

*Journal of Educational Endeavours*

**Vol. 3. No. 2. July 2010**

Published by

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(Autonomous), Sambasiva Pet, Guntur - 1. (A. P.)

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Printed at :

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### **Editorial**

*Education is both universal and specific. It is to meet the needs of the individual and of the groups in the form of family, society, and nation, and also of the humanity, and the world at large. The learner is to earn a livelihood and to live in harmony with everybody and everything around. The function of learning is not limited to work alone but it must respond to the broader objective of formal and informal participation in development. In reality knowledge, know-how, knowing how to live with the other people and life skills are intimately linked. Hence the development of innate abilities of head and heart are required to experience the joy of living. It is time to help the learners to construct knowledge that emphasizes a very active role on the part of teachers whose guidance is inevitable in concept mapping, lesson mapping, and learning map. They have to provide for free expression of innate tendencies and capacities by allowing the students to explore, teach principles and patterns to some extent and provide students with appropriate feedback on one hand and encourage the learners to assess themselves on the other hand, so that, they acquire the living knowledge of themselves, others and of the world. Both the teacher and the student are to update their knowledge, acquire the skills needed to maintain employment, prepare to play a social role at work and in the community at large, and exercise active citizenship. The educational institution is instrumental for establishing an equilibrium between learning and work and also learning at work.*

*-- Aruna Mohan*

# *JOURNAL OF EDUCATIONAL ENDEAVOURS*

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*Registrar of Newspapers Reg. No. APENG/2007/23766.*

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

*Printed by P. Bhaskar, published and owned by Dr. Sr. G. Theresamma, and printed at  
Prajavani Graphics, # 5-21-32, 2/6, Brodiepet, Guntur - 2 (A.P.) Cell : 9848621063 and  
published at St. Joseph's College of Education for Women (Autonomous), Sambasiva Pet,  
Guntur - 522001. (A.P.). Ph : 0863 - 2223090.*

*Editor : Dr. G. Aruna*

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

Vol. 3

No. 2

Jan. 2010



**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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**RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC  
ACHIEVEMENT OF HO TRIBE STUDENTS STUDYING IN HIGH SCHOOLS IN  
KOLHAN, JHARKHAND**

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**ABSTRACT**

*Today, success is attributed to Emotional Quotient (EQ). Daniel Goleman claims that Intelligence Quotient (IQ) is a poor predictor of success. Therefore, EQ is considered a new measure of success in educational, personal and professional life. EQ is nothing but putting intelligence into one's emotions. In a progressive school, an individual is perceived to be smarter by his/her EQ rather than by his/her IQ. By virtue of their traits, the tribals are simple, patient and tolerant. They are neither impulsive nor reactive to crisis situations. They defer their emotional needs and look for an appropriate moment to give vent to their feelings. This study is undertaken to see whether there is any relationship between emotional intelligence and academic achievement of the Ho tribe students studying in the high schools of Kolhan, Jharkhand. 400 Ho tribe students were selected using a stratified random sampling technique. Survey method was used. The finding revealed that Ho tribe girls have better social awareness than Ho tribe boys. The finding shows that Ho tribe boys are better than the Ho tribe girls in their academic achievement.*

**Introduction**

IQ in terms of academic achievements, examination results, test marks or overall grades, does count; but the real success is determined by EQ. An individual with perfect EQ will have an edge over the others. Sridevi and Lisha Parveen (2008) reported that there exists a positive relationship between emotional intelligence, adjustment, self-concept and scholastic achievement of the higher secondary students. Bar-On (2000) defined EQ as an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environment demand and pressure.

The tribal India has a beautiful lesson to offer. By virtue, the tribals are *slow to react*. They are patient. They are tolerant. In other words, in times of crisis they exhibit an admirable patience and perseverance. However, their slowness should not be taken for granted either. They are proverbial running water runs deep. They defer their emotional needs and wait for an appropriate moment to ventilate their emotions. Their emotions are seen surging forth when the situation runs

beyond their limit. Without naming it, they have developed their EQ to certain extent. In this paper, a quantitative study has been undertaken to capture the glimpses of the relationship between EQ and academic achievement of the Ho tribe students studying in the high schools of Kolhan, Jharkhand.

### **Significance of the Study**

According to the 2001 census, the tribal population in India is 74.6 million – about 8% of the Indian population. The Indian Constitution assigns special status to the Scheduled Tribes (STs). In tribal India, the Ho tribe is a significant minority and is virtually confined to Singhbhum district of Jharkhand. Historically, they were known as Larka Kol (Fighting Kol) on account of their warlike disposition when they resisted the invasion of British troops. However, they withdrew into the forest and hilly terrain as they preferred to retain their identity and ethnicity. Even today, a section of Ho community, which believes in clan purity, avoids any sort of physical and social contacts with non-tribals for fear of contamination and assimilation. The values of sharing, collective decision-making, relative freedom and complete equality between sexes, communitarian ownership of land and their relative absence of hierarchical patterns of social life give them a unique identity.

The primary aim of education is to develop personality. Developing personality implies developing physical, mental, spiritual, psychological and emotional spheres of one's life. Unlike IQ, EQ can be developed. Hence, education is the means through which one can develop his/her EQ. It requires one to be aware of his/her feelings and handle them correctly so as to understand the feelings of others and build up a good rapport with them. The Ho boys and girls are virtually tolerant, patient and cordial. They not only appear to defer their emotional needs but gratify their needs in a considerate manner. This makes one to wonder whether this EQ is influenced by their socio-cultural milieu or is a developed quality of individuals.

In this respect, the proposition is important as it stresses the value of emotional intelligence as one of the predictive variables of the scholastic achievement of the Ho tribe students in the Kolhan region. As no other studies are made specifically on tribal emotional intelligence and academic achievement of Ho Tribe students, the investigator has undertaken this study.

### **Objectives**

1. To find out the level of emotional intelligence of Ho tribe students studying in high schools.
2. To find out the level of academic achievement of Ho tribe students studying in high schools.
- iii. To find out whether there is any significant difference between Ho tribe boys and girls studying in high schools in their self-awareness, self-management, social-awareness, relationship management and emotional intelligence.



- iv. To find out whether there is any significant difference between Ho tribe boys and girls studying in high schools in their academic achievement.
- v. To find out whether there is any significant relationship between academic achievement and self-awareness, self-management, social awareness, relationship management and emotional intelligence of Ho tribe students.

**Methodology :** The survey method was followed for this investigation since it is a fact finding expedition.

**Sample :** The investigator used stratified random sampling technique for selecting the sample. The investigator selected Ho tribe students studying in high schools in Singhbhum District in Jharkhand. Stratification was done on the basis of sex, locality of school and nature of school. The sample consisted of 400 Ho students studying in high schools.

**Tools Used :** The investigator adapted the Emotional Intelligence Inventory developed by Annaraja and Tom Perumalil(2000). Source of Academic Achievement: The investigator collected the half-yearly marks of the students from the school records.

**Statistical Techniques Used :** The investigator used the statistical techniques like Mean, standard deviation, ‘t’ test, and correlation analysis.

### Analysis and Findings

**Table 1 : Level of Emotional Intelligence of HO Tribe Boys and Girls**

Dimensions	Boys			Girls		
	Low N (%)	Moderate N (%)	High N (%)	Low N (%)	Moderate N (%)	High N (%)
Self-Awareness	24 (12)	151 (75.5)	25 (12.5)	35 (17)	137 (68.5)	28 (14)
Self-Management	46 (23)	117 (58.5)	37 (18.5)	39 (19.5)	136 (68)	25 (12.5)
Social Awareness	53 (26.5)	113 (56.5)	34 (17)	26 (13)	138 (69)	36 (18)
Relationship Management	31 (15.5)	143 (71.5)	26 (13)	26 (13)	147 (73.5)	27 (13.5)
Emotional Intelligence	45 (22.5)	125 (62.5)	30 (15)	36 (18)	139 (69.5)	25 (12.5)

It is inferred from the above table that 12% of boys have low, 75.5% of them have moderate and 12.5% of them have high level of self-awareness. Regarding girls, 17% of them have low, 68.5% of them have moderate and 14% of them have high level of self-awareness.

It is inferred from the above table that 23% of boys have low, 58.5% of them have moderate and 18.5% of them have high level of self-management. Regarding girls, 19.5% of them have low, 68% of them have moderate and 14% of them have high level of Self-management.

It is inferred from the above table that 26.5% of boys have low, 56.5% of them have moderate and 17% of them have high level of social awareness. Regarding girls, 13% have low, 69% of them have moderate and 18.1% have high level of social awareness.

It is inferred from the above table that 15.5% of boys have low, 71.5% of them have moderate and 13% of the have high level of relationship management. Regarding girls, 13% of them have low, 73.5% of them have moderate and 13.5% have high level of relationship management.

It is inferred from the above table that 22.5% of boys have low, 62.5% of them have moderate and 15% have high level of emotional intelligence. Regarding girls, 18% of them have low, 69.5% of them have moderate and 12.5% have high level of emotional intelligence.

**Table 2 : Level of Emotional Intelligence of HO Tribe Students**

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Self-Awareness	59	14.7	288	72	53	13.2
Self-Management	85.3	21.3	253	63.3	62	15.5
Social Awareness	79	19.8	251	62.8	70	17.5
Relationship Management	57	14.3	290	72.5	53	13.2
Emotional Intelligence	81	20.3	264	66	55	13.8

It is inferred from the above table that 14.7% of the Ho tribe students have low, 72% of them have moderate and 13.2% of them have high level of self-awareness as a dimension of emotional intelligence.

It is inferred from the above table that 21.3% of the Ho tribe students have low, 63.3% of them have moderate and 15.5% of them have high level of self-management as a dimension of emotional intelligence.

It is inferred from the above table that 19.8% of the Ho tribe students have low, 62.8% of them have moderate and 17.5% of them have high level of social awareness as a dimension of emotional intelligence.

It is inferred from the above table that 14.3% of the Ho tribe students have low, 72.5% of them have moderate and 13.2% of the have high level of relationship management as a dimension of emotional intelligence.

It is inferred from the above table that 20.3% of the Ho tribe students have low, 66% of them have moderate and 13.8% have high level of emotional intelligence.

### Null Hypothesis 1

There is no significant difference between Ho tribe boys and girls studying in high schools in their self-awareness, self-management, social awareness, relationship management and emotional intelligence

**Table 3 : Difference between HO Tribe Boys and Girls in their Emotional Intelligence and its Dimensions**

Dimensions	Boys N = 200		Girls N=200		Calculated 't' value	Remark
	Mean	SD	Mean	SD		
Self-Awareness	25.94	2.98	25.78	3.43	0.50	NS
Self-Management	28.08	3.35	25.19	3.25	0.32	NS
Social Awareness	17.48	2.81	18.15	2.61	2.47	S
Relationship Management	32.54	4.34	33.17	4.46	1.45	NS
Emotional Intelligence	100.98	10.47	102.27	10.78	1.21	NS

*(At 5% level of significance the table value of 't' is 1.96)*

### Finding 1

The above table shows that there is no significant difference between Ho tribe boys and girls in their self-awareness, self management, relationship management and emotional intelligence. But, there is a significant difference between boys and girl students of Ho tribe in their social-awareness.

While comparing their mean scores, Ho tribe girls (mean = 18.15) are better than the Ho tribe boys (mean= 17.48) in their social awareness.

### **Null Hypothesis 2**

There is no significant difference between Ho tribe boys and girls studying in high schools in their academic achievement.

**Table 4 : Difference between HO Tribe Boys and Girls in their Academic Achievement**

Sex	Mean	SD	Calculated 't' value	Remark
Boys	50.6	13.2	1.95	NS
Girls	48.22	11.48		

### **Finding 2**

It is inferred from the above table that there is no significant difference between Ho tribe boys and girls in their academic achievement.

While comparing their mean scores, Ho tribe boys (mean = 50.6) are better than the Ho tribe girls (mean= 48.22) in their academic achievement.

### **Null Hypothesis 3**

There is no significant relationship between academic achievement and self-awareness, self-management, social awareness, relationship management and emotional intelligence of Ho tribe students.

**Table 5 : Relationship between Academic Achievement and Emotional Intelligence of the HO Tribe Students**

Dimensions	$\Sigma X$	$\Sigma Y$	$\Sigma X^2$	$\Sigma Y^2$	$\Sigma xy$	Calculated 'r' value	Remarks at 5% level
Self-Awareness	19771	10342	1039007	271526	511797	0.039	NS
Self-Management	19771	10053	1039007	257021	497589	0.042	NS
Social Awareness	19771	7124	1039007	129858	352451	0.024	NS
Relationship Management	19771	13142	1039007	439388	649997	0.019	NS
Emotional Intelligence	19771	40650	1039007	4176400	2010897	0.032	NS

*(At 5% Level of Significance for 398 df, the table value of 'r' is .098)*

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### **Finding 3**

It is inferred from the above table that there is no significant relationship between academic achievement and self-awareness, self-management, social awareness, relationship management and emotional intelligence of Ho tribe students.

### **Interpretations**

More than four fifths of the sample have moderate and high emotional intelligence.

1. The finding shows that the Ho tribe girls have better social awareness than the Ho tribe boys. This may be due to the fact that the girls differ from boys in addressing social realities. In a male dominated society, the girls are at the receiving end. Hence, the girls pay greater attention the nuances of good or so good social realities and become socially conscious of their role in the society. In a Ho society, the girl child is taught to take note of events that happens around the family, clan and village and respond to them appropriately. This promotes the social awareness of girls.
2. The finding shows that Ho tribe boys though not significant are better than the Ho tribe girls in their academic achievement. This may be due to the fact that the boys are less distracted and more focused than the girls. Further, boys, on account of their social status, have a strong achievement drive in them and work on it with single minded attitude. Moreover, the boys consider themselves very bright if they can achieve better in academic subjects.
3. The finding shows that there is no significant relationship between academic achievement and self-awareness, self-management, social awareness, relationship management and emotional intelligence of Ho tribe students.

### **Recommendations**

The investigator offers the following recommendations based on the findings:

1. The government schools should inculcate positive attitudes towards developing emotional intelligence in school children.
2. Concrete effort should be made to enhance the academic performance of the Ho tribe children by reworking on the negative factors that are at work.
3. Critical thinking has to be fostered among the Ho tribe children.
4. The schools should incorporate EQ training in the curriculum for the children.
5. The school should have student's counsellors to assist the students to programme their personal life.
- 6.. An Intensive coaching programme may be organized on study skills, memory improvement, concentration, note taking, time-management, reading skills, writing skills and examination tips.

## Conclusion

In general the tribals are simple, freedom-loving and tolerant. In the past, the Hos refused to accept forced assimilation but for their love for freedom and love for their institutions. They are basically communitarian. They are governed by in-group mores, folk-ways ethos, taboos and totems. The Hos believe that their emotions are evoked by external stimuli. But, the Ho youth are in transition. They exhibit greater tolerance, gratification and understanding with regard to their expression of emotions. They behave and express their emotions according to their own attitude and private world and not suggested by external in-group influence. Greater exposure to other realities will enable them have better emotional balance. Similarly, in proportion to their self-awareness, they can achieve much in their academic subjects.

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## OUR THOUGHTS ARE OUR CHOICE

*Sr. Santha Kumari*

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### **Introduction**

“You create your own universe as you go along” says Winston Churchill. We are the architects of our own life. By the power of thoughts we are building our own personality. This is the greatest power that man has at his disposal. Byrne (2006) advocates, “You have the power to change anything, because you are the one who chooses your thoughts and you are the one who feels your feelings.”p36 The world today is in its present state simply as a result of mankind’s collective thinking; each nation is in its present state of either peace or prosperity, or poverty and murder, as a result of its thinking as a nation as well as an individual.

The ancestor of every action is a thought. Our individual thought and experience are the ones which determine our core beliefs, self image and the level of self esteem. We need to believe in ourselves. Most of us are under the illusion that we think, we believe and we literally make thoughts. Byrne(2006)says, “It is the law that determines the complete order in the universe, every moment of your life and every single thing you experience in your life. It does not matter who you are or where you are, the law of attraction is forming your entire life experience and this all powerful law is doing that through your thoughts. You are the one who calls the law of attraction into action and you do it through your thoughts.”p5

Varghese(2008) finds, “Thoughts transform, rearrange, and set into motion the material particles in our brains thereby creating a specific mental state. This mental state produces a similar effect on the minds of your cells, organs and the physical body as a whole. The influence of thoughts on the objects of the world is as effective as the minds of your cells which create your glands, nerves, bones, skin, and flesh and so on.”p31

The predominant thought or the mental attitude is the magnet which attracts us to correspond to its nature. As we think, so we send those thoughts to the universe and those sent may return to the source. And the source is none other than the individual person who generated the thought. Byrne(2006) advises, “If you think about the analogy of being the most powerful transmission tower in the universe, you will see the perfect correlation with Dr.Wolf’s words. Your mind thinks thoughts and the pictures are broadcast back as your life experience. You not only create your life with your thoughts, but your thoughts add powerfully to the creation of the world.” p 21

One of the most important aspects of our life is our thought process. All our actions and behavior have their origin in our thoughts. Thoughts are not ordinary things. They are potent

weapons which can injure others and which help build us. Therefore we should handle our thought process very carefully because they are the greatest forces in the world, acting on humankind, although invisible in nature. Thoughts must be energized because, even though thoughts have power of their own they become things only when they become harmonious with our inner self and become the reality. One can succeed without much physical hard work but without proper thoughts and beliefs no one can succeed. By controlling our thoughts we can change our lives and the lives of those around us.

### **Nature of Thoughts**

Byrne(2006) shows, “You cannot harm another with your thoughts, you only harm yourself. If you think thoughts of love, guess who receives the benefits- you! So if your predominant state is love, the law of attraction or the law of love responds with the mightiest force because you are on the highest frequency possible.”p39

Thoughts have energy. The energy of thought is either stored in physical structure or is transmitted into the universe. It never dies. Positive thought creates positive results and negative thought creates negative events. Every thought interacts with the energy of the universe with. If we are the source of positive thought energy, positive and beneficial energy will return to us in many wonderful and unexpected ways. Whatever happens in our life has a direct connection with the type of thoughts that we charge the universe. Our thoughts determine what we are experiencing and what we will experience in the future. Through the power of our thoughts we can be in control of our lives.

Thoughts have a powerful influence on our mental, emotional, and physical health. Example: If we are in the habit of entertaining self-critical pessimistic thoughts, we may find that our body becomes tensed from that stress. Thoughts have the ability to cure or make you sick. “The vibrations of mental forces are the finest and consequently the most powerful in existence” says, Charles Hanne.

