



Sadbhavna College of Education for Women
Jalaldiwal-141109, Raikot, Ludhiana, Punjab.

A.N. Mishra
Prof. & Principal

MESSAGE

In the recent decades of knowledge explosion, some people are doing excellently well on the one hand while some are deteriorating unexpectedly low on the other. It is high time for the teachers to brood over seriously as the fall of standard is very alarming.

In this attempt of doing and exhibiting their merit, plagiarization has come as a new baby. People take some portion from here and some from there and claim the new product to be their own. This lurement has again decimated the quality of quality education. The critical thinking is not advancing in positive direction rather in negative direction. The students should develop leadership and creativity abilities to march on a new path of progress and development.

We the teachers of Sadbhavna Group as a team try to inculcate innovative ideas in our students to create something constructive and original through this educative JOURNAL. I wish all the BEST for the journal.



(A.N. Mishra)



Dr. Madhu Meeta Banerjee

Prof. & HOD
Deptt. of Pharmacology

MESSAGE

In today's clamour of regulations, norms, and permission raj, the real issue of quality education and its enhancement has got diluted.

I understand that today's society demands its educators to have following few objective and inalienable core competencies: ability of critical thinking, aptitude of problem solving, soft skills, leadership skills and a constant zeal for excellence. Nevertheless, good subject knowledge is an essential career component.

I am pleased to state that we at Team Sadbhavna churn out educators who are complete human beings with these qualities. We believe that only able teachers can make an able nation. We here strive to metamorphose each pupil into an empowered Indian.

Sadbhavna - Research Journal of Human Development is just another step in this direction.

*Dr. Madhumita Banerji
MBBS, MD, DGO
Sec. General
Sadbhavna Society (Regd.)*

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REHABILITATION OF FEMALES WITH DISABILITIES IN INDIA

NAVDEEP SINGH RAJI*
GUNEET TOOR**

ABSTRACT

Around the world, women make up just over 51% of the population. Women with disabilities are the most marginalized in Indian society. They are deprived of political, Social, Economic, and health opportunities. The problems of women with disabilities become very complex with other factors such as social stigma and poverty. Women with disabilities have been largely neglected when it comes to research, state policies, the disability and women's movements, and rehabilitation programmes, and this has become a widely accepted fact in recent years. Also, "due to numerous societal standards, they continue to be left out of the decision-making processes. This reality is especially true of women with disabilities in cultures where women with the role of wife and mother are considered to be the primary role for a female. Education is the key to the advancement of women and girls with disabilities as it provides access to information, enables them to communicate their needs, interests and experiences, brings them into contact with other students, increases their confidence and encourages them to assert their rights. Hence, there is an urgent need to consider policies and programmers that will place greater emphasis on the participation of women with disabilities in the mainstream education system. Certainly the challenges are great. In the year 2003 Ministry of social justice and empowerment has introduced novel scheme of providing scholarships for people with disabilities to pursue higher education. The important feature of this programme is it reserves 50% of scholarships for women with disabilities.

INTRODUCTION

Women with disabilities are one of the most marginalized groups in society, as they are multiply disadvantaged through their status as women, as persons with disabilities, and are over-represented among persons living in poverty.

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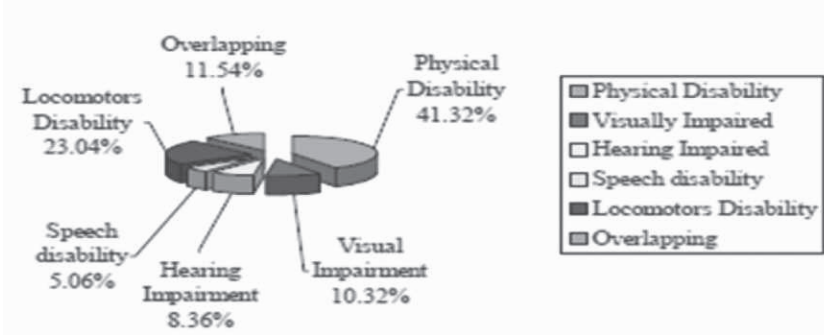
Women and girls with disabilities, to a greater extent than boys and men with disabilities, face discrimination within the family, are denied access to health care, education, vocational training, employment and income generation opportunities, and are excluded from social and community activities. Women and girls with disabilities encounter further discrimination as they are exposed to greater risk of physical and sexual abuse, denial of their reproductive rights, and reduced opportunity to enter marriage and family life. In rural areas girls and women are more disadvantaged, with higher rates of illiteracy, and lack of access to information and services. Stigmatized and rejected from earliest childhood and denied opportunities for development, girls with disabilities grow up lacking a sense of self-worth and self-esteem and are denied access to the roles of women in their communities. Women and girls are reported to be the largest group in the global disability population, and they have been historically subject to discrimination both on grounds of their disability and gender. A combination of these two factors results in multiple discrimination and women with disabilities have distinct lived experiences, different from those of non-disabled women or disabled men.

Disability specific data

Table 1: Disability –specific Data

Physical Disability	Visual Impairment	Hearing Impairment	Speech Disability	Locomotors Disability	Overlapping
41.32%	10.32%	8.36%	5.06%	23.04%	11.54%

Figure 1: Disability-specific Data



Area Specific data

Table 2: Area-specific Data

		Number of PWD	At Least One Disability	Visually Impaired	Hearing Impaired	Speech Disability	Locomotors Disability	Overlapping
Urban	Male	4,950	2078	308	339	298	1370	557
	Female	3,473	1424	362	330	169	762	426
	Total	8,423	41.58%	7.94%	7.94%	5.50%	25.30%	11.67%
Rural	Male	17,737	7442	1539	1409	942	4396	2009
	Female	12,628	5210	1796	1164	557	2411	1490
	Total	30,365	41.67%	10.98%	8.47%	4.90%	22.42%	11.52%

Source: SARVEKSHANA, 36th & 47th rounds, National Sample Survey Organization, Department Of Statistics, Ministry of Planning & Program Implementation, Government of India.

VIOLENCE AGAINST WOMEN

Violence against women is acknowledged as a pervasive and serious problem in today's society. Women are abused simply because they are women. Statistics for the general population indicate the following:

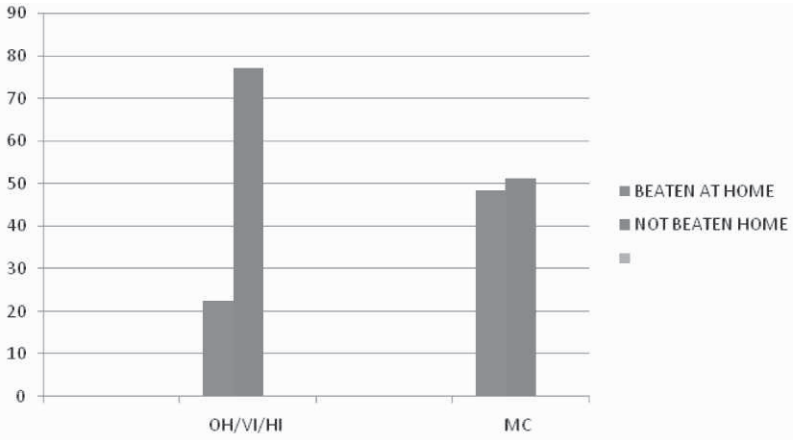
- One woman in four is sexually abused by age 16;
- Two women in three are victims of unwanted sexual act;
- One woman in six is physically or sexually abused by her husband, ex-husband or live-in partner;
- Over 60% of female homicides are due to family violence
- 14.7% of women in the general population have disabilities.

In both the disabled and non-disabled communities, most abuse is inflicted by a person known to the victim. In both communities, 95% of victims of spousal assault are women, and at least 89% of abusers are men. More disabled men are abused than are non-disabled men. The incidence of abuse is 20% or higher in the developmentally disabled and deaf community.

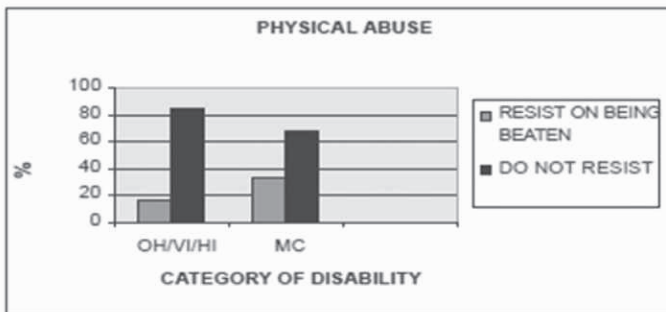
DOMESTIC VIOLENCE

PHYSICAL ABUSE

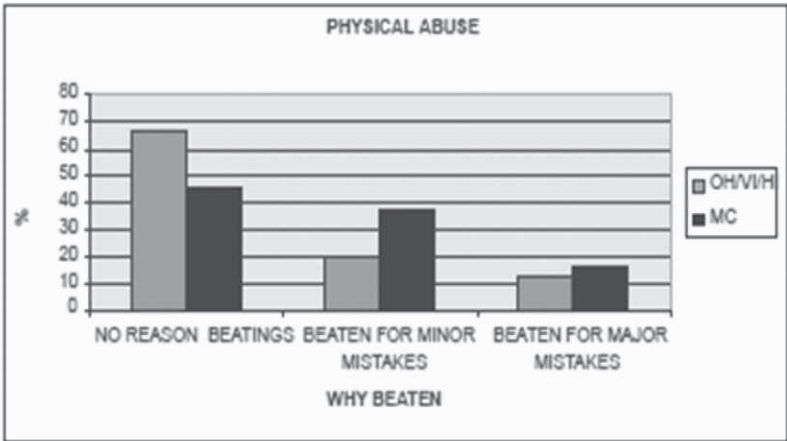
	BEATEN AT HOME	NOT BEATEN HOME
OH/VI/HI	22.6	77.3
MC	48.5	51.4



	Resist on Being beaten	Do not resist
OH/VI/HI	15.4	84.5
MC	32	68

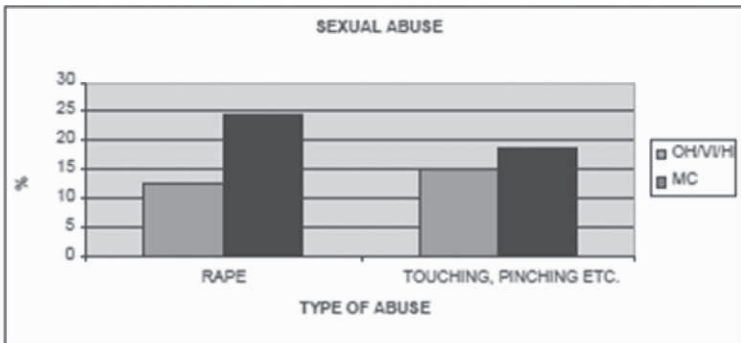


	No reason beating	Beaten for minor Mistakes	Beaten For major Mistakes
OH/VI/HI	67	20	12.4
MC	46.2	37.3	16.1

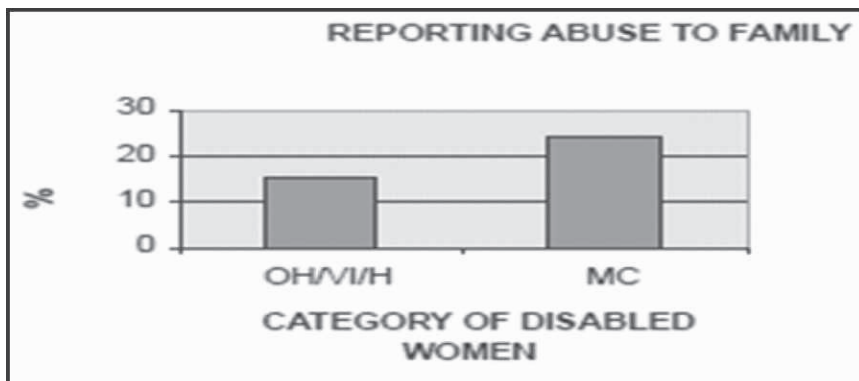


SEXUAL ABUSE

	Rape	Touching , pinching etc.
OH/VI/HI	12.6	14.96
MC	24.6	18.7



	Reporting abuse to family
OH/VI/HI	15.6
MC	23.9



EDUCATION

Throughout the Asian and Pacific region, public attitudes are changing regarding the value of educating and training women with disabilities. The prejudice surrounding their ability and value continues to perpetuate the view that educating them is futile. Opportunities for girls with disabilities to receive an education or to attend training courses are available to only a few. For example, the International Council on Education of the Visually Handicapped estimated that only two per cent of visually-impaired children in developing countries receive any formal schooling.

One report on women with disabilities in the Raichur district of Karnataka State, India, indicated that the literacy rate of such women was 7 per cent compared to a general literacy rate for the State of 46 per cent.

Throughout the Asian and Pacific region, public attitudes are changing regarding the value of educating and training women with disabilities. The prejudice surrounding their ability and value continues to perpetuate the view that educating them is futile.

Rehabilitation Measures

Rehabilitation measures can be classified into three distinct groups: (i)

physical rehabilitation, which includes early detection and intervention, counseling & medical interventions and provision of aids & appliances. It will also include the development of rehabilitation professionals. (ii) educational rehabilitation including vocational education and (iii) economic rehabilitation for a dignified life in society.

Physical Rehabilitation Strategies

a. Early Detection and Intervention

Early detection of disability and intervention through drug or non-drug therapies helps in minimization of impact of disability. Therefore, there will be emphasis on early detection and early intervention, and necessary facilities will be created towards this end. Government will take measures to disseminate information regarding availability of such facilities to the people especially in rural areas.

b. Counseling & Medical Rehabilitation

- Physical rehabilitation measures including counseling, strengthening capacities of persons with disabilities and their families, physiotherapy, occupational therapy, psychotherapy, surgical correction and intervention, vision assessment, vision stimulation, speech therapy, audiological rehabilitation and special education shall be extended to cover all the districts in the country by active involvement and participation of State Governments, local level institutions, NGOs including associations of parents and persons with disabilities.
- Currently, rehabilitation services are largely available in and around urban areas. Since seventy five percent persons with disabilities live in rural areas, the services run by professionals will be extended to cover uncovered and un-served areas. Privately owned rehabilitation service centres shall be regulated for maintenance of minimum standards which shall be laid down.
- To expand coverage in rural and unserved areas, new District Disability Rehabilitation Centres (DDRCs) will be set up with support from the State Government.

- The National Rural Health Mission through Accredited Social Health Activist (ASHA) addresses the health needs of rural population, especially the vulnerable sections of society. The ASHA inter-alia will take care of the comprehensive services to the persons with disabilities at the grass root level.

c. Assistive Devices

- The Government of India has been assisting persons with disabilities in procuring durable and scientifically manufactured, modern aids and appliances of ISI standard that can promote their physical, social and psychological independence by reducing the effect of disabilities.
- Every year through National Institutes, State Governments, DDRCs and NGOs, persons with disabilities are provided with devices such as prostheses and orthoses, tricycles, wheel chair, surgical footwear and devices for activities of daily living, learning equipments (Braille writing equipments, Dictaphone, CD player/ tape recorder), low vision aids, special mobility aids like canes for blind, hearing aids, educational kits, communication aids, assistive & alerting devices and devices suitable for the persons with mental disabilities. The availability of devices will be expanded to cover uncovered and under-serviced areas.
- Private, public and joint sector enterprises involved in the manufacture of high tech assistive devices for persons with disabilities will be provided financial support by the public sector banks.

d. Development of Rehabilitation Professionals

Human resource requirements for rehabilitation of persons with disabilities will be assessed and development plan will be prepared so that the rehabilitation strategies do not suffer from lack of manpower.

