

Journal of Educational Endeavours

Vol. 4. No. 2. July 2011

Published by

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St. Joseph's College of Education for Women
(Autonomous), Sambasiva Pet, Guntur - I. (A. P.)

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Printed at :

Prajavani Graphics, Guntur. ☎ 9848621063.

Editorial

The nations around the world started becoming parts of a global village. By the second half of the 20th century human resources were identified as the most valuable resources. The predominance of brain power as a growth creator at the global level had been accepted at the dawn of the twenty first century. The holistic paradigm shift has opened not only educational but also employment opportunities all over the globe. The world is going global, digital and also spiritual. But are we developing in our budding citizens a global mind?

The environmental crises brought forth the reality of one earth. The long cherished understanding of the people of India, Vasudhaika Kutumbam can be explained illustriously taking the observations of both the ancient and recent sages of India, to impress upon the young to feel the value of equality, care of relationships with nature and fellow beings and develop a sense of brotherhood. On the other side, understanding of science of various phenomena of the world is well used by the needy and the curious, irrespective of their belongingness, to bring in a lot of technological marvels. There is a dire necessity of feeding the brain power, touching the hearts of students by making them find the symmetry in form, rhythmic functions and order in the nature around and far off, to see that they use their knowledge relevant to the context of life and live in harmony with others.

-- Aruna Mohan

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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

The Journal of Educational Endeavours, published bi-annually is devoted to the discussion of educational concerns. Both theoretical papers and research studies find their place in the journal.

Information to Contributors

1. Manuscripts for publication that have not been published elsewhere should be sent to the Editor in Chief, Journal of Educational Endeavours, St. Joseph's College of Education for Women, Guntur.

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2. Material to be considered for publication should be on Educational Issues, trends; theoretical or empirical studies, reports of research studies, view points etc., not exceeding 3000 words, including abstract.
3. Manuscripts should be typed double-spaced on one side on A4 size paper. It should include a brief biographical account of the author or authors in 50 words along with e-mail addresses, designation, degrees etc.
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*Your valuable papers for the next issue should reach us by
1st December 2011*

JOURNAL OF EDUCATIONAL ENDEAVOURS

Vol. 4

No. 2

July. 2011



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 1st 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.

**RABINDRANATH TAGORE AN EXEMPLARY PATRIOTIC POET ,NATURALIST AND
A GENUINE EDUCATOR : A SEEKER'S ADMIRATION AND INSPIRATION FOR MANY**

Prof, U. Ranga Charlu

Retired Professor, SGS, IASE, Rajahmundry

Brief biographical details

Sri Rabindranath Tagore is one among the greatest writers of modern Indian literature. He was a great patriot, Bengali poet, novelist, educator, and an early advocate of Independence for India. He was born on 7th May, 1861. He was the 14th child of his parents. His brothers and sisters were poets, musicians, playwrights and novelists. Tagore was born in an exceptionally enriched cultured family in Calcutta. This family was also involved in diverse activities at the national level.

Tagore showed his apathy for attending school (he thought it to be a cage) A teacher came to teach him at home. Tagore was not interested in his academic studies. He was interested in drama, music, art and poetry. The manner of his early schooling was to leave a deep impression on him. When he was 12, his father took him to a meditation centre. Here he learned Sanskrit, astronomy and the scriptures that formed the basis of his reformed religion. In 1878, when he was 17, he was sent to London by his father to qualify for the Indian Civil Service or as a lawyer. He took his matriculation examination and then joined University College, London. He came to like his lessons in English literature, and became exposed to British social life and Western music, both of which he enjoyed. But he returned home suddenly after some eighteen months without completing his education. Here he enjoyed British social life and Western music. However, he did gain the impression that human nature was perhaps the same everywhere.

Rabindranath continued his personal education and his creative writing and music even after coming back to India. Tagore married when he was 23.

Tagore - poet and novelist

Back in India he continued with his personal education and his creative writing and music. His *Sandhya Sangeet* [Evening songs], a volume of Bengali verse, came out in 1882. It was at about this time that he had a kind of mystical experience that led him to appreciate the unity of all that exists and himself as an integral part of it. In the same year, he wrote his famous poem *Nirjharer Swapna Bhanga* [The awakening of the fountain]. He became aware of his unusual talent as a poet. Between 1884 and 1890 various volumes of his poems appeared, together with a profuse output of prose articles, criticism, plays and novels. At this stage, beyond his literary pursuits, he had begun sharing his father's religious responsibilities. In 1890 he made a second trip to the United Kingdom, but came back after a month to look after the family estates. This responsibility opened up new vistas of inspiration for him. Whereas his previous literary work had been primarily based on imagination, he now came to acquire a direct and intimate experience of

the wretched life led by the poor Bengali peasants. This new experience led to the composition of *Galpaguccha* [A bunch of stories] (1900), and the many letters he wrote to his niece, subsequently published as *Chhinnapatra* [Torn letters] and *Chhinnapatravali* collection of torn letters], considered to be landmarks in the writing of Bengali prose and in describing the countryside of Bengal collection of torn letters], considered to be landmarks in the writing of Bengali prose and in describing the countryside of Bengal. A tragic series of family bereavements probably caused Tagore's withdrawal from the growing national struggle for independence in the country. He retired to his Ashram School to concentrate on its development and on the task of village reconstruction that he had initiated at Seliadah.

For years Tagore tried to convince his countrymen through his speeches, stories, novels, poems and songs to work for rural revival. The call went unheeded until Gandhi came on the Indian political scene. Single handed, the poet had started his work: 'They call you mad. Wait for tomorrow and keep silent' (Poems, 1942). In 1912 he left for the United Kingdom once again. Some of his works had already been translated into English and had attracted the attention of the well-known English painter Sir William Rothenstein and the poet W.B. Yeats. Tagore not only wrote songs but also set music. In 1921 established an organization for reconstruction of rural economy.

Tagore's Philosophy of Education : Education through freedom and joy

Tagore was hailed as a poet and literary genius He acclaimed fame as an educator too. The difficulty in writing about Tagore's educational ideas lies in the fact that he did not set them down in a connected account. His views are found scattered in a large number of independent essays and journal articles, in speeches to various audiences essays and journal articles, in speeches to various audiences The meaning of the word *educator* is a teacher, a specialist in the theory and practice of education, an administrator of an educational institution or a school. Tagore was totally fit in all these frames. The word *education* has a Latin derivation. The meaning of this word is "educare". But normally education is regarded as synonymous with school instruction. But it is not true; it is only part of Language in India the education process.

According to Tagore "The main aim of education is to prepare the student for future life so that he or she acquires the necessary equipment to discharge his or her responsibilities successfully". A good blend between the person and individual through continual crystallization of self in freedom and a joyous atmosphere of creativity is the end -in-view of all education, according to Tagore. Tagore considers education through joy as a means to liberation of the individual from the separateness fondled in narrowness of vision. Human love finds its best efflorescence in the world of delight revealed through the wholeness of personality. The unision of education and experiences of pupils seeks in exercise of freedom and joy that makes education truly creative and meaningful. Goodness and Beauty through creativity leads to fullness of personality. For this education should afford the mind a genuine freedom of sympathy. Such type

of freedom enjoyed by the child allows him or her to exercise the vision of truth. Let the learner find delight in self-discovery through self-creativity, let the child be tune to objects of Nature and make a harmonious relation with everything around. By this way “education equips the child with indwelling light of Truth which Tagore firmly believed. In his own experiments on education for dissemination of freedom and joy in an atmosphere of creativity in his school Shiksha –Shastra got him the name as ”The Poet’s School “. Tagore established Santiniketan, and experimental Institute for a new aim and mode of education where the beauty and sublime of nature can serve as a living partner of teaching and learning and where the values of poetry, music and art can vibrate personality and mingling of cultures of Asia and of the world that would promote internationalism and world-citizenship, and universal fraternity that transcends all division of race and religion in the Religion of Man. And also, there arose also the nationalist call of “Vande Mataram” that gave birth to the movement of the National System of Education with the aim of recreating the ancient Indian spirit that was at once spiritual, intellectual, scientific, artistic and productive, and empowered now with new vigour to assimilate all that is new and progressive and to create new forms of expression and synthesis of powers of personality and knowledge and harmony of the East and West.

Tagore’s views of education come from his own experience

Tagore’s views of education are not available in any single volume. It is traceable in his various expressions. His ideas were derived mainly from his own experience. According to him our modern education system is not so good because it does not allow us to cultivate the power of thought and the power of imagination. Tagore wrote, “To read without thinking is like accumulating building materials without building anything. We instantly climb to the top of our pile and beat it down incessantly for two years. Until it becomes level and somewhat becomes level and somewhat resembles the flat roof of a house” (Kabir 1961:34).

According to Tagore, lack of education is main obstacle in the way of India’s progress and at the root of all its problems. It is true that in our country the basic objectives of education system, such as promoting creativity, freedom, joy and an awareness of a cultural heritage were completely ignored. At the time of Tagore, Indians have been divided into two parts due to the medium of education that was English. One who received this education and second those who did not. He worked hard for the improvement of education system in India.

Tagore never favored modern education

Tagore was not in favor of modern education. He wrote, “A boy in this country has very little time at his disposal. He must learn a foreign language, pass several examinations and qualify himself for a job in the shortest possible time. So, what can he/she can do but cram up a few text books with breathless speed? His parents and his teachers do not let him waste precious time by reading a book of entertainment, and they snatch it away from him the moment they see him with one.” (Rabindranath Tagore in his *Towards Universal Man*, Kabir 1961:34) .Ravindranath Tagore writes in the book”The Religion of Man(1953)” Our life what is called value in those of its aspects

which represent eternal humanity in knowledge, in sympathy, in deeds, in character and creative works And from the beginning of our history we are seeking , often at the cost of everything else, the value of our life and not merely success. In other words, we are trying to realize in ourselves the immortal man so that we may die but not perish. This is also is the meaning of the utterance in the Upanishad: “*Tam vedyam purusham veda, yatha ma vo mruthuh parivyathah*” ...”Realize the person so that thou mayst not suffer from death”.

Tagore’s Philosophy – Start well in the beginning years

Although Tagore is a very famous and celebrated person of India, today his progressive educational philosophy is largely forgotten. He wrote about many ideals for education but his ideals have not found their way into Indian school system. According to Tagore, if we want to give proper education to the students, we should teach them well right from the beginning when they are very young. But, in India, it is not like that because the teachers who teach the students of primary schools are not well equipped for that job. He wrote that they knew neither good English nor good Bengali and the only work they could do was mistreating students. Tagore played a vital role to tell the society about the principles of teaching and about the role of a teacher in society. Like Tagore, Sidney Hook also wrote about education and its role in the society: “Education is the one that plays a certain integrative role within its culture and in this sense a good education will formally be the same in every culture” (Hook 1946:29).

Against the Heavy Load of Books and Bags

Tagore was against the heavy load of books and bags students had to carry to the school. Tagore notices that, at the very starting age of the life of a student, his/her parents keep a lot of burden of bags and books on his/her shoulders. He wrote, “From childhood to adolescence and again from adolescence to manhood, we are coolies of the goddess of learning, carrying loads of words on our folded backs” (Kabir 1961). According to Tagore, it makes education joyless. He was in favor of easy education, that is, education through music, art, literature and nature, etc. He wrote that the books we read have no vivid pictures of our homes and our society and he felt that our education is directing us to a land of enchanting falsehood.

Are Indian Schools Factories ?

Tagore rightly called Indian schools as a factory. He wrote that in the morning the factory opens with the ringing of a bell, and then as the teachers start talking, the machines start working. The teachers stop talking at four in the afternoon when the factory closes and the pupils then go home carrying with them a few pages of machine-made learning.

How Can We Become Good Teachers?

Tagore considered teachers to be very important in any scheme of education According to Tagore, if a person wants to be a good teacher s/he should follow some points like removing the fear of teacher from the minds of students; changing the view of teachers

relating to the purpose and method of education; using narrative imagination; focusing on the education of rural children; promoting the freedom of the child; and last but not least, kindling an awakening in the minds of the students. He wanted teachers to help young children to grow on their own as a gardener helps the young plants to grow. He wanted to use education as an instrument of change to make Indian young men and women more rational and less subject to meaningless social and individual rituals.

Eradication of Fear and Corporal Punishment

It is true that the majority of Indian teachers today believe that fear is a necessary condition for learning. But Tagore's views were totally different. He thought that as a teacher we should provide such an environment, that students have confidence to express their own learning ability. Tagore was opposed to any form of corporal punishment to discipline students because he thought that fear of making mistakes prevents an individual from being free to venture a new thought, to innovate, to ask questions, to be creative, etc. Discipline should be based on motivations like joy and pursuit of creative tasks. But even in recent times, and even in Kolkata, teachers are caught punishing the students violently some students died as a result of being beaten by their teachers in India.

Tagore's Involvement in Education

Tagore established Santiniketan, an experimental Institute for a new aim and mode of education where the beauty and sublime of nature can serve as a living partner of teaching and learning . And where the values of poetry, music, drama and art can vibrate personality and mingling of cultures of Asia and of the world that would promote internationalism and world-citizenship . He wanted to reveal the unnaturalness of the system of education in our country, he wanted to devise an alternate system . From children's education and rural development, he increasingly shifted his attention to university education and developing the surrounding villages as one of the university's functions. The working of the government, its courts of law and its education system were conducted in a language completely unintelligible to the majority of Indians. The main cause behind the awareness of the people was lack of the use of mother-tongue. *Tagore was in favor of good education .Main aim of Tagore was to provide study with joy. According to him picnics , excursions, games, music, metrical performances and celebrating socio-religious festivals constituted regular features of the calendar. New Year's Day, the Rainy Season festival, the New Rice festival, and the Spring festival were - and still are – all regular features. As one of the earliest educators to think in terms of the global village, Tagore's educational model has a unique sensitivity and aptness for education within multi-racial, multi-lingual and multi-cultural situations(O'Connell 2003).*

Santiniketan and Srinikethan : The land marks in educational innovations

As mentioned in beginning when Rabindranath was 12, his father Davendranath took him to a meditation centre which was established in 1863. During their brief stay there, Davendranath

gave his son lessons in Sanskrit, English literature and religion; he explored the mountains and forests. During his stay there he came in touch with nature in all its manifestations in the environment.

All of us know that in human society, necessity is a greater force than charity. The first requirement therefore is that people should discover the bond that holds them together as a society. If anyone wants to achieve this s/he has to choose education. In 1901 he left Seliadah where he had undertaken these experiments and moved to Santiniketan where, with his father's consent, he started a boarding school. The Brahamacharyashram (or Ashram) school was inaugurated on 22nd December 1901 with some pupils; his son was also one of them. This school was very famous in the world. It had no grand building. This was an open air school. It was really a matter of great pride that our Late Prime Minister Indira Gandhi studied in this institution.

