

## A STUDY OF IMPLEMENTING BIOMETRIC SYSTEM IN COLLEGES- WITH REFERENCE TO LUDHIANA CITY

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### **Abstract**

*Biometrics is a rapidly evolving technology which is being widely used in various areas as it has the potential to be used in a large range of civilian application areas. Biometrics can be used to prevent unauthorized access to ATMs, cellular phones, smart cards, desktop PCs, workstations, colleges etc. Although many technologies fit in the biometric space, each works a bit differently. Once the biometric data is collected, it is encrypted and stored locally and can be used in colleges for various purposes like attendance of the staff, payroll computation etc. When a user tries to log on, the software compares the incoming biometric data against the stored data. Biometrics has been widely used and adopted as a promising authentication method due to its advantages over some existing methods. However, biometrics introduces its own challenges, such as being irreplaceable once compromised.*

**Keywords:** *Biometric system, implementation, employees*

### **Introduction**

Biometrics refers to the automatic identification of a person based on his/her physiological or behavioral characteristics. The physical characteristics of a person like finger prints, hand geometry, face, voice and iris are known as biometrics. Each biometric trait has its strengths and weaknesses. The suitable biometric can be selected depending upon the application in various computer based security systems.

During the enrollment phase, a biometric feature set is extracted from user's biometric data and a template is created and stored. During the verification phase, the same feature extraction algorithm is applied to query biometric data, and the resulting query feature set is used to construct a query template. The query template is matched against the stored template(s) for authentication.

### **Objectives of the Study**

- To study the perception of teachers about biometric system
- To determine the benefits of biometric system in colleges

### **Research Methodology**

This present study is based on primary data which has been collected from the 40 teachers of Ludhiana city through structured questionnaire. Convenience sampling technique has been adopted for the study and tabulation tool is used for data analysis.

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### Data Analysis And Interpretation

**Table-1** showing that whether the college staff is in favor of implementing biometric system in colleges for attendance, payroll etc.

Particular	No. of Respondents
Yes	05
No	35
<b>Total</b>	<b>40</b>

**Interpretation:** The above analysis shows that majority of the respondents were of the view that biometric machine is of no use to be implemented in the institutions as the manual system is working well.

**Table-2** showing that whether the computerized biometric system provides accurate data for payroll computation.

Particular	No. of Respondents
Yes	09
No	31
<b>Total</b>	<b>40</b>

**Interpretation:** The above analysis shows that majority of the respondents believe that biometric system will not be helpful in providing accurate data for payroll computation as defect in machine may affect the data which will not be helpful in computing the payroll correctly.

**Table-3** showing that whether the computerized biometric system enhances quick payroll processing.

Particular	No. of Respondents
Yes	33
No	7
<b>Total</b>	<b>40</b>

**Interpretation:** The above analysis shows that majority of the respondents believe that the computerized biometric system enhances quick payroll processing as everything is automatic and computerised.

**Table-4** showing that whether Computerized biometric system will result in reduction of employee attendance management costs.

<b>.Particular</b>	<b>No. of Respondents</b>
Yes	06
No	34
<b>Total</b>	<b>40</b>

**Interpretation:** The above analysis shows that majority of the respondents were of the view that Computerized biometric system will not result in reduction of employee attendance management costs because the biometric system needs devices, electricity, regular maintenance etc. which will lead to increase in expenses rather than reducing the cost.

### **Conclusion**

There seem to exist many disadvantages in addition to advantages for using biometric systems in the colleges. The reason why such systems are not yet widely used is the perception of the employees and some disadvantages like cost component etc. But the advantages are so important and the disadvantages can be more and more reduced in the future.

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## EFFECT OF ACADEMIC COUNSELING ON EDUCATIONAL ASPIRATION OF STUDENTS IN RELATION TO PARENT'S SOCIO ECONOMIC STATUS

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### Abstract

The objective of present study was to examine the effect of academic counseling on educational aspiration of students in relation to their parent's socio economic status. For this purpose a sample of 200 students of class X of District Ludhiana were selected through simple random sampling technique. Educational aspiration scale by Dr. V. P. Sharma and Ku. Anuradha Gupta, Socio Economic Status scale by Satish Kumar et al. and also prepare Counseling Schedule of 15 days were used to collect the data. Statistical techniques like mean, SD and correlation were used to analysis of data. The result of the study showed that there is significant effect of academic counseling on education aspiration of students.

**Keywords:** Academic counseling, Educational aspiration, Parent's Socio Economic Status.

### Introduction

In the process of education students face many problems to adjust and need professional advice to solve their problems. For that purpose counseling is wonderful invention of 20<sup>th</sup> Century. We Live In Complex, Busy, Changing, Stressful World. Everyone is busy in their life. No one has time to share feelings and Emotions with others. We see all over the world that there are various types of experiences that are difficult for people to cope with them. Mostly when individual have problems and have confusion regarding anything he always prefer to deal with that particular situation with the help of or by talking with family, friends, relatives or our family doctors. Sometime their advice is not sufficient and need further help for expert person. Sometimes people feel too ashamed to discuss what is going in their mind (feeling, emotions and view point). Sometimes they do not have appropriate person to whom they can share all types of problems without any hesitation. When they are under stress they are unable to understand what is right or wrong for them at that time a person who helps them he knows the exact meaning of individual difference and have a solution of such problems called "counselor". Being a counselor is a satisfying and rewarding work role.

Here we can say that counseling is a really useful option to solve such problems. Counselor does not label a person with specific problem but listen the subject with patience and tried to diagnose relevant solution of that particular problem. Within the few meetings counselor and counselee get the solution of the problem. In every stage of life like children, adolescents, adulthood and old people all need counseling.

It is believed that adolescents and the youth of a country play main role in the development of a country. So youth and adolescents should follow right direction in their life. In simple words we can say that they should have sufficient knowledge about

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their future and future plans. Counseling is a process of assistance to a person. It is one of the services of guidance which intend to establish a relationship between counselor and subject. With the help of counseling a person become able to analyses his problem, making correct decision. Counseling is be a confusing term – it often has different meaning for different people.

“Counseling is a specific process of assistance extended by an expert in an individual situation to a needy person”

There is an urgent need of introducing and strengthening the counseling service in schools and colleges of our country to meet the various needs of the students administrational and the educational system.

### **Academic Counselling**

Academic counseling enables the students for taking their decisions regarding further education and career. Academic counseling creates such an environment where everyone is free on individual level to have their own decisions.

Academic counseling is an opportunity to transfer information to help students to reach their educational and career goals. Counseling is a shared responsibility between counselor and students. In academic counseling a counselor gives knowledge and information to the subject about various kinds of courses and their duration, fee structure, etc. according to their potentialities. With the globalization now a day's various kinds of courses are available in Indian education system also. Mostly adolescents get confuse regarding choosing any course after 10<sup>th</sup> and 12<sup>th</sup>. Ultimately, it is the responsibility of the students to make decisions about his/her life goals by creating a plan to reach those goals. Academic decisions play very important and significant place in everyone's life. We see people around us after completing their study they feel frustrated regarding their future because they feel they are unable to have any achievement in that area which they have selected in their early education and sometimes they fail to get any degree and reputed job.

#### **1.1.2. Socio-Economic Status**

The word socio-economic status is commonly used to climate social and economic background. It devotes to the entire social environment that is provided to the children. As a matter of fact, it means clusters of factor including occupation, qualification, income cultural influences religious and living standards etc. Socioeconomic status (SES) is a combined measure of an individual's or families' economic and social position relative to others, based on income, education and occupation. When analyzing a family's SES, the education and vocation of father and mother are examined, as well as combined income, versus with an individual, when their attributes are assessed. Socio economic status is typically broken into three categories, high SES, middle SES, and low SES to describe the three areas of a family or an individual may fail into. When placing a family or individual into one of these categories, all variable are assessed. A fourth variable, wealth, may also be examined when determining socio economic status. Additionally income, occupation and education have shown to be strong predictors of a range of physical and mental health problems, ranging from respiratory viruses, arthritis, and coronary disease. S.E.S. is a measure of an individual or family's relative economic and social ranking.

Societies have thus developed two types distinct status the ascribed and achieved status:

### **Significance of the Study**

When we meet with today's students, we see some of them want to take their decision by their own. They think that now they only know what is right and wrong for them. Some parents do not give a proper guidance to their children because of their less knowledge or communication gap with their children. So, that sometimes the adolescents take wrong decision because the lack of any type of counseling for their further studies. They can't understand what is suitable for them. In some cases they choose difficult subject to maintain their status in their peer group. But they are unable to perform well in that specific stream. At that time academic counseling is helpful for them. At that time academic counseling must be provided by their teacher and specific counselor. When academic counseling is provided at the right time to the students, they perform well according to their ability. There are so many courses available for students but they don't know which one is suitable for them according to their abilities and approach. All students do not belong to same socio-economic status, so their educational aspiration level may not be same. Simultaneously they do not know the resources/ path/ proper guidance for achieving their aspirations. They take decisions but majority of time results of those decisions are not matched with their destiny. Sometimes they feel frustrated by those decisions which become a conflict between them and their educational aspiration, so at that time they feel helpless. So academic counseling must be providing in school and colleges to adolescents for their bright future. Educational program should be organized in school for the awareness about all the courses and requirement of that course. Sometimes after doing 10<sup>th</sup> 12<sup>th</sup> they are totally confuse about various subject they do not know what is the scope of Science, Commerce, and Arts stream. They do not know which courses are available for further education and better for their future. Very often students are unable to make any coordination between their educational aspiration and SES. For instance student who want to become doctor but his/her socioeconomic status not allow to do so. There he needs awareness about the educational loans as well other alternative in the same stream. Sometimes they are not aware about different exam which are held every year as entrance in various streams by almost all the universities for admission as well as for government job. They do not know how to attempt such exam which skills they need to practice for clearing such exams. The solution of such academic problems can be solved by a wise teacher, man and most effectively by a counselor by giving them adequate academic counseling. The present study is going to explore how academic counseling effects on educational aspiration of adolescents belong to parents' low, average, high socio economic status. The present study is useful for the Vocational and Educational choice. It will help in providing them sufficient knowledge about their abilities, problems etc. It will also make aware students how to solve wisely all kind of problems related with their educational choice and vocational choice. It will motivate the adolescents to make specific goals and effect positively on their educational aspiration.

### **Objectives**

1. To study the effect of academic counseling on educational aspiration of students belongs to low socio economic status.
2. To study the effect of academic counseling on educational aspiration of students belongs to high socio economic status.
3. To study the effect of academic counseling on educational aspiration of students.

**Hypothesis**

1. There will be no significant effect of academic counseling on educational aspiration of Students belong to low socio economic status.
2. There will be no significant effect of academic counseling on educational aspiration of Students belong to high socio economic status.
3. There will be no significant effect of academic counseling on educational aspiration of students.

**Result**

**TABLE-1 Comparison between Educational Aspiration of Low S.E.S of Control group (pre-test) and Experimental group (pre-test)**

Groups Low S.E.S	Mean	N	SD	df	t-value	Level of significance	Table value
Control Pre-test	19.26	24	5.229	28	0.571	0.05	2.05
Experimental Pre-test	20.36	15	5.017			0.01	2.77

The results depicted in table no. 4.3 show that the mean of control group (pre-test) 19.26 and experimental group (pre-test) 20.36 respectively on variable educational aspiration. The t-value is found to be 0.571 which is statistically non-significant at 0.01 and 0.05 level of confidence. It was concluded that both groups of low S.E.S. viz. control group and experimental group were equal in educational aspiration level. Further we compare in table no 4.3 (b) both groups' scores of post test to see the effect of academic counseling on educational aspiration of students.

**Fig : Comparison between Educational Aspiration of Low S.E.S of Control Group (pre-test) and Experimental group (pre-test)**

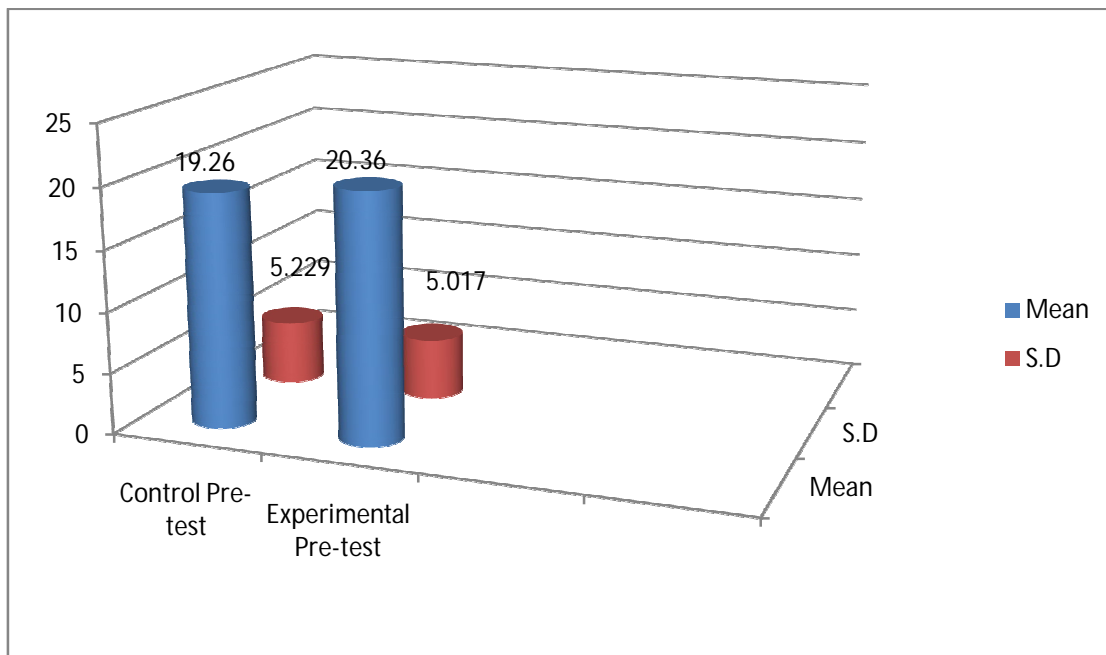


Table No. 2

Comparison between Educational Aspiration of Low S.E.S of Control group (post- test) and Experimental group (post- test)

Low S.E.S Groups	N	Mean	SD	df	t-value	Level of significance	Table value
Experimental (Post-test)	15	20.36	4.83	228	4.37	0.01	2.77
Control (Post-test)	24	28.26	4.91			0.05	2.05

The results depicted in table no. 4.3 (b) show that the mean of experimental group (post-test) is 20.36 and control group (post-test) is 28.26. The t-value is found to be 4.37 which are statistically significant at 0.01 and 0.05 level of confidence. This shows that the academic counseling have its significant effect on education aspiration of adolescents of low socio economic status. So the hypothesis **“There will be no significant effect of academic counseling on educational aspiration of adolescents belongs to low S.E.S.”** is rejected. So it was concluded that there is significant effect of academic counseling on education aspiration of adolescent belong to low S.E.S.

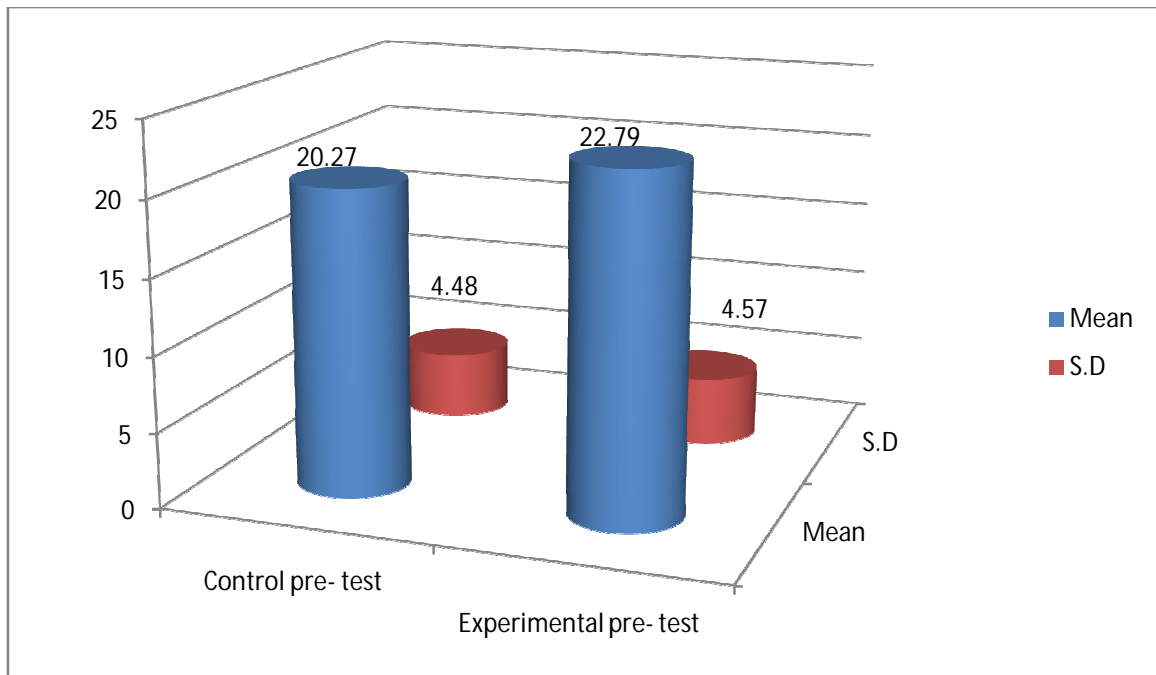
Table-3 Comparison between Educational Aspiration of High S.E.S of Control Group (pre-test) and Experimental Group (pre-test)

Groups High S.E.S	Mean	N	SD	Df	t-value	Level of significance	Table value
Control Pre-test	20.27	51	4.48	83	0.011	0.05	1.99
Experimental Pre-test	22.79	58	4.57			0.01	2.64

The results depicted in table no. 4.5 shows that the mean of control group (pre-test) is 20.27 and experimental group (pre-test) is 22.79. The t-value is found to be 0.011 which is statistically non-significant at 0.01 and 0.05 level of confidence. It was concluded that high S.E.S. viz. control group and experimental group were equal in educational aspiration level. Further we compare in Table No 4.5 (b) both groups' scores of post test to see the effect of academic counseling on educational aspiration of adolescents.



**Fig: Comparison between Educational Aspiration of High S.E.S of Control Group (Pre-Test) and Experimental Group (Pre-Test)**



**Table -4**

**Comparison between Educational Aspiration of High S.E.S of Control Group (Post-Test) and Experimental Group (Post-Test)**

High S.E.S. Groups	N	Mean	SD	df	t-value	Level of Significance	Table value
Experimental (Post-test)	58	22.80	4.52	83	5.907	0.01	2.64
Control (Post test)	51	28.53	4.40			0.05	1.99

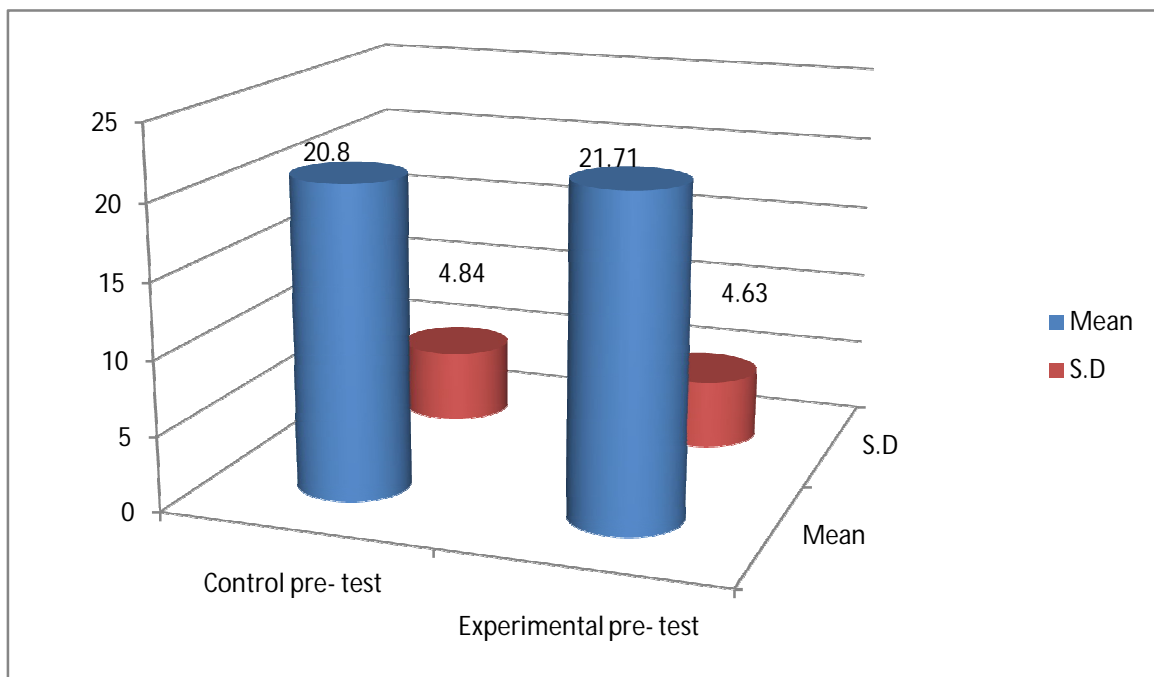
The result depicted in Table No.4.6. (b) show that the mean of experimental group belong to high socio economic status (post-test) is 22.80 and control group belongs to high socio economic (post-test) is 28.53 respectively. The t-value is found to be 5.907 which were statistically significant at any level. This shows that the academic counseling have its significant effect on education aspiration of adolescents of high socio economic status. So the hypothesis **“There will be no significant effect of academic counseling on educational aspiration of adolescents belongs to high S.E.S.”** is rejected. So it was concluded that there was significant effect of academic counseling on education aspiration of adolescent belong to high S.E.S.

**Table -5 Comparison of educational aspiration (pre-test)**

High S.E.S. Groups	N	Mean	SD	df	t-value	Level of Significance	Table value
Control (Pre-test)	100	20.80	4.84	154	0.233	0.01	2.61
Experimental (Pre- test)	100	21.71	4.63			0.05	1.98

The results depicted in Table No. 4.6. (a) Show that the mean of control group (pre-test) is 20.80 and experimental group (pre-test) is 21.71. The t-value is found to be 0.233 which is statistically non-significant at 0.01 and 0.05 level of confidence. It was concluded that both groups control group and experimental group were equal in educational aspiration level. Further we compare in Table No 4.6(b) both groups' scores of post test to see the effect of academic counseling on educational aspiration of adolescents.