Education for Persons with Disabilities

1. Education is the most effective vehicle of social and economic

empowerment. In keeping with the spirit of the Article 21A of the Constitution guaranteeing education as a fundamental right and Section 26 of the Persons with Disabilities Act, 1995, free and compulsory education has to be provided to all children with disabilities up to the minimum age of 18 years. According to the Census, 2001, fifty-one percent persons with disabilities are illiterate. This is a very large percentage. There is a need for mainstreaming of the persons with disabilities in the general education system through Inclusive education.

2. Sarva Shiksha Abhiyan (SSA) launched by the Government has the goal of eight years of elementary schooling for all children including children with disabilities in the age group of 6-14 years by 2010. Children with disabilities in the age group of 15-18 years are provided free education under Integrated Education for Disabled Children (IEDC) Scheme.
3. Under SSA, a continuum of educational options, learning aids and tools, mobility assistance, support services etc. are being made available to students with disabilities. This includes education through an open learning system and open schools, alternative schooling, distance education, special schools, wherever necessary home based education, itinerant teacher model, remedial teaching, part time classes, Community Based Rehabilitation (CBR) and vocational education.
4. There will be concerted effort on the part of the Government to improve identification of children with disabilities through regular surveys, their enrollment in appropriate schools and their continuation till they successfully complete their education.
5. Government of India is providing scholarships to students with disabilities for pursuing studies at post school level. Government will continue to support the scholarships and expand its coverage.
6. Facilities for technical and vocational education designed to inculcate and bolster skill development suited to various types of productive activities by adaptation of the existing institutes or accelerated setting up of institutes in un-served/underserved areas

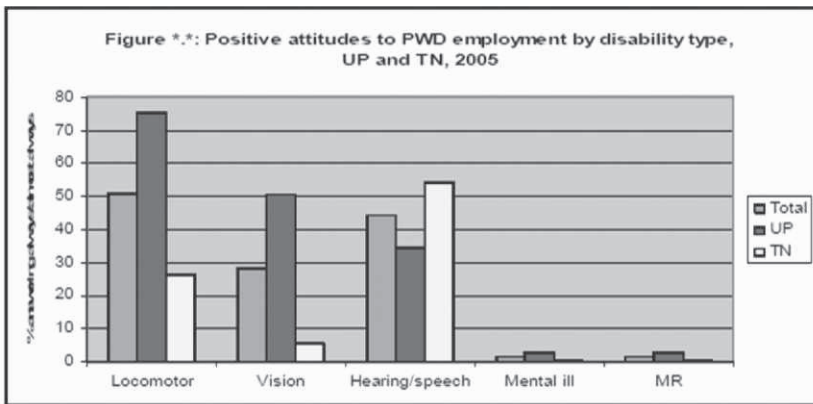
will be encouraged. NGOs will also be encouraged to provide vocational training.

7. Persons with disabilities will be provided access to the universities, technical institutions and other institutions of higher learning to pursue higher and professional courses.

Economic Rehabilitation of Persons with Disabilities

Economic rehabilitation of persons with disabilities comprise of both wage employment in organized sector and self-employment. Supporting structure of services by way of vocational rehabilitation centres and vocational training centres will be developed to ensure that disabled persons in both urban and rural areas have increased opportunities for productive and gainful employment.

Strong positive attitudes to PWD employment capacity are low, and there is major variation in attitudes to PWD employment, both by disability type and location



Strategies for economic empowerment of persons with disabilities would be the following.

i. Employment in Government Establishments

The PWD Act, 1995 provides for 3% reservation in employment in the establishments of Government of India and Public Sector Undertakings (PSUs) against identified posts. The status of

reservation for Government in various Ministries/ Departments against identified posts in Group A, B, C & D is 3.07%, 4.41%, 3.76% and 3.18% respectively. In PSUs, the reservation status in Group A, B, C & D is 2.78%, 8.54%, 5.04% and 6.75%, respectively. Government will ensure reservation in identified posts in the Government sector including public sector undertakings in accordance with the provisions of the PWD Act, 1995. The list of identified posts, which was notified in 2001, will be reviewed and updated.

ii. Wage employment in Private sector

Development of appropriate skills in persons with disabilities will be encouraged for their employability in private sector. Vocational rehabilitation and training centres engaged in developing appropriate skills amongst persons with disabilities keeping in view their potential and abilities will be encouraged to expand their services. Considering rapid growth of employment opportunities in service sector, persons with disabilities will be encouraged to undertake skill training suitable to the market requirement. Pro-active measures like incentives, awards, tax exemptions etc. will be taken to encourage the employment of persons with disabilities in the private sector.

iii. Self-employment

Considering slow pace of growth in employment opportunities in the organized sector, self-employment of persons with disabilities will be promoted. This will be done through vocational education and management training. Further, the existing system of providing loans at softer terms from the NHFDC will be improved to make it easily accessible with transparent and efficient procedures of processing. The Government will also encourage self-employment by providing incentives, tax concessions, exemptions from duties, preferential treatment for procurement of goods and services by the

Government from the enterprises of persons with disabilities, etc. Priority in financial support will be given to self help groups formed by the persons with disabilities.

CONCLUSIONS

Women and girls are reported to be the largest group in the global disability population, and they have been historically subject to discrimination both on grounds of their disability and gender. A combination of these two factors results in multiple discrimination and women with disabilities have distinct lived experiences, different from those of non-disabled women or disabled men. While the dedicated provision on women with disabilities should recognize their rights generally and impose obligations on duty bearers to make programmes addressing their concerns, specific mention is required in a number of other provisions. This is both in the form of recognition of the rights of disabled women, and providing for entitlements and programmatic interventions. However, at present there is a need to adopt such strategies to ensure that women with disabilities are not neglected from policies and programmes.

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PERSONAL VALUES OF COLLEGE GIRLS IN RELATION TO TYPE OF COLLEGE AND EDUCATIONAL LEVEL OF THEIR MOTHERS

JAGMINDER KAUR*
HARPREET KAUR**

ABSTRACT

The main objective of the study was to compare the personal values of girls in relation to type of college and educational level of their mothers. The study was delimited to 216 college girls out of which 108 was from the private colleges and 108 was from government colleges of Ludhiana and Sangrur districts only. Personal Value Questionnaire (PVQ) by Dr. G.P. Sherry and R.P. Verma and an Information sheet prepared by the investigator has been used to assess the variable and sub-variables of the study. Mean scores, Standard deviation and t-ratio revealed that i) A significant difference exists between social value of girls studying in private and government colleges, ii) A significant difference exists between family prestige value of college girls of under-graduate and graduate mothers. Iii) A significant difference exists between aesthetic value of college girls of under-graduate and post-graduate mothers. Iv) A significant difference exists between hedonistic value of college girls of graduate and post-graduate mothers.

INTRODUCTION

Values play an important role in an individual's life. Values are those principles, which guide human behavior and put meaning to his existence. Values form the central pole around which people organize their desires and ambitions and fashion their idioms of life.

PERSONAL VALUES

Personal values refer to those values which are desired and cherished by the individual irrespective of his or her social relationship. Personal values means, values in personal self, which are held in high esteem and present in an

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individual to some extent. The personal values include the following variety of values:

1. Religious value
2. Social value
3. Democratic value
4. Aesthetic value
5. Economic value
6. Knowledge value
7. Hedonistic value
8. Power value
9. Family prestige value
10. Health value

College girls are the girls studying in different courses in various private colleges and government colleges.

In our study type of college means the private colleges (run by religion based trusts) and government colleges.

By educational level of mothers we mean that up to which level the mothers of college girls got education i.e. undergraduate level, graduate level and post graduate level.

OBJECTIVES

1. To compare the personal values of girls studying in private colleges and government colleges.
2. To compare the personal values of college girls of undergraduate mothers and graduate mothers.
3. To compare the personal values of college girls of undergraduate mothers and post graduate mothers.
4. To compare the personal values of college girls of graduate mothers and post graduate mothers.

HYPOTHESES

1. There will be no significant difference in the personal values of girls studying in private colleges and government colleges.
2. There will be no significant difference in the personal values of college girls of undergraduate mothers and graduate mothers.
3. There will be no significant difference in the personal values of college girls of undergraduate mothers and post graduate mothers.
4. There will be no significant difference in the personal values of college girls of graduate mothers and post graduate mothers.

SAMPLE

216 college girls studying in different colleges of Ludhiana and Sangrur districts of Punjab state have been taken as sample of the study.

TOOLS USED

1. Personal Value Questionnaire (PVQ) by Dr. G.P. Sherry and R.P. Verma
2. Information sheet prepared by the investigator

ANALYSES AND INTERPRETATION

Table: 1 Significance of the Difference between Means of Personal values among Girls studying in Private and Government Colleges (N=216)

S. No.	Group	Personal Value	N	M	S.D	t-ratio
1.	Private	Religious	108	12.35	2.51	0.43
	Government		108	12.21	2.27	
2.	Private	Social	108	12.59	2.32	2.58**
	Government		108	11.72	2.63	
3.	Private	Democratic	108	13.62	3.35	1.15
	Government		108	13.11	3.14	
4.	Private	Aesthetic	108	11.89	3.07	1.80
	Government		108	12.61	2.74	
5.	Private	Economic	108	10.94	3.14	0.97
	Government		108	11.34	2.88	
6.	Private	Knowledge	108	12.39	2.91	0.26
	Government		108	12.50	2.93	
7.	Private	Hedonistic	108	11.76	2.81	1.36
	Government		108	11.25	2.68	
8.	Private	Power	108	10.23	3.14	0.90
	Government		108	10.59	2.74	
9.	Private	Family Prestige	108	14.17	3.64	0.85
	Government		108	13.76	3.40	
10.	Private	Health	108	9.35	2.32	1.56
	Government		108	9.86	2.47	

**Significant at .01 level

Table: 1 revealed that:

- The mean scores of religious value of girls studying in private and government colleges as 12.35 and 12.21 respectively. The t-ratio was calculated as 0.43 which is not significant at .05 level of confidence. This revealed that no significant difference exists between religious value of girls studying in private and government colleges.
- The mean scores of social value of girls studying in private and government colleges as 12.59 and 11.72 respectively. The t-ratio was calculated as 2.58 which is significant at .01 level of confidence. This revealed that a significant difference exists between social value of girls studying in private and government colleges. As the mean score of girls studying in private colleges is higher than those of girls studying in government colleges, therefore, it may be said that the girls studying in private colleges possess significantly higher social value than girls studying in government colleges. The reason behind may be that our government educational institutions do not provide any religious education. But private religious trust based institutions provide religious and value-oriented education and related activities also. Therefore the students studying in these institutions have more social value.
- The mean scores of democratic value of girls studying in private and government colleges as 13.62 and 13.11 respectively. The t-ratio was calculated as 1.15 which is not significant at .05 level of confidence. This revealed that no significant difference exists between democratic value of girls studying in private and government colleges.
- The mean scores of aesthetic value of girls studying in private and government colleges as 11.89 and 12.61 respectively. The t-ratio was calculated as 1.80 which is not significant at .05 level of confidence.

This revealed that no significant difference exists between aesthetic value of girls studying in private and government colleges.

- The mean scores of economic value of girls studying in private and government colleges as 10.94 and 11.34 respectively. The t-ratio was calculated as 0.97 which is not significant at .05 level of confidence. This revealed that no significant difference exists between economic value of girls studying in private and government colleges.
- The mean scores of knowledge value of girls studying in private and government colleges as 12.39 and 12.50 respectively. The t-ratio was calculated as 0.26 which is not significant at .05 level of confidence. This revealed that no significant difference exists between knowledge value of girls studying in private and government colleges. The mean scores of hedonistic value of girls studying in private and government colleges as 11.76 and 11.25 respectively. The t-ratio was calculated as 1.36 which is not significant at .05 level of confidence. This revealed that no significant difference exists between hedonistic value of girls studying in private and government colleges.
- The mean scores of power value of girls studying in private and government colleges as 10.23 and 10.59 respectively. The t-ratio was calculated as 0.90 which is not significant at .05 level of confidence. This revealed that no significant difference exists between power value of girls studying in private and government colleges.
- The mean scores of family prestige value of girls studying in private and government colleges as 14.17 and 13.76 respectively. The t-ratio was calculated as 0.85 which is not significant at .05 level of confidence. This revealed that no significant difference exists between family prestige value of girls studying in private and government colleges.
- The mean scores of health value of girls studying in private and government colleges as 9.35 and 9.86 respectively. The t-ratio was

calculated as 1.56 which is not significant at .05 level of confidence. This revealed that no significant difference exists between health value of girls studying in private and government colleges.

Table: 2 Significance of the Difference between Means of Personal Values among College Girls of Under-graduate and Graduate Mothers (N=179)

S. No.	Group	Personal Value	N	M	S.D	t-ratio
1.	Under-graduate	Religious	133	12.29	2.15	0.44
	Graduate		46	12.46	2.63	
2.	Under-graduate	Social	133	12.18	2.35	0.76
	Graduate		46	11.87	2.52	
3.	Under-graduate	Democratic	133	13.35	3.51	0.60
	Graduate		46	13.69	2.98	
4.	Under-graduate	Aesthetic	133	11.84	2.82	1.21
	Graduate		46	12.43	2.97	
5.	Under-graduate	Economic	133	10.96	3.15	1.20
	Graduate		46	11.59	2.72	
6.	Under-graduate	Knowledge	133	12.54	2.92	1.34
	Graduate		46	11.87	2.91	
7.	Under-graduate	Hedonistic	133	11.52	2.87	1.36
	Graduate		46	12.17	2.61	
8.	Under-graduate	Power	133	10.44	2.84	0.20
	Graduate		46	10.54	3.04	
9.	Under-graduate	Family Prestige	133	14.44	3.36	2.21*
	Graduate		46	13.17	3.30	
10.	Under-graduate	Health	133	9.63	2.57	0.72
	Graduate		46	9.33	2.24	

*Significant at .05 level

Table: 2 revealed that:

- The mean scores of religious value of college girls of under-graduate and graduate mothers as 12.29 and 12.46 respectively. The t-ratio was calculated as 0.44 which is not significant at .05 level of confidence. This revealed that no significant difference exists between religious value of college girls of under-graduate and graduate mothers.
- The mean scores of social value of college girls of under-graduate and graduate mothers as 12.18 and 11.87 respectively. The t-ratio was calculated as 0.76 which is not significant at .05 level of confidence. This revealed that no significant difference exists between social value of college girls of under-graduate and graduate mothers.
- The mean scores of democratic value of college girls of under-graduate and graduate mothers as 13.35 and 13.69 respectively. The t-ratio was calculated as 0.60 which is not significant at .05 level of confidence. This revealed that no significant difference exists between democratic value of college girls of under-graduate and graduate mothers.
- The mean scores of aesthetic value of college girls of under-graduate and graduate mothers as 11.84 and 12.43 respectively. The t-ratio was calculated as 1.21 which is not significant at .05 level of confidence. This revealed that no significant difference exists between aesthetic value of college girls of under-graduate and graduate mothers.
- The mean scores of economic value of college girls of under-graduate and graduate mothers as 10.96 and 11.59 respectively. The t-ratio was calculated as 1.20 which is not significant at .05 level of confidence. This revealed that no significant difference exists between economic value of college girls of under-graduate and graduate mothers.
- The mean scores of knowledge value of college girls of under-graduate and graduate mothers as 12.54 and 11.87 respectively. The t-ratio was calculated as 1.34 which is not significant at .05 level of confidence. This revealed that no significant difference exists between knowledge value of college girls of under-graduate and graduate mothers.

