having three choices for each question. The questions were based on the two aspects. To know a) The group of pupils who like one another, b) The group of pupils who reject one another.

Sociometric questionnaire was scored as follows. Out of four questions, for three questions one mark was given for each choice. For fourth question 'X' represented each rejection. To find Sociometric status, Sociomatrices were drawn for the schools selected separately.

The tool used was an adjustment inventory, a standardized questionnaire prepared by Professor D. N. Srivasthava and Govinda Tiwari, Department of Psychology, Agra College. The standardized questionnaire is a checklist but a rating scale was used, as the scope of response is limited in the case of a checklist, which does not give precise and accurate opinion of respondent. Under the personal adjustment inventory, emotional, educational and social adjustments were taken and the questions that come under each category were taken.

For each question 5 alternatives namely : always, frequently, rarely, very rarely and never were given. 5 marks were given for always, 4 marks for frequently, 3 marks for rarely, 2 marks for very rarely, and 1 mark for never for positive statements, whereas for the negative

statements the scoring was reversed. Lastly the total adjustment and area wise adjustment scores were noted for each individual. Pupils were also classified into 5 categories, namely, very poor adjustment, poor adjustment, average adjustment, high adjustment and very high adjustment basing on their total and area wise adjustments scores.

Following were the limitations of the study :

- ❖ The research study was limited to only 289 IX class pupils
- ❖ Only eight secondary schools in Guntur, town and rural.
- ❖ The study was also limited to a comparative study of sociometric status in relation to personal adjustment of populars and rejectees only.
- ❖ The investigation was limited to the study of pupil's personal adjustment in three areas only namely Emotional, Educational and Social.

#### **Mean and Standard Deviation of Sociometric Status Scores of the Sample**

S.No.	Category	N	Mean	S.D.
1.	Sociometric Status	289	17.043	15.174

#### **Interpretation**

It is clear from the table that the group in general is moderately socialized. Since the value of S.D is greater than 1/5 of the mean, we can say that the sample is heterogeneous.

#### **Classification of the Students on the basis of Scores of Sociometric Status of IX Class Students in Terms of Percentage**

S. No	Classification	Scores	N	Percentage
1.	Less Socialized	$<M+1SD$	185	64.01
2.	Moderately Socialized	$M+1SD$	8	2.76
3.	Highly Socialized	$>M+1SD$	96	33.21

#### **Discussions**

It was found that out of 289 students most of the students are less socialized when compared to other categories. Loyola Public School which has rural background possesses more no. of populars than the other schools. More no. of rejectees was from Z.P High School, Pottur, which has rural background. The students favour their partners with respect to learning, taking part in activities but not to be in their company. The reason may be due to lack of motivation

and guidance from their parents and teachers. In order to avoid the stressful situations, yoga and meditation classes are to be conducted.

## Objective 2

### (a) To identify the populars of IX class students

#### The school - wise No.of Populars, their Percentage and Rank

S.No	Name of the School	No. of Populars	% of Populars	Rank
1.	Sarada Nikethan	9	36	6
2.	A.P Residential School	16	44.4	4
3.	S.P.K.H High School	14	45.16	3
4.	Hindu College High School	11	35.48	7
5.	Govt. Boys High School	18	43.9	5
6.	Z.P.High School, Potturu	13	48.14	2
7.	Loyola Public School	24	54.54	1
8.	Bhashyam Public School	17	31.48	8

#### The school wise number of Rejectees, their Percentage and Rank

S.No	Name of the School	No. of Rejectees	% of Populars	Rank
1.	Sarada Nikethan	1	4	1
2.	A.P Residential School	11	30.55	4
3.	S.P.K.H High School	10	32.25	5
4.	Hindu College High School	12	38.7	6
5.	Govt. Boys High School	07	17.07	2
6.	Z.P.High School, Pottur	13	48.14	8
7.	Loyola Public School	20	45.45	7
8.	Bhashyam Public School	16	29.62	3

## Discussion

Loyola Public School which has a rural background has more number of populars. Bhashyam Public School has least number of populars and the teachers have to play a great role as most of the time the students spend their time in the school, they need to be encouraged and maintained balance in all aspects of life.