The second experiment by Tagore was Sri Niketan. Santiniketan developed continuously from 1901 to 1921. Tagore was convinced that some new form of schooling could be worked out for the village children in India based on life in the countryside. He had purchased an old building and some land at a village called Surul, not far from Santiniketan. After that he met Leonard Elmhirst in U.S. in 1921. He was at that time reading agricultural science at Cornell University and was keen on spending some time in India doing rural reconstruction work. Tagore wanted that he suggest some remedial action to develop the school. In many respects Tagore's ideas relating to the education of children resemble those of Rousseau, Fröbel, Dewey, Montessori and others. For instance, Rousseau considered nature as children's teacher, as does Tagore, but unlike Rousseau he retains a significant role for the teacher. Froebel and Tagore, both, advocate harmony with all that exists to be achieved through education; they are both in favour of play and domestic activities as part of education during infancy and activity in the community as part of the educational process during childhood. Fröbel stops here but Tagore includes subsequent education under the purview of activity-oriented education. Tagore disowned being influenced by any of the well-known educationists. It was not any new theory of education but the memory of his schooldays that led him to establish his residential schools. Tagore reiterates that 'I established my institution in a beautiful spot away from the town where the children had the greatest freedom possible under the shade of ancient trees.' Through contact with nature, by making them aware of community relations and with the help of literature, festivals and religious teaching, he tried to develop the souls of his children. But this turned out to be not quite enough, so he introduced work education as 'a joyous exercise' of our inventive and constructive energies that help to build up character.

Throw out the belief in fate

Tagore was disappointed that Santiniketan had failed to achieve that ideal of bringing scientific knowledge to bear on life in the countryside. In order to improve the human condition in the villages of Eastern India, the population had to throw off their belief in fate and realize the importance of depending upon their own efforts. It was the reason which forced Tagore to launch the new school, named Shikshasastra in Sri Niketan. Tagore tried to convince his countrymen through his speeches, stories, novels, poems and songs to do something for rural people.

Work Education : enjoyment of nature

Tagore was in favor of good education, where in a teacher can prepare the student for good future and character as well. So he introduced work education as –“*a joyous exercise of our inventive and constructive energies that help to build up character*” (Tagore 1931). It is right to say that in our childhood we learn everything with the aid of our body and mind, with all the senses active and eager. When we are sent to school, the doors of natural information are closed to us; our eyes see the letters, our ears hear the lessons, but our mind misses the perpetual stream of ideas from nature, because the teachers, in their wisdom, think these bring distraction and have no purpose behind them. But Tagore was in favor of teaching the things from nature a lot. In his book, *Glimpses of Bengal*, Tagore wrote, ‘Yesterday, the first day of *Asarh* the enthronement of the rainy season was celebrated with due pomp and circumstance it was very hot the whole day, but in the afternoon dense clouds rolled up in stupendous masses. I thought to myself this first day, of the rains, I would rather risk getting wet than remain confined in my dungeon of a cabin’ (Tagore, *Glimpses of Bengal*, e-book 2005). Again, in the same book, Tagore described the natural things in a very beautiful way by writing these lines : ‘After walking about a mile we came to a dam , and along the pool of water there was a row of *tal* (fan palm) trees, under which was a natural spring. While we stood there looking at this, we found that the line of cloud which we had seen in the North was making for us, swollen and grown darker, flashes of lightning gleaming the while’ (Tagore, *Glimpses of Bengal*,).

Tagore’s love for nature reveals why he was in favor of education through natural elements in his school Santiniketan. It is apt to say about Tagore: As one of the earliest educators to think in terms of the global village, Rabindranath Tagore’s educational model has a unique sensitivity and aptness for education within multi-racial, multi-lingual and multi-cultural situations, amidst conditions of acknowledged economic discrepancy and political imbalance (O’Connell 2003).

A Universal Message for the entire humankind

The achievements of Rabindranath Tagore in all these fields are so great that they mark him out as one of the greatest sons of India and, indeed, one who has a message for entire mankind. Everyone in India recognizes him as the winner of Nobel Prize in literature, the philosopher who stood with Gandhi and other great persons of his day. Some Indians are admirers of his poetry and other works. But, throughout India, every student recognizes him as the author of India’s National Anthem, *Jana Gana Mana*.

Kathleen O’Connell rightly wrote about the philosophy of Tagore : “In Tagore’s philosophy of education, the aesthetic development of the senses was an important as the intellectual - if not more so - and music, literature, art, dance and drama were given great prominence in the daily life of the school (O’Connell 2003)”.

In Tagore’s view, the higher aim of education was the same as that of a person’s life, that is, to achieve fulfillment and completeness. There was a lesser aim that of providing the individual

with a satisfactory means of livelihood, without which a person would not be able to satisfy his/her basic requirements and thus fail to achieve either of these two aims. Tagore encouraged life centric education for children. Like an uncompromising and unparalleled educator, he wrote textbooks, dramas, songs and poems for children of different age-groups so that every child be ably directed and directed towards the education of having, living and being. It may be apt to say "his philosophy of education has broadened the mind and widened the vision of a learner who seeks freedom and joy

The poet passed away in 1941. The two institutions specific to Tagore's educational ideas and experiments still survive in the form of Patha Bhawan (the school section) at Santiniketan and in the form of Sikshasastra and Sri Niketan - of course, they have been modified a good deal over this long stretch of time. They form the core of the Santiniketan ideal. Visva Bharati survives too; it is now a central university and has changed considerably. The emphasis that Tagore placed on the teaching of the fine arts and crafts, and on music, continues in the form of two separate autonomous institutions under the general supervision of Visva Bharati. These institutions are : the Kala Bhawan (the school of fine arts) and the Sangeet Bhawan (the school of music and dance)

Emphasis on the teaching of various Indian languages and on the teaching of Asian cultures, and the presence of an international faculty are not very evident. But there is a Cheena Bhawan (the school of Chinese language and culture), Hindi Bhawan, a School of Islamic Studies, and a good number of students from Far Eastern countries, particularly in the Kala Bhawan and the Sangeet Bhawan. But one can see that Tagore's memory still dominates life on the university campus. Tagore inspired many freedom fighters. Tagore kindled patriotic spirit, instilled self-respect and also kept it growing. But he was not fortunate to see free India. The following poem from Gitanjali brings together the ideals Tagore kept before the nation, before mankind and also aptly before all educational institutions of India:

*Where the mind is without fear,
the heart is held high,
Where the world is not broken up into fragments
by narrow domestic walls,
Where the words come out from
the depths of truth,
Where tireless striving stretches its arms
towards perfection;
Where the clear stream of reason has not lost its
way into the dreary desert sand of dead habits,
Where the mind is led forward by thee into
everwidening thought and action -
Into that heaven of freedom,
My father, let my country awake*

Tagore's Philosophy of Education and its relevance to the present day :

How to make education real and our life force? In the addresses he gave and the essays he wrote from 1919 to 1936 he tried to answer this question.

In his own words : “We must try to understand how Indian genius expressed itself. Unless we try to put these together and discover the integrating factors behind these diverse streams of thought and make them a subject of study at our universities, we would only be borrowing knowledge from abroad. The natural habitat for knowledge is where it is produced. The main task of universities is to produce knowledge, its dissemination is its secondary function. We must invite those intellectuals and scholars to our universities who are engaged in research, invention or creative activity.”

The present day education is encouraging rote learning and robbing the children pleasures of life. They are being reduced to the level of knowledge acquiring robots without developing rational thinking and knowledge of things often is not sufficient without developing right attitude towards life and global society. Our curriculum transition today is missing the important point i.e. development of spirit. Tagore's educational philosophy and note worthy experimental practices haven't got needed recognition While nations sought primarily to give their citizens a means of livelihood through education, Tagore believed that there was a more important aim—that of personal fulfillment and self-improvement. It was important to borrow knowledge and experience from abroad, but not to use them as the foundation for Indian education. When India is seriously thinking of reforms in education Tagore's philosophy and educational ideas are a big boon to enliven education system true to Indian spirit

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MORAL JUDGEMENT OF SECONDARY LEVEL STUDENTS

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Value literally means something that has a price, something precious, dear and worthwhile, hence something for which one is ready to suffer and sacrifice. In other words, values are a set of rules or regulations of behaviour. In the words of Dewey, "value means primarily to price, to esteem, to appraise and to estimate". It means the act of achieving something, holding it and also the act of passing judgement upon the nature and amounts of values as compared with something else.

Values are regarded as desirable, important and held in high esteem by a society. Thus values give meaning and strength to a person's character by occupying a central place in ones life. Values reflect one's personal attitudes and judgements, decisions and choices, behaviour and relationships, dreams and vision. They influence our thought, feeling and action. They guide us to do the right things. But values differ from one society to the other or from time to time in the same society or from one group to the other.

Value education means inculcating a sense of humanism, a deep concern for the well-being of others. This can be accomplished only when it is instilled in the children deep concern of commitment to value that would build the country and bring back to the people pride in work that brings order, security and assured progress.

Through value education, it is expected to develop the social, moral, aesthetic and spiritual aspects of a person, which are often undermined in formal education. Value education teaches to preserve whatever is good and worthwhile and inherited from our culture. It helps us to accept and respect, the attitude and behaviour of those, who differ from us. But value education does not mean value imposition or indoctrination.

Value education has the capacity to transform a diseased mind into a very young, fresh, innocent, healthy, natural and attentive mind. The transformed mind is capable of higher sensitivity and heightened level of perception. This leads to the fulfillment of the evolutionary role in life.

Value education helps oneself and also one's relation to society. Value education makes one peaceful and by personality adds peace to the society, thus both individual and society supplement to each other. Value education makes the youth powerful. They contribute a great deal to the national reconstruction and development.

Education is a personality building process which always being linked with the society. It has both personal and social dimensions like the two sides of the same coin, inseparable. According to Gandhiji, real education does not consist in packing the brain with information, facts and figures, or in passing examinations by reading the prescribed number of books, but by developing the right character.

At present, our education system is largely involved in preparing the younger generation only to develop their cognitive domain. Today what is being done is educating the heads and hands and not the hearts. Lack of value education has been an important factor in the global scenario of growing violence and terrorism, pollution and ecological imbalance.

The Education Commission (1964-66) and the National Policy on Education (NPE-1986) stressed on the importance of value oriented education in our country. The Ramamurthy Committee Report (1990) recommended that the imparting of value education should be an integral part of the entire educative process.

All educational policies have laid considerable emphasis on Value Education by highlighting the need to make education a forceful tool for the cultivation of social and moral values. They have stated that in our culturally plural society, education should foster universal and eternal values oriented towards the unity and integration of our people.

In the present times of unprecedented changes dislocating traditional values and creating conflict between traditional and new values there is universal concern in respect of erosion of values, promoting values and culture which fit into the needs of the modern times. The process of developing into a modern nation with new social, political and economic institutions and the emphasis on science and technology has thrown up many new value-challenges in all areas of our life.

Craving for cheap popularity on the part of the teachers and the taught, shortcuts in study, a longing for easy life, guides, books-all need a serious attention on the part of the modern Indian educators. Their values and places must be fixed once and forever and the decisions taken by great educationists in the interest of the nation should be strictly put into actual practice.

To get through the annual examination in a higher class has become the general immediate goal of education and it tells upon the methods of learning and teaching and on the national character as such in the long run. Thus, the whole attitude towards education needs a thorough revision from all the perspectives.

M.M. Prahallada in his article, "Contemporary significance of higher education", beautifully explained the role of moral values in education. To quote him, 'Indian Culture is rooted deeply in her spiritual values and unless these values find their way into the life of students, education will lose its significance and will not fulfill its function of endowing the students with a vision to life and ideals to work, the cherished goals of democracy, socialism, humanism and idealism. It is very essential that our education system should evolve a new positive morality, which could effectively be built into the school, under graduate/post graduate curriculum.

Value education involves social education but extends beyond it in so far as it covers the way the individual deals with one's own powers and potentialities as well, how the person behaves in the relationship with other people and the community at large. Value education means a positive effort for bringing about a synthesis of physical, intellectual, emotional, aesthetic, moral and spiritual values in a human being, is a revival of moral and spiritual values in education. The

Government should have no reservation in introducing and funding universal religion of human values in the form, in the contents and in the methodology of education at all levels.

National Policy on Education (1986) and its Programme of Action (1992) emphasized value education as an integral part of school curriculum. It highlighted the values drawn from national goals, universal perception, ethical considerations and character building. It stressed the role of education in combating obscurantism, religious fanaticism, exploitation and injustice, as well as the inculcation of values.

In addition to the emphasis of Commissions on moral education, persons of eminence have also advocated the cause of moral education for the all round development of the youth. At this juncture, it is quite worthy to study the opinions of some of the Indian educational thinkers.

Right from the ancient period, value oriented education has been existing in India. It has taken diversified changes through the ancient, medieval and modern period. When India freed from the Britishers in 1947 again various changes occurred in the educational area and the Indian philosophers Vivekananda, Tagore, Gandhiji, Aurabindo had immense role in exhorting value based education.

Gandhiji said, “Unless the development of mind and body goes hand in hand with a corresponding awakening of the soul, the former alone would prove to be a poor lopsided affair. By spiritual training, I mean education of the heart”. Thus, the true meaning of education is the harmonious development of head, heart and hand, i.e., enlightenment of mind, compassion and dignity of labour.

Sarvepalli Radhakrishnan said the three things- vital dynamism, intellectual efficiency and spiritual direction together constitute the proper aim of education. Moral and spiritual training is an essential part of education. What we need today is the education of the whole man-physical, mental, intellectual and spiritual. If education is to help to meet the moral challenge of the age and play its part in the life of the community, it should be liberating and life giving.

Swami Vivekananda had proclaimed : “We must have life building, man making and character building education”.

Sri Shankar Dayal Sharma, former President of India, a scholar and educationalist aptly said, “The aim and objective of all education is to maintain, sustain and develop a healthy mind in a healthy body.” Co-curricular and extra curricular activities should have as much place in our system as the curriculum and the syllabus. The lack of such activities is the reason for the evils of habitual smoking, drinking and drug-addiction fast growing amidst our student community. Education is not injection or injunction. It is not indoctrination of views and ideas or just an imposition of one’s views upon others. In short, education should not be an infliction. The moment education becomes such an infliction, the consequence will be student indiscipline, strikes and agitations within the campus.

Pandit Jawaharlal Nehru rightly said - “A vast responsibility rests on our universities and to keep their lights burning and not stray from the right path even when passion convulses the multitude and blinds many amongst those whose duty is to set an example to others”.

Gurudev Rabindranath Tagore states - “Education must aim at the development of moral, spiritual and ethical values and we should seek them in our own heritage as well as in other cultures and civilizations. It should be such that Indians do not lose sight of their rich heritage – their thought must be rooted to the ideals set forth in the great writings and works of our sages, poets and philosophers, the noble goals and high values set forth in our precious culture must be adhered to”.

Values in our education are a seriously debated subject now a days. This is because of the chaotic conditions observed in almost all spheres of our life. It is conjectured, not without reason, that this chaos is mainly due to lack of values in the education being imparted in India. If contemporary education is to be value-based, it can never be done without the teachers themselves understanding, appreciating and upholding the life-sustaining moral values. The teachers cannot have an excuse whatsoever. If one cannot practice these values, one should not dream of teaching, as a job. In fact, teaching is not a job. It is a mission and vision for life and for prosperity.