**Fig : Comparison of Educational Aspiration (Pre-Test)**

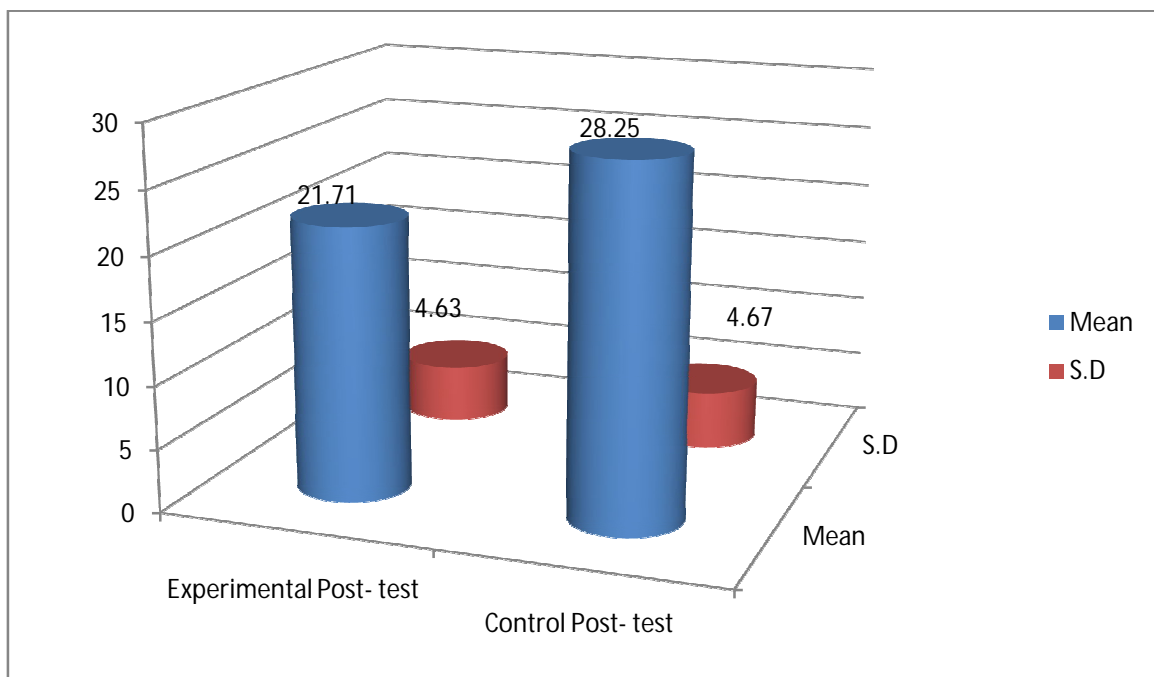


**Table -6**  
**Comparison of Educational Aspiration (Post-Test)**

High S.E.S. Groups	N	Mean	SD	df	t-value	Level of significance	Table value
Experimental (Post-test)	100	21.71	4.63	154	3.366	0.01	2.61
Control (Post-test)	100	28.25	4.67			0.05	1.98

The result depicted in table no.4.6 show that the mean of experimental group (post-test) is 21.71 and control group (post-test) is 28.25 respectively. The t-value is found to be 3.366 which were statistically significant at both level 0.01, and 0.05 levels. This shows that the academic counseling have its significant effect on education aspiration of adolescents. So the hypothesis **“There will be no significant effect of academic counseling on educational aspiration”** is rejected. So it is concluded that there is significant effect of academic counseling on education aspiration of adolescent

**Fig: Comparison of Educational Aspiration (Post-Test)**



### Conclusions

- It was concluded that our hypothesis **“There Will be no Significant effect of Academic Counseling on Educational Aspiration of students belongs to Low S.E.S.”** Is rejected means there is significant effect of academic counseling on educational aspiration of students belong to low S.E.S.
- It was concluded that our hypothesis **“There will be no Significant effect of Academic Counseling on Educational Aspiration of students belong to high S.E.S.”** Is rejected means there is significant effect of academic counseling on educational aspiration of students belong to high S.E.S.

- It was also concluded that there is significant effect of academic counseling on educational aspiration of students.

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## EDUCATIONAL THOUGHTS OF VINOBA BHAVE AND ITS IMPACT ON MODERN INDIAN EDUCATION SYSTEM

HARJINDER KAUR\*

### ABSTRACT

*Vinoba Bhave was an educationalist with high aims and ideals. He emphasised on the need for india to develop a national spirit to take its place among the nations of the world and to develop educational methods founded on Indian ideals. He became the founder of Modern Education under the name of the society for promotion of Modern Education. He brought a new spirit in the country and worked tirelessly for the promotion of education.*

**KEYWORDS:** *Vinoba Bhave, Educational Thoughts, Modern Education*

### INTRODUCTION

Education is as old as the human race .it is never ending process of inner growth and development and its period stretches from cradle to the grave. Education in real sense is to humanize humanity and to make life progressive, cultured and civilized. Education is a process which makes a person civilized. In the word of Gandhi ji "By Education I mean the all round drawing out of the best in child and man-body, mind and spirit."So it is clear that education is that process which drags a person from darkness, poverty and misery by developing all aspects of his personalty.Physical, mental, emotional and social. All round development is the key to make any person responsible, dynamic resourceful and enterprising citizen of strong and good moral character. Such a person is capable for using all his abilities to develop his own self, his society and his nation to the highest extent by contributing his best to the national honor, national glory, national culture and civilization of the nation of which he is an integral part. It was also said in the report of commission on the reorganization of secondary school,U.S.A.(1918) that "The purpose of education is to develop in each individual the knowledge , interests , ideals , habits and powers whereby he will find his place and use that place tho shae both himself and society towards nobler ends" It is vital that students acquire core knowledge and skills, but it is an essential part of their education to learn how to get along with and relate to others in a socially coexisted relationship. Education develops the individual like a flower which distributed its fragrance everywhere

Vinoba received formal and informal education at school and at home. The informal education at the hands of his mother had a profound impact on his life. His mother, a devout and. religious woman,imbibed in him,the seeds of spiritualism and devotion. The same background was responsible for sowing the seeds of the philosophy of Sarvodaya.which he developed at a later stage of his life. His mother took a voiff to water Tulsi, every day and gave alms to the poor^before taking meals. Whenever any new eatable was brought for Vinoba, she suggested to him, to distribute the same to the neighbours first before eating. Vinoba used to accept the proposal gladly. This was perhaps, the initiation into the great movements of Bhoodan and Sampattidan, which he undertook late in life. These were the lessons of leading a spiritual life.

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The foundations of sentiments inspired in him good qualities-. His mother's deep faith in religion, co-ordinated in him intellect, and humility. Young Vinu, (as he was fondly called in younger life) used to sing, the verses, while at work. He developed the taste for work. He did not like to give alms to beggars, who were strong enough to work.

His father was a man of self-respect. This quality was hereditary, as his grand-father was also, of the same temperament. His father was industrious. He had his plan for his children. He wanted them, to get technical education and go abroad for higher education. His father took training in technical subject, like Dyeing in Kalabhavan at Baroda. Later on, he became a clerk, at Maharaja Sayajirao Gaekwar's palace department. He became stable there, and planned to arrange for the education of his children. He had great love for education. Even at the ripe age of fifty five, he began learning music, and wrote some books on that subject. This shows his keen desire to acquire knowledge. This zeal for knowledge, was passed on to his children.

Upto the age of twelve, Vinoba was at his birth place at Gagod. Then he came to Baroda, and joined a High School for studies. His father had plans, for the education of the children. Being desirous of sending his sons to foreign countries, his father selected French, instead of Sanskrit, as a second language for Vinoba. This gave him an opportunity, to read some French books such as \*Le Miserable\*. His taste for reading, had already been developed. The Central Library of Baroda became his abode. He started taking keen interest in Marathi literature. He studied works of Moro Pant, such, as 'Kanchavati' and 'Arya Bharat'. Greater interest in reading, drew him to read proscribed literature also.

### **EDUCATION AS A VALUE ADD TO LIFE**

Over-specialisation seems to be a bane of our current way of educating our children. Students spend all their learning years gaining an expertise which is useful in a setting which isn't native to him. For example, after more than 20 years of devoted effort, all I seem to know is to work on a computer. Through a series of technological world events, computers are now placed centrally in our lives. Yet, I don't see anything natural or fundamental in this situation. How well am I educated to continue leading a meaningful, satisfied and dignified life if some of the key material aspects of my work are altered.

This has several implications. Firstly, it makes me vulnerable to social and technological changes on which I have no control, and which may be centred so far away from me that I have no way to feel connected to them. Secondly, it tends to drain away my faith in education. Most students struggle for all their academic years to identify practical motivations for the activity they spend most of their waking hours in: studying. Some keep an eye on the next examination. Some have the target of getting into a top university. Some vie for a high paying job. Some of a respectable degree. All these are extrinsic and artificial motivations for doing something we aren't convinced about the real use of. Most of our learning (training) happens for the service of a complex world we have no clue about.

### **BRIEF LIFE SKETCH**

Vinoba is a Maharashtrian by birth. His clan is famous Chitpavan Brahmins, who have made name in the history of the country. Lokmanya Tilak and Gokhal belonged to the same clan. In such a family, Vinoba was born on 11th September, 1895 in a town, named Gagod, of Taluka Pen, in District Kolaba in Maharashtra. Gagod is on a

near offshoot on Bombay-Poona road. Of four sons and one daughter of Harhar Shambhuroo Bhave and Rukminibai, he was the eldest. Bhaves had been to Gagod, as it was gifted to them. Being Brahmins, the family was religious. His grandfather stayed at Vai, in Satara District because, their ancestral deity Koteswar Mahadev was situated there. It seems that, revolutionary outlook of Vinoba was a heritage. His grandfather, though a religious man, was not orthodox. He befriended with Chamars and Muslims for 'bhajans'. This was done at the time, when generally, such social contacts were difficult to imagine. Independent nature, and original thoughts, are the family characteristics. The place, where Vinoba spent his childhood, was all mountainous and had historical importance too, as it was linked with various adventurous incidents of the great warrior leader Chhatrapati Shivaji. During his childhood, Vinoba had many opportunities to hear the stories of Shivaji Maharaj and Swami Ramdas. Maharashtra has a rich heritage of such chivalrous and spiritual events, Vinoba was lucky to get the special benefit of a rich cultural heritage of Maharashtra, to be benefitted by it. Besides, his mother used to narrate before him works of saints like Gnaheshwar/ Tukaram and Ramdas and typical Brahminio tradition, Thus, his mother was his first guru. Such saintly literature, has contributed, in moulding the social life of Maharashtra. It is because of this, that, this region has always been at the forefront of many national struggles in the past and even at present, in some of the social and political reform movements. A man happens to be, what his upbringing is. Vinoba had the special privilege of a good upbringing. The seeds of his socially revolutionary theory, lay in the virtuous training of Vinoba's parents and especially his pious mother. He had much of the saintly literature at the tip of his tongue. All this, had a profound effect on the building up of his character. There developed in him, a keen sense of dedication to a cause, so much so, that, at the age of ten, he decided to remain a celibate, for the whole life.

### **EDUCATIONAL PHILOSOPHY OF VINOBA BHAVE**

Vinoba received formal and informal education, at school and at home. The informal education at the hands of his mother had a profound impact on his life. His mother, a devout and religious woman, imbibed in him, the seeds of spiritualism and devotion. The same background was responsible for sowing the seeds of the philosophy of Sarvodaya, which he developed at a later stage of his life. His mother took a *voit* to water Tulsi, every day and gave alms to the poor before taking meals. Whenever any new eatable was brought for Vinoba, she suggested to him, to distribute the same to the neighbours first before eating. Vinoba used to accept the proposal gladly. This was perhaps, the initiation into the great movements of Bhoodan and Sampattidan, which he undertook late in life. These were the lessons of leading a spiritual life.

The foundations of sentiments inspired in him good qualities-. His mother's deep faith in religion, co-ordinated in him intellect, and humility. Young Vinu, (as he was fondly called in younger life) used to sing, the verses, while at work. He developed the taste for work. He did not like to give alms to beggars, who were strong enough to work.

His father was a man of self-respect. This quality was hereditary, as his grand-father was also, of the same temperament. His father was industrious. He had his plan for his children. He wanted them, to get technical education and go abroad for higher education. His father took training in technical subject, like Dyeing in Kalabhavan at Baroda. Later on, he became a clerk, at Maharaja Sayajirao Gaekwar's palace department. He became stable there, and planned to arrange for the education of his children. He had great love for education. Even at the ripe age of fifty five, he began



learning music, and 42 wrote some books on that subject. This shows his keen desire to acquire knowledge. This zeal for knowledge, was passed on to his children.

Upto the age of twelve, Vinoba was at his birth place at Gagod. Then he came to Baroda, and joined a High School for studies. His father had plans, for the education of the children. Being desirous of sending his sons to foreign countries, his father selected French, instead of Sanskrit, as a second language for Vinoba. This gave him an opportunity, to read some French books such as \*Le Miserable\*. His taste for reading, had already been developed. The Central Library of Baroda became his abode. He started taking keen interest in Marathi literature. He studied works of Moro Pant, such, as 'Kancavati' and 'Arya Bharat'. Greater interest in reading, drew him to read proscribed literature .

### **VINOBA BHAVE IMPACT ON MODERN INDIAN EDUCATION**

Vinoba Bhave was a scholar, thinker, and writer who produced numerous books. He was a translator who made Sanskrit texts accessible to the common man. He was also an orator and linguist who had an excellent command of several languages (Marathi, Gujarati, Hindi, Urdu, English, and Sanskrit). Vinoba Bhave was an innovative social reformer. Shri Vinoba Bhave called "Kannada" script as "Queen of World Scripts" – "Vishwa Lipigala Raani" He wrote brief introductions to, and criticisms of, several religious and philosophical works like the Bhagavad Gita, works of Adi Shankaracharya, the Bible and Quran. His criticism of Dnyaneshwar's poetry and works by other Marathi saints is quite brilliant and a testimony to the breadth of his intellect.

Vinoba Bhave had translated the Bhagavad Gita into Marathi. He was deeply influenced by the Gita and attempted to imbibe its teachings into his life, often stating that "The Gita is my life's breath".

Some of his works are:

- The essence of Quran
- The essence of Christian teachings
- Thoughts on education
- Swarajya Sastra

A University has been named after him, Vinoba Bhave University, which is located in Hazaribagh district in the State of Jharkhand.

### **VINOBA'S EXPERIMENT WITH 'NAI TALIM' at SEVAGRAM, WARDHA**

Vinoba's experience with his experiments at Sevagram Ashram led him to believe that schooling is one step of learning which is to be followed by Deschooling which means that the student in the adult phase of his life will become independent of all outside control including the knowledge that he got from books and teachers. Vinoba was disillusioned with the half-hearted support that he received from government and non-government agencies and even from parents. This chapter will especially refer to Vinoba's struggle to keep the institutions imparting Basic education or 'Nai Talim' afloat.

### **VINOBA'S CONCEPT OF EDUCATION FUNCTION OF CULTURE**

Vinoba lived and spoke like an ascetic but he knew that it was necessary to expose oneself thoughtfully and sensitively to art. Just as scientists contribute to man's understanding and control over his environment, so artists are creative of culture. Vinoba believed that the artist is a kind of educator, and it is for the teacher to lead his pupils delicately and lightly into the realm of art. This chapter will elucidate the educational function of culture in Vinoba's scheme of the continuous development of the students.

### **VIJNAN AND ATMA JNAN: EDUCATION AS A MEANS OF UNION OF SCIENCE AND RELIGION**

In a way, Vinoba combined the idealistic approach of Plato with the scientific approach of Aristotle. According to Vinoba, a truly educated person will not accept the division of the universe into the objective and the subjective. He will strive for the union of scientific knowledge and the knowledge of the self in his own life and in his environment. If knowledge of the physical laws (Vijnan) is combined with knowledge of the self (Atma Jnan) the goal of Sarvodaya (upliftment of all) will be realised.

### **EVOLUTION OF VINOBA'S EDUCATIONAL PHILOSOPHY**

Vinoba's educational philosophy evolved out of his growing understanding of the causes and miseries of the Indian people as a result of his participation in the freedom movement. This chapter will bring into light this aspect of Vinoba's development as an educational thinker.

### **EDUCATION AND LABOUR**

Education according to Vinoba should be natural and life-oriented\* but further opines that the training of soul can only be had through manual labour. Labour develops an attitude of respect for work; it trains the soul and makes the body healthy. Hone Vinoba says

The soul own never become healthy unless the defects of mind are removed by introspection those of speech by silence and those of body by work Education without manual labour does not give training to control the mind. Time is spent in useless talks and criticisms. One who labors can understand the value of time. Through labour, mind and body receive education and man is able to lead an independent life; such education liberates man. Lessons in self-sufficiency and self-restraint. Can be had through labour,

In this respect, Vinoba is an idealist. To him virtues are more important than methods\* It is the function of education to prepare persons of integrity and dignity. Though an idealist in aim\* he is pragmatic in function through labour-loving generation, the country can hope to fulfil various plans of development. The present impasjb in the national life is much due to aPathy towards work and labour. How can nation make progress with wrongly educated citizens? Analysing from any angle,^one cannot but agree to this,; important aspect of national development

Inclusion of manual labour in education is advantageous. Undesirable habits and vices wither away. The child becomes internally disciplined and yet joyful. He learns the lessons of restraint. Modern European countries haye also introduced work and labour in their educational set up though their understanding is different from that of Vinoba.

Vinoba's educational objectives are spiritual\* Through his he wants to evolve a 'spiritual' or a 'holy' man.

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## AGGRESSION IN RELATION TO PARENT-CHILD- RELATIONSHIP

JASDEEP KAUR GILL\*

### **Abstract**

*The present study was conducted to access the aggression in relation to Parent-Child-Relationship . The objectives of this study were : 1. To compare the aggression of rural male and female senior secondary school students. 2. To find out the relationship between Aggression and Parent-Child relationship of rural male and female senior secondary school students. 3. To compare the parent child relationship of rural male and female senior secondary school students. This study is delimited to 200 senior secondary school students of raikot area. Tools used for this study Aggression scale (AS) by Dr. (Mrs) G.P. Mathur and Dr. (Mrs) Raj Kumari Bhatnagar (2004) and parent-child-relationship scale (PCRS) by Dr.Nalini Rao (2011).*

**Keywords:** Aggression, Parent-Child-Relationship.

### **INTRODUCTION**

Adolescent is a crucial phase of development in an individual's life. it is a period when interests, habits and attitudes are formed. In the search for a unique social identity for themselves, adolescents are frequently confused about what "Right" is and what is "Wrong". Today adolescents are facing psychological problems such as depression, anxiety and frustration one of them increasing with rapid rate is aggression. They are going through complexities of personality disorders and their aggressive attitude resulting them into disasters. Since much of the foundation is laid with in family and their interaction with peer groups, so these became important. Parents are important models for the adolescents. The adolescents identify themselves with the model set by his parents.

James Davies (1970) writes that aggressiveness implies a "predisposition, an attitude of mind, an underlying characteristic" Whose likely product is a tendency for a violent action ,injury, or damage. Aggression is defined as behaviour aimed at causing harm or pain, psychological harm, or personal injury or physical distraction. An important aspect of aggressive behaviour is the intention underlying the actor's behaviour . Not all behaviours resulting in harm are considered aggression. For example , a doctor who makes an injection that harms people , but who did so with the intent of preventing the further spread of illness, is not considered to have committed an aggressive act.

Aggression are the most vital issues which modern society faces. Despite wide spread of education. Independence, freedom from deprivation. fulfillment of basic needs and want improvement in socio-economic conditions and style of living, improvement in child rearing practices. in many countries around the globe. Aggression and violence are on rise. The daily newspapers. Electronic media tile telewsion and radio are full of information on violence. crime. murder. rape. child abuse. sexual harassment, molestation. etc. The horrible violence particularly against women. children and

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innocent person indicate the morbid and dangerous disease human beings are sultering from. The alarming rise in the aggression and in disciplined behaviour of modern youths like burning cars. buses. desu-oying public property. assaulting common men on slightest faults. eve teasing passing l'mhly comments on women rise finger at the way society is progressing.

We say we are educated. civilized belong to great nation of the world. We say we have high tradition, glorious culture and heritage. We feel proud for the contribution and sacrifice of our grandparents and forefathers to the nation at the cost of their personal interest and comfort and happiness but at the same time we feel ashamed at the dangerous rise in aggressive and violent behaviour of present generation throughout the world though the degree of violence and aggression varies from place to place,society to society and country to country.

With the increasing level of complexities in an individual's life , adolescence is not lell untouched which is considered to be most crucial span of ones life. Today adolescents are facing psychological problems such as depression. anxiety and Frustration, one of the is increasing with rapid rate is aggression. Their aggressive attimde results into disasters.

### **AGGRESSION**

Aggression is basically derived from the latin word 'Aggredi' , Aggressus which means "indicating an action , process, or state ". Aggression , in its broadest sense, is behaviour, or a disposition , that is forceful, hostile or attacking . It may occur either in relation or without provocation . In narrower that are used in social sciences and behavioural sciences, aggression is an intention to cause harm or an act intended to increase relative social dominance. Predatory or defensive behaviour between members of different species may not be considered aggression in the same sense . Aggression differs from What is commonly called assertiveness, although the terms are often used interchangeably among lay people, e.g. an aggressive salesperson.

### **FORMS OF AGGRESSION**

Aggression can take a variety of forms, including:

1. Physical
2. Verbal
3. Mental
4. Emotional

Freud (1920) All humans possess an aggressive drive from birth, which together withthe sexual drive, contributed to personality development and found expression in the "behaviour.

Dollard (1930) Aggression is always resulting from nustration and that frustration leads to aggression.

Symond (1931) Aggression at the beginning as/life is peaceable and would always remain pleasurable was it is not that we are taught otherwise.

According to Hilgard (1962) Aggressive means violent attacking.

Lorenz (1966) "Aggression is the fighting instinct directed against members of same species".

Chauhan and Tiwari (1972) Aggression may be defined operationally in terms of made answering to elders, frequent quarrelling, broken arrangement, impulses to take revenge and reactionary attitudes to traditions and beliefs.