Let's look at the Television station's transmission tower which broadcasts via a frequency, which is transformed into pictures on our T.V. screen. Most of us don't really understand how it works, but we know that each channel has a frequency and we see pictures on our T.V. We choose the frequency by selecting the channel and we then receive the pictures which are broadcast on that channel. If we want to see different pictures on our TV, we change the channel and tune into another frequency which we prefer. So also we have a human transmission tower which is more powerful than any TV tower created on earth. That transmission tower is our mind which reaches beyond cities, countries and the world at large. We need to picture what we receive from our thoughts and to change anything in life, we need to change the channel and change the frequency by changing our thoughts. The only reason why we do not have what we want is because we are thinking more about what we don't want than what we want. It is necessary that we should listen



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to our thoughts when they speak to us and reflect back those thoughts as our life experiences.

Sasson(2008) finds, “Thoughts resemble the waves of the ocean, which are always in a state of motion, never standing still. The mind, which attracts and produces thoughts, finds it hard to stand still. It always thinks about whatever it sees. It likes to compare, analyze, reason and ask questions. It never stops or rests even for a short while. Everyone’s mind automatically accepts certain thoughts but filters and rejects others. This is the reason why some people occupy their minds with thoughts about a certain subject, while others don’t even think.” (On line 2Dec) (Chinese proverbial saying “You can’t keep a bird from flying over your head, but you can keep it from making a nest in your hair.”) One in control of what he thinks about.

Ralph Emerson- one of the most cited authors of today said, ‘ we stay on thoughts on what we think the most.’ Luisa Hey says, ‘ if we knew how much the influence of our thoughts is, we’ll never allow having negative thoughts.’ Maccelland(2010) finds, “Thoughts are vital, living, actual things, as real as oxygen. They come from without and their value to any mind depends on the condition of that mind. If it is strong and forceful it receives strong thoughts, and if it is cowardly it receives misery, poverty etc. Every thought received and issued from mind makes stronger or weaker person of you.” (23 Jan 2010) Have we ever started to think about something we were not happy about, and the more we thought about it the worse it seemed? That’s because as we think one sustained thought, the law of attraction immediately brings more like thoughts to us. In a matter of minutes, we have gotten so many unhappy thoughts coming to us and worsening the condition. The more we think about it, the more upset we get. It’s time now to make a decision to change our thoughts in relation with those aspects of life with which we have problems. Our changed thoughts, step by step, will change our beliefs, the daily activities we do, the habits and finally our life.

### **Functioning of Thoughts**

Byrne (2006) advises, “You are the master of your life, and the universe is answering your command. Don’t become mesmerized by the pictures that have appeared if they are not what you want. Take responsibility for them, make light of them if you can, and let them go. Then think new thoughts of what you want, feel them, and be grateful that it is done.” P146 When we create deliberately, consciously, then we call this manifestation. How to manifest what we want? There are three basic steps: a) With our thoughts. b) With words and c) With our actions. Byrne(2006) advises, “Like all the laws of nature, there is utter perfection in this law. You create your life. Whatever you sow, you reap! Your thoughts are seeds, and the harvest you reap will depend on the seeds you plant.” p17

With our thoughts we sow the seeds of everything that we create in our lives, and everything that exists in our lives. In our reality, everything has been created by us, beginning with

our thoughts. If we can accept this and take responsibility for it, then we have taken a major step towards raising our awareness and consciousness. Once we accept this, then we inevitably, and naturally stop blaming outside influences (including other people) for what happens in our life. It is also empowering, because, if with our own personal power we have created what exists in our life, then we also have the power to change whatever we don't like, whatever no longer serves us, whatever no longer reflects who we are?

Byrne(2006) advises, "If you worry about having negative thoughts, you will attract more worrying about your negative thoughts, and multiply them at the same time. Decide right now that you are going to think only good thoughts. At the same time, proclaim to the universe that all your good thoughts are powerful, and that any negative thoughts are weak." P22 So we cannot afford the luxury of a negative thought. Negative thoughts create negative things and attract negative experiences into our reality. Indeed it is true to say that we cannot experience anything, that cannot be part of our reality if we do not think about it. Think about that. This is the power that we all have.

The other main function of our thought is - how our choice produces results? What we choose to think about creates our world. It's simple to find out what we focus on. What television programs do we choose to watch? What are our favorite sports, hobbies, likes and dislikes, what books do we choose to read? What are the things in the world that draw us or repulse us? Remember with each choice we have to also focus on what we don't like. What do we mean? Well say we like chocolate ice cream. When we look at all the flavours we have to quickly scan what we don't like to be able to pick out what we do like.

Byrne(2006) shows, "Your mind can be like a runaway steam train if you let it. It can take you off to thoughts of the past, and then take you off to thoughts of the future by taking past bad events and projecting those into your future. When you are aware, you are in the present and you know what you are thinking. You have gained control of your thoughts, and that is where all your power is." p170 We see the world through our senses and depending on our beliefs, our world will be created by what we choose to experience; we could say, we choose what we taste, touch, smell, hear and see. For example we choose music, food, partner, work, level of fitness, and our clothes. So all our choices depend upon what we like. But that's only half the picture, our choices are also dependent on what we don't like or don't want. Success and failure are feedback loops that teach our brain and our nervous system on how to choose the world we live in.

"All that we are is a result of what we have thought" says, Buddha. It's our thoughts that determine who we are. We all create our tomorrow based on what we are thinking today. By changing our thought pattern we can change our destiny and in fact every aspect of life. We are today where our thoughts have brought us. And the thought has the control on where we'll be

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tomorrow because our thoughts take us there. Byrne (2006) alerts, “Your life is in your hands. No matter where you are now, no matter what has happened in your life, you can begin to consciously choose your thoughts, and you can change your life.” P19

There is a Zen saying that “It is fortunate that we have bodies, because they keep us anchored in the here and now.” Our thoughts on the other hand, like to transport us to the unreal realms of the past and the future. We can remain in the present by focusing on our bodies, our physical senses, through the use of breathing, muscle relaxation, and awareness of the reality of what we are at the moment. This is how we develop presence of mind. Remaining in the present moment, therefore, is very important to our well-being. It is here, the present, that we have all the power, control, and serenity to direct our lives and our thoughts.

Byrne (2006) advises, “When you are feeling good feelings, it is communication back from the universe saying, ‘you are thinking good thoughts.’ Likewise, when you are feeling bad, you are receiving communication back from the universe saying, ‘you are thinking bad thoughts.’ So when you are feeling bad, it is communicated from the universe saying, change thinking now.”p33 We must tell our unconscious mind what we want, and it will do its work behind the scenes. Our choice is not based on an internal intellectual discussion, but by listening to the communication that our bodies send to us, in the form of intuitive gut feelings. Like a radiation meter and a compass, our intuitive feelings of comfort and discomfort will keep us pointed in the right direction, and warn us of areas of danger along the way.

We have a projection room in our mind and we can choose a film to play. In the inner room of our mind we can hang the pictures and paintings of our own choice. Does a feeling of power surge through us now, as we read these lines? We can master our life. Thoughts are the inner strings that pull circumstances and situations; we can be the one pulling these strings and making our life happier and more satisfying. When we are the boss of our mind we have the power to improve our inner and emotional life, relationships etc. It will enable us to think what we want and when we want. We stop being influenced by outside forces and become a partner in the creation of our life.

Thoughts are our own real children and we have to be careful of our progeny of thoughts. A good son brings happiness, fame, and name to the father. An evil son brings discredit and shame to his father. Even so a noble thought brings happiness and joy to others, just as we rear up children with great care so also we need to rear up our sublime thoughts with care. When we throw a piece of stone into a tank or a pool of water, it produces a succession of concentric waves travelling all around from the affected place. In the same manner when a thought, good or evil, crosses the mind of a person it gives rise to the vibration in the mental atmosphere which travels far and wide in all directions.

Our thoughts and our lives go hand in hand. Together they create our experience. If our thoughts are constructive we become successful, happy and famous. If they are destructive we become depressed in life. Morbid thoughts produce idle results. If we have an intense desire to go up we cannot sit idle. If our longings are strong and if we have worthwhile goals, efforts would come forward. When the thoughts are energized with determination and emotions they make us search ways and means to succeed in life. Nobody else will make this state of mind in us and we build our own success and set our thoughts

We are what we think. We experience what we think we will experience. We create precisely what we expect. If we are filled with worry and fear, then we bring about exactly the things that we fear because by holding them in our awareness, we give them energy, we give them power and we create them. Every time we allow a negative thought into our awareness, every time we give it energy, we push away from us the very thing that we are wanting.

### **Sources of Thoughts**

Where do our thoughts come from anyway? Well, aren't they from us? Don't we make them? Aren't we to blame for the thoughts we have? The answer to this last question is no! We are not to blame for the thoughts we have, but we are responsible for what we do with them, once they appear in our conscious mind. "It is important to identify what thoughts are entering and to check out the accuracy of your thoughts before acting." We have the right and the ability to choose and to relate to our thoughts, or not! Just because a thought pops into our mind, we don't have to spend time on it, we are not obligated to think about it. We can't always prevent it from making an appearance, but we can make a simple acknowledgment of it, and then let it go on its way. Don't fight with the thought or worry, just LET IT GO, by not spending time on it, or judging it. But first, we must have an understanding of what creates our thoughts, where do they come from? Thoughts can come from almost anywhere, the conscious or the unconscious mind. Consciously we may be exposed to an external stimulus, in a conversation with someone, reading, TV, or consciously reviewing things in our mind. Once the initial thought presents itself in our conscious mind, our unconscious mind (always doing what it thinks we want to do) tries to help us by presenting additional related thoughts, memories, and feelings.

### **Physical Reactions to Thoughts**

Research shows that the mind controls the body, and the body also communicates with the mind. Babies first learn to make their wishes known by pointing, shaking their heads, crying, smiling etc. Actually most of our communication is done through body language. Meyer (1995) observes, "The body is the servant of the mind. It obeys the operations of the mind, whether they be deliberately chosen or automatically expressed. There is a very close connection between our thought and physical reactions. Every thought which passes into our mind also affects our physical

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reactions. Suppose when we read a magazine or watch a frightening scene on the TV screen our mind images the scene in terrific mode and immediately our body reacts with a rapid heart rate. Imagining a romantic scene can lead to sexual arousal.” P119 So in order to reduce our tension and physical reactions in our system we need to relax and smile. Smiling brings physical changes in the body and put us in a better state of mind and it lowers our tension level.

### **Moods are Determined by the Thoughts**

**Meyer(1995)** confirms, “Our thoughts certainly affect our attitudes and our moods.”p68 Whenever we experience a mood, there is a thought connected to it which helps to define the mood. Even certain situations we might think would create the same mood for everyone. For example, losing a job- may lead to different moods because of different personal beliefs and privileges, in the given situation one person may think, he was a failure and feel depressed, another might think, the boss has no right to fire him and feels angry. The third person might think he was unfit for this job and it’s a great chance for him to search for a new job and feel energetic. In this way the thought helps to define which mood we experience in a given situation.

Once a mood is personal, it is accompanied by plenty of thoughts that support and strengthen it intensely. The stronger our moods, the more extreme our thoughts would be. When we are in a happy mood our thoughts revolve around our happiness, how to spend the time in the same mood, we see everything good and lovable. As there is a saying ‘mind is a monkey’, suddenly the mood may shift from happiness to anger or gloom due to some very minute reasons. Our thoughts too automatically shift without any signal. Meyer(1995) says, “Whenever we experience a mood, there is a thought connected to it which helps define the mood.” P15 Sometimes our mind may try to block us in our desire to become a joyous and harmonious individual by telling us our thoughts can make it so. If our thinking is influenced by different efforts and persistent practice we can remain in the same mood even in times of difficulties.

Mind has moods of various types. It may be sorrow, love or joy. Whatever type the mood may be, it arises out of attachment and hatred. Good feelings, good behavior and good thoughts can be aroused by joyous moods. We should cultivate to tune our moods to help us to lead a healthy and peaceful life. Mood is responsible for good and evil thoughts. It changes constantly. Mind attracts many objects that it sees and our mood changes according to the attractions of the mind. It promotes a variety of qualities, attitudes etc. Our thoughts influence the moods we experience; to a certain extent, mood may be biological or genetically inherited.

### **Belief, a Powerful Directing Force of Human Behavior**

Hill(2008) advocates, “Your belief and thoughts are more important than anything else.” P104 We really can if we believe. We can build up our life by thinking constructively. We can tear down our life by destructive thinking. And this happens according to our belief system. According

to Robbins(1986), “Beliefs are the compass and maps that guide us toward our goals and give us the surety to know we’ll get there. In fact, there is no powerful directing force in human behavior than belief. In essence, human history is the history of human belief. The great philosophers changed history the history by changing the beliefs. To change our own behaviors, we have to start with our own beliefs.” P55

Our environmental experiences can powerfully shape the beliefs and moods that color our lives. Our life experiences are influenced by our current environment. As an example of how culture influences our thoughts consider two children growing up. In many cultures, a girl could conclude from her environment that being pretty is the key to being well-liked. A boy would conclude that he should be strong and athletic to be well-liked. Belief is the essential requisite for any treatment. There is nothing inherently more likable about beauty or strength, but our culture teaches us to make these connections. We have a belief about everything. But no belief is an absolute, either about us or our world. A belief doesn’t necessarily reflect knowledge; it can reflect a lack of knowledge. For example, everyone once thought that the world was flat- until Megallon came along and proved otherwise. “It is our belief that determines how much of our potential we’ll be able to tap. Beliefs can turn on or shut off the flow of ideas.”

### **Emotions Represent Thought Patterns**

The emotions are an incredible gift that we have to let us know what we’re thinking.” Emotion is the mind’s reflection in the body. Emotions arise at the place where mind and body meet. It is the body’s reaction to our mind or a reflection of our mind in the body. For example, an attack of thought or a hostile thought will create energy in the body that we call anger. The body is getting ready to fight. The thought that we are being threatened physically or psychologically, causes the body to contract and this is the physical side, what we call fear. The strong emotions cause changes in our behavioral pattern. These behavioral changes repress the physical or material aspect of the emotion. Often we are not conscious of all our thought patterns and it is often, only through watching our emotions, that we can bring them into awareness. Tolle(2001) advises, “If you really want to know your mind, the body will always give you a truthful reflection, so look at the emotion or rather feel it in your body. If there is an apparent conflict between them, the thought will be a lie; the emotion will be the truth.” P22

The more we are identified with our thinking, our likes and dislikes, judgments and interpretations, which are to stay, the less present we are, as the watching consciousness, the stronger the emotional energy charge will be, whether we are aware of it or not. If we cannot feel our emotions, if we are cut off from them, we will eventually experience them on a purely physical level, as a physical problem or symptom. If we have difficulty in feeling our emotions we need to start by focusing attention on the inner energy field of our body. We feel the body from within. This will also put us in touch with our emotions.

Conflict between surface thoughts and unconscious mental process is certainly common. We may not be able to bring our unconscious mind actively into awareness as thoughts, but it will

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always be reflected in the body as an emotion and we come to awareness. Meyer(1995) observes, “Throughout the day we repeat well-rehearsed behaviors over and over. Perhaps we always give in when someone disagrees with us. We are not aware of the thoughts guiding our behavior because our actions have become routine. However, when we decide to change or learn a new behavior, thoughts can determine whether and how this change occurs.” P18 An emotion has a strong physical component and so is primarily felt in the body. By observing our emotions we observe our thoughts. An emotion usually represents an amplified and energized thought pattern because of its often overpowering energetic charge. The thought we think creates a magnified reflection of itself in the form of an emotion and the vibrational frequency of the emotion keeps feeding the original thought which has arisen.

### **Conclusion**

Most aspects of our personality are shaped by our thoughts. When our personality has not grown up to the satisfactory level, it means that our thought pattern needs to be amended. The thoughts are responsible for the way we feel and behave. Emotions, habits, actions, speech and behavior- all originate from thoughts and are according to the nature of our thoughts. So we need to have constructive, positive and creative thoughts which help us to build a good personality. By changing the contents of the subconscious mind, we can change our behavior and attitudes. This can be done only by us. So let us make our well being and welfare for our own self and for the others by being positive and constructive. The secret of happiness and success lies within our mind, within our nervous system, our heart and mind complex, not in changing our outside world.

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## LEARNING EXPERIENCES OF IX CLASS PUPILS IN ENGLISH POETRY

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### Introduction

Poetry is the spontaneous overflow of powerful feelings; it takes its origin from emotions recollected in tranquility. -- *William Wordsworth*

Poetry is a thing of beauty - beauty of language, form, thought and emotion. It is that aspect of language which fundamentally provides pleasure to the readers, It develops sensitivity. It lightens our sensitiveness to beauty, especially beauty of language and of thought. The words in a poem are so arranged that they give us pleasant sound such as we may have from music. We derive pleasure from the words themselves and from their rhythmical arrangements.

Poetry is more difficult type than that of prose with its special difficulties of language, syntax and subject matter. Teaching poetry is to add to the pleasure of language learning to develop appreciation of beauty of language. The beauty of poetry can only be caught it cannot be taught. The pleasure is to be enjoyed but it cannot be discussed or talked over. Though communication skills occupy major part of our teaching learning process, teaching poetry should be given its own weightage. It makes them feel lighter, it breaks the monotony and releases all their tensions which they feel due to the problem of semantics, syntax, pronunciation and irregular spelling system.

So the major responsibility is laid on the shoulders of an English Teacher. Every teacher of English teaches the subject with an intention to develop language skills among the pupils. In this connection, she attempts to teach different aspects like prose, poetry, grammar, composition, English spelling, pronunciation and so on. All other types except poetry aims at developing the language skills and give to the pupil a practical command over the language. Unlike these, poetry aims at imparting pleasure to the pupils. Poetry deepens pupils understanding of life in its varied shades and colours.

Knowing something about the figures of speech makes for a better understanding and appreciation of teaching English poetry. Before presenting poetry the English teacher must first be sure of the pupils ability to appreciate it.

### General Objectives of Teaching Poetry at Schools

Teaching poetry is an integral part of teaching English language. Teaching poetry is different from that of teaching prose lessons in many ways. The chief aim of teaching poetry is aesthetic and the student enjoys the rhyme and rhythm in the poem.

1. To enable the students appreciate the beauty of the poem.



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2. To enable the pupils develop interest in poetry.
  3. To enable the pupils listen to the music of the poems.
  4. To enable the pupils try to recite the poem with rhyme and rhythm.
  5. To enable the pupils add music to the poem and enjoy it.
  6. To enable the pupils read biography of great poets.
  7. To enable the pupils develop aesthetic sense.
  8. To cultivate and train the feelings and emotions in the pupils.
  9. To cultivate love for poetry in the students.