It is essential that the teachers also should be exposed to the traditional values and ethics of education through training programmes from time to time. They should not confine their job to a mere matter of completing syllabus and following the curriculum. There should be a platform for teachers to deliberate on sensitive issues or topics as and when the need arises. They should also expose to the ideas of accepting modernization, globalization and liberalization from the academic point of view. They should also learn while imparting their duties for which they are meant. By creating a conducive atmosphere for intellectual rigor and freedom of expression and thought, one can practice values in education.

Statement of the Problem

Moral judgement is a by-product of the child’s general social experience. Patterning of experience is necessary before the child is capable of higher forms of moral judgement. The ability to make moral judgement plays an important role in the moral development, as it is a process of defining a happening in terms of moral justifiability.

Moral development cannot be studied in isolation from other aspects of development, eg., physical, intellectual, emotional and social. There are various studies to show the effect of these developments upon moral development. A certain amount of intellectual maturity is necessary for moral understanding and moral judgement but that does not imply that the more intelligent a person is not necessarily a more moral person. Again, the emotionally affected less becomes a psychopath; but excessive emotions may also lead to immoral behaviour. That is why wide differences are found among the research findings in this area.

Hence the problem chosen for study was, "A Study of Moral Judgement of Secondary School Students in Relation to Some Variables".

Variables of the Study

The following variables were taken into consideration in this study : 1. Moral judgement 2. Sex 3. Class of Study 4. Subject of Study 6. Level of Institution 7. Age and 8. Family Size.

1. Moral Judgement

The moral judgement score indicates the student's ability to reason with principles of all stages together in dealing with right or wrong decision of the given situation.

The manuals of Lawrence Kohlberg (1976), James R. Rest (1979), Brain Burnham (1976) and Seetharam A.S (1974) were carefully studied and twenty moral dilemma situations were adopted and developed for the present study.

2. Sex

Students of both sexes were included in the study to find the difference between male and female with regard to their nature of moral judgement.

3. Class of Study

Students of 9th, 10th, Junior Intermediate and Senior Intermediate students were included in the study to find out whether there exists any significant difference among themselves with regard to moral judgement.

4. Locality

Students of three localities rural, urban and semi-urban were included in order to study the influence of locality on the moral judgement of the students.

5. Subject of Study

Students of two groups i.e., science and arts were included in the study to find the significant differences with regard to course selected.

6. Level of Institution

Level of institution plays a crucial role in one's own judgement. As the level advances, the social horizon widens, and physical and mental development takes place in the individual and the value formation may be crystalised and confirmed. So the level of institution is included in this study.

7. Age

As age advances one's maturity, reasoning, observation capacity, establishing cause and effect relationship etc., also increase. Keeping this in mind, age is included in the study.

8. Family Size

Family size also influences one's moral judgement capacity. People living in large family and small family vary in their judgement. Hence, family size is taken as one of the variables.

Sample and Method

A sample of 400 high school and Intermediate students were selected by random sampling procedure. The method adopted was survey method. The data were collected with the help of

20 dilemma situations each with 5 alternative responses from desirable to undesirable and the students were asked to give order of priority to the alternatives. Based on the responses of the students, the data were analysed to arrive at various conclusions.

Conclusions

Based on the analysis of the results, the following conclusions were drawn.

There is no significant difference between male and female students, 9th class and Senior Intermediate, Junior Intermediate and Senior Intermediate, Urban and Semi Urban, Semi Urban and Rural students, Arts and M.P.C., Science and Arts, ages of 13 years and 15 years, 13 years and 17 years, 14 years and 15 years, 14 years and 17 years, 15 years and 17 years, 16 years and 17 years, family sizes of 3 members and 5 members, 3 members and 6 members, 4 members and 7 members, 5 members and 6 members, 6 members and 7 members in their moral judgement.

Where as significant difference is observed between the students of 9th class and 10th class, 10th class and junior Intermediate, 9th class and junior Intermediate, 10th class and Senior Intermediate, Rural and Urban, M.P.C and Bi.P.C, Bi.P.C. and Arts, School and Junior College, 13 years and 14 years, 13 years and 16 years, 14 years and 16 years, 15 years and 16 years, 3 members and 4 members, 3 members and 7 members, 4 members and 5 members, 4 members and 6 members, and lastly 5 members and 7 members in their moral judgement.

Educational Implications

A number of psychologists like Piaget, Kohlberg, Loevinger, Peck and Havighrust, Freud, Durkheim and others have studied extensively the problem of moral judgement among children and hence the students' potential upholders are already available to the teachers. But what is to be done is that the teachers have to take up the responsibility of providing moral instructions to the children, so that they can sharpen their sense of discrimination.

The findings of the present research have raised some important questions related to the educational needs of the children with special reference to their moral development.

1. The children have certain amount of moral stages namely good and bad and obedient and punishment before entering to the school age. There seems to be an immediate need to develop other stages of Kohlberg's moral development through certain specific programmes to inculcate them in the students.
2. There is a need to develop specific curriculum for the inculcation of values for different grades of schooling or within the school subjects, and it should be incorporated.
3. Certain specific theme training programmes may be conducted for teachers at both levels (Elementary and Secondary). So teachers can directly take-up responsibility in providing moral education to their students.
4. The present study has shown that class of study in which the student is studying appears to be a significant factor that determines the capacity of moral judgement. Hence it is essential

to change the moral atmosphere where the students have exhibited moral sense and discrimination. Even the NPE-1986 emphasises the importance of moral education as an integral part of the general educational system.

5. At present, the system of education forgot its main task in fostering the development of wholesome personality among students causing a sense of insecurity among the students. Hence in every school the guidance and counseling centres are to be opened to mould the students' personality so that they can have a stable mind.
6. The quality of the society is determined by the persons having intellectual and social values. The person who sticks on to the values is regarded and acts as model to others. Value less people are like flowers without fragrance and ruin the society.
7. The present study has shown that, there is no significant difference in the moral judgement of male and female students. This appears to be a positive sign for the development of the society. Our education is also over coming the gender bias in schools through revamping its curriculum and its activities. The moral conduct in schools does not show any gender difference.

In addition to this

- The syllabus should include moral stories, illustrations, bibliographies of great people etc.
- Literature from various religious and historical events related to our own country, which leads to national integration, should be included in curriculum.
- The teacher should attend various seminars, conferences, symposia, and workshops related to value education and also value orientation programmes.
- Teacher provides the student criteria for good thought.
- Developing study habits, habit of self-evaluation and self-participation.
- Importance should be given to yoga, social activities, NSS and NCC.
- Compulsory physical education should be given to all students.
- The teacher should have sound theoretical knowledge regarding values and should apply in practical life and should be ideal teacher.
- Practice and develop the concept of unity, integration and international brotherhood in students.

Limitations of the Study : For any investigator, it is not easy to conduct an exhaustive study. The present research study has the following limitations.

1. The study was limited to Chittoor District only
2. The study was restricted to Telugu medium students of 9th, 10th and Intermediate students studying in Telugu medium schools run by Government of Andhra Pradesh.
3. The researcher included only 8 independent variables in the present study. This has been purposefully alone to do in depth analysis of these variables.
4. The present study was confined only to moral judgement of students at secondary level.

Suggestions for further research

1. By taking subjects from other regions and other states a similar study can be carried out.
2. The study was confined to 9th, 10th and Intermediate students only. A similar investigation may be conducted by taking higher classes namely students from graduate and postgraduate courses.
3. A similar study may be undertaken to cover the other age groups/standard of children.
4. An analytical study of moral judgement can be undertaken as related to the moral judgement of their parents and teachers.
5. Many social factors like modernization, atavism and so on may be examined for their effect on moral judgement.
6. Many psychological factors like self-esteem, self-concept, intelligence, interest, emotions, nationality and cognitive development and so on may be examined for their effect on moral judgement.
7. Other significant factors like parental attitude towards morality emotional morality, parental commitment, parental behaviour, child-rearing practices, teachers behaviour, teacher's control, peer influence etc., may be studied for their effect on moral judgement
8. Experimental designs may be planned to examine the effective methods of developing programmes and techniques of giving moral instructions to children at various levels of schooling.



NEED AND SIGNIFICANCE OF HIGH SCHOOL COUNSELLING

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Modern Era is that of mental tensions and pressures. With the passage of each day, it's going on increasing. From child to old age all the individuals are facing some or the other mental problems. Man itself has found a solution for that- 'COUNSELLING'. Counselling is a process that enables a person to sort out issues and live decisions affecting their life. Often counselling is sought out at times of change or crisis, it need not be so, however, as counselling can also help us at any time of our life. The present study examines the various possibilities of Counselling, Its' Need and Significance in Secondary Schools. The investigator conducted a survey to find out the opinion of the students and their parents about the need and significance of High School Counselling.

Introduction

"Adolescence represents an inner emotional upheaval, a struggle between the eternal human wish to cling to the past and the equally powerful wish to get on with the future". - Louise J. Kaplan

Adolescence is a time for developing independence. Typically, adolescents exercise their independence by questioning their parents' rules, which at times leads to rule breaking. Parents and doctors must distinguish occasional errors of judgment from a degree of misbehaviour that requires professional intervention. The severity and frequency of infractions are guides. For example, drinking habitually, fighting often, frequent truancy, and theft are much more significant than isolated episodes of the same activities. Other warning signs include deterioration of performance at school and running away from home. Of particular concern are adolescents who cause serious injury or use a weapon in a fight. Because adolescents are much more independent and mobile than they were as children, they are often out of the direct physical control of adults. In these circumstances, adolescents' behavior is determined by their own moral and behavioral code. Parents guide rather than directly control the adolescents' actions.

Adolescents who feel warmth and support from their parents are less likely to engage in risky behaviours. Also, adolescents whose parents convey clear expectations regarding their children's behaviour and show consistent limit setting and monitoring are less likely to engage in risky behaviours. Authoritative parenting is a parenting style in which children participate in establishing family expectations and rules. This parenting style, as opposed to harsh or permissive parenting, is most likely to promote mature behaviours. Some parents and their adolescents clash over almost everything. In these situations, the core issue is really control - adolescents want to feel being in control of their lives, and parents want adolescents to know that parents still make

the rules. In these situations, everyone may benefit from the parents picking their battles and focusing their efforts on the adolescents' actions (such as attending school and complying with household responsibilities) rather than on expressions (such as dress, hairstyle, and preferred entertainment). The secondary school students are at the beginning of the adolescence. So they are very much facing the problem of Identity Crises and many other problems. If these secondary students in 8th, 9th, and 10th standard are given proper guidance, late, adolescence problems can be avoided to a greater extent.

Adolescent Counselling

Adolescent counselling is intended to help adolescents make sense of their feelings and behaviour. Approaches such as family therapy provide both the parent and the teenager with a chance of exploring their relationship and voicing their feelings in a supportive environment. Expressive techniques such as Art Therapy offer an alternative to traditional verbal counselling, enabling the teenagers to express themselves through different media.

Teenagers often find their independence by making friends and widening their social circle. As they begin to carve out an identity, they become more susceptible to their friend's influences. In general this is a healthy process that enables the teenager to find a niche outside of the family environment. But occasionally peer pressure may lead to situations that need parental or professional guidance.

School Counsellor

A **school counsellor** is a counsellor and an educator who works in the elementary, middle, and high schools to provide academic career, college access, and personal/social competencies to students. The interventions used include developmental school counseling, curriculum lessons and annual planning for every student, and group and individual counselling.

The term ("guidance counsellor" or "educational counsellor") "*school counsellor*" is preferred due to professional school counsellors' advocating for every child's academic, career, and personal/social success in every elementary, middle, and high school (ASCA, 2005).

High School Counselling

High school counsellors provide academic, career, college access, and personal and social competencies with developmental classroom lessons and planning to all students, and individual and group counselling for some students and their families, to meet the developmental needs of adolescents, Emphasis is on college access counselling at the early high school level as more school counselling programmes move to evidence-based work with data and specific results that show how school counselling programmes help to close achievement and opportunity gaps ensuring all students have access to school counselling programmes and early college access activities. High School College Access curricula have been developed by The College Board to assist this process.

Transitional issues to ensure successful transitions to college, other post-secondary educational options, and careers are a key area. The high school counsellor helps students and their families prepare for post-secondary education including college and careers (e.g. college, careers) by engaging students and their families in accessing and evaluating accurate information on what the National Office for School Counsellor Advocacy calls the 8 essential elements of college and career counselling: (1) College Aspirations, (2) Academic Planning for Career and College Readiness, (3) Enrichment and Extracurricular Engagement, (4) College and Career Exploration and Selection Processes, (5) College and Career Assessments, (6) College Affordability Planning, (7) College and Career Admission Processes, and (8) Transition from High School Graduation to College Enrollment. Some students turn to private college admission advisors but there is no research evidence that private college admission advisors have any effectiveness in assisting students attain selective college admissions.

Need of the Study

Usually, adolescence is said to begin when the child turns thirteen years old. However, this is just a parameter set by humans and the physical as well as behavioural changes can begin from the age of 10 or 11 and sometimes even much before that. Many parents have said that their sons or daughter have started behaving like teenagers at the age of 11 itself. Though this is a matter of concern of the parents, this is actually quite normal. Though most people associate teenagers with rebelliousness, this is not a common symptom of adolescence. Not all teenagers become rebellious, but may show certain signs of it when their parents refuse what they want. One of the most common things that are seen in all teenagers is the need for independence. They see their parent's questions about what they are doing, where they are going, who are their friends, etc. as an hindrance to their privacy. Other parents may observe in their children an increased attachment to their peer groups. The child who would not leave the side of the parents, just few years back, becomes aloof and more closer to his/her friends. They may also be ready to do anything just to please their friends and to be part of the group. These are some of the behavioral changes that are seen in adolescence and can be dealt with proper support and care from the side of the parents. There are some grave issues or serious behavioural problems in adolescence that parents may have to deal with.

Following are some of the reasons for which counselling is required, they are:

- Attention Deficit Hyperactivity Disorder
- Adolescent Depression
- Oppositional Defiance Disorder
- Adolescent Eating Behavior/Disorders

The secondary school students also face the following problems :

School Problems

- Refusal to go to school can be due to:

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- difficulties in separating from parents
 - being perfectionist, and becoming depressed because they can't do as much as they want to
 - Disturbed family life, with early separation from the parent or death of parent.
 - An established pattern which may have started at primary school. Such children often have physical symptoms, such as headache or stomach-ache.

Drugs, solvents and alcohol

- Many teenagers experiment with alcohol and illegal drugs.
- Regular use of drugs or alcohol is much less common.
- Although cannabis has been widely felt to be relatively harmless, there is now good evidence that it can make mental health problems worse in adolescence and can double the risk of developing schizophrenia.
- Despite publicity about other drugs, alcohol is the most common drug to cause problems for adolescents.

Abuse

- Physical, emotional and sexual abuse may occur in adolescence and may cause many of the problems mentioned above. .
- Families with these problems need expert advice and should seek help.

Mental Illness

Much less often, changes in behaviour and mood can mark the beginning of more serious psychiatric disorders. Although uncommon, manic depression and schizophrenia may emerge for the first time during adolescent years. Extreme withdrawal may indicate schizophrenia, though there are usually other explanations for such behaviour. Parents who are concerned about these possibilities should ask to see their family doctor.