- The mean scores of hedonistic value of college girls of under-graduate and graduate mothers as 11.52 and 12.17 respectively. The t-ratio was calculated as 1.36 which is not significant at .05 level of confidence. This revealed that no significant difference exists between hedonistic value of college girls of under-graduate and graduate mothers.
- The mean scores of power value of college girls of under-graduate and graduate mothers as 10.44 and 10.54 respectively. The t-ratio was calculated as 0.20 which is not significant at .05 level of confidence. This revealed that no significant difference exists between power value of college girls of under-graduate and graduate mothers.
- The mean scores of family prestige value of college girls of under-graduate and graduate mothers as 14.44 and 13.17 respectively. The t-ratio was calculated as 2.21 which is significant at .05 level of confidence. This revealed that a significant difference exists between family prestige value of college girls of under-graduate and graduate mothers. The reason behind may be that generally under-graduate mothers are housewives and they spend more time with their children and try to inculcate different types of values in them. On the other hand mostly graduate mothers are working mothers. They do not have enough time to inculcate values in their wards. It may be so that college girls of under-graduate mothers have higher family prestige value than of graduate mothers.
- The mean scores of health value of college girls of under-graduate and graduate mothers as 9.63 and 9.33 respectively. The t-ratio was calculated as 0.72 which is not significant at .05 level of confidence. This revealed that no significant difference exists between health value of college girls of under-graduate and graduate mothers.

Table: 3 Significance of the Difference between Means of Personal Values among College Girls of Under-graduate and Post-graduate Mothers (N=170)

S. No.	Group	Personal Value	N	M	S.D	t-ratio
1.	Under-graduate	Religious	133	12.29	2.15	0.54
	Post-graduate		37	12.05	2.86	
2.	Under-graduate	Social	133	12.18	2.35	0.54
	Post-graduate		37	12.43	3.03	
3.	Under-graduate	Democratic	133	13.35	3.51	0.52
	Post-graduate		37	13.02	2.49	
4.	Under-graduate	Aesthetic	133	11.84	2.82	3.16**
	Post-graduate		37	13.51	2.92	
5.	Under-graduate	Economic	133	10.96	3.15	0.49
	Post-graduate		37	11.24	2.82	
6.	Under-graduate	Knowledge	133	12.54	2.92	0.55
	Post-graduate		37	12.83	2.82	
7.	Under-graduate	Hedonistic	133	11.52	2.87	1.75
	Post-graduate		37	10.62	2.25	
8.	Under-graduate	Power	133	10.44	2.84	0.57
	Post-graduate		37	10.13	3.23	
9.	Under-graduate	Family Prestige	133	14.44	3.36	1.87
	Post-graduate		37	13.21	4.09	
10.	Under-graduate	Health	133	9.63	2.57	0.51
	Post-graduate		37	9.86	1.94	

**Significant at .01 level

Table: 3 revealed that:

- The mean scores of religious value of college girls of under-graduate and post-graduate mothers as 12.29 and 12.05 respectively. The t-ratio was calculated as 0.54 which is not significant at .05 level of confidence. This revealed that no significant difference exists between religious value of college girls of under-graduate and post-graduate mothers.
- The mean scores of social value of college girls of under-graduate and post-graduate mothers as 12.18 and 12.43 respectively. The t-ratio was calculated as 0.54 which is not significant at .05 level of

confidence. This revealed that no significant difference exists between social value of college girls of under-graduate and post-graduate mothers.

- The mean scores of democratic value of college girls of under-graduate and post-graduate mothers as 13.35 and 13.02 respectively. The t-ratio was calculated as 0.52 which is not significant at .05 level of confidence. This revealed that no significant difference exists between democratic value of college girls of under-graduate and post-graduate mothers.
- The mean scores of aesthetic value of college girls of under-graduate and post-graduate mothers as 11.84 and 13.51 respectively. The t-ratio was calculated as 3.16 which is significant at .01 level of confidence. This revealed that a significant difference exists between aesthetic value of college girls of under-graduate and post-graduate mothers. It may be due to the higher educational level of their mothers. As education also develop the aesthetic sense in an individual. So post graduate mothers are in better position to inculcate aesthetic value in their children.
- The mean scores of economic value of college girls of under-graduate and post-graduate mothers as 10.96 and 11.24 respectively. The t-ratio was calculated as 0.49 which is not significant at .05 level of confidence. This revealed that no significant difference exists between economic value of college girls of under-graduate and post-graduate mothers.
- The mean scores of knowledge value of college girls of under-graduate and post-graduate mothers as 12.54 and 12.83 respectively. The t-ratio was calculated as 0.55 which is not significant at .05 level of confidence. This revealed that no significant

difference exists between knowledge value of college girls of under-graduate and post-graduate mothers.

- The mean scores of hedonistic value of college girls of under-graduate and post-graduate mothers as 11.52 and 10.62 respectively. The t-ratio was calculated as 1.75 which is not significant at .05 level of confidence. This revealed that no significant difference exists between hedonistic value of college girls of under-graduate and post-graduate mothers.
- The mean scores of power value of college girls of under-graduate and post-graduate mothers as 10.44 and 10.13 respectively. The t-ratio was calculated as 0.57 which is not significant at .05 level of confidence. This revealed that no significant difference exists between power value of college girls of under-graduate and post-graduate mothers.
- The mean scores of family prestige value of college girls of under-graduate and post-graduate mothers as 14.44 and 13.21 respectively. The t-ratio was calculated as 1.87 which is significant at .05 level of confidence. This revealed that a significant difference exists between family prestige value of college girls of under-graduate and post-graduate mothers.
- The mean scores of health value of college girls of under-graduate and post-graduate mothers as 9.63 and 9.86 respectively. The t-ratio was calculated as 0.51 which is not significant at .05 level of confidence. This revealed that no significant difference exists between health value of college girls of under-graduate and post-graduate mothers.

Table: 4 Significance of the Difference between Means of Personal Values among College Girls of Graduate and Post-graduate Mothers (N=83)

S. No.	Group	Personal Value	N	M	S.D	t-ratio
1.	Graduate	Religious	46	12.46	2.63	0.67
	Post-graduate		37	12.05	2.86	
2.	Graduate	Social	46	11.87	2.52	0.92
	Post-graduate		37	12.43	3.03	
3.	Graduate	Democratic	46	13.69	2.98	1.09
	Post-graduate		37	13.02	2.49	
4.	Graduate	Aesthetic	46	12.43	2.97	1.65
	Post-graduate		37	13.51	2.92	
5.	Graduate	Economic	46	11.59	2.72	0.56
	Post-graduate		37	11.24	2.82	
6.	Graduate	Knowledge	46	11.87	2.91	1.53
	Post-graduate		37	12.83	2.82	
7.	Graduate	Hedonistic	46	12.17	2.61	2.86**
	Post-graduate		37	10.62	2.25	
8.	Graduate	Power	46	10.54	3.04	0.59
	Post-graduate		37	10.13	3.23	
9.	Graduate	Family Prestige	46	13.17	3.30	0.05
	Post-graduate		37	13.21	4.09	
10.	Graduate	Health	46	9.33	2.24	1.15
	Post-graduate		37	9.86	1.94	

**Significant at .01 level

Table: 4 revealed that:

- The mean scores of religious value of college girls of graduate and post-graduate mothers as 12.46 and 12.05 respectively. The t-ratio was calculated as 0.67 which is not significant at .05 level of confidence. This revealed that no significant difference exists between religious value of college girls of graduate and post-graduate mothers.

- The mean scores of social value of college girls of graduate and post-graduate mothers as 11.87 and 12.43 respectively. The t-ratio was calculated as 0.92 which is not significant at .05 level of confidence. This revealed that no significant difference exists between social value of college girls of graduate and post-graduate mothers.
- The mean scores of democratic value of college girls of graduate and post-graduate mothers as 13.69 and 13.02 respectively. The t-ratio was calculated as 1.09 which is not significant at .05 level of confidence. This revealed that no significant difference exists between democratic value of college girls of graduate and post-graduate mothers.
- The mean scores of aesthetic value of college girls of graduate and post-graduate mothers as 12.43 and 13.51 respectively. The t-ratio was calculated as 1.65 which is not significant at .05 level of confidence. This revealed that no significant difference exists between aesthetic value of college girls of graduate and post-graduate mothers.
- The mean scores of economic value of college girls of graduate and post-graduate mothers as 11.59 and 11.24 respectively. The t-ratio was calculated as 0.56 which is not significant at .05 level of confidence. This revealed that no significant difference exists between economic value of college girls of graduate and post-graduate mothers.
- The mean scores of knowledge value of college girls of graduate and post-graduate mothers as 11.87 and 12.83 respectively. The t-ratio was calculated as 1.53 which is not significant at .05 level of confidence. This revealed that no significant difference exists between knowledge value of college girls of graduate and post-graduate mothers.
- The mean scores of hedonistic value of college girls of graduate and post-graduate mothers as 12.17 and 10.62 respectively. The t-ratio was calculated as 2.86 which is significant at .05 level of confidence. This revealed that a significant difference exists between hedonistic value of college girls of graduate and post-graduate mothers.

- The mean scores of power value of college girls of graduate and post-graduate mothers as 10.54 and 10.13 respectively. The t-ratio was calculated as 0.59 which is not significant at .05 level of confidence. This revealed that no significant difference exists between power value of college girls of graduate and post-graduate mothers.
- The mean scores of family prestige value of college girls of graduate and post-graduate mothers as 13.17 and 13.21 respectively. The t-ratio was calculated as 0.05 which is not significant at .05 level of confidence. This revealed that no significant difference exists between family prestige value of college girls of graduate and post-graduate mothers.
- The mean scores of health value of college girls of graduate and post-graduate mothers as 9.33 and 9.86 respectively. The t-ratio was calculated as 1.15 which is not significant at .05 level of confidence. This revealed that no significant difference exists between health value of college girls of graduate and post-graduate mothers.

CONCLUSIONS

On the basis above analysis, the following conclusions were drawn:

1. A significant difference exists between social value of girls studying in private and government colleges. However no significant difference exists between religious, democratic, aesthetic, economic, knowledge, hedonistic, power, family prestige and health values of girls studying in private and government colleges.
2. A significant difference exists between family prestige value of college girls of under-graduate and graduate mothers. However no significant difference exists between religious, social, democratic, aesthetic, economic, knowledge, hedonistic, power and health values of college girls of under-graduate and graduate mothers.
3. A significant difference exists between aesthetic value of college girls of under-graduate and post-graduate mothers. However no significant difference exists between religious, social, democratic, economic, knowledge, hedonistic, power, family prestige and health values of college girls of under-graduate and post-graduate mothers.

4. A significant difference exists between hedonistic value of college girls of graduate and post-graduate mothers. However no significant difference exists between religious, social, democratic, aesthetic, economic, knowledge, power, family prestige and health values of girls studying in private and government colleges.

EDUCATIONAL IMPLICATIONS

Values are potent determinants of human behaviour. Values not only guide our behaviour but also give meaning to our existence. So it is important for an individual to set up the right type of values for him/herself. Parents, especially mothers play a valuable role in inculcating the values in their children. This study may guide us that we should provide compulsory value education to our children specially girls so that they may become able to guide their children rightly after becoming mothers. More efforts should be there to provide higher education to the girls. We can also suggest that although in secular India we do not provide any religious education in government educational institutions but provisions must be there to provide value education in those institutions also.

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AN INVESTIGATION INTO AWARENESS ABOUT BULLYING AMONG TEACHER TRAINEES WITH RESPECT TO THEIR DEMOGRAPHIC VARIABLES

LATIKA*
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ABSTRACT

This study was conducted to investigate into awareness about bullying among teacher trainees with respect to their demographic variables. Descriptive survey method was used in this study. The study was conducted on a stratified random sample of 100 teacher trainees from teacher education Institutions affiliated to Panjab University, Chandigarh and Punjabi University, Patiala. Sample was stratified at the level of gender, rural/urban background and type of school education. Self made scale was used for the study. For the purpose of drawing out the results the investigator used statistical techniques like correlation, mean, standard deviation and t-tests. The conclusions of this study are that there exists no significant difference in the awareness of male and female teacher trainees about bullying. There exists a significant difference in the awareness about bullying among teacher trainees with rural and urban background. There exists no significant difference in the awareness about bullying among teacher trainees with government or private school education.

INTRODUCTION

The twenty first century is characterized by the emergence of multiculturalism due to industrialization, urbanization, globalization and disintegration in the family system. Since education is viewed as an instrument to develop the cognitive qualities, tolerance and understanding of people, it should prepare the younger generation to understand and face the realities of globalization. Future lies in the hands of children, so it is essential to infuse certain traits and qualities in them. In this context, the schools and the teachers have more responsibilities in molding the character of the students. The role of the teacher

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in the society today is diversified and challenging.

The present times have thrown up number of psychosocial challenges for the teachers as they carry out various institutional and educational functions. Classrooms offer complex environment and diverse behaviors to learn from, of which, all are not desirable. Bullying, a form of violence among children, is common on school playgrounds, in neighborhoods, and in homes throughout the world in all the societies. It often occurs out in the presence of adults or in front of adults who fail to intervene. Bullying has long been considered as inevitable and, in some ways, uncontrollable part of growing up. School bullying has come under intense public and media scrutiny recently as it have been thought of as a contributing factor in shooting incidents among adolescents in schools or outside at different places in the world.

Case 1:

India's first reported shooting in school took place in early December, 2007 in an elite school named Euro International School at Gurgaon where Abhishek Tyagi, a 8th class student was shot from point black range by two of his schoolmates. This incidence was a planned murder provoked by bullying of the victim. The Gurgaon Police Commissioner, Mohinder Lal said that " the two boys allegedly killed Abhishek Tyagi as he was physically stronger than both and been beating them up for the past two months, and the two carried a grouse against Abhishek as he used to tease them at every opportunity so they decided to take revenge (TOI, Dec 2007).)

In schools, bullying occurs in all areas. It can occur in nearly any part in or around the school building, though it more often occurs during Physical Education, in recess, hallways, bathrooms, on school buses and waiting for buses, classes that require group work and/or after school activities. Bullying in school sometimes consists of a group of students taking advantage of or isolating one student in particular and gaining the loyalty of bystanders who want to avoid becoming the next victim. These bullies taunt and tease their target before physically bullying the target.