School no.1 has least number of rejectees. School no. 6 Z.P .High School Pottur has the highest no. of rejectees. As this is from the rural backgrounds, the children are deprived of many opportunities. Skills like scope of sharing with each other, supporting one another, problem solving etc. need to be taught wherein students try to mingle with others in such situations.

## Objective 3

To find the level of personal adjustment of a) Populars, b) rejectees.

### Mean, SD and % of Mean of Personal Adjustment Scores of the Populars

S.No	Category	N	Mean	SD	% of mean
1	Personal Adjustment of populars	122	160.40	15.11	71

### Classifications of Total Adjustment Scores in Terms of Percentages for Populars

S. No.	School No.	Very Poor Adjustment%	Poor Adjustment%	Moderate Adjustment%	High Adjustment%	Very High Adjustment%
		0 - 45	45 - 90	91 - 135	136 - 180	181 - 225
1	1	0	0	11.11	77.77	11.11
2	2	0	0	12.5	68.75	18.75
3	3	0	0	14.28	78.57	7.14
4	4	0	0	0	100	0
5	5	0	0	11.11	88.88	0
6	6	0	0	0	92.30	7.69
7	7	0	0	0	70.83	29.16
8	8	0	0	11.76	88.23	0

**Mean, SD and % of Mean of Personal Adjustment Scores of the Rejectees**

S.No	Category	N	Mean	SD	% of mean
1	Personal Adjustment of rejectees	90	154.21	16.87	68.53

**Classification of Total Adjustment of Scores in Terms of Percentages for Rejectees**

S. No.	School No.	Very Poor Adjustment%	Poor Adjustment%	Moderate Adjustment%	High Adjustment%	Very High Adjustment%
1	1	0	0	0	100	0
2	2	0	0	18.18	81.81	0
3	3	0	0	20	80	0
4	4	0	0	0	100	0
5	5	0	0	42.85	57.14	0
6	6	0	0	15.38	69.23	15.38
7	7	0	0	0	80	20
8	8	0	6.25	12.5	81.25	0

**Discussion**

On the whole school no. 7 has the highest percentage of very high adjustment level and this school tops in the sociometric status and personal adjustment and in the area of social adjustment and even in other area in third or fourth place. The personal adjustment of populars is high compared to the adjustment level of rejectees. It is astonishing to note that the School number 5 though not in first position in having number of populars, it is the only school which has the place in the very high adjustment category in emotional adjustment and even in other areas it tops. As this school is in a rural set up, the students are stabilized in their emotional maturity though not very good at education and social set up. As the level of personal adjustment of rejectees is low :

- ❖ Teachers should identify the need of the rejectees and treatment should be given accordingly.
- ❖ Orientation classes on group dynamics, personality development etc. need to be given to them.

**Personal Adjustment of populars Variable wise**

Variable	N	df	Mean	SD	SED	't' value
Boys	77	159.35	14.59			
Girls	45	162.23	15.78	120	2.99	0.96 <sup>NS</sup>
Urban	85	120	156.66	14.43		
Rural	37	120	169	13.12	3.60	3.43**
Govt.	61	120	158.26	14.38		
Private	61	120	162.54	15.62	2.71	1.58 <sup>NS</sup>
Residential	33	120	155.70	15.14		
Non-Residential	89	120	162.15	14.80	3.07	2.10*

**Interpretation**

Only place of residence has a significant effect on personal adjustment of populars. The variable residential / non residential also has a significant effect on personal adjustment of populars, but only to some extent. Gender and type of institution do not have any effect on the personal adjustment of populars. Child rearing practices which are good in rural areas might have been the reason for this. Residential school authorities have to create a homely atmosphere of sharing and caring, giving the students freedom combined with responsibility. Populars from rural area schools have better personal adjustment. In the same manner non residential populars also have better personal adjustment.