The investigator had met students facing many of these problems. So she wanted to know the significance of Counselling in secondary schools and also how counselling can help adolescents to overcome their problems.

Objectives

1. To find out the problems faced by the students in Secondary Schools
2. To find out the opinion of the Students about the Need and Significance of High School Counselling
3. To find out the opinion of the Parents about the Need and Significance of High School Counselling
4. To compare the opinion of the Parents with that of the Students, about the need and significance of High School Counselling

Methodology

The purpose of the study was to find out the problems faced by the students in Secondary Schools and to collect the opinions from the students and their parents about the Need and

Significance of Counselling in Secondary Schools. The investigator used normative survey method for the present study.

Sample

The study was conducted on a sample of 100 students from government and aided secondary schools in Ernakulam District, that included boys, girls and mixed schools and also their parents. Thus the total sample selected for the study was 200 (including parents).

Tool

Two questionnaires were prepared by the investigator for this purpose. Questionnaire I was distributed among the students and Questionnaire II among their parents, who have already developed an insight into the possibilities of Counselling.

Statistical Technique Used

A simple descriptive statistics was followed with percentage method. The details regarding the results of the data collected are given in table 1

Analysis

Table 1 : Counselling preferences of the Total Sample (Students and Parents)

Category	Professional Counselling	Parental guidance	Total
Students	88	12	100
Parents	90	10	100
Total	178	22	200

Out of 100 students' sample 88% preferred Professional Counselling and 12% preferred Parents' guidance, While 90 % parents supported School Counselling. This shows that majority of the students prefer School Counselling than the parents' guidance. Therefore it is interpreted that more than half of the total sample including students and parents seem to prefer School Counselling. Only ten parents 10% supported parents' guidance. This denotes need and, significance of High School Counselling

Findings

- No. of siblings of the sample is limited to 1-2. It's an indication of the increase in number of the nuclear family.
- 70% of the parents prefer to join their children in mixed schools.
- Majority (70%) of the Secondary school students are highly emotional- high anger and sensitivity due to teenage.
- Majority (60%) of the students face problems in school, mainly mental and physical problems in schools.

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- Majority of Secondary school students (80%) face high tension and stress
 - Domestic quarrels are frequent among the secondary school students.
 - The major reason for domestic quarrels was found to be generation gap, which is rooted in psychological and social problems.
 - Majority of the Secondary School students (86%) prefer friends to share their problems than with parents and siblings.
 - Though 40% of the students are aware of the significance of Counselling, only 10% has undergone it.
 - 60% of the parents are aware of the problems their child facing in schools.
 - There is reduction in the number of secondary school students (14%) sharing their problems with parents.
 - 50% of the parents accept that mobile and internet have negative impact on the students.
 - Even if 70% of the parents are aware of Counselling, only 10% of them have taken their child to a counsellor.
 - Majority of the parents (90%) are of the opinion that they would like to have a counsellor at schools
 - Only 10% of the parents supported parental guidance. The main reason which pulls back the parents from taking their children for counselling is the fear of society

Suggestions

- Teachers in secondary schools should be given special training to deal with the teenagers, especially their problems, viz. physical, mental and emotional.
- Govt. and the school management should take special care in providing the students with the aid of a Counsellor.
- Parents of the teenage students should also be given special counselling.
- Secondary students should be diverted to more extra and co-curricular activities thereby they can channelise their energy and develop their creativity.

Conclusion

Secondary school, the beginning of adolescence, the most important period of human life, has been defined in a number of ways, from different points of view, as a period of maximum in all aspects development. In this sense, adolescence is a process rather than a period, a process of achieving the desirable growth, attitudes, beliefs and methods for effective participation in society as an emerging adult. It is the process of transition from childhood to adulthood with an accelerated physical, mental, biochemical, social and emotional development. It is a period a boy or girl to attain physiological maturity, and to be increasing independent. Students can know who they are, what they do well, and decide what they will do when they graduate. During these adolescent years, students are evaluating their strengths, skills and abilities. The biggest influence is their peer group. They are searching for a place to belong and rely on peer acceptance and

feedback. They face increased pressures regarding risk behaviors involving sex, alcohol and drugs while exploring the boundaries of more acceptable behavior and mature, meaningful relationships. They need guidance in making concrete and compounded decisions. They must deal with academic pressures as they face testing, the challenges of college admissions, the scholarship and financial aid, application process and entrance into a competitive job market. Proper counselling in High Schools can play a major role in guiding them.

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PERCEPTIONS OF CLASS ROOM VISITATION PERSONNEL TOWARDS DECISION MAKING

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Significance of the Present Study

The concept of school supervision has undergone a vital change during recent times. The concept of supervision in the field of education has evolved so as to refer to the democratic supervision of classroom instruction. In a well conducted system of supervision, the supervisor, the headmasters, and the teachers work in cooperation with each other for the benefit of the school and respect the personality of each other. If education is to improve, all concerned must understand what the schools are doing. Teachers should be encouraged to accept and discharge more responsibility within their schools and to take an active part in the community life and professional work.

Good teachers and well qualified supervisors are both essential to improve the educational standards in schools. A good supervisory system is particularly important in Andhra Pradesh, where a large number of secondary teachers are in need of more guidance, help and leadership in professional matters by means of frequent classroom visits and instructional conferences to enable them to do their job effectively. This is the kind of attention that is especially necessary in the schools today be and provided best through the supervisor being in close and continuous contact with the schools. The teacher's performance in classroom is partly dependent on the perceptions he develops towards classroom visitation and its related activities.

The promotion of improved instruction must reign supreme as the principal aim of supervision. The person assuming the responsibility of improving the instructional programmes must use a variety of techniques, as effort is directed toward analyzing and appraising the educational goals of the total organization. Stimulating and initiating programmes to produce change where needed, providing guidance in the maintenance of constructive programmes and evaluating educational practices in relation to learning outcomes. The person involved in instructional improvement must search and utilize all available opportunities which will furnish functional, firsthand knowledge about the educational programme.

The primary purpose of supervision is to develop and improve the quality of instruction imparted in schools. Effective supervision involves not only observation and finding the assessment of teachers but also educational problems of teachers and helping in their solution. There is a need for more effective co-operation between instructional supervisors and class room teachers.

Rationale of the Study

Decision making is positively related to the class room performance. To bring about improvement of instruction the supervision must secure participation of group members in decisions as to the direction and type of change. The supervisory personnel work together in the determination

of decisions that are going to affect them. Supervision should no longer be considered as the responsibility of one person. There is a need for democratic practices like sharing and co-operation for conducting classroom visitation activities.

Decision making is an important aspect in the process of supervision and the personnel involved in supervision i.e. MEOs, HMs and Teachers ought to participate in decision making activities. Hence the researcher felt decision making is an important area of research.

Operational Definitions

Perceptions : The discernment and judgement expressed by supervisors, administrators, and teachers as revealed in their appraisal of the classroom as a supervisory procedure.

Classroom Visitation Personnel : The three important categories of personnel involved in the classroom visitation procedure namely, supervisors, administrators, and teachers.

Functions of Class Room Visitation Personnel : Planning and execution of activities of classroom visitation.

Decision Making : Making choice in the formulation of policy for the activities related to classroom visitation.

Classroom Visitation : A supervisory procedure in which the supervisory personnel make in classroom visits.

Objectives of the Study

1. To analyse the perceptions of classroom visitation personnel towards decision making.
2. To analyse the perceptions of classroom visitation personnel towards different aspects of decision making.
 - a) The purpose of classroom visitation.
 - b) Selection of time.
 - c) The freedom to initiate the classroom visitation.
 - d) The information to be gathered during classroom visitation.
 - e) The performance criteria to be used in teacher evaluation.
 - f) The supervisor's behaviour during classroom visitation.

Scope of the Study

The study aimed at the perceptions of supervisors, administrators, and teachers in determining the decision making role on the classroom visitation and its related activities as a supervisory practice in the secondary schools of Guntur District.

Delimitations of the Study

- This study was limited to the classroom visitation procedures followed in the secondary schools of Guntur District of Andhra Pradesh only.
- The study was limited to random sample of MEOs, HMs and teachers pertaining to secondary schools only.

Method of Research

Normative survey method was used to collect data through questionnaire.

Sample and Sampling

For the present study the investigator had taken up a random sample of 550 class room visitation personnel, that is 50 Mandal educational officers, 100 secondary school administrators and 400 secondary school teachers.

Tool

The tool was constructed on the basis of established theory and research. The questionnaire was constructed from scientific sources, findings and conclusions of earlier educational research.

Validity

Through the critical examination of a panel of judges and individual discussions with the sample respondents, the content validity of the tool was ensured.

Reliability

By applying the Split half method tool reliability was established. The reliability of coefficient calculated through this method was 0.85. As the reliability coefficient was sufficiently high, the tool was considered to be reliable for the purpose of this study.

Statistical Techniques

The questionnaire consisted of six decision items to identify the personnel who were involved in decision making and the personnel who would be involved in decision making. For each statement frequency count was made for the two dimensions of the decision making namely who is now and who should be the decision makers. The frequency count for each item was made and the respondent's perceptions towards decision-making were identified. The data in this area were not put to further statistical treatment and analysis. Only percentages were taken.

Data Analysis

Item wise Analysis of the Perceptions of classroom visitation personnel towards decision-making

Q. No.	Sample	Pre determined by (a)			Should be predetermined (b)		
		T	HM	MEO	T	HM	MEO
1.	T+HM +MEO	39	38	23	20	51	28
2.	T+HM +MEO	30	40	29	24	44	31
3.	T+HM +MEO	40	35	24	27	40	32
4.	T+HM +MEO	37	35	28	29	36	35
5.	T+HM +MEO	33	38.	28	23	42	34
6.	T+HM +MEO	30	48	22	30	41	29

**Personnel wise and Item wise Analysis of the Perceptions of
classroom visitation personnel towards decision making**

S. No.	Item	Sample	Pre determined by (a)			Should be predetermined (b)		
			T	HM	MEO	T	HM	MEO
1.	The purpose of classroom visitation is	Teachers	42	35	23	18	53	29
		HMs.	31	43	26	31	42	27
		MEOs.	36	46	18	18	52	30
2.	Selection of time for classroom visitation	Teachers	28	41	31	24	42	33
		HM.	37	33	30	29	45	26
		MEO.	36	44	22	12	58	30
3.	The freedom to initiate the classroom visitation	Teachers	39	36	26	28	39	33
		HMs.	41	33	26	24	45	31
		MEOs.	52	32	16	30	40	30
4.	The information to be gathered during classroom visitation.	Teachers	37	33	30	30	35	35
		HM	37	39	24	27	42	34
		MEO	44	36	22	28	38	34
5.	The performance criteria to be used in teacher evaluation	Teachers	34	41	25	22	41	32
		HM	31	34	35	26	45	28
		MEO	36	34	30	26	44	32
6.	The supervisors behaviour during classroom visitation	Teachers	31	47	22	32	38	31
		HMs.	27	54	19	25	46	29
		MEOs.	30	46	24	26	56	18

Major Findings of the Study

- All the three groups of the sample perceived that the decision-making on all seven items was determined and should be predetermined by HMs.
- All the three status groups of the sample perceived that the decision making items were mostly pre-determined by the HMs and they agreed that they should be predetermined by HMs themselves.
- The existing practice revealed that the HMs were assuming dominant decision making role in matters relating to classroom visitation procedures.
- The whole sample perceived that the purpose of the classroom visitation was predetermined by teachers but it should be predetermined by HMs.

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- The selection of the time for the classroom visitation was predetermined and should be predetermined by HMs.
 - All the three status groups perceived that the freedom to initiate the classroom visitation is held by Teachers but it should be held by HMs.
 - It was found that the information to be gathered during the classroom visitation was predetermined by Teachers and HMs but it should be predetermined by HMs and MEOs and not the teachers.
 - The performance criteria to be used in teacher evaluation were formulated by HMs and should be formulated by HMs.
 - The supervisors' behaviour during classroom visitation was pre determined and should be predetermined by HMs.

Discussion and Suggestions

Modern supervision demands cooperation and co-ordination of efforts of classroom visitation personnel. As such it is necessary that the classroom visitation personnel have to work and plan together for the success of classroom visitation and its activities. There is an urgent need for communication and sharing between the supervisor and teacher. If the classroom visitation procedures are to be improved the teachers must have opportunities to share ideas, procedures and materials.

If leadership is to be developed in the teachers, the administrator must have skill in sharing decision-making. To make classroom visitation effective, administrators will have to include the teachers in the determination of decisions that affect them. The literature consulted supports the effectiveness of shared leadership, decision-making responsibilities and relationships of trust between administrators and teachers. The involvement of teachers in decision-making enhances commitment and understanding of new programme.

The headmasters being the coordinator and facilitator of both instructional and supervisory programmes are given the final responsibility to fix the best time for classroom visitation to take place. However, some teachers believed that they should be consulted to ascertain their readiness to receive the supervisors. At times, they report, that these visitations are happening without prior information resulting in no effective interaction between the teachers and the visitors. Some visiting personnel do take some trivial pleasure in surprise visits, perhaps, just to satisfy their ego-based authority.

The classroom visitation personnel have to co-operate in planning the supervisory programme. A sincere and democratic spirit on the part of all the supervisory personnel is fundamental to good teamwork.

The survey results showed that HM was playing a dominant decision making role in matters relating to class room visitation procedures. There was little involvement of teachers in pre-determining the decisions on policy and procedures of class room visitation.

Educational Implications

- This study will help in maintaining harmonious relationships for the smooth functioning of institutions.
- This study will help to identify the importance of teacher co-operation and involvement in decision making that effect class room instruction.
- This study will help in realizing the need for a change of the personnel involved in the decision making at present.
- This study will help HMs and Teachers to assume more responsibility for the instructional supervision in their schools.

Conclusion

The classroom visitation personnel have to co-operate in planning the supervisory programme. A sincere and democratic spirit on the part of all the supervisory personnel is fundamental to good teamwork. The supervisory personnel desire supervision which ensures their feelings of worth and dignity, of responsibility and competence, of individuality and initiative. The supervisory personnel will share with one another the responsibility for the function of making needed improvement in the school.

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THE IMPACT OF A SELF LEARNING PACKAGE IN DEVELOPING AWARENESS ABOUT FOOD AND NUTRITION AMONG STUDENT TEACHERS AT SECONDARY SCHOOL LEVEL

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Recent interpretation of constructivism suggests that each learner constructs his or her own schemata, bits of knowledge, explanations or pictures of reality according to individual goals, previously existing concepts and new perceptions. Learning from that perspective is much more under the control of the learner. A paradigm shift from teacher-centred instruction to learner-centred instruction is needed to enable students acquire the knowledge and skills sufficient to make them fit in the present era. Proper guidance through improved methodology as well as encouragement is of vital importance for a successful improvisation in teaching and learning of Health education. The present paper discusses about the importance of inclusion of health education in secondary level teacher education programme. It also discusses about the effectiveness of self learning package in developing awareness about food and nutrition among future secondary school teachers which involves Identification of misconceptions and assumptions in this area.

