

IMPACT OF BREAKFAST CONSUMPTION ON PHYSICAL AND COGNITIVE DEVELOPMENT OF SCHOOL CHILDREN

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Abstract

Good nutrition is the fundamental basic requirement for good health, functional efficiency and productivity. Each meal of the day should contribute proportionately to the daily intake of nutrients for their optimum utilization in the body. The present study has been designed to study the impact of breakfast consumption on physical and cognitive development of 7 – 10 years old 200 school children selected randomly. Dietary and nutrient intake, anthropometric status and intelligence test scores were measured both before as well as after the intervention of dietary counseling to students and their parents. Results revealed a marked increase in mean percent adequacy of all essential nutrients as compared to their RDA's by subjects of experimental group who also revealed a significant increase in their anthropometric measurements as well as their mean percent intelligence scores in contrast to their counterparts in the control group. A significant correlation was found between the variables, thus, highlighting the importance of adequate nutrition for optimum development of school children.

Keywords: *Breakfast Consumption, Physical and Cognitive Development.*

Introduction

Healthy children are a great asset to the society. They are the future pillars of the nation on whose shoulders, the nation progresses. School children are the most important and vulnerable segment of the population and accounts for 20% of population in India.

Pre-adolescence is one of the most challenging periods in human development. The relatively non-uniform growth and sudden changes create special enhanced nutritional needs. Therefore, deficiency diseases are more frequent to occur, whose consequences are most serious and hence demand wide spread attention. The American dietetic Association (ADA) recognizes and recommends the importance of nutrition, education and physical health to the growth and development of nation's children (Derelien, 1995).

Adequate and balanced diet is required as it provides the body all the essential nutrients in adequate amount and right proportion so as to keep the body healthy, active and efficient. Each meal of the day should contribute proportionately to the daily intake of nutrients for their optimum utilization in the body.

Skipping breakfast puts body into starvation mode, a slowed metabolic state where few calories are burnt in order to conserve energy. Due to this, the whole day one finds oneself giddy, weak, dizzy etc. Attributes of breakfast such as composition, size and time of consumption can undue several metabolic alterations, including changes in blood glucose, insulin and neurotransmitter concentrations. It would appear that the quality and quantity of breakfast influences the overall health and performance

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of school aged children. Quite a few studies have been undertaken to determine whether or not a positive relationship exists between eating breakfast and student's performance. The present study has been undertaken to study the impact of breakfast consumption on physical and cognitive development of 7 – 10 years old school children.

Specific Objectives

- To study the nutritional and health status of school children before the intervention.
- To assess the impact of dietary counseling on the health and nutritional status of school children.
- To find out the correlation between nutrient intake and health status of school children.

Methodology

A sample of 200 students, aged 7-10 years, from Government Senior Secondary School, Sector 20 B, Chandigarh of U.T. Administration was selected randomly for the present study and divided into two groups of 100 each in control and experimental groups, after equating them on the basis of other socio-economic variables. Baseline Data was collected by means of a self-designed questionnaire.

- Dietary assessment was done for three consecutive days using 24 hour recall method of Dop et al (1994).
- Anthropometric measurements i.e. height, weight, waist circumference, hip circumference were done using the techniques of Weiner and Lourie (1966) to assess the nutritional status. The following indices were calculated:

Body Mass Index (BMI) was calculated using the following formula:

$$\text{BMI} = \frac{\text{Weight (Kg)}}{\text{Height (m}^2\text{)}}$$

Waist-Hip Ratio was calculated using the following formula:

$$\text{Waist-Hip Ratio} = \frac{\text{Waist Circumference (cm)}}{\text{Hip Circumference (cm)}}$$

Cognitive Profile was judged by using Group Test of Intelligence by Pramila Ahuja (1975).

Procedure for Data Collection

The present study was conducted in phased manner as shown under:

- **Phase I:** In the pre-intervention phase (T1), nutritional and health status as well as intelligence status of the students was assessed.
- **Phase II:** Intervention in terms of dietary counseling through power-point presentations was given on weekly basis for one year and monthly follow up was done. Also parents were given dietary counseling on monthly parent teacher meetings.
- **Phase III:** In post- intervention phase (T2), reassessment of nutritional and health status as well as intelligence status were done.

Results and Discussion

Table 1: Showing Mean Nutrient Intake of Subjects of Control and Experimental Group

Nutrients	RDA	Control Group (N=100)			Experimental Group (N=100)		
		T1	T2	% Increase	T1	T2	% Increase
Calories (Kcal.)	1950	989.73 ± 205.75 (50.75%)	1038.00 ± 225.50 (53.23%)	2.48	1040.51 ± 308.71 (53.35%)	1565.81 ± 328.91 (80.30%)	26.95
Proteins (gms.)	41	28.27 ± 2.86 (68.95%)	32.74 ± 3.61 (79.85%)	10.90	32.03 ± 8.95 (78.12%)	46.50 ± 9.86 (113.41%)	35.29
Carbohydrates (gms.)	350	135.42 ± 10.94 (38.69%)	145.75 ± 9.5 (41.64%)	2.95	143.71 ± 58.5 (41.06%)	257.1 ± 66.61 (73.45%)	32.39
Calcium (mg.)	400	255.50 ± 125.4 (63.87%)	270.84 ± 119.68 (67.71%)	3.84	265.41 ± 135.5 (66.35%)	324.9 ± 151.45 (81.23%)	14.88
Iron (mg.)	26	10.05 ± 5.78 (38.65%)	11.75 ± 5.25 (45.19%)	6.54	10.43 ± 6.65 (40.11%)	15.18 ± 9.74 (58.38%)	13.27

Table 1 reveals the mean nutrient intake and its percent adequacy as compared to Recommended Dietary Allowances (RDA) recommended by Indian Medical Research (ICMR) (1998) of subjects of control and experimental groups at the beginning of intervention (T1) as well as at the end of intervention (T2). The findings revealed that the mean intake of nutrients by subjects of control as well as experimental group was far below the Recommended Dietary Allowances of Indian Council of Medical Research (1989). At the beginning of the intervention (T1), the mean intake of calories was 51-53% of RDA, protein (69-78%), carbohydrates (39-41%), calcium (64-66%) and iron was 39-40% of RDA by subjects of both control and experimental group. At the end of the intervention (T2), the mean intake of all the nutrients increased to the level of 60-80% of RDA, with an exception of protein being increased to 113% of RDA, by the subjects of experimental group as a result of dietary counseling imparted to children as well as their parents whereas the mean intake of the nutrients by subjects of control group increased only marginally, except in case of mean protein intake, which increased by almost 11% of RDA probably because of increased demand of protein as a result of growth spurt or may be due to the influence of media or peers.

Table 2: Showing Mean Anthropometric Measurements of Subjects of Control and Experimental Group

Anthropometric Measurements	Control Group (n=100)			Experimental Group (n=100)		
	T1	T2	t-value	T1	T2	t-value
Height (cms.)	124.32 ± 7.51	125.52 ± 6.50	3.37**	124.93 ±8.41	128.70 ± 8.57	11.47**
Weight (kgs.)	21.52 ± 4.75	21.97 ± 4.25	1.77	22.28 ± 4.60	23.79 ± 5.16	6.03**
Hip Circumference (cms.)	63.17 ± 5.75	63.87 ± 4.59	0.95	63.47 ± 5.11	65.15 ± 5.38	4.69**
Waist Circumference (cms.)	54.48 ± 4.85	55.16 ± 4.15	1.83	54.72 ± 4.37	57.14 ± 5.22	6.32**

** Significant at 0.01 level.

Table 2 reveals that at the beginning of intervention (T1), the mean height of subjects of both control as well as experimental group was almost the same, the mean heights being 124.32 ± 7.51 cms. and 124.93 ± 8.41 cms. respectively. However, at the end of the intervention (T2), though there was a significant increase in height of the subjects of both control as well as experimental group as a result of pre-adolescent growth under genetic potential but the increase in mean height was much higher in subjects of experimental group as compared to those of control group, probably due to marked increase in mean intake of proteins by subjects of experimental group, the adequacy level being more than 100 percent.