Johnson (1972) "Aggression is physical or verbal behaviour that is intended to hurt someone".

### **TYPES OF AGGRESSION**

It is a complex phenomenon. It comprises of specific behaviour and presented an early and influential classification of seven different forms of aggression, from biological and evolutionary point of view:

1. Predatory Aggression
2. Intermade Aggression
3. Fear induced Aggression
4. Irritable Aggression
5. Territorial Aggression
6. Maternal Aggression
7. Instrumental Aggression

### **TYPES OF AGGRESSION FROM PSYCHOLOGICAL POINT OF VIEW:**

There are majorly three types of Aggression in psychology: Hostile Aggression, Reactive Aggression and Instrumental Aggression |

**1. Hostile/ Abusive Aggression:** It is characterized by a purposeful and deliberate intention to cause harm to another person or group of person. Hostile Aggression can be both short term and long term. Short term aggression is usually in a case when victim is not putting up a fight. In turn victim resistance is causing long term aggression.

**2. Reactive Aggression:** It is spontaneous and short emotional outburst, manifested as changes in person's movement and physiological processes. Reactive aggression has several manifestations and it is not necessarily an attack. Reasons for this aggression usually are the "hurdles" put in person's way.

**3. Instrumental Aggression:** It is when person's goal is neutral, but aggression is used as one of the means. Instrumental aggression includes the element of malice. It can be a blackmail that includes threats, violence against an innocent captive etc. Instrumental aggression may be an individual, social, and even anti social. These types of aggression may be conjoined in different combinations.

Aggressive behaviour may manifest itself in different forms or **types Rosenzweig (1934)** has put forward a substantial classification of different types of aggressive reaction to frustration. ' til

**1. Extrapunitive:** In some reaction and responses aggression is directed to the external environment like blaming other and this is called " Extrapunitive"

**2. Intropunitive:** when the frustrated person turn his aggressive feelings towards self it is known as "intropunitive", popularly called self aggression there the sufferer may

simply blame himself for the frustration or cause of aggression .The dramatic from of self aggression is suicide.

**3.Inpunitive:** It is the last type of aggressive reaction where the individual tries to avoid the blame altogether and attempts to switch over the problem.He may release his tension to some extent by reasoning and rationalizing.

This classification of aggression by Rosenzwing covers more or less different type of aggression.

### **CAUSES OF AGGRESSION:**

Some theorists believe aggression or innate disposition while others hold a view of various environmental causes behind behaviour. To enumerate few general symptoms resulting in aggressive behaviour are as follows

1. Depressive symptoms
2. Substance causes
3. Intoxication
4. Psychological disorders
5. Borderline personality disorder
6. Anti social personality disorder
7. Conduct disorder
8. Mania
9. Post traumatic stress disorder
10. Schizophrenia
- 11.Attention Deficit Hyper activity Disorder
12. Menopause
13. Combativeness
14. Classical Childhood ALD
15. Autism

### **PARENT-CHILD RELATIONSHIP**

The parent-child relationship consists of a combination of behaviors, feelings, and expectations that are unique to a particular parent and a particular child. The relationship involves the full extent of a child's development of the many different relationships people form over the course of the life span, the relationship between parent and child is among the most important. The quality of the parent child relationship is affected by the parent's age, experience, and self-confidence; the stability of the parents' marriage; and the unique characteristics of the child compared with those of the parent.

As the child enters adolescence, biological, cognitive, and emotional changes transform the parent-child relationship. The child's urges for independence may challenge parents' authority. Many parents find early adolescence a difficult period. Adolescents fare best and their parents are happiest when parents can be both



encouraging and accepting of the child's needs for more psychological independence. Although the value of peer relations grows during adolescence, the parent-child relationship remains crucial for the child's psychological development. Authoritative parenting that combines warmth and firmness has the most positive impact on the youngster's development. Adolescents who have been reared authoritatively continue to show more success in school, better psychological development, and fewer behavior problems.

### **Parenting Styles**

Parenting has four main styles:

1. Authoritarian,
2. Authoritative,
3. Permissive (indulgent),
4. Detached.

Although no parent is consistent in all situations, parents do follow some general tendencies in their approach to childrearing, and it is possible to describe a parent-child relationship by the prevailing style of parenting. These descriptions provide guidelines for both professionals and parents interested in understanding how variations in the parent-child relationship affect the child's development.

There are many factors causing aggression among adolescents. Some of them are mental health, broken houses, presence of step parents, media violence, adjustment, poverty, low academic achievement, parent-child relationship. One of the major factor is parent-child relationship. Parent-Child relationship has a great effect on the development of the child physically, socially, intellectually, morally and emotionally. Restricting and controlling behaviour of parents is many times frustrating for the child and may culminate in aggression by the child. The most common sources of anger in children are home situations that interfere with the goal striving of the child.

### **OBJECTIVES OF THE STUDY**

1. To compare the aggression of rural male and female senior secondary school students.
2. To find out the relationship between Aggression and Parent-Child relationship of rural male and female senior secondary school students.
3. To compare the parent child relationship of rural male and female senior secondary school students.

### **HYPOTHESES**

1. There Will exist a significance difference between the parent child relationship of rural male and female senior secondary school students.gression among boys and girls.
2. There Will exist a significant relationship between aggression and the parent child relationship of rural male and female senior secondary school students.

### OPERATIONAL DEFINITIONS OF THE TERMS USED

In the present study aggression refers to manifestations of self assertive disposition and use of some kind of force . If aggressor's responses are evoked by stimuli in the situation quite often, he would show impulsive or expressive acts of behaviour as mentioned by Dr. (Mrs) G.P. Mathur and Dr. (Mrs) Raj Kumari Bhatnagar in their Aggression Scale.

### DELIMITATIONS OF THE STUDY

1. The study was limited to 200 Senior Secondary School students only.
2. The study was limited to Raikot Area only.

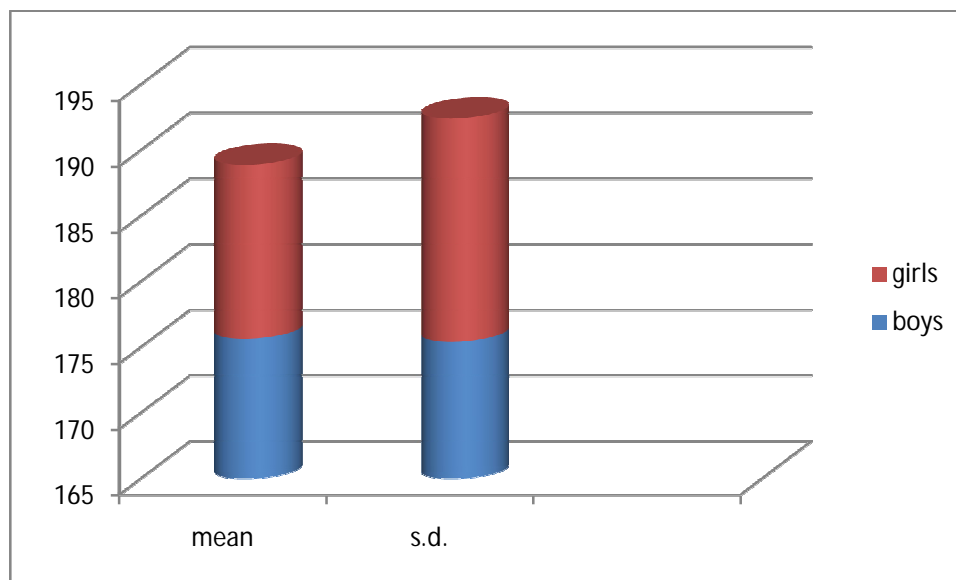
### OBSERVATION \$ ANALYSIS

**Table : 1. Showing significance difference of means of Aggression among Boys and Girls.**

Group	Mean	N	S.D	t-Ratio
Boys	175.650	100	13.236	0.107
Girls	175.420	100	16.986	

**Table : shows** that mean scores of Aggression of Boys and Girls are 175.420 and 175.650 respectively and their standard deviation is 13.236 and 16.986 respectively. The t-ratio was calculated as 0.107 which is non significant at 0.01 level of significance.

**Figure : Bar graph showing significance of difference of means of Aggression among Boys and Girls.**



This shows that there exists a non-significant difference between the Aggression level among boys and girls. Beacuse today, Adolescent whether boya or girls are facing equal psychological problem such as depression,anxiety,frustration due to rapid and excessive competetition leading to increase in rapid rate of aggression among boys and girls stand rejected.

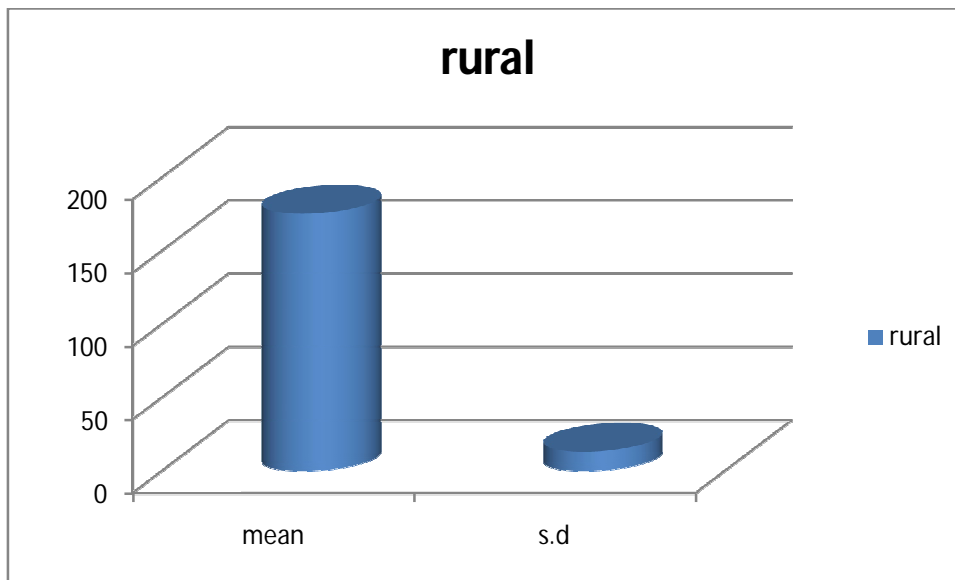
**Table : 2. Showing significance difference of means of Aggression among Boys and Girls.**

Group	Mean	N	S.D.	t-Ratio
Rural	175.720	100	17.043	<b>0.172</b>
Rural	175.350	100	13.160	

**Table :** shows that mean scores of Aggression of Boys and Girls are 175.720 and 175.350 respectively and their standard deviation of rural is 17.043 and 13.160 respectively. The t-ratio was calculated as 0.172 which is non significant at 0.05 and 0.01 level of significance. This could be attributed to equal exposure to technological advancement, media, violence and competitions in rural areas.

Hence the hypothesis 3 that there exists a non-significant difference between Aggression among Adolescents from rural areas stands rejected.

**Figure : Bar graph showing significance of difference of means of Aggression among Adolescents from rural Areas.**



### CONCLUSIONS

1. There exists no significance difference between Aggression and Parent-Child Relationship among Adolescent boys and girls.
2. There exists no significance difference between Aggression and Parent-Child Relationship among Adolescent from Rural Areas.

### EDUCATIONAL IMPLICATIONS OF THE STUDY

The research work is considered to be worthwhile only if it has some importance for related areas. The present study may be helpful to adolescents as it may help to improve the relationship with their parents. It is also helpful in identifying the reasons for powerlessness, isolation, identity crisis that usually occur at this stage. Parent-child relationship affect: the aggression level of adolescents, so parents must pay special attention to children. They should help their children to know themselves and should encourage their children to participate in cultural and social activities.

The findings of the study will help the parents to understand the importance of good, congenial enriched home environment and healthy relations in reducing aggression among adolescents. This study would be of immense important to psychologists, sociologists, therapists, human development experts for understanding the relationship between aggression and parent child relationship. The findings of the study may help the parents to modify their attitudes and improve family climate for better development of their children because heredity factors can not be changed but environment can be manipulated and modified.

The identification of aggressive behaviour in adolescents will provide a planout for the educationalists, teachers and parents to channelize their energy and figure out ways and means to control anger and conduct disorders. Various influences eroding the development of adolescents can be checked over such as multimedia Violence, destructive video games, isolation among adolescents, shootout games etc. and replaced by yoga, team-work, campaigns, community services etc. The adequate upbringing environment by parents, teachers and society for a totality of healthy experiences can be furnished for all round harmonious development among the adolescents. A curriculum based on values, ethics, attributes and aptitudes towards life can be imparted for complete and drawing out the best in adolescents for their morale boost and escaping them from the traps of poor self concept or any psychological disorders. Psychologists can imbibe sound development of life skills as per individual differences among adolescents [to groom them as healthy and responsible citizens of the society.

The present study throws light upon the line of action of guidance workers in the eradication of aggressiveness among adolescents and look forward for various programmes in the development of good parent-child relationship among adolescents as a whole. Media, peer-group, community as a whole benefits form the study as saving any one from the traps and agony of aggression is mission accomplished.

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## CREATIVITY AS A CORRELATE OF SELF EXPRESSION OF FINE ARTS AND NON-FINE ARTS STUDENTS

Dr. Sapna Nanda\*

### **Abstract**

*Education and engagement in fine arts is beneficial to the educational process. The art develops neural systems that produce a broad spectrum of benefits ranging from fine motor skills to creativity and improved emotional balance. One must realize that these systems often take months and even years to fine-tune. The training in fine arts also provide learners with non-academic benefits such as promoting self-esteem, motivation, aesthetic awareness, cultural exposure, creativity, improved emotional expression as well as social harmony and appreciation of diversity (Jensen, 2001). Ability of self-expression helps the individuals in developing their creative skills. Creativity and Self-expression are interrelated to each other. The present study has been designed to find out the relationship between creativity and self-expression of fine arts and non-fine arts students. Results revealed that total mean score of creativity of fine arts students was marginally higher than that of non-fine arts students, though the difference in mean scores was non-significant. Also, the total mean score of self-expression of fine arts students was marginally higher than that of non-fine arts students, though the difference was again non-significant. However, both the correlations between creativity and self-expression of fine arts as well as non-fine arts students were found to be significant, both values were 0.432 and 0.308 respectively, which were significant at 0.01 level, which means creativity has significantly positive relationship with self-expression, thereby indicating that better the creativity, higher is the self-expression and vice-versa. Thus, it can be concluded that though every individual is undoubtedly gifted with creative abilities, the role of environment in terms of education, art, training and opportunities in their development cannot be ignored.*

**Keywords:** Creativity, Self-Expression, Fine Arts and Non-Fine Arts Students

### **Introduction**

Education is an integral part of the development of each human being. Those, who have studied learning processes throughout the ages, beginning with Plato, have emphasized the importance of the art in the education process. The art education refers to the education in the disciplines of music, dance, theatre and visual arts. The study and participation in fine arts is a key component in improving learning through all academic areas. Evidences support its effectiveness in reducing student dropout, raising student attendance, developing better team players, fostering a love for learning, improving greater student dignity, enhancing student creativity and producing a more prepared citizen for the workplace for tomorrow (Jensen, 2001).

Perhaps the most fundamental element to education one should consider is the manner in which one perceives and makes sense of the world in which one lives. An effective education in fine arts helps students to see what they look at, hear what they

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listen to and feel what they touch. Engagement in the fine arts helps students to stretch their minds beyond the boundaries of the printed text or the rules of what is provable. Fine arts education frees the mind from rigid certainty (Eisner, 1987).

All the advancements are made as a result of new ideas or creative processes. It is the basis of all social development and new inventions. Creativity is usually more narrowly tied to the arts and culture, architecture, crafts, design, fashion, music, performing arts, publishing and so on. Though it is true that these activities are highly creative and are very important but to say that artists and performers are the only creative people in the world seems to be short sighted and wrong. Surely creativity is found in many fields e.g. planting, harvesting, carrying out a scientific investigation and designing a school curriculum. These all use creative imagination (Biemann, 2006).

Through the process of creating a "master piece", children are doing so much more than just having fun and playing. They are actually learning a lot through art activities and exploring their creative side. Various skills can be acquired through art, ranging from communication and emotional skills. What a child creates is a way of observing their growth and progression from one developmental stage to the next. Creativity encompasses every aspect of life. Creativity is something that expresses uniquely through each individual. One of the greatest feelings is to express oneself through the art of creation (Biemann, 2006).

Expression of one's own personality, feelings or ideas can be through speech or art. It is very important that one finds some way to manifest one's thoughts and feelings. Self-expression is a way of interacting with others and the world around us. It is a personal way to communicate the true nature of one's mind. It gives one an outlet that will help to better deal with one's feelings.

Creativity and Self-expression are interrelated to each other. Ability of self-expression helps the individuals in developing their creative skills. Self-expression is the expression of one's feelings, thoughts or ideas, especially in writing, art, music or dance. Self-expression is one of the aspects of one's personality. People who have high self-expression are extrovert in their personality and people, who are low on self-expression, are introvert in their personality. One needs to be a self-expressive. People differ in how they express themselves. Self-expression of people also determines their performance in life and social relations. Many people do not know the correct way of expressing of an idea. They are not able to develop their personality to the fullest and their hidden potentials that their creativity remains underdeveloped. Every individual needs correct guidance for proper self-expression and better development of their personality (Boden, 2004).

Over time, one develops one's own style of expression. There are many ways to build self-expression: learn to interpret spoken and body language, working on the art of conversation etc. Every parent should encourage their child for developing his self-expression. Different ways of self-expression include daily practice, create art, spend time in nature, meditate, write, develop a new hobby etc. (Darwin, 1972).

Today's students are engulfed with data but are starving for meaningful learning. Workplace demands are for students to understand how to solve problems, what makes arguments plausible, how to build teams and coalitions and how to incorporate the concept of fairness into the everyday decisions. Students need to be thinkers, possess life skills, be problem-solvers, demonstrate creativity and work as a member of a team. One needs to offer more in-depth learning about the things that



matter the most: order, integrity, thinking skills, a sense of wonder, truth, flexibility, fairness, dignity, contribution, justice, creativity and cooperation. The art provides all of these (Lehman, 2001).

Fine art is an art developed primarily for aesthetics or beauty. Distinguishing it from applied art that also has to serve some other practical functions. Many children face problems in their self-expression as they don't find correct way and don't have adequate motivational sources for their self-expression. Self-expression of the child can be encouraged through subject like fine arts. Creativity is a special ability which is referred as creative thinking or divergent thinking ability. Creative self-expression is simply expressing one's creativity in some forms, whether it is through art, music and writing or through conversation. Creativity is the best way of self-expression.

Every child is creative in himself/herself and it only needs to be nurtured properly. It is a general perception among people that only fine arts students have proper way of self-expression. So this motivated the investigator to find out the relationship between creativity and self-expression of fine arts and non-fine arts students.

### **Statement of the Problem**

The statement of the problem is as under:

CREATIVITY AS A CORRELATE OF SELF-EXPRESSION OF FINE ARTS AND NON-FINE ARTS STUDENTS

### **Objectives of the Study**

The objectives of the present study were as under:

1. To find out the difference between creativity of fine arts and non-fine arts students.
2. To find out the difference between self-expressions of fine arts and non-fine arts students.
3. To find out the relationship between creativity and self-expression and of fine arts and non-fine arts students.

### **Hypotheses of the Study**

The hypotheses of present study were as under:

1. There is no significant difference in creativity of fine arts and non-fine arts students.
2. There is no significant difference in self-expression of fine arts and non-fine arts students.
3. There is no significant relationship between creativity and self-expression of fine arts and non-fine arts students.

### **Design of the Study**

The present study was primarily designed to study the relationship between Creativity and Self-Expression of Fine Arts and Non-fine Arts students of 11th and 12th classes of Government Schools of Chandigarh. Descriptive survey method was used for the present study.

### **Sample**

In the present study, two schools were selected randomly out of various Government Schools of Chandigarh. The sample consisted of 100 students of 11th and 12th standard selected randomly out of two Government Schools of Chandigarh. The investigator selected schools in accordance with the availability of Fine Arts students.

### **Tools Used**

Following tools were used for the present study:

1. Verbal Test of Creative Thinking by Baquer Mehdi's (1985)
2. Self-Expression Inventory (SEI) by Verma and Upadhaya (1984)

### **Procedure for Data Collection**

The study was conducted on 100 students selected randomly out of two Government Schools of Chandigarh. The data from the selected sample was collected personally by the investigator after taking due permission from the principals of the selected schools.

Before conducting the study, the subjects were made to understand that the aim of the investigation was to carry out research work and not to evaluate their performance. They were asked to be honest and free while answering both the tools. Sympathetic and friendly attitude was adopted to establish rapport with them.

For data collection, following steps were taken:

- For data collection, researcher visited to the selected Government schools of Chandigarh.
- Researcher selected two groups i.e. Group A was of Fine Arts students and Group B was of Non-fine Arts students of 50 each. Then, the researcher distributed the tools to the subjects of both the groups.
- After collecting the data from the subjects of both the groups, scoring, tabulation and analysis of data was done to find out the results and draw conclusions.

### **Statistical Technique Used**

Following statistical tools were used to analyze the data:

- Mean, Median, Standard Deviation were worked out to study the general nature of the sample in relation to variables i.e. Creativity and Self-expression.
- t-ratios were computed to determine the significance of difference between the means of two groups.
- Correlation was computed to determine the relationship between Creativity and Self-expression of Fine Arts and Non-fine Arts students.

## Results & Discussion

**Table 1**  
**Showing Significance of Difference between Creativity of Fine Arts and Non-Fine Arts Students**

	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>t-ratio</b>
<b>Fine Arts</b>	50	66.46	+21.38	1.407ns
<b>Non Fine Arts</b>	50	61.38	+13.94	

As seen in the Table 1, there was no significant difference between the meanscores of creativity; t-value being 1.407 which is not significant. However, the total mean score of creativity of fine arts students was marginally higher than that of non-fine arts students, though the difference in mean scores was non-significant.

The probable reasons for non-significant marginal difference in mean scores of creativity of fine arts and non-fine arts students could be that fine arts students get training in fine arts as a subject which enhances their fine arts skills. Moreover, fine arts students get more opportunities to experiment with new ideas which increase their intellectual ability, curiosity and flexibility.