**Personal Adjustment of Rejectees Variable wise**

Variable	N	df	Mean	SD	SED	't' value
Boys	64	88	152.23	17.88	3.41	2.01*
Girls	26	88	159.08	13.15		
Urban	57	88	149.39	15.51	3.47	3.73**
Rural	33	88	162.35	16.04		
Govt.	41	88	149.66	14.61	3.41	2.45**
Private	49	88	158.02	17.81		
Residential	27	88	147.96	17.38	3.91	2.28*
Non Residential	63	88	156.89	16.05		

**Interpretation**

Place of residence has a significant effect on personal adjustment of rejectees. Other variables like gender, type of institution, residential / non residential do have effect on the personal adjustment but only to some extent. Rejectees from rural schools have better personal adjustment.

In rural areas cordial relationships being maintained may be the reason for this. Gender discrimination is still persisting in the society which has to be taken care of. Most of the children studying in good schools are from low economic background and hence children of illiterate parents might not be knowing how to adjust themselves in different situations. Students studying in residential schools might have been deprived of human touch and parental affection.

**The Significant Difference between the Personal Adjustment Scores of  
Populars and Rejectees**

S. No	Variable	N	df	Mean	SD	SED	't' value
1	Popular	122	210	160.40	15.11	2.2435	2.759*
2	Rejectees	90	210	154.21	16.87		

\*\*Significant at both levels

### Discussion

From the above it is clear that there is a significant difference between the adjustment of populars and rejectees. Therefore the hypothesis is rejected.

Slow achievers usually have low self esteem, have low identity and are called rejectees. Therefore when the school provides ideal laboratory situations, giving importance to need based learning, the rejectees too, at the end of their schooling will become competent members of families, organizations, communities and nation.

As this is the gang age, it is again the responsibility of the teacher to trace out these gangs and bring peace and solidarity between the groups.

### Educational Implications

Changing attitudes towards their relationship among the adolescents is not a simple task but for this school practices are desirable. School authorities need to be aware of the fact that prejudice appears in different amounts among similar appearing children who need to assess programmes on an individual rather than on a group basis.

The teacher should see that the ego of the slow learner or low caste is not hurt. Changing attitudes from those based on rejection to those based on acceptance is not a simple task. But for this certain school practices are desirable.

1. Work experience should be introduced in schools.
2. The introduction of common school dress, common lunch etc., in the schools and colleges will prevent children of poor and lower middle classes from suffering due to the inflated ego of the children of the well - to - do families.
3. Rejectees could be trained as good children by giving some responsibilities like class leadership, team leadership, then, they will be free from their disturbing and destructive nature.



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4. Surface behaviour and under the surface feeling may be quite different, the teachers should observe and skillfully test the students feelings by some tools like sociometric technique.
  5. If parents are educated they understand the children's problems and they will be able to train them well in all aspects. So to improve the special relationships in children all parents should be educated properly. They should also know how to care for their children and how to build up their personality in all aspects.

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## MODERNIZATION OF INTERMEDIATE STUDENTS

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### **Introduction**

Education is a powerful instrument that can wisely be exploited by the nation to modernize itself at the shortest time possible. Education and modernization are closely linked. It is education that serves as an efficient instrument for effective modernization.

The Education Commission of 1964-1966 says that the process of modernization will be directly related to the pace of educational advance and the one sure way to modernize quickly is to spread education, to produce educated and skilled citizens and train an adequate and competent intelligentsia.

Modernization is a process of change which demands much attention from both scholars and laymen. Modernization means a new way of doing things with scientific principle and methods in use of mans rational powers for the control and modification of the physical and social environment. It involves rejecting inherited roles and taking new ones. It is a multi-faculty development, which involves not only the changes in the material culture of the nation but in its belief system, values and the way of life as a whole. There is no single standard definition of modernization which is universally acceptable when viewed at the level of nation, state or world.