In case of weight of subjects at the beginning of intervention (T1), the mean weight of subjects of control and experimental group was 21.52 ± 4.75 kgs. and 22.28 ± 4.60 kgs. respectively. At the end of the intervention (T2), the mean weight of subjects of control group was 21.97 ± 4.25 kgs., indicating a very negligible increase. In contrast, the mean weight of subjects of experimental group increased significantly to 23.79 ± 5.16 kgs probably as result of 32.39% increase in intake of carbohydrates and 26.95% increase in calories consumption consequent upon improved eating practices affected by dietary counselling.

As far as the hip circumference is concerned, the mean hip circumference of subjects of control group and experimental group was 63.17 ± 5.75 cms. and 63.47 ± 5.11 cms. respectively in the beginning of intervention (T1). At the end of intervention (T2), the

mean hip circumference of subjects of control group increased to 63.87 ± 4.59 cms., the difference not being statistically significant, whereas in case of subjects of experimental group, the mean hip circumference increased significantly to 65.15 ± 5.38 cms, indicating an increase in pelvic girth probably as a result of 14.88% increase in calcium intake at the end of intervention period.

Similarly, at the beginning of intervention (T1), the mean waist circumference of subjects of control and experimental group was 54.48 ± 4.85 cms. and 54.72 ± 4.37 cms. respectively. At the end of intervention (T2), the mean waist circumference of subjects of control group increased to 55.16 ± 4.15 cms. but the increase was not significant statistically. However, in case of subjects of experimental group, the mean waist circumference increased significantly to 57.14 ± 5.22 cms.

Table 3: Showing Mean Anthropometric Indices of Subjects of Control and Experimental Group

Anthropometric Indices	Control Group			Experimental Group		
	T1	T2	t-value	T1	T2	t-value
Body Mass Index	13.94 ± 1.72	14.06 ± 1.56	0.92	14.14 ± 1.63	14.31 ± 1.72	1.38
Waist/ Hip Ratio	0.83 ± 0.04	0.84 ± 0.06	1	0.86 ± 0.05	0.88 ± 0.06	2.30*

* Significant at 0.05 level.

At the beginning of intervention (T1), mean body mass index of subjects of both control and experimental group was almost the same, i.e., 13.94 ± 1.72 and 14.14 ± 1.63 respectively. At the end of intervention (T2), there was an increase in BMI subjects of both the groups, mean BMI being 14.06 ± 1.56 for control group and 14.31 ± 1.72 for experimental group. The increase in BMI was higher in case of subjects of experimental group than the subjects of control group, though not significant statistically. However, Waist/Hip Ratio of subjects of experimental group increased significantly in contrast to an insignificant increase in subjects of control group.

Table 4: Showing Mean Percent Intelligence Test Scores of Subjects of Control and Experimental Group

Intelligence Test Scores	Control Group			Experimental Group		
	T1	T2	t-value	T1	T2	t-value
Percent Scores	22.85 ± 3.45	23.35 ± 5.25	1.67	24.94 ± 4.55	31.99 ± 5.39	19.05*

* Significant at 0.01 level

Table 4 shows the mean percent intelligence test scores of subjects of control and experimental group both before and after the intervention. As evident from the table, the subjects of experimental group revealed a highly significant increase in mean percent intelligence scores in contrast to scores of subjects of control group, which did not reveal a significant improvement. This could be attributed to significant improvement in health and nutritional status of subjects of experimental group as a result of dietary counseling and consequently in their dietary intake.

Moreover, a significant correlation between nutrient intake and all anthropometric measurements, except in case of calcium intake with weight and iron intake with hip circumference and waist hip ratio, was found both at the beginning as well as at the end of intervention. Also, the correlation between nutrient intake and intelligence scores was found to be significant.

Thus, it can be concluded that though there should be a positive move towards breakfast consumption through inculcation of positive attitude and healthy dietary habits resulting from dietary counseling but still there is a lot need to be done in this area. More comprehensive and continuous sessions need to be conducted to achieve the required targets and better adequacy level for all nutrients of food.

In sum and substance, Breakfast is part and parcel of the meals of the day. As children are future investments of tomorrow, efforts must be made to invest in strong, healthy and intelligent children to the maximum. This will help in going a long way to achieve success as the students will be more intellectually developed and healthier. So every effort should be made to make students and the parents aware about the importance of breakfast with a continuous follow up.

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“SELF ESTEEM AMONG CHILDREN: A COMPARATIVE STUDY OF ADOLESCENTS WITH AND WITHOUT LEARNING DISABILITY WITH SPECIAL REFERENCE TO ERNAKULAM DISTRICT”

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Abstract

In the current educational scenario, low self esteem among children with learning disability is a burning issue to be addressed scientifically. Though, it is a hard nut to crack, it is not getting enough attention from the educator's fraternity. So the researcher tried to analyze the severity of the issue in- depth to find out the facts related to it. This research endeavour is an earnest effort to show light in to the burning issues of the learning disabled child through a comparative analysis. The present study is a descriptive one and an adapted version of a self esteem scale is used by the researcher to measure the self esteem among the adolescents. In the sampling process, the researcher adopted probability sampling and in which stratified random sampling technique was used to select the sample, from the population of the study. One of the major findings of the study is that, learning disabled adolescents have low self esteem compared to adolescents without learning disability. It is also proved that, various psycho-social factors such as low academic achievement, inadequate parents, teachers and friends support lead to low self esteem among adolescents with learning disability. In addition to this, other social factors like age, sex, ordinal position, also play a vital role in determine the level of self esteem among the learning disabled adolescents.

KEY TERMS: Learning disability, Self-esteem, Adolescence

Introduction

The term 'learning difficulty' has been applied to those children who have considerably greater difficulty in learning than the majority of their age. They are incapable to make use of the education facilities available in schools. Children with learning difficulties can have problems with many daily learning activities. Reading, spelling and numeracy skills are essential to school achievement. Children with specific learning difficulties may show troubles in all three areas or only one or two. Reading and spelling are closely connected skills and it is rare to find reading. Most children are likely to be behind in all three areas, although there are infrequent reports of subgroups showing rather more of one or the other deficit.

In reality, specific learning difficulty could be viewed as a 'normal' deviance of brain function. Everyone has a difficulty in one area or the other. Most of the time, it does not interfere with daily functioning. However, when the area of difficulty is in the cognitive region, it impedes academic learning, which is largely pegged on the 3 R's (reading, writing and arithmetic) in the existing educational system. By appropriately diagnosing adolescent students with learning disabilities and providing evidence based interventions, students will have a higher probability of fruitfully coping with their learning disability as an adult.

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Definition of Learning disability : “Learning Disabilities refer to a number of disorders which may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual deficiency”.
(*Learning Disabilities Association of Canada, 2002*).