Though the mean score of creativity of non-fine arts students was lower than that of fine arts students but whatever creativity is shown by the non-fine arts students could probably be due to their natural potential of being creative. Though the creative activities were not directed but every individual has some inherent creativity.

**Table 2**  
**Showing Significance of Difference between Self-Expression of Fine Arts and Non-Fine Arts Students**

	<b>N</b>	<b>Mean</b>	<b>S.D.</b>	<b>t-ratio</b>
<b>Fine Arts</b>	50	28.56	+0.024	0.024 ns
<b>Non Fine Arts</b>	50	22.26	+14.92	

As seen in the Table 2, there was no significant difference between the meanscores of self-expression of fine arts and non-fine arts student; t-value being 0.024 which is not significant. However, the total mean score of self-expression of fine arts students was marginally higher than that of non-fine arts students, though the difference was non-significant.

As every individual has his/her own way of expressing one's self, Fine arts students get opportunity for self-expression through their subject of arts; but other non-fine arts students also have some or the other mode of expression. The mean score of self-expression of non-fine arts students was lower than that of fine arts students because fine arts students express their self through their subjects in the form of drawing, painting, sculpture and modeling etc. whereas non-fine arts students express themselves through verbal and non-verbal means of communication.

**Table 3**  
**Showing Relationship between Creativity and Self-Expression of Fine Arts and Non- Fine Arts Students**

<b>Creativity and Self-Expression</b>	<b>N</b>	<b>r</b>
<b>FineArts</b>	50	0.432*
<b>Non- Fine Arts</b>	50	0.308*

\*P< 0.01

Table 3 represents the values of correlation between creativity and self-expression of fine arts and non-fine arts students which were found to be significant, both values being 0.432 and 0.308 respectively, which were significant at 0.01 levels, which means creativity has a significant positive correlation with self-expression. Results indicate that better the creativity, higher is the self-expression and vice-versa. It is seen that when creativity is high, it increases self-expression also. Creative persons can well express their views and ideas through their various verbal and non-verbal means of expression.

It is also evident from the same table that correlation value of creativity and self-expression of fine arts students was higher than that of non-fine arts students. This reveals that no doubt creativity and self-expressions both have a significant relationship with each other but the value of correlation between creativity and self-expression of fine art students was more than that of non-fine arts students which means fine art students are better in their creative abilities and self-expression than non-fine art students.

Yan (2005) examined the relationship between the open adeptness of activities and the creativity of young children. It was found that the degree of open-ended activities was significantly positively related to the level of creative thinking ability of the young children engaged in these activities. A moderate increase in open-endedness resulted in a noticeable improvement in the fluency, originality and total creative ability of students.

Banaji et al (2012) highlighted a distinction between those writers who recognize the democratic nature of creativity and those who subscribe to more elitist views derived from a conception of creativity based on romantic genius. They also drew attention to the distinction between little c and big C. Creativity also corresponds with democratic and elitist accounts of the concept. The distinction raised the question of the degree to which the arts curriculum in schools should embrace low as well as high art.

Hibbard (2014) used the Riga Teacher Training and Educational Management Academy (RPIVA) study process to evaluate the approach of self-expression in learning visual arts. The study assessed the course of learning of visual arts students. This assessment addressed both students becoming open to a new experience and the increase in plasticity of thoughts and ideas. Unstructured interviews yielded data regarding the variable of study becoming open to a new experience. Plasticity of thoughts and ideas were assessed in the analysis of student's creative works. The results indicated that students became more flexible and shifted from reproducing art to creating art.

The above discussion leads one to conclude that everyone is ought to possess creative abilities and has ability to express oneself. Everyone is a unique creation but does not possess the same creative abilities as one's peers. Some are endowed with

high creative talents and contribute to advancement in the field of art, literature, science, business, teaching, spheres of human activity and are responsible for propounding new ideas and bringing about social and cultural changes. Mahatma Gandhi, Abraham Lincoln, Homi Bhabha, Newton, Shakespeare were some of the creative individuals who left their mark in their chosen fields. Though they were undoubtedly gifted with creative abilities, the role of environment in terms of education, training and opportunities in their development cannot be ignored. Moreover, self-expression is a key concept for sociological studies on childhood since it is the cue for children's self-socialization and agency. Hence, promoting children's creative abilities and social participation requires their self-expression to be facilitated in their interaction with others. The findings of this study may be interesting for a reflection on how to promote children's creativity and self-expression in education systems.

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## ATTITUDE TOWARDS TEACHING PROFESSION IN RELATION TO ADJUSTMENT OF SENIOR SECONDARY SCHOOLS TEACHERS

Ms. Lakhwider Kaur\*

### **Abstract**

*The present study aims to explore the Attitude towards teaching profession in relation to adjustment of private and government teachers of senior secondary schools on the basis of gender and stream. 200 senior secondary school teachers were selected for the present study from Ludhiana district. For this purpose Teacher Attitude Inventory (TAI) by Dr. S.P.Ahluwalia and Mangal teacher adjustment Inventory (MTAI) designed by Dr. S.K. Mangal (short form) used for the analysis of data. Statistical techniques like mean, SD and correlation were used to analysis of data. The result of the study showed There is no significant difference between attitude of senior secondary schools teachers towards teaching profession in relation to gender and stream and there is a significant relationship between attitude towards teaching profession and adjustment.*

**Keywords:-** Attitude, Teaching profession, Adjustment

### **Introduction:**

Man is a social animal and the education plays an important role throughout his life. No civilized society is believed possible for an individual to be fit for adult life if he does not have some degree of formal education. It has universally been accepted that prosperity of a nation is also reflected in its educational system. Quality of a nation depends upon quality of its people and economic growth but both depend upon quality of education, the fact remains same that the most important factor in the education process is the teacher. The teacher is the key of any educational reconstruction.

The teacher is facilitator, preserver and transmitter of the heritage of mankind. The most important element in education is the teacher. The school without competent and enthusiastic teacher is like ship without ruder. Teacher is the emotional, moral and intellectual facilitator of the student. He leads the student from the darkness of ignorance to the light of knowledge and understanding and help to keep the lamp of civilization and humanity burning. Teaching is one of the most honorable and highly respected professions of the world. Good's dictionary defined teacher as "A person who because of rich in unusual experience or education of both in given field, is able to contribute to the growth and development of other persons who came in contact with him." Teaching is a profession that has the potential values of creating a better society through making desirable change among the individuals. Teacher has been regarded as the architect of a nation. His influence is confined not only to a particular region or state but it extends to the whole nation or even outside it. Today in the starting of twenty first century, because of the explosion of knowledge and explosion

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of expectations, teaching is becoming very complex process. Teacher is indispensable person for the preservation of any culture. The American Commission on Teacher Education rightly observes that "The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher." In his Call for Action for American Education in the 21st Century in 1996, Clinton indicated that: "Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training"

The teacher should be an integrated individual, skilled in the art and science of human relations and conscious of the wide variety of behavior patterns in the world to which he may have to adjust. Adjustment is not a simple term like adaptation is accommodation. It is actually a condition or a state of mind and behavior in which one feels that one's needs will be gratified those of who can adjust to all needs of changing conditions can live happily and successfully. The development of a nation depends upon their students and the all over development of a student depends upon his teacher. Only a teacher develops the capacity among the children for adjusting in home, school and society.

### **Attitude**

Attitude is judgment. They develop on 'ABC' model (affect behavior and cognition). The effective response is an emotional response that expresses an individual's degree of performance for an entity. The behavioral intention is a verbal indication or typical behavioral tendency of an individual. The cognitive response is a cognitive evaluation of the entity that constitutes attitudes beliefs about the objects, Mostly attitude is result of either direct experience or observational learning from the environment. Attitude is not directly observable but is inferred from one's overt behavior, verbal and non-verbal. You cannot see prejudice but you can observe the behavior of one who is prejudiced. Thus, on the basis of observations of a person's consistent behavior pattern to a stimulus, we would conclude that he displays this or that attitude. Attitudes are learned, because they are learned, they can be changed, if it is demand necessary.

Attitude of teachers largely depends upon their personal characteristics and disposition, both seems to be highly interlinked. The teaching profession requires certain dominant behaviors which show teacher's intellect, desire to excel, extended professionalism and teaching as a life concern. This is a profession, which exalts service above the personal gains. Teaching involves human nurturance, connectedness, warmth and love and teacher's beliefs about his role in caring for the student plays a crucial part in developing the personality of the students.

Attitude of teachers have also been determined to be influenced by the gender. Teaching is perceived as a difficult job among people. Many reasons can be named for this perception. It can be said that teachers face several difficulties when they start teaching.

### **Attitude and Teaching Profession**

Attitude denotes inner feelings or beliefs of a person towards a particular phenomenon. Attitude is essential for the education of the individual because it shows the interview of person. If a person has a positive attitude towards on objects, he will try his best to achieve it. If he has a negative attitude, he will try to aviode it. Thus it plays an important role in determining the success and failure of person in any field. The choice of teaching profession also depends up on the attitude of person towards their particular profession. If teacher thinking positively towards his job. He will generate good results. One the other hand if he thinks negatively. He will not find satisfaction in his work.

The students would not be able to get the full benefits. Thus attitude towards the teaching profession shows the personality and the zeal with which he would take up his work. The teachers should develop a desirable professional attitude so that he may inspire himself for excellent programme in multifarious study of education.

### **Adjustment**

Adjusted teachers do much to being about pupil adjustment and converse is also true".Like other individual, social economical and emotional factors also affect the teachers because teacher is also a human being. But teacher is different from others because of some responsibilities.

He is the person who hold the responsibilities of making the future of human beings under the change. Hence, it is necessary for teacher that he will be fully satisfied from all aspects. When we will be fully satisfied then he will do his work with best talent and then we can say that he is adjusted. Maladjusted teacher is a potential cause of the problem of indiscipline and quality of work suffers but also the development of the personality of the children under his charge is badly hampered, so that it may be stopped from multiplying in size. A maladjusted teacher fail to decide upon any cause of action or accept some ineffective and socially undesirable cause in short his behavior is disturbing to him and to the students.

### **Objectives:**

1. To compare the attitude of senior secondary schools teachers towards teaching profession in relation to gender.
2. To compare the attitude of senior secondary schools teachers towards teaching profession in relation to stream.
3. To study the relationship between attitude towards teaching profession and adjustment of senior secondary schools teachers.

### **Hypothesis:**

1. There is no significant difference between attitude towards teaching profession of senior secondary schools teachers in relation to gender.



2. There is no significant difference between attitude towards teaching profession of senior secondary schools teachers in relation to stream.
3. There is no significant relationship between attitude towards teaching profession and adjustment of senior secondary schools teachers.

**Methodology:**

The present study is descriptive survey method of research by the investigator. The present study is preliminary design to see the attitude of teachers for teaching profession of private and government school teachers of Ludhiana district on variables of adjustment. Random sampling technique was employed in the study. The sample here chosen consisted of 200 teachers from Ludhiana district only. 100 teachers were comprised of 100 males teachers and 100 female teachers and in this sample 100 belongs to arts stream and 100 belongs to science stream. Teacher Attitude Inventory (TAI) by Dr. S.P.Ahluwalia and Mangal teacher adjustment Inventory (MTAI) designed by Dr. S.K. Mangal (short form) were used. Efforts were made to establish rapport with the teachers before administering the tool. The subject was asked to fill the preliminaries given at the top of the information sheet like name, sex, age, , stream, name of the school etc. After administering the tools the response sheet were scored. Statistical techniques like mean , SD and correlation were used to analysis of data.

**Result**

**Table 1 COMPARISION OF MALE AND FEMALE SCHOOLS TEACHERS ATTITUDE TOWARDS TEACHING PROFESSION**

Gender	N	Mean	S.D	df	't' value
Male	100	243.91	21.31	198	1.31*
Female	100	238.60	34.57		

It shows that't' value calculated for the main effects of male and female on attitude towards teaching profession of senior Secondary schools teachers come out to be 1.31. The table value of't' with 198 degree of freedom 2.60 at 00.1 level and 1.97 at 0.05 level of significance respectively. As the calculated value of't' is found to be less than the table value of 't' at the both levels of significance. Therefore the calculated't' ratio is found not significant. It means that male and female teachers of senior secondary schools do not differ significantly attitude towards teaching profession. Thus the null hypothesis which states that "There is no significant difference between attitudes of senior secondary schools teachers towards teaching profession in relation to gender" is accepted.

**Table 2 COMPARISION OF ARTS AND SCIENCE SCHOOLS TEACHERS ATTITUDE TOWARDS TEACHING PROFESSION**

Stream	N	Mean	S.D	df	't' value
Arts	100	239.00	25.48	198	1.11*
Science	100	243.51	31.68		

\*Not significant at 0.01 level of significance

Table 4.2 given above gives the summary of the statistical calculations for obtaining 't' value with regard to attitude towards teaching profession among arts and science senior secondary schools teachers. It shows that 't' value calculated for the main effects of arts and science on attitude towards teaching profession of senior secondary schools teachers came out to be 1.11. The table value of 't' with 198 degree of freedom 2.60 at 0.01 level and 1.97 at 0.05 level of significance respectively. As the calculated value of 't' is found to be less than the table value of 't' at the both levels of significance. Therefore the calculated 't' ratio is found not significant. It means that arts and science teachers of senior secondary schools do not differ significantly on attitude towards teaching profession. Thus the null hypothesis which states that "There is no significant difference between attitude of senior secondary schools teachers towards teaching profession in relation to stream" is accepted.

**Table 3 RELATIONSHIP BETWEEN ATTITUDE TOWARDS TEACHING PROFESSION AND ADJUSTMENT OF SENIOR SECONDARY SCHOOLS TEACHERS**

Group	N	Mean	S.D	df	'r'
Teacher attitude	100	241.26	28.76	198	285**
Teacher adjustment	100	50.14	8.70		

\*\* Significant at 0.01 level of significance.

Table 4.4 given above gives the summary of the statistical calculations for obtaining relationship between attitude towards teaching profession and adjustment of senior secondary schools teachers in term of product moment correlation come out be significant at 0.01 level of significance. It interpret that increase or decrease in teachers adjustment cross pond to change in attitude of teachers towards teaching profession

Hence the null hypothesis state that "There is no significant relationship between attitude towards teaching profession and adjustment of senior secondary schools teachers" is rejected.

### **Conclusion**

1. There is no significant difference between attitude of senior secondary schools teachers towards teaching profession in relation to gender .
2. There is no significant difference between attitude of senior secondary schools teachers towards teaching profession in relation to stream .
3. There is a significant relationship between attitude towards teaching profession and adjustment of senior secondary schools teachers.

### **Educational Implications**

- Certain programmes such as seminars, workshops and refresher courses must be arranged for in-service teachers to improve their attitude towards teaching profession.
- There should be reasonable workload (teaching as well as non teaching workload) on teachers, so that they may not feel over burdened.

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## ORGANISATIONAL CITIZENSHIP BEHAVIOUR OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR LOCUS OF CONTROL

Suman Rani\*

### ABSTRACT

*The Present Study aims to explore Organisational Citizenship Behaviour of secondary school teachers in relation to their Locus of Control. Study would be fruitful in connection of concluding a specific relation between Organisation citizenship in behaviour of employee from his work to efficiency and the locus of control over his activity. Study would give certain parameters which would be helpful for decision making both management point of view and individual point of view. Sample of 200 teachers of Shri Muktsar Sahib district of Punjab were selected for the present study. To explore the Organisational Citizenship Behaviour and Locus of Control of teachers, Organisational Citizenship Behaviour Scale developed by Dipaola and Hoy (2004) and Levenson's Locus of Control Scale developed by Sanjay Vohra (1992) were used. Mean SD, t-test and Karl Pearson's Product Moment Correlation were used for analysis of data. From the analysis it was concluded that there exists no significant difference in the organization citizenship behavior of male and female secondary school teachers and there exists no significant difference in the locus of control of male and female secondary school teachers. There exists no significant relationship between the organizational citizenship behaviour and locus of control of secondary school teachers.*

**Keywords:** *Organisational Citizenship Behaviour, Secondary School Teachers, Locus of Control.*

### INTRODUCTION

Organisational citizenship is also quite important for teachers in modern world. In these days education is no more merely a mean of imparting knowledge to individual or masses. The field of education has attained the shape of full fledge industry. No industry can improve without efficient employees. Employees cannot give fruitful performance without proper management system. There are various theories those can guide managers for proper functioning, controlling, organisation and implementation of policies.

Teachers, lab assistant, non teaching employees etc has occupied the place of professionals as their counterparts in industry in capacity of supervision, engineer and financial expert in industry. In addition to it many other members like security officers, purchase officers, psychiatrists, counsellors etc are also getting sufficient attention in education industry.

Educational organisations are becoming multidimensional. These institutions on one side provide education to students on the other side giving handsome pay packets to teachers. As sufficient amount is paid in term of salaries so checks are also maintained. Due to that teachers feel burden which cause stress on them. It also determines their behaviour pattern in the organisation.

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These all matter directly related with the methods, ways or style of working of the employee either he is an expert in any skill or a teacher of an institution. How his path is determined for his job is called locus of Control on different activities.

Organisational citizenship behaviour is our special type of behaviour towards work. It is the individual behaviour that ultimately benefits to the organisation where an individual works. Organizational citizenship behaviours have an important impact on the effectiveness and efficiency of organisation and team's work, which contribute to the overall productivity of the organisation. Thus good citizens are the employees whose actions contribute to the effective functioning of the organization. Organizational citizenship behaviour is beneficial for both workers as well as organization. Therefore it is important for an organizer to understand the behaviour of workers, causes of such type of behaviour and how this behaviour can be encouraged and promoted in the organization.

Locus of Control is a personality construct referring to an individual's perception of Locus of Control as determined internally by his/her own behavior vs. fate, luck or external circumstances. Locus of Control is an individual's belief system regarding the causes of his or her experiences and the factors to which an individual attributes. Success or failure- Locus of Control to an individual's generalized expectations over subsequent events resides.

#### **STATEMENT OF THE PROBLEM**

“ORGANISATIONAL CITIZENSHIP BEHAVIOUR OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR LOCUS OF CONTROL.”

#### **OPERATIONAL DEFINITIONS OF THE TERMS**

- **Organizational Citizenship Behaviour:** Organisational Citizenship Behaviour is the behaviour of participant that promotes the individual for effective functioning. It is the extra role behaviour in which teachers display organisational citizenship behaviour through organising the clubs, organising or participating in school's activities and serves as new committees. Moreover teachers spend extra hours to give necessary help to students regarding their education. Also it is effective when participants are proactive and benevolent to organisation.
- **Locus of Control:** Locus of control is a psychological term. It is of three type: Powerful others (P), Chance control (C) and Individual control (I)

P= Belief about control by powerful others. High score indicate that other people control your outcomes.

C= Belief about chance control. High scores indicate that unordered, chance, or random events control your outcomes.

I= Belief about individual control. High scores indicate you believe that your outcomes are controlled by you- that your current situation and yours rewards are direct outcomes of things your control.

#### **OBJECTIVES**

1. To study the organizational citizenship behavior and locus of control of secondary school teacher.

2. To compare the organization citizenship behavior of male and female secondary school teachers.
3. To compare the locus of control of male and female secondary school teachers.
4. To compare the locus of control of teacher working in government and private school.
5. To find out of the relationship between the organizational citizenship behavior and locus of control of secondary school teachers.

### **HYPOTHESES**

1. There exists no significant difference in the organization citizenship behavior of male and female secondary school teachers.
2. There exists no significant difference in the locus of control of male and female secondary school teachers.
3. There exists no significant difference in the locus of control of teacher working in government and private school.
4. There exists no significant relationship between the organizational citizenship behaviour and locus of control of secondary school teachers.

### **SIGNIFICANCE OF THE PROBLEM**

Study would be fruitful in connection of concluding a specific relation between organisation citizenship in behaviour of employee from his work to efficiency and the locus of control over his activity. Study would give certain parameters which would be helpful for decision making both management point of view and individual point of view. The views expressed by the cross section in this direction would be helpful for drawing out certain conclusions to determine the environment in organisation for greater efficiency. As now a days new management pattern are coming in existing new strategies are in fashion. HR departments are in operation entire works of Institutions are fragmented, each and every element is analysed thoroughly. Study will show path to find out a scientific relationship between the variables are being discussed in the entire study. By this study we will able to know organizational citizenship behaviour of teachers working in government and private schools, interaction effect of locus of control and type of schools on the scores of organizational citizenship behaviour of male and female teachers. Also this will show the type of locus of control (Powerful others, Chance control or Individual control) among teachers (Male and Female) working in government and private schools. Beside it, entire study will look into the matter what kind of treatment should be give after understanding of the problem. Organizational citizenship behaviour will pin point in the entire behaviour pattern of an individual that is why it also becomes significant to understand the locus of control which covers a large umbrella of employees within an organization.

### **METHOD OF INVESTIGATION**

The study was conducted through descriptive survey method of research which has undoubtedly been the most popular and widely used method in education. It helps in explaining the phenomena in terms of the conditions or relationships that exists, process that are ongoing, effects that are evident; or trends that are developing. It also involves in it measurement, classification, interpretation and evaluation. This method requires sample for the conduct of the study with certain research tools for the conduct of the study. The present investigation mainly uses the descriptive survey method to study Organisational citizenship behaviour of Secondary School teachers in relation to their Locus of Control.



### **SAMPLE OF THE STUDY**

In the present study ,random sampling method was used as it happened to be most convient under prevailing circumstances. The study was conducted on 200 teachers of Shri Muktsar Sahib district of Punjab. 100 teachers were selected from 10 private and 10 government schools.10 teachers from each school were selected through random selection regards to their gender.

### **STATISTICAL TECHNIQUES USED**

The Mean and Standard Deviation is calculated of the entire test conducted on the teachers, t-test and Karl Pearson's Product Moment Correlation are used to see the difference the correlation between Organisational Citizenship Behaviour and Locus of Control scale by using SPSS 17 software.

### **DELIMITATIONS**

1. The study was delimited to the teachers of PSEB and CBSE Schools.
2. The study was delimited to the teachers of Shri Muktsar Sahib District only.

### **CONCLUSIONS**

1. There exists no significant difference in the organization citizenship behavior of male and female secondary school teachers.
2. There exists no significant difference in the locus of control of male and female secondary school teachers.
3. There exists no significant difference in the locus of control of teacher working in government and private school.
4. There exists no significant relationship between the organizational citizenship behaviour and locus of control of secondary school teachers.