Introduction

As early as 1918, health was listed as the first objective of education. According to WHO health is a state of complete physical, mental and social well being. Health is given priority because it is one of the important components of human capital. From the studies conducted, there are ample evidences to prove that poor health is a risk factor in achieving the maximum potential of a child. It causes wastage and stagnation even at the primary school stage. The economically backward families are more susceptible to illness, because of the poor nutrition, sanitation and inadequate modern medical facilities. Poor health and poor education hamper a nation's progress.

The International Conference on Public Education in Geneva in 1967, in which the United States and 96 other countries participated, recommended that in the planning of the school programme of each country 'health education' should be given a place among its fundamental objectives, that it should 'not only inculcate good habits in pupils' but also teach them to 'respect the health and well being of other people as well as their own,' and that 'teachers should be prepared to give health education during their training courses.'

Need and significance

Nutrition is the focal point of health and well-being. Nutrition is directly linked to human resource development, productivity and ultimately to the national growth. Malnutrition is a complex phenomenon. It is both the cause and effect of poverty and ill health, and follows a cyclical, inter-

generational pattern. It is inextricably linked with illiteracy, especially female illiteracy, lack of safe drinking water and proper sanitation, ignorance, lack of awareness and ill health. It creates its own cycle within the large cycle of poverty.

Malnutrition in India continues to be at a high level with 42.5% children below the age of being underweight and almost 70% being anaemic. 22% children are born with low birth weight. Lack of adequate information on nutritional needs, has been identified as a major factor for the prevailing malnutrition situation in the country. Child malnutrition is both the result of economic conditions and poor awareness about nutrition. Nutrition education and extension has been recognized as one of the long-term sustainable interventions essential to tackle the problem of malnutrition and to generate awareness and to promote the nutrition status of the country. FNB's (Food & Nutrition Board, Ministry of Women and Child Development) major task is to address this major challenge.

A nutritious diet while ensuring overall well being, helps to maintain a healthy Body Mass Index (BMI), reduces the risk of several debilitating diseases like cancer, cardiovascular ailments, diabetes, osteoporosis and stroke. A balanced diet comprising of diverse and healthy foods is the key to promoting good health. In conclusion, it must be noted that allopathic medicine treats the symptoms rather than the root cause of the disease, which is usually caused by wrong eating habits leading to an accumulation of toxins within the system. Whereas a nutritious healthy diet can rectify underlying causes of diseases and restore one to wholeness of mind and body. Once we realize the connection between a wholesome balanced diet and good health, our food will be our medicine and maintaining good health will be a matter of making the right food choices and leading a healthy lifestyle.

The teacher has to play a major role in implementing the policies and schemes formulated to achieve a breakthrough in the quantitative expansion and qualitative improvement of education, which is highly essential for the national development. In other words the quality of teachers largely depends upon the education programme, selection procedure followed for the admission of trainees, instructional materials and evaluation of their performance. Health education is highly essential for the community and the best and easiest way to educate a community is to educate its future citizens the children. To educate the children, first of all, the teacher should be well versed in the various aspects of health education, specially food and nutrition. It helps the teacher to understand the pupils better. In the preparation of teachers, the authorities concerned should try to develop among the student teachers, a sound knowledge of the subjects, effective classroom communication pattern, effective classroom management, technological devices and use of modern instructional strategies.

Individualised instruction enables each person to study at his own pace and according to his interests and abilities. Learning package is an innovative step towards automation and individualisation of instruction. It is a collection of materials to effect specified learning outcomes with a minimum of teaching contact (Wilkinson, 1970). Learning packages provide opportunities

for 'learning from a distance'. They permit individual pacing, so that students may learn as quickly or as slowly, as they are able to master the material. Components of learning package include materials to be read, looked at, like, diagrams, pictures, to work with learning activities, and tasks to undertake like assignments and self-test. Package can be used at any time of the day or night without any interference or interruption in the scheduled activities. A paradigm shift from teacher-centred instruction to learner-centred instruction is needed to enable students acquire the knowledge and skills sufficient to make them fit in the present era.

Envisaging the importance of health education, especially in the area of food and nutrition of secondary school level teacher education programme, the investigator has designed the present study with an objective of finding out the awareness of student teachers in the area of food and nutrition and to prepare a learning package for enhancing the same.

Objectives of the Study

1. To understand the awareness about food and nutrition among student teachers at secondary school level.
2. To test the effectiveness of the prepared self learning package in developing awareness about food and nutrition among student teachers at secondary school level.

Hypothesis for the Study

1. The student teachers at secondary level have low awareness regarding food and nutrition.
2. The learning package prepared would be effective in developing awareness about food and nutrition among student teachers at secondary level.

Methodology

Survey and experimental methods were found to be appropriate for the study.

Major tools and techniques used for the collection of data are the following:

1. Health Awareness Test
2. Prepared Learning Package

Sample for the Study

For the present study, the survey was confined to a sample of 1600 student teachers at secondary level. Proportionate random sampling was adopted in selecting the sample for the study. The student teachers selected were from 4 districts of Kerala under Mahatma Gandhi University. Care was taken to give due representation to the type of management of colleges as aided, unaided and university centres and different optional subjects like English, Malayalam, Hindi, Mathematics, Physical Science, Natural Science, Social Science and Commerce.

For the experimental study, one teacher education institution was selected. The sample for the experiment comprised of a total of 200 student teachers, 100 in the experimental group and 100 in the control group.

The independent variable is the instruction in food and nutrition and dependent variable of the study is the awareness of student teachers in the area of food and nutrition.

Procedure adopted

Collection of data for the survey study

Relevant data were collected from the subjects under study, using a standardised Health Awareness Test.

Collection of data for the experimental study

A standardised health awareness test was administered to the experimental and control groups to know their initial awareness. The investigator gave each unit of the prepared learning package along with necessary explanations and instructions for a period of 35 minutes to the experimental group. Learning package permits each student teacher to study at his/her own pace, time and according to his/her interests and abilities. The same topics were taught to the control group by the investigator using conventional lecture method. After completing the learning by the experimental and control groups, the health awareness test was again given to both the groups, to know whether there is any development in their awareness in food and nutrition.

Percentage statistics was used for comparing the awareness of student teachers in various optional subjects. In the experimental part of the study to test the effectiveness of the learning package, Analysis of Covariance was used.

Analysis and Major Findings

Table 1 : Awareness of student teachers about Food and Nutrition according to various optional subjects

Subject	Low		Medium		High	
	Count	Percent	Count	Percent	Count	Percent
English	150	100.0	0	0.0	0	0.0
Hindi	100	100.0	0	0.0	0	0.0
Malayalam	150	100.0	0	0.0	0	0.0
Mathematics	220	100.0	0	0.0	0	0.0
Physical Science	250	100.0	0	0.0	0	0.0
Natural Science	281	93.7	19	6.3	0	0.0
Social Science	300	100.0	0	0.0	0	0.0
Commerce	130	100.0	0	0.0	0	0.0
Total	1581	98.8	19	1.2	0	0.0

The above table shows the awareness of student teachers at secondary level in the area of Food and Nutrition. Analysis of the result shows that 98.8% of the whole sample under study has low awareness regarding the area Food and Nutrition. None of the student teachers under study has high awareness and only a small percentage (1.2%) have medium awareness. Among the different optional subjects, 6.3% student of teachers from Natural Science medium awareness.

Table 2: Awareness in Food and Nutrition among Student teachers according to the type of Institution

Institution	Low		Medium		High	
	Count	Percent	Count	Percent	Count	Percent
Aided	387	98.0	8	2.0	0	0.0
Unaided	501	98.4	8	1.6	0	0.0
University Centre	693	99.6	3	0.4	0	0.0
Total	1581	98.8	19	1.2	0	0.0

Table 2 reveals that among the student teachers at secondary level, none of them has high awareness in the area of food and nutrition. The sample from aided institutions shows slightly more medium awareness (2%) than the student teachers from unaided institutions (1.6%) and university centers (0.4%).

Table 3 : Analysis of Variance of the Pre-test and Post-test scores on Awareness in Food and Nutrition among student teachers in the Experimental and Control groups

Source of variation	df	SSx	SSy	MSx	MSy
Among means	1	3.463	158277.147	3.463	158277.147
Within groups	198	5588.643	23184.211	28.225	117.092
Total	199	5592.105	181461.357		

$$F_x = 0.123$$

$$F_y = 1351.734$$

From the table f df 1/198

F at 0.05 level = 1.98

F at 0.01 level = 2.61

- i. The average score for initial awareness in Food and Nutrition was only 12.9 for control group and 13.2 for experimental group. The awareness score increased to 26 and 82.3 in control group and experimental group respectively due to the learning methods adopted in those groups. The paired 't' statistics (14.42-control group and 59.54- experimental group) showed that even if the increase in the awareness score was statistically significant in both the groups, student teachers of experimental group learned through the prepared learning package developed high awareness in the area of Food and Nutrition than the student teachers in the control group.
- ii. Analysis of variance proved that the learning package was superior to conventional lecture method in increasing the awareness in the area of Food and Nutrition among student teachers at secondary level. The F_y value (1351.734) is greater than the table value (2.61) for df 1/198 and it is significant at 0.01 level.

The F_x value (0.123) is less than the table value 2.61 at 0.01 level. Here there is no significant difference in the pre-test scores between the two groups. The obtained F_y value (1351.734) is greater than the table value (2.61) for df 1/198 and it is significant at 0.01 level. So it can be concluded that there is significant difference between the post-test scores ('Y') of two groups.

Table 4 : Analysis of Covariance of the Scores of the Pre-test and Post-test on Awareness in Food and Nutrition of the Experimental and Control groups

Source of variation	df	SSx	SSy	SSxy	SSy.x	MSy.x	Fyx
Among means	1	3.463	158277.147	740.305	157218.347	157218.347	1487.555
Within groups	197	5588.643	23184.211	3634.349	20820.758	105.689	
Total	198	5592.105	181461.357	4374.654	178039.105	899.187	

$F_{y.x} = 1487.555$

From the table F for df 1/198

F at 0.05 level = 1.98

F at 0.01 level = 2.61

The Analysis of co-variance of the scores of the pre-test and post-test of the experimental and control groups were computed. The obtained F_{yx} value (1487.555) was greater than the table value (2.61), the difference between the two groups was significant at 0.01 level.

Since the obtained F_{yx} value (1487.555) is greater than the table value (2.61), the difference between the two groups is significant at 0.01 level.

Table 5 : Adjusted Means for the Post-test Scores on awareness in Food and Nutrition of Student teachers in the Experimental and Control groups

Groups	N	Mx	My	My.x (adjusted)
Experimental	100	13.158	82.263	82.178
Control	100	12.895	26.00	26.086
		13.026	54.132	54.132

Significance of differences among adjusted Y means

$SD_{y.x} = 10.281$

$SEMy.x = 1.028$

SED between any two adjusted means = 1.454

$t = 38.581$

Significant difference for df 198 at 0.05 level = 1.98

Significant difference for df 198 at 0.01 level = 2.61

The analysis shows that the experimental group differs significantly in awareness about Food and Nutrition. Since the adjusted mean score for the experimental group (82.178) is greater than that of the control group (26.086), the experimental group is superior to control group in the post-test scores.

The significant ratio for adjusted post-test scores shows that the two final mean scores have significant difference after they have been adjusted for initial difference in the pre-test scores.

The adjusted means for the post-test scores were tested for significance. The 't' value obtained was 38.581 and the table value 't' for significance df 1/198 is 2.61 at 0.01 level. Here the obtained 't' value is significant at 0.01 level. This indicates that, there is a significant difference between the awareness about Food and Nutrition among student teachers in the experimental and control groups. It can be concluded that the student teachers learned through Learning package performed better than those who were taught through the Conventional Lecture method.

Conclusion

The syllabus-oriented approach does not motivate the student teachers but gives only superficial knowledge in the area of health. Most of the lecture classes in the teacher education institutions for health education are not relevant and sufficient in the present social circumstances. The present study found that the health awareness among student teachers at secondary level was very low irrespective of their optional subjects and the prepared learning package on Food and Nutrition was very effective in developing sufficient awareness among student teachers at secondary level in the respective area. Effective steps should be taken for revising the present teacher education curriculum providing more emphasis on the practical aspects of health education, which are commonly needed for the day to day life in our society.

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THE POWER OF POSITIVE SELF-TALK

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Self-talk is the most inexpensive form of self-therapy since we are our own therapists. It saves us a lot of money, which we will otherwise have to spend on counselors and psychologists. Self-talk enables us to use our own innate abilities to manage and control our lives. It is rewarding in a number of ways. It gives us ample opportunities to become self-reliant, enhances our self-esteem, and our confidence in ourselves. Through this technique, we will be able to learn more about ourselves and appreciate ourselves for what we are. Moreover, we will be able to learn more about our past and about how it influences our present. Our mind rules our lives. "Our minds are constantly dominating our lives. We are entrapped by our minds and they become our prison houses. Mind has a self talk mechanism." Wait and watch every thought that arises. When we are alert to them thoughts do not arise. When we are alert our consciousness is awake and when we are less alert our consciousness is less awake and there are more thoughts. So we need to use self talk in order to renew our thoughts and be aware of them.

How does self-talk work? In self-talk, a person discusses many matters of importance with one's own self. The individual explores his or her own mind to find new ideas, answers to problems, information on difficult relationships, and many more matters that are important in life. Most of our worry is baseless, as good self-talk sessions point out. Once we have realized this, we can just laugh about the number of days we spent in unnecessary worrying about trivial matters. Our failures in life are also due to our lack of knowledge about ourselves. Therefore knowledge about the self is the first step toward living a full, productive, and happy life. "We have to use our inner strength through self-talk to know more about ourselves and to ensure a happy and successful life for ourselves. In self-talk, we encourage ourselves and offer support to ourselves, a process that considerably reduces stress. As a result of effective self talk, a person finds solution to problems, feels confident, and develops a positive attitude to life."

The Power of Auto-Suggestion

One of the most powerful influences on our attitude and personality is what we say to ourselves. It is not what happens to us, but how we respond internally to what happens, that determines our thoughts, feelings, and our actions. By controlling our inner dialogue, or our "self talk," we can begin to assert control over every part of our life and prosper."

Our self-talk determines majority of our emotional life. The words that we use to describe what is happening to us, and how we feel about external events, will trigger the emotions of happiness or unhappiness that we experience. When we see things positively and look for the good in every situation and in each person, we will become very positive and optimistic. Since the quality of our life is determined by how we feel, moment to moment, we should make it a habit to

only think and talk about what we want and keep our mind off of what we don't want. "Auto suggestions alter your belief system by influencing your subconscious mind."

Optimistic people develop the habit of talking to themselves in constructive ways. Whenever they experience adversity of any kind, they immediately describe it to themselves in such a way that it loses its ability to trigger negative emotions. They are able to exert a sense of control by how they describe any event or situation to themselves. There is a natural tendency in all of us to react emotionally when our expectations are frustrated in any way. When something we wanted and hoped for, fails to materialize, we feel a temporary sense of disappointment and unhappiness. We feel hurt and disillusioned. We react just as though we had been punched in the "emotional solar plexus."