Learning disability Issues

A population of students that requires closer consideration is students who have been diagnosed with a learning disability. Learning disabilities, and their accompanying academic hurdles, can lead to low self-esteem, isolation, and behavior problems. Students with learning disabilities are expected to represent 2% to 10% of the student population (American Psychiatric Association, 1994).

Some forms of learning disability are incurable. However, with appropriate cognitive/academic interventions, many can be defeat. Individuals with learning disabilities can face unique challenges that are often pervasive throughout the lifetime. Depending on the type and intensity of the disability, interventions may be used to help the individual learn strategies that will promote future success. Some interventions can be moderately simplistic, while others are intricate and complex. Teachers and parents will be a part of the intervention in terms of how they assist the individual in productively completing different tasks. School counselors quite often help to plan the intervention, and coordinate the execution of the intervention with teachers and parents. Social support improves the learning for children with learning disabilities.

Table 1.1 Common Types of Learning Disabilities

Dyslexia	Difficulty with reading	Problems reading, writing, spelling, speaking
Dyscalculia	Difficulty with mathematics	Problems doing math problems, understanding time, using money
Dysgraphia	Difficulty with writing	Problems with handwriting, spelling, organizing ideas
Dyspraxia (Sensory Integration Disorder)	Difficulty with fine motor skills	Problems with hand–eye coordination, balance, manual dexterity
Dysphasia/ Aphasia	Difficulty with language	Problems understanding spoken language, poor reading comprehension
Auditory Processing Disorder	Difficulty hearing differences between sounds	Problems with reading, comprehension, language
Visual Processing Disorder	Difficulty interpreting visual information	Problems with reading, math, maps, charts, symbols, pictures

Adolescence

Adolescence is described, as an exciting transitory phase in the human life cycle but is perhaps the most demanding stage as well. This is a time when adolescents evolve into adults with independence and renewed responsibilities. They are persistently in search of their own new identity. During adolescent they build up skills that will help them to grow into caring and responsible adults. When adolescents are supported and encouraged by concerned adults, they thrive in unimaginable ways, becoming resourceful and causative as members of their families and societies.

Self-Esteem in Adolescence

G. Stanley Hall's concept of adolescence is the Storm and Stress view. "Adolescence is a turbulent time charged with conflict and mood swings". As a child goes through adolescence, he or she is subjected to many different developmental tasks, stressors, and opportunities. Important factor is that, handling these challenges positively and build high self- esteem. Through adolescence, schools should be preparing children to become a comfortable part of the general population, easily adjusting to their surroundings.

It's not hard to distinguish that self-esteem plays a big part in the developing adolescent. It is vital to understand that not all theorists believe adolescence is characterized as a time of storm and stress. It definitely may have it's ups and downs, but much of this is a normal reaction to all of the physical, psychological and social changes taking place. Self-esteem issues are central throughout the teen years.

Regardless of the child's efforts and adult promptings to "try harder," children with LD may get little positive feedback. Their academic struggles and failures are often met with dissatisfaction by teachers, peers, and parents. Such disapproval can take the form of negative tagging of a child as "slow," "lazy," or "dumb." Rather than rising a sense of pride in their accomplishments, children with LD may end up in a dilemma of frustration and shame. Such feelings only serve to grind down the development of a positive self-concept. In reality, as a result of constant struggle and failure, a negative self-image may develop even when others offer support and encouragement. Low self-esteem and a lack of confidence only serve up to further interfere with learning and academic achievement and reinforce a cycle of failure and negativity.

Significance of the study

Learning difficulties not only present troubles in coping with academic requirement but has serious repercussions. Teachers and parents label children by their behaviour without knowing that reasons are at the root of the crisis. Behavioural issues can be caused by learning difficulties as children with learning difficulties are frequently criticized and denigrated by teachers and parents and they may be discarded by peers, who are quick to perceive who stands out in the class as being unable to read and spell. As they fall further behind and they develop a picture of themselves as deficient, different, hopeless and unsuccessful. According to researchers, learning difficulties can grounds emotional distress. Children with learning disabilities may have higher levels of depression, anxiety, loneliness and low self-esteem than children with no disabilities.

In India it has been projected that about 12.5 million children with disabilities are to be provided education in the school system. Out of which 3.6 million are children with learning disabilities in the age group 5-14 (Sample Survey, 1981). In India exclusive efforts are not made to find out the incidence of LD but it has been recognized that 10-12 per cent of our school children are with learning disabilities. These children require

help are in an evaluation system primarily based on written examination which is a disadvantage to the learning disabled child.

According to researchers, learning difficulties can cause emotional distress. Children with learning disabilities (LD) often have problems that go far beyond those experienced in reading, writing, math, memory, or organization. For many, strong feelings of frustration, anger, sadness, or shame can lead to psychological difficulties such as anxiety, depression, low self-esteem, as well as behavioral problems such as substance abuse or juvenile delinquency.

Though Kerala is famous for its educational status, an holistic approach for addressing the challenges of learning disabled is needed. As it is an unexplored area of social work, where evidence based social work practice is needed, this comparative study on self esteem of adolescents with and without learning disability is relevant to the present scenario.

General Objective

The overall objective of the present study is to assess the level of self esteem of children with Learning Disability with that of children without Learning Disability through a comparative analysis.

Specific Objectives

1. To compare adolescents with and without learning disability in terms of their Self esteem, using a valid standardized tool.
2. To analyse the level of self esteem among adolescents with and without learning disability on the basis of their demographic profile.
3. To study the existing social support system among adolescents with and without learning disability and its influence on their self esteem.
4. To assess the level of self esteem among adolescents with and without learning disability on the basis of their academic achievement.

HYPOTHESIS FORMULATION

Working Hypothesis:

1. There will be significant difference between adolescents with and without learning disability in terms of their self esteem.
2. There will be significant difference on self esteem of adolescents with and without learning disability on the basis of their age.
3. There will be significant difference on self esteem of adolescents with and without learning disability on the basis of their sex.
4. There will be significant difference on self esteem of adolescents with and without learning disability based on their ordinal position.
5. There will be significant difference on self esteem of adolescents with and without learning disability based on their parent's support.
6. There will be significant difference on self esteem of adolescents with and without learning disability based on their teacher's support.
7. There will be significant difference on self esteem of adolescents with and without learning disability based on their friend's support.
8. There will be significant difference on self esteem of adolescents with and without learning disability based on their academic achievement.

Null Hypothesis

1. There will not be significant difference between adolescents with and without learning disability in terms of their self esteem.
2. There will not be significant difference on self esteem of adolescents with and without learning disability on the basis of their age.
3. There will not be significant difference on self esteem of adolescents with and without learning disability on the basis of their sex.
4. There will not be significant difference on self esteem of adolescents with and without learning disability based on their number of ordinal position.
5. There will not be significant difference on self esteem of adolescents with and without learning disability based on their parent's support.
6. There will not be significant difference on self esteem of adolescents with and without learning disability based on their teacher's support.
7. There will not be significant difference on self esteem of adolescents with and without learning disability based on their friend's support.
8. There will not be significant difference on self esteem of adolescents with and without learning disability based on their academic achievement.

RESEARCH DESIGN

The Researcher adopted descriptive research design for this research endeavour. In this research design, description of the sample based on their characteristics is done.

DEFINITION OF KEY TERM: Learning Disability

Theoretical Definition : NJCLD defines the term learning disability as: a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual and presumed to be due to Central Nervous System Dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g. sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (e.g. cultural differences, In sufficient/ inappropriate instruction, psychogenic factors) it is not the direct result of those conditions or influences. (National Joint Committee on Learning Disabilities, 1980).