Sociologists have, for the most part concerned themselves with the process of social determination that characterizes society as it moves to very increasing levels of inanimate power. Modernization in view of Morris as the revolutionary change leading to transformation of traditional or pre modern society into types of technology and associated social organization that characterize economically prosperous and politically stable nations of the World.

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

Industrialization, urbanization, rapid transportation and communication, educational evaluation are the steps for the process of modernization of a nation.

Modernization is the total transformation of traditional society into modernity in the fields of economic, technological, industrial and social advancement. It is an effort to bring radical alternations in economic base, technological systems, industrial levels and fundamental modifications in the social and political order.

India, being a developing country, is passing through a period of social change in which modern outlook is gradually replacing the traditional ways of life. From the point of view of individual, modernity is the attitude of adjustment to rapidly changing conditions of socio cultural and economic view. Modernization causes new modes of social organization. Economic transformation and economic growth are bringing in their rapid and deliberate procedural and behaviourable changes which prove

to be inconsistent or incompatible with pre-existent values. The result is a conflict with age old values relating to the primary kinship position and kinship obligation as a moral virtue and also changes in the pattern of up bringing of children, their education etc.

In modern human society cultural and social changes are taking place at a breath-taking rate in the world and its permeation into almost every aspect of our lives. The characteristics of science based world are no longer a pace of slow and gradual changes. The pace of change and innovation are almost terrific due to globalization and information and communication technologies. The usage of modern technology has changed values, attitudes, the way of life etc.,

At present many schools and colleges established by government and local bodies often do not consider themselves to be instruments of social change consciously. That is why they often ignore their functions of promoting social change consciously through their educational program and activities. The teachers too do not always realize their functions of promoting social change by their teachings as well as by personal example. The students take over the ideas, opinions values of their lecturers.

Information and communication technologies brought a new dimension to the whole world. Globalization influenced very much all walks of our life. It has made a greater mark on the younger generation through latest gadgets like cell phones, i-phones, i-pads and video cameras. Net working system has laid greater emphasis on attitudes, thinking, youth patterns and their life styles.

Intermediate students being in the adolescent period are highly energetic, enthusiastic and feel that they are independent to exercise all their resources. This transitory period from childhood to adulthood is very crucial in receiving and implementing whatever is modernization. Besides, they are skeptical about the traditional practices and critical about the ritualistic behavior of their parents. Hence the level of modernization of intermediate students is taken up for the present investigation. It may be depending upon the gender, rural and urban and economic back ground of intermediate students and up on the educational and occupational back ground of parents.

To days society also demands the individual to modernize on par with the technological and trend setting developments. There is a lot of change in the ideas and ideals of youth in the present day society. We can observe a lot of change in the behavior, dressing, culture, and language of the younger generation and the youth.

Hence there is a dire necessity to find out how far education is able to bring out change in the young minds about the major aspects of life, such as (i) Technology (ii) Social aspect (iii) Moral (iv) Women (v) Marriage (vi) Education. So the study is titled as follows.

### **Title of the Study**

“Modernization of Intermediate Students”.

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## **Operational Definitions of the Keywords**

### **Modernization**

Modernization implies flexibility of relations, rather turning mind to changing times and consequent circumstances and values. It is the degree of flexibility to turning one's mind to the times.

### **Intermediate students**

Intermediate students, are those who are studying intermediate course regularly in government and private colleges.