Bullying is the general term applied to a pattern of behavior whereby one person with a lot of internal anger, resentment and aggression and lacking

interpersonal skills chooses to displace their aggression onto another person, chosen for their vulnerability with respect to the bully, using tactics of constant criticism, nit-picking, exclusion, isolation, teasing etc., with verbal, psychological, emotional and physical violence. In other words, bullying is when someone repeatedly uses power to hurt or scare others. It can be done individually or in a group. It can be carried out physically, emotionally or verbally.

Rigby (1996) defined bullying as the willful, conscious desire to hurt, threaten or frighten someone. It (a) occurs between children of unequal strength or power, as opposed to aggressive behavior or fighting between children of equal power; (b) begins with a desire to hurt someone and that desire is acted upon; (c) is a repetitive action targeted at a specific victim; (d) physical bullying includes hitting, beating, kicking, pushing or any physical contact; (e) psychological bullying includes verbal abuse, name calling, threatening gestures, stalking behavior, malicious phone calls, hiding belongings, excluding others, spreading malicious rumors and sexual harassment; and (f) can be direct or indirect. Direct bullying includes relatively open attacks on victims. Indirect bullying is more covert. Three critical points important in this definition are power: acquiring power through various means: physical size and strength; status within a peer group; and recruitment within the peer group so as to exclude others; frequency: it is repetitive in nature and the children who are bullied not only have to survive the humiliation of the attack itself but live in constant fear of its re-occurrence; and finally intent to harm: it not always fully conscious to the child who bullies, causing physical, psychological and emotional harm is a deliberate act. Dan Olweus (1993) defined bullying as negative behavior by which he meant behavior intended to inflict injury or discomfort.

Smith & Sharp (1994) stated that a student is being bullied or picked on when another student says nasty and unpleasant things to him or her. It is also bullying when a student is hit, kicked, threatened, locked inside a room, sent nasty notes, and when no one ever talks to him.

Review of Related Literature

Hazler (1994) found that petty teasing, joking, and bullying at school can have

devastating effects on students, leading to violent and disastrous consequences for both perpetrators and victims.

Trautman (2003) gave twenty suggestions for teachers to address ways to identify and reduce bullying in the school setting. Examples include knowing the definition of bullying, watching for warning signs, having good communication with students' parents, creating a support team for the bullied child, taking a proactive preventive approach, using buddies to deter bullying, and teaching about bullying through role play.

Ellis and Shute (2007) found that teachers' moral orientation does impact upon the kinds of responses to bullying they choose, seriousness of the incident is more important.

Brewer and Harlin (2008) found that bullying and victimization in schools have become major concerns for parents, teachers, and school psychologists. Elementary and middle school teachers are likely to have seen students bully each other, so it is important that they notice the characteristics associated with being bullied and recognize bullying in all its forms: physical, verbal, and psychological. This knowledge will help teachers take action in bullying situations and resolve these conflicts.

Shore (2009) found that in recent years, bullying seems to have become more serious and more pervasive. Research indicates that 15% to 20% of all students are victimized by bullies at some point in their school careers. Clearly, bullying is a problem that schools must recognize and address. Teachers are at the core of any bullying prevention program, and many of the lessons students need to learn that discourage bullying must come from the teacher--through guidance to individual students or through instruction to the whole class by integrating anti-bullying lessons into the curriculum. The most effective way to deal with bullying is to prevent it from happening in the first place.

Gleason and Katherine (2011) found that bullying behaviors are more prevalent in the schools but in new behaviors that teachers are ill equipped to manage. It is clear that bullying behavior is on the increase and more needs to be done to teach the high school faculty and staff how to identify and deal with bullying behavior among students.

Significance of the problem

Bullying, a form of violence among children, is common on school playgrounds, in neighborhoods, and in homes throughout the world. It cannot be stopped as long as it is considered an inevitable and uncontrollable part of growing up. Bullying can affect the social environment of a school, creating a climate of fear among students, inhibiting their ability to learn, and leading to other antisocial behavior. Bullying is rampant in Indian schools. Truly school bullying not only gives rise to mentality of ragging in higher educational institutions, it also changes a child into a hard core criminal which is evident from the incidents happening daily in the schools.

Case 2

The Times of India 2005 reported some cases of school vandalism which amounted to simple bullying or teasing words in some elite schools in Calcutta (Banerjee, 2005).

Case 3

On 3rd January, 2008 a student of VIIIth standard was shot dead by an Xth standard student in Chorbari village, Satna district of Madhya Pradesh. They both had heated arguments and bullied each other. The elder student had shot the junior in a spate of anger (Staff Correspondent, The Hindu, Jan, 04, 2008.)

In the understanding of bullying behavior, it has been found that majority of incidents would not have occurred if bystanders would have intervened. Due to the low number of students who actually report incidents of bullying, due recognition from the teachers, educationists, medical and health professionals and parents as well is required. Teachers need to have a certain level of awareness that will thwart potential problems. This awareness starts with understanding bullying. The role of teacher in reducing the problem is great because if school initiates the anti bullying practices in the school, it is the teachers, who should be first aware of what can constitute bullying. If this knowledge is there with the teacher trainees then bullying can be better dealt with when they join as regular teachers to teach in schools. Presently no study has been conducted on these lines in India. Neither, the problem is being

recognized as serious in the country. The present study intends to assess the awareness of teacher trainees towards bullying behavior. Such a descriptive study on teacher trainees would result in further designing curricular inputs for both pre service and in-service courses to enhance teachers' abilities in dealing with the phenomenon of bullying.

Objectives of the Study

1. To study and compare the awareness of male and female teacher trainees about bullying.
2. To study and compare the awareness of teacher trainees with rural and urban background about bullying.
3. To study and compare the awareness of teacher trainees with government or private school education about bullying.

Hypotheses

1. There will be no significant difference in the awareness of male and female teacher trainees about bullying.
2. There will be no significant difference in the awareness about bullying among teacher trainees with rural and urban background.
3. There will be no significant difference in the awareness about bullying among teacher trainees with government or private school education.

Method and Procedure

The descriptive survey method was used to conduct the study. The focus was to survey awareness amongst teacher trainees about the existence of bullying in educational institutions by using self constructed scale.

Sample

The study was conducted on a stratified random sample of 100 Teacher Trainees from Teacher Education Institutions affiliated to Panjab University, Chandigarh and Punjabi University, Patiala. Sample was stratified at the level of gender, rural/urban background and type of school education (private or government).

Tool Used

A self prepared scale on awareness of bullying was used for collection of data.

Face validity and content validity of the scale was ensured through consultation with faculty members from Department of Education, Panjab University, Chandigarh and Lovely Professional University, Phagwara. Reliability for the scale was calculated by using the split half method. It came out to be 0.84.

ANALYSIS OF DATA AND INTERPRETATIONS

Mean and standard deviation was used to understand the nature of the data and t- ratios were calculated to find out the significance of difference between means.

Table showing cases of Teacher Trainees having different levels of awareness

Category	High awareness	Average	Low awareness
Male	28%	44%	28%
Female	30%	44%	26%
Urban Background	34%	37%	29%
Rural Background	25%	48%	27%
Government School Education	27%	43%	30%
Private School Education	25%	47%	28%

From the above table it can be concluded that 44% of female and 44% of male are having moderate level of awareness of bullying and 28% of male and 26% of female are having low awareness of bullying. 29% of teacher trainees from urban and 27% from rural area is still ignorant about bullying in this era when so many crimes are taking place in the society. 30% of teacher trainees from government and 28% from private school education are still not acquainted to the concept of bullying. From the above table it is clear that still a major chunk of teacher trainees is not very well aware of bullying when there is dire need to protect students from such kinds of crimes.

Null Hypothesis 1: There will be no significant difference in the awareness of male and female teacher trainees about bullying.

Table 1

Showing results of t- test on significant difference in the awareness of male and female teacher trainees about bullying.

Teacher trainees	N	Mean	SD	t-ratio
Male	50	211.72	33.34	1.08*
Female	50	218.16	25.10	

(*Not significant at 0.05 level)

Table 1 shows t- value is found to be 1.08 where as table value is 1.98 at 0.05 level of significance, it means our calculated t- value is less than table value which signifies that there exists no significant difference in awareness of male and female teacher trainees about bullying, therefore hypothesis is accepted. It is assumed that these days' boys and girls are equally aware of what is happening in the social environment as they are equally contributing towards society. Not only boys but girls are also indulged in this manipulative series of activities which is known as bullying. It can be the reason for no significant difference in the awareness of male and female teacher trainees.

Null Hypothesis 2: There will be no significant difference in the awareness about bullying among teacher trainees with rural and urban background.

Table 2

Showing results of t- test on significant difference in awareness about bullying among teacher trainees with rural and urban background.

Teacher trainees	N	Mean	SD	t-ratio
Rural background	59	208.32	31.62	2.91*
Urban background	41	224.41	23.56	

(*Significant at 0.01 level of significance)

Table 2 shows that t- value is found to be 2.91 where as table value is 2.63 at 0.01 level of significance, it means our calculated t- value is more than table value which signifies that there exists a significant difference in the awareness about bullying among teacher trainees with rural and urban background. Therefore second hypothesis is not accepted. The reason behind this difference may be that the urban people have more exposure of external world and by this they are able to acquire more knowledge about this concept and consequences created by it.

Null Hypothesis 3: There will be no significant difference in the awareness about bullying among teacher trainees with government or private school education.

Table 3

Results of t-test on significant difference in the awareness about bullying among teacher trainees with government or private school education.

Teacher trainees	N	Mean	SD	t-ratio
Government school education	60	211.80	30.54	1.32*
Private school education	40	219.60	27.72	

(*Not significant at 0.05 level)

Table 3 shows that t- value is found to be 1.32 where as table value is 1.98 at 0.05 level of significance, it means our calculated t- value is less than table value which signifies that there exists no significant difference in the awareness about bullying among teacher trainees with government or private school education. Therefore third hypothesis is accepted.

Conclusions:

- There exists no significant difference in the awareness of male and female teacher trainees about bullying.
- There exists a significant difference in the awareness about bullying among teacher trainees with rural and urban background.

- There exists no significant difference in the awareness about bullying among teacher trainees with government or private school educational background.

Educational Implications

Awareness about psycho social menace of bullying among serving teachers needs to be evaluated, analyzed and increased as a component of in service trainings. Aware and alert teachers will be able to contain escalation of violence stemming from bullying in educational institutions. Influence of home environment on behavior of students in school also requires teachers' alert intervention.

A school –wide bullying policy can be made for increasing engagement of teachers and administrators in checking it. Teacher trainees should be given proper training during B.Ed about the concept of bullying and the intervention techniques for helping out the students from critical situations. Lectures and seminars can be arranged for acquainting the teacher trainees with the effects of bullying and coping strategies.

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STUDY ON ADJUSTMENT OF ADOLESCENT CHILDREN OF HOUSE MAKERS AND IN-SERVICE MOTHERS IN RELATION TO ACADEMIC ACHIEVEMENTS

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ABSTRACT

An educated woman, whether house maker or in-service caters to the general well being of the family. But how far it contributes to the education of children of house makers in respect children of in-service mothers is a question. Research findings at national and international level are available in support of each category. The present paper tries to examine the situation in the context of semi urban region of Haryana state. The findings suggest that there exist significant difference between academic performance of adolescent children of house maker in-service mothers.

INTRODUCTION

Man is the grandest work of God. in the words of Shakespeare, man is the 'Paragon of the Creation'. He has in him individuality, a pattern of self-inborn with him. He is affected by so many factors such as educational institution and its environment, family members, peer groups, teachers and so on. Among all these family play a unique role in all round development of an individual. Parents also play a key role in the personality development of the child. Witmer and Kotonsky in this regard stated "It is in and through the family that the main components of a child personality develop". The struggle between feeling of trust and mistrusts first work out in relation to the parents and it is by family members that the autonomy and initiative characteristic of our society are encouraged or denied. Looking to the above facts we cannot deny that a child whatever he learns is mostly influenced by all the member of his family.

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Mother's role is of paramount importance because she is the child's best instructor, fully responsible for child's early socialization and for setting a well mental and emotional foundation. As Napoleon the warrior justly said, "Give me a mother, then I will conquer the world." It has clearly signified the importance of a mother in all round development of child. It has been firmly established that most of the mother in these days expect better adjustment of their children in the society. It is due to the reasons that they utilize most of their time for all round development of their children. Even when children become and adult, mother's role remains the same but the perceptions of mother's and other family member changes because he/she has been reached at the stage of adolescence. There is no two opinion on the fact that educated mothers are prime assets to any family. A latest study on Learning Achievement of Class-V children conducted by NCERT, New Delhi (2008) reveals that fathers provide more academic help to their children followed by mothers and elder peers. The same study also highlights. That mother educational positively influences achievement of children by 17-19 per cent. This underscores the role of an educated mother. Educated mothers have two options -one take up a job in addition to the household work, and two, become a home maker (traditionally 'house wife') limiting her role to rearing of children and management of household work in the traditional fashion. The former category is otherwise known as in-service mothers and the later is known as house maker or stay at home mothers. Irrespective of the status of whether in-service or house maker mothers' sole aim is to ensure welfare of the children to enable them to attain success in all walks of life. Research studies have been conducted on the role and function of both working and stay at home mothers in relation to academic achievement of children. Some researchers have concluded that in-service mothers' though more stressed than their house maker counterparts, are in better position to influence the academic achievement of their children, in terms of quality time made available to children (Merhotra, 2010; Riaz, 2003). "A working mother who spends one hour of quality time every day with her child will probably establish a better bond with her child than one who is home nagging the child all the time", says Dr. Merhotra, a Psychologist. The academic performance of children of working mothers is significantly higher than he children of their non-working counterparts. Dhall and Shahni (2008)

found that children of working mothers get high cognitive stimulation and hence they have higher academic performance. Similarly panda and Samal (1995) and Alaka (1992) found the children of working women to be more intelligent, mentally healthy and emotionally stable as compared to that of non-working mothers.

Adolescent Children

Adolescence is the most importance period of human life. "Adolescences that span of years which boys and girls move from childhood to adulthood mentally, emotionally, socially, physically." Poets have described it the spring of life and important era in the total life span of human being. It is a period when an individual is capable of begetting offspring. It means that when power of reproducing its own kind is attained by the individual then we can say he has become and adolescent. This remarkable growth and developments takes place in the several aspects. This includes increasing ability in performance, growth in intelligence, growth in knowledge and growth of understanding in creative expression and development of socials well as emotional components. The adolescent makes transition; transition means change. There is a need for adjustment and achievement with the environment in which they have lived. Most of their problem centers around physical appearance, health and physical development, marks scored relationships with member of their families, their teacher and peeress of both sexes and home. This adjustment may leads to absenteeism, truancy, low achievement and other unworthy habits of children. If they do not find work and activities of their interest and choice they may easily get bored.

House Maker and In-service Mothers

In-service mothers are required to play a dual role- one as housewives and other as employees. Being subjected to the dual demand of house and work they are liable to face a crisis of adjustment. They are to perform their biological functions because of their sex and abstract as a caretaker of homes. At the same time, they are confronted with the responsibilities and duties connected with their employment. The In-service mothers are not yet clear about their role. There was hardly any ambiguity and in consistency in the married woman's role when her chief role used to be a wife and mother. The additional load of the duties of a job arouses confusion. This is because of the absence of

adjustment to the new role in the groves of old roles.