PILOT STUDY

The researcher conducted a pilot study among ten adolescents with and without learning disability in Ernakulam district to know the feasibility of the study.

UNIVERSE OF THE STUDY

The universe of the present study is the entire adolescents with and without learning disability belongs to the age group of 13 to 15 in Ernakulum District.

UNIT OF THE STUDY

The unit of the present study is the one normal child and a child with learning disability belongs to the age group of 13 to 15 in Ernakulum District in Kerala.

SAMPLING

In the sampling process, the researcher adopted probability sampling and in which stratified random sampling technique was used to select the sample, from the population of the study.

Sample Size of the Study

The sample size of the present study will be 80, consists of 40 normal children and the rest of the 40 will be children with learning disability.

Sampling Technique of the Study

The researcher adopted stratified random sampling techniques in which 20 subjects will be tested for the core psychological variables and its ingredient variables, from four different strata's. The strata's are

1. Girls with learning disability
2. Girls without learning disability
3. Boys with learning disability
4. Boys without learning disability.

As regards category 1 and 3 identified as children with learning disability and the category 2 and 4 are not so.

VARIABLES

- ❖ Dependent Variable

Self Esteem

- ❖ Independent Variable

Presence of learning disability, absence of learning disability, sex, age, ordinal position, parents' support, teachers' support, friends' support.

INCLUSION CRITERIA

- ❖ Normal children and children identified as learning disabled belongs to the age group of 13 to 15 in Ernakulam District.
- ❖ Both boys and girls attending the learning disability care centre training, from minimum a period of one week to 24 months.
- ❖ Both normal and children identified as learning disabled, staying with their parents.

EXCLUSION CRITERIA

- ❖ Normal children and children identified as learning disabled, below the age of 13 and above the age of 15 in Ernakulam District.
- ❖ Normal children and children identified as learning disabled staying in boarding.
- ❖ Both normal and children identified as learning disabled with known psychiatric illness (depression, ADHD, autism) are excluded.

TOOLS OF THE STUDY

The researcher administered two tools for the present study. A comprehensive Personal Performa used as a tool to gather socio demographic data and an adpted version of a psychological scale developed by William R. Nugent and Janita W. Thomas was used to measure self esteem of adolescents. The scale consists of 40 questions covering different dimensions of self esteem.

Self Esteem Scale

For the purpose of measuring the variable, Self Esteem, an adpted version of a psychological scale developed by William R. Nugent and Janita W. Thomas was used. The scale consists of 40 questions covering different dimensions of self esteem.

Reliability of the tool

The reliability of the scale was determined by its original designers using test or tested method and Internal Consistency methods.

Description and Scoring

This is a seven point scale consists of forty items covering different dimensions of self esteem, and its total square is 280. The following items must be reversed (1 = 7, 2 = 6, 3 = 5, 4 = 4, 5 = 3, 6 = 2, and 7 = 1): 1, 2, 5, 11, 13, 16, 17, 20, 22, 23, 25, 27, 30, 31, 33, 34, 38, 39, and 40. After reversing these items, add your responses together to obtain your final score (280).

Validity

The scale was validated against external validity criteria, developed by the same researcher.

Administration of the test

Since the researcher realized that the test is well suitable for Kerala context, the items were translated into Malayalam and it is individually administered among the subjects. The testing was made mainly at schools when the subjects had free hours (leisure time).

PRETEST

After preparing the tools the researcher, conducted a pretest among adolescents with and without learning disability to measure the operational level of the tools used in this study.

DATA COLLECTION PROCEDURE

Data were collected both from primary and secondary sources. Primary data was collected directly from the subjects using personal Performa and self esteem scale. Secondary data was collected books, internet etc.

DATA ANALYSIS AND INTERPRETATION

Taking the objectives of the study in to consideration, the data were analyzed by both descriptive and inferential statistics.

Statistical Techniques Used for Data Analysis

The collected data was consolidated and processed electronically using the software namely Statistical Package for Social Science (SPSS). The following tests have been used to test the tenability of hypotheses. For the rest of the analysis percentage method we adopted;

1. One way Analysis of Variance
2. The 't' - test)

ETHICAL CONSIDERATIONS

- ❖ As it is a research endeavour, confidentiality maintained throughout the study.
- ❖ Data collected from the sample used for research purpose only and profile of the sample will not revealed to other authorities.

LIMITATIONS OF THE STUDY

- ❖ The study limited a sample size of mere 20 students from the four strata. Since sample size is limited to 80, generalization is not possible.

- ❖ The time was limited and only students presented on the day of data collection was included for the study.
- ❖ The study is limited to the geographical area in Ernakulam where the students and their social circumstances are much better than other district.
- ❖ Since the teenage a full of crisis better results did not evolve for self esteem. The results would have been better if the subjects were college students.
- ❖ A period of four months was absolutely insufficient to conduct such an investigation. So the researcher adopted Descriptive Research Design, though an Experimental Research Design is more suited for this study.

DATA ANALYSIS AND INTERPRETATION

Taking the objectives of the study into consideration, the data were analysed by both descriptive and inferential statistics.

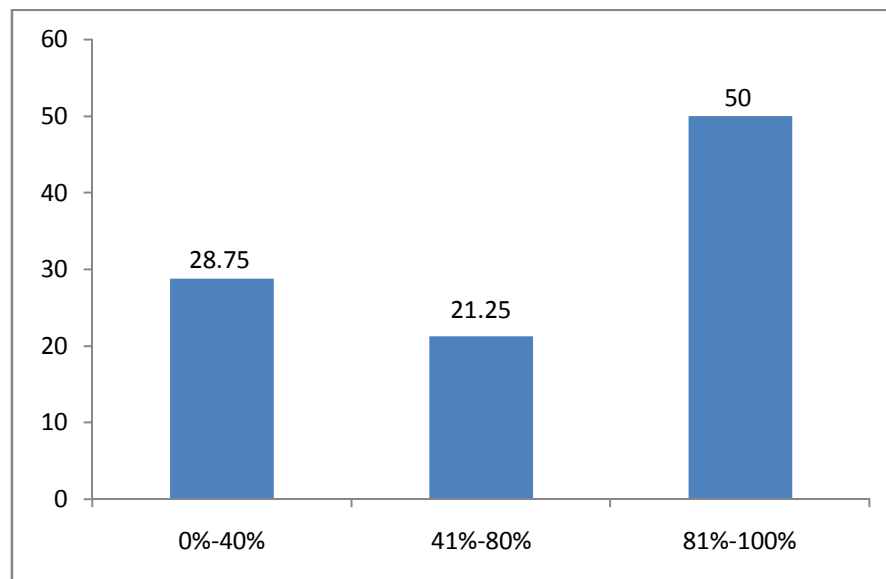
Table: 1.2 - Self esteem of the respondents

Sl. No.	Self esteem	Frequency	Percentage
1	0%-40%	23	28.75
2	41%-80%	17	21.25
3	81%-100%	40	50
	Total	80	100

Table 1.2 and graph 1.1 shows that 50 percent of the respondents' have self esteem between 100 percent to 81 percent. And rest of the 23 percent and 17 percent of the respondents' have self esteem below 40 percent and between 41 percent to 80 percent respectively.