### **How should a poem be taught (or) method to be followed in Teaching Poetry in the Schools**

Teaching poetry in class rooms has the following steps

- |                              |   |  |
|------------------------------|---|--|
| Motivation                   | : | To make pupils enthusiastic to learn the poem. Here the pupils will be kept in the receptive frame of mind.  |
| Introductory questions       | : | Questions to introduce the title of the poem shall be asked, this gives an idea to the pupils about the poem to be learnt.   |
| Announcement of the topic    | : | Topic shall be announced and written on the blackboard.  |
| Introducing the poet         | : | Teacher should introduce the poet's back ground, his famous writings and titles if any. This makes the poet familiar to the pupils.  |
| Introducing new words        | : | Students understand the meaning of the words. All the difficult words shall be presented with their meanings using different techniques. The aim is to make them understand the idea of the poet.                      |
| Model Reading by the Teacher | : | Pupils enjoy the poem when read by the teacher with rhyme, rhythm and music.   |
| Using Tape recorder          | : | Pupils enjoy the music of the poem. Teacher records the poem with tune and provides it.  |
| Chorus reading               | : | Pupils enjoy the music, they read in groups.   |
| Silent reading               | : | To enable the pupils develop the skill of reading silently and understand the idea of the poet and the message it conveys.   |
| Questions on comprehension   | : | To test the general understanding of the pupils, few questions shall be asked.   |
| Gist of the poem             | : | Teacher discusses the gist of the poem with the students.  |
| Critical appreciation        | : | Students think deeply about the poem and appreciate the beautiful lines, words and thoughts. They appreciate the message the poem possesses. The teacher may inculcate values among the pupils which the poem conveys. |

- Figures of speech : Students locate the figures of speech if any.
- Picking up Rhyming words : Students develop the interest in picking up rhyming words. Teacher writes them on the black board. Pupils repeat after the teacher and enjoy them.

If we look at all the steps mentioned above it is obvious that poetry teaching aims at imparting pleasure. It is for appreciation but not for language acquisition.

### **How is Today's Poetry Teaching ?**

Every teacher must know the teaching techniques to teach either poetry or prose or any lesson. There are different teaching styles. One may teach in the class room to show his talents before the students which is not at all intelligible to the students. Another feels teaching is nothing but a one man show. Some may feel that teaching is only one way communication. In the case of teaching English poetry also the same fashion is going on. The teacher has to present the idea of the poet clearly and why he used that expression. But the very objective is missing in now-a-days teaching of English poetry.

Teaching of poem was made easy. They refer meanings of unknown words in the poem and write in the text book itself for easy teaching and try to explain in the regional language. No attempt is made by the teacher to make them appreciate the beauty of the poem.

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

The present study "Learning experiences in English brings awareness of how poetry is being taught in the English class room, how the stress, intonation and rhythm of English poetry are identified and enjoyed by the pupils. But it is not unusual to find poetry being taught as prose in our classes.

This kind of treatment not only kills the beauty of the poem but creates dislike and distaste in the child's mind for English poetry. Mostly they teach in the examination point of view. How the teachers are following the important aspects of poetry like rhyme, rhythm and intonation, figures of speech, beauty of the poem, beautiful words, the message it conveys etc. is doubtful. So the investigator is interested to see the learning experiences of the IX standard pupils.

### **Title of the Study**

Learning experiences of IX class pupils in English Poetry.

### **Objectives of the Study**

The main objectives of the study are as follows.

1. To find out the learning experiences of IX class pupils in English Poetry and to classify them.
2. To find out the learning experiences of IX class pupils in English Poetry with respect to the following areas : a) rhyme, rhythm, music and alliteration. b) Beautiful words, lines and

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message of the poem. c) Mode of Teaching. d) Miscellaneous.

3. To find out the influence of the following variables on the learning experiences of the pupils.

a) Gender, b) Type of school, c) Area, d) Medium of instruction

**Method of Investigation :** The researcher has chosen descriptive survey method.

**Sample :** For the present study, the investigator has taken up a stratified random sample of 6 schools and 200 pupils from IX class in Krishna District out of these some are Government schools, some are private schools, some are Telugu and some are English medium schools.

**Tools :** A questionnaire was prepared and used to study the learning experiences of IX class pupils in learning English poetry.

### Data Analysis

**Objective 1.a :** To find out the Learning experiences of IX class pupils in English Poetry.

**Table 1 : Learning Experiences of Total Sample**

No. of Students	No. of Schools	Mean	S.D	% of Mean
200	6	67.25	5.56	74.72

**Interpretation :** From the observed values we can conclude that IX class pupil's are having learning experiences in poetry up to 74%.

**Objective 1.b :** To classify the learning experiences of pupils.

**Table 2 : Classification of Pupils according to the "Learning Experiences in English Poetry" of IX Class Pupils**

S.No	Classification	Score Range	No of Cases	% of Cases
1	Low Learning	26 – 14	26	13.51 %
2	Moderate Learning	36 – 25 Experiences	136	67.5%
3	High Learning	40 – 38 Experience	38	19%

**Interpretation :** As per the observations it was found that the Learning Experiences of the pupils in English poetry is moderate. The sample is homogeneous and most of the students are having common Learning Experiences in English Poetry.

**Objective 2 :** To find out the Learning experiences of pupils with respect to the following areas of learning poetry.

**Table 3 : Learning Experiences of Pupils with respect to different Areas**

S.No	Aspect	Mean	S.D	% of Mean
1	Rhyme, Rhythm, Music & alliteration	17.11	2.48	81.476
2	Beautiful words, lines & Message of the poem	18.92	2.47	78.83%
3	Mode of Teaching	22.55	2.267	68.33%
4	Miscellaneous	8.91	1.49	74.25%

**Interpretation :** The pupils are found to have good learning experiences in all the areas of English Poetry.

**Objective 3 a :** To find out the influence of the variable 'Gender' (boys/girls) on the Learning Experiences of pupils in English Poetry.

**Table 4 : Comparison of the Learning Experiences of Boys and Girls in English Poetry**

Gender	No.Students	Mean	S.D	% of Mean	SED	't' value
Boys	100	67.2	6.03	76.66	0.336	4.46**
Girls	100	68.7	6.91	76.33		

\*\* Significant

**Interpretation :** The calculated 't' value is 4.46. It is significant at both levels. So we can conclude that there is a significant difference between boys and girls in their Learning Experiences in English Poetry. Girls were significantly better in their learning experiences compared to boys.

**Objective 3 b :** To find out the influence of the variable "type of school" on the Learning Experiences of IX class pupils in English Poetry.

**Table 5 : Comparison of the Learning Experience of Government and Private School Pupils in English Poetry**

Type of School	N	Mean	S.D	% of Mean	't' value	SED
Government Schools	100	66.9	5.65	74.33%	5.643**	0.319
Private Schools	100	68.7	6.66	76.33%		

\*\* Significant

**Interpretation :** The 't' value is 5.643 which shows the significant difference at 0.06 level and 0.01 level. As the 't' value is significant at both levels it can be concluded that there is significant difference between the learning experiences of Government school pupils and Private school pupils in English Poetry. Pupils of private schools were found significantly better in their learning experiences compared to pupils of government schools.

**Objective 3 c :** To find out the influence of the variable "Area" on the Learning Experiences of the IX class pupils in English Poetry.

**Table 6 : Comparison of the Learning Experience of Urban and Rural School Pupils in English Poetry**

Area of School	No. Students	Mean	S.D	% of Mean	SEd	't' value
Rural	100	67.2	6.73	75.78	0.283	3.534**
Urban	100	68.2	6.11	75.78		

**Interpretation :** The 't' value is 3.534 which shows the significant difference at 0.06 level and 0.01 level. As the 't' value is significant at both levels it can be concluded that there is significant difference between Learning Experiences of the rural school pupils and urban school pupils in English Poetry. The urban pupils were found having significantly better learning experiences than that of the rural pupils.

**Objective 3 d :** To find out the influence of the variable medium of instruction on the learning experience of the pupils in English Poetry.

**Table 7 : Comparison of the Learning Experiences of Telugu medium and English medium Pupils in English Poetry**

Type of School	No Students	Mean	S.D	SEd	't' value
Telugu Medium	100	58.5	6.78	0.943	10.18**
English Medium	100	68.1	6.56		

**Interpretation :** It is observed that the mean of English medium school children in Learning English poetry is higher than that of Telugu medium school pupils. 't' value is significant at 0.01 level. The pupils of English Medium schools were found having significantly better learning experiences than that of the pupils of Telugu Medium schools.

### **Testing of Hypotheses**

#### **Table 8 : Testing of Hypotheses**

### **Findings**

1. From the statistical analysis it was understood that the mean score of the Learning Experiences in English poetry is found to be highly favourable.
2. From the statistical analysis of means and standard deviations it is found that pupils have moderate level of experiences in English poetry.
3. The pupils were found to have good learning experiences in all the areas of English poetry. The pupils seemed to have excellent experiences with regard to the area rhyme, rhythm, music and alliteration and also in identifying beautiful words, lines and message of the poem.

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From the statistical analysis it was observed that the mode of teaching and the miscellaneous aspects are not very satisfactory.

4. From the statistical analysis it is understood that the pupils with regard to the variables gender and area it is found that there is significant difference, between boys / girls and rural / urban areas respectively in their learning experiences. There is significant difference in the Learning Experiences of pupils in English poetry in the variables, type of school and medium of instruction also. Private school pupils seem to have more learning experiences than the government school pupils. In the same manner English medium pupils seem to have more learning experiences than Telugu medium pupils. It is also understood that the influence of gender, area, type of school and medium of instruction is more on the learning experiences of the pupils in English poetry.

### **Educational Implications**

1. The present study helps the teachers to recollect all the objectives of teaching poetry and how they should be realised through their teaching.
2. The teachers can help the pupils enjoy the rhyme, rhythm, stress pattern, beautiful words, lines and the idea of the poet.
3. This study helps them bring out the latent talents in the pupils in writing simple poems. They learn to give shape to their ideas.
4. The learning experiences which they acquire during their school education help them enjoy poetry throughout their lives.
5. All the learning experiences help the pupils appreciate the beauty of thought, beauty of nature and develop their aesthetic sense.
6. As the teachers and pupils continuously read poetry, they become lovers of poetry.

### **Conclusion**

The researcher has made an attempt to find the Learning Experiences of IX class pupils in English poetry. This study reached interesting findings, discussions and conclusions are drawn. Some suggestions were given to parents, teachers and further Researchers. This attempt will be useful to parents, teachers, and to take important decision and to guide pupils in a proper way in the field of education. This piece of work will be helpful as a small tool for all those who are directly or indirectly involved in the process of teaching and to the people who work for the cause of education.

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## A STUDY ON WORKING STUDENTS

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### **Introduction**

Education is an attempt on the part of the adult members of the human society to shape the development of the coming generation in accordance with its own ideals of life. Education is an activity or a process, which transforms the behaviour of a person from 'Instinctive Behaviour' to 'Human behaviour'. Education is the training of the body and mind, so that the individual would make correct responses to the problems and the opportunities of life. The prime concern of education is to direct the undeveloped capacities, abilities, attitudes. At different stages of an individual's life, education helps him to grow and develop for the better.

Every stage of an individual life is important. Particularly student stage! More so college going student. This college life is so precious and valuable to every individual. These days are full of joys, sorrows, unforgettable moments, unforgettable persons, sweet memories etc. Although school studies form the roots, an individual's future is constructed on his college studies. Students have infinite power. If they are taught to use it in a proper and right way they may become a pride to their college, as well as to the nation.

Today's college students face a complex set of dilemmas, like, whether to attend college, where to attend, how to pay, how much to work, how many jobs to take, how to juggle family and friends and how to balance these competing priorities while in college.

India is an ancient country. Its culture, customs, history, traditions etc. are its prides. Its good quality is 'Unity in diversity'. Indians can attribute any type of culture if they like it. At the same time they are willing to reject any unhealthy culture also. Working part-time is also an attributed tradition.

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

The reason students work may seem self-evident, to-pay for college. However the sense of many administrators seems to be that students are working more hours, and this choice inhibits their college success as it cuts into study time. As the price of higher education continues to increase, the amount of credit card debt is also increasing and this could be contributing to more students working more hours (Pinto, Parente & Palmer, 2001).

As the nexus of knowledge, and learning, perhaps crafting messages about balancing financing strategies and priorities and weaving these into first year experiences or orientation sessions would help students make good decisions that will help them achieve their goals.

Colleges may want to think about strengthening and expanding on-campus work opportunities. A collaborative partnership between career services, human resources, and the institutional research office is looking at ways to develop on-campus working opportunities for more students and is working with academic and entrepreneurial organizations on campus on the benefits of hiring student employees.

Helping inform students of the benefits of working, but within the limits known to be beneficial to student success, and helping students meet their educational goals should be the objective. Integrating this with messages of time management and financial choices is the challenge i.e. it is evident that first of all we have to know about the problems faced by working students. By knowing their problems it may be easy to solve them or we may find alternative paths to avoid them.

Although it is perhaps counter-intuitive, the research strongly indicates working, to be beneficial to students success. Working helps students develop time-management, prioritizing skills and important interpersonal skills. It also gives them valuable career experience, and helps them focus on academic work.

So, it may be difficult to remove this attributed culture to us, when compared with awareness of problems faced and benefits obtained by working students and solving them. This must be done in a scientific way. In this context the investigator has attempted to answer the following questions.

### **Research Questions**

1. What are the problems of working students doing part time job?
2. What are the benefits of working students doing part-time job?
3. What is the influence of the variables on the problems of working students?
4. What is the influence of the variables on benefits of working students.

To answer the above questions the study titled “A study on working students” was taken up with the following objectives.

1. To find out the problems of working students and to classify them.
2. To find out the benefits of working students and to classify them.
3. To find out the influence of following variables on problems of working students. a) Gender (Male/ Female), b) The place where studying, c) Type of work, d) Parent’s economic status, e) The course doing.
4. To find out the influence of following variables on benefits of working students. a) Gender (Male/ Female), b) The place where studying, c) Type of work, d) Parent’s economic status, e) The course doing.

**Sample and Sampling :** A sample of 80 working students was selected proportionally from teaching and non-teaching type of working students in Guntur Corporation.

Type of Work	Number of Students
Students working at Xerox machines	20
Students working in schools	20
Students working in colleges	20
Students involved in Home tuitions	20
<b>Total</b>	<b>80</b>

**Method of Investigation :** In order to carry on the present study normative survey method was used. This is a method concerned with the conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. It deals with relationships between the variables, the testing of generalizations, principles or theories that are of universal validity. It is concerned with functions and relationships.

**Tools Used :** A questionnaire was constructed basing on the benefits and problems of working students, covering the aims and objectives of the study.

**Objective 1 :** To find out the problems faced by working students and to classify them.

**Table 1 : Problems Faced by Working Students**

Total Sample	Mean	S.D	% of Mean	1/5th of Mean
80	43.675	6.2385	78	8.735

#### Interpretation

1. From the obtained data it is found that the sample is facing moderate level of problems.
2. As the SD value is less than 1/5th of the mean value the distribution is homogeneous.

**Table 2 : Classification of Problems Faced by Working Students**

S.No	Scoring Range	Level of Problems	Frequency	Percentage
1	27-35	Low Level of Problems	33	41.25%
2	36-44	Moderate Level of Problems	33	41.25%
3	45-54	High Level of Problems	14	17.5%

#### Interpretation

1. From the obtained data it is found that same number of sample is having moderate and low level of problems.
2. 1/5<sup>th</sup> of the sample is having high level of problems.

**Objective 2 :** To find the benefits obtained by the working students and classify them.

**Table 3 : Benefits Obtained by Working Students**

Total Sample	Mean	S.D	% of Mean
80	16.33	2.165	81.65

**Interpretation :** From the obtained data it is found that more than 3/4<sup>th</sup> of the sample is getting benefits. As the SD value is less than 1/5<sup>th</sup> of the mean value the distribution is homogeneous.

**Table 4 : Classification of Benefits Obtained by Working Students by doing Part-time Job**

S.No	Scoring Range	Level of Problems	Frequency	Percentage
1	9-11	Less Benefits	0	0%
2	12-15	Average Benefits	20	25%
3	16-18	More Benefits	60	75%

**Interpretation**

1. From the obtained data it is found that 3/4<sup>th</sup> of the sample is having more benefits by doing part-time job.
2. 1/4<sup>th</sup> of the sample is having average benefits.
3. None of the students have less benefits.

**Objective 3 :** To find the influence of variables such as gender, type of work, parents economic status, and course of study on problems of working students.

**Table 5 : Influence of Gender on Problems of Working Students**

Variable	Sample	Mean	S.D	SED	df	dt
Male	45	78.76	6.1043	1.417	78	0.022 <sup>NS</sup>
Female	35	43.7285	6.4281			

*Not Significant at 0.01 and at 0.05 level*

**Interpretation**

As 't' value is not significant there is no significant difference between the problems of male and female working students. From the mean we can conclude that boys and girls faced same moderate level of problems. From the sample, we can also conclude that the number of male working students are more than female working students.

**Table 6 : Influence of the Institution Where Studying on Problems of Working Students**

Variable	Sample	Mean	S.D	SED	df	dt
Govt and Aided	57	43.39	7.0312	1.7429	78	0.33 <sup>NS</sup>
Private	23	42.8	7.0655			

*NS : Not Significant at 0.01 and at 0.05 levels*

**Interpretation :** As 't' value is not significant there is no significant difference between the problems of working students with respect to the institution where studying. From the mean we can conclude that students studying in Govt and Aided Institutions and in Private institutions have moderate level of problems. Students studying in Government and aided colleges are more than the students studying in Private institutions.

**Table 7 : Influence of Type of Work on the Problems of Working Students**

Variable	Sample	Mean	S.D	SED	df	dt
Teaching	60	43.5	6.1452	1.6429	78	0.6086 <sup>NS</sup>
Non teaching	20	44.5	6.4342			

*Not Significant at Both Levels*

### Interpretation

As 't' value is not significant there is no significant difference between the problems of working students with respect to the type of work i.e teaching work or non-teaching work. From the mean we can conclude that whatever may be the type of work being done by the working students, they faced nearly moderate level of problems.

Teaching Working students in teaching are more than non-teaching type of working students.

**Table 8 : The Influence of Parent's Economic Status on Problems of Working Students**

Source of Variation	df	Sum of Squares	Mean Squares	'f' Value
Between Means	(3-1)=2	153.32	76.66	2.108 <sup>NS</sup>
Within Means	(80-3)=77	2799.168	36.35	

**Interpretation :** As 'f' value is not significant there is no significant difference between the problems of working students with respect to the economic status. From the mean we can conclude that most of the working students i.e., 83% are in middle class.

**Table 9 : The Influence of Course of Study on Problems of Working Students**

Source of Variation	df	Sum of Squares	Mean Squares	'f' Value
Between Means	2	31.52	15.76	0.42
Within Means	77	2856.87	37.102	

**Interpretation :** As 'f' value is not significant there is no significant difference among the problems faced by working students with respect to the course they are doing. From the mean we can conclude that out of the total sample 65% of the students, that is more than half of the students, are doing graduation.