House maker mothers are those mothers whose role business is to bear and rear children in place of serving at any factory, institution or any other enterprise, they are always in the service of their children.

Adjustment

The concept of adjustments originally biological as profounder in Darwin's theory of "natural selection and adaptation". The adaptability to environmental hazards goes on increasing as we proceed on the psychogenetic scale from the lower extreme to the higher extreme of life Insects and germs in comparison to human being cannot withstand the hazards of changing conditions in the environment. But on the other hand man among the living beings, has the highest capacity to adapt to physically demand but also adjust to social pressure for which it is apparent to call him a creative human being. Gates (1954) viewed "Adjustment is a continual process by which a person varies his behavior to produce more harmonious relationship between him and environment". Thus adjustment shows the extent to which and individual's personality functions efficiently in a world of other people. Dunn (1967) viewed "Adjustment is a continuous process of maintaining harmony among the attributes of the individual and the environmental condition which surround him".

Academic Achievement

The world is becoming more and more competitive. Among the factors, which determine the outcome of that competition, academic achievement is one of utmost importance. Many factors have direct or indirect influence on one's academic achievement. In the modern advance society academic achievement is one of the most important factor for further education, employment or any other selection. Good (1951) stated "Achievement means accomplishment or proficiency of performance in a given skill or body of knowledge." Sprinthall (1969) viewed that from the very first day, the child enters the school, society exerts, enormous pressure on him to succeed academically. Freeman (1965) said, "A test of education of achievement is one designed to measure knowledge, understanding or skills in a specified subject or group of subjects."

Objectives of the study

The present study was undertaken with the following main objectives:-

- To study the difference in emotional adjustment of adolescent boys and girls of house maker and in-service mothers.
- To study the difference in social adjustment of adolescent boys and girls of house maker and in-service mothers.
- To study the difference in educational adjustment of adolescent boys and girls of house maker and in-service mothers.
- To study the difference in total adjustment of adolescent boys and girls of house maker and in-service mothers.
- To study the difference in academic achievement of adolescent boys and girls of house maker and in-service mothers.

Hypotheses

To achieve the objectives stated above the following hypotheses were tested.

- Their exist significant difference in emotional adjustment of adolescent boys and girls of house maker and in-service mothers.
- There exist significant difference in social adjustment of adolescent boys and girls of house maker and in-service mothers.
- There exist significant difference in educational adjustment of adolescent boys and girls of house maker and in-service mothers.
- There exist significant difference in total adjustment of adolescent boys and girls of house maker and in-service mothers.
- There exist significant difference in academic achievement of adolescent boys and girls of house maker and in-service mothers.

Sample

Survey method of research was used in present study restarted to simple random sampling for collection of data. The sample for investigation was drown from S.D.M.N Vidaya Mandir School, Nilokheri of District Karnal. A total of 100 adolescent students. The sample includes 50 boys and 50 girls out of these 50 students were children of in-service mothers and 50 children of house maker mothers.

Tools Used

For the purpose of data collection two instruments namely:-

1. Adjustment Inventory for School students (AISS) by AKP. Sinha and RP. Singh (1993).
2. Sharma Academic Achievement Motivation Test (AMT) by TR. Sharma (1984) have been adopted in the present study.

Data Collection Procedure

The investigator collected the data from the student of IX and X classes. Investigator first discussed the purpose of data collection. The investigator instructed the students about what to do. There was not time limit for answering the questionnaire. All the precaution necessary for collecting data in a reliable manner was taken at the time of administration of tools. Students were motivated and a rapport was collected to get true responses to each item. They were also told that the data was collected only for research purpose and responses given by them will be kept confidential. Then, the questionnaires were given one by one to the students as soon as the students filled the answer-sheet the investigator collected these for scoring.

Statistical Treatment

Analysis of variance was applied to study the mean difference in adjustment and achievement of adolescent children of house maker and in-service mothers.

Analysis, Results and Discussion

This part is concerned with the analysis is of the data and presentation of the results according to the objectives and hypothesis formulated. Mean difference on the variables have been studied. The data pertaining to emotional, socializing, educational in relation to academic achievements was used for analytical presentations.

Table-1

Mean differences and F-ratio of emotional adjustment

Sr. No.	Sources of Variance	Df.	S.S.	M.S.	F-ratio	Result
1	Mother's (House maker & in-service)	1	109.80	109.80	7.45	Significant
2	Adolescents (Boys & Girls)	1	105.55	105.55	7.16	Significant
3	Interaction (Mother X Adolescents)	1	50.06	50.06	3.40	N.S.
4	Within	96	2300.17	14.74	-	-

F-ratio for the main effect of adolescent children of house maker and in-service mothers on emotional adjustment is 7.45, which is greater than the table value at 1/96 df. against .01 level of significance. It is significant. Thus hypothesis is accepted. It means that adolescent boys and girls of house maker and in-service mothers differ significantly in emotional adjustment.

Table-2

Mean difference and F- ratio of social adjustment

Sr. No.	Sources of Variance	Df.	S.S.	M.S.	F-ratio	Result
1	Mother's (House maker & in-service)	1	102.65	102.65	6.94	Significant
2	Adolescents (Boys & Girls)	1	117.05	117.05	7.91	Significant
3	Interaction (Mother X Adolescents)	1	13.02	13.02	0.88	N.S.
4	Within	96	2309.52	14.80	-	-

F-ratio for the main effect of adolescent children of house maker and in-service mother on social adjustment is greater than the table value at 1/96 df. against 0.01 level of significance, So, it, is significant. Thus hypothesis is accepted. It means that adolescent boys and girls of house maker and In-service mothers differ significantly in social adjustment.

Table-3
Mean difference and F-ratio of educational adjustment

Sr. No.	Sources of Variance	Df.	S.S.	M.S.	F-ratio	Result
1	Mother's (House maker & in-service)	1	149.22	149.22	7.83	Significant
2	Adolescents (Boys & Girls)	1	168.10	168.10	8.53	Significant
3	Interaction (Mother X Adolescents)	1	58.10	58.10	3.05	N.S.
4	Within	96	2974.35	19.07	-	-

F-ratio for the main effect of adolescent children of house maker and in-service mothers on educational adjustments 7.83 which is greater than the table value at 1/96 df. against .01 level of significance. This hypothesis is accepted. It means that adolescent boys and girls house maker and in-service mothers differ significantly in educational adjustment.

Table-4
Mean difference and F-ratio of total adjustment

Sr. No.	Sources of Variance	Df.	S.S.	M.S.	F-ratio	Result
1	Mother's (House maker & in-service)	1	1228.10	1228.10	10.01	Significant
2	Adolescents (Boys & Girls)	1	1440.90	1440.90	11.71	Significant
3	Interaction (Mother X Adolescents)	1	313.50	313.50	2.55	N.S.
4	Within	96	19142.50	122.71	-	-

F-ratio for the main effect of adolescent children of house maker and in-service mothers on total adjustment is 10.01, which is greater than the table value at 1/96 df. against .01 level of significance. It is significant. Thus, hypothesis is accepted. It means that adolescent boys and girls of house maker and in-service mothers differ significantly in total adjustment.

Table-5
Mean Difference and F-ratio of Academic Achievement

Sr. No.	Sources of Variance	Df.	S.S.	M.S.	F-ratio	Result
1	Mother's (House maker & in-service)	1	593.6	593.6	7.00	Significant
2	Adolescents (Boys & Girls)	1	769.22	769.22	9.07	Significant
3	Interaction (Mother X Adolescents)	1	103.03	103.03	1.22	N.S.
4	Within	96	13227.55	84.79	-	-

F-ratio for the main effect of adolescent children of house make and in-service mothers on academic achievement is 7.00, which is greater than the table value at 1/96 df. against .01 level of significance. So, it is significant. Thus hypothesis is accepted. It means that adolescent boys and girls of house maker and in-service mothers differ significantly in academic achievement.

Conclusions

The conclusions concerned with mean difference in emotional, social, educational and total adjustment of adolescent boys and girls of house maker and in-service mothers.

- Adolescent children of house maker and in-service mothers differ significantly on emotional adjustment but adolescent children of house maker mothers have better adjustment than adolescent of in-service mothers.
- Adolescent children of house maker and in-service mothers differ significantly on social adjustment but adolescent children of house maker mothers have better social adjustment than in-service mothers.
- Adolescent children on educational adjustments but adolescent children of house maker mothers have better educational adjustment than in-service mothers.
- Adolescent children of house maker and in-service mothers differ significantly on academic achievement but adolescent children of house maker mothers as mentioned above have better academic achievements.

- Adolescent children of house maker and inservice mothers differ significantly on academic achievement but adolescent children of non working mothers as mentioned above better on academic achievement.

The above findings claimed that adolescent children of house makers high on academic achievements with better adjustment than adolescent children of inservice mothers.

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IMPACT OF PARENTAL INVOLVEMENT AND FAMILY CLIMATE ON EDUCATIONAL INTERESTS AND OCCUPATIONAL ASPIRATIONS OF XI CLASS STUDENTS

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ABSTRACT

This paper presents the results of an investigation aimed to explore the impact of parental involvement and family climate on educational interests and occupational aspirations among xi class students. The research was carried out on the random sample of 120 students of XI class of Abohar tehsil (Punjab), from government and private schools affiliated to P.S.E.B. The researcher used standardized tools for the study. The results revealed no significant difference in educational interests and occupational aspirations among XI class students due to parental involvement and family climate.

INTRODUCTION

According to 'ROUSSEAU' "Mother is the true nurse and father is true teacher". The family is the oldest, basic and fundamental unit of society. It consists of the husband, wife, and children together. Parental Involvement is most important and significant work of parents in child's education. The parental Involvement plays a vital role in accelerating and motivating the children education. Parental Involvement takes many forms including good parenting in the home, including the provision of a secure, and a stable environment, intellectual stimulation, parent child relationship, parent child discussion, good models of constructive social and educational value, and high aspiration relating to the personal fulfillment and good citizenship, and last a good family climate which

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encourages and develop the educational interest and prepares occupational aspiration of the child. Parental involvement is a combination of commitment and active participation on the part of the parents to the school and to students. Parents can support their children's schooling by attending school functions and responding to the school obligations. They can become more involved in helping their children to improve their work providing encouragement , arranging the study time appropriately, modeling desires , behavior monitoring and actively tutoring children at home.

Stree Priya (2009) states that "Parental involvement includes love, guidance, and cooperation, develops a sense of security among children" Intimate relationship between parents and children occupies the first and the most significant place in the development of child, but different educationists and philosophers Commences Rousseau and Pestalozzi considered family climate as the most significant and effective in bringing the proper development of child. Family climate consists of the elements of freedom, attention, submission expectance, warmth, trust, fairness, involvement etc. which aid creative personality of an individual, infact these elements of the climate go long way in making him self-reliant, open minded and above all confident within having faith in his own self. Beena Shah (2001) states that Family climate means any interpersonal relationship between parents and child. It includes parent's attitude towards child as perceived by him. Educational interest is intimately related with child's acquisition of knowledge, understanding and skill which actually forms the basis for his educational choice. In Educational psychology, the concept of educational interest is interpreted as a content specific motivational variable that can be investigated and theoretically constructed. Paul Peterson (1985) states that "educational interest is that which helps to gain success in decision making process and incorporates diverse demands which cannot be gained by business elites bound to fiscal issues"Occupational aspiration refers to the occupation of the students aspire to take up after completion of their studies. It refers to awareness of needed an active desire for accurate and valid occupational choice. James (2000) states that occupational success depends on right choice of the occupation and the occupational choice is directly linked with occupational aspiration of an individual.

OBJECTIVES

1. To study difference between high parental involvement and low parental involvement as far as educational interest of XI students is concerned.
2. To study difference between favorable and unfavorable family climate as far as educational interest of XI students is concerned.
3. To study effect of parental involvement X family climate on educational interest measure of XI Students.
4. To study difference between high parental involvement and low parental involvement as far as occupational aspiration of XI students is concerned.
5. To study difference between favorable and unfavorable family climate as far as occupational aspiration of XI is concerned.
6. To study effect of parental involvement X family climate on occupational aspiration measure of XI students.

HYPOTHESES

1. There is no significant difference between high parental involvement and low parental involvement as far as educational interest of XI students is concerned.
2. There is no significant difference between favorable and unfavorable family climate as far as educational interest of XI students is concerned.
3. The interaction parental involvement X family climate does not contribute to significant difference among the means on educational interest measure of XI students.
4. There is no significant difference between high parental involvement and low parental involvement as far as occupational aspiration of XI students is concerned.
5. There is no significant difference between favorable and unfavorable family climate as far as occupational aspiration of XI students is concerned.

6. The interaction parental involvement X family climate does not contribute to significant difference among the means on occupational aspiration measure of XI students.

NEED OF THE STUDY

Education is the most important part of our life without which we cannot develop our personality freely and fully, while education has another significant aim which is to provide the vocation to an individual. The choice of the vocation is one of the very important decisions which a person must make for himself and this choice is a long process rather than a simple incident. Child's interest in education is also very significant because if child is not interested in doing something, he will not do the particular thing well. Educational Interest and Occupational aspiration do not appear all of a sudden, rather it develop with the participation of lots of things like Parental Involvement, Family Climate, Parents Occupational Aspiration. Child development studies have proved the powerful influence of the parent's ambition and frustration has on occupational aspiration of the individual. So in this regard Parental Involvement and Family climate plays an important role in the child Educational Interest and Occupational Aspiration.

MATERIALS AND METHODS

The present study conducted through normative survey method and involves four different variables in which two are independent variables i.e. parental involvement and family climate on the other hand two dependent variables i.e. educational interest and occupational aspiration. Main effect of study is to see how for the independent variables effect the dependent variables and interaction effect of these variables on the Educational measure of XI class school students.

SAMPLE

Present study was conducted on the random sample of 120 students of XI class of Abohar tehsil. Sample was drawn from government and private schools affiliated to P.S.E.B.

TOOLS USED

- Occupational aspiration scale by Dr.Grewal (1984)
- Family climate scale by Dr.Beena shah (2001)

- Parent Involvement scale by Dr. (Mrs.) Rita Chopra and Dr. Surabala Sahoo (2007)
- Educational interest scale by Dr. S.P. Kulshreshtha (2007)

STATISTICAL TECHNIQUES USED

- K-S test has been used to check the normality of data.
- 2X2 factorial analysis of variance (ANOVA) has been used to see the significance of difference among various groups.