A person who is positive and optimistic is resilient and bounces back fast when he or she encounters a problem or setback of any kind. He or she responds quickly to an adverse event and interprets it as being temporary and only external. An optimistic person takes full control of his or her inner dialogue and counters any negative feelings by immediately reframing the event so that it appears positive in some way.

Change to Challenge

It all comes down to the way we talk to ourselves on a daily basis. When a problem or difficulty comes up we must learn to change our language from negative to positive. For example, we should learn to use the word situation instead of problem. A problem is something we wrestle and struggle with. It represents a potential loss and difficulty. A situation, on the other hand, is just something that we deal with. The event is the same. But the way we interpret the event to ourselves is what makes it sound and appear completely different. An even better word to substitute, for problem, is the word challenge. When we are faced with a difficulty of any kind, instead of saying, "We have a problem," we should say, "We have an interesting challenge facing us." The word challenge is inherently positive. It is something that we rise to and that makes us stronger. It is again the same situation, only the word that we are using to describe it is different. As a result, our emotional response will be different as well.

Positive Strokes

We should start our day in front of a mirror with affirmations, such as "I like myself," "I am the best," and "I can do it." These are personal and positive affirmations that will build our levels of self confidence and self-esteem. We should say these affirmations out loud in front of a mirror at least 50 times a day. By doing this, we will be driving these new positive thoughts deep into our subconscious. At first when we do this, we'll feel kind of funny doing it, only because, our mind, over many years has been programmed with so much negativity that it will take time to reprogram it with these new positive affirmations. "I like myself, I am a wonderful person etc. can be used because the mind cannot take eventually two contradictory notions." The starting point of becoming a more positive person is to monitor and control our self-talk every minute of the day.

Keep our thoughts and words positive and consistent with our goals. Keep our mind focused on what we want and on becoming the person we want to be.

Have Mental Pictures Consistent to Goals

The way we talk to ourselves is the most valuable messages for us. If we say to our self that we are stupid, fat or ugly, these messages in a period of continuous repetition will take roots in our sub consciousness and will form a picture of how and what we are. So we will function in the world from a position of that kind. The picture we present to our self is the same we represent to the others. The reason for creating a bad picture is based on the critics from the nearest surrounding in the childhood and various other attributes which the environment may impose. In the childhood it was almost impossible to oppose that impact. But as adults, we must understand that we have the power to comprehend and overwhelm those unimportant conceptions and persuasions and to turn them into functional and normal. If today we are victims of some difficulties, it's always result the of the wrong thoughts and the wrong questions we ask ourselves.

This valuable technique enables us to give ourselves a lot of positive feedback, which, in turn boosts our energy. We feel good about ourselves, and if we feel good about ourselves, our way of life becomes easy and fun filled. We become more productive, have satisfying relationships, and lead a happier life. So let us practice positive self-talk, and keep our words and our mental pictures consistent with our goals, nothing can stop us from being the success we meant to be.

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SCIENCE ATTITUDE OF IX CLASS PUPILS

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Education is a development process which takes place in an individual as a result of his exposure and interaction with people and other stimuli in his environment. Thus one of the primary goals of education is to enable each individual to become aware of his capabilities. The main aim of education is to modify the behavior of child according to the needs and expectations of the society. But behavior is composed of so many attributes and one of these important attributes is attitude. The entire personality development of the child is influenced by the nature of his attitudes, among which, attitude towards science is the most important and useful one in one's day to day life, as science is an intellectual search involving inquiry, rational thought and generalisation.

In school, the factors like teachers and their behaviour, classmates or schoolmates and their behaviour, the teaching methods, curriculum, general tone and discipline of the institution, all contribute to childrens' attitude formation. Hence proper education is necessary to develop proper attitudes, which in turn help to have a proper outlook towards life, more specially for adolescents.

The formation of science attitude is a process that starts right from the very beginning, in the immediate environment provided, by the parents, friends, neighborhood, school and society and the attitudes held by the individuals may be simple or complex, stable or unstable, temporary or permanent and superficial or fundamental. Because of the importance of the role of science attitude in life and living, the pupils should be made to practice and observe, so that they get the opportunity to feel and develop the component of attitude towards science, in their minds.

An adolescent should have proper attitudes and knowledge apart from other skills. The surrounding of Guntur are mostly villages, and people here have their own culture traditions and customs which definitely effect their attitudes, so also the children coming from these locations, have similar attitudes because of the taboos and customs of the Indian society. There is a definite segregation between boys and girls, because of add to this, there may also be a change in the mode of teaching in government and private schools, because of which attitudes towards science could be different.

Science education through mother tongue may result in the development of better science attitudes. The competition or the competitive spirit of the urban schools students may influence their attitudes towards science. Parents with high economic background may be able to provide many facilities to their children which may lead to the development of better attitudes in them towards science.

The present study is linked with the study of Dr. K. Jayasree (1997) who had done her study in Guntur. The present investigation adopted the same scale with some modifications to find answers for the following questions.

1. What would be the science attitude of IX class students.

2. What would be the influence of the various variables on the attitude towards science.
3. What would be the association between the attitude towards science and the achievement in science of the IX class pupils.

In order to answer the above questions the investigator has titled the study as :

Title of the Study

Science Attitude of IX Class Pupils

Objectives of the study were

1. To find out the attitude towards science of IX class pupils and classify them.
2. To find out influence of the following variables
a) Gender, b) Urban / Rural, c) Type of Institution, d) Medium of Instruction, e) Parental Educational Background, f) Parental Economic Background.
3. To find out the association of science attitude of IX class pupils with science achievement.

Hypotheses of the study were

1. There would be no significant difference between boys and girls with regard to their science attitude.
2. There would be no significant difference between urban and rural pupils with respect to their science attitude.
3. There would be no significant difference between science attitude of pupils with respect to type of institution.
4. There would be no significant difference between science attitude of pupils with respect to medium of instruction.
5. There would be no significant difference between science attitude of pupils with respect to their parental economic background.
6. There would be no significant difference in the science attitude of pupils with respect to their parental educational background.
8. There would be significant association between science attitude and science achievement of IX class pupils.

The present investigation falls under descriptive survey method.

Limitations of the study were

1. The study was limited to only Guntur city.
2. The sample was limited to 200 students of IX class of only 9 schools.

For the present investigation the researcher adopted a stratified random sample. The total sample consisted of 200 pupils of IX class. To measure the attitude towards science the investigator used the tool prepared and standardized by Avinash Grewal (1977). The structured questionnaire was administered to 200 pupils in the different schools of Guntur city.

Data Analysis

Level of attitude towards science of IX class pupils and their classification. The data obtained with regard to attitude towards science of IX class pupils is presented in table 1 and its classification levels are presented in table 2.

Table 1 : Mean, SD, % of Mean, Skewness, Kurtosis of Whole Sample

Variable	N	Mean	SD	% of Mean	Skewness	Kurtosis
Total Sample	200	140.95	16.05	62	-0.794	0.272

Table 2 : Level of Classification of Science Attitude of IX Class Pupils

S.No.	Score	Classification of Science Attitude	Number of Students	Percentage
1.	20 – 46	Low	6	3
2.	47 – 73	Moderate	168	84
3.	74 – 100	High	26	13

The present study found that IX class pupils were having above average attitude towards science. It is surprising to note that the pupils were not favourably disposed to science subjects as a whole. Hence, it is suggested that a study of the Indian class rooms and teachers regarding the techniques and strategies being used for developing favourable attitude towards various disciplines may throw some useful light.

Table 3 : Influence of Selected Variables on the Attitude towards Science of IX Class Pupils

Variable	Sample	N	Mean	S.D.	SEd	df	't' Value
Gender	Boys	104	110.98	12.92	1.78	198	0.28 ^{NS}
	Girls	96	111.44	9.74			
Place of Residence	Rural	100	141.3	17.29	2.25	198	0.488 ^{NS}
	Urban	100	140.4	14.40			
Type of Institution	Private	86	44	14	3	198	0.3
	Government	114	43	13			
Medium of Instruction	English	61	45	13.6	2.12	198	1.41
	Telugu	139	42	14.5			
				SSW	SSM	df	'f' Value
Parental Educational background	College	48	23.9375	3793.18	154.64	197	4.0156 ^{**}
	School	86	22.6512				
	Illiterate	66	21.485				
Parental Economic background	Rich	34	187.5	125726.6	576.88	197	0.45195 ^{NS}
	Middle	146	194.5				
	Low	20	186.74				

*NS - Not Significant at both levels, ** Significant at 0.01 level*

Table 4 gives the association of science attitude of IX class pupils with science achievement.

Table 4 : Association of Science Attitude of IX Class Pupils with Science Achievement

Science Achievement Science Attitude	Below 35	35-49	30-59	Above 60	Total
20-46	-	6 (fo) 1.24 (fe)	1(fo) 2.6 (fe)	1 (fo) 4.16 (fe)	8
47-73	-	25 (fo) 26.97 (fe)	64 (fo) 56.55 (fe)	85 (fo) 90.48 (fe)	174
74-100	-	-	-	18 (fo) 9.36 (fe)	18
Total	-	31	65	104	200

$$\chi^2 = 30.66$$

From the above observation it is clear that there is a significant positive association between the science attitude and science achievement. This finding is on par with the finding of Jayasree, K. (1997) who made a study on “Socialisation ability, scientific attitude towards science in Jr. College students of Guntur town in relation to their attitude towards science and found that the level of science attitude of pupils was average. Parents and teachers should take equal responsibility to develop attitudes. There is enough evidence to show the active desire of teachers to cultivate habits of thought and action that gradually lead to the acquisition of science attitude, because of which the student will look at the world with a different perspective, improve his learning abilities leading to better achievement.

Testing of Hypothesis

S. No.	Hypothesis	Variable	Result	Testing Hypothesis
1.	There would be no significant difference in the level of Science attitude of IX class Pupil and to classify them	Whole Sample	-	Hypothesis is rejected
2.	There would be no significant difference between Boys and Girls with regard to their attitude towards science.	Boys & Girls	t= 0.28	There is no significant Difference between the Science attitude of boys & girls. Hence the null hypothesis is accepted.

3.	There would be no significant difference between rural and Urban with regard to their attitude towards science.	Rural & Urban	t = 0.488	There is no significant Difference between the Science attitude of Rural & Urban Area pupil. Hence the null hypothesis is accepted.
4.	There would be no significant difference between science attitude of type of Institution.	Govt. and Private	t = 0.3	There is no significant Difference between the Science attitude of Gov. & Private Area pupil. Hence the null hypothesis is accepted.
5.	There would be no significant difference between telugu and English with regard to their attitude towards science.	Telugu & English	t = 1.41	There is no significant Difference between the Science attitude of Telugu & English medium pupil. Hence the null hypothesis is accepted.
6.	There would be no significant difference between science attitude of pupils regarding parental economic background	Rich Middle Poor	F = 0.4519	There is no significant Difference between the Science attitude. Hence the null hypothesis is accepted.
7.	There would be no significant difference between science attitude of pupils regarding parental education background	Illiterate School College	F = 4.0156	There is no significant Difference between the Science attitude. Hence the null hypothesis is accepted.
8.	There is significant association between the science attitude and science achievement	Science Attitude Science Achieve.	$\chi^2 = 30.66$	There is significant Association between the science attitude and science achievement Hence the hypothesis is rejected.

Educational Implications

The following suggestions were recommended

1. Science teaching approaches can help the individual to acquire the functional science concept needed in the modern society.

2. Good facilities for science teaching and good learning experiences in science have to be provided to the pupils.
3. Parents have to provide good facilities at home and congenial learning environment for science at home.
5. The schools should provide community activities, group discussions, associations, club activities etc.
6. The teacher should also see the school / class room as a place to redressing their grievances and prejudices, such as teasing by other students, suffering from examination phobia and inhibitions in approaching the teachers.
7. Provide opportunities to participate in games, cultural activities, picnics and physical activities according to the age levels of the children.
8. Healthy group relationships to be promoted by eliminating individual comparisons.
9. Encourage children to examine critically the causes of their anger, fear and other emotional disturbances.
10. Exposure to science fairs, museums, zoos, gardens and other science experiences are to be promoted.

Suggestions

1. Pupils should develop Science attitudes by participating in Science clubs and having more Science hobbies.
2. Teachers can encourage the pupils to read Science literature, Science magazines, life history of scientists.
3. Parents should also encourage children to be exposed to mass media and internet to sustain their Science curiosity.
4. Parents can encourage the children to read Science literature, Science magazines and life history of scientists.

Conclusions

For an individual to have a good attitude towards science one should be able to develop all aspects which contribute towards attitude formation. So it is necessary to see the level of attitude towards science. This humble piece of research has made an attempt to do this. On investigation the researcher found that attitude towards science among IX class pupils was above average. Except parental education and medium of instructions, in all the other variables studied, no significant difference was found in their attitude towards science. So the parents and the teachers have the utmost responsibility to care for this. As teacher is the second parent to the child and children spend most of their time in school it is the duty of the teacher to develop proper attitudes not only in science but all the other subjects too.

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SURVIVAL SKILLS OF MENTALLY CHALLENGED CHILDREN

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Introduction

Mental retardation is a term generally used by psychiatrists, educational and clinical psychologists and characterized by limited intelligence and social inadequacy. These children show retardation in acquiring intellectual competence, emotional stability and social maturity. Although they are physically grown up they show such emotional and social behaviours which are appropriate to children of much lower age.

There are several types of classifications of the mentally challenged children on the i) Degree of retardation, ii) Rate of educability and iii) Degree of Retainability. Out of these the present study was conducted on the rate of educability.

Classification of Mental Retardation According to the Rate of Educability

1. Educable Mentally Retarded (EMR) Children

(IQ 50 to 75) are normal in appearance but they are said to function at an intellectual level generally limited to learning only the most basic school skills in reading, spelling, writing and numerical calculation. Most of such children begin school in the regular classroom, but low achievement or adaptive behaviour makes it necessary for many to receive special assistance or attend special classes.

2. Trainable Mentally Retarded (TMR) Children

Children with IQ. 30 to 50 function at a level where formal academic learning is quite limited. Most of such children can be expected to have physical or sensory impairments and many tend to look different in terms of early pre school years. Generally they are placed in special class or in special schools. They need training in self care activities and language development. They only acquire, in many cases, rudimentary academic skills.

3. Profoundly Mentally Retarded Children

IQ below 30 are for the most part totally dependent on others for their existence and many are institutionalized in life. Quality of education and treatment of such children, behaviour modification and environmental stimulation techniques are to be used as much as possible to enable them to achieve some level of independence within supervised environments.

Significance of the Study

Mentally challenged persons are those with significantly sub average general intellectual functioning existing concurrently with deficit in adaptive behaviour and manifested during the development period. Their performance on developmental intelligence test and adoptive behaviour scales fall two or more standard deviations below their chronological age peers. Mental handicappedness is one of the major areas of Special Education. Mentally challenged or

handicapped children are characterized by low intelligence in comparison with normal children and there are various degrees of this retardation. Binet (1908) introduced the concept of "Mental Age" based upon the idea that a majority of the children of a particular age are of normal intelligence and they have a mental level approximating that age.