**Objective 4 :** To find the influence of certain variables like gender, institution where studying, type of work, parents economic status and course of study on the benefits received by working students.

**Table 10 : The Influence of Gender, on Benefits Obtained by Working Students**

Variable	Sample	Mean	S.D	SED	df	dt
Male	45	16.66	2.2115	1.0507	78	0.18083 <sup>NS</sup>
Female	35	16.85	2.099			

**Interpretation :** As 't' value is not a significant there is no significant difference between the benefits obtained by male and female working students. From the mean we can see that boys and girls obtained more benefits by doing part-time job. From the sample, we can conclude that, male working students are more than female working students.

**Table 11 : The Influence of Institution where Studying, on the Benefits Obtained by Working Students**

Variable	Sample	Mean	S.D	SED	df	dt
Govt and Aided	57	14.22	2.25	0.5895	78	3.087
Private	23	16.04	2.4397			

**Interpretation :** As 't' value is not a significant there is no significant difference between the benefits obtained by students studying in Govt and Aided and Private Institutions. But, from the mean we can conclude that students of Private institutions obtained more benefits than Govt and Aided Institution Students.

**Table 12 : The Influence of Type of Work, on the benefits of Working Students**

Variable	Sample	Mean	S.D	SED	df	dt
Teaching	60	16.33	2.165	78	0.4163	1.6092 <sup>NS</sup>
Non-teaching	20	17	1.0897			

*Not Significant at the both Levels*

**Interpretation :** As 't' value is not significant there is no significant difference between the benefits obtained by working students with respect to the type of work. From the mean we can conclude that there are more number of teaching working students than non-teaching working students.

**Table 13 : The Influence of Parents Economic Status, on the Benefits of Working Students**

Source of Variation	df	Sum of Squares	Mean Squares	'f' Value
Between Means	2	21.33	10.66	1.25 <sup>NS</sup>
Within Means	17	654.22	8.49	

*Not Significant at the both Levels*

**Interpretation :** As 'f' value is not significant there is no significant difference between the benefits obtained by working students with respect to the economic status. From the mean we can conclude that most of the working students about 63% are in middle class.

**Table 14 : The Influence of Course Studying, on the Benefits of Working Students**

Source of Variation	df	Sum of Squares	Mean Squares	'f' Value
Between Means	2	3.49	1.745	0.917
With in Means	17	146.46	1.902	

*Not Significant at both Levels*

**Interpretation :** An 'f' value is not significant there is no significant difference between the benefits obtained by working students with respect to the course studying.

### Testing of Hypotheses

S.No	Hypothesis	't' or 'f' Value	Result	Findings
1	There would be a significant difference between the problems of working students with respect to the Gender	At 0.01 level 2.64, at 0.05 1.99	0.22 Not significant	Hypothesis rejected
2	There would be a significant difference between the problems with respect to the Institution studying	At 0.01 level 2.64, at 0.05 1.99	0.33 Not significant at both the levels	Hypothesis Rejected
3	There would be a significant difference between the problems faced by working students with respect to the type of work.	At 0.01 level 2.64, at 0.05 1.99	0.6086 Not significant at both the levels	Hypothesis Rejected
4	There would be a significant difference among the problems faced by working students with respect to the economic status.	At 0.01 level 4.88, at 0.05 3.11	2.108 Not significant at both the levels	Hypothesis Rejected
5	There would be a significant difference between the problems faced by working students with respect to course doing.	At 0.01 level 4.88 at 0.05=3.11	0.42 Not significant at both the levels	Hypothesis Rejected
6	There would be a significant difference between the benefits obtained by working students with respect to the Gender	At 0.01 level 2.66 at 0.05=1.99	0.18083 Not significant at both the levels	Hypothesis Rejected
7	There would be a significant difference between the benefits obtained by working students with respect to the institution studying .	At 0.01 level 2.66 at 0.05=1.99	3.087 significant at both the levels	Hypothesis Accepted
8	There would be a significant difference between the benefits obtained by working students with respect to the type of work.	At 0.01 level 2.66 at 0.05=1.99	1.6092 significant at both the levels	Hypothesis Rejected
9	There would be a significant difference between the benefits obtained by working students with respect to the economic status.	At 0.01 level 4.88 at 0.05=3.11	1.25 Not significant at both the levels	Hypothesis Rejected
10	There would be a significant difference between the benefits obtained by working students with respect to the Course of study	At 0.01 level 4.88 at 0.05=3.11	1.25 Not significant at both the levels	Hypothesis Rejected



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## Findings

- ❖ The working students are facing similar kinds of problems, though the level of intensity of the problems is different.
- ❖ None of the students who came under the sample said that they have very little benefit working, on the contrary most of the students have said that they find working very beneficial while studying.
- ❖ The working students, all of them, irrespective of gender, do have problems.
- ❖ The students who are studying in various types of institutions, like Government, Aided and Private, are all facing similar kinds of problems. The place of study is in no way influencing the problems they are facing.
- ❖ Problems if there are any, are the same for all working students, whatever type of work they are doing while learning.
- ❖ The economic status of the family, middle, upper-middle or lower middle is in no way influencing the problems faced by the working students.
- ❖ The Inter, graduation or post graduation students face different kinds of problems in the same manner, as working students. That is, their problems as working students are similar, there is no difference.
- ❖ The working students, both men and women, receive the same kind of benefits. Just because of the gender difference, there is no difference in the benefits that they receive.
- ❖ The working students in the Private, Aided and Government colleges, all of them obtain benefits of different types. There is a difference in the benefits they obtain.
- ❖ Whether it is home tuitions or teaching in colleges or schools after the actual hours of work, there is not much of a difference in the benefits obtained by the working students.
- ❖ There is no significant difference in the benefits obtained by the working students belonging to these three (middle, upper or lower) categories.
- ❖ The course the working students are studying, like, Inter, graduation or post-graduation has got no bearing on the benefits obtained by them.
- ❖ In all, this study has proved that the working students, their problems and their benefits are the same. They are a very special segment of the student population. They are not carefree but responsible and focussed in life. They are a lot, who want to shoulder responsibility even while preparing for a future. It would be most advisable to take care of such a segment of the population, help them to help themselves to prepare for a future of comfort, progress, prosperity and peace.

## Educational Implications

- ❖ The student community proves to be interested in studies and at the same time wants to be self-sufficient. It would be most advisable to arrange classes for students in such a way that they are able to study peacefully and also work comfortably.

- ❖ The educationists could also introduce such courses which would require some kind of skill training or apprenticeship for the students. The students would be given stipend for the work they do. This in a way would help them to earn while they learn.
- ❖ The rules and regulations with regard to attendance, exams etc. could be liberalised so that more people would be attracted to the educational institutions and at the same time work too.
- g India is a large democracy. It requires educated electorate who are economically self-sufficient and efficient. For this purpose it is best suited for our country to encourage the concept of working and studying simultaneously.

**Conclusion :** This piece of research, quite a novel one, has given a lot of satisfaction to the researcher. It has enabled the researcher to peep into the world of a working student. It helped the researcher to feel empathy and sympathy for this segment of the population. The researcher finally hopes that this piece of research will sensitize the personnel of the field of education towards the problems of working students and help them to obtain maximum benefits as learners as well as earners.

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## E - JOURNALS - NEED OF THE DAY

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### **Introduction**

Electronic information services are attracting reader's attention in today's network environment. This changing scenario in library environment has risen for the need and use of e-journals along with print version. The concept of e-journals has emerged from 1980; e-journals were initially made available in CDROM format and then the advent of WWW and internet accelerated the publication of electronic version of print journals, their number increasing by leaps and bounds. Due to convenience in access, cost effectiveness in publication and distribution, most of the publishers have started publishing e-version of the print journals.

E-journal may be defined very broadly as 'any journal, magazine, e-zine, newsletter or type of e-serial publication which is available over the internet (Mc Millan).

### **Need for E-Journals**

- To support simultaneously print and e-methods of knowledge dissemination.
- Interdisciplinary research and new fields have increased the scientist's demand.
- Academics to distribute their own resources using new technologies.
- Ever increasing price rate of print journals.
- Irregular publication and the long time gap between publication of a journal and its availability in the market.
- Easy to access and search.
- Lower price per user or free.
- Low searching time
- Availability of vast amount of the information in every field of knowledge.

### **Infrastructure and Prerequisites for E-subscription**

Any library needs to have the following infrastructure facilities to go for e-journals subscription

1. Computer system
2. Library Networks (servers, user stations)
3. Organizational Network (internet)
4. High speed internet connectivity

The License agreement for the electronic resources is signed between the electronic publishers( called Licensor) and subscribing libraries (called licensee). For accessioning e-journals

the concerned libraries have to sign an agreement with the publishers of the particular journal and get login and pass word. At the same time one has to keep record of login and pass word provided by the individual publishers for accessing e-journals. There is a need of purchasing e-journals from a vendor or e-journal aggregator who can arrange to supply the required titles of any publishers at one point either on the basis of login and pass word basis or IP address.

### **Advantages of E-subscription**

The Library Professionals have faced a number of problems with periodical subscriptions in print format like advance payment, missing issues, delayed supplies, foreign currency fluctuations etc. Comparatively, the E-subscription has simple procedures. The advantages are:

- Motivation for self learning
- It allows remote access.
- It can be used by many users simultaneously.
- It is interactive and allows interaction between author/publisher and users.
- Rational use of library budget
- It can solve the problems of missing issues of journals.
- It can be updated more easily, reduces storage space.
- Small libraries can derive more benefits out of their small budgets
- As resource base increases user satisfaction becomes much more.

### **Problems (Limitations)**

- Initial high infrastructure and installation cost. Needs special equipments to access.
- Lack of compatibility among different publishers.
- Hardware and software compatibility issues between publishers and users.
- Causes more concern about copyright.
- Efficient manpower is required.
- Sometimes may not be authentic and accurate.
- Difficulties to read from the computer.

### **Accessing e-journals through Internet**

Internet plays an important role in making these electronic journals available to the end users on their desktop computers. There are a number of advantages to the publishers and to the reader. Internet offers lower cost or free cost of distribution of electronic journals in addition to full text journals, abstracts of journals. So search engines are there on internet. By using search term or keyword on any information we can get access and use it. For example Yahoo, google, scirus, lycos, hotbot etc.

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The internet has revolutionized the production of and access to, academic journals with their contents available online via services subscribed by academic libraries. Various kinds of journals are available for use, like 1. E-journals- a journal in electronic format. Some e-journals are electronic versions of printed publications, where as others are available only in electronic format. 2. Academic Journal- a journal intended principally for students and staff doing serious study in universities or other academic institutions. 3. peer-reviewed journal- a journal whose articles have been read by other scholars before publication and judged by them to be of a sufficiently high standard to be included in the journal 4. open access journals are scholarly journals that are available online to the reader with out financial, legal, or technical barriers. Some are subsidized, and some require payment on behalf of the author. The open access journals are free and important sources of e-resources. The user can access through website which provides important and relevant information inputs to the academic research and teaching fraternity of the higher education institutes.

Access to electronic journals and databases is becoming increasingly important for education and research. Since subscriptions of e-journals are costly, library and information centres of particular interest may come together and form a group and negotiate with the publishers or aggregators to have access of e-journals for their users. This is called consortia. Consortia is being promoted for the purpose of sharing information and resources. The consortia approach of acquiring e-journals is very much popular in many western countries which is now emerging in India with the forming of INDSET (Indian National Digital Library in Science and Technology), FORSA (Forum for Resource Sharing in Astronomy), CSIR (Council of Scientific And Industrial Research), and UGC-INFONET are running successfully. The emphasis is mainly on e-journals in science and technology, medicine, management, social sciences and humanities published by foreign commercial publishers.

### **UGC-INFONET**

The awareness among all the staff and students will make many more wonders, to solve to progress and to achieve their goals. In India, in Higher Education UGC-INFONET is one land mark achievement. UGC\_INFONET is the E- consortium; the users can access the scientific and research articles on 7x24 hour basis on their desktop. It provides around 5000 full text journals to 150 universities and is planning to cover all the remaining universities as well as the 17,000 colleges in a phased manner in the xi plan. At present it includes 25 data bases to cover all fields of higher learning of relevance to universities including: Arts, humanities and social sciences, physical and chemical sciences, life sciences, computer sciences, mathematics, and statistics. Scholarly journals provide basic theoretical background as well as in put for the research at the higher

education level. Because of the ICT and consortia approach for resource sharing today majority of the research articles are available online. These online electronic journals are bargained, negotiated and acquired from the publishers and other database vendors and access the same is enabled by the UGC\_INFONET consortia on 7x24 hour basis at the desk top of the academician. The electronic journals are made available beyond the barriers of time, distance, cost.

### **Online Data Bases : Free/Subscription**

Some of the most useful online sources are databases with the full text of articles from thousands of newspapers, magazines and journals. Some of these can be accessed freely or through an institution's library website. Payment of subscription depends on the requirement of the user. In order to access full text of article the payment will be little high.

### **The Important Websites and Databases for the Students**

[http:// www.doaj.org/](http://www.doaj.org/)- The directory of Open Access Journals (DOAJ) lists open access journals, that is, scientific and scholarly journals that meet high quality standards by exercising peer review or editorial quality control and are free to all, from the time of publication <http://www.openj-gate.com/> Open J-Gate is one of the world's largest database of open access journals.

<http://www.ncbi.nlm.nih.gov/pubmed/>- : Pub Med comprises more than 19 million citations for biomedical articles from MEDLINE and life science journals. Provides indexed citations to medical, nursing, dental, veterinary and healthcare articles.

<http://www.eric.ed.gov/ERICWebPortal> : ERIC provides unlimited access to more than 1.3 million bibliographic records of journal articles and other education related materials, ERIC users include education researchers, teachers, librarians, administrators, education policy makers, instructors and students in teacher-preparation programs, parents, the media and business communities, and the general public. The user community conducts more than eight ERIC indexes education journals, the majority of which are peer-reviewed.

[http:// www.jstor.org/jstor](http://www.jstor.org/jstor) short for journal storage is an online system for archiving academic journals, founded in 1995. It provides full-text searches of digitized back issues of several hundred well-known journals, dating back to 1665 in the case of the Philosophical Transactions.

<http://www.ingentaconnect.com/INGENTACONNECT> provides free use of comprehensive collections of academic and professional publications. Online articles from over 30000 publications are available. Abstracts are free; full text is available by subscription or pay-per-view.

Online journals provided by publishers:

<http://www.springer.com/online+journals+archive>

<http://www.interscience.wiley.com>

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## Conclusion

To meet the requirements of the user community the Govt. of A.P. should opt for automation of college libraries providing sufficient financial support as well as professional assistance so as to meet the objectives of Higher education. Journal subscription policy in collegiate libraries should be stipulated to include the provision of services in distributed mode. Instead of allocation of budgets to each and every college library, a centralized location or identifying a few resourceful colleges be selected for electronic resources. The rest of the colleges should have access to the identified libraries. This sort of arrangement is economical to the government and very useful to the users as well.

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## **MATHO PHOBIA OF SECONDARY SCHOOL STUDENTS**

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### **Introduction**

Education is a planned activity with clear cut aims, following certain curriculum with different subjects. Mathematics is one of the most important subjects in the school curriculum. Mathematics is an exact science which is related to measurements, calculations, discovering relationships and dealing with the problems of space. It's basic elements are logic and intuition, analysis and construction, generality and individuality. Mathematics education in schools is more emphasized, as it improves concept development, and fosters higher cognitive abilities and skills. Mathematics is a very useful subject for most vocations and higher specialized courses of learning. At the higher secondary and university stages, most of the physical and social sciences require the application of Mathematics. No other subject can be a substitute for Mathematics.

The Kothari Commission Report (1964-66) rightly points out that study of Mathematics plays a prominent part in modern education. Realizing its importance and social relevance, 1964 Education Commission also recommended that Mathematics should be taught as a compulsory subject of general education up to class X.

Thus Mathematics has become a compulsory subject in the school curriculum because of its manifold value to the individual as well as to the society. The place of Mathematics in school curriculum is thus clearly a crucial one. Mathematics curriculum has undergone various changes periodically in accordance with the changing needs of the society.

But the major complaint of the students regarding the subject Mathematics is that it is very dry, abstract and difficult. Pupils are scared of this subject, and this fear of Mathematics is called MATHOPHOBIA.

Children's fears are often natural and arise at specific times in their development. These fears are often associated with avoidance, discomfort and physical complaints such as increased heart beat, stomach distress, sweaty palms, trembling and so on. Researchers found that certain fears arise at specific ages in all children, and these fears tend to disappear naturally with time, as the child grows older. When their fears persist beyond the age, when they are inappropriate and interfering with their daily functioning, they are called phobias. Typically, children who are experiencing a phobia, should be referred for treatment, by a psychologist.

**Meaning of Matho Phobia :** Mathophobia is one of the main phobias of children for the subject Mathematics. The reaction of individuals to both the subject and the teachers of



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Mathematics has made Lazarus (1974) to coin the term, "MATHO PHOBIA". He defines it as "An irrational and impredictive dread of Mathematics. Fear for Mathematics subject is called 'MATHO PHOBIA'.

### **Diagnostic Symptoms of Mathophobia**

#### **A. Physical Symptoms**

1. Child may feel pain or headache at the time or prior to Mathematics examinations.
2. There may be sweaty palms, palpitation, frequent need to use the toilet on the part of the phobic child at the time of Mathematics examinations.

#### **B. Mental Symptoms**

- i. Poor concentration: Child is not able to concentrate on the mathematical related problems.
- ii. Poor memory/forgetfulness: Child is unable to remember mathematical facts, formulas, process of solving of problems etc.
- iii. Tension : Child becomes tense in Mathematics class, at the time of doing mathematical problems, or seeing some one solving mathematical problems, talking about them, etc.
- iv. Loss of Confidence : Child thinks that he will not be able to do sums correctly or that he will not pass the Mathematics examinations etc.

#### **C. Behavioural Symptoms**

- i. Avoidance: Child tries to avoid Mathematics related situations eg. Mathematics class, Mathematics teachers, Mathematics home work and class work, Mathematics examination etc. The child even tries to avoid his friends who are strong in Mathematics.
- ii. Irritation : Child becomes irritated when he faces Mathematics related situations.
- iii. Introversion : Child becomes introvertive with respect to Mathematics related activities. He/ she also talks less about Mathematics.
- iv. Poor Achievement : Child's level of achievement gradually deteriorates resulting in repeated poor performance in Mathematics examination.
- v. Social withdrawal : Child avoids those friends who know Mathematics well and also avoids relatives, social gatherings to evade any Mathematics related discussions which she/he thinks, might de-grade his/her self-esteem. These symptoms - avoidance, withdrawal or aggression, poor achievement etc. are all related, one symptom leads to others and forms a vicious circle and increases the gravity of phobia level.