### **SUGGESTION FOR FURTHER STUDY**

The studies may be conducted in future on the aspects of the present problems.

1. The study may be conducted on teacher Educators.
2. The study may be conducted on students of degree colleges.
3. The research work may be replicated on wider sample.
4. The study may be conducted is comparison on the University teachers of different district.
5. It is suggested that similar investigation may be extended to different age group which may reveal different results.

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## COMPARATIVE STUDY OF EDUCATIONAL PHILOSOPHY OF SWAMI DAYANAND SARASWATI AND PLATO

*Neha Sabharwal\**

### **Introduction**

Swami Dayanand Saraswati was great social and religious reformer of modern India. He was the champion of the Arya Samaj movement. The Arya Samaj was founded by him as a social laboratory wherefrom, he thought the new India of his dreams will arise. He was a man for strong and effective state intervention in the life of the community. That's why his message was highly socio-political.

### **Brief life-sketch**

Dayanand was born on phalgun Badi Dashmi, 188 Ivikrami samvat, September 15, 1824 A.D in jivapur village in Tankara, then a Taluk and now the railway terminus of the morvi-tankara narrow gauge line on the western railway in Rajkot (Gujarat) in a small town of Tankara native state of Kathiawar western India, there lived early last century a wealthy and influential udichya Brahmin family in which Dayanand was born. Dayanand's father was Krishan ji Tiwari and mother's name was Amrita Ben. Dayanand bore two names in childhood: one was Dayal ji or Dayal Shankar and the other Moo) shankar, the former being more in use for it was nick name.

Plato was born in all probability at Gina, an island some dozen or so miles off the coast of Attica, about May Of the year 427 B.C. The name "Plato", which means "Broad", was in later antiquity supposed probably erroneously To have been a nickname; it was attributed to the Breadth of his chest and forehead, or to the breadth of his literary style. Olympiodorus speaks of many busts of Plato that would support the former theory, and the reader may care to consider the frontispiece. Otherwise, we know nothing of his personal appearance. But we know more about his Family. We know that both his parents were of noble descent, and that several members of the family played a leading part in political life.

### **Educational Philosophy**

Swami Dayananda wanted to use education for each type of social reform. He has given important suggestions for transforming education in the Vedic ideals. He considered religious and moral education, good conduct, personal cleanliness, observance of celibacy, protection of health and study of Vedas very necessary for the Indian system of education. He has recommended the use of mother tongue as the medium of education. He considered the provincial governments as fitting agencies for managing education at all levels. He has emphasized the necessity of establishing individual institutions in a natural environment away from disturbances arising from human habitations.

Swami Dayananda has been against co-education. Since he has advocated the practice of Brahmacharya (celibacy) both for boys and girls, he thought that this was not possible, if boys and girls receive education together in the same school. So he has recommended that the schools for girls should be at least 6km away from the boy's school. He wanted only women teachers for girls schools. The office workers

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and peons in girls' school should also be women. A girl aged five years or above should not enter a school for boys. Similarly a boy aged five years or above must not enter a girls' school. Many people have criticised Swami Dayananda on his views on co-education.

So far I have been examining the educational purposes for which Plato weaves myths into his philosophical dialogues and the philosophical assumptions and hypotheses that bear on them. In these works myths are important for the reader and Plato's characters, because through them Plato is able to provide a twofold education: on the one hand, one learns *about* philosophical investigation its methods and its aims and on the other hand, one receives an education *in* the worth whileness of philosophizing that is, one develops a rational love for knowledge whose fullest practical expression is a love for living virtuously. Moreover, Plato shows that the virtuous life is the philosophical life.

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## EDUCATIONAL PHILOSOPHY OF SWAMI DAYANAND AND THEIR RELEVANCE WITH MODERN EDUCATION

PAVANJOT KAUR\*

**ABSTRACT** Swami Dayanand Saraswati was an educationalist with high aims and ideals. He emphasised on the need for india to develop a national spirit to take its place among the nations of the world and to develop educational methods founded on Indian ideals. He became the founder of Modern Education under the name of the society for promotion of Modern Education. He brought a new spirit in the country and worked tirelessly for the promotion of education.

**KEYWORDS:** Swami Dayanand Saraswati, Educational Thoughts, Modern Education

### INTRODUCTION

Man learn something at every step of his life and this process of learning goes on all through his life until the death .It is through education that man can adjust himself in physical, social, spiritual, cultural and moral environment. Education makes him civilized person. Education arouses thinking, reasoning, problem solving, creativity, intelligence, aptitude, skill and attitude. Education relates with 'the all aspects of human life. Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered Educational

### LIFE SKETCH OF SWAMI DAYANAND

#### Early Life

Among the great company of remarkable figure that will appear to the eye of prosperity at the head of the Indian Renaissance, Dayanand stands out by himself with peculiar and solitary distinctness, a unique personality in his type and unique in his work.

Saurashtra, the birth place of Narasi Mehta, Dayanand, Gandhi, had a hoary past and it can verify be called the cradle of Indian civilization, though I the footprints of primitive man are scattered all over India. It was probably in to saurashtra that the first rays of civilization penetrated. It Was. Kathiawar that gave birth to this puissant renovator and new creator, Saurashtra region of Gujarat Kathiawar gave birth to two great leaders Mahatma Gandhi and Dayanand Saraswati. The luster of the former was witnessed by the same country and the greatness of the latter by the first half of the twentieth century. The former visualized the idea of Swaraj and the latter fought for it.

Dayanand was born on phalgun Badi Dashmi, 188 Ivikrami samvat, September 15, 1824 AD in jivapur village in Tankara, then a Taluk and now the railway terminus of the morvi-tankara narrow gauge line on the western railway in Rajkot (Gujarat) in a small town of 'Tankara native state of Kathiawar western India, there lived early last century a wealthy and influential udichya Brahmin family in which Dayanand was born. Dayanand's father was Krishan ji Tiwari and mother's name was Amrita {Ben.

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Dayanand bore two names in childhood: one was Dayal ji or Dayal Shankar and the other Moo) Shankar, the former being more in use for it was nick name.

Dayanand was the eldest of the five children. He had two brothers and two sisters. His father was not only a land holder and a money lender but also a tax collector. He was a land holder and used to manage a big Zamindari and held a respectable position in the state and society.

### **CONTRIBUTION OF SWAMI DAYANAND SARASWATI**

#### **The D.A.V. Moment**

Thousands of D.A.V and other Arya Samaj Educational institutions throughout India and abroad, bear testimony to the importance of education in the socio religious mission of the Arya Samaj. Dayanand himself a distinguished scholar, was the product of India's ancient guru shishya or teacher disciple tradition of Gurukul Education. Dayanand's first concern was to revive this glorious heritage of learning and scholarship. The chief planks of the Arya Samaj movement today are its educational institutions. There are hundreds of Dayanand's schools, colleges, medical colleges and Ayurvedic institutions and hospitals training "Millions, PUDiC schools, and rural development centre and management courses. There is a fully fledged university Maharishi Dayanand university at Rohtak. The D.A.V. moment has spread to large parts of India; Punjab, Haryana Himachal Pradesh, Delhi, Bihar, Jammu & Kashmir, Maharashtra, and eastern and west states. For this reason, Dayanand has been called the greatest educationist or rather the greatest initiator of the educational enterprises in India, and among the top of the world too. Swami ji had been in favour of opening schools to spread the Vedic philosophy. So it was decided to open educational institutions bearing his name. This would be a memorial for Swami Dayanand. The D.A.V. College, Lahore was a landmark and is called the mother of all D.A.V. colleges.

#### **Gurukul Movements**

This is another stream of the Arya Samaj Education namely Gurukulas for boys and Kanya Gurukulas for girls, in addition to a large number of Sanskrit pathshalas. These all follow traditional methods and serve as an unbroken chain in keeping old tradition alive. Gurukul Kangri is the first of these Gurukulas as a trend setter for other Gurukulas of its kind. The Gurukulas located mostly in villages. Evidently these Gurukulas could not be as popular as D.A.V. institutions. Gurukul also gave birth to another educational movement called the Gurukul system of Education. Most of their numbers was in Haryana. 4.2.3. Meaning of Education According to Swami Dayanand Saraswati, "Education imparts the true and real knowledge about matter, self development and welfare of all living beings. In other words, it should inculcate a spirit of service and help to others. As such education is that process of gaining real knowledge about all material and divine entities by slow and steady development of good qualities, making one's own life and life of others happy and cheerful. : According to Dayanand, education is supreme and most important moral process for the development of mankind. Swami Dayanand says "A man without Education only a man in name. It is a bounden duty of a man to get education, become virtuous, be free from malice and preach for the well being people advancing the cause of righteousness."

Swami ji realized that Education was a very important thing. Other Arya Samaj institutions

### **DAYANAND SARASWATI IMPACT ON MODERN INDIAN EDUCATION**

Education is the building up of the thinking elite of the nation and much of the nation's future depends upon its system of education. At such a time, when the reassessments of the fundamental values are essential, the importance of education is time greater. It may be decisive, if the educational body is able to discern the evolutionary trend and perceive the ideal of new age. True progress has been tremendous in the scientific and technological fields resulting in a marked advance in the economic sphere and raising of the standard of living. Education has always been regarded in India, as a source of illumination and power which transforms and enables our nation by the progressive and harmonious development of our physical, mental, intellectual and spiritual powers and faculties. The result of arousal is that the person becomes capable of independent and constructive thinking. In modern times, Education not only preserves, but also promotes culture and creates conditions for a better world and a better civilization. Education is an important instrument for national development and the most critical input into the entire processes of socio, economic, political, and cultural transformation of India. It transmits the aspects of human experience as yet uninitiated and involved the modes of behavior, thinking and feeling relevant to our common life. Education is a search for the knowledge of the self, meaning of life and relationship of man with other beings and to the ultimate reality.

Education must try to emancipate the individual and hm thinking from the tyranny of mechanization. Man is made noble by Education. \_ Education has become unanimous demand of the time and an important social activity, planned and shared by parents, teachers, school committees and members of the community.

In modern India, the growth of nationalism has been associated with the spread of educational institutions organized and on nationalistic links Education is continuing, since the dawn of human history. It has continued to evolve diversity and extend its reach and coverage.

Modern Education system and structure prevalent in India is the result of gradual evolution. The modern Indian Education passed through many critical stages, until it reached its present stage. Indian philosophers, educationists, social reformers, eminent scholars and political leaders have tried to mould it on their ideologies and learning along with different educational policies have been reframed with intervals.

In our cultural heritage, education played an important part, when the European countries were ignorant about the different fields of knowledge; India had reached its zenith. In different fields of knowledge philosophy, art, literature or science, India had been a source of inspiration for other countries of the world for centuries together. Education is considered very essential for presenting and transmitting culture to next generation, aimed producing education which included intellectually, emotionally, socially at spiritually well for the personality.

Swami Dayanand is known as a world teacher during their entire life. The D.A.V institutions always made new experiments from time to time and Established its branches at India and abroad. Each and every aspect of educational philosophy of swami Dayanand is relevant with the modern education.

#### **Free, Compulsory and Universal Education**

In our contemporary period of 21 th century. everyone has supported the idea of free, compulsory and universal elementary education. The entire credit goes to a great



philosopher Plato for envisaging this concept. Swami Dayanand also advocated the free and compulsory Education to all students, irrespective of caste, color, creed or sex. Now days in Dayanand's all Educational institutions, admissions are open to all.

### **National System of Education**

Swami Dayanand advocated national system of education. The 8th principle of Dayanand's Arya Samaj is to dispel ignorance and diffusion of knowledge. National education must aim at developing the spirit of self reliance in order to build up able national men.

### **Material Prosperity and Spiritual Awareness**

There are two tendencies in Indian Education which are normally in clashes with each other. These are material prosperity and spiritual awareness. In our national orientation, Education is compulsory for all. New Education system enlightened upon the all round development of human personality by providing Education to all, despite clashes between forces of materialism and spiritualism.

### **Champion of Women Education**

Swami Dayanand is known as the great champion of women Education emancipated and advocated equal rights for them and favoured widow remarriage. Swami Dayanand said that the education of women is very essential for happy and healthy homes, improvement of society, economic prosperity and national solidarity. Today's Education laid emphasis on the upliftment of women status. Women's studies are promoted by switching over to various programmes and job oriented courses in several Educational institutions to ensure development of women folk.

### **Equalisation of Educational Opportunities**

Swami Dayanand believed in the equalization of Educational opportunities to all SC/ST/BC and handicapped. The article 26(1) of the universal declaration of Human Rights confers upon everybody in the world for the rights to education. The new policies of education laid stress that the girl students of SC /ST/ BC category and handicapped students will be provided all kinds of opportunities for education. Liberty, Equality, Justice and Fraternity are our constitutional rights provided to every Indian citizen irrespective of any caste, colour, and creed or sex discrimination.

### **Development of Human Personality**

Swami Dayanand highlighted the role and importance of Education for the development of human personality. They needed the education for leadership, So that one could devote to the service of mankind and emphasized on vocational education.

### **Inculcation of Values**

Education is deeply concerned with values. Swami Dayanand wanted to modernize India. by infusing old values with new values and recommended education for national and emotional integration. The new Education policies also recommend the aims of Education for inculcation of scientific temper along moral and spiritual values. In the rapidly developing situation, it is equally important for all to give a proper value orientation to our Educational system

### **Physical and Yoga Education**

Swami Dayanand was in favour to introduce physical Education and yoga w gaucaution. In today's education sports and physical Education considered as an integral part of the learning process. The NCERT from time to time came forward with a national curriculum at national level.

### **Religious Education**

Though introduction of religious education is a controversial issue in our modern India but recommendations are made by different commissions and educationists for the introduction of religious Education in free India. Swami ji laid stress on the religious Education to be imparted through educational institutions by different methods. University Education Commission has reported that religion has a deep impact on one's life and it should have lectures and study of central problems of philosophy of religion. There should be silent meditation and prayer, preparation of suitable books on religious traders and then basic principles on religious discussions on different religious propagation of good manners of courtesy, developing attitude of service,. Morning all the schools but some public and private institutions have introduced the religious leaders and saints.

### **The Fateful Night of Shivratri**

The family, in which Dayanand was born, was extremely conservative, because his father was a worshipper of Shiva. He consciously observed important shaivite rituals like the Shivratri in local temples and religious festivals and attended the public readings of the puranas. His father was a learned man, so he wanted his son to develop an all around personality. In such an environment Mulshankar had to grow.

Dayanand's father was very anxious that the boy should prove himself a religious man and should accept his father's religion. Accordingly he was careful to give him a Hindu Education. When he was live years of age he began to learn the Devanagri alphabets and the customs of his family and caste.

When he was eight years in 1883 AD. His father took him to Shaiva festivals and meeting the places where Katha from Shiv Puran was recited. His father forced him to observe fast and Mulshankar was in the habit of taking early meals. It might go against his sound health. His mother therefore opposed it but his father seriously insisted upon it as the tradition of the family. At the age of fourteen, the boy learnt large pieces of Vedas and completely mastered over Yajurveda. A few incidents of early childhood brought a revolutionary change in his life and thinking, when early education of Mulchand was completed; his father decided that his son should observe Shivratri fast on the holiest day of Shiva. Shiva temples were fabulously decorated and idols were given fresh or nominations.

His father was kept busy with this work at home and Mulji was very curious. When the temple was fairly crowded, prayers began. There was not a soul who did not thrill of the occasion. But as the night advanced, drowsiness and listlessness began to prevail, one man after another vainly battling with sleep, stretched him on the floor. The young boy was washing his eyes with cold water to dispel sleep. He was still engaged in struggling against sleep and muttering the prayers when suddenly occurred a common and insignificant incident which changed the course of his life. One mouse crept upon the idol of Shiva, began to nibble at the offerings placed before the image of devotees.

The effect of this realization was short lived. It moulded his life and thought to such an extent that denunciation of idolatry later on become one of his most important tasks in his life. Mool Shankar's thirst for knowledge was insatiable. He desired to pursue his studies at Kashi.

The other event which had a great impact upon his mind was the sudden death of his younger sister who could not be saved in spite of competent medical aid. The inexorable pater of his life and death had struck terror in his heart. The third episode which made him an introvert and affected the course of his life was the death of his dear uncle. His uncle was a scholar<sup>1</sup> final liberation, Moksha. Dayanand was now a fully fledged Sanyasi. He was a free bird.

### **A Great Man Emerges**

Now Swami Dayanand Saraswati was endowed with all qualities of a great man; very learned and unrivalled in argument. His fame began to spread even to remote places of Bharatavarsha. In orthodox circles he achieved fame in a brief span of time. High and low, rich and poor, people of all classes began to flock to him and got lost in his discourses gazing at him with awe, respect and admiration.

The first phase of his public life 1863-75 earned prestige, glory, and fame for him. Grammar and Vedas were his forte. He came to conclusion that schools and seminars of a superior type were badly needed in the country. He came to Kashi because Kashi was the highest educational centre of learning. Then Swami Ji moved to Calcutta, here he delivered lectures and his name and influence continued to spread and become deeper far and wide throughout North India. At last he visited Bombay in 1874 where he established the Arya Samaj on 10 April 1875.

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## FACTORS INFLUENCING CUSTOMER BUYING MOTIVES - WITH SPECIAL REFERENCE TO LUDHIANA CITY

Rajinder Kumar Gupta\*

### **Abstract**

*Motives are the drives, impulses, wishes or desires that initiate the sequence of activities known as behavior. Behind any purchasing action, there are several factors, which are playing an influential role where that makes the customer to perform the task. This study examines key influential factors that motivated and moves the customer towards a purchase and determines the level of influence that each influential factor has contributed to the scenario. Focusing on the set-up in depth, the research explores the factors influencing customer buying motives. The main objective of this study is to assess the degree of influence generated by influencing factors of customer buying motives. This will provide an insight and help future marketing activities of the company.*

**Keywords:** Attitude, consumer, purchase

### **Introduction**

Analyzing customer buying motives has identified as a cornerstone of a successful marketing strategy. The factors which precipitate the buyer's motives and guide their final selection of the product can be perceived as best satisfying their purchasing need. While the perception of the buyer will mediate the information used and the interpretation put on it, all purchase decisions incorporate a mix of price, Technological, performance, personal and emotional factors. While one motive may dominate others, the availability of choice in the market place means that buyers will often be faced with two or more acceptable solutions to their purchase need, and so may appear to behave 'irrationally' in making their final selection. Therefore identifying and understanding the factors influencing the customer buying motives is a key concern in the development of effective marketing strategies.

A motive is an internal energizing force that directs persons' activities towards satisfying needs or achieving goals. Buyers' actions are affected by a set of motives rather than by just one motive. Motives also affect the direction and intensity of behaviour. Furthermore, motives can be explained as drives, impulses, wishes or desires that initiate the sequence of activities known as behaviour.

The importance of customer buying motives in the marketing success of a product was emphasized many years ago. The motives have their origin in human instincts and emotions and represent impulse or unreasoning promptings to action. By going through the classifications of many experts in the subject matter, the classification of buying motives is having two extremes, those which are operational and those which are socio-psychological. The operational buying motives are the reasons for the purchase that are directly related to the anticipated performance of the product and

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socio-psychological motives are the reasons for the purchase that are indirectly related to the anticipated performance of the product and directly related to the consumers social and psychological interpretation of the product.

**Objectives of the Study**

1. To determine the major factors that drives customer to purchase the products
2. To determine the degree of influence are made by these factors

**Research Methodology**

**Source of Data:** This study is based upon primary data which has been collected from the consumers of Ludhiana city through questionnaire.

**Sample Size:** The information was collected through structured questionnaire. A total of 35 respondents from Ludhiana city were interviewed.

**Sampling Technique:** Convenience sampling technique has been adopted for the study.

**Tools for Analysis:** Tabulation tool has been used for data analysis.

**Limitations of the Study**

1. The sample size is limited to 35 respondents, so the result of the study cannot be considered as universal.
2. The findings of the research are based on the assumption that respondents have given the correct information.
3. The study was conducted only in Ludhiana city, so other potential samples outside Ludhiana city were not considered.

**Data Analysis And Interpretation**

**Table-1** showing that what motivates consumers to make the purchase.

<b>Particular</b>	<b>No.of Respondents</b>
Use of product	10
Imitating others	15
Other reasons	10
<b>Total</b>	<b>35</b>

**Interpretation:** The above analysis shows that majority of the consumers agree that that they make purchases just to imitate the other people.

**Table-2** showing that which one of the factor is most relevant information for making your purchase decision.

<b>Particular</b>	<b>No.of Respondents</b>
Newspapers	05
TV	06
Internet	09
Experienced users	10
Others	05
<b>Total</b>	<b>35</b>

**Interpretation:** The above analysis shows that majority of the respondents agree that the reference made by experienced users is most relevant factor for making purchase of the goods.

**Table-3** showing that whether the brand image of company has any effect on the purchase of the product/ service.

Particular	No. of Respondents
Yes	25
No	10
<b>Total</b>	<b>35</b>

**Interpretation:** The above analysis shows that majority of the consumers agree that brand image of company has a great effect on the purchase of the product.

**Table-4** showing that how consumers decide that they would buy their Goods And Services from which shop.

Particular	No. of Respondents
Closest Shop	09
Shop offering fair prices	04
shop which offers regular sales promotion	18
Other factors	04
<b>Total</b>	<b>35</b>

**Interpretation:** The above analysis shows that majority of the consumers agree that they mostly make their purchases from the shop which offers more sales promotion schemes.

### Conclusion

It may be concluded that there are many factors which affect the decision of consumer making their purchase. It is a challenging factor to identify the factors influencing customer buying motives carefully and to be more effective in awareness methodologies and to be align with the identified factors, while thriving for hard targets. If the marketers easily understand the factors that mainly influence in buying decision the sales can be increased to a greater extent.