It is clear that presence and absence of learning disability also contribute to the self esteem of adolescents. Many researches proved the fact that children with learning disability have poor self esteem compared to children without learning disability.

Graph: 1.1 - Self esteem of the respondents



Self esteem divisions

Table:1.3 Data and results of one way ANOVA: Comparison of whole sample on the basis of self esteem (N=80)

Group	Sum of Squares		df	Means of squares		F Value
	Between Groups	Within Groups		Between Groups	Within Groups	
Self Esteem	416416.050	17719.900	3,76	138805.350	233.157	595.331

Table 1.3 shows that the self esteem scores of adolescents differ with learning difficulty at 1 % level of significance (F=595.331, p < .01). That is self esteem scores are affected by learning disability. It shows light in to a fact that presence of learning disability adversely affect the self esteem of adolescents.

In order to identify the groups, which showed significant difference, Duncan's Multiple Range test was conducted; the results are presented in the table.

Table:1.4 Data and results of Duncan's Multiple Range test Comparison of whole four strata's based on of self esteem (N=80)

Self Esteem			
Duncan's Multiple Test			
Category	N	Subset for alpha = 0.05	
		1	2
LD Girl	20	106.35	
LDBoy	20	108.50	
Non LD Girl	20		248.10
Non LD Boy	20		255.15

Means for groups in homogeneous subsets are displayed.

The table 4.13 reveals that there is no significant difference between the groups namely girls having learning disability and boys having learning disability. Similarly there is no significant difference between the groups namely girls having no learning disability and boys having no learning disability. However significant difference exists between the groups of students having learning disability and those not having learning disability in the case of self esteem scores.

FINDINGS

The present research endeavour was carried out to compare the level of self esteem among 1. Girls with learning disability, 2. Girls without learning disability, 3. Boys with learning disability, 4. Boys without learning disability, and thereby to test whether learning disability adversely effect their self esteem or not.

Boys and girls in the age range of 13-15 (N = 20 each) were compared with boys and girls with learning disability through an institutional mechanism (N =20 each) using self esteem scale which is developed by William R. Nugent and Janita W. Thomas. A comprehensive schedule covering almost all the personal data of the subject was also used as a tool.

The available data were analysed using statistical techniques namely One way Analysis of Variance, Duncan's Multiple Range Test and the 't' test.

Major characteristics with respect to socio- demographic aspects of the respondents are briefly described below.

- ❖ It is found that the average age of the subjects' is 15yrs.
- ❖ It is observed that the 45 percent of the subjects are studied in the tenth standard.
- ❖ It is clear that the 70 percent of the respondents residing in rural areas.
- ❖ It is observed that the 47.5 percent of the respondents' parents have an income below 10000 per men sum.
- ❖ It is clear that 47.5 percent of the respondents employed in private sector in order to earn daily bread.
- ❖ It is found that the 40 percent of respondents' ordinal position is three.
- ❖ It is clear that 73.8 percent of the respondents get enough support from their parents.
- ❖ It is observed that 70 percent of the respondents get adequate teachers' support.
- ❖ It is found that 57.5 percent of the respondents get enough friends' support.
- ❖ It is clear that 42.5 percent of the respondents' academic achievement is below 40 percent.

Restatement of Hypothesis and test of tenability

The hypothesis formulated for the investigation has been tested on the basis of the results and the discussion. The details are furnished below.

Although not formulated as a hypothesis, it was expected that the category of students with learning disability will have low self esteem

than students without learning disability and the results supported this. This is major finding of the present study.

Hypothesis 1:

There will be significant difference between adolescents with learning disability and without learning disability in terms of their self esteem.

One way Analysis of Variances was used to test the tenability of this hypothesis. It is resulted in finding significant difference among different stratas with respect to variable self esteem. ($F=8.177$, $p > .001$, $df- 2, 77$). Hence Hypothesis 1 is accepted. So Duncan's Multiple Range test was conducted and results show that there is significant difference between adolescents with and without learning disability in terms of their self esteem.

Hypothesis 2:

There will be significant difference on self esteem of adolescents with and without learning disability on the basis of their age

One way analysis of variances was used to test the tenability of this hypothesis. It is resulted in finding significant difference on self esteem among different stratas with respect to variable age.

($F= 6.101, p > .003, df- 2, 77$). Hence Hypothesis 2 is accepted. So Duncan's Multiple Range test was conducted and results show that there is significant difference between adolescents with and without learning disability on the basis their age.

Hypothesis 3:

There will be significant difference on self esteem of adolescents with and without learning disability on the basis of their sex.

For tenability test of this hypothesis, 't' test has been employed and found that it is not statistically significant. Hypothesis 3, therefore, is rejected.

Hypothesis 4:

There will be significant difference on self esteem of adolescents with and without learning disability based on their ordinal position.

One way analysis of variances was used to test the tenability of this hypothesis. It is resulted in finding significant difference on self esteem among different stratas with respect to variable ordinal position.

($F=3.805, p > .027, df- 2, 77$). Hence Hypothesis 4 is accepted. So Duncan's Multiple Range test was conducted and results show that there is significant difference on self esteem of adolescents with and without learning disability in terms of their ordinal position

Hypothesis 5:

There will be significant difference on self esteem of adolescents with and without learning disability based on their parent's support.

This hypothesis was tested using 't' test and found significant difference between the two independent variables. Hence hypothesis 5 is accepted.

Hypothesis 6:

There will be significant difference on self esteem of adolescents with and without learning disability based on their teacher's support.

For tenability test of this hypothesis, 't' test has been employed and found that it is statistically significant. Hypothesis 6, therefore, is accepted.

Hypothesis 7:

There will be significant difference on self esteem of adolescents with and without learning disability based on their academic achievement.

One way analysis of variances was used to test the tenability of this hypothesis. It is resulted in finding significant difference among different stratas with respect to variable academic achievement. ($F=3.220, p > .045, df- 2, 77$). Hence Hypothesis 1 is accepted. So Duncan's Multiple Range test was conducted and results show that there is significant difference on self esteem of adolescents with and without learning disability in terms of their academic achievement.

Hypothesis 8:

There will be significant difference on self esteem of adolescents with and without learning disability based on their friend's support

For tenability test of this hypothesis, 't' test has been employed and found that it is statistically significant. Hypothesis 8, therefore, is accepted.

MAJOR FINDINGS

The present study ended with some interesting findings and the fundamental objective of the present study was to analyse the self esteem level among adolescents with and without learning disability. The results show that learning disabled adolescents have low self esteem compared to adolescents without learning disability:

- ❖ The major finding of this study is that adolescent students with learning disability differ significantly with adolescent students without learning disability in terms of their self esteem. It is also observed that the disabled adolescents' have low self esteem compared to the adolescents without learning disability.
- ❖ The study found that there is significant difference in the level of self esteem among adolescents based on their age.
- ❖ The study found that there is no significant difference in the level of self esteem among adolescents based on their sex.
- ❖ The study found that there is significant difference in the level of self esteem among adolescents based on their ordinal position.
- ❖ The study found that there is significant difference in the level of self esteem among adolescents based on their parents' support.
- ❖ The study found that there is significant difference in the level of self esteem among adolescents based on their teachers' support.
- ❖ The study found that there is significant difference in the level of self esteem among adolescents based on their academic achievement.
- ❖ The study found that there is significant difference in the level of self esteem among adolescents based on their friends' supports.