It is realized that these children cannot be reached by normal educational methods and systems. The need for special education and training emerges. Therefore, it becomes necessary to provide different kinds of education and treatment to these children, so that they can develop their abilities and capacities in special fields according to their potentialities.

Though there are many internal and external factors that affect adjustment of the mentally challenged individual, it is evident that no one service or agency can assume the responsibility for his welfare. In addition to the help received from the parents and the professional staff who deal directly with the individual, there must be a programme of community education, and service designed to integrate the mentally retarded person into the social pattern of the community and to prevent the behaviour problems that are certain to arise if such integration is not accomplished.

Severely mentally retarded in most cases can gain from systematic training in dressing, feeding, and toileting. Nursery schools or day care centres, should be established in greater numbers to provide habit training and language development programmes for young children. Special co-operative approaches should also be developed wherein families are trained to assist in their retarded child's development and in strengthening the parent child relationship. Public education facilities must necessarily be available for severely mentally retarded children of school age. Emphasis should generally be given on (1) language development; (2) self help skills; (3) socialization and (4) preparation for living and working in sheltered environment.

School activities include practice in listening, following directions, communicating with others, reading or recognizing common signs and labels, counting and telling the time. Self help activities include lessons in dressing, grooming, eating, care of personal belongings, toileting and safety. They are also to be engaged in arts and crafts, motor and recreational activities, some vocational experiences and practice in home living.

As we all know, mentally challenged children are facing many problems to exist in the society but of them, survival problems are most important and primary. Survival problems mean daily living skills. So the present study attempted to analyse the daily living skills of mentally retarded children and found out how the survival skills are developed according to their age, mental level, and educational and residential status of parents.

A deficiency in one or more of the areas of adaptive behaviour indicates a need for special services. To help these children it is essential to know the "Survival Skills of this particular class children". By knowing their abilities, attention can be given to the physical, psychological and social factors influencing their retardation and can suggest an amenable treatment. Therefore the study was titled as

Title

Survival Skills of the Mentally Challenged Children.

Operational Definitions of Key Terms

Survival Skills

Personal grooming activities like how to eat, how to dress, taking care of teeth, face, hair, nails, and clothing, appearance and personal belongings are toilet training all known as survival skills. Skills in the study included : 1) Gross motor Activities, 2) Fine motor Activities, 3) Meal time motor Activities, 4) Dressing, 5) Grooming, 6) Toileting, 7) Receptive language, 8) Expressive language, 9) Social interaction

Mentally Challenged Children

In this study Mentally Challenged Children are the children studying in special schools whose intelligence quotient is between 20 to 70.

Objectives of the Study

1. To find out the extent of acquisition of Survival Skills among the Mentally Challenged Children and to classify them.
2. To find out the Survival Skills of Mentally Challenged Children with respect to the following behavioral assessment : a) Gross motor activities, b) Fine motor activities, c) Meal time motor activities, d) Dressing, e) Grooming, f) Toileting, g) Receptive language, h) Expressive language, i) Social interaction,
4. To find out and compare, the variation in the process of acquiring Survival Skills of Mentally Challenged Children, with respect to the following variables : a) Parental education (Trained/Untrained), b) Gender (Boys/Girls), c) Age (Below 12 years/Above 12 years), d) Level of Retardation (Low/High).

Hypotheses of the Study

1. There would be no significant difference between the survival skills of the mentally challenged children whose parents are trained and untrained in special education.
2. There would be no significant difference between survival skills of the mentally challenged boys and girls in their acquisition of survival skills.
3. There would be no significant difference between mentally challenged children below and above 12 years in the acquisition of survival skills.
4. There would be no significant difference between the survival skills of the mentally challenged children with respect to low and high level of Mental retardation.

Tools Used for the Study were

1. Observation of mentally challenged children.
2. Interview with teachers and parents.
3. A check list to the teachers was used to collect the data.

A questionnaire of MDPS was modified and adopted to collect the data. The items in the questionnaire were from The Madras Scale 1967 (Jayachandram, P) revised as MDPS designed by Jayachandran, P.

Selection of Sample

A sample of 100 mentally challenged children was taken for the study. The data was collected from 20 teachers of the special schools where the children were studying.

Data Collection

The investigator personally visited the special schools and explained the need of the present study. 100, check lists were given to the 20 teachers and each teacher was asked to give the information about 5 children with care and concern.

Delimitations

1. The problem was limited to the Mentally Challenged Children of 2 Special Schools in Guntur City.
2. It was limited to 100 Mentally Challenged Children only.
3. It was mainly based on the opinions given by the teachers about the children in the two schools only.

Data Analysis

Sl. No	Category	Table Score	Survival Skills of Pupils	% of Mean
1	Low Survival Skills	01-26	35	35%
2	Moderate (Average) Skills	27-53	40	40%
3	High Survival Skills	54-78	25	25%
Total		100	100	73%

Table 2 : Classification of Mentally Retarded Children

Interpretation

Survival skills of the mentally challenged children in nine areas taken were found upto 73%. 25% of the children were found to possess survival skills to the maximum extent. 35% are having low survival skills and 40% are with moderate survival skills.

Objective 2

Table 3 : Survival Skills of the Mentally Challenged Children with Respect to Behavioural Assessment Areas

Sl. No	Areas	Mean	S.D	% of Mean	Rank
1	Gross Motar Activities	8.56	1.68	77.8	2
2	Fine Motar Activities	6.86	3.10	62.36	7
3	Meal Time Activities	6.56	2.44	72.88	3
4	Dressing	6.84	2.52	68.4	5
5	Grooming	5.66	1.68	80.85	1
6	Toileting	5.40	2.86	60	8
7	Receptive Language	4.92	1.96	70.28	4
8	Expressive Language	3.96	2.44	56.51	9
9	Social Interaction	4.62	2.52	66	6

Interpretation

Among the nine behavioural areas, it was found that the mentally challenged children were having good survival skills like grooming, gross motor activities, meal time activities and receptive language as these areas stand in 1st, 2nd, 3rd and 4th places and they have also got high scores.

With respect to dressing, social interaction, fine motor activities toileting and expressive language the survival skills of the children were moderate. The sample of children were low in the area, expressive language.

Table 4 : Comparison of the Survival Skills of the Mentally Challenged Children

S.No		Variable	No. of Samples	Mean	S.D	SED	C.R (or) 't' value
I.	<i>Education of Parents</i>	Trained	42	54.76	17.5	3.39	0.94 ^{NS}
		Untrained	58	57.93	15.7		
II.	<i>Gender</i>	Boys	50	55.8	16.2	3.27	0.31 ^{NS}
		Girls	50	56.8	16.7		
III.	<i>Age</i>	Above 12 Years	45	58.44	15.49	3.29	1.15 ^{NS}
		Below 12 Years	55	54.63	17.40		
IV.	<i>Mental Retardation</i>	High	30	58.44	16.40	3.64	0.71 ^{NS}
		Low	70	55.85	16.73		

There is no significant difference between the survival skills of the mentally challenged children whether their parents are trained or untrained in Special Education.

The variable gender has no significant influence in the survival skills of this sample of children which means that there is no significant difference between the survival skills of boys and girls. Significant difference was not observed in the survival skills of two groups of mentally challenged children based on their age (below and above 12 years). Surprisingly, the level of retardation was not playing any significant impact in the survival skills of children with low and high mental retardation which means that there is no significant difference between low and high mentally challenged groups of children in the acquisition of survival skills.

The variables, parents special training, gender, age, level of retardation of children has no significant impact on the survival skills of the mentally challenged children.

Table 5 : Testing of Hypotheses

S. No.	Hypothesis	Variables	't' value	Result
1	There would be no significant difference between Survival Skills of Mentally Challenged Children of the parents trained and untrained in special education.	Trained and Untrained Parents	0.94 Not Significant	Accepted
2	There would be no significant difference between mentally challenged boys and girls in the acquisition of survival skills.	Male and Female	0.31 Not Significant	Accepted
3	There would be no significant difference between below and above 12 years Mentally Challenged Children in acquisition of Survival Skills.	Below 12 and Above 12 Years	1.15 Not Significant	Accepted
4	There would be no significant difference between Survival Skills of Mentally Challenged Children with respect to low and high level of Mental retardation.	Low Level and High Level Mental Retardation	0.71 Not Significant	Accepted

Findings of the Study

1. In the area motor activity, 92% of children were very good in holding head when sitting, sitting without support, pushing furniture for rearrangement, walking up and down the stairs. But 60% can't ride a bicycle.
2. In the area fine motor activities, 90% of children were good in closing hand around an object, picking up small things, opening the door, but only 50% of them were moderately able to tear a sheet, place keys correctly, screw and unscrew a jar.
3. In the skill area 'meal time activity', children were good in swallowing soft food, differentiating edible and non edible food items, picking up dry pieces of food, using spoons etc.
4. The survival skills of the mentally challenged children in nine areas were above average in level.
5. 35% of the children were with high mental retardation, as they acquired low level of survival skills. 40% of children were with moderate mental retardation and 25% of children were with low mental retardation as they acquired high level of survival skills.
6. Among the nine behavioural areas, it was found that the mentally retarded children were good. Out of these grooming activities stand in first place, and expressive language activities stand in the last place.
7. Mentally challenged children acquired 80.85% of Grooming Activities showing that the Grooming Activities of the MR children were good.
8. The children were weak in expressive language. So, the teacher has to develop communication skills.
9. 68.4% of mentally challenged children were above average in the skill of dressing.
10. Children were able to wear the shirt and can remove an unbuttoned shirt.
11. They were also able to put on a kurta, ties, belts, socks and shoes. They had minimum of knowledge in selecting correct size clothing.
12. 80% children showed good performance in grooming activity.
13. 93% of children were able to dry hands with a towel, use tooth paste, bathe independently and were also able to apply face powder neatly and easily.
14. Acquisition of the skill of toileting activities was average. The mentally challenged children were able to go to the toilet independently and replace clothes before leaving the toilet. They were also able to clean the toilet after use. But these children were unable to control the bladder at night time. So these children are advised to go for medical check up and do exercises corresponding to that problem.
15. Performance is good in the skill, receptive language activity. When some sound was heard by these children, they were able to turn their head towards the source of sound. They were also able to stop an activity when some one said stop.

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16. The level of acquisition of the skill expressive language was (56.57%) below average.
 17. The level of acquisition of social interaction skills was above average (66%).
 18. There was no significant difference between survival skills of the mentally challenged children of parents trained and untrained in special education.
 19. There was no significant difference between boys and girls in the acquisition of survival skills.
 20. There was no significant difference the mentally challenged children (between below and above 12 years) in the acquisition of survival skills.
 21. There was no significant difference between the survival skills of the mentally challenged children with respect to low and high level of mental retardation.

Conclusion

The study revealed that there is much responsibility on the teachers and parents of these children. These children were having survival skills to a moderate extent. They were able to do all activities upto 73%. The gender did not show any impact in the acquisition of the motor activities, in both boys and girls. The variables, age of the child, and education of the parents did not show any significant impact in the acquisition of survival skills of mentally challenged children. The mentally challenged children were able to identify the strangers, respond when touched and were able to play alone with toys. They also visited neighbours and relatives. But these children were having minimum knowledge in saying 'please', 'thank you' etc. The teacher and parents have to teach good manners to these children. The mentally challenged were able to name common objects, occupation of their parents and were also able to ask simple questions on concrete aspects. But they were unable to tell the names of our country, president etc.

The mentally retarded were capable of development and their capability can be easily developed if they enter an educational programme at a very early age. Hence with early diagnosis and proper stimulation, the mentally retarded can be helped. If the child is studying, the level of his academic achievement can be assessed by his school history. The marks obtained by him in different subjects besides the diagnostic tests, can help in identification. The child can be given suggestions for therapy, training etc. after the diagnosis of educational disabilities. This improvement and progress are subject to the level of mental retardation. The parents, teachers and the society have to take more care about such children, then the mentally retarded children also may acquire high level of survival skills.

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COUNSELLING NEEDS AND ACADEMIC PERFORMANCE OF JR. INTERMEDIATE STUDENTS IN GUNTUR CITY

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Introduction

In recent times, rapid social change caused by industrialization and urbanization has led to varied and perplexing problems. For most people the pace of change is simply too fast and creates serious problems of adjustment. Counselling assists an individual to help himself adjust without having to depend on others. It is assumed that every normal person is capable of making a correct choice by one's own self or with the help of counsellor.

Significance of the Study

Counselling aids in the adjustment function, in the sense that an individual is helped in making the best possible adjustment to the current situations in the educational institutions and occupational world, at home and in the community. The important function of counselling is helping the young students achieve both self development and self realization.

Counselling is most required by the adolescents who are at a critical stage, a stage of making decisions, choices, changes etc. They are guided and sometimes misguided. They need to be made aware of their personality strengths and helped in choice and decision making in a subtle manner.

The young adults miss their natural growth and development of human potential as comparisons, competitions and mad race of academic scoring has makes them blind and confused. They are more confused to identify their own goal of education and life. At this juncture there is an urgent need to help the Jr Inter students get an awareness and identification of their needs and problems and guide them in the fulfilment of needs and solution of the problems.

With an intention of finding the counselling need and academic performance of Jr. Intermediate students the study was taken up and entitled "Counselling needs & Academic Performance of Jr. Intermediate Students in Guntur City."

Operational Definition

The present study deals with counselling needs of Jr Intermediate students with respect to family relationships, social relationships, emotional stability, conformity, reality, mood and leadership.

Academic achievement in this study was taken as the marks achieved by the students in the year end examinations in all the subjects.

Objectives of the study

1. To find out the counselling needs of Jr. Intermediate students and classify them
2. To find out the counselling needs of Jr Intermediate students with respect to the following areas : a) Family relations, b) Social relations, c) Emotional stability, d) Conformity, e) Reality, f) Mood and g) Leadership
3. To find out the influence of following variables on the counselling needs of Jr. Intermediate students : a) Gender difference, b) Socio economic status, c) Employment status of the mother
4. To find out the relationship between the counselling needs and academic achievement of Jr. Intermediate students.

Hypotheses of the study

1. There would be no significant difference between the counselling needs of Jr Inter boys and girls.
2. There would be no significant difference between counselling needs of Jr. Intermediate students belonging to low, moderate and high socio economic status.
3. There would be no significant difference between the counselling needs of Jr. Intermediate students of employed and unemployed mothers.
4. There would be no relation between the counselling needs and academic achievement of Jr. Intermediate students.

Sample and Sampling

A stratified random sample of 200 Jr. Intermediate boys and girls was selected randomly from a few private government and residential junior colleges of Guntur city.

Tools used in the study

A standardised counselling inventory was prepared by adopting the Counselling Inventory used by Ralph F. BARDIA and WILOUR. L LAYTON University of Minnesota.

Analysis and Interpretation

Objective 1

To find out the counselling needs of Jr. Intermediate students and classify them.

Table 1 : Table showing N, Mean, % of Mean, S.D., Skewness and Kustoses

S.No	N	Mean	% of Mean	SD	SK	KU
1	200	25	39.06	7.630	0.365	0.272

Interpretation

The percentage of mean of counselling needs of students is 39.06. i.e., Playkurtic, +ve skewness.