RESULT

A 2X2 factorial design has been used for the analysis of the data. The following design has been used:-

PARENTAL INVOLVEMENT (A): High parental involvement (A1), and
Low Parental involvement (A2)

Family Climate (B): Favourable family climate (B1)
Unfavourable family climate (B2)

Table-1 SHOWS THE FOUR FOLD STRUCTURE

COMBINATIONS	VARIABLES
A1B1	High parental involvement, Favourable family climate
A1B2	High parental involvement, Unfavourable family climate
A2B1	Low Parental involvement, Favourable family climate
A2B2	Low Parental involvement, Unfavourable family climate

Results of 2X2 factorial analysis of variance on educational interests and occupational aspirations have been shown in table no 2 and table no 3 respectively as below:

Table: 2

2X2 factorial analysis of variance on educational interests

Source	Df	SS	VARIANCE	F- RATIO
PI	1	4.8	4.8	0.117
PC	1	64.52	64.52	1.57
INTERACTION	1	3.34	3.34	0.081
WITHIN GROUP	116	4754.54	40.99	@

Fr df1 = 1, df2 = 116

0.05 Level = 3.92

0.01 Level = 6.84

(From table F-ratio)

TABLE: 3

2X2 factorial analysis of variance on occupational aspirations

Source	Df	SS	VARIANCE	F- RATIO
PI	1	1.01	1.01	.008
PC	1	0.01	.01	.00008
INTERACTION	1	23.39	23.39	0.19
WITHIN GROUP	116	121.72	121.72	@

Fr df1 = 1, df2 = 116

0.05 Level = 3.92

0.01 Level = 6.84

(From table F-ratio)

Testing of Hypotheses

H₁ There is no significant difference between high parental involvement

and low parental involvement as far as educational interest of XI students is concerned.

It is clear from the table 2 that calculated value (0.008) is much lesser than the table value which indicates there is no significant difference between high parental involvement and low parental involvement as far as educational interest of XI students is concerned. Thus hypotheses of no difference cannot be rejected.

H₂ There is no significant difference between favorable and unfavorable family climate as far as educational interest of XI students is concerned.

It is clear from the table 2 that calculated value (0.0008) is much lesser than the table value which indicates there is no significant difference between high parental involvement and low parental involvement as far as educational interest of XI students is concerned. Thus hypotheses of no difference cannot be rejected.

H₃ The interaction parental involvement X family climate does not contribute to significant difference among the means on educational interest measure of XI students.

It is clear from the table 2 that the calculated value (0.081) is much lesser than the table value which indicates interaction parental involvement X family climate does not contribute to significant difference among the means on educational interest measure of XI students. Thus hypotheses of no difference cannot be rejected.

H₄ There is no significant difference between high parental involvement and low parental involvement as far as occupational aspiration of XI students is concerned.

It is clear from the table 3 that calculated value (0.117) is much lesser than the table value which indicates there is no significant difference between high parental involvement and low parental involvement as far as occupational aspiration of XI students is concerned. Thus hypotheses of no difference cannot be rejected.

H₅ There is no significant difference between favorable and unfavorable family climate as far as occupational aspiration of XI students is concerned.

It is clear from the table 3 that calculated value (0.157) is much lesser than the table value which indicates there is no significant difference between favorable and unfavorable family climate as far as occupational aspiration of XI students is concerned. Thus hypotheses of no difference cannot be rejected.

H₆ The interaction parental involvement X family climate does not contribute to significant difference among the means on occupational aspiration measure of XI students.

It is clear from the table 3 that the calculated value (0.081) is much lesser than the table value which indicates interaction parental involvement X family climate does not contribute to significant difference among the means on occupational aspiration of XI students. Thus hypotheses of no difference cannot be rejected.

DISCUSSION OF THE RESULTS AND CONCLUSIONS

- 1) The data of 120 XI students on Occupational Aspiration and Educational Interest has been found to be normally distributed. The assumption of normality of data has been tested by K-S test. It is therefore appropriate to use anova further.
- 2) The application of factorial 2X2 analysis of variance reveals that there is no significant difference between high parental involvement and low parental involvement as far as educational interest of XI class students is concerned. It may be due to the impact of teachers.
- 3) The application of factorial 2X2 analysis of variance reveals that there is no significant difference between favorable and unfavorable family climate as far as educational interest of XI class students is concerned. It may be due to rise of consciousness among the students.
- 4) The application of factorial 2X2 analysis of variance reveals that the interaction parental involvement X family climate does not contribute to significant difference among the means on educational interest

- measure of XI class students. It may be due to the reason that of science and media has more impact on student's educational interest.
- 5) The application of factorial 2X2 analysis of variance reveals that there is no significant difference between high parental involvement and low parental involvement as far as occupational aspiration of XI class students is concerned. The reason may be vast increase in their own interest and choice of stream.
 - 6) The application of factorial 2X2 analysis of variance reveals that there is no significant difference between favorable and unfavorable family climate as far as occupational aspiration of XI class students is concerned. It may be due to guidance and assistance provided by the teachers and formal and non formal agencies regarding their occupational aspiration.
 - 7) The application of factorial 2X2 analysis of variance reveals that interaction parental involvement X family climate does not contribute to significant difference among the means on occupational aspiration measure of XI class students. The reason may be due to motivational level of child to the particular occupation.

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LEVEL OF AWARENESS ABOUT RTI AMONG COLLEGE STUDENTS

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HARPREET KAUR**

ABSTRACT

The present study was conducted to study the level of awareness about Right to Information among college students. For this investigation, descriptive study was conducted. Self prepared questionnaire was used to measure the level of awareness about Right to Information among college students. The present study was conducted on 300 undergraduate college students of Ludhiana district. The sample was comprised of 150 male college students and 150 female college students of Ludhiana district. Investigator found that level of awareness about Right to Information among college students is very low. The study reveals no significant difference in level of awareness about Right to information between male and female college students. There is no significant difference in level of awareness about Right to information between urban and rural college students and also there is no significant difference in level of awareness about right to information between humanities and science stream college students.

Key words: **RTI (Right to information)**

INTRODUCTION

Information is the oxygen of democracy. If people do not know what is happening in their society and if the actions of those who rule them are hidden, then they cannot take a meaningful part in the affairs of that society. But information is not just a necessity for people – it is an essential part of good governance. Bad governance needs secrecy to survive. It allows inefficiency, wastefulness and corruption to thrive. As Amartya Sen, the Nobel Prize-winning economist has observed that there has not been a substantial famine in a country with a democratic form of government and a relatively free press.

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Information allows people to scrutinise the actions of a government and is the basis for proper, informed debate of those actions.

Right to information is a right of citizens which can empower citizens to take charge by participating in decision-making and by challenging corrupt and arbitrary actions at all levels. With access to government records, citizens can evaluate and determine whether the government they have elected is delivering the results that are expected out of it. RTI is thus a tool that can change the role of the citizens from being mere spectators to that of being active participants in the process of governance.

Right to Information Act 2005

Right to Information is an Act to provide for setting out the practical regime of right to information for citizens to secure access to information under the control of Public Authorities, in order to promote transparency and accountability in the working of every Public Authority the constitution of a Central Information Commission and State Information Commissions and for matters connected therewith or incidental thereto.

Citizen's access to public information – held by or under the control of the government or of a government-supported organisation – had been recognized as a key governance reform. In order to bring about this reform, the Government of India (GoI) enacted the 'Right to Information (RTI) Act, 2005'.

The Act gives you the right to access Information held by a public authority, information under the control of a public authority and includes the right to:

- inspect work, documents, and records;
- take notes, extracts or certified copies of documents or records;
- take certified samples of material;
- obtain information in the form of diskettes, floppies, tapes, video cassettes or in any other electronic mode or through printouts where such information is stored in a computer or in any other device.

REVIEW OF RELATED LITERATURE

The investigator reviewed related literature. From this, it has been drawn that level of awareness about RTI among masses is low (Ansari, 2008;

CIC, Gol, 2008; RaaG and NCPRI, 2009; PWC, 2009; Roberts, 2010; LEAF) in different states of India. Also, it was observed that the citizens face difficulties for extracting information from public authorities. The studies (CHRI, 2009; PWC, 2009) reviewed here particularly tell that the PIO's are not themselves aware and trained to work in accordance with RTI Act 2005. The studies (The Hunger Project; LEAF Society) shown that with some RTI awareness campaigns the RTI Act can be successfully executed and implemented. There was no research study in the region of Punjab to study the level of awareness about RTI among masses, so the question of framing policies for creating awareness among citizens, could not arise. With this piece of research, the investigator with her resources and limited time tried to know the level of awareness about RTI among college students of Ludhiana district.

EMERGENCE OF THE PROBLEM

Information is the currency that every citizen requires to participate in the life and governance of society. The greater the access of the citizen to information, the greater would be the responsiveness of government to community needs. The scams and scandals, ranging from Bofors, Hawala, Fodder, Tehelka and Unit Trust of India were caused in a system which is based on secrecy. Democracy cannot survive without free and fairly informed voters. Right to Information is a fundamental human right and a prerequisite for the realization of other human rights. But many citizens are not able to use the law to its fullest extent due to unawareness. Right to Information is a effective tool against all kinds of corruption. Thus creating awareness among the students who will be the future torch bearers of the country is essential. It will help them to address issues immediately affecting them, like college and hostel administration, examination system etc. and others. Also, it will help them to become good and responsible citizens who will take our country to new heights of development and to make India a corruption free country. With this study the investigator tried to know the level of awareness about RTI in college students of Ludhiana district so that the policy makers and executives can be helped by this piece of research for further actions.

OBJECTIVES

1. To study the level of awareness about Right to information among college students.
2. To study and compare the level of awareness about Right to information of male and female college students.
3. To study and compare the level of awareness about Right to information of urban and rural college students.
4. To study and compare the level of awareness about Right to information of Humanities and Science stream college students.

HYPOTHESES

1. There is no significant difference in level of awareness about Right to information between male and female college students.
2. There is no significant difference in level of awareness about Right to information between urban and rural college students.
3. There is no significant difference in level of awareness about Right to information between Humanities and Science stream college students.

METHODOLOGY

Tools used

In order to study the level of awareness about Right to information among college students, self prepared questionnaire on Right to information awareness was employed by the investigator.

Sample

The random sampling technique was used in the present study as it was not possible to cover entire population. So, a sample of 300 students was selected from Humanities and science streams of undergraduate classes of six colleges of Ludhiana District.

Design

The present study is of descriptive survey design. Data was collected from the sample of 300 undergraduate college students of humanities and science streams from six colleges of Ludhiana district covering rural and urban

areas with the help of questionnaire. The questionnaire was developed by the investigator to assess the level of awareness about Right to Information among college students.

ANALYSIS AND INTERPRETATION OF DATA

Descriptive statistics like Mean and Standard Deviation were used to examine the nature of distribution of scores. And T-test was used to find out the significant difference among data.

Ho- There is no significant difference in level of awareness about Right to information between male and female college students. (N=300)

TABLE-4.5

Level of awareness about Right to Information among male and female college students

	N	Mean	S.D	SE	t-ratio
Male	150	19.53	4.248	.535	.523
Female	150	19.81	4.993		

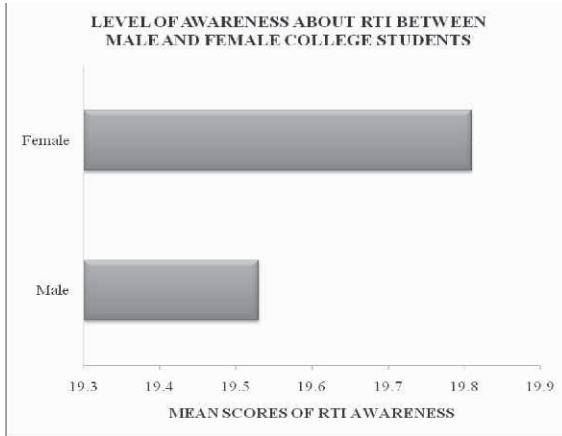
Table 4.5 and fig 4.5 revealed that the mean score of male college students is 19.53 and the mean score of female college students is 19.81. And their respective standard deviations are 4.248 and 4.993. The mean score of male college students and female students are shown graphically in fig 4.5. The t-ratio was calculated as .523 which is not significant at 0.05 level of confidence.

This revealed that the level of awareness about Right to Information male and female college students do not differ significantly at 0.05 level of confidence. Hence it means that male college students are at par with female college students in level of awareness about Right to Information.

So, it can be concluded that the male college students and female college students have similar level of awareness about Right to Information.

Hence it is concluded that there is no significant difference in level of awareness about Right to information between male and female college students. So, the first hypothesis is not rejected.

Fig 4.5 Mean score of male and female college students in level of awareness about Right to Information. (N=300)



Ho- There is no significant difference in level of awareness about Right to information between urban and rural college students. (N=300)

TABLE-4.6

Level of awareness about Right to Information among urban and rural college students

	N	Mean	S.D	SE	t-ratio
Rural	150	19.49	4.364	.535	.673
Urban	150	19.85	4.890		

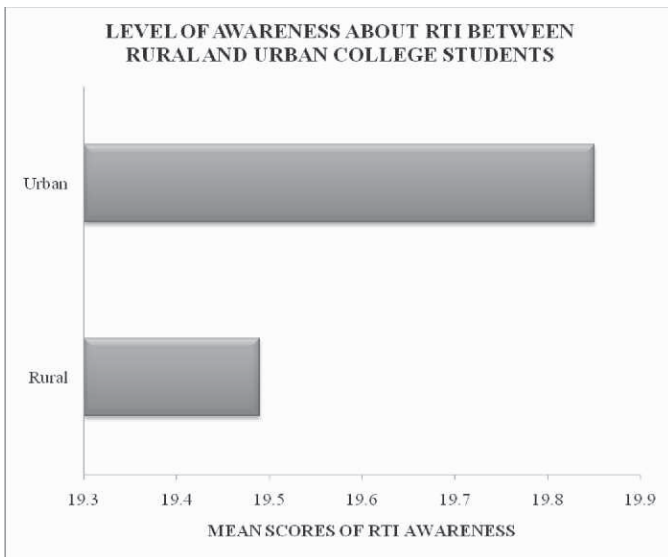
Table 4.6 and fig 4.6 revealed that the mean score of rural college students is 19.49 and the mean score of urban college students is 19.85. And their respective standard deviations are 4.364 and 4.890. The mean score of rural college students and urban college students are shown graphically in fig 4.6. The t-ratio was calculated as .673 which is not significant at 0.05 level of confidence.

This revealed that in level of awareness about Right to Information urban and rural college students do not differ significantly at 0.05 level of confidence. Hence it means that urban college students are at par with rural college students in level of awareness about Right to Information.

So, it can be concluded that the urban college students and rural college students have similar level of awareness about Right to Information.

Hence it is concluded that there is no significant difference in level of awareness about Right to information between urban and rural college students. So, the second hypothesis is not rejected.