SUGGESTIONS

Based on the analysis of the results of the present study researcher would like to put forth the following suggestions:

- ❖ More result oriented remedial teachers and school counsellors shall be appointed by the school authorities and individualized educational interventions can be offered more rigorously so as to impart a lasting effect on the psychological makeup of the students and make them socially competent in tune with their age and social circumstances.
- ❖ Regular follow up to measure the effectiveness of individualized educational plan is needed to effect modifications (if required) and also to tackle the adolescent's psychological problems, reported from time to time.
- ❖ There can be a personal progress file kept for each pupil to document all the inputs and out put related to the student. Personality traits and self esteem level of each student should be measured and recorded in the personal progress file. If the authorities maintain such a document, it could be more convenient to measure the change in status of personality and the effects of self esteem boosting intervention programmes.
- ❖ Attitude test and aptitude test can be employed used to assess their personality traits and taste. This will help the pupil to identify their strength and weakness so as to make a better career choice and success in life.

- ❖ Life skills training programs, personality development interventions, self esteem boosting techniques, assertive skill training etc. can be provided to the learning disabled children on a regular basis.
- ❖ Remedial teachers and school can be competent to administer among learning disabled students different relaxation technique for anger management and improving memory and concentration.
- ❖ Appointment of school councilors' for conscientizing, the parents and teachers on learning disability and its adverse effect on children.
- ❖ The support of Parent Teachers Association (PTA) and Association for Learning Disabilities of India (ALDI) for individualized educational services and family intervention programmes, have to be enhanced.
- ❖ There should be an efficient referral system service in all the schools under special educators and school counselors' supervision to provide adequate information to solve adolescents' learning disability related psycho-social issues.

CONCLUSION

Learning disabilities, and their accompanying academic challenges, can lead to low self-esteem, isolation, and behavior problems. Counter these hurdles by creating a strong support system for children with learning disabilities and helping them learn to express themselves, deal with frustration, and work through challenges. By focusing on the child's growth as a person, and not just on academic achievements, and help him or her to learn good emotional habits that set the stage for success throughout life.

"Self Esteem among Children: A Comparative study in Adolescents with and without Learning Disability with Special Reference to Ernakulam District", this research tried to analyse the level of self esteem among adolescents with and without learning disability. Based on the findings arrived at through present study, it can be rightly concluded that, learning disability significantly hampered the self esteem of adolescents', so evidence based social work intervention is needed among learning disabled adolescence to make substantive improvement in their personality domains such as self esteem. There are other different dimensions related to the self esteem among adolescents and there is a scope for further experimental research studies.

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ALIENATION AND ADJUSTMENT OF SCHOOL GOING ADOLESCENTS

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Abstract

The influence of alienation on the performance of school children is a serious concern. Besides, effects of alienation on adjustment dampen desirable personality development. The result of a systematic scientific study conducted on a sizable number of school going boys and girls from Ludhiana, India on the effect of various dimensions of alienation on adjustment revealed significant relationship of adjustment with alienation, demanding understanding and appreciation of its outcome by parents, teachers, sociologists, educators and administrators.

Keywords: Alienation, Adjustment, Adolescents, Gender.

Introduction

Alienation is one of the major characteristics of modern times. Though as old as Marxian philosophy the concept of alienation has become the hallmark of modern age. It is one of the greatest problems confronting us today.

In western culture, the term 'alienation' came into its own during the period of cold war and reached its peak in popular usage during 1960s (Sachacht, 1971). As far as Indian scene is concerned, it could catch the attention of social scientists only a few years back (Sharma, 1990).

Alienation has been used by philosophers, psychologist and sociologists to refer to an extraordinary variety of psycho-social disorders including loss of self, anxiety state, anomie, despair, depersonalization, powerlessness, meaninglessness, isolation, pessimism and the loss of beliefs or values (Kaplan, 1976).

Generally speaking the term 'adjustment' appears in diverse use and its very general meaning is process of living itself. By adjustment we mean how the individual regards himself as a member of society and how his action measures up to the expectations of the same society. Thus, adjustment can be defined as a process of effecting a satisfactory adaptation to one's environment.

Good (1959) in Dictionary of Education says, "Adjustment is a process of finding and adopting modes of behavior suitable to the environment or the changes in the environment".

Alienation in adolescents is a mental process through which necessary physical distance from parents and society is achieved. It is a defense against painful ideas and effects, associated with disruption with catharsis to past relationship.

The period of adolescence is the most crucial period of utmost importance to an individual. This is the period which stirs up an amount of anxiety in the minds of parents and it exercises a great stress on the adolescents themselves. Keats, the great English poet gave the quintessence of adolescence in these lines: "There is a space of life in which the soul is ferment, the character undecided and the way of life uncertain".

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Objective of the Study

1. To study whether significant relationship exists between alienation and adjustment of school going adolescents.
2. To explore whether the relationship between alienation and adjustment among school going adolescent boys and girls differ significantly or not.
3. To study relationship of various dimensions of alienation with adjustment.
4. To investigate significances of differences in the alienation of school going male and female adolescents.
5. To study significances of difference in adjustment of high and low alienated groups of adolescents.

Significance of the Study

The present study in its complete form will equip the teachers, guidance workers school counselors and parents with the knowledge of relationship of these two very important variables, i.e. alienation and adjustment. It will assist school personnel in understanding the level of alienation and adjustment of adolescent boys and girls.

In the modern circumstances, the nature and functioning of educational institutions is undergoing a drastic change in every sphere. The changes like confusing social demands of educational institutions, in education as discipline, fluctuating administrative styles, loss of significances of education in job market, overcrowding of institutions due to population explosion, changing family roles, erosion of value system etc. are generating alienation and producing adjustment problems especially for young adolescents.

Further, this investigation will help in reforming class room activities, designing new teaching strategies, reconstructing curriculum, developing platform for interaction among parents and teachers and making provisions especially for adolescents in the light of their growing alienation and increasing maladjustment in the present scenario.

Review of Related Literature

Sharma (1990) studied activist and alienated students in relation to their socio-economic status and concluded that there is a significant differences between the activist and alienated students on their socio-economic status.

Shukla (1990) studied teachers' alienation vis-à-vis sex and location of colleges and reported that alienation is present in greater amount in the lady teachers of girls' colleges, compared to the male teachers of boys' colleges.

Neena (1989) conducted a comparative study of the adjustment of high and low creative students and concluded that there is no significant difference between adjustments of high and low creative students.

Narahari (2013) in his study: Impact of meditation on alienation, depression, emotional quotient, locus of control and personality of software professional brought out that the level of alienation experienced by software personnel is significantly higher before the practice of meditation than after the practice of meditation for three months.

Erbas (2014) conducted a study on relationship between alienation levels of physical education teacher candidates and their attitude towards the teaching profession. The study revealed that alienation levels and attitudes of physical education teacher candidates towards the teaching profession were moderate and alienation levels were important predictors of the attitude levels towards the teaching profession.

Hypotheses

1. There exists no significant relationship between alienation and adjustment of school adolescents.
2. There is no significant difference in the relationship of Alienation and adjustment among school going adolescent boys and girls.
3. There is no significant relationship between various dimensions of Alienation and Adjustment.
 - a) No significant relationship exists between Powerlessness and adjustment.
 - b) Significant relationship does not exist between isolation and adjustment.
 - c) No significant relationship exists between self-estrangement and adjustment.
 - d) There is no significant relationship between meaninglessness and adjustment.
 - e) No significant relationship exists between Normlessness and adjustment.
4. There exists no significant difference in the Alienation of school going male and female adolescents.
5. Significant difference does not exist in the Adjustment of high and low alienated group of school going adolescents.