### **Need for the Study**

Mathematics has a vital role in every one's life and its importance can not be defined. Its place in the school curriculum is assured, significant and unique. It is an interrelated subject and

it is also a sequential subject, thus, irregular students have no place in the class. The syllabus is lengthy and it is not possible to finish it within a stipulated time. This subject is fundamental to all sciences and basic to all school subjects.

In Mathematics there are definite concepts, processes and principles applied in problematic situations in life. Apart from the use of symbol, and symbolic language, Mathematics has a language of its own. In Mathematics, problem solving is a skill, for which independent thinking and application are necessary. The nature of the subject Mathematics demands logical thinking, sequential learning, higher order mental abilities, such as thinking, reasoning and problem solving which cause fear to the pupils.

The general misconception in the pupils is that, Mathematics is something very difficult. This idea is being inculcated in the pupils from the very beginning. Some of the teachers also develop a fear in the students by complicating the easiest problems. Parents, out of ignorance usually say that Mathematics is the most difficult of all the subjects.

Remembering the principles and formulae during examinations is also one of the problems that students feel during examinations.

Mathematics has now become the deciding factor for success in many competitive examinations and career oriented courses. Handicap in Mathematics may perhaps lead the child to miss his bright future. Therefore it is highly essential to make every child good in Mathematics. A pupil can become strengthened in the subject only when he is free from any sort of fear or phobia.

Some of the students suffer from working out mathematical problems. They have a lot of fear about Mathematics subject. That is why the present investigator has decided to study the reasons for students having mathophobia, specially secondary school children under different managements, gender wise, medium wise and locality wise.

**Research Questions :** This study was taken up to find answers to the following questions.

1. To what extent pupils of IX class are possessing matho phobia ?
2. What are the factors influencing mathophobia of IX class pupils?
3. Is there any difference in mathophobia of boys and girls?
4. Is there any significance of difference in the mathophobia of pupils studying in the different types of schools like Government., aided, unaided schools?

**Title of the Study :** In order to answer these questions the study is titled as "*Mathophobia of secondary school pupils*".

### **Operational Definitions or Clarification of the Key Words**

**Mathophobia :** Fear of VIII and IX class pupils of Mathematics is called mathophobia reflected. It is in their poor concentration, on the Mathematics related problems, poor memory of mathematical facts, symbols, numbers, formulas, operations and, other behavioural symptoms.

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**Secondary School Pupils :** VIII and IX class pupils.

### **Objectives of the Study**

The main objectives of the study are :

1. To find the mathophobia of secondary school pupils and to classify them.
2. To find the mathophobia of secondary school pupils with respect to the following areas : a) Home factors, b) Teacher factor, c) Personal factors, d) Nature of the subject, c) Miscellaneous factors.
3. To find the influence of following variables on mathophobia of secondary school pupils. i) Area, ii) Gender, iii) Type of schools, iv) Medium of instruction.

### **Hypotheses of the Study**

1. There would be a significant difference between the mathophobia of Rural and Urban students.
- 1a. There would be a significant difference in the mathophobia of rural and urban pupils in the area "Home Factor".
- 1b. There would be a significant difference between the matho phobia of rural and urban pupils in the area "Teachers behaviour".
- 1c. There would be a significant difference between the matho phobia of rural and urban pupils in the area "Personal Factors".
- 1d. There would be a significant difference between the matho phobia of rural and urban pupils in the area "Nature of the Subject".
- 1e. There would be a significant difference in the matho phobia of rural and urban pupils in the area "Peer Group".
2. There would be a significant difference between mathophobia of boys and girls.
3. There would be a significant difference among and between the groups of students studying in Government, Aided, Unaided high schools in mathophobia.
4. There would be a significant difference between the mathophobia of Telugu medium and English medium students.

### **Factors Influencing Matho Phobia - Questionnaire (FIMPQ)**

This tool consists of 50 closed ended statements regarding phobia of students in Mathematics. This was prepared by the investigator by consulting the experts in education and from the opinions of students and teachers of Mathematics.

### **Preparation of the Questionnaire**

This tool was prepared by the investigator by collecting the fears and experiences towards Mathematics phobias of VIII and IX class students of St. Joseph's Girls High School, Nandyal

were observed, recorded and analysed them with the help of experts in Mathematics. By categorising all the factors into five areas, the researcher prepared a questionnaire. This questionnaire was evaluated by some experts. The questionnaire was screened a number of times and the irrelevant and similar questions were deleted. The number of items in the final questionnaire is 50.

**Sample :** The total sample consisted of 200 pupils of VIII and IX classes, from rural and urban areas, out of which, 90 students were from rural areas and 110 from urban areas, again of which 100 were boys and 100 girl.

**Data Analysis :** Analysis and interpretation of the data is precisely presented as follows.

### Objective 1

**Table 1 : Matho Phobia of Total Sample**

Total Sample	Mean	1/5 Mean	S.D.	% of Mean
200	137.5	27.5	37.95	55

**Table 2 : Classification of Pupils According to Different Levels of Matho Phobia**

S.No.	Level	Score Margin	No.of Pupils	% of Mean
1.	Low	70 - 120	39	19.5
2.	Average	121 - 170	134	67
3.	High	171 - 220	27	13.5

### Interpretation

Tables 1 and 2 speak about the Mathophobia of the total sample and the classification according to the level of Mathophobia. The above information reveals that Mathophobia of students is up to 55%, which is average. This finding is also supported with the results of table 2, that 67% percentage of students fall under the average level of Mathophobia and only 13.5% of students have responded to the symptoms of high level of Mathophobia. This shows that, now-a-days, a very limited number of pupils are having fear of Mathematics to high extent. This is really a great change when compared to some of the previous studies of the decade 1980. Table 2 also gives us the idea that nearly 20% are having low Mathophobia. These findings are encouraging, the students, teachers, parents and educational experts to take necessary steps to minimize Mathophobia further.

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**Objective 2****Table 3 : Influencing Areas of Matho Phobia**

S. No.	Areas	No.of Questions	Mean	S.D.	% of Mean	Ranks
1.	Home Factor	2	11.13	6.246	55.65%	V
2.	Teacher factors & Behaviour	5	26.931	11.309	53.835	IV
3.	Personal Factors	20	114.8	22.62	57.4%	III
4.	Nature of the Subject	16	96.08	19.67	60.09%	I
5.	Peer group	7	40.51	10.88	57.9%	II

**Interpretation**

Out of the five influencing areas of Mathophobia the 4th area, "Nature of subject" causing Mathophobia in the students is more when compared with other areas. This may be because the subject as such demands higher order mental capacities like thinking, reasoning and problem solving abilities. Not only this, the general opinion of the people about Mathematics is that it is a deep, dry and difficult subject. The remaining areas like personal, and peer groups areas are influencing the Mathophobia of pupils by nearly 58%. It is understood that their Mathophobia is due to irrational personal fears and peer group influences. 55% of the home factors and 54% of teacher factors influence the sample. 53% of teacher behaviour and teaching methods influencing the sample. The cumulative effect of all these influences might have resulted in Mathophobia.

**Objective 3****Table 4 : Comparison of Matho Phobia of Rural and Urban Pupils in General**

S.No.	Variable	N	Mean	SD	% of Mean	Sfd	df	't' Value
1.	Rural	90	149.11	28.43	59.644			
2.	Urban	110	140	25	56	3.828	198	2.38*

\* Significant 0.05 Level

**Table 5 : Matho Phobia of Rural and Urban with Respect to Different Areas**

S.No.	Areas	Rural		Urban		't' Value
		Mean	SD	Mean	SD	
1.	Home Factor	5.7	3.10	5.43	3.146	0.609 <sup>NS</sup>
2.	Teachers Factor & Behaviour	15.167	5.596	11.764	5.713	4.24**
3.	Personal Factor	59.4	11.22	55.4	11.4	2.48*
4.	Nature of the Subject	48.94	9.9	47.14	9.77	1.93*
5.	Peer groups	21.23	5.64	19.23	5.24	2.63**

\* Significant at 0.05 level \*\* Significant at both levels NS : Not Significant

**Interpretation :** Tables 4 & 5 represent the comparison of Mathophobia of pupils of rural and urban areas in general and also with respect to the influencing factors. Table 4 reveals that there is significant difference in the Mathophobia of rural and urban pupils. Mean values of these children reveal that Mathophobia is significant in rural pupils compared to urban children. This may be due to the interest and care taken by the urban parents in sending the students to corporate and good schools. Not only that, poor awarenesss and poor education of the parents might have played a greater influence on the Mathophobia of the rural students when compared with the urban students.

Significant difference is observed between the rural and urban students in all influencing factors except the 'Home factor'. These two groups of students have no significant difference in Mathophobia with regard to the influencing area 'Home Factor'. Influence of teacher factors, and peer group factor are significantly different in Mathophobia of rural and urban pupils i.e. at 0.01 level. Significant difference between these two groups in personal factors and subject factors is at 0.05 level. Mathophobia of rural pupils is more than that of urban pupils in teacher factor, personal factor, subject factor and peer group factor.

**Table 6 : Comparison of Matho Phobia of Boys and Girls in General**

S.No.	Variable	N	Mean	S.D	% of Mean	SED	df	t
1.	Boys	100	148.7	29.13	59.48	3.771	198	2.015*
2.	Girls	100	141.1	23.95	56.44			

\* Significant at 0.05 level

**Table 7 : Comparison of Matho Phobia of Different Types of Schools**

S.No.	Variable	N	Mean	df	SSW	SSM	F
1.	Government	60	145.167				
2.	Aided	70	142.36	197	142437.2	395.6	0.62 <sup>NS</sup>
3.	Unaided	70	148.36				

*NS : Not Significant*

**Table 8 : Comparison of Matho Phobia of Pupils with Respect to Medium of Instruction**

S.No.	Variable	N	Mean	SD	% of mean	SED	df	't' value
1.	Telugu	100	138.3	25.27	27.66			
2.	English	100	152.9	26.7	30.6	3.676	198	14.6**

*\*\* Significant at both levels*

**Interpretation :** By observing table 6,7 and 8 it can be inferred that the variables gender, medium of instruction have significant influence on Mathophobia of pupils, where as the type of institution has no significant influence on Mathophobia of pupils. These tables also speak that there is significant difference between Mathophobia of boys and girls. Mean values of these two groups reveal that boys are suffering more with Mathophobia when compared to girls. Similarly there is a significant difference between Mathophobia of Telugu and English medium students. Mean values reflect that English medium students are suffering with Mathophobia to the maximum extent.

**Table 9 : Testing of Hypotheses**

S. No	Hypotheses	Total Values for t, F	Results t, F	Hypothesis Accepted/ Rejected
1	There would be a significant difference between Matho Phobia of Urban and Rural Pupils.	t value 0.5 level 1.97, 0.01 level 2.60	2.38 Significant 0.05 level	Accepted
1 a	There would be a significant difference in the mathophobia of rural and urban pupils in the area "Home Factor".	t value 0.5 level 1.97, 0.01 level 2.60	0.609 Not Significant	Rejected
1 b	There would be a significant difference between the matho phobia of rural and urban pupils in the area "Teachers behaviour".	t value 0.5 level 1.97, 0.01 level 2.60	4.24 Significant both levels	Accepted

1 c	There would be a significant difference between the matho phobia of rural and urban pupils in the area "Personal Factors".	t value 0.5 level 1.97, 0.01 level 2.60	2.48 Significant 0.5 level	Accepted
1 d	There would be a significant difference between the matho phobia of rural and urban pupils in the area "Nature of the Subject".	t value 0.5 level 1.97, 0.01 level 2.60	1.93 Significant 0.5 level	Accepted
1 e	There would be a significant difference in the matho phobia of rural and urban pupils in the area "Peer Group".	t value 0.5 level 1.97, 0.01 level 2.60	2.63 Significant both levels.	Accepted
2.	There would be a significant difference between Mathophobia of Boys and girls.	t value 0.05 level. 1.97 0.01 level 2.60	2.015 Significant 0.05 level	Accepted
3	There would be a Significant difference among and within the groups of pupils studying in Govt. Aided, Unaided schools regarding MathoPhobia	F value	F value 0.62	Rejected
4	There would be a significant difference between Matho Phobia of Telugu medium and English medium pupils	t value 0.5 level 1.97, 0.01 level 2.60	14.6 Significant both level.	Accepted

### Findings

1. The matho phobia of secondary school pupils is average.
2. 67% are having average matho phobia. 19.5% are of low matho phobia and 13.5% of students are having high matho phobia.
3. The first reason for the matho phobia of pupils is the 'nature of the subject'. The second influencing factor is 'peer group'. Third is 'personal factor' and 4th influencing factor is teachers and their behaviour and the last is 'home factor'.
4. Mathophobia of rural area pupils is more than that of urban pupils in 'teacher factor' 'personal factors', 'subject factors', and peer group factor.
5. Rural area pupils are more mathophobic. It may be due to illiterate parents, lack of better teaching facilities, lack of innovative teaching, or lack of clarity of the subject.
7. There is no significant difference in the Mathophobia of rural and urban students in the area, Home factor.
8. There is significant difference between Mathophobia of rural and urban pupils in the area 'teaching and teacher behaviour'.



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9. There is significant difference between Mathophobia of rural and urban pupils in the area personal factors.
  10. There is significant difference between Mathophobia of rural and urban pupils in the area 'Nature of subject'.
  11. There is significant difference between rural and urban pupils in the area 'peer group influence' and the rural pupils are having more matho phobia than urban pupils.
  12. There is no significant difference among and within the groups of pupils studying in government, aided, un-aided schools, in their matho phobia.
  13. There is significant difference between Matho phobia of Telugu Medium and English Medium pupils in Matho phobia and English medium pupils are having more phobia than Telugu medium pupils.

### **Suggestions for Classroom Teachers**

1. The study revealed the influence of the factors, 'Teachers behaviour' and "nature of the subject" leading to the phobia of students in Mathematics. Therefore the class room teachers should show very special care and concern towards the students and teach the students in such a manner that they develop interest in maths.
2. It is necessary to identify the students who are interested in Mathematics and those who are not interested so that necessary steps could be taken to motivate the students who are not interested in Mathematics.
3. The teachers competence in Mathematics plays a great role in developing Mathematical interest. Hence it is recommended that Mathematics teachers are to improve their competency in the subject and also create situations and experiences to develop interest in the students, so that Mathophobia can be reduced.
4. Discussions, seminars, exhibitions and such other kinds of activities in Mathematics may be organized in schools, for decreasing phobia in pupils.
5. Students may be provided an opportunity to participate in Mathematical puzzles, games, clubs and quiz programmes inside and outside school, as these promote mathematical interest.
6. The teacher should teach the students the values that are acquired by studying Mathematics and its usefulness in higher studies and career prospects, so that they overcome phobia in Mathematics.
7. Career Education is one of the needs of modern times due to high competition and a variety of possible channels for employment. For this reason the talents and aptitudes of the students should could be utilized for the development of the nation and world at large.

### **Suggestions to Parents**

1. This study revealed that lack of parent's encouragement, care and help are creating and increasing Matho Phobia in pupils. Therefore parents must take care of the studies of their children.
2. Parents should not express their negative feelings for Mathematics, because the undesirable attitudes of parents toward Mathematics may some times lead to matho phobia in the children.
3. The tuitions and extra help to the kids may help them to develop interest in Mathematics. Wherever possible, the students should be helped to overcome difficulties and doubts in Mathematics.
4. The girls should be equally encouraged in the study of Mathematics so that they sustain their interest in Mathematics and do better in it.

### **Conclusion**

Various factors related to Mathophobia and the extent of influence of each of these factors have come to light through this study, which could only be a modest contribution to the field of education. This study may facilitate the Mathematics teachers to delete or atleast reduce the causative factors of Mathophobia to the maximum possible extent and improve and increase the steps to inculcate interest in Mathematics in the students.

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**PLACE OF SYNTHETIC POLYMERS AND OPINIONS OF SCHOOL PUPILS  
ON THEIR USE IN DAY TODAY LIFE**

*K. Thressia*

**Dangers of Plastic Production**

Independent consultants Henry Cole and Ken Brown, in their recent report, 'Advantage Glass,' explained that the major ingredients used in glass production are naturally occurring minerals including sand, limestone, soda and ash. These materials are solid, inert, nonflammable, and are largely nontoxic. The major chemicals used to make plastic resins pose serious risks to public health and safety. Many of the chemicals used in large volumes to produce plastics are highly toxic. Some chemicals like benzene and vinyl chloride are known to cause cancer in humans; many tend to be gases and liquid hydrocarbons, which readily vaporize and pollute the air. Many are inflammable and explosive. Even the plastic resins themselves are flammable and have contributed to numerous chemical accidents. The production of plastic emits substantial amounts of toxic chemicals (eg. Ethylene oxide, benzene and xylenes) to air and water. Many of the toxic chemicals released in plastic production can cause cancer and birth defects and damage the nervous system, blood, kidneys and immune systems. These chemicals can also cause serious damage to ecosystems. Turtles, Marine mammals, Marine birds etc are affected due to plastic pollution. 100,000 Marine mammals die each year in the world's ocean due to plastic rubbish in the sea.

**Plastic Pollution in the Globe**

Plastics are non-biodegradable. A plastic ever made is still around in the nature today. A plastic milk jug takes 1 million year to decompose. A plastic cup takes 50-80 years to decompose. Burning of plastic leads to soil, air and water pollution. Burning of plastic also evolves carcinogenic gases like carbon monoxide, chlorine, sulphur dioxide etc. CO is poisonous to all warm blooded organisms. When inhaled it combines with hemoglobin in blood and prevents absorption of oxygen. Exposure to air containing even 0.001% of Carbon monoxide for a few hours can cause sudden collapse, coma and even death.

**Need and Nature of the Present Study:**

Plastic covers and bags look very colourful but the chemicals used for manufacturing of these bags not only pollutes water but also pollutes the food that sometimes we store in them. The plastic covers prevent the rainwater from sinking into earth. Plastic bags thrown into the cultivated fields become responsible for the death of earth worms, which in fact, are of great help to the farmers. Animals, which accidentally eat the plastic bags or covers from the dustbins, sometimes, may even die. Carry bags block the gutters, leading to overflowing and floods. Blocking leads to

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stagnation of water, which in fact produces germs and bacteria causing diseases and also blocking of distribution of pipe water and effluents. Until the 20th century, perfumes were made from natural ingredients derived directly from plants and animals, and as fragrances became cheaper and more widespread, they also became more synthetic. Six hundred or more chemical ingredients may be used in a single scent, and ninety-five percent of chemicals used in scents are derived from petroleum. Bed mattresses were previously made of untreated natural materials; the majority of mattresses today are made using a variety of petroleum based chemicals, foams, plastics and controversial flame retardant. Our future is about a newly theorized threat to human health posed by man-made chemicals that are commonly found in plastics, pesticides and other industrial and consumer products also. Chemicals may be found every day in our food, our water, and the air that we breathe. We are adversely affected by the very use of synthetic polymers. Many billions we have spent on cancer research. If these chemicals threaten our life then we ought to be spending at least as much money on understanding how they work and whether we need to get them out of our environment.