Objective 2

To find out the counselling needs of Jr. Intermediate students with respect to the Family relationship, Social Relationship, Emotional Stability, Conformity, Reality, Mood, Leadership

Table 2 : Area wise results and their order of counselling need

S.No	Area	Mean	% of Mean	SD	Order of counselling need
1	Family Relations	2.955	29.5	1.0811	VII
2	Social Relations	3.475	38.6	2.0835	V
3	Emotional Status	4.115	41.15	2.2059	IV
4	Conformity	3.570	35.70	1.712	VI
5	Reality	4.445	44.45	2.745	II
6	Mood	4.030	44.70	1.750	I
7	Leadership	2.495	41.58	1.287	III

The percentage of mean in the area of 'Mood' is found to be the highest i.e., 44.77 compared to other areas. The percentage of mean in the area "Family Relations" is found to be the least i.e., 29.5.

Objective 3

Objective 3 A

To find out the influence of sex on the counselling needs of Jr. Intermediate students.

Objective 3 B

To find out the influence of Socio Economic Status on the counselling needs of Jr. Intermediate students.

Objective 3 C

To find out the influence of the employment status of mother on the counselling needs of Jr. Intermediate Students.

S.No	Variable	N	Mean	SD	SED	't' Value
1	Gender					
	a) Male	124	23.79	7.038	1.087	3.201**
	b) Female	76	27.27	7.681		
2	SES					
	a) Low	94	26.41	1.228	0.815	2.297**
	Moderate	93	24.40	7.409		
	b) Moderate	73	24.40	1.409	0.885	3.028**
	High	33	21.72	1.054		
	c) High	33	21.72	1.054	0.222	21.12**
	Low	94	26.41	1.228		
3	Employment Status					
	a) Employed	31	22.94	7.201	1.415	1.717
	b) Unemployed	169	25.37	7.476		N.S

Interpretation

On the whole it can be concluded that sex, and socio economic status are exerting influence on the counselling needs of the students.

To find out the relationship between counselling needs and academic achievement of Jr. Intermediate students.

$$r = \frac{\frac{323}{200} - 0 \times 0.3481}{1.526 \times 1.6858} = 0.6278$$

There is significant high positive correlation between counselling needs and academic achievement of Jr. Intermediate Students.

Findings

The female students were found to have significantly higher level of counselling needs compared to male students.

Significant differences were found in the counselling needs of those belonging to low SES and high SES.

No significant differences were found in the counselling needs of students having employed mothers or unemployed mothers.

Hypotheses Testing

S. No	Particulars	Results	Status of Hypotheses
1	There would be no significant difference between the counselling needs of boys and girls of Jr. Intermediate students	t-3.201 Significant at 0.01 Level	The Hypotheses is Rejected
2	There would be no significant difference between counselling needs of Jr. Intermediate students belonging to Low moderate and High socio economic status	Low & Moderate t = 2.297 Significant at 0.05 Level Moderate & High t = 3.028 Significant at 0.01 level High and Low t = 21.12 Significant at 0.01 level	Rejected Rejected Rejected
3	There would be no significant difference between the counselling needs of Jr. Intermediate students with employed and un-employed mothers	't' value = 1.717 Not significant	The hypotheses is accepted
4	There would be no relation between the counselling needs and academic achievement of Jr. Intermediate students	' γ ' value = 0.6278 Significant at 0.01 level	The hypotheses is rejected

Suggestions

Pupils : Students may face many problems, personal, those related to themselves their parents and family, friends and teachers, their educational achievement, social adjustment etc., problems such as lack of friends, loneliness, feelings of inadequacy, inferiority and the like may also trouble them. They may even at a times see a danger to their self concept, find difficulty in concentration, learning and recall. Counselling should be able help them out of all such situations.

Parents : Many parents have false and impractical hopes pinned on their children regarding their career choice resulting in a lot of pressures and conflicts. So parents must keep a

check on how they are treating their children and should be made aware of the capacities of their own child. Counselling could be an answer.

Teachers should continue to provide understanding and assistance to students to help them overcome problems of learning and adjustment so as to ensure optimum achievement.

Educational implications

1. As the percentage of means of counselling needs is nearly 40% there is every need for a teacher to play the role of a counsellor in the class rooms. The Department of Education should organize orientation courses on counselling regularly.
2. Adolescents need to get the guidance and counselling from professional counsellors. This should be provided in the educational institutions.

Conclusion

The study revealed the importance of the counselling needs of Jr. Intermediate students. If guided and counselled during this awkward, yet very important stage of their life, adolescents would grow up to be very responsible and productive world citizens.

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MULTIPLE INTELLIGENCE OF IX CLASS PUPILS

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Introduction

The concept of intelligence, a very old one, has been employed in the most varied ways over the centuries. Theoretically it is the capacity to learn new information, to understand one's world and to be resourceful in coping with challenges. Intelligence consists of abilities necessary to adapt to the environment to achieve goals. Intelligence was initially perceived as a unitary (if overarching) concept, which could be captured by a single number, a debate soon arose about whether the concept could legitimately be broken into components. Such researchers as LL Thurston and JP Guilford argued that intelligence was better conceived of, as a set of possibly independent factors. In recent years, beoyed by findings from fields as disparate artificial intelligence, developmental psychology, and neurology, a number of investigators have putforth the view that the mind consists of several independent modules or intelligences. After years of research, Howard Gardner (1983) proposed a new theory and definition of intelligence in his 1983 book entitled *Frames of Mind, the Theory of Multiple Intelligences*.

According to Gardner, intelligence is much more than IQ because a high IQ in the absence of productivity does not equate to intelligence. In his definition, Intelligence is a bio-psychological potential information that can be activated in a cultural setting to solve problems or create products that are of value in a culture". Consequently, instead of intelligence being a single entity described psychometrically with an IQ score, Gardner's definition views it as many things. He endeavored to define intelligence in a much broader way than psychometricians. To achieve this goal, Gardner, established several criteria for defining intelligence. In identifying capabilities to be considered for one of the multiple intelligences, the construct under consideration had to meet several criteria rather than resting on the results of a narrow psychometric approach.

According to Gardner the criteria to consider candidate intelligences as:

- i. The potential for brain isolation by brain damage
- ii. Its place in evolutionary history
- iii. The presence of core operations
- iv. Susceptibility to encoding
- v. A distinct developmental progression
- vi. The existence of idiot savants, prodigies and other exceptional people
- vii. Support from experimental psychology and
- viii. Support from psychometric findings.

From the preceding eight criteria, Gardner (1983) proposed and defined seven intelligences. They are Linguistic intelligence, Logical, Mathematical, Musical, Spatial, Bodily Kinesthetic, Interpersonal and Intra personal Intelligence. Logical mathematical intelligence is the ability to detect patterns, think logically, reason deductively and carry out mathematical operations. Linguistic intelligence involves the mastery of spoken and written language to express oneself or remember things.

Need of the study

The education in India emphasizes more on assessment of academic intelligence and promotion of academic achievement than on cultivation and promotion of the non-academic intelligence (e.g. social, emotional, and creative abilities). This is not only because of our traditional values on intellectualism and academic achievement but because of the difficulty in assessment and the lack of knowledge in cultivating and promoting non academic intelligence. Garder (1983, 1993) and Stenberg (1985, 1996) indicated that individuals who have outstanding academic achievement and high IQ (traditional IQ) are not necessarily outstanding in their future careers. On the other hand, non-academic intelligence can predict the future more validly. So, why should we continue to do our educational investment solely in this way- although it is hard to say that this is a mistake in investment? Personal intelligence, creative intelligence and practical intelligence, which are more influential to a successful career should be valued as much as academic intelligence. There is really a need to start empirical exploration on such a fruitless garden, establish assessment models and methods, and design an educational project in order to promote personal creative and practical intelligence.

Statement of the problem

The psychometrics and behaviourists regard intelligence as a single entity that is inherited, and that human beings, initially are like a blank slate who could be trained to learn anything provided it is presented in an appropriate way. Now-a-days, after Gardner's theory of Multiple intelligence was proposed, it is being accepted that there exists a multitude of intelligences quite independent of each other and that each intelligence has its own strengths and constraints. The present study aimed at assessing multiple intelligence of IX class pupils and at seeing if some common variables influence it.

Title of the study

Multiple intelligences of IX class pupils.

Operational definitions of the key terms:

Intelligence : Gardner defined intelligence as the capacity to solve problems and to fashion products that are valued in one or more cultural settings.

Multiple intelligence : Multiple intelligence in this study is taken as the eight types of intelligences as formulated by Gardener. They are logical mathematical intelligence, linguistic intelligence, spatial intelligence, musical intelligence, bodily kinesthetic intelligence, inter personal and intra personal intelligences and also naturalistic intelligence.

Objectives of the study

The objectives of the study were:

1. To assess the Multiple intelligences of IX class pupils and to classify them.
2. To find the influence of gender on Multiple intelligences of pupils.
3. To find out if there is any association between socio-economic status (SES) and multiple intelligences of pupils.

Hypothesis of the study

1. There exists no significant difference between boys and girls with respect to the eight multiple intelligences.
2. There exists no association between the socio economic status of pupils and their multiple intelligences.

Tool

1. Multiple intelligence questionnaire of Nancy Faris consisting of 35 items covering 8 types of intelligence proposed by Gardner except naturalistic intelligence was used
2. General intelligence was studied using Test of Mental Ability of Otis M and Buros T.N. consisting of 60closed.

Scope and limitations of the study

- The study was limited to IX class pupils of Guntur City.
- The study was also limited to 200 pupils (both boys and girls)
- This study was limited only to private and government schools.
- Data we collected by means of a questionnaire only.

Method of investigation

For the present study Normative Survey Method was used. Pupils were asked to answer questions of all the 7 multiple intelligences and general intelligence.

Sample and sampling procedure:

The subjects for the present study were 200 pupils from high schools. The pupils selected were 100 boys and 100 girls from English and Telugu Medium schools of private and government managements.

Results of the study are presented below :

Table : Multiple Intelligence of Pupils and Classification

S.No	Intelligence	Mean	% of mean	SD	Classification		
					Low	Ave	High
1.	Linguistic	11.97	79.8	1.74	19 (9.5)	152 (76)	29 (14.5)
2.	Logical Mathematical	12.58	83.87	1.85	29 (14.5)	107 (53.5)	64 (32)
3.	Musical	11.65	77.68	2.58	22 (11)	128 (64)	50 (25)
4.	Spatial	10.79	71.93	2.09	27 (13.5)	133 (66.5)	40 (20)
5.	Bodily kinesthetic	11.97	79.8	2.09	34 (17)	126 (63)	40 (20)
6.	Inter personal	12.62	84.13	1.99	30 (15)	125 (62.5)	45 (22.5)
7.	Intra personal	11.21	74.73	2.26	30 (15)	111 (55.5)	59 (29.5)
8.	General Intelligence	28.99	57.98	7.26	33 (16.5)	142 (71)	25 (12.5)

The sample of school students were found higher in inter personal intelligence than in the remaining intelligences, followed by logico-mathematical, bodily-kinaesthetic, musical, intrapersonal and spatial intelligences. Their score was last in general intelligence compared to the other intelligences.

Table : A comparison of the Multiple Intelligences of Boys and Girls

S.N	Intelligence	Variable	N	Mean	SD	SEd	't'
1.	Linguistic	Boys	138	10.935	0.564	0.083	1.98*
		Girls	62	10.08	0.58		
2.	Logical Mathematical	Boys	138	11.88	1.877	0.395	1.36
		Girls	62	12.85	2.85		
3.	Musical	Boys	138	10.935	2.46	0.143	4.174 **
		Girls	62	11.532	2.5		
4.	Spatial	Boys	138	11.06	2.05	0.31	1.41
		Girls	62	10.63	2.02		
5.	Bodily kinesthetic	Boys	138	12.2	2.083	0.36	0.42
		Girls	62	12.05	2.44		
6.	Inter personal	Boys	138	12.77	2.15	0.21	1.28
		Girls	62	10.08	0.58		
7.	Intra personal	Boys	138	11.13	2.37	0.32	0.82
		Girls	62	11.403	2.048		
8.	General Intelligence	Boys	138	28.98	7.661	1.03	0.02
		Girls	62	29	6.322		

Significant gender difference was found in musical intelligence and linguistic intelligences. But gender did not influence significantly logico-mathematical, spatial, bodily-kinesthetic, interpersonal, intrapersonal and general intelligence of the pupils.

Girls were found significantly better in musical intelligence than the boys, while boys were significantly better than girls in linguistic intelligence.

Levels of 8 intelligence of the sample based on their socio-economic status and χ^2 values

S.no	Variable	High					Average					Low					χ^2 Value
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1	LI	4	20	2	2	2	12	87	36	11	3	2	12	5	1	1	6.94
2	LMI	1 0	63	29	1 1	4	8	47	8	3	3	0	9	4	1	0	22.66
3	MI	3	32	12	3	1	9	58	20	8	5	6	30	8	4	1	3.44
4.	SP	2	30	7	3	0	14	79	33	12	6	2	10	1	0	1	3.44
5	BKL	5	21	10	4	1	12	77	23	9	3	1	21	8	25	3	3.79
6.	II	7	35	24	5	3	8	76	16	8	4	3	8	1	2	0	14.39
7.	II	5	41	3	9	3	8	70	33	5	3	5	8	5	1	1	25.79
8.	GI	2	17	5	4	1	10	77	32	8	6	3	25	4	3	0	3.44

LI – Linguistic intelligence, LMI- Logical Mathematical Intelligence, MI- Musical Intelligence, SP- Spatial Intelligence, BKI- Bodily Kinesthetic Intelligence, II – Interpersonal Intelligence II – Intra personal Intelligence, GI – General Intelligence

Findings

- The χ^2 obtained for the association between the six types of intelligence viz Linguistic, Musical, Spatial, Bodily Kinesthetic, Interpersonal, Intrapersonal and General Intelligence and the Socio Economic Status (SES) of the pupils were not significant at 0.05 level.
- The χ^2 obtained for the association between two types of intelligence viz Logical Mathematical and Intrapersonal Intelligence and the Socio Economic Status (SES) of the pupils are significant at 0.05 level.
- Students were found endowed with different types of intelligences. Hence identifying and branding children on the basis of general intelligence alone cannot present a proper picture of the child's intelligence. School education as a system has helped in the development of logical mathematical, linguistic and interpersonal intelligences.
- Boys and girls have different levels of linguistic and musical intelligences.
- The socio economic status of the pupils significantly influenced the logical mathematical, and intrapersonal intelligence.

Educational implications of the study

'It's not how smart you are, it's how you are smart'. In a nutshell the above phrase sums up the theme of the Multiple Intelligence Theory. It is a simplistic explanation, but, none the less, that has the potential to cause much stir in the educational circles. Schools can try to develop a sense of accomplishment and self confidence by tapping their intelligences. Gardner's theory acknowledges that not all students are verbally or mathematically gifted and many children have an expertise in other areas, such as music or spatial relations. Approaching and assessing learning like this allows a broader range of students to successfully participate in learning.

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