Fig 4.6 Mean score of urban and rural college students in level of awareness about Right to Information. (N=300)



Ho- There is no significant difference in level of awareness about Right to information between Humanities and Science stream college students. (N=300)

TABLE-4.7

Level of awareness about Right to Information among humanities and science stream college students

	N	Mean	S.D	SE	t-ratio
Science	150	19.53	4.261	.535	.523
Humanities	150	19.81	4.982		

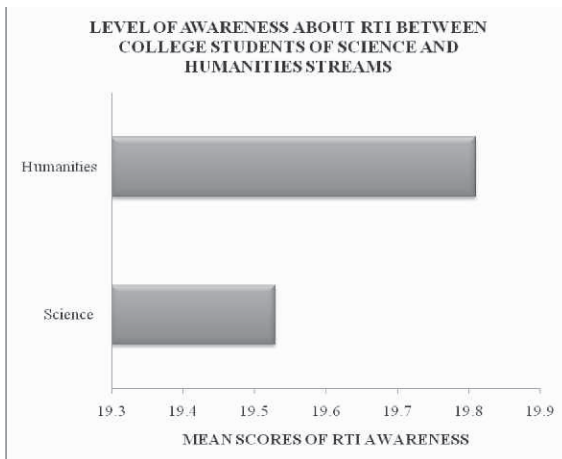
Table 4.7 and fig 4.7 revealed that the mean score of science stream college students is 19.53 and the mean score of humanities stream college students is 19.81. And their standard deviations are 4.261 and 4.982 respectively. The mean score of science stream college students and humanities stream college students are shown graphically in fig 4.7. The t-ratio was calculated as .523 which is not significant at 0.05 level of confidence.

This revealed that in level of awareness about Right to Information humanities and science stream college students do not differ significantly at 0.05 level of confidence. Hence it means that college students of humanities stream are at par with college students of science stream in level of awareness about Right to Information.

So, it can be concluded that the college students of humanities stream and college students of science stream have similar level of awareness about Right to Information.

Hence it is concluded that there is no significant difference in level of awareness about Right to information between Humanities and Science stream college students. So, the third hypothesis is not rejected.

Fig 4.7 Mean score of college students of humanities stream and science stream in level of awareness about Right to Information. (N=300)



CONCLUSIONS, RESULTS AND DISCUSSION

Following conclusions are drawn from the present study:

- Overall the level of awareness about RTI among college students was 45.75%.
- The level of awareness about RTI among male college students was 45.41%.
- The level of awareness about RTI among female college students was 46.06%.
- The level of awareness about RTI among rural college students was 45.32%.
- The level of awareness about RTI among urban college students was 46.16%.
- The level of awareness about RTI among college students of science stream was 45.41%.
- The level of awareness about RTI among college students of humanities stream was 46.06%.
- No significant difference has been found in level of awareness about Right to information between male and female college students.
- No significant difference has been found in level of awareness about Right to information between urban and rural college students.
- No significant difference has been found in level of awareness about Right to information between Humanities and Science stream college students.

Thus it can be concluded that the level of awareness about RTI among college students was very low.

In the light of above results, educationists should make more effective efforts to aware students about their rights. They should organize some activities i.e. debates, seminars on such important topics. So that students become aware about their rights and can use their rights in a proper manner and can participate in the process of governance. Policy makers should amend their present policies and more awareness campaigns should be started to improve the level of awareness about RTI among masses.

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COMPARATIVE STUDY OF THE EFFECTIVENESS OF INDUCTIVE, DEDUCTIVE AND JIGSAW METHODS OF TEACHING ON THE ACHIEVEMENT IN MATHEMATICS OF SECONDARY SCHOOL STUDENTS

ANITA MENON*

ABSTRACT

The present comparative study aimed to study the effectiveness of inductive, deductive and jigsaw methods of teaching on the achievement in mathematics of secondary school students. The study revealed a significant difference in the achievement of secondary school students in mathematics when taught by inductive, deductive and jigsaw methods of teaching.

INTRODUCTION

Mathematics is not a bunch of facts. It is a sequential subject. The term mathematics has been interpreted and explained in various ways. It is the numerical and calculative part of man's life and knowledge. The word mathematics has been used in two distinct and different senses i.e. one as a method used to solve the problems of quantity, space, order etc. and the second, as a set of laws of generalization of truths that are discovered. Each concept is based on previous concept and it becomes a basis for the development of further concepts. We think teaching of mathematics focuses on solving problems of textbooks only. Most of the teachers, parents and principals want percent results in mathematics. Therefore, our students have become just calculating machines without thinking and understanding. If we analyze the errors made by the students in mathematics, we find that the maximum number of errors is in knowledge and understanding.

There is a great world outside and mind within, and it is the duty of the teacher to bring these together. This process of interpreting the world of

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knowledge to child's mind is called the method of teaching. Success in teaching depends mainly on two factors. The first one is the mastery over the subject matter and the second one is the skill in teaching. Methods are the ways or modes to understand and practice the teaching. So, it is essential that a teacher should be acquainted with different methods of teaching that have been proposed or propounded by different educational thinkers of the schools of thought in education. Some teachers possess a wonderful ability to awaken interest by using different methods of teaching. One method cannot be equipped with equal amount of knowledge because of individual differences. According to Thorndike, "There is much difference between lower and higher categories of students of the same class. Higher category students learn six times more than the lower category students or lower category students learn only one sixth in comparison of higher category students." Therefore, a teacher has to apply different methods to teach same topic to same class so that every student understands and learn the content adequately.

The prescribed curriculum is transacted in the classroom at every stage of education through various methods. These methods can be Lecture, Project, Jigsaw, Inductive, Deductive, Analytical, Heuristic etc..

INDUCTIVE METHOD

Induction method is a type of method where the teachers do not supply rules and formulae to the students. Here only various facts and examples are presented to the students and from here they have to establish a general formula. This method is psychological in nature and is based on the principle of induction.

DEDUCTIVE METHOD

Deduction method is a way by which a particular fact is derived from some general known truth. In deduction method, a pre-established rules or formula is given to the students and they are asked to solve the related problems by using the formula. Deduction teaching secures first the learning of definition or rules, then carefully explains it's meaning and lastly illustrates it fully by applying to facts.

JIGSAW METHOD

The Jigsaw method is a cooperative learning technique in which students work in small groups. Jigsaw can be used in a variety of ways for a variety of goals, but it is primarily used for the acquisition and presentation of new material, review or informed debate. In this method, each group member is assigned to become an “expert” on some aspect of a unit of study. After reading about their area of expertise, the experts from different groups meet to discuss their topic and then return to their groups and take turns of teaching their topic to their group mates.

Emergence of the Problem

It is observed that most of the students avoid mathematics in higher classes as the teachers most of the time fail to make the subject interesting due to one reason or other. Out of so many reasons, one reason can be selection of appropriate method of teaching or use of only traditional method in the classroom. In the present study an attempt was made to find out the usefulness and compatibility of the three different methods i.e. inductive, deductive and jigsaw methods in teaching to study effectiveness of these methods on the achievement of secondary school students.

OBJECTIVES

The objectives of the present investigation were:

- To study the effectiveness of different methods of teaching on the achievement in mathematics of secondary school students.
- To compare the effectiveness of inductive and jigsaw methods of teaching on the achievement in mathematics of secondary school students.
- To compare the effectiveness of deductive and jigsaw methods of teaching on the achievement in mathematics of secondary school students.
- To compare the effectiveness of inductive, deductive and jigsaw methods of teaching on the achievement in mathematics of secondary school students.

HYPOTHESES

The following hypotheses were formulated for the present study:

- There is no significant difference in the mean scores of achievement of secondary school students in mathematics when taught by inductive and deductive methods of teaching.
- There is no significant difference in the mean scores of achievement of secondary school students in mathematics when taught by inductive and jigsaw methods of teaching.
- There is no significant difference in the mean scores of achievement of secondary school students in mathematics when taught by deductive and jigsaw methods of teaching.
- There is no significant difference in the mean scores of achievement of secondary school students in mathematics when taught by inductive, deductive and jigsaw methods of teaching.

METHODOLOGY

Sample

Adopting simple random sampling technique a sample of 200 students of class IX from Sant Baba Hazara Singh Sr. Sec. School, Nikke Ghumman, District Gurdaspur was selected for the present study.

Tools Used

The following tools had been selected and used by the investigator in the present study:

1. Lesson transcripts based on inductive, deductive and jigsaw method (self-prepared).
2. Raven's Standard Progressive Matrices (1983).
3. Achievement test in mathematics to know the scores obtained after teaching through different methods (self-prepared).

Analysis and Interpretation

Comparison of Means

Hypothesis-I

There is no significant difference in the mean scores of achievement of secondary school students in mathematics when taught by inductive and deductive methods of teaching.

't'-value was computed to study of significant difference between mean scores of post test achievements scores of secondary school students when taught by inductive and deductive teaching methods of teaching.

The results so obtained were entered in table.

Table 1

Showing mean scores of post test achievement scores of secondary school students when taught by inductive and deductive methods of teaching

Teaching Method	N	Mean	SD	df	t-value	Significance Level
Inductive	40	20.012	4.48	78	5.01	Significant at 0.05 level
Deductive	40	13.75	6.67			

Table reveals that mean score and S.D of inductive teaching method were 20.12 and 4.48 respectively and mean score and S.D of deductive teaching method were 13.75 and 6.67 respectively. It was observed that t-value (5.01) was greater than the table value for 0.05 level of significance. Therefore null hypothesis that there is no significant difference in the mean scores of achievement of secondary school students in mathematics when taught by inductive and deductive methods got rejected.

Hypothesis-II

There is no significant difference between in the mean scores of achievement of secondary school students in mathematics when taught by inductive and jigsaw methods of teaching.

't'-value was computed to study of significant difference between mean scores of post test achievements scores of secondary school students when taught by inductive and jigsaw methods of teaching.

The results so obtained were entered in table.

Table 2

Showing mean scores of post test achievement scores of secondary school students when taught by inductive and jigsaw methods of teaching

Teaching Method	N	Mean	SD	df	t-value	Significance Level
Inductive	40	20.12	4.48	78	1.33	Not Significant at 0.05 level
Jigsaw	40	18.73	7.02			

Table reveals that mean score and S.D of inductive teaching method were 20.12 and 4.48 respectively and mean score and S.D of Jigsaw teaching method were 18.73 and 7.02 respectively. It is observed that t-value (1.33) is less than the table value for 0.05 level of significance. Therefore null hypothesis that there is no significant difference in the mean scores of achievement of secondary school students in mathematics when taught by inductive and jigsaw methods was not rejected.

Hypothesis-III

There is no significant difference between in the mean scores of achievement of secondary school students in mathematics when taught by deductive and jigsaw methods of teaching.

't'-value was computed to study of significant difference between mean scores of post test achievements scores of secondary school students when taught by deductive and jigsaw methods of teaching.

The results so obtained were entered in table.

Table 3

Showing mean scores of post test achievement scores of secondary school students when taught by deductive and jigsaw methods of teaching

Teaching Method	N	Mean	SD	df	t-value	Significance Level
Jigsaw	40	18.73	7.02	78	3.92	Significant at 0.05 level
Deductive	40	13.75	6.67			

Table reveals that mean score and S.D of Jigsaw teaching method were 18.73 and 7.02 respectively and value of mean score and S.D of deductive teaching method were 13.75 and 6.67 respectively. It is observed that t-value (3.92) is greater than the table value for 0.05 level of significance. Therefore null hypothesis that there is no significant difference in the mean scores of achievement of secondary school students in mathematics when taught by deductive and jigsaw methods of teaching got rejected.

Hypothesis-IV

There is no significant difference in the mean scores of achievement of secondary school students in mathematics when taught by inductive, deductive and jigsaw methods of teaching.

't'-value was computed to study of significant difference between mean scores of post test achievements scores of secondary school students when taught by inductive, deductive and jigsaw methods of teaching.

The results so obtained were entered in table.

Table 4

Showing mean scores of post test achievement scores of secondary school students when taught by inductive, deductive and jigsaw methods of teaching

Source of variance	Degrees of freedom	Sum of square SS	Mean square MS	F-ratio
Between groups	2	637.65	318.82	8.25
Within group	117	4519.35	38.63	

From table it is observed that the obtained value of F-ratio (21.16) was found well beyond the table value for 0.05 level of significance and therefore significant at 0.05 level. Therefore null hypothesis that there is no significant difference in the mean scores of achievement of secondary school students in mathematics when taught by inductive, deductive and jigsaw methods of teaching got rejected.

Findings of the Study

The notable finding of the present study are given below:

1. There is significant difference in the achievement of secondary school students in mathematics when taught by inductive and deductive methods of teaching.
2. There is no significant difference in the achievement of secondary school students in mathematics when taught by inductive and jigsaw methods of teaching.
3. There is significant difference in the achievement of secondary school students in mathematics when taught by deductive and jigsaw methods of teaching.
4. There is significant difference in the achievement of secondary school students in mathematics when taught by inductive, deductive and jigsaw methods of teaching.

CONCLUSIONS

On the basis of the results drawn and discussion with the teachers and principal of Sant Baba Hazara Singh Sr. Sec. School, Nikke Ghumman, the following conclusions were drawn:

- It was found that Inductive method helps in understanding a mathematical principle and formula in a better manner.
- Deductive method is simple for the students as they get a ready made key to solve the relevant problems.
- Jigsaw and inductive methods are not fruitful for below average students.

EDUCATIONAL IMPLICATIONS

- This study helps in suggesting teachers that more effective and fruitful methods for teaching of mathematics should be used.

- While teaching mathematics school and teachers should be prompted to assemble the students into categories like below average and above average, gifted so that effective teaching can occur in the class. Care should be taken that Inductive method should not be applied for below average students and they should be taught with deductive method up to a maximum extent. Average students should to be taught through inductive and deductive methods as and when required.
- Mathematical principles and formulas should be taught to majority of the students with inductive method.
- The teacher training schools and colleges should play their role effectively in this direction. It should be strong part of curriculum of J.B.T and B.Ed. courses. Teacher educators should try to develop practical skill for the use of Jigsaw teaching method approach.

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AGGRESSION AMONG ADOLESCENTS IN RELATION TO FAMILY CLIMATE

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ABSTRACT

The present study was conducted to find the relationship between aggression and family climate of adolescents and to explore the significant difference in aggression of boys and girls of 10th class. A sample of 200 students (100 Boys and 100 Girls) studying in 10th class in government/private recognized senior secondary schools of Ludhiana was taken. The method applied in the present study is essentially descriptive and of survey type. Coefficient of correlation was employed to find the relationship between aggression and family climate of boys and girls. t-ratio was applied to find the significant difference in aggression of boys and girls. The findings revealed nonsignificant positive correlation between aggression and family climate of boys of 10th class and nonsignificant negative correlation between aggression and family climate of girls of 10th class. And nonsignificant difference in aggression was obtained between boys and girls of 10th class.

INTRODUCTION

Adolescence is that phase of human growth and development during which boys and girls move from childhood to adulthood physically, mentally, emotionally, socially and morally. It is a very crucial period in one's life, as the growth achieved, the experiences gained, and the relationships developed in this stage determine the complete future of an individual.

In the modern tempo of life, emotions demand greater training because of their pervasive effects on behaviour, personality and health. The individual should be at peace with himself, only then, he can be at peace with others.

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Genetic disposition, social learning, frustration and environment may contribute to a specific instance of human aggression. Aggression and violence are two widespread problems in our present society.

Aggression is the outcome of 'anger', which is a powerful emotion and which very often results in hostility and destruction. Aggression irrespective of whether it is biologically determined or socially induced, is a potential threat to the structure and goals of society and its members. Ailments, intellectual and scholastic difficulties, severe problems associated with family climate, poverty, poor parenting behaviour, social incompetence and inability to derive satisfaction from social activities may lead to aggression among adolescents.