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## A SURVEY OF STUDY-HABITS AS A PREDICTOR OF ACADEMIC ACHIEVEMENT IN COMMERCE AT +1 LEVEL

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### ABSTRACT

*The objective of present study was to study the study habits of academic achievement in commerce students and relation between study habits and academic performance of the students. For this purpose a sample , 100 students from different 5 school of Ludhiana city and sample was selected and appropriate tools were used for the collection of data for the study. The results of the study from the scores obtained from inventory and the achievement test. Furthermore , findings reported that study habits are , no doubt, an important reinforcing factor behind the academic achievement of the students, whether in commerce. The students who possessed good study habits achieved more and the students with the poor study habits could not achieve a high score.*

**Key words** - Study habits , predictor, academic achievement, senior secondary students.

### INTRODUCTION

Education is a lifelong and continuous process of learning and is also the basis of development and change. Every developing nation should believe that education is the heart of development process. Development in any country will mean the improvement in the equality of life of the people as a whole and also of individual. Education enhances lives it ends generational cycles of poverty and disease and provides a foundation for sustainable development. Now our education system gives more emphasis to the academic achievement of a child. To improve the academic achievement of a student teacher may introduce various methods and techniques. Academic achievements of a student play an important role in his whole life. Academic achievement of a student depends upon various subjects. It is very important for the students that they get good score in each subject. Commerce is a scoring subject. If a student understand it completely he/she can score good marks in it. In the word of Gandhi ji "By Education I mean the all round drawing out of the best in child and man-body, mind and spirit."

In the words of John Dewey," The function of education is to help the growing of a helpless young animal into a happy, moral and efficient human being. So it can be said that education is the parameter that separates a man from the beasts .standards can be raised , cooperation can be encouraged and harmony can be maintains in the society by education. Education inculcates such knowledge in each individual that helps to mould him into a responsible citizen in today's global economy, education plays a vital role in determining a country's economic growth and it's people standards of living. Education includes teaching students about interpersonal and intrapersonal relationship and it is not confined that how to read, write and think critically. The primary aim of all educational efforts should be to help boys and girls m achieve the

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highest degree of individual development, which they are capable though the academic achievement is influenced by the personal and environmental factors; relatively greater emphasis is laid upon personal factors, as the individual himself is key to success. Despite the role of environment, in achievement the motivation and action of the individual visible significant role in higher achievement. Individuals concerns and commitment, will power, persistence, striving endeavorence help individual to achieve their level best. The background and dispositions of the individual results in designing of study patter of the individuals during student's career. Commerce students usually stick up to their own schedule and conduct themselves. Such repetitive actions results in study habits of the individuals. The inter individual and intra individual differences are observed with regard to their study habits. Since study habits require energy, it often is regarded by pupils as distasteful. The teachers function is to help learners find ways in which their study may become as pleasant and successful as possible. Many learners need continued guidance; other than develop for themselves good study procedures that will achieve desired results. On every school level there are learners who make comments similar to the following and actually believe the truth of their statements. "I cannot study alone" , "I can study best when I am listening to the radio" , "My best studying is done late at night", "I study best early in the morning . High School and College students are prone to hold these fixed ideas concerning their study habits".(Crow & Crow)

### **STUDY HABITS**

In the present study the term study habit refers to the practices the children have adopted in conducting their studies. In other words it refers to the mode of utilization of time, resources and facilities by students for conducting curricular and co-curricular activities during and beyond the school hours. More specifically it includes study hour at home, manners of conducting reading and writing work, attaining private tuition/coaching, collection and utilization of various kinds of support materials in addition to text-books, such as workbooks, reference-books, guide -books, and test papers etc. preparation of personal notes and records of different subjects, utilization and weight age of time given to different subjects, attaining weekly and monthly assignment and test in school or private coaching, attaining the programmed like games and Sports, drill, debate, discussion, essay, community work, NCC, NSS and scouts etc.

### **PREDICTOR**

Predictor means someone who makes predictions of the future(usually on the basis of special knowledge).A predictor or forecast is a statement about the way things will happen in the future, often but not always based on experience or knowledge. While there is much overlap between predictor and forecast, a predictor may be a statement that some outcome is expected, while a forecast is more specific, and may cover a range of possible outcomes.

### **OPERATIONAL DEFINITIONS OF THE TERMS USED**

In the present study important terms has been used in the problem i.e. Study Habits, Predictor and Academic Achievement. It needs clarification of the terms:

**Study Habits:** Study Habits are the behavior or the style of study, followed by the students when preparing for tests or learning the academic material.

**Predictor:** To state, tell about, or make known in advance especially on the basis of special knowledge.

**Academic Achievement:** Academic achievement or academic performance is the outcome of education. The extent to which a student, teacher, or institution has achieved their educational goals. It can also be defined as knowledge attained or skills developed in the school subjects, usually designed by test score or by marks assigned by teachers.

**Senior Secondary Education:** There are different part of education system such as primary, secondary, senior secondary. Basically 11th and 12th can be counted as senior secondary education.

### **OBJECTIVES OF THE STUDY**

The main underlying objectives of the study were :

1. To study the academic achievement and study habits of +1 students in commerce.
2. To find the difference between the study habits of boys and girls students.
3. To find the difference between the academic achievements of boys and girls students.
4. To find the relation between study habits and academic performance of the students.
5. To suggest some measures to improve and develop the study habits among the students of commerce.

### **5.6 DELIMITATION OF THE PROBLEM**

Keeping in view the time factor & availability of resources, the area of the study is delimited accordingly. The present study is delimited to the +1 class commerce students of Ludhiana city only.

### **5.7 HYPOTHESES OF THE STUDY**

- 1 There exist significant difference between the study habits of boys and girls students.
2. There exist significant difference between academic achievement of boys and girls students.
3. There exist significant relationship between study habits and academic achievement of the students.

### **PLAN AND PROCEDURE**

- **SAMPLE:-**A sample of 100 students of +1 commerce class from different schools of Ludhiana district will be taken randomly. There will be two groups one will be boys and second will be girls.
- **TOOLS:-**The appropriate and necessary tools will be selected and implemented on sample during the research. The tools used for study will be:-
  1. Self made achievement test in commerce for +1 class.
  2. Study –Habits inventory prepared by M.Mukhopadhyay & Sonsenwal.

3. Use of statistical techniques as Mean, Standard deviation, Critical ratio, Correlation as statistical techniques.

**DESIGN OF THE STUDY:-**The present study will employ descriptive survey method. In order to construct the present study the schools will be taken from Ludhiana district. Then students will be divided into two groups, that is boys and girls student. Each having 50 students. The necessary data will be collected by using the tools decided for selected sample. The appropriate information will be gathered from students for drawing the result from the data and tabulation, analysis and interpretation will be done by the investigation to reach at logical conclusion of the research.

**TABLE 1 : Significance difference between the study- Habits of Boys and Girls students.**

S.NO	Subject	Sample	Mean	S.D	S.ED	t-value	Level of significance
1.	Boys	50	203.33	29.52			Significance at 0.05 & 0.01 level
2.	Girls	50	216.12	27.48	4.66	2.74	

**Interpretation of Table 1 :** Shown that in case of study habits of boys the mean value and standard deviation is 203.33 and 29.52 respectively and girls mean value and standard deviation is 216.12 and 27.48 respectively.

Further the calculated t- value is 2.74 which is significant at both 0.05 and 0.01 level. Our calculated t-value is more than the table value which reveals there is a significant difference between the study habits of boys and girls students.

On the basis of above results, hypothesis 1. which states that "There exist significant difference between the study habits of boys and girls students" is accepted.

**TABLE 2: Significance difference between the Academic Achievement of Boys and Girls Students.**

S.NO	Subject	Sample	Mean	S.D	S.ED	t-value	Level of Significance
1	Boys	50	22	9.77			Significant at 0.05 & 0.01 level
2.	Girls	50	26.79	8.93	1.53	3.13	

**Interpretation of Table 2:** Shown that in case of Academic Achievement of boys the mean value and standard deviation is 22 and 9.77 respectively and girls mean value and standard deviation is 26.79 and 8.93 respectively.

Further the calculated t-value is 3.13 which is significant at both 0.05 and 0.01 ' level. Our calculated t-value is more than the table value which reveals there is a significant difference between the Academic Achievement of boys and girls students.

On the basis of above results, hypothesis 2. Which states that "There exist significant difference the Academic Achievement of boys and girls students "is accepted.

TABLE 3 : Coefficient of correlation between study habits and academic achievement of students.

S.NO	Subject	Sample	M	SD	r	Level of significance
1.	Study habits	100	209.73	24.39	0.801	Highly Positive Correlation
2.	Academic Achievement	100	29.32	9.73		

Coefficient of correlation ( r ) =0.801

**Interpretation of Table 3 :** shows that the correlation between the study habits and academic achievement of the commerce students. The coefficient of correlation , r =0.801, it shows that there is a high degree of positive correlation between the study habits & academic achievement of the students. So, we can say that study habits are the reinforcing factor of the academic achievement of the students both boys & girls.

So the hypothesis 3. Which states that “there exist significant relationship between the study habits & academic achievement of the students” is accepted.

### CONCLUSION OF THE STUDY

The conclusions were arrived at by the investigator from the results, from the data & information collected. The investigator found that there is a significant difference between the study habits of the boys and girls with respect to commerce and the investigator also found that there is a significant difference between the academic achievement of the boys and girls with respect to commerce. So this difference of the study habit effect their academic achievement in commerce respectively.

When the coefficient of correlation to drawn out between the study habits and academic achievement in commerce of boys and girls, the results was r =.801. It is found that there is positive correlation between the study habits and academic achievement of both boys and girls. So, the investigator found that study habits are, no doubt, an important reinforcing factor behind the academic achievement of the students, whether in commerce. The study habits do have an impact on the academic achievement of the students. The students who possessed good study habits achieved more and the students with the poor study habits could not achieve a high score.

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## SOCIAL ADJUSTMENT OF ADOLESCENTS IN RELATION TO THEIR LEVEL OF ASPIRATION

Dr. Jyoti Gupta\*

### **Abstract**

*Education is a comprehensive and complex process aiming at bringing about not only change in knowledge and skill but also change in attitudes, behaviour, values, needs and several other variables which are psychological and behavioural in nature. Further, while attempting to bring about desired changes in the above, education also aims at an integration of these to help the individual to develop as a totality. Aspiration is man's inner cry for the Highest. Level of aspiration is the probable attainment by the individual in the near future. Social adjustment means those types of relationships which involve the accommodation of the individual to circumstances in his social environment for the satisfaction of his needs or motives. The changes essential to effect an adjustment need not necessarily take place in the individual. Level of aspiration is the index of the person as an individual and as a member of the society, which is determined by the amount of self esteem he needs to maintain.*

**Keywords:** Social Adjustment, Level of Aspiration

### **Introduction**

Nature and nurture are common terms used to explain individuals' physical, mental and emotional characteristics at any stage of his development. In this modern life, with all its complexities and all its strains, many persons let their problems overwhelm them. Some young people who fail to adjust themselves to their surroundings try to obtain the things that they desire through short cuts which may lead them into crime. Others, finding themselves constantly thwarted by circumstances they do not want to face or cannot understand, eventually become neurotics of one sort or another. Still others, whose outward behaviour never become serious enough to engage the attention of the courts or of the hospitals, nevertheless live thwarted, unhappy lives.

Adjustment is a process by which living organism maintains balance between its need and the circumstances that influences the satisfaction of these needs. It is a signal of harmonious relationship between a man and his environment. Social adjustment means "changes in habitual conduct or behaviour which an individual must make in order to fit into the community in which he lives." Not only must a person be in an environment which enables him to satisfy his basic needs satisfactorily, and be able to manage his life so that the satisfaction of one need does not make the satisfaction of another impossible, but also he must satisfy his needs in such a way as to avoid interfering with the fulfilment of the legitimate needs of others. If a person has the social efficiency as he follows the beliefs, values and norms of society, he is considered a well adjusted member of the society.

The concept of level of aspiration was first of all introduced in 1931 by Dembo, one of Lewin's students, in the course of an experimental investigation of anger.

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Experimental situations have been used to measure motivation, particularly what is known as the level of aspiration. Level of aspiration is a form of self motivation involving competition with one's past performance. When an individual is actively involved in a task, he sets himself a new standard or goal to achieve. The level of aspiration is measured in terms of Goal Discrepancy Score (GDS). When Goal Discrepancy Score is very high or low, it may be claimed that one is merely imaginative, fantastic, unrealistic and below or above his self esteem. On the contrary, when actual performance and expectance of the individual is about the same, it may be said that person is realistic and practical in life. Thus setting of level of aspiration may itself motivate the individual to try his best level, though sometimes acknowledge how well one has performed previously may equally be effective. The greater the success the stronger the tendency to raise the level of aspiration, whereas the greater the failure, the stronger the tendency to lower the level of aspiration. Related to the concept of Goal Discrepancy Score is the Attainment Discrepancy Score (ADS). It is the difference between aspiration (expected score) and the achievement (actual score) on the same trial.

### **Review of Related Literature**

#### **Studies Related To Adjustment of Adolescents**

Deepshikha & Bhanot, S. (2011) revealed that all the eight family environment factors, viz. cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of adolescent girls.

Mahmoudi (2011) selected a sample of total of 100 adolescent students of 9th class studying in Shiraz city were randomly selected. Only home adjustment had significant influence over academic achievement. Emotional, social and health adjustments did not have significant influence over academic achievement of the sample studied.

Deb & Walsh (2012) concluded that the social adjustment scores of school children who experienced violence, regardless of the nature of the violence, was significantly lower when compared with scores of those who had not experienced violence ( $p < 0.001$ ). Social adjustment was poorer for girls than boys ( $p < 0.001$ ).

Sasikala, J.E.M. (2013) revealed that when the total sample is concerned the employment status of mothers has a significant influence on the personal adjustment of adolescents. The employment status of their mother does not significantly influence the social adjustment of Adolescents when the total sample is concerned.

Valentina, L. & Gulati, J.K. (2014) conducted study on 100 boys and 100 girls from 4 Government schools comprising a total of 200 adolescents of the age group 16 to 18 years from intact two parent families. reveals that there is no significant gender difference in social adjustment **among** adolescents. Social adjustment of adolescents was also found to be independent of gender, birth order and type of family.

Nema, S., & Bansal, I. (2015) find out the significance of difference between students with different levels of adjustment in various areas. Results revealed that the highly significant influence on home, health, social and emotional adjustment of adolescence students.

Rehman, R., & Singh, H. (2015) analyze the effect of family type on adjustment level in social, emotional and educational areas of adolescents of school in Ghaziabad. Found

that Adolescents of joint family were more adjusted. The girls were found better adjusted than boys. Counseling programs and better family environment in nuclear family can be helpful for adolescents to increase their adjustment level.

### **Studies Related To level of aspiration of adolescents**

Rothon (2011) examined the relationship between education aspiration and achievement of secondary education in deprived area of London and found girls were more likely than boys to express a wish to remain in education beyond the age of 16 and also ethnic differences, socio psychological variables particularly self-esteem and psychological distress associated with high educational aspirations.

Singh (2011) studied educational aspirations in secondary school students and found that educational aspirations of boys are better than girls. Medium of instruction also influence the educational aspiration.

Kaur, P. (2012) the present study was undertaken with the purpose of studying educational aspiration of adolescents in relation to their intelligence. This study was conducted on a sample of 200 adolescents studying in secondary schools of Amritsar District. The results indicate that gender and type of school do not influence educational aspiration of adolescents, but different levels of intelligence influence the educational aspiration of the adolescents.

Mishra, S. (2013) found that educational aspiration of students in relation to gender variation was found non- significant in case of components and total wise. Differences in educational aspiration were observed due to different level of parental education, occupation and income.

Abiola ,J. (2014) investigated the impact of educational aspiration on vocational choices of the female secondary school students in Ondo West Local Government of Ondo State, Nigeria. The study used descriptive survey design targeting some of the female students from the 3 Female Secondary School in Ondo West Local Government. 200 students were selected randomly from three schools. However, the socio-economic status of parent also has an impact on the educational aspiration of vocational choices of the female secondary school students. Based on the findings, the following recommendation were made: since the environment affects the educational aspiration of vocational choices of the female secondary school students, Ondo State should provide some schools that are adequately staffed and equipped with all the facilities that are necessary for upward performance in education.

### **Objectives of the Study**

1. To study the difference in social adjustment of adolescents boys and girls.
2. To study the difference in social adjustment of adolescents having high, average and low level of Goal Discrepancy Score.
3. To study the difference in social adjustment of adolescents in relation to their gender and level of Goal Discrepancy Score.
4. To study the difference in social adjustment of adolescents having high, average and low level of Attainment Discrepancy Score.
5. To study the difference in social adjustment of adolescents in relation to their gender and level of Attainment Discrepancy.

## **Research Methodology**

### **Research Method**

Descriptive survey method was used to collect the relevant information for research. Descriptive statistics was used to describe the main features of a collection of data in quantitative terms.

### **Sampling**

Random sampling technique was used for the selection of Government secondary schools of Tehsil Jagraon of Ludhiana for study. A sample of 100 adolescents from Government secondary schools of Tehsil Jagraon of Ludhiana were selected Equal number of male and female teacher educator will be selected.

### **Tools**

Following tools were employed to collect the relevant data-

- Deva's Social Adjustment Inventory (SAI), Dr.R.C.Deva (1990)
- Level of Aspiration Measure (LOA), Dr. Mahesh Bhargava and Dr.M.A. Shah

### **Statistical Techniques**

The data was originated in tabular form; to analyze and interpret the data descriptive statistical was done i.e. mean and standard deviation were computed. t-test and Anova was computed.

### **Hypotheses**

1. There will be no significant difference in social adjustment of boys and girls adolescents.
2. There will be no significant difference in social adjustment of adolescents having high, average and low level of Goal Discrepancy Score.
3. There will be no significant difference in social adjustment of adolescents in relation to their gender and level of Goal Discrepancy Score.
4. There will be no significant difference in social adjustment of adolescents having high, average and low level of Attainment Discrepancy Score.
5. There will be no significant difference in social adjustment of adolescents in relation to their gender and level of Attainment Discrepancy Score.

### **Delimitations Of The Study**

- Only adolescents were taken for the study.
- The sample was small in size i.e.100 only.
- Only one Tehsil of a districts were chosen for the collection of data i.e. Jagraon of district Ludhiana.
- The study was based on variables Social adjustment and Level of Aspiration of adolescents only.

**Result And Discussion**

**Mean And Sds Of Various Subgroups On The Scores Of Social Adjustment In Relation To Gender And Level Of Goal Discrepancy Score**

Gender Subgroups	Boys	Girls
High	M=56.71 Sd=7.59 N = 7	M =47.5 Sd=8.76 N = 6
Average	M=57.70 Sd=11.72 N = 37	M =58.59 Sd=10.94 N = 32
Low	M=55.83 Sd=19.45 N = 6	M=56.25 Sd=8.98 N = 12

**Summary Of Anova For 2x3 Design With Respect To Social Adjustment Of Adolescents In Relation To Their Goal Discrepancy Score**

S.O.V	df	S	Mss	F
A	1.0	10.2	10.2	0.1
B	1.0	367.9	367.9	2.8
A*B	1.0	278.4	278.4	2.2
Ss Between	5.0	656.5	131.3	
Ss With In	94.0	12167.5	129.4	
Ss Total	99.0	12824.0		

**Gender- (A)**

F- Ratio For The Differences Between Boys And Girls On The Scores Of Social Adjustment Was Found To Be Insignificant At 0.01 Level Of Confidence.

**Aspiration Level (Gds) - (B)**

F- Ratio For The Difference Between Adolescents With High, Average And Low Levels Of Goal Discrepancy Score On The Scores Of Social Adjustment Was Found To Be Insignificant At 0.01 Level Of Confidence.

**Two Order Interaction**

**Gender And Level Of Goal Discrepancy Score (A × B)**

F- ratio for the Social Adjustment of Adolescents in relation to their Goal Discrepancy Score was found to be insignificant at 0.05 level of confidence.

**2x3 Design Of Anova On The Social Adjustment Of Adolescents Having High, Average And Low Level Of Attainment Discrepancy Score**

**Mean And Sds Of Various Subgroups On The Scores Of Social Adjustment In Relation To Gender And Level Of Attainment Discrepancy Score**

Gender → Subgroups ↓	Boys	Girls
High	M=57.82 Sd=9.08 N = 11	M =55.2 Sd=13.50 N = 9
Average	M =58.92 Sd=15.45 N = 23	M =56.24 Sd=11.44 N = 29
Low	M=54.75 Sd=8.02 N = 16	M=58.91 Sd=6.02 N = 12

**Summary Of Anova For 2x 3 Design In Respect To Social Adjustment Of Adolescents In Relation To Their Attainment Discrepancy Score**

S.O.V	Df	S	Mss	F
A	1.0	10.2	10.2	0.1
B	1.0	17.8	17.8	0.1
A*B	1.0	233.7	233.7	1.7
Ss Between	5.0	261.7	52.3	
Ss Within	94.0	12562.2	133.6	
Ss Total	99.0	12824.0		

**Gender- (A)**

F- ratio for the differences between boys and girls adolescents on the scores of social adjustment was found to be insignificant at 0.01 level of confidence.

**Aspiration Level (Ads) - (B)**

F- Ratio For The Difference Between Adolescents With High, Average And Low Levels Of Attainment Discrepancy Score On The Scores Social Adjustment Was Found To Be Insignificant At 0.01 Level Of Confidence.

**Two Order Interaction**

**Gender And Level Of Ads (A x B)**

It has been observed that the F- ratio for the Social Adjustment of adolescents in relation to their Attainment Discrepancy Score was found to be insignificant at 0.05 level of confidence.

**Conclusion**

- There exists no significant difference in social adjustment of boys and girls. The first hypothesis is not rejected.
- There exists no significant difference in social adjustment of adolescents

- having high, average and low level of Goal Discrepancy Score.
- There exists no significant difference in social adjustment of adolescents in relation to their gender and level of Goal Discrepancy Score.
  - There exists no significant difference in social adjustment of adolescents having high, average and low level of Attainment Discrepancy Score.
  - There exists no significant difference in social adjustment of adolescents in relation to their gender and level of Attainment Discrepancy Score.

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## EDUCATIONAL PHILOSOPHY OF MAHATMA GANDHI WITH SPECIAL REFERENCE TO MODERN BASIC EDUCATION

*Suman Rani\**

We the people are in the 21st century. The 21st century is commonly known as "The Era of development". Aren't we know, leading for a disaster in this blind race of development? Amidst all sort of problems such as rapid population of growth, production and consumption, unemployment, poverty, racial discrimination, untouchability, economic inequality, social injustice, corruption. With present phase of globalization, which cannot be stopped the third world need to look into the evil effects of globalization. Industrialization is going to be curse for mankind. At present political, economic, social and moral rights as well as values are downgrading and exploiting. In the course of development we have to think of these problems and try to find out the solutions best suited to our needs. The best suited solutions for the above problems of contemporary world is to follow Gandhi's principles. It is Gandhi's philosophy can save us from this predicament. Gandhi's profuse writings, speeches and talks cover every conceivable aspects of Indian life of his time as well as present world. This paper aims to tell the relevancy of Gandhian philosophy in the 21st century.