### **Objectives of the Study**

1. To find out and classify the extent of modernization of intermediate students.
2. To find out the modernization of intermediate students with respect to the following aspects.
  1. Technology, 2. Social and Moral, 3. Women, 4. Marriage, 5. Education
3. To find out the influence of the following variables on modernization of intermediate students.
  - (a) Gender, (b) Rural-urban, (c) Economic background, (d) Educational background of parents, (e) Occupational background of parents

### **Hypotheses of the Study**

1. There would be no significant difference in the modernization of intermediate boys and girls.
2. There would be no significant difference in the modernization of rural and urban intermediate students.
3. There would be no significant difference in modernization of intermediate students with respect to low and high economic background of their parents.
4. There would no significant difference in the modernization of intermediate students with respect to low and high educational level of their parents.
5. There would be no significant difference in the modernization of intermediate students with respect to occupation of their parent.

### **Sample**

A sample of 200 intermediate students was selected randomly from 6 colleges.

### **Reliability of the Questionnaire**

The questionnaire was modified form of the Modernization Scale developed by Raghavendara Singh, and Amarnath Tripathi. Reliability of the tool was established by using split half method of reliability calculated by using Spearman Brown's correlation formula. It was found to be,  $r=0.78$ .

### Data Analysis

**Table 1 : Intermediate Students Attitudes towards Modernization**

Total Sample	Mean	% of Mean	S.D	1/5 th of Mean
200	147.1	66.86	15.2	29.42

**Table 2 : Classification of Pupils into Different Levels of Modernization**

S. No	Classification	Frequency	Percentage
1	Low modernity	0	0%
2	Moderate level of modernization	115	57.5%
3	High level of modernization	85	42.5%

**Table 3 : Aspect Wise Modernization of Intermediate Students**

S. No	Area	Mean	% of Mean	S.D
1	Technology	28.42	63.16	5.3
2	Social and Moral	50.95	67.93	8
3	Women	15.45	61.8	2.25
4	Marriage	33.77	75.05	6.75
5	Education	18.57	61.9	4.65

### Interpretation

- 1) From the above tables it is understood that the sample is moderate in their modernization.
- 2) The sample is homogenous because 1/5 of the mean is less than that of the S.D value.
- 3) 42% of students are having high level of modernization.
- 4) 55.7% of students are having moderate level of modernization.
- 5) Surprisingly no student is with low level of modernization.
- 6) The intermediate students expressed favorable attitudes towards modernization.
- 7) Out of the five aspects of modernization, the intermediate students are having modernized attitudes up to 75% in the aspect 'marriage'.
- 8) The second aspect of modernization 'Social & Moral' occupies next place. The intermediate students are having modernized ideas towards this aspect up to 67%.

- 9) In the two aspects 'Women' and 'Education' the students scored equally and they expressed modernized ideas up to 61%.
- 10) 20% of the intermediate students felt that youth are disturbed and spoiled due to movies, cell phone, internet, pubs and chatting.
- 11) 16% of them felt that modernization has benefits and also disadvantages.
- 12) 13% of them felt that modernization is genuine.
- 13) 10% of them felt that its not wrong to use technology for good.
- 14) 8% of them felt that the old culture is better than the existing and progressing modernity and the same percent of them felt that modern dressing is not at all nice.
- 15) 5% of them felt that modernization is good only to some extent.
- 16) 3% of them felt that extreme is bad and wrong in modernity.
- 17) 7% of them felt that modernity is pushing Indian culture to the back seat.
- 18) 2% of them felt that our country has to progress in many ways.
- 19) 2% of them felt that many lives are spoiled due to over use of cell phones

**Table 4 : Comparison of Intermediate Students Modernization – Variable wise**

Variable	Variable	No. of students	Mean	S.D	S.Ed	' t ' value	Result
Gender	Boys	100	146.7	14.6	2.195	0.22	Not significant
	Girls	100	147.2	16.4			
Area	Urban	100	148.4	16.4	2.18	1.46	Not significant
	Rural	100	145.2	14.5			
Educational back ground of the parents	Low education	100	88	16.9	2.25	0.66	Not significant
	High Education	100	112	14.4			
Occupational back ground of the parents	Government	100	13	12.3	3.597	2.199	Not significant
	Private	100	187	15.6			
Economic back ground of the parents	Low class	100	33	13.8	2.69	0.37	Not significant
	Middle class	100	167	15.5			

### Interpretation

1. There is no significant difference between the boys and girls in their level of modernization because the 't' value is not significant at both levels.