World plastic production uses 4% of the annual oil production, while fuel for transport uses 31% of annual oil production. The average 1992 American car contains 300 pounds of plastic made from about 60 different resins. Overall car production uses 7.5% of plastic produced. The average car is made of 9% plastic. The Ford Focus uses shredded cotton from old denim jeans to deaden sound. Shredded plastic bottle caps are incorporated into the heater bodies. 10% of the average grocery bill pays for packaging (mostly paper and plastics). Plastic is a by-product of oil production. It is a bio geo chemical manipulation of certain properties of oil into polymer that behave 'Plastically'. It has become a burden to earth and its living beings. Hence the present study intends to know how far the people and the pupils are aware of dangers of plastic apart from why they using.

**Research Gap :** Though there are studies on pollution of air, water, noise and soil there is dearth of studies on polymers with respect to the field of education.

**Method of Investigation :** Descriptive survey method was used by the investigator for the present study to collect the necessary data from the representative population. The study identified why the synthetic polymers are being used in domestic front and also found out the opinions of school pupils on its use. It also identified the reasons for using synthetic polymers even though they are dangerous to the health and well being.

**Operational Definitions :** Place of Synthetic Polymers: Use of synthetic polymers in domestic life.

**Synthetic Polymers:** Synthetic polymers are often referred to as plastic which contain carbon elements that have harmful effects while being manufactured or burnt, and are non degradable as a waste material.

**Opinions of School Pupils:** Opinions are the impressions of the high school pupils on synthetic polymers in terms of their use and consequences.

**Day today Life:** Almost every day in their domestic life.

**Sample and Sampling :** A stratified random sample of 100 families and 100 pupils of Guntur Municipal Corporation were selected.

Families 100

School pupils 100

Poor 25 middle c 50 rich 25

ICSE 25 State private s25+25 ZP school 25

**Tools Used :** A tool was developed to identify the use of polymers in the domestic field on the ways of using synthetic polymers, its advantages, and disadvantages, why they use knowing the disadvantages, and of the responsibility of eliminating its ill effects. It consists of five parts-the first part contains 21 ways of using polymers with five point scale, the second and fourth are open end questions and the third part contains ten items in the domestic field with yes and no alternatives. The fifth part is on the responsible sector with four items and five alternatives each.

The second tool was developed to collect the opinions of school pupils with fifteen items with five alternatives each.

### **Objective Wise Findings**

**Objective 1:** To identify the extent of use of synthetic polymers in day today life.

1. The synthetic material is being used in domestic field to a moderate extent.

**Objective 2:** To find out the advantages of the use of synthetic polymers in the domestic field.

2. The people are using more and more synthetic material because it is relatively inexpensive, lightweight, freely available, durable and strong.

**Objective 3:** To find out the level of awareness of disadvantages in the use of synthetic polymers.

3. The level of awareness of disadvantages in the use of synthetic polymers is high in the domestic field.

**Objective 4:** To find out the reasons for using synthetic materials knowing the disadvantages

4. Reasons of using of synthetic materials knowing the disadvantages in domestic field are the cost factor and availability

**Objective 5:** To estimate the felt responsibility in eliminating the ill effects of synthetic polymers.

5. The manufactures and the government are to the most extent responsible in eliminating the ill effects of synthetic materials according to the opinions of the domestic people.

**Objective 6:** To find out the opinions of high school pupils towards the use of synthetic polymers.

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6. 71 percent of the pupils have got the opinion in the right direction. Lack of awareness among these pupils shows the need to introduce ecological / environmental class in the schools. 32% of the pupils sample strongly agreed and 48% of them agreed that plastic is used because of its low cost. 27% of them strongly agreed and 44% agreed that plastic is used because it is comfortable. 28% of them strongly agreed and 50% of them agreed about its less weight. 13% of them strongly agreed and 22% agreed about its attractiveness. 9% strongly agreed and 45% agreed to its availability. 18% strongly agreed 30% agreed its durability. 26% strongly agreed 33% agreed to their habituation to use it.

72% of them strongly agreed and 18% agreed that reduction of usage of plastic bags results in less pollution.

25% of the pupils strongly agreed and 53% agreed that skin allergies are due to synthetic polymers which cannot absorb sweat. 41% of them strongly agreed and 32% agreed that synthetic dyes are one of the causes of cancer. 20% strongly agreed 32% agreed that pulling plastic into the microwave is bad for the air. 34% strongly agreed and 32% agreed that the chemicals released in plastic production cause cancer, damage nervous system, blood, kidneys and immune system. 53% strongly agreed and 34% agreed that these toxic chemicals damage the ecosystems. 22% strongly agreed and 30% agreed that the hard plastic that encases TV is one of the best.

**Objective7:** To find out whether there would be any difference in the usage of synthetic polymers with reference to economic background.

7. Rich people are found to be using synthetic materials significantly more than the Middle class and poor people in the domestic front

**Objective8:** To find out whether there would be any difference in the opinions of high school pupils towards the usage of polymers with reference to economic background.

8. While comparing the opinions on the usage of synthetic material, rich pupils are found to be having significantly better opinion than those of the middle class and poor pupils. The middle class pupils have significantly better opinion than the poor pupils

**Objective9:** To develop a module for the awareness among the pupils and public on the ill effects of its use.

9. This comparative study table reveals the importance of introducing ecological / environmental issues along with the school curriculum in all schools.

10. It was found that there was a lot of variation in the scores between schools. Awareness score totals were found high in school where there is regular environmental classes and activity. Another startling fact was that 1/4<sup>th</sup> percent of the pupils had no opinion for most of the questions. It shows that they are not able to take a decision, due to lack of awareness about the polymers or lack of decision making as a life skill.

### **A Module for the Awareness about Polymers**

Each one is to take a cloth or paper bag if the purchase is small and easy to carry and keep canvas bags in home, office and car so that we always have them available when we go to the supermarket.

- ❖ We are to ask our favorite stores to stop providing plastic carry bags for free, or to offer a discount for not using the plastic bags; encourage our local politicians to introduce legislation, taxing or banning plastic bags; imagine our life with less and non-plastic product; use non-plastic water bottle; use non-plastic food storage containers.
- ❖ Communities have to say no to plastic bags in order to protect the environment / marine life on the globe.
- ❖ The government has to introduce pla-tax (plastic tax) to drop the percentage of its production.
- ❖ Make compostable plastic containers, an ingredient made from corn starch which causes plastic to degrade.
- ❖ All Colleges / Schools / Communities should celebrate 1st of May as Plastic Ban Day.
- ❖ Zero waste: Beyond Recycling. So Reduce! Reuse! Recycle!
- ❖ Find alternatives to plastic products whenever possible.
- ❖ Buy food in glass or metal containers.
- ❖ Avoid heating food in plastic containers, or storing fatty foods in plastic containers or plastic wrap.
- ❖ Not to give young children plastic teethers or toys.
- ❖ Use natural fiber clothing, bedding and furniture.
- ❖ Avoid all PVC and styere products.

### **Plastic Identification Codes**

- ❖ There are seven groups of plastic polymers and if you have to use plastic; it is safest to stick to numbers 2, 4, 5 and 7 (other than poly carbonate) whenever possible.
- ❖ Avoid drinking water from plastic bottles. Offer your child or grandchild a non-plastic dish set made of either stainless steel or wood.

### **School is to Organize**

- i. **Nature Clubs:** School pupils can be encouraged to join these nature clubs where in programmes based on awareness on usage of synthetic material are to be focused.
- ii. **National Green Corps ( N G C ) :** The main aim of this organization is to save environment and plant trees and to reduce pollution. Synthetics as we know that they are not degradable and cause pollution it is the duty of NGC to reduce the usage of plastic ware in the society. They should form groups in which all the local educated people can join and propagate about the protection of environment from the plastic pollution.



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- iii. **Eco-Clubs:** The name itself proves that the members of such clubs are eco-friendly. The ecosystem has to be protected from all the harmful intoxicants used in plastic ware. People who feel from the bottom of their heart for the earth must work for its safety. Eco clubs can be organized region-wise and it is their primary duty to avoid the usage of synthetics. Eco-clubs should discourage deforestation and encourage afforestation.

### **Community Led Environmental Action Network (CLEAN)**

Clean the earth from all the synthetics. This awareness can be brought among the people only when we start with from a small community. People of certain regions can divide themselves into communities and when these are successful in their objectives then it can have positive effect on the other communities. 'Nature is our Mother'.

- a) Life in living is dependent on various components of nature;
- b) Keep harmony with nature;
- c) Protect natural environment;
- d) Utilize natural resources only to satisfy the need of the people; Remember the words of Mahatma Gandhi 'Nature is not for everyone's greed, it is only for each one's need.
- e) Realize the presence of the divinity of nature in all living and non-living objects;
- f) Destruction of the nature means destruction of mankind;
- g) Have compassion for animate objects e.g.. Trees. animal, birds. Aquatic life etc
- h) Observe purity of thought and expression and cleanliness of the environment around us should be.
- i) Organize rallies against POLYTHENE.

Buy food in glass or metal containers. Avoid heating food in plastic containers, or storing fatty foods in plastic containers or plastic wrap. Do not give young children plastic teethers or toys. Use natural fiber clothing, bedding and furniture. Avoid all PVC and Styrene products

- j) Postering in the Local Areas (The Plastic Identification Codes)

There are seven groups of plastic polymers, each with specific properties that are used worldwide for many packaging applications (see table below). Each group of plastic polymer can be identified by its Plastic Identification code (PIC) - usually a number or a letter abbreviation. For instance, Low-Density Polyethylene can be identified by the number "4" and/ or the letters "LDPE". The PIC appears inside a three-chasing arrow recycling symbol. The symbol is used to indicate whether the plastic can be recycled into new products.

- k) Door-to- Door Campaigning
- l) Cultural programmes
- m) Slogan Competitions (SAY NO TO "PLASTICS")etc.

- n) Placard writing competitions.
- o) Skit on “*the adverse effects of plastic and its use*”.
- p) Ban on entry to plastic bags in schools.
- q) Top Priority: Governmental and Non-Government Organizations (N.GOs) need to be involved by the State Department of Education to make the whole process of education a more vibrant one wherein “Environment” becomes the “TOP PRIORITY” of every vigilant citizen of the state.
- r) Celebration of Environment Day: The “World Environment Day” celebrations on 5th June every year should be given more importance by the Education Department and emphasis should be laid on streamlining the procedure of conveying the meaning of optimum utilization of the environmental resources to maintain the balance of the ecosystem forever. As quoted by the Honorable Supreme Court in the case of Sachidanand Pandey vs State of West Bengal. “you must teach children that the ground beneath their feet is the ash of our grandparents,” so that they will respect the land. Tell your children that the earth is rich with the lives of our kin. We are to teach our children that the earth is our mother and whatever befalls the earth befalls the sons of the earth.

### **Educational Implications**

The study develops an in-depth understanding of various environmental issues and concerns of national and global importance. It develops a balanced view of the relationship between environment and development. It helps understand basic concepts related to sustainable development vis-à-vis improvement of quality of life. It develops a deeper concern for the environment and a sense of commitment and responsibility to take proactive action. It is to appreciate the role of individual, community, national and international agencies in resolving environment problem. It identifies self with ones environment with a desire to personally contribute towards its improvement. Pupils respect customs and traditions related to local conservation practices and accept indigenous eco-friendly technologies. It develops skills to undertake and participate in investigative studies on various environmental issues. It motivates others to participate in social and community activities dealing with environmental problems.



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## VALUE INTEGRATION IN CURRICULAR INTERVENTIONS

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*Satyam Vadishyami, Thanma mavathu*

*Thadvaktara Mavathu, Avathu maam*

*Avathu Vaktharam, Avathu Vaktharam*

*Om Shanti Shanti Shanti*

-- Excerpts from *Shanti Patam*

### **Introduction**

The whole edifice of ancient Indian education was based on universal love and compassion and had aimed at producing a good citizen for the future.

The Vedas, the treasure house of all our sciences, are timeless. No man can teach any one any thing that the recipient already does not know' is the old Indian adage. Reverence for life in all its manifestations - human, animal and plant is one of the fundamental values of Indian culture which gives an added meaning and reverence to the other values. Another important feature of Indian thought is the recognition of one single principle remaining through the whole of existence, the quality of all life and being which has found its best expression in the Upanishadic message - "Ekam Satvipra bandhavadanti" (Truth is one, wise men call it by different names). Live and let live has been the philosophy of Indians in all spheres for all times. There are values in Indian traditions, which, with suitable reinterpretation can be made compatible with, and even continuously, to the modern outlook. A balance between material and spiritual rewards is necessary for the success of programmes of development, attaining huge importance to social justice.

### **Present Status - What's to be done**

The world is standing at the threshold of self destruction by the mindless search for the materialistic utopia through scientific and rhetoric rent. Only truth and ethics of higher order could save this world from annihilation, by solving giga problems of mankind like starvation, poverty, deprivation, illiteracy, disease and death. The cultural, social and economic development of a country is possible only through education, particularly higher education. Einstein remarked once "Try not to become a man of success but try to become a man of value".

Globalization has not only brought about an upheaval in the economic scenario world

wide but it has also influenced every aspect of human life and revelation. The young generation refuses to accept age old values and traditions, on the other hand religious fundamentalism, communalism, regionalism and casteism are threatening to tear the nation apart. The monetary economy of today brain washes the young to compete, with greed and a killing instinct come up in life. This is manifested in every walk of life making man unhappy at the end of the day, resulting in suicides. "It is not what one eats that kills, but it is what eats one, that kills". Modern science now believes that many deadly diseases are the result, mainly of human mind suffering from the maladies of hostility, anger, pride. Prevention being better than cure, we should wake up to the reality and change the education pattern, before it is too late, as education is the panacea for all the problems.

India could certainly show the way to the rest of the world, it has done so in the past, and time is now ripe to rekindle the spirit of universal love through education. A modern man needs intrinsic skills and attitudes to make him fit to survive well and face the complexities of the present era. Life long and continuous learning is the characteristic of a man living a successful life in this modern age. The yogic sidhis allowed their inner human abilities to visualize things beyond the limits of their vision. Our higher education must look into all those and should go beyond the limits of Western Science, to unravel the mysteries of many of the sidhis and the other occult powers described in our ancient system. The summit of all education is, humility that emanates from the real thought about - world we all live in; 'Vidya vinaya sampannah' this important strength of mind and character has to come from the educational process which is the essence of Indian thought - the para vidya.

Liberal education at the higher level should aim at making the student realize his dreams to the extent possible and be able to humanise the barbaric and animal instincts in man. Mid wifery system of education has to be followed where the teacher stands by the side of the student emphathising with him, coaxing him, cajoling him, encouraging him and showing his own experiences to the student to let him have the enthusiasm to go on, but, the learning has to be done by the student. The students have to think than emphasising on the pass in the examination. One has to find actual truth not the proving hypothesis to know the truth. Both science and spirituality today need to reaffirm their faith in humanism for the good of the species. Modern societies are technologically based and the technological innovation and excellence are the need of the hour to enhance the quality of life.

### **Quality Education Needs a Paradigm Shift in the Content and Process of Education**

Today's education has become commercialised and value less as far as real education is concerned. Today's education is merely mugging up of facts and there seems to be no effort

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made by the syllabi and by those imparting education to go beyond the bounds of mere facts into knowledge itself and later on to wisdom and intuition.

Hence, we have to focus much on value based education - the ethical values, social dynamics and societal needs. In this context we have to sensitize the students towards certain social issues, ethical and moral values with a paradigm shift in both the content and process of education.

To talk of material leadership is a farce and travesty of truth. India can lead the world in spiritual matters, and this is possible only through a value based spiritual education. For this we need regenerated, revitalised, and spiritualised youth who can lead in the consortium of nations in this world. To make value education more effective it is essential that we include the basic eternal and spiritual values springing from the depths of the heart. This alone will give more relevance to life and living.

Education should serve not only to develop one's intelligence and skills, but also help to broaden one's out look and make him useful to the society and the world at large. This is possible only when cultivation of the spirits is promoted along with education. Moral and spiritual education will train a man to lead a disciplined life.

The progress of any country depends upon the quality of education offered and its practices. Education in India has undergone various phases and stages of development starting from the vedic age to post independent period. At all stages of development there was a concern for bringing in the quality education reflecting the practical aspects in education. The great Indian thinkers also emphasized on developing inner potentials of individual by reflecting on the unique potential of each individual. Getting educated is solely dependent upon the individual, teacher's role is to set conditions, and generate environments for learning.

Higher education contributes to human resource development in many ways. The institutions of higher education have the main responsibility of training a country's professional personnel who participate in development, adoption, and diffusion of innovation in the economy. Quality in education is what makes learning a pleasure and not just a joy.

A sound and effective system of education results in the unfolding of learners potentialities, enlargement of their competencies and transformation of their interests, attitudes and values. Hence the need of the hour is to enhance the quality of education.

It is quite natural for the young to be apprehensive about their future. The problem of relevance of higher education is one of the basic problems which India is facing perpetually for a long period. The employers are looking for graduates who have sound base in their core disciplines and also have appropriate skills, knowledge and attitudes for the job. Quality is an out come of

continuous intellectual efforts. The quality of education and that of the services rendered by institution needs to be nurtured and protected in a continuous manner.

### **Place of Value Education**

Education without inculcating human value system, love and understanding is no education and in many instances counter productive. The cultural, social and economic development of a country is possible only through education particularly higher education. Aimless higher education modelled on the Western concept of life seems to be corrupting our society completely. The degeneration that has set in competitive ethos even at elementary school is another very great impediment for the right type of education. Life is nothing but a sense of experiences between subject and object. Naturally the subject indicates learner and the objects are identified as the world around the learner. So love, cooperation and understanding should be the foundation of education. This would bring forth a generation of young men and women who would live and let live. For this colleges and universities are to be creators and disseminators of knowledge.

The wisdom and ability to swim the turbulent ocean of life was the aim of ancient Indian Education, which tried to teach the aspirants, to have the appetite - that of universal compassion, altruism, an absolute need to live for others, tolerance etc.

The broad aims of education are independence of thought and action, sensitivity to other's well being and feelings, learning to respond to new situations in a flexible and creative manner, predisposition towards participation in the democratic process and social change. Competitive predisposition puts unreasonable stress on children and thus distorts values. Education must be able to promote values that foster peace, humanness and tolerance in a multi - cultural society.

Citizenship in a democracy involves many intellectual social and moral qualities.

J. P. Naik has described equality, equity and quality as the exclusive triangle of Indian education. The quality dimension also to be examined from the point of view of experiences designed for the child in terms of knowledge and skills.