'Family climate'- this term is a combination of two words – family and climate. Family plays a significant role in the all round development of a child. Parent – child interaction and parents way to deal with their children, develop certain attitudes among children towards their home environment. Family environment may be independence oriented, achievement oriented, moral – religious oriented, intellectual cultural oriented, support oriented, conflict oriented and disorganized families. All these have significant influence on the behaviour development and social competence of children. This is more or less a hidden curriculum that transmits a pattern of development through parent – child and child – child interactions in any culture. There exists a relationship between the home environment and the acquisitions of social competence among children as well as desirable traits.

Aggression

Manifest aggression scale includes items related to reactionary attitudes, irritation, drive for dominance, love for fighting, story retaliation, anger behaviour, aggressive tendency against existing rude traditional social customs and rules, preference to fighters and for counter behaviour, appreciation for rebellion and competitiveness (Singh, 1986).

Family climate

The word 'climate' is more comprehensive one. It includes within itself the word 'environment'. It embraces the social, physical and emotional activities of the family. It means an inter-personal relationship between the parents and the child. It includes parent's attitude towards the child as perceived by him in ten dimensions of Family Climate Scale (Shah, 1990).

OBJECTIVES

- 1) To find out the relationship of aggression with favourable family climate of boys of 10th class.
- 2) To find out the relationship of aggression with unfavourable family climate of boys of 10th class.
- 3) To find out the relationship of aggression with favourable family climate of girls of 10th class.
- 4) To find out the relationship of aggression with unfavourable family climate of girls of 10th class.
- 5) To find out the significant difference in aggression of boys and girls of 10th class.

HYPOTHESES

- 1) There exists a significant relationship between aggression and favourable family climate of boys of 10th class.
- 2) There exists a significant relationship between aggression and unfavourable family climate of boys of 10th class.
- 3) There exists a significant relationship between aggression and favourable family climate of girls of 10th class.
- 4) There exists a significant relationship between aggression and unfavourable family climate of girls of 10th class.
- 5) There exists a significant difference in aggression of boys and girls of 10th class.

METHOD OF RESEARCH

Descriptive survey method of investigation was be employed in the present study.

SAMPLE

The present study was conducted on the basis of randomization sampling technique of 200 students (100 Boys and 100 Girls of 10th class).

TOOLS TO BE USED

Following tools was used in the present study –

- 1) Manifest Aggression Scale (Singh, 1986)
- 2) Family Climate Scale (Shah, 1990)

STATISTICAL TECHNIQUES TO BE USED

Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis, t-ratio and Correlational analysis will be employed.

Family climate is an efficacious force in children's development. Family climate logically has the advantage over peers, educators, counsellors and other professionals of serving as a continual and more stable resource for their children over the life span. Parents control the child's experiences of frustration and gratification, determine whether he is reinforced for aggressive and non-aggressive behaviour, and serve as model for the child to imitate. Good and positive family climate may help to protect the children from developing aggressive behaviour as one of the most important risk factors in childhood and adolescence leading to the development of aggression is family climate.

The present study will be of immense help to parents, teachers and educational administrators. It will lead them to make arrangements for better environment for enhancing their personality. Hence, the investigator felt the need for such a study.

ANALYSIS AND INTERPRETATION OF DATA

In the present section values of coefficient of correlation have been used to measure and derive the relationship between the variables in order to test the hypotheses 1,2,3 and 4.

Table 1: Showing value of coefficient of correlation between aggression and favourable family climate of boys of 10th class (N=100)

Variable	'r' value
Favourable family climate	0.26

Aggression and favourable family climate scores of boys were found to be nonsignificantly positively correlated. The value of coefficient of correlation

was 0.26. (vide Table 1). Therefore, hypothesis no. 1 i.e. There exists a significant relationship between aggression and favourable family climate of boys of 10th class is rejected.

Table 2: Showing value of coefficient of correlation between aggression and unfavourable family climate of boys of 10th class (N=100)

Variable	'r' value
Unfavourable family climate	0.26

Aggression and unfavourable family climate scores of boys were found to be nonsignificantly positively correlated. The value of coefficient of correlation was 0.26. (vide Table 2).

Therefore, hypothesis no. 2 i.e. There exists a significant relationship between aggression and unfavourable family climate of boys of 10th class is rejected.

Table 3: Showing value of coefficient of correlation between aggression and favourable family climate of girls of 10th class (N=100)

Variable	'r' value
Favourable family climate	-0.13

Aggression and favourable family climate scores of girls were found to be nonsignificantly negatively correlated. The value of coefficient of correlation was -0.13. (vide Table 3).

Therefore, hypothesis no. 3 i.e. There exists a significant relationship between aggression and favourable family climate of girls of 10th class is rejected.

Table 4: Showing value of coefficient of correlation between aggression and unfavourable family climate of girls of 10th class (N=100)

Variable	'r' value
Unfavourable family climate	-0.13

Aggression and unfavourable family climate scores of girls were found to be non-significantly negatively correlated. The value of coefficient of correlation was -0.13. (vide Table 4).

Therefore, hypothesis no. 4 i.e. there exists a significant relationship between aggression and unfavourable family climate of girls of 10th class is rejected.

t-ratio

Differences in the aggression between boys and girls of 10th class have been shown in Table 5 in order to test the hypothesis no. 5 i.e. there exists significant difference in aggression of boys and girls of 10th class.

Table 5: Showing values of mean, standard deviations and t-ratio to locate the difference on aggression of boys and girls of 10th class

Variable	Group	N	Mean	S.D.	S.E.	df	t-value	Level of significance
Aggression	Boys	100	67.11	7.880	1.54	198	1.06	NS
	Girls	100	65.57	7.040				

Results in Table 5 revealed that non-significant difference was obtained between boys and girls in their aggression due to non-significant t-value (1.06) at 0.05 level. The present finding supports the earlier findings of Sumits et. al (2004) which reported that females are as vocal in expression of anger as males. The level of verbal aggression does not differ in both the sexes. And Campbell (2006) who also found that provocation enhances aggression but diminishes the magnitude of sex differences. Findings of Connor et. al (2004) also stated that there are no sex differences in aggression. High rates of proactive and reactive aggression in males and females (adolescents) was found. After comparing their mean scores it was found that the mean scores of boys was higher as compared to their counterparts. Higher level of aggression in boys may be due to more personal attention given by parents and more opportunities provided to them in all fields and more facilities at home are given to them by their guardians.

Therefore, hypothesis no. 5 i.e. there exists a significant difference between aggression of boys and girls of 10th class is rejected.

CONCLUSIONS

- 1) Nonsignificant positive correlation is obtained between aggression and favourable family climate of boys of 10th class.
- 2) Nonsignificant positive correlation is obtained between aggression and unfavourable family climate of boys of 10th class.
- 3) Nonsignificant negative correlation is obtained between aggression and favourable family climate of girls of 10th class.
- 4) Nonsignificant negative correlation is obtained between aggression and unfavourable family climate of girls of 10th class.
- 5) Nonsignificant difference in aggression is obtained between boys and girls of 10th class.

EDUCATIONAL IMPLICATIONS

1. The parents and teacher must identify, appreciate and nurture emotional intelligence in the students in a proper way. This will enable them to know, understand and manage their aggression and it will help them to live a happy life later.
2. Encourage literate media: Read emotionally literate books to your children. Take them to emotionally literate films and plays Avoid stories containing lot of violence and cruelty, unless they make a clear moral statement about anger and how to deal with it in a good way.
3. Parents and teachers should teach emotional defence to the children.
4. Parents should try their best to understand the needs, motives and urges of their children and help them to channelize their energy in positive actions.

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ROLE OF HEALTH CAREGIVERS IN DEVELOPING RESILIENCE IN CHILDREN AFFECTED BY HIV/AIDS

NEERJA SHUKLA

ABSTRACT

HIV/AIDS epidemic is one of the most dreaded health issues confronting the mankind today. The stigma and discrimination associated with this infection has a long lasting negative effect not only on adults but also on children. Majority of the interventions are concentrated on the treatment part but it is equally important to build in positive coping strategies to face this adversity. In view of the vulnerability of children who continue to suffer silently, it is the duty of the society to provide them with an environment to enable them to face the challenges of life bravely. Health caregivers can play a major role in building resilience by utilising various resources. This paper highlights various ways of developing resilience among children affected by HIV/AIDS.

INTRODUCTION

Health care professionals are increasingly confronted with issues pertaining to children affected by HIV/AIDS. Ever since the diagnosis of the first case of HIV/AIDS in India about two and half decades back, it has developed into a pandemic infection now. With the recent advances in the therapy there has been a decline in the incidence of HIV infection. As per annual report of NACO (2011-12) [1] the estimated number of new annual HIV infection has declined by 56% per cent over past decade from 2.7 lakh new infection in 2000 to 1.2 lakh in 2009. Out of this population 4.4% are children. These children are silent sufferers and they need to be empowered to face this adversity bravely. The children affected by HIV do not deserve their sufferings. As a result of HIV their childhood is cut short. Very often when they loose their parents as a result of the disease they are left to fend for themselves. Many a times they are

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abandoned by their close family members and relatives. Children facing such difficult circumstance are under constant and cumulative pressure. At this stage they need affection, reassurance and stability (Richter et al)[2]. The children we care for are our responsibility and we have to prepare them to cope well with this challenging situation by providing them the security, love and ongoing supportive and caring relationship which can be provided by health care givers (Kruger)[3].

Developing resilience among such children can play a significant role in helping them to lead a meaningful life.

WHAT IS RESILIENCE?

All human beings including children face adversities in their lives and have the capacity to mitigate the impact of the challenges thrown by such adverse situations. The capacity, however, varies from individual to individual depending on many factors including genetic make-up and temperamental endowments in each case. As a result some are able to overcome the adverse effect completely and within a short period but others only partially and its negative effect may linger on for a longer period.

In simple words the resilience, therefore, can be defined as the capacity of human beings to face, minimise, survive and thrive while facing any adverse circumstances in life.

There are many significant people in a child's life who play a vital role in shaping their personality. They are parents, immediate family members, teachers and health caregivers. However, at times we deal with children who have lost their parents and are in need of sheltered care where the role of health caregivers is even more important.

It is pertinent for the health caregivers to understand the factors affecting resilience. McCreanor & Watson [4] enumerated the following three areas affecting resilience:

- (a) Internal factors such as personal factors, genetic dispositions,

temperament;

- (b) Interpersonal assets such as familial networks, adaptive relationships, accessing psychosocial support; and
- (c) External supports and environment such as effective schools, families and communities.

Whereas it may not be feasible for the health caregivers to bring in much changes in the internal factors of a child but interpersonal assets can be utilised and professional intervention can be made in providing supportive environment to help the child build resilience.

ROLE OF HEALTH CARE GIVERS

Many children are overwhelmed by the stress they face in an adverse situation. As a result they may lose self-confidence and withdraw from social interactions. At this stage they require intervention of health caregivers. In order to promote resilience the caregivers have to utilise the capacities that the child is born with and also to develop other potentials and skills required for combating the situation. There are various ways in which we can help the children to develop resilience.

Some ways to help the child to develop these potentials are as follows:

- (a) **Providing safe environment:** For a child feeling of safety and security at home is quite important. A relationship of trust will need to be promoted not only between parents and children but also other family members who could be a great support and instrumental in developing skills for self confidence in the child. The child would need an access to health care, security, welfare services and schooling. Basic needs of the child would be fulfilled if the environment in the home and these organisations is safe and conducive for physical and psychosocial development.
- (b) **Sparing quality time:** Intervention by caregivers should not only be confined to visiting, listening and talking about these children. For

instilling confidence in them and equipping them with capacities to counter the effect of the adversaries it is important to spend some quality time with them. Using play way method the children can be encouraged to learn taking initiatives, problem solving techniques and developing creative thinking. The bond created by playing such games will help in building these qualities and it will have a long lasting positive effect. By using quality time with these children can be more beneficial than mere showing presence and lip sympathy.

- (c) **Developing Competencies:** By providing safe environment and spending quality time with these children the care givers is able to establish a trusting relationship with the child. This will be conducive for developing certain competencies instrumental in developing resilience.
- **Daily Living Skills:** Training the child to master age specific daily living skills so that child is able to look after his needs of hygiene and nutrition. Children usually like structure in their lives. Encourage them to make their own daily routine and stick to it.
 - **Interpersonal Relations:** It is very important for the children to learn the importance of having friends. Peer and friendship support helps in psycho-social development Facilitating and encouraging the child to be a friend to others in order to get friends can be a positive strategy in this direction. Connecting with friends provide social support and strengthens resilience.
 - **Helping Attitude:** Children who may feel helpless can be empowered by helping others. Encourage the child in age appropriate volunteer work and ask for assistance with some task which the child can master. These children can be asked brain storming question about the ways they can help others.
 - **Positive Self Image:** An optimistic and positive outlook enables the child to see good things in life and keep going even in the hardest

times. Use history to show that life goes on after bad events. Help the child to remember the ways he or she has successfully handled the hardships in the past and develop ability to trust his/her decision.

- (d) **Promoting Support in School:** School is a place where sense of belongingness and feeling of safety is built up in children. Since school caters to the needs of children at different developmental stages, the teachers can play a special role for children affected with HIV/AIDS. It is all the same more important in case there is a loss of parents. There are tremendous opportunities where such children can communicate with their teachers with comfort and get emotional requisite support. Caregivers can act as a bridge between the families and schools to maximise the support for such children [5].
- (e) **Focussing Long-term Perspective:** There is a need of having stable and responsive relationship between health caregivers and HIV/AIDS affected children. Health caregivers are required to establish rapport with these children and their interventions will yield positive results only after some time. The resilience developed by the health caregivers should be sustainable and planned with a long-term perspective. It is, therefore, equally important to orient the family members and even community volunteers to provide support to the health caregivers. Both economic and social resources also need to be tapped and amalgamated in their long-term plans to ensure sustainability of their efforts.
- (f) **Preparing the Child for the Death of a Parent:** Death of a parent is always a shocking experience for a child. More often than not, the family members remain busy in tackling firstly the sickness of the parent and then aftermath of death [6]. In the process they often forget children. Self-esteem of children impacted by HIV/AIDS, specially the girls and rural children, is known to be lower than other children [7]. Death of a parent can further lower their self-esteem. Caregivers can

play a pivotal role in helping the children to understand death by talking out and supporting the grieving process.

- (g) Utilising Religious Faith:** Religious faith can bring in an element of fighting out an adversity by giving meaning and direction to an individual. Devotional songs, praying and other religion-specific activities can contribute in developing vital faith in God and promoting resilience. Caregivers can utilise the local resources for this purpose.

CONCLUSIONS

Providing protection to children affected with HIV/AIDS is the responsibility of the health caregivers. It is important to keep the children involved in schools, social life and family affairs which will help them develop resilience and nourish their spirits. Developing resilience, however, remains an individual journey and depends upon the environment where it is nurtured. Without generalising, the health caregivers have to chalk out a plan to develop the resilience as per potentials of each child and resources available within the community. Wherever necessary they also take the help of other professionals like a Counsellor or Clinical Psychologist. The resilience developed in the HIV/AIDS impacted children by timely intervention of health caregivers can go a long way in making them productive citizens for much longer period than what is envisaged by many today.

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