2. From the mean it is clear that of both boys and girls are equal in modernization.
3. As for the Indian history of culture and civilization it is supposed to be a stronghold of traditional practices. The present data indicates a break through which tells that boys and girls are equally influenced by modernization.
4. It is clear that there is no significant difference between urban and rural samples in their attitudes towards modernization because 't' value is not significant.
5. There is no significant different between the modernization of students whose parents are having low and high education.
6. Parents education plays no significant influence on the modernization of their children.
7. There is a significant difference between the modernization of students whose parents are working in Govt and private sectors.
8. There is no significant difference between the modernization of students whose parents belonging to low and middle class economical status.
9. Parents economy plays no significant influence on the modernization of their children.

#### Testing of Hypotheses

S. No	Hypothesis	t.value	Result
1	There would be no significant difference between the modernization of Intermediate Boys and girls.	0.22 Not significant	Hypothesis accepted
2	There would be no significant difference between the modernization of rural and urban intermediate students.	1.46 Not significant	Hypothesis accepted
3	There would be no significant difference between modernization of intermediate students with respect to low and high economic background of their parents.	0.37 Not significant	Hypothesis accepted
4	There would no significant difference between the modernization of intermediate students with respect to low and high educational level of their parents.	0.66 Not significant	Hypothesis accepted
5	There would be significant difference between the modernization of intermediate students with respect to the occupation of their parent	2.199 significant	Hypothesis rejected



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## Findings

1. Intermediate students showed positive attitude towards modernization, and they are moderately, modernized and the sample of intermediate students are modernized up to 66.86% .
2. 57.5% of students are having moderate level of modernization.
3. 42.5% of intermediate students are having high level of modernization.
4. Surprisingly no student comes under low level of modernization.
5. Out of five aspects of modernization, in the aspect Marriage students expressed modernization upto 75%.
6. In the other four aspects like technology, social and moral, women and education, students expressed more than 60% modernization.
7. 20% of intermediate students felt that youth are disturbed and spoiled due to movies, cell phone, internet, pubs and chatting.
8. 16% of them felt that modernization has benefits and also disadvantages.
9. 10% of them felt its not wrong to use technology for good.
10. 8% of them felt that the old culture is better than modernity and the same percent of them felt that modern dressing is not at all nice.
11. 5% of them felt that modernization is good only to some extent.
12. 7% of them felt that modernity is pushing Indian culture to the back seat.
13. 2% of them felt that many lives are spoiled due to over use of cell phones.
14. 1% of them felt there needs to be a change in the education system. The school for boys and girls have to be separate, adoption of foreign culture is not good and it is not advisable to go for love marriage.
15. There is no significant difference in the modernization of the intermediate students basing on their gender, urban or rural, economic status, educational and occupational basis of their parents.

## Discussion

From the above findings it is understood that intermediate students are moderately modernized. But it is very welcoming that each and every student expressed modernized attitudes.

This may be due to the changing ideas, values and needs of pupils in accordance with the changing society. Intermediate students are at adolescence which is the age of intellectual awakening moral values where a number of physical changes and social skills find a place. If proper guidance is not given at this stage it yields unfavorable results. The role of education is very important at this stage. The personality of the students is shaped by education.

All the variables taken in this study are not influencing the modernization of intermediate

students. This may be due to the awareness of the present day society developed through media and internet. Science and technology are influencing the life and life styles of each and every person in the society irrespective of his / her category.

### **Conclusion**

This study may be useful to know the level of students modernization. It represents the modern thoughts of students in general. This may be useful to the parents, to know their childrens opinions. In general it is applicable and implied for the people who are interested in the field of education.

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