### **Gandhian Philosophy**

Gandhi is universally known as the most renowned theorist, philosopher and also the practitioner of truth, love, non-violence, tolerance freedom and peace. He was a leader of his people, unsupported by any authority. He was very much concerned with the nature, poor deprived and the downtrodden and he has intender to alter the evil, political, social, and economic system of the people. His mission was to reconstruct India from below upwards a decentralized socio-political and economic order with India's myriad villages as its base. Mahatma Gandhi is not merely a political philosopher, it is a message and philosophy of life.

Gandhi is a spirit of profound wisdom and captivating humility, armed with only an iron will and inflexible resolve and a frail man who confronted the brutality of military strength with the dignity of a simple human being. Gandhian philosophy is the religious and social ideas adopted and developed by Gandhi first in south Africa and later of course in India. These ideas have been further developed by later "Gandhians". The philosophy exists on several planes - the spiritual or religious, moral, political, economic, social, individual and collective. Gandhi's thought can be also see as an ideology.

Gandhian philosophy is certainly considered by Gandhians as a universal and timeless philosophy, despite the fact that on the more superficial level it is set in the Indian social contexts. It s also compatible with the view that human kind is undergoing gradual moral evolution. Gandhian philosophy is double-edged weapon. Its objective is to transform the individual and society simultaneously, in accordance with the principles of truth and non-violence. It is the apparent that Gandhi's philosophy has much in common with several western philosophies which uphold the ideal of a more just and equitable society.

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Gandhian philosophy, does contains many socialist sentiments. In fact, such an entity as Gandhian socialism emerged in theoretical literature during the 1970s and 1980s. Gandhi's thought has been likened also to Utopian Socialism and Philosophical Anarchism, and cannot be compared with stands of Moist thought, and even western liberal thought. His thought is equally a philosophy of self-transformation. For the individual self transformation is attempted with carefully rather than with urgency. He viewed his own life as a process of development undertaken "one step at a time". He saw the need to continually "experiment with truth "in whatever field in order to come to see the truthful path. The individual's task is to make a sincere attempt to live according to his principle. They include - resisting injustice, developing a spirit of service, selflessness and sacrifice, emphasizing one's responsibility rather than rights, self-discipline, simplicity of life-style and attempting to maintain truthful and non-violent relations with others .

Truth, non-violence, freedom, equality, full -employment, bread labour, trusteeship, decentralization, swadesh, service and co-operation are perceived as cardinal principles of Gandhi. As the base of the Gandhian social order is religious or spiritual, economic and political question are seen from the moral or humanistic perspective. The welfare of human beings , not of systems or institutions, is the ultimate consideration. Materially, it centre's on the following concepts and ideals; following concepts clearly represent pillars for a new social order,

- A deep respect for mother nature, compelling an economic system based on the preservation of the natural environment.
- The minimize of competition and exploitation in almost all the sectors and instead, the encouragement of co-operation.
- Production on the basis of need rather than greed, eradication of poverty.
- Recognition of the dignity of labour and the grater purity of rural life.
- Absence of oppression on the basis of race caste, class, language, gender or religion.

**The main principles /philosophies Gandhi are as below:-**

- Non -violence
- Satyagraha
- Concept of politics
- Economy
- Education system
- Decentralization in democracy

**1. Non -Violence:-** Gandhiji said "Non-violence is the greatest force at the disposal of man-kind.It is mightier than the mightiest weapon of destruction devised by ingenuity of man".

**2. Satyagraha:-** A Satyagraha campaign is undertaken only after all other peaceful means have proven ineffective.At its heart is non -violence.An attempt is made to convert, persuade or win over the opponent.

**3. Gandhi's Economy** Mahatma gandhi had his own approach to the economic problem of India. He did not essentially believe in prompting large scale industrialization.



**4. Decentralization in democracy** Democracy depends upon the equality of all human beings; their right to participate in social and political transformation, to live in dignity. Political decentralization means dispersal of decision making powers, accompanied by delegation of required, authority to authority to individuals or units at all levels of organization .

**5. Education system** Education system proposed by Gandhi is called as "Basic Education". He mainly aims at the education in mother tongue an education should be make the children skilled and independent. More than ever before, Gandhiji's teachings are valid today, when people are trying to find solutions to the rampant greed, widespread violence, and runaway consumptive style of living. Anu Aga, one of India's foremost women achievers, says that while, in the name of retaliation, violence and hatred are being perpetrated today Gandhiji's gospel of non-violence makes immense sense.

**6. Concept of politics** Gandhi stands for people's politics and not party politics. For him politics opens the door of 'service' not for using power. He placed party less democracy. He resists injustice and exploitation and thus purifies the politics.

#### **Relevance of Gandhian Philosophy in the 21st Century**

M.K. Gandhi was a saint and moral revolutionary. He has exercised the most powerful influence on modern world. While Gandhi lived most of the people thought that his ideas are relevance only to win freedom for India. But there is a great relevancy of Gandhian Philosophy in the contemporary world also. Gandhi is one of those philosophers who believed in self-sacrifice. His philosophy is no comprehensive that it has left no aspect of human life untouched. In his philosophy there is very clear indication of his love for individual and national freedom. He had a many sided personality with clear vision and definite approach to problems which faced India. Gandhi is believed to have greater relevance in the present world of modern science & technology that produced geographical neighbourhood but become highly individualistic co-operation has been replaced by competition and consumerism.

Gandhi very exhaustively dealt not only with political or economical but also with social problems of Indian society. It is very difficult to discuss all the theories of Gandhi to examine its relevancy.

The Wardha Scheme of Education developed by Mahatma Gandhi, the father of our nation. Gandhiji was the leading political figure at that time and he realised the deplorable condition of education in our country. He expressed his views on education in a series of articles in Harijan, which later developed into Basic Education. An All India Conference was held at Wardha to discuss the different aspects of Basic Education and four resolutions were passed— free and compulsory education be provided on a nation-wide scale, medium of instruction will be mother-tongue, the process of education should centre round some basic craft and the system of education will be gradually able to cover the remuneration of the teacher. The conference appointed a committee under the chairmanship of Dr. Zakir Hussain to prepare a detailed education plan. Accordingly the committee submitted its report which formulated certain proposals and these were—

- Free and compulsory education for 7—14 years boys and girls,
- Education should be imparted through mother tongue,

- Education should centre round some basic craft,
- The craft must not be taught mechanically, but scientifically,
- Education in all subjects should be integrally related to the selected craft.

We have focused our attention on meaning and philosophy of basic education and found that 'basic' means the foundation upon which the whole thing rests. Gandhiji wanted to make the foundation of our education system strong. According to him, true education means an all round development of the body, mind and spirit. He was a practical educational philosopher. His educational system is the dynamic side of his entire philosophy. The main features of basic education are— free and compulsory education for children of 7—14 years, education through craft, self supporting education, mother tongue as medium of instruction, ideal citizenship and flexible curriculum.

In the last section of the study our discussion has focused on the merits of the basic system of education and the causes of its failure in our country. Kothari Commission of 1964-66 fully recognised the importance of basic education and incorporated in its recommendations a subject "Work Experience", by which it tried to introduce work-centred education in school.

## **EVALUATION OF BASIC EDUCATION**

### **MERITS**

The following are the merits of basic education;

- Basic scheme is an education for life, education through life, and education throughout life. Shortly, it was a life centred education.
- This system is suited to our needs, requirements, genius, and aspirations for the future.
- The craft centred education will give greater concreteness and reality to the knowledge acquired by children.
- It synthesized the individual and social aims of education.
- It was a need based education which curtailed rural unemployment.
- Gandhiji's scheme was highly practical as it starts with action rather than reflection.
- Basic scheme takes in to account the needs, interests and aptitude of the child. Thus it is essentially child centred.
- The basic scheme was nationalist in setting, idealist in nature and pragmatic on one hand while social in purpose and spiritual in intent on the other hand.
- The Wardha scheme is non theoretical and as such it enables the student to undertake independent action.
- Basic education provides for the inculcation of an attitude of truth in children.

### **DEMERITS**

- The over emphasis on crafts and productive activity has often been criticized as child labour.

- It neglects education in terms of personality development and development higher mental abilities,
- The craft centeredness has resulted in enormous wastage of material as small children are not in a position to produce anything worth – while.
- Schools would degrade as trade centres.
- It may arrest the child's spontaneous development.
- The call for correlation becomes forced and unnatural.
- The basic scheme overlooked the possibilities of higher intellectual development of children.
- To serve as a medium for education the basic craft selected must answer the test of universality.
- Making handicraft as nucleus of teaching will amount to throwing the country further behind in this age of science and technology.
- It is not up to the aspirations of the new generation of a digitalized world.

#### **Overview**

1. Mahatma Gandhi, the father of our nation was the propounder of Basic Education.
2. The purpose of Wardha Education Conference was to discuss different aspects of the new system of education, i.e., Basic Education.
3. Its resolutions were— (a) free and compulsory education should be provided on a nation-wide scale, (b) medium of instruction should be the mother tongue, (c) the process of education should centre round some manual productive work, and (d) the system of education will be gradually able to cover the remuneration of the teacher.
4. The objective of Zakir Hussain Committee was to prepare a detailed education plan and syllabus on the lines of Wardha Education Conference Resolutions.
5. The word 'Basic' is derived from the word 'Base', which means the foundation of a thing upon which the whole thing rests or is made. Primary education is the base of the whole educational structure and that is why Gandhiji named it as Basic education.
6. According to Gandhiji "By education I mean an all round drawing out of the best in child and man-body mind and spirit"
7. Gandhiji wanted to create a new social order based on truth and non-violence. He believed that revolutionary change in the educational system can help to bring revolutionary change in society and thereby create a new

type of society.

8. Education through craft means education should be imparted through some craft or productive work. The craft is the centre of all education in the Basic system. Gandhiji was of the opinion that the method of training in mind through village handicraft from the very beginning as the central focus would promote the real, disciplined development of mind.
9. The basic idea of Basic scheme was that if the craft chosen was taught efficiently and thoroughly, it would enable the school to pay towards the cost of its teaching staff. It would help the state to introduce free and compulsory primary education.
10. The main characteristics of Basic education curriculum are— English has not been included as a subject of study, medium of instruction is mother tongue but all children must learn Hindi language, no moral or religious education and the craft chosen must be taught systematically and scientifically.
11. Four merits of Basic education are— (a) the scheme is financially sound and acceptable for a poor country like India, (b) it is based on the principle of work, economically productive, (c) the system is able to remove caste and class distinction and (d) it is activity centred education applies the principle of learning by doing.
12. Some of the reasons of failure of Basic education are— (a) self supporting aspect of the scheme received widespread criticism, (b) too much emphasis on craft led towards neglect of liberal education, (c) basic education was regarded as a system of education for poor villagers and not for urban people, (d) lack of finance and absence of sound administrative policy and (e) lack of sufficient trained teachers.
13. The idea of introducing work experience as a subject in the school curriculum by the Kothari education commission of 1964-66 actually based on the principles of basic education.
14. The terminology “Socially Useful and Productive Work” was introduced by Iswarbhai Patel committee. This signified a separate curricular area where socially useful and productive work must be given central place in the school curriculum.

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## ACADEMIC STRESS IN RELATION TO EMOTIONAL INTELLIGENCE OF SENIOR SECONDARY SCHOOL STUDENTS

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The concept of stress was first introduced in life sciences by Selye (1956). The concept was borrowed from the natural sciences. It was derived from the Latin word "Stringer". Stress was popularly used in 17th century to mean hardship, strain, adversity or affliction. It was used in 18th and 19th centuries to denote force, pressure, strain or strong effort with reference to an object or person. Stress is a normal universal human experience. 'Stress' is either an external event or an internal drive which threatens the normal functioning of an individual, resulting in impaired health or altered behavior. The word 'stress' is defined by the Oxford Dictionary as "a state of affair involving demand on physical or mental energy". A condition or circumstance (not always adverse), which can disturb the normal physical and mental health of an individual. In medical parlance 'stress' is defined as a perturbation of the body's homeostasis. This demand on mind-body occurs when it tries to cope with incessant changes in life. 'Stress' is defined as the way our bodies and minds react to life changes. Stress is caused by a multitude of demands (stressors), such as an inadequate fit between what we need and what we are capable of, and what our environment offers and what it demands of us (Levi, 1996). Stress is the combination of psychological, physiological and behavioral reactions that people have in response to events that threaten challenged them. Selye (1956) -"Any external event or any internal drive which threatens to upset the organism equilibrium is stress". We generally use the word "stress" when we feel that everything seems to have become too much we are overloaded and wonder whether we really can cope with the pressures placed upon us. Anything that poses a challenge or a threat to our well-being is a stress. Some stresses get you going and they are good for you without any stress at all many say our lives would be boring and would probably feel pointless. However, when the stresses undermine both our mental and physical health they are bad. In this text we shall be focusing on stress that is bad for you.

Stress is a state of mind which reflects certain biochemical reactions in human body and is projected by a sense of anxiety, tension and depression and is caused by such demands by the environmental forces or internal forces that cannot be met by the resources available to the person the intensity of such demands that require a readjustment of resources or operational styles would determine the extent of stress. Such environmental. Events or conditions that have the potential to induce stress are known as "stressors" the stress created by desirable and successful effects is called "eustress" and stress created by undesirable outcomes is known as "distress" it is primarily the distress from of stress which requires examination and steps to cope with it. it is important to deal with stress at an early stage. Early warning signs such as headache, back pain, irritability, and insomnia, absenteeism from work or alcoholism should be taken seriously. Otherwise they could lead to serious emotional disorder as well as psychological problems such as ulcers and heart diseases. When stress is left untreated for a long time, it can develop into anxiety and depression.

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**Stress** :- The word 'stress' is defined by the Oxford Dictionary as "A state of affair involving demand on physical or mental energy". A condition or circumstance, which can disturb the normal physical and mental health of an individual. Stress is a state of tension produced by pressures or conflicting demand with which the person cannot cope adequately. If the person is 'in balance' then he or she should be operating at maximum efficiency. Distress, or suffering, arises when perceived demands Outweigh perceived resources. 'Coping' is the mechanism that potentially provides a degree of control over the balance, and will therefore be considered next Coping.

**Academic stress**:- It involves multiple stressors particular to students such as academic, financial. time, health related and self-imposed types of stressors .Academic stress among students have long been researched on, and researchers have identified stressors as too many assignments, competitions with other students, failures and poor relationships with other students or lecturers (Fairbrother & Warn, 2003). Academic stressors include the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it (Carveth,1996).

### **ACADEMIC STRESS AMONG SECONDARY SCHOOL STUDENTS**

Modern age is called age of anxiety. Secondary school students are surrounded by various stressors. The stress starts pouring in as a result of the failure to understand the significance and equally serious appear, by stress posed by the examination, misinformed vocational and educational choice resulting into waste of sources as well as non co-operation of parents and deep frustrating experience.

Fortunately, research is showing that lifestyle changes and stress-reduction techniques can help people learn to manage their stress.

#### **External and Internal Stressors**

People can experience stress from external or internal factors.

- External stressors include adverse physical condition (such as pain or hot or cold temperatures) or stressful psychological environments (such as poor working Conditions or abusive relationships).
- Internal stressors can also be physical (infections and other illnesses, inflammation) or psychological (such as intense worry about a harmful event that may or may not occur). As far as anyone can tell, internal psychological stressors are rare or absent in most animals except humans.

### **NATURE OF ACADEMIC STRESS**

Academic Stress can be either:

1. Positive
2. Negative

Both effects body and mind. Stress stimulate the releases of hormones such as adrenaline, quickening the heart rate, accelerating the metabolism and generally preparing the body for the emergency action whether not.

Stress can destroy a promising academic session not only killing the joy of learning but seriously affecting a student's general health and scholastic performance.

Recognizing the sources and the effects of stress as early as possible is crucial to coping with it.

### **EMOTIONAL INTELLIGENCE**

Emotional Intelligence is an ability, capacity or skill to perceive, assess and manage the emotions of one's self, of others and of groups. Emotional intelligence is an array of non-cognitive capabilities, competencies and skills that influences one's ability to succeed in coping with environmental demands and pressures. Emotional competencies as suggested by Daniel Goleman are - **Self-awareness** - The ability to identify and name one's emotional states and to understand the link between emotions, thought and action. **Self-Regulation** - The capacity to manage one's emotional states or to shift undesirable emotional states to more adequate ones. **Motivation** - The ability to enter into emotional states (at will) associated with a drive to achieve and be successful. **Empathy** - The capacity to read, be sensitive and influence other people's emotion. **Social Skills** - The ability to enter and sustain satisfactory interpersonal relationship. 1 The view points and ideas propagated by Daniel Goleman have brought a revolution in the field of child care, home, school and workplace management. In the words of **Daniel Goleman "Most of the problem in our life, whether childhood problems, adolescent problems, home and family problems, work situation problems or political, regional or international problems are the result of misinterpretation of the involved sentiments, feelings and emotions of the concerned individuals, group of individuals, society and the nations."** If proper efforts are made for training the emotions and developing proper emotional intelligence potential among the people right from their child hood, then it will surely help in bringing mutual emotional understanding, empathy accompanied with right actions and behaviour on the part of the individuals and groups, to lead a better life in peace and co-operation.

### **REVIEW OF RELATED LITERATURE**

Greenstein (2001) conducted a study that looked at the successes and failures of eleven American presidents. They were assessed on six qualities: organization, communication, vision, political skill, cognitive style, and emotional intelligence. The results showed that emotional intelligence 'was the key quality that distinguished the successful (e.g., Roosevelt) from the unsuccessful Wu (2004) conducted the study that to develop psychometrically sound, self-report measure of emotional intelligence and examine the scores of vocational high school teachers by sex and age, 375 Taiwanese vocational high school teachers completed the 25-items. Emotional intelligence scale of five domains, self-awareness, managing emotions, self motivation, empathy and handling relationships. Analysis indicated that these teachers reported higher scores on self-awareness and empathy than the men. There were also significant differences across age groups on self-awareness, self-motivation, empathy and the total score for the emotional intelligence scale. Pастey & Aminbhavi (2006) conducted a study on Impact of Emotional Maturity on Stress and Self Confidence of Adolescents. Sample of the study consisted of 105 adolescents studying in X1 and X11 class from Dharwad. Emotional maturity, Self Confidence Inventory and Students Stress Scale were administered. The findings revealed that the adolescent the boys tend to have significantly higher stress than the girls and the girls tend to have significantly higher self confidence.



**Leung, Yeung and Wong (2009)** examined the role of paternal support in the relation between academic stress and the mental health of primary school children in Hong Kong. The results indicated that academic stress was a risk factor that heightened student anxiety levels and that parental emotional support was a protective factor that contributed to better mental health among children. However, parental informational support delivered to children during times so high academic stress appeared to heighten student anxiety levels.

**Joshith & Jaya Prakash (2010)** examined Stress as a Correlate of Teaching Performance of B.Ed Teacher Trainees in university practical exams. The results indicated that teaching performance and stress are highly related to each other.

**Gopal Anvita (2011)** explored the relationship between wellness, emotional intelligence and job stress-a psycho-management perspective. The results indicated that organizational health depends on the health and well-being of the people working in it. The study also revealed that emotional intelligence, which represents wellness of an individual, can help in overcoming job/ occupational stress. The strategy to enhance emotional intelligence by identifying the areas of individual and groups such as communication, self-awareness and interpersonal relationship can assuage stress and make people more healthy and organization more productive.

**Kho Soon Jye & Dahlia Zawawi (2012)** explored the associated factors related to causes of stress and coping strategies among post graduate students. The three major sources of stress among students were identified as academic related stress, time related stress and social/ environmental related stress. The results suggested that the major stressor among these students was indeed the academic related stress. In addition, among the four coping strategies studied, it was discovered that active problem coping was the most applied by many. From the findings of the study, it also showed that race had no significant relationships with the stressors and coping strategies.

**Xiao (2013)** worked on “Academic Stress, Test Anxiety, and Performance in a Chinese High School Sample: The Moderating Effects of Coping Strategies and Perceived Social Support”. The results indicated that academic stress was positively related to students’ test anxiety and negatively related to their academic test performance. Test anxiety had a negative relationship to test performance. While active coping was not found to moderate the relationships among academic stress, test anxiety, and academic performance, perceived parent support and perceived other support moderated the relationships between test anxiety and test performance as well as between academic stress and test anxiety.

**Bartwal & Raj (2014)** conducted a research on “Academic stress among school going adolescents in relation to their social intelligence”. Results of the study revealed that male and female students experienced same amount of academic stress. The high social intelligence level would have better degree of coping with the academic stress. Social intelligence plays a vital role in reducing academic stress.

#### **OBJECTIVES OF THE STUDY**

1. To find out the relationship between academic stress and emotional intelligence of senior secondary school students.
2. To compare the mean scores of academic stress of private and government senior secondary school students.

3. To compare the mean scores of emotional intelligence of private and government senior secondary school students.

#### **HYPOTHESES OF THE STUDY**

1. There will exist a significant relationship between academic stress and emotional intelligence of senior secondary school students.
2. There will exist a significant difference between the mean scores of academic stress of private and government senior secondary school students.
3. There will exist a significant difference between mean scores of emotional intelligence of private and government senior secondary school students.

#### **SAMPLE OF STUDY**

In the present study, a sample of 200 senior secondary students (100 private and 100 government secondary school students) was drawn adopting random-cum-cluster sampling technique from private Government senior secondary schools of Ludhiana district.

#### **METHODOLOGY**

To know the present status of emotional intelligence and academic stress of senior secondary students Survey method is used in the study.

#### **STATISTICAL TECHNIQUES**

Karl-pearson's correlation and t-test will be used

#### **TOOLS OF RESEARCH**

Bist battery of stress scale (BESS) inventory prepared by Rani Bisht (2005).

Emotional intelligence (EII-MM) inventory prepared by Mangal (2012).