Design

To carry out the above said exploration and to meet objectives of the study, descriptive survey method was used. Co relational approach involving bi-variety correlation was adopted to ascertain various relationships. Significance of difference between means was worked out to know the sex difference regarding alienation and adjustment of high and low alienated groups of adolescents.

Sample

Sample for the present study contains 200 Senior Secondary school students, selected randomly from different schools of Ludhiana city. The sample was evenly balanced between boys and girls. Students were selected randomly from two or more sections of IX, X and XI class.

Tools Used

The tools used in the present investigation are:

1. Study Alienation Scale (SAS) by R.R. Sharma.
2. Adjustment Inventory by H.S. Asthana.

Analysis of Data and Discussion of Results

Table-1: Coefficient of Correlation Between Alienation and Adjustment

S. No.	Group	N	r
1	Total Sample (Boys and Girls)	200	-0.51**
2	Boys	100	-0.428
3	Girls	100	-0.553

**Significant at 0.01 level

The coefficient of correlation between alienation and adjustment is -0.51 which is significant at 0.01 levels. So we can say that there exists a moderate, negative but significant correlation between alienation and adjustment. On the basis of this result we can further say that alienation adversely affects adjustment. Those who are high on alienation are low on adjustment or are maladjusted and those who are low on alienation are high on adjustment or are better adjusted comparatively. Alienation leads to maladjustment. Thus we reject hypothesis 1.

Table also shows that CR between two coefficients of correlation is 1.07, which is non-significant. It means there exists no significant difference between two 'R' s between alienation and adjustment among adolescent boys and girls. Therefore hypothesis 2 is accepted.

Table-2: Correlation Between Various Dimensions of Alienation and Adjustment

Sr. No.	Dimensions of Alienation	r
a	Powerlessness	-0.28**
b	Isolation	-0.30**
c	Self-estrangement	-0.59**
d	Meaninglessness	-0.32**
E	Normlessness	-0.23**

**** Significant at 0.01 level**

Table 2 indicates that coefficient correlation 'r' between five dimensions of Alienation and adjustment. The value of 'r' between first dimension of alienation, i.e. powerlessness and adjustment is -0.28 (significant at 0.01 level) which indicates that there exists low, negative but significant relation between adjustment and powerlessness. So the hypothesis 3(a) is rejected.

Further value of 'r' between second dimensions of alienation, i.e. isolation and adjustment is -0.30 (significant at 0.01 level, which indicates that there exists negative, low and significant correlation between isolation and adjustment. So hypothesis 3(b) is rejected.

The value of 'r' between third dimension of alienation, i.e. self-estrangement and adjustment is -0.59 (significant at 0.01 level) which indicates that there exists substantial correlation between self-estrangement and adjustment. So hypothesis 3(c) is also rejected.

The value of 'r' between fourth dimension of alienation, i.e. meaninglessness and adjustment is -0.32 (significant at 0.01 levels) which makes it amply clear that there exists negative, low and significant correlation between meaninglessness and adjustment. So hypothesis 3(d) is rejected.

The coefficient of correlation 'r' between fifth dimension of alienation i.e. normlessness and adjustment is -0.23 (significant at 0.01 level) which provides evidence that there exists negative, low and significant correlation between normlessness and adjustment; hypothesis 3(e) is therefore rejected.

From the results of relationship various dimensions of alienation with adjustment we can infer that all the dimensions adversely affect adjustment of an individual.

As all the values of 'r' between different dimensions of alienation and adjustment depict negative and significant correlation, on the whole we reject the hypothesis 3 which states; "There is no significant relationship between various dimensions of Alienation and Adjustment:

Table-3: Significances of difference in means of Alienation scores of boys and girls

Group	N	M	SD	t value
Boys	100	29.58	6.78	1.30
Girls	100	31.00	8.5	

Table 3 shows the value of calculated t ratio is 1.30. it indicates that boys and girls do not differ significantly in alienation or there is no significant sex difference in alienation of school going adolescents. Girls are as much alienated as boys. The level of alienation among school going male and female students shows no sex-bias. On the basis of this result, the hypothesis 4 which states, "There exists no significant difference in the Alienation of School going male and female adolescents", is accepted.

Table-4: Significance of Difference in Means of Adjustment Scores of High and Low Alienated Groups

Group	N	M	SD	t value
High alienated group	54	17.24	5.28	7.61**
Low alienated group	54	25.16	5.55	

Table 4 shows that the value of t ratio is 7.61 which is significant at 0.01 level. It indicates that adjustment of high and low alienated groups differs significantly. It means high alienated group is low in adjustment and low alienated group is high in adjustment. That is why the difference between adjustment scores of high and low alienated groups is significant. This result is in tune with our discussion on relationship between alienation and adjustment which is carried out to test hypothesis 1. Thus hypothesis 5 is rejected.

Conclusions

On the basis of present investigation, the following conclusions have been drawn.

1. There exists a moderate and negative but significant correlation between alienation and adjustment of school going adolescents.
2. No significant difference of relationship exists between alienation and adjustment among school going adolescents boys and girls.
3. There is negative and significant relationship between various dimensions of alienation and adjustment.
4. There is no significant difference in alienation among boys and girls.
5. Significant differences exist in the adjustment of high and low alienated school going adolescents.

Educational implications

Our educational institutions are generating alienation because by and large democratic atmosphere is missing and if it exists, it is only in name and authoritarianism is dominating. Students in schools and especially adolescents conform to certain norms of strict discipline without taking into concentration personality patterns of students. As a result alienation grows.

The present study which shows that there is moderate, negative but significant relationship between alienation and adjustment will help the school personnel especially the counselor, guidance worker, teachers etc. in understanding the level of alienation which serves as a contributory cause for mal adjustment.

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WISDOM SOCIETY: ULTIMATE NEED FOR HUMAN DEVELOPMENT

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Abstract

In the age of digitization, there is no shortage of scientific and technological know-how. Advancement in the field of technology has empowered the society by the knowledge. The knowledge society has made us materialistic and put whole mankind in mortal danger. Knowledge has overpowered the wisdom and has made us ignorant about our deeply rooted wisdom traditions. Students are made formally educated; they are not equipped with the skills, abilities and competencies of applying knowledge in a practical way which is the need of the hour. This is due to our indifferent attitude towards wisdom and use of knowledge by us without wisdom. There is a need of paradigm shift to A Wisdom Society- a society with the element of optimism. Wisdom is indispensable element of long lasting success and truly progressing society. The hallmark of a wisdom society is that each person must have notion of the common universal good in mind. All that knowledge which cannot complete your being social and show your love and concern for the others is a waste.

INTRODUCTION

Transformation is the essential ingredient of a society. Indian society is characterized by the societal transformation, from agricultural society to industrial society then to knowledge based society and finally is moving towards wisdom society. Every society has contributed in the human development. The key resource of agricultural society is land, physical assets are for industrial society and for knowledge based society, knowledge is the main component. Thus our society passes from the state of physical power to wealth power to mind power and now to wisdom power.