It needs to be boldly reconceptualised interms of the discourse of universal human rights and the approaches associated with critical pedagogy. A clear orientation towards values associated with peace and harmonious co-existence is called for. Quality in education includes a concern for quality of life in all its dimensions. Hence, a concern for peace, protection of the environment and a predisposition towards social change must be viewed as core components of quality not merely as value premises. Independence of thought and action, patience to a capacity of carefully considered value based lesions making both independently and collectively, commitment to democracy and the values of equality, justice, freedom, concern for other's well being, secularism, respect for human dignity and rights are to be based on reasons and understanding.

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It's time for us to review the value education imparted in our colleges, as students need to witness the practice of values. Value education aims at building a civilization of love based on a pluralistic spirituality.

Value education promotes a sense of patriotism and nationalism tempered with the spirit of 'vasudhaika kutumbam', non sectarian attitudes, capacity for tolerating differences arising out of caste, religion, language, region, ideology, sex etc.

Today's Vidya is Avidya as it is devoid of values like morality, charity, righteousness, character, truth, non-violence, love, grace, treasure of shadgunas like Kshama, dharma etc. It is also notable to destroy emotional upheavals like Kama, krodhadi gunas in individuals.

Once we follow an ancient education system and dharmas inherent in the various scriptures we will regain our strength and intuitive culture of heart. We can follow a fellowship with nature and God. Let us build a truly strong and free nation in the coming days.

Education for peace seeks to nurture ethical development inculcating the values, attitudes and skills required for living in harmony with one self and with others including nature. It embodies the joy of living and personality development with the qualities of love, hope and courage. Social justice is an important aspect of peace education.

### **Strategies**

Strategies like questions, stories, anecdotes, games, experiments, discussion, dialogues, classification of values, examples, analogies, metaphors, role playing, simulation etc. are helpful in promoting peace through teaching and learning. The teaching and practice of ethics go from the personal sphere to social and community oriented thinking and then link up with global perspectives. A teacher who is oriented to the perspective of peace can introduce such opportunities for reflecting and identifying the inner linkage between them. Morning assembly also has a scope for value education with a thought for the day. A few resolutions can be taken during the assembly in order to help the teachers and students to think positively. Group activities like sports, games, role play, quiz etc. also promote human values among students. Clubs like science club, radio club, debating club, chemistry club etc. reinforce the values that have been imparted in the classroom through seminars and discussion etc., on various topics related to values.

By following the Dharma, one becomes pure, respectful, and conquers not only outer world but also the inner world and attains 'Sthithah Pragnatha'. It is in this sense that Indians understand religion. So, the end and aim of religion is the experience or anubhav of God. We can grow into better men and women by infusing ourselves with values. Through biographies, stories, current news, slogans, songs etc. of local level values should be inculcated in addition to universal and national level values.

For eg. In a Science class on solar system the teacher can ask some probing questions like what happens if the sun disappears / what if planets change their positions, and she can also have group discussions and see that every child participates in it. Some of the values like punctuality, discipline and work mindedness can be developed. The teacher can successfully use the roleplay technique specially in social studies / language classes. The teacher can make the children enact the role of Akbar, Shivaji or Mother Theresa and thus their sacrificial nature, love for humanity, courage etc. can be discussed and may be encouraged the child to live in these values. In Telugu class when the teacher is explaining the central idea of poems like 'వినదగునెవ్వరు చెప్పిన ....., the teacher along with her students can discuss the implications if we do not listen properly or act without thinking. Suspended judgement, an important component of scientific attitudes can be developed in the children. In the same manner, by teaching the poem, మేడిపండు చూడ..... some of the values like, truthfulness, steadfastness etc. can be developed.

Values can also be inculcated directly / indirectly by incidental approaches, co-curricular activity approaches etc.

Apart from debates and discussions students also learn by personal example. Dramatisation and campaigns against disease, social service during calamities, anti illiteracy drives, celebrating birthdays of great men, awarding prizes for the exemplary work done, Service projects as well as story telling and quotations, promote the development of the good habits and skills which will help carry one through life's challenges. Experiences are to be organised and integrated in a significant moral frame work which fosters in the child a life long love of learning by revealing the power of curiosity, logic as well as thought reflection by analysis. Skilful learning is taught by the practice of self help, ethical and social skills to develop will power, healthy and appropriate habits including the ability to be dependable. Life skills are to be developed for an integrated and well balanced personality. Students are also to be trained to take responsible decisions, developing not only empathy but also social and personal skills such as problem solving, accepting various prospectives, setting and attaining goals inter personal relationship by setting a core set of common values.

Behavioural skills also can be imparted along with professional skills thus linking values with knowledge. Opportunities are to be given to students to participate in programmes like Janmabhoomi, Neeru Meeru etc. They are also to be encouraged to participate in the service rendered by voluntary organizations to promote some of the values like dignity of labour, concern for others and community living. Self examination of the function of mind, intellect, heart and body is also important. Introspection is to be done by the students. Environmental values also could be fostered by allowing them to learn through nature - Plants which give without expectation, animals - live by means of natural instincts, loving, sharing and caring; sun shines equally on all; Universe teaches us time management are only a few to name.



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A series of moral dilemmas with alternate resolutions or some unfinished stories can be presented to strengthen their moral judgements to be morally autonomous, with an ability to tap their own conscience.

Leadership and team work have to be built in the children by finding the capabilities and strengths of each pupil and adopting problem solving and decision making skills. Spiritual maturity has to be developed which will naturally flow into decisions, giving meaning and purpose to their actions. Quality education has to be provided by encouraging cultural activities, project work involving interactions with social and natural environments through activity based teaching. Cooperative learning / small group learning has to be encouraged which enhances empathy and both social and communication skills. Dramatisation, going on trips, and excursions develop team spirit, painting, music, group dance, poems, songs and puppetry could open their hearts and develop feelings.

Besides providing balanced curricular and co-curricular programmes, the psycho socio environment should also be conducive to the building of the whole person.

### **Conclusion**

Education is for drawing out the inherent divinity and for introducing man to his own divine inheritance. Education should enable him to cope up with challenges of life with equanimity and joy of understanding through which his consciousness is expanded and conscience manifested as harmony of head (thought), hand (action) and heart (world) by developing the spiritual resources of humanity. We do not want bullets ruling the world, but pigeons, the symbols of peace should rule the world. We can wake up in the morning and say "Good morning God!" or we can wake up and say "Good God!, Morning?". The choice is, and always has been ours. We have to grow into better men and women by infusing in ourselves, values.

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## EFFECTIVENESS OF INQUIRY TRAINING MODEL IN RELATION TO TRADITIONAL TEACHING OF PHYSICAL SCIENCE

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### **Introduction**

I keep six honest serving men  
They taught me all I know  
Their names are What and Why and When  
And How and Where and Who - Rudyard Kipling

The process of teaching-learning is as old as human beings on earth. Teaching as conventionally understood by a traditional teacher, is an act of disseminating information to the learners in the classroom. As time advanced, according to changed concept, teaching, now, is to cause the child to learn and acquire the desired knowledge, skills and also desirable ways of living in the society in an effective way. This can be described briefly as 'Child centered education' through the process of inquiry, interaction, discussion and understanding. The general goal of inquiry training is to help students develop intellectual skills to raise questions concerning the problem for finding out answers. Suchman provides a systematic structure within which students have to ask questions regarding why events happen in the way of cause-effect relationships. The present study was taken up to find the effectiveness of Inquiry Training Model over Traditional Method of Teaching.

The reviewed studies by Singh, 1990, Jay, 1997, Gabel, 2001, Jimenez, 2005, Fazio, 2006 revealed that there is a positive impact of Inquiry Training Model of Teaching on academic achievement. D' Lima and Loba, 1985, Passi, 1985, D' Lima & Suganthi, 1986, Subudhi, 1991, Mc. Duffie, 1999 studies made in the field of Teacher Education showed that Inquiry Training Model of Teaching was better than the Traditional Method of Teaching.

### **Objectives**

The study was done with the following objectives.

1. To teach units-Modern methods of teaching Physical Science, Educational Technology and Physical Science to two groups of learners through Inquiry Training Model of Teaching (ITMT) and Traditional Method of Teaching (TMT) respectively.
2. To find out the achievement of prospective teachers taught through ITMT and TMT.
3. To find out the retaining capacity of the prospective teachers taught through ITMT and TMT.

### **Hypotheses**

1. There will be no significant difference between the mean pre-test score of the learning groups taught through Inquiry Training Model of Teaching (ITMT) and Traditional Method of Teaching (TMT) in Physical Science
2. There will be no significant difference between the mean post-test score of the learning groups taught through Inquiry Training Model of Teaching (ITMT) and Traditional Method of Teaching (TMT) in Physical Science.
3. There will be no significant difference between the gain score of the learning groups taught through Inquiry Training Model of Teaching (ITMT) and Traditional Method of Teaching (TMT) in Physical Science.
4. There will be no significant difference in the retaining capacity in Physical Science between the two learning groups taught through ITMT and TMT.

### **Methodology**

#### **a) Design**

Pre test - Post test Equivalent Groups Design was followed for the present study. The two groups were equivalent since the two groups were from rurally located colleges and their mean pre-test scores were the same.

#### **b) Sample**

A sample of twenty four prospective teachers, twelve as control group and twelve as experimental group from KABD College of Education, Painkulam and White Memorial College of Education, Attoor in Kanyakumari District affiliated to Tamil Nadu Teachers Education University was selected for the study.

#### **c) Tool Used**

An Achievement test consisting of thirty objective type questions was developed to estimate the achievement of the prospective teachers in Physical Science.

#### **d) Treatment**

To analyse the effect of Inquiry Training Model of Teaching on the achievement of prospective teachers, two target groups were selected by the investigator. The control group was treated with Traditional Method of Teaching and the experimental group was treated with Inquiry Training Model of Teaching. The subject taught was 'Physical Science' and the experiment lasted for fifteen days both for the control group and experimental group independently. Post-test was conducted on the last day of the experiment. After fifteen days, retention test was conducted for the control group and experimental group without any earlier intimation.

#### **e) Statistical Techniques Used**

Mean, Standard Deviation and t-test were employed for the present study.

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## Analysis of Data

### t-test Analysis of Scores of Prospective Teachers in Pre-Test, Post - Test, Gain Scores and Retention Test

Test	Treatment	N	Mean	SD	Calculated t-value	Level of Significance
Pre-test	ITMT	12	13.1	2.06	0.13	NS
	TMT	12	13	1.70		
Post-test	ITMT	12	17	1.70	5.96	0.01
	TMT	12	21	1.58		
Gain Scores	ITMT	12	3.9	0.35	39.96	0.01
	TMT	12	8	0.12		
Retaining Capacity	ITMT	12	14	2.12	6.76	0.01
	TMT	12	19	1.44		

### Findings

1. There was no significant difference in pre-test scores between prospective teachers in Physical Science taught through Inquiry Training Model of Teaching and Traditional Method of Teaching.
2. The prospective teachers taught in Physical Science through Inquiry Training Model of Teaching scored significantly higher in than the prospective teachers taught through Traditional Method of Teaching.
3. The prospective teachers taught Physical Science through Inquiry Training Model of Teaching attained significantly higher gain score than the prospective teachers taught through Traditional Method of Teaching.
4. The retaining capacity of the prospective teachers taught Physical Science through Inquiry Training Model of Teaching was significantly higher than that of the control group.

### Educational Implications

Inquiry Training Model of teaching being significantly effective with the experimental group in achievement implies that this technique of teaching could be used in Teacher Education Institutions after developing the model for various units of courses of study, whenever possible. Teaching the prospective teachers by dint of Inquiry Training Model overtly or covertly affects their inquiring ability. As the cognitive abilities and retention power of prospective teachers were

enhanced by this model of teaching, teacher educators may use this model of teaching while teaching the prospective teachers. The teacher educators may be given orientation in teaching through the models of teaching like ITM and they may be guided to adopt it in their routine teaching. The ITM involves puzzling games which could develop and increase the involvement of the learners in learning. Prospective teachers can be made to feel relaxed being taught through this model and boredom in class rooms can be minimized.

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## EDUCATE WITH FEELING TO DEVELOP THE CAPACITY TO FEEL

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Right from the birth, children are educated from the commercial stand point. Even the universities have become job-oriented centers. We are under the grip of competitive and commercial agenda. Consumerism has become an official Philosophy of life. Religions are reduced to social rituals. Going to temples has become a social rite. The man is lacking spiritual component. A clear demarcation is found between what is professed and what is practiced. Diplomacy of utter falsehood is followed by the civilized man. Being in the age of super industrialization, further sophistication has become the slogan of the age. Our protocol, our cultural exchanges seem to be self-deceptions. No body seems to be happy about anything. In this condition of crisis how can the total development of the educand be possible? Shall we have to start from the roots? How can we break the mechanically responding pattern of behaviour among the people? How are we to make the learners happy, healthy and lively?

### **Feeling before Logic is the Evolutionary Fact**

As man evolved, the brain went through increasingly complex stages of development. The oldest, 'reptilian' brain is concerned with the preservation of self and the species. The central part of the brain that wraps around the brain stem like a collar is a limbic system which is similar to that of the other mammals. The limbic brain is the important controller of emotional behaviour and goal setting. The limbic system also helps to maintain homeostasis, within the body. It controls emotions, hormones, thirst, hunger, sexuality, pleasure centers, metabolism, immune function and an important part, long-term memory.

In evolutionary terms the limbic system developed before we 'invented' logic. Luiz Machado de Andrade, a world-class educational researcher in his book 'the Brain of the Brain' characterized the limbic system as the central controller of the whole brain i.e. the primary form of intelligence. The neocortex of the humans with its multifold senses, stores experiences as memory, produces speech, comprehends, appreciates, decides, and organizes. The neo cortex itself is divided into specialist lobes which develop substantially in early teens. It is also linked with limbic system.

### **The Hemispheric Brain**

It is important to structure part of a young teenager's education, so, that he may have a chance of experiencing the value of contributing to the community. It is at this stage that feelings of caring, empathy and sympathy are most likely to be developed. Their feeling minds need to be

nourished instead of mere activation of their reasoning minds. In simple terms a brain enjoying itself is functioning more efficiently. With this scientific basis, we are to use the educational tools: drama, emotion, colour, social learning and games to make learning much more effective.

### **Education is to find the Truth of Life**

Man as a multicelled organism is born in a highly evolved state amidst the so categorized living and non-living organisms in the universe. The highly evolved being is dependent to the utmost extent on very many things in day-to-day living. One can't live a day without air; a few days without water, a few weeks without food. He is taking all these miraculous vital elements for granted and is paying no heed and is lacking the attitude of gratitude to these sumptuously available creations.

### **One is to Feel and Realize the Interdependence in Existence**

The most necessary approach in educating from the childhood is to enable the learner feel one's dependence on the nature which is inclusive of the vast space, the rich earth, the life giving air and water, the trees which yield the grain, the fruit and many of its kind on one side; and the parents without whose relationship one is nought, the farmer who grows the crops; the weaver who weaves the cloth, the cows and buffalos that give milk, the milkman who supplies the milk and the many without whose services it is impossible to have a comfortable living on the other side. We, as educators, are to impress upon the growing and maturing minds about the reality of interdependence out of deep feeling rather than as dry facts of life.

### **Educator is to Direct the Mind's Eye to the Miracles of Life**

When the learner sees the rising sun, its glow, its light as a blessing to all the creatures, waking up the birds, blossoming the buds, adding colour in its light, shining over the flowing waters, spreading the shadows of the trees and hills; the setting sun leaving behind marvelous colours over the sky, the movement of changing colours that can't be found in any excellent painting; the formation of day and night, changing duration of the day and night at different points of earth's surface and so on.

### **Formal Education for Humane Touch in Humans:**

Can we, the teachers make the learners feel while they understand the galaxies, the shining stars, the solar family, the constituents of each and every organ and their wonderful functioning at macro level of the universe and his own varied systems embedded inward which cause the outward functioning of the eyes, ears, nose, mouth, limbs and so on at micro level and each system orderly, effortlessly functioning and also the interrelatedness of all the systems?



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Each cell of any creature with its constituents and specific functional reasons and as a mere part of the specific structure and necessary function along with the other cells of the same system and different systems are the wonderful examples of the silent team work in and around each being.

### **The Educator is to Facilitate the Fullness of Heart**

The so called non-living and its phenomenal contribution to the world of living organisms and interconnectedness of the whole universe as found and proposed by Einstein are so marvelous to feel and extraordinarily wonderful with no adequate words to express.

What is the source behind this order? Source of these phenomena, for the genesis of life, fullness of life and ending of life of every creature? Who is or what is or how is the creator of all these generic and specific worlds of creatures of innumerable forms and functions?

### **Love, Limitless Love Expresses Everywhere in Nature**

The more permanent soil that allows each and everything to grow on it, to live on, to move on it, and to use it, the wonderful mother earth is the mother of everything on it. Seeing the nature, feeling the nature, comprehending what is going on inwardly and outwardly of each blade of grass to age old long living, gigantic trees that separate oxygen from the air and release for the breath of the breathing and moving beings, producing for the ever fresh living, sprouting to satiate the hunger of the beings blossoming as flowers to feast the eyes of the visionary, transforming to fruit and vegetable for the health of scores; forming into wood to provide for furniture and produces to serve very many purposes. When the learner knows and feels each of these, his heart will also fill with love and love alone.

### **The Unlimited Love Opens the Door of Goodness in Each**

When the educator and learner feel the reality of interrelatedness within and outward in the universe, from the ever changing, ever new, ever vibrant subatomic particles to the unimaginable cosmos, the spontaneous function for each and every minutest particle of the microorganisms to the macro level forms and phenomena, the inexplicable intelligence for the orderly existence and the enormous and immeasurable love that flows into each for the sustenance of the very existence, they inevitably are filled with overflowing gratitude which breaks up the immovable and immeasurable rock like egoistic selfish centers, opening the doors of goodness in every corner of the being. Perhaps then the human nature is fit to be, again, a part of nature of intricately interwoven life with multifariously connecting life styles to live in order, both inwardly and outwardly, and to be in harmony with every other thing and being.

### **The Way of Life of a Holistic Human Being**

Perhaps integrity in human being is possible only when there is a free flow of the feelings, stunted due to mechanical way of dealing with the facts of life that may be the way to live in happiness from the poorest of the poor to the richest of the rich, whether educated or uneducated in formal sense. It is life in sensitivity to the things happening around and within him, whether it's the scientist who is experimenting or the keen observant common man in the flow of life with its ups and downs, rising to the elated moods or falling to the utter sorrows, anybody can regain his balance to flow with the flow of life without any resistance. Then man does not look forward for happiness out of the ambitious racing and its successes or in the acquisition of wealth or name or fame which inevitably are accompanied by fear of loss of any of these or all of these. They can be happy in learning, in understanding, in observing the things and phenomena, happy in doing, in relating, and in the very living, as they live with feeling and knowing each moment of each move of life.