#### **ANALYSIS AND INTERPRETATION OF DATA**

The crucial part of the present study constitutes analysis and interpretation of data collected through the research tools. The collection of the data is not end in itself, has to be analyzed and a view to test the hypotheses formulated according to the objectives set in the study. Analysis of the data done to arrived at meaningful conclusions. Descriptive statistics like mean, standard deviation, skewness, kurtosis of the total sample for academic stress in relation to emotional intelligence is worked out to see the trend and nature of distribution of scores.

In the present study analysis was done in two parts:

#### **Descriptive analysis**

#### **Inferential analysis**

**Table - 1 Showing Descriptive Statistics**

<b>Statistics/ Variable</b>	<b>Academic stress</b>	<b>Emotional Intelligence</b>
Numbers of Students	200	200
Mean	155.65	54.56
Median	159.00	52.00
Mode	156	55.00

Standard Deviation	22.39	10.94
Standard Error of Mean	1.58	0.77
Skewness	-0.187	-.019
Kurtosis	0.495	-0.737

### **ACADEMIC STRESS**

The value of Mean, Median and mode for the variable Academic stress is 155.65, 159.00 and 156 respectively. The small difference in these values depicts that the distribution is nearly normal. The value of Skewness for the variable Academic stress is -0.187 which is approximately 0, yet the score distribution for the same variable is tended to be near normal (for normal distribution Skewness = 0). Further the value of The kurtosis 0.495 is slightly more than 0.263, but it does not indicate marked departure normal distribution as the value of kurtosis was close to 0.263 which is the value of Kurtosis for normal distribution. Therefore the distribution is treated as normal.

### **EMOTIONAL INTELLIGENCE**

The value of Mean, Median and mode for the variable Emotional Intelligence is 54.56, 52.00 and 55.00 respectively. The small difference in these values depicts that the distribution is nearly normal. The value of Skewness for the variable Emotional Intelligence is 0.019, which is approximately 0, yet the score distribution for the same variable is tended to be near normal (for normal distribution Skewness = 0). Further the value of the kurtosis is 0.73 slightly more than 0.263, but it does not indicate marked departure from normal distribution as the value of kurtosis was close to 0.263 which the value of kurtosis for normal distribution. Therefore the distribution is treated normal.

### **SUGGESTIONS FOR FURTHER RESEARCH:**

Research is a continuous process. When one problem is solved, another problem crops up; when new problem is solved, it in turn to indicate still another problem needing scientific exploration. Moreover, after completing one's piece of work, every investigator feels tempted to suggest new problems for research. Presently the investigator would like to offer the following suggestions for further research:

1. The study can be extended beyond Barnala district.
2. A study can be made more comprehensive by extending it to state level which will make result more valid and reliable.
3. Effectively designed search strategies can be constructed and implemented.
4. Larger sample can be taken for the study.
5. A similar study can be done on college and university students.

### **Conclusion**

1. There was found an insignificant but negative relation between academic stress and Emotional Intelligence of secondary school students.
2. There was found an insignificant but negative relation between academic stress and Emotional Intelligence of private secondary school students.

3. There was found an insignificant but negative relation between academic stress and Emotional Intelligence of government secondary school students.
4. There was found a significant difference between Private and Government school students on the variable Academic stress.
5. There was found a significant difference between Private and Government schools on the variable emotional intelligence.

As per interpretation of results conclusion is as follow:

The purpose of this study was to examine academic stress in relation to emotional intelligence of secondary school students of Bamala district. 200 students from four secondary schools (Private and government) of Bamala district were selected by random sampling technique. The assessment instruments used in the study were Bist Battery Scale by Rani (2005), Emotional Intelligence Questionnaire by Mangal (2012). Results showed that there was a negative and insignificant correlation between Academic stress and Emotional Intelligence of secondary school students. Comparison between calculated and tabulated values of t ratio depicted a significant difference between mean scores of Private and Government school students on the variable of Academic stress and emotional intelligence.

As adolescence is a period of transition, turbulence and tension which is unmatched for its energy and impact on the rest of life. The period is exemplified by deep anxieties, conflicts, distraction and exhibition of creative output, cognitive reconstructing, moral development, emotional outburst and physical changes. The investigator conducted study on the students having their adolescent age. Perhaps, this might be the reason for the results of present co-relational study .i.e. an insignificant relation between emotional intelligence and academic stress.

“ The result is supported by the results of study done by Sharma & Manoj (2006) WhQ also stated that “there is no relationship between the stress and emotional intelligence”

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## A COMPARATIVE STUDY OF VALUE PATTERN OF MODERN AND TRADITION TEACHERS OF SECONDARY SCHOOLS

Dr. Shelja Gautam\*

Education in its general sense is a form of learning in which the knowledge, skills and habits of a group of people, are transferred from one generation to the next through teaching, training or research.

Gandhi view, By education. I mean an all round drawing out of the best in child and man body, mind and spirit”.

According to Kant, “philosophy is the Science and criticism of cognition.”

The value system of several type staid challenges and have given rise to various conflicts. There is an urgent need for protection of human rights and peace. Each person must brough up with all the intellectual equipments necessary to from a life plan, a broad understanding of various possible activities and way of life, of the means of achieving them and obstacles in the way, and a value education which limits the choice of a life-plan to one compatible with acting as cultural responsible being.

Respect is a thing of the past; honesty belongs to the ancient world. Who is to blame for the serious situations? What do we do to change it for the better? Therefore; the growing need was felt to create awareness, to focus attention on value component of education. Value education provides direction for personal, emotional, social, cultural, cultural and spiritual development.

### CONCEPT OF VALUES

Value literally by means something that has a price, something precious, dear and worthwhile: hence something one is ready to suffer and sacrifice for. In other words values are a set of principles or standards of behavior.

Values are regarded desirable. Important and held in high esteem by a particular society in which a person lives. "Thus values give meaning and strength to a person's character by occupying a central place in his life. Values reflect one's personal attitudes and judgments, decisions and choices, behavior and relationship, dreams and vision. They influence our thoughts, feelings and actions. They guide us to do the right things.

Values are the guiding principles of life, which are conducive to all round development. They give direction and firmness to life and bring joy, satisfaction and peace to life. Values are like the rails that keep a train on the track and help it move smoothly, quickly and with direction. They bring quality to life.

Value education is education for “becoming”and is concerned with the transformation of an individual's personality. As such it involves all the three phases of personality knowing, feeling and doing.

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The child should be made aware of the right and good, to feel the appropriate emotions and internalized the values in thought and deed. Value education is not synonymous with character training, which is only an aspect of it. Value education also is not social adjustment as it is concerned not so much with what is but with what ought to be.

### **MODERN TEACHER**

Those teachers who fall in the age group 30-40 years have been taken as Modern Teacher by the investigator. These teachers were educated in modern system, in the modern era and have less teaching experience.

### **TRADITIONAL TEACHERS**

Those teachers who are of 50 years of age and above, including retired teachers have been taken as Traditional Teachers.

A gap of ten years i.e. between 40 to 50 years has been deliberately kept by the investigator. This is in order to avoid any kind of overlapping or confusion.

### **REVIEW OF LITERATURE**

**Arquero-Montano et al. (2004)** studied the use of two teaching methods in different cases fostering the development of competencies and skills, such as communication skills and accounting problem solving. Specifically, the experimental group whose task was decision-making looked into more difficult cases than the control group that studied smaller and more process oriented cases.

**Hwang et al. (2005)** studied the effect of collaborative teaching versus lectures including the type of questions posed to students (i.e. indirect and direct application of the acquired knowledge).

**Wells et al. (2008)** investigated the effectiveness of the virtual learning environment in an accounting graduate program. More specifically the virtual tool used was Blackboard (i.e. an online proprietary virtual learning environment), where the views of a group of students who used it were studied.

**Koukoufiki (2009)** on the other hand, investigated the use of asynchronous e-learning platform of Campus in the education process. Campus (Course Management Platform for Universities) is an integrated system of Asynchronous e-Learning University of the University of Macedonia (Thessaloniki, Greece) addressing the needs of the academic communities (Evangelidis, 2005).

**Tsami, E. (2010).** Exploration Of The Views Of Students On The Use Of New Technologies In Teaching Macroeconomics. In Tzimogiannis, A. (Ed). Proceedings Of The 7th Hellenic Conference. [ICT In Education]. Greece. (In Greek).

### **OBJECTIVES**

- To find out the values pattern of modern and traditional teacher and study them and comparative scale.
- To study the attitude held by modern and traditional teachers towards the profession.
- Teaching was always traditional, then in 1960s and 70s teachers began experimenting with more innovative teaching styles.

- Very important topic- teachers are facing increasing pressures to push their student's grades up and attain targets.

### **HYPOTHESIS**

**The First Hypothesis:-** "There are no significant differences among residents students 'mean scores, community students mean scores and the mean scores of students who have had a combinations of living arrangements", was rejected on the basis of the statically finding.

**Second major hypothesis:** - "There are no significant differences between male students 'mean scores and female students'. Mean scores as measured by the study of values scale.

### **METHODOLOGY**

The methodology adopted for the study is explained in detail. The sampling technique, size of the sample, variables of the study, description of the tool used and administration of tool are elaborated.

### **SAMPLE**

The researcher has selected to study on relationship between cultural values, morality and professional ethics of high school teachers. The research which was undertaken was descriptive and explorative study by the researcher. Respondents selected for the interview is based on simple random sampling method.

### **STATISTICAL TOOLS FOR ANALYSIS**

The researcher made a survey of about fourteen tools for measuring values and found that most of these tests were foreign and they did not meet the needs of the Indian people. Most of the researches in our country have adopted the All port-Vernon-Lindsey 'the study of Values' either in English or in regional languages. The researcher preferred sherry and Verna's Personal Values questionnaire to other scales of values.

### **ANALYSIS AND INTERPRETATION**

**Table- 1  
(Indices of Reliability of PVQ)**

S. No	Values	Test-retest Reliabilities		Analysis of variance Reliabilities (N=50)	Standard of measurement
		Time gap	Time gap		
		(N=50)			
		11 mths (N=48)	3 mths (N=25)		
1.	Religious values	.52	.82	.64	1.6
2.	Social values	.45	.66	.47	1.9
3.	Democratic values	.62	.57	.48	2.4
4.	Aesthetic values	.47	.65	.56	1.8
5.	Economic values	.67	.70	.70	2.0
6.	Knowledge values	.59	.63	.50	2.2
7.	Hedonistic values	.61	.54	.63	2.0
8.	Power values	.55	.53	.60	2.1
9.	Family prestige values	.57	.85	.67	1.6
10.	Healyh value	.53	.64	.52	2.2

It may be observed that the reliability coefficients obtained after a time gap of 3 months are fairly high. The well conceptualized religious and family prestige values have reliability coefficients of .82 and .85 respectively. The lowest reliability is for the power value (.53). The reliability coefficients for other scales are in the neighborhood of .60. Now higher reliability coefficients increase the precision of measurement by reducing its standard error. But the measurement in the field of non-intellective personality variables cannot be as precise as that in the field of intelligence or achievement. Guilford (1954,388) says that the tools should be chosen even though their reliability may be of order of only .50. Judged from this consideration the reliability of PVQ seems to be good.

Analysis of variance method of determining reliability yielded reliability coefficients ranging from .47 for social value to .70 for the economic value. These of PVQ are also satisfactory. In evaluating the reliability coefficients the facts that they depend on the heterogeneity of the sample and that high internal consistency is neither possible nor desirable when the variables measured form a battery to predict some criterion behavior should be borne in mind. Therefore, standard error of measurement or standard error of score was calculated because this statistic compensated for the effect of variability of the variable in the sample. The last column gives the measure of this statistic for the ten values. It can be seen that the standard error of score for all the values become 2 on being rounded. The error of 2 score units may be considered small when the scores can vary from 0 to 24.

It is, therefore, concluded that the PVQ is a reliable tool to measure complex variables such as values.

**Table – 2**  
**Showing the finding of the personal Value Questionnaire**

Modern Teachers N = 100			Traditional Teachers N = 50	
S.D	M	t	S.D	M
2.00	4.88	2.06	1.88	8.94
1.29	3.54	2.01	1.40	6.2
1.26	4.46	1.98	1.11	6.86
1.91	4.94	-1.12	2.05	2.74
1.80	6.74	-1.83	2.12	3.22
1.58	4.40	-0.29	1.79	3.92
2.33	8.02	-1.61	1.52	5.04
2.09	7.82	-1.82	1.76	4.38
1.76	5.92	0.49	2.76	6.98
1.89	6.04	-0.63	3.06	4.54

From the above table we can see that the mean value of traditional teachers with regard to the assessment of religious value is nearly double of that of modern teachers. The 't' value which is 2.06 shows the marked difference between the two. This infers the fall in the religious value of Modern Teachers. In other words, the faith in God, an attempt to understand him and the fear of divine wrath which leads man to live a more pious life, seems not of much importance in the life of these teachers.

The fear and faith in the Almighty gears man to lead a charitable loving and sympathetic behavior towards his fellow begins and a religious man is spontaneously a man enveloped in kindness for the misery stricken and philanthropic for the needy. In a word, the social value he has is very high. In the table again a drastic value he has is very high. In the table again a drastic fall in the social value of the modern teachers can be seen.

**Table – 3**

**Showing the scores of Attitude Value Scales**

<b>S. No</b>	<b>Modern Teachers</b>	<b>Traditional Teachers</b>
1. Challenging	54%	64%
2. Satisfying	68%	72%
3. Practical	39%	66%
4. Respectable	64%	72%
5. Useful	49%	74%
6. An intellectual endeavor	52%	86%
7. Easy	50%	22%
8. Important	75%	90%
9. Interesting	14%	88%
10. Progressive	10%	70%
11. Paying	33%	22%
12. Service oriented	27%	28%
13. Highly developed	0%	18%

The above table shows some glaring difference between the attitudes of Modern and Traditional Teachers towards the profession.

The spirit of challenge summons one to a kind of content. He is called upon to answer amputation with the zeal within him. He will naturally come out with a new kind of force that will accelerate and gear up his actions. The lace of this challenging spirit only clouds the eight and the vision is blurred. Here 54% Of Modern Teachers and 64% of Traditional Teacher find the profession challenging.

A very important aspect of job satisfaction is contentment. 'Then all wishes, desires and expectations are fulfilled. Then a state of joy and contentment is reached. This state of the mind is a great stimulus for work and productivity. Dissatisfaction works in the Opposite direction. Here 72% of Traditional Teachers are satisfied and 68% of the Modern Teachers find satisfaction in their job. So the output of-the Traditional Teachers, should be expected to be better and more as compared to Modern Teachers. Only 39% of Modern Teachers compared to 66% of Traditional Teachers find teaching job inclined to action and the rest of them find it very speculative, that is to say. All that they teach do not seem to them as applicable in practice. As many as 72% of Traditional Teachers and 64% of modern Teachers feel that they are regarded with deference. Esteem and homer. They feel that they are worthy of notice and observation and by reason of some inherent quality and moral excellence is worthy of respect. In the social position, they find a seat of honor, have I superior designation. This in the fines balm any educated man can ask for.

When the teacher finds his work 'Interesting 'then a deep bond is created between him and his work. There evolves a relation of being objectively concerned in teaching he is effected in respect of advantage or detriment. In the table above it can be seen only

14% of Modern Teachers are interested in their profession as compared to 88% of Traditional Teachers. It can be concluded that most of the young teachers in the job are compelled by circumstances to take up this work. As many as 75% of modern Teachers and 90% of Traditional Teachers think that teaching is important, i.e., it has some significance, so demanding and has an advantageous consequence. Only 10% of Modern Teachers compared to 70% of Traditional Teachers think it progressive, that is, they feel that reforms and progress are continuously taking place in this profession. The Modern Teachers think that very less has taken place in the reformation of the teaching profession to bring out all. That is potentially contained and comfort from latent and elementary stage of school system. They feel that the process of expanding into more elaborate system is retarded.

### **SUGGESTIONS**

There is a lot of scope for further study in this field. Some of them are as follows.

1. The same study can be taken up on larger sample in different areas.
2. Cross cultural studies can be undertaken between teachers of different castes.
3. Cross cultural studies can be undertaken between teachers of different religions.
4. Studies can be made on impact of teachers with definite value on over-achievers and under-achievers.
5. Leadership qualities of teachers may be studied in light of the dominant they carry.

### **CONCLUSION:**

The study reported in the foregoing chapters show that the Traditional teachers are more strongly equipped morally and socially. The religious and democratic values are very high. The Aesthetic, Economic, Hedonistic and Power values are much higher among the modern Teachers.

It is not use blaming a particular group of teachers for the values they carry. We have to delve deeper into the varied social, economical, political factors in which he had been living, the soil where the values have germinated and grown . We should not forget that these teachers are essentially social products, sprouted from the social reality. Their inculcation of certain values is incidental to the process of their growing up and living in a cultural system. They cannot escape the molding influence of the system, than they can get out of their skins. To dive at all is to impale the ways of those with whom one lives. Such incidental learning far exceed in amount, all those which schools further by its formal procedure and programs. Therefore, there is good reason to suppose that social, environmental influences on these teachers influence the effectiveness of their teaching and in their efforts to shape the behavior of the child at all levels of educational ladde

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## **EDITORSPEAK**

Researchers, for long, have linked cancer with our food habit. The highest prevalence of cancer of food pipe (esophagus) is found in China and Punjab. In both areas, people take very hot food and, in most instances, no dessert. International Agency for Research on Cancer reported that drinking of too hot coffee too often leads to ulcer in food pipe, a precancerous lesion. Again, knowingly or unknowingly, we ingest various chemicals daily which may cause cancer. Some of these carcinogenic compounds are part of daily urban food habits. Avoiding the following most dangerous foods may diminish the incidence of cancer.

**Colored Foods, Vegetables, Cosmetics** : we eat with our eyes and nose, before we eat with our mouth. To keep vegetables appealing, many sellers use synthetic food dye containing chemicals. In vitro and animal experiments showed many of these chemicals can cause cancer. Allura Red (Red 40) is the most-used dye in candy, cosmetics, vegetable and is proved to cause cancer of Adrenal Glands in experimental mice. Other common dyes include : Brilliant Blue (causes Kidney cancer) is used in bakery, beverages and cereals; Indigo Carmine (brain tumor) in candies; Fast green (cancer of urinary bladder and testis) is cosmetics, candy and medicines; Erythrosine (Thyroid tumor) in cosmetics, candy and cherries; and Sunset Yellow (adrenal tumors) is used in gelatin, candy, desserts etc. In our villages, Metanil Yellow is still used to color jalebi. It contains Benzidene that may cause cancer.

Plant-based dyes are safer alternatives. In UK, Fanta orange soda is colored with pumpkin and carrot extracts while in many countries, it uses Red 40 and Yellow 6. In UK, McDonald's strawberry sundaes are colored only with strawberries, but with Red 40 in many other countries.

**Food additives** : Monosodium Glutamate (MSG) is used to enhance flavor in noodles, infant formula, low fat milk, candy, chewing gum etc. It promotes cancer growth. In 2008, experts of Netaji Subhas Chandra Bose Cancer Research Institute showed that MSG may cause stomach cancer. Aspartame is a synthetic sweetener used in soft drinks, It may cause brain tumor, leukemia and lymphoma in experimental animals. Acesulfame may also cause cancer.

**Pesticide ridden foods** : Pesticides are chemicals used in agriculture to protect crops against insects, fungi, weeds and other pests. They are also used to protect from vectors like mosquitoes. Residue of many pesticides in food may cause cancer like non-Hodgkin lymphoma, multiple myeloma, chronic lymphocytic leukemia, and prostate, testicular, pancreatic, lung and non-melanoma skin cancers.

**Genetically Modified (GM) Food**: A recent French research demonstrated that rats, when fed exclusively with GM corn, develop breast tumors, liver and kidney damages.

**Vanaspati Ghee** : Hydrogenated oils are made by adding hydrogen to vegetable oil to make it thicker, and to increase the shelf life. The trans-fats in these and also brominated oils are linked to breast cancer.

**Bread, Cake, Bakery** : Most of these contain refined white flour that is bleached with chlorine gas. Refined flour raises blood sugar that feeds cancer cells leading to its growth and spread. Coarse flours, soya flours are preventive.

**Soft drinks**: These may enhance the risk of pancreatic cancer. Again, many of these contain a coloring agent, 4-methylimidazole, which increases the risk of cancer.

Sodium Benzoate in many soft drinks may react with added Vitamin-C to produce Benzene – a carcinogen.

**Potato Chips, French fries** : Many brands make these crispier by a chemical acrylamide, It is also found in cigarette smoke. It is carcinogenic.

**Sausage, Salami, Burger, Hot-Dog:** All these junk foods contain meat, ham, bekon etc., processed by smoking, salting, curing, and fermenting. These processes produce sodium nitrite and sodium nitrate – a carcinogenic compound that enhances the risk of colorectal cancer by 18%. Also most of these meats & poultry are injected with hormones like rBGH and rBST that are linked to breast cancer in women and prostate cancer in men.

**Soya Milk &Tofu** : They are hydrolyzed proteins containing free glutamate. Soy beans have goitrogens. It may cause thyroid cancer and breast cancer in women.

**Farmed Preserved Fish (e.g. Tuna)** : Farm raised fishery contain carcinogenic compound; Polychlorinated Biphenyls (PUB). Again most of these are treated with pesticides and antibiotics, which are potentially carcinogenic.

**Preserved Salty food:** Excess salt in food enhances Helicobacter pylori that predisposes to stomach ulcer. 5% of such stomach ulcers may turn cancerous. these foods contain sodium nitrate and sodium nitrite that, in vivo, changes into nitrosamine and nitrosamides. Both these compounds are associated with increased risk of cancer.

**Refined sugar:** Cancer cells consume 12 times more sugar than normal cells. They grow in acidic medium. Sugar, with pH of 6.4 provides the acidic medium for cancer cells to thrive. Also sugar causes obesity which indirectly makes the obese prone to cancer. Honey, Jaggery, Date Sugar are safer alternatives.

**Containers, Utensils and bags** : Plastic containers and canned foods are contaminated with Bisphenol A (BPA) and phthalates. These hormone-disruptive chemicals are linked to cancer and diabetes. Non-Stick (Teflon) pans, some non-sticky bags (e.g. for popcorn) are lined by a chemical Per-fluoro-octanoic-acid (PFOA) which may lead to cancer.

So..... look before you leap for food!!!!

**Dr. AK Banerjee, Prof. (Surgery)**  
Editor-in-Chief