To facilitate this non-mechanical fresh and vibrant participation of learners in life can we, as educators, help the budding learners, the blossoming learners and the maturing learners to live with reality orientation? Can they be directed to know anything in humility with total attention and be life-long learners with open hearts and minds?

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**RELATIONSHIP BETWEEN SELF-CONFIDENCE AND INTELLIGENCE OF D.ED.  
STUDENTS OF MYSORE CITY**

*\* Prof. G.H. Parvathamma*

*\*\* Smt. R. Sharanamma*

**Introduction**

In the present dynamic society mere infusing knowledge and information into the pupils will not help them in all ways either in their present student career or later in their life as citizens of the country or in any other aspects. Most of the crammed up knowledge will be soon forgotten soon after the examination. This is because something more than acquiring knowledge is needed for the life.

It is in this context that education should concentrate its attention in assisting the pupil to become self-reliant and carry on his adult life smoothly and profitably. It is only by becoming self-reliant and developing confidence in one's own life, one can hope to become a successful individual who can function effectively in a given environment.

The teacher in the class-room comes across with varying abilities and attitudes. Individuals differ very much in their physical, mental and temperamental qualities. Psychologically there is a self that shows individual differences. In an academic setting, the individual responds in terms of his characteristic perceptions, i.e., he attempts to maintain, protect and extend his self-concept.

With the recognition of intelligence as an inherent, unified and stable characteristic distributed unequally among individuals it was supposed that the difference in self-confidence of pupils could be easily accounted for. It can be argued that a more intelligent pupil is inherently capable of becoming more self-reliant by deriving more benefit from the educational programme to which he is exposed; he could learn more quickly, could retain longer, could reason more efficiently and become more self-confident.

Thus one's self-confidence is influenced by many of these factors. These factors are no doubt non-academic in their nature.

**Need and Significance of the Study**

There are a number of variables that effect the academic achievement of students of an individual. In this regard environment, intelligence, self-confidence, parental socio-economic status are said to be countable.

A well-adjusted pupil can perhaps be able to develop a high sense of worth in him and thus infuses confidence. The confidence so gained gives him a greater scope for the knowledge of what he is capable and what he is not capable. This personal assessment of him in life situations can show beckon light to his future student career as well as his future life situation. Thus intelligence and other non-academic factors on the one hand and the development of self-confidence on the other hand, are the fundamental aspects, which shape the personality of an individual.

In the colleges of education for D.Ed in Mysore there is a mad rush for admissions. The students have a quite diversified background as measured in terms of their marks. When these students join these colleges there will be boomerang confusing on their part not only for they are new to Mysore but also because the course is different for them. The investigator, who hails from Mysore city, had observed the trend not only when she was a D.Ed student teacher. During the current academic year observed the same trend during the beginning of 2007-2008. This generated interest in the investigator to take up the present study.

Studies on self-confidence are not many and no study on the self-confidence of the D.Ed. Student teachers in Mysore had been conducted.

It is necessary to make the D.Ed. Student teachers in Mysore to feel self-confident not only to adjust effectively to their environment, but also to achieve better in their examinations. Unless it is known what the pattern of their self-confidence is and what factors are affecting it, it will be difficult to tackle their self-confidence. Hence, with the purpose of making suggestions for educational implications in this respect, the study was undertaken.

#### **The Study has the following Objectives**

1. To find out the level of self-confidence of the D.Ed students teachers studying at the D.Ed colleges of Mysore City.
2. To find out whether there is any correlation between the self-confidence of the D.Ed student teachers and their intelligence.

#### **The following Hypotheses were Formulated from Emperical Validation**

1. There is no significant association between the intelligence and the self-confidence of the D.Ed student teachers.
2. There is no significant difference in the self-confidence of D.Ed student teachers with respect to differences in intelligence

#### **Population and Sample of the Study**

The D.Ed student teachers of the colleges of Education at Mysore city formed the population for the present study. The study included a sample of 200 D.Ed student teachers selected through a two stage random sampling technique. At the time of conducting this study there were 16 D.Ed colleges in the city of Mysore. Out of these, 4 colleges of Education were selected at random at the first stage. At the second stage from each college a sample of 50 students were selected at random comprising totally 200 students. The following table gives details about number of trainees selected from each college. The sample was considered to be fairly representative, it includes trainees coming from different areas of Mysore city.

### Number of D.Ed Student Teachers Selected from each of the Four D.Ed Colleges

Sl.No	Name of the College	Total Strength	Number of Trainers Selected
1	Somani D.Ed College	100	50
2	S.K.M.K. D.Ed College	100	50
3	J.S.S. D.Ed College	100	50
4	Vidya Vikas D.Ed College	100	50
		<b>Total</b>	<b>200</b>

### Tools

In the present study the investigator used.

1. Basavanna's (1975) Self-Confidence Inventory and
2. Jalota and Tandon's (1971) Group Test of General Mental Ability.

### Technique – Methodology

1. 'r' value was found to find out the relation between self-confidence and Intelligence.
2. t-test was used to find out whether there is any significant difference between self-confidence and intelligence.

### Analysis of Data

Intelligence (x)	Self-Confidence (y)	
N = 200	N = 200	xy = 375839
X = 9459	Y = 7605	r = 0.4
X <sup>2</sup> = 483157	Y <sup>2</sup> = 333071	p = 0.01 for
		d.f = 198

The above table shows the obtained correlation co-efficient between the intelligence of the D.Ed student teachers and their self-confidence scores, 0.4. This means that there is relationship between the intelligence of the students and their self-confidence. This might be because the intelligence of these students had much of the variation and also the self-confidence scores have much variation and further there was correspondence in the variability of the two scores.

**Table 2**

Sl. No	Intelligence	N	M	$\sigma$	$\sigma$ D Between	t
1	High	53	35.77	13.54	1 & 2 (2.51)	0.92 (9 > 0.05)
2	Middle	96	38.09	16.64	2 & 3 (2.31)	1.35 (P > 0.05)
3	Low	51	41.29	11.78	1 & 3 (2.48)	2.22 (P < 0.05)

Table 2. The 't' value between the students of the high intelligence group and low intelligence group is found to be significant at the 0.05 level of probability.

### **Findings**

The main purpose of the present investigation was to examine the association between intelligence, and self- confidence of the D.Ed students Teacher Trainees.

The obtained co-efficient of correlation between the intelligence and the self-confidence ( $r = 0.4$ ) was found to be significant beyond the 0.01 level of probability. This means that there is a positive significant relationship between the two variables.

The 't' value between the self – confidence level of the groups of students with high intelligence and low intelligence was found to be significant. The group with high intelligence has a higher level of self – confidence ( $x = 35.77$ ) as compared to the group with low level of intelligence. ( $x = 41.29$ ). There were no significant differences in the self-confidence level of the remaining two pairs of groups of the high and average and the low and average levels of intelligence.

### **Educational Implications**

In this study, It was found out that the group with high intelligence were more self-confident than the group with low intelligence.

As suggested it is possible to arrange for a few sessions group or panel discussions on the familiar themes at the beginning of the academic year in D.Ed colleges to increase self-confidence of the low intelligent students. This step will go a long way in making the low intelligent students to have better adjustment throughout their course of study and improve their self-confidence level. This in term helps the individual to achieve well in their academics.

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**EDUCATIONAL AWARENESS OF MUSLIM WOMEN RELATED TO  
EDUCATION OF THEIR CHILDRENS**

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**Introduction**

The progress and the all-round development of a country depends upon harnessing the skills and abilities of all sections of the society regardless of caste, creed, religion and sex. Women have been discriminated for ages and they have not been given equal opportunities in many social, economic and cultural spheres. If we do not involve women in developmental activities, it not only obstructs their own development but also the progress of the entire nation. The status of women could be the best indicator of a nation's progress. *Asthana (1974)*.

The governmental policies, the five-year plans, the developmental activities, science, technology and mass media have contributed to the upliftment of the status of women. "Growth of economic development and socio-political movements resulted in creating a liberal attitude towards access to education and employment for middle class women" according to *Neera Desai (1988)*. In spite of many developmental policies and legal and educational facilities extended by the Government, Indian women still suffer from poverty, illiteracy, ill health and inequality.

It is important to note that the backwardness of Muslims affects the development of not only their men but more adversely their women. The women play a far greater role in the socialization of their children. An educated mother not only socializes her children rationally but also directs them to take the right path. It is the mother who is always with her children rather than the father. Men mostly remain outside the family due to their work. The mother is always in the company of the children. An educated mother therefore can play an effective role in the physical, moral, cognitive and emotional development of children (*Azim, 1997*).

Mother is the first teacher for her children imparting basic education. Illiteracy of the mother will not only affect the growth of the children but also the whole family. Not only that, 'it is even possible for educated women to combine motherhood and a career. Educated women can very easily share in decision-making about children's schooling, about family planning, about finance and overall perspectives of a family (*Goaswami, 1991*).

**Islam and Education**

Islam emphasizes the need of acquiring education by men and women. It attaches equality with regard to the education of both men and women. Prophet Mohammed says, "The search for knowledge is a duty of every Muslim male and female and every one should seek knowledge from the cradle to the grave" (*Lemu, 1976*). It is the duty of every Muslim boy and girl to seek



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education from everywhere as if knowledge is lost property of the faithful. The messenger of Allah: had said: “God curses that parent who evades one’s duties and neglects the education of the children” (male and female). On the contrary, God blesses those parents who take to the path of goodness, the path of well being and good education for their children (male and female). Islam lays utmost stress on the education of men and women and makes it compulsory to both. Muslim women react very slowly to these new influences. Because of long seclusion and life of submission, most of them dislike and even dread the very thought of change.

### **Significance of the Study**

Modernization and development have brought about some changes in the role and status of Muslim women. They are no longer isolated from the outside world. They have started taking up careers in administrative and political fields. They are taking advantage of and availing the opportunities provided to the citizens by the state. We have to-day Muslim women as teachers, doctors, lawyers and Judges. The religious stranglehold of Muslim fundamentalists has been gradually weakening with this perceptible and significant change in them, justifiable, their awareness of the educational needs of their children. Moreover, the awareness among them may not be uniform in all regions of the country or all parts of the region. This study, therefore, assumes significance.

### **Importance of the Study**

Area specific studies with scope for an in-depth study of the awareness of women, Muslims in particular, in regard to their childrens’ education would throw up information which might be useful in promotion of appropriate policy initiatives to promote their awareness and enhance their involvement and participation in relation to their childrens’ education. This is also seen as yet another motive for taking up this study.

The education of children, particularly of Muslim children, would largely depend upon the mother’s awareness of the need, scope and measures needed for giving their children education keeping in view the needs of the time. An in-depth study in a limited area may enable sharpening of perceptions, stimulate discussions, encourage questioning and create the possibility of change and improvement in the attitude of Muslim mothers towards their childrens’ education. This is the most important reason with an overwhelming significance for taking up this study.

### **Objectives of the Study**

- ❖ To understand the level of awareness among the Muslim women belonging to different social backgrounds related to their children’s education
- ❖ To study how the variables such as age, sect, sub-sect, Socio Economic Status of the Muslim women and Size of the family influence the awareness of the Muslim women related to their childrens’ education.

### **Hypotheses**

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

*The tools developed for the study consists two parts.*

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

Part I : It is related to the respondent's awareness of : Schools, Courses and Groups available, System of education, Purpose and the use of education, Scholarships and Reservation facilities.

On the basis of objectives formulated, questions were developed to elicit information from the Muslim women about their awareness of their childrens' education. On the basis of the information given by the Muslim women with regard to their knowledge about the existing educational system and measures taken by the Government for the betterment of childrens' education, the scores were computed and the respondents were categorized as having Low, Medium and High levels of awareness.

### **Population and the Sample**

Andhra Pradesh (state) is the biggest and the most populous state in South India. It is the 5<sup>th</sup> in area and largest state and has also population in the country with 2, 75,068sq.km. in area. Muslims form the second largest religious community and the first major minority in the state of Andhra Pradesh. They are spread over the entire length and breadth of the three regions of the state. For the purpose of the study a representative sample was drawn from the districts Mahabubnagar, Rangareddy and Hyderabad, which have relatively more number of Muslims when compared to the other districts. The sample selected comprised of 570 Muslim women covering Sunni (358), Shiah (124) and Mehdi (88) religious sects. Since a majority of Shiah and Mehdi sects are available in Hyderabad district, the sample of Shiah and Mehdi sects women were selected from the same district. The members of the other sect (Sunni) are widely spread in the other two districts. Therefore, while drawing the sample, proper representation was maintained in selecting the women from Sunni sect. The selected sample also included the sub-sects: Shaik (238), Syed (162), Pathans (109) and Mughals/Baigs (61).

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### Classification of the Variables Selected for the Study

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

### Scoring

The responses of the Muslim women were scored on the basis of the information on items of interest, concern, and priority. Each item carried three point scores with a possible 1,2,3scores.. This was not a pass / fail test, but a test of the respondents' knowledge, awareness and application on the issues cited. Therefore, a minimum of 34 to a maximum score of  $34 \times 3 = 102$  was possible and the scores ranges secured are given in the following table.

**Table1 : The Distribution of the Educational Awareness Scores of the Respondents**

Class interval	Frequency
34-45	167
46-57	135
58-69	102
70-81	095
82-93	047
94-102	024
Total	570

It can be observed from table -1 that the frequency of the educational awareness from the least Class Interval (C.I.)34-45 to highest C.I. 94-102 has decreased significantly which indicates that there are more Muslim Women with low level of educational awareness than those with high level of educational awareness .

### Analysis

For each item scores were given .On the basis of these scores Muslim women were categorized as having low, medium and high levels of awareness. The above scores of respondents

were classified into three categories. Those who secured between 34 to 57 were placed at low level, from 58 to 81 at medium level and between 82 to 102 at high level of awareness categories respectively.

### **Statistical Treatment of Data**

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

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

S. No	Age in Year	N	Mean Value	S.D. Value	Co-efficient of correlation
1	21-30	285	64.21	23.82	-0.57
2	31-40	194	58.43	25.64	
3	41-50	091	55.43	25.37	

The above table represents the Mean, S.D. and Coefficient of Correlation values of the Muslim women regarding their children's education. The mean value of the age group 21-30 years is more than that of the other two groups. The Co-efficient of correlation is -0.57. It indicates a negative relationship between age and the awareness of the respondents towards their children's education. Therefore, it can be concluded that the lower the age of the respondents the better is their awareness about their children's education.

**Table 3 : Islamic Sect Vs Educational Awareness of the Respondent's Mean and S.D and Z Values**

S. No	Islamic Sect	N	Mean Value	S.D. Value	Z value
1	Sunni	358	60.4	20.51	Z. 1&2=4.51
2	Shiah	124	69.9	19.67	Z . 2&3=1.45
3	Mehadi	88	63.2	20.23	Z. 1 &3=2.43

The calculated value of Z with respect to different Sects of the Muslim women Vs their educational awareness are significant. Therefore this indicates that there is a significant difference among different sects of Muslim women in their educational awareness. Further analysis revealed that the Shiah sect has better awareness than the Sunni. However, there is no significant difference

between Shiah and Mehdi in their educational awareness at 0.05 level of significance. There is significant difference between Sunni and Mehdi at 0.05 levels of significance. The Mehdi sect women have better awareness when compared to their counter parts from Sunni sect.

A similar analysis with regard to the Islamic sub-sect Vs educational awareness revealed that the calculated value of F- ratio 4.93 is significant at 0.01 levels. Therefore there exists significant difference in educational awareness among different Islamic sub-sects. Further analysis to trace the significance of difference between the sub-sects revealed that there is a significance of difference between Shaik and Syed sub-sects (2.07) in their educational awareness at 0.05 levels. The Syed have better educational awareness than the Shaik sub-sect. Further, there is no significance of difference between any of the other sub-sects such as Shaik Vs Pathan (0.18), Shaik Vs Moghals (1.19), Syed Vs Pathan (1.60) Syed Vs Moghals (0.21) Pathan VsMoghals (0.98) in their educational awareness at 0.05 level.

**Table4 : Socio-economic Status Vs Educational Awareness of the Respondents' Mean and S.D and C.V.and Correlation Coefficient Values**

S. No	S.E.S	N	Mean Value	S.D. Value	Co-efficient of correlation
1	00-03 Low	201	57.29	47.09	0.62
2	04-06 Medium	276	63.58	48.59	
3	07-09 High	071	73.98	43.2	

As it can be observed from Table-4 there exists a high correlation (0.62) between Socio economic status and educational awareness of the respondents towards their childrens' education. Respondents of high S.E.S. group have better awareness (73.98) when compared to the medium S.E.S. group (63.58) followed by the low S.E.S. group (57.29) in that order. Therefore it may be concluded that the respondents from the families with high S.E.S. have better awareness about their childrens' education than the rest of the sample.

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

S. No	Family Size	N	Mean Value	S.D. Value	Co-efficient of correlation
1	Nuclear	311	65.4	31.29	- 0.67
2	Moderate size	167	61.23	32.53	
3	High size	092	52.47	34.38	

It is evident from table-5 that there exists high negative correlation between Family size and the Educational awareness of the respondents. Respondents of the nuclear families have better awareness (65.40) when compared to the medium size families (61.23) and the large families (52.47). Therefore, it may be concluded that the respondents from nuclear families have an advantage of better educational awareness about their childrens' education than the rest of the sample.

### **Main findings of the Study**

#### **1. Age Vs Educational Awareness**

There is a negative co-relation between age of the respondents and their educational awareness towards their children education. This shows the lower the age of the respondent better is their educational awareness towards their childrens' education.

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

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

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

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

#### **4. Socio-Economic status (SES) Vs Educational Awareness**

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

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

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

### **Discussion**

It is found that the Muslim women in certain areas are still not aware of the policies towards improvement of their childrens' education. It is also found that a section of Muslim women are not aware of new and special institutions, which keep pace with the times. Many of them are not aware of the modern trends in various faculties, evaluation system, reservation

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system and provision of scholarships to their children. Most of the Muslim women have no idea about the diversified courses, admission process into Navodaya Schools, Andhra Pradesh Residential Schools, Central Schools and Social Welfare Schools. A large number of Muslim women are not aware of the structure of educational system. It is significant that there is a greater need of awareness about job oriented courses for their children. Only the highly educated Muslim women can respond to new changes in educational system and opt for better opportunities. By and large, Muslim women felt that their educational awareness improves life at home and quality of life in the society. Hence there is a need to develop the Educational Awareness of the Muslim Women. Age, Sect, Sub-Sect, S.E.S., and Size of the family influences the educational awareness of the Muslim women as discussed in this study.

### **Conclusions**

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

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

Special funds from various funding bodies such as U.G.C, I.C.H.R and I.C.S.S.R, etc., at the National and state levels may be obtained to promote and encourage research on problems concerning social economic and legal rights and the status of Muslim women in the modern Indian society and also for the development of their educational awareness.

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