The industrial revolution increased economic, social and cultural development by promoting the need for new scientific and technological inventions. Knowledge in this period increased quantitatively and qualitatively. For the development of society this knowledge has to be organized. This led to the formation of information society. No doubt, advancement in the field of ICT has provided accurate information and knowledge at our finger-tips through a thirty-second search on Google and changed the world into an information based society. Information society is based on technological breakthroughs. But society flooded with information alone is at stake, artificial and devoid of the feeling of fraternity. So the need of transition to the next stage is felt where knowledge is the focus, not the information. It is the knowledge only that makes a man able to discriminate between right and wrong, good and bad. Knowledge shows the path of shunning evils and follows the virtuous path. Knowledge breaks the shackles of ignorance and enlightens the mind. So it is essential to integrate information into a meaningful whole, mind power is needed i.e. knowledge that gave birth of new society- Knowledge Society. In Sri Guru Granth Sahib (SGGS), the holy Sikh Scripture, the great emphasis is laid on the acquisition of knowledge. In SGGS, it is emphasized that education does not mean the knowledge of alphabets. A person with true knowledge definitely be a person of truthful conduct.

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KNOWLEDGE SOCIETY:

The knowledge society represents a new paradigm for future development of human society. It is the society in which knowledge is generated and disseminated and finally applied for the economic progress of the society. The term "Knowledge Industry" was coined by Princeton Economist Friz Machlup in his book, 'Production and distribution of Knowledge' in 1962. The term 'knowledge society' has been used by Drucker (1971) in his book 'The Age of Discontinuity'. Since ancient times, education has contributed in making society knowledgeable. It is from Vedas that ancient education emerged. Vedas are considered to be main source of Indian philosophy of life. The main objective of education during this period was to develop a person physically, morally and intellectually so that he could salvation. During Hindu period, development of personality of child and to make him able to lead a successful life socially and economically was the objective of education. The major aim of Buddhist education was formation of high character. Then, to raise the standard of education at different levels of education in India various educational commissions have been set up since long time. After independence, education has always been considered as the engine of personal, social and economic growth.

In view of Venkatasubramanian (2000), Knowledge Society means "creating, sharing and using knowledge as the key factor in bringing about prosperity and well being of people." It is the landmark in the journey of human civilisation. This society is reshaping the global economy. Development, creation and maintenance of knowledge infrastructure, knowledge workers, are the benchmarks in deciding the prosperity of the knowledge society. The concept of knowledge society includes different dimensions such as social, ethical and political and cultural. All the members either young or old must be integral part of the knowledge societies so that knowledge should be public good and available to each and every individual.

Knowledge society overwhelmed so much that to substantially increase economic growth, eliminate poverty and play a meaningful role in the international world order India has to become super power in knowledge sector by understanding and exploiting ICT revolutions properly. Even ancient educationists considered knowledge as the third eye of man. In the spiritual sphere, it leads us to salvation, in the mundane sphere it leads us to all round progress and prosperity. Education of ggs is also based on the same principle. People of this society are knowledge seekers. In their views, happiness can be sought only if one is knowledgeable. So to satisfy the need of knowledge, access to knowledge is promoted. But the efficient utilization of this knowledge can produce well informed society not a society with morality. An educated man does not mean a person who has more knowledge. "What is the use of reading the Vedas and the Puraanas? Without true knowledge (wisdom) it is like loading a donkey with sandalwood."¹

Knowledge has overpowered the wisdom and has made us ignore about our deeply rooted wisdom traditions. People are in a state of utter confusion, conflicts and turmoil as they have lost their greatest asset- moral values. Morality is an aspiration of mankind from times immemorial which can only be accomplished with wisdom not with knowledge. Time has come to transform knowledge society into wisdom society for a better life in the present scenario.

WISDOM SOCIETY

Wisdom is not a new concept. Throughout the ages, it is said that if we will use the knowledge without wisdom, whole of mankind will be in mortal danger. "When the mind is cleaned with the Jewl of spiritual wisdom, it does not become dirty again."¹ Wisdom is fundamental virtue that plays a key role in human development. Wisdom enables an individual to realize himself and supreme-self. Kabir Ji says, " If you have wisdom, destroy your evil and discipline your mind."² UNESCO International Commission on Education also gave four pillars of education. One of the pillar is also based on wisdom i.e. learning to know. In the view of Fadzil (2003), the most important characteristic of wisdom society is Iman. It means that this society must have sincere belief and be positive about iman. With iman only, a man can achieve strengths and competitive skills. Wisdom society focuses on practical wisdom.

In the digital age, students have lost wisdom because knowledge has become priority for them. For them, wisdom is a barrier to their progress. In their views, only knowledge can make their life intellectual, moral and practical. Whenever you talk to them, you will always find them leading a superficial and materialistic life, a life which is not in conformity with truth and beauty. For them success is their ultimate aim of life, rest is useless. They have put wisdom behind the bars. The modern education system has made the teachers busy in filling the minds of the students with knowledge rather than emphasizing teaching to be wise. Students are made formally educated; they are not equipped with the skills, abilities and competencies of applying knowledge in a practical way. Teachers and parents have high expectations from students so they are more worried about success, achievement and completions. They have found out the ways of increasing IQ, but undersell the ultimate goal of students as well as society i.e. wisdom. Wisdom is more than mere knowing which focus more on practical aspect of knowledge. Wisdom cannot be misused unlike science, technology, power and knowledge.

There is a need of paradigm shift to a wisdom society- a society with the element of optimism. Wisdom is indispensable element of long lasting success and truly progressing society. The hallmark of a wisdom society is that each person must have notion of the common universal good in mind. To create a wisdom society is a critical challenge of k-era where knowledge is moving ahead of wisdom. This dream can come true by re-linking education with wisdom. Schools must have a vision for wisdom society. It is the need of the digital age to impart the education in such a way that students learn not only for achievement rather to live wise. Our institutions have to shun conventional education that overemphasizes rational, memory-based ways of learning and adopt nontraditional educational approaches that help the students to wise up.

1. Giaan Ratan Man Maajeai Bahurh Na Mailaa Hoay-SGGS, p. 992

2. Yayaa Jao Jaaneh Tao Durmat Han Kar Bas Kaaia Gao-SGGS, p.342

Teacher should be involved in providing wisdom-based learning experiences and wisdom-based counseling. Teachers should inculcate love for knowledge, rebirth of interest in wisdom among students and establish society where people can use the knowledge in differentiating good from evil and right from wrong. They have to create learning opportunities in such a way that wisdom co-exists with knowledge. A wisdom society is not inundated by knowledge rather with good deeds, sincere belief and refined personality. Contemplate and reflect upon knowledge, and you will become a benefactor to others.¹ In other words the purpose of the education is initiating a person

to altruism. All that knowledge which cannot complete your being social and show your love and concern for the others is a waste. If teachers are concerned with promoting wisdom then they have to think beyond the narrow notions of knowledge. They have to develop the ability of removing the evil thoughts from the mind of students.

CONCLUSION:

For harmonious and beneficial development of humanity, wisdom society is the need of the hour. Knowledge being the cognitive process can be acquired but wisdom cannot be acquired. One has to get ready for being wise. Wisdom is indispensable ingredient of success. But educational institutions have put the goal of wisdom behind. Wisdom should be the ultimate goal of each institution. For this, we all have to share our experiences and think beyond being personal

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ADJUSTMENT PROBLEMS AMONG COLLEGE STUDENTS IN RELATION TO USAGE OF SOCIAL NETWORKING

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Abstract

The Present study was designed to investigate the Adjustment problems among college students in relation to usage of social networking. The study was aimed to study the association between adjustment problems and usage of social networking among college students with respect to gender, residence and levels of Social Networking Usage. The information was collected from 200 randomly selected college students from Moga and Ferozepur districts of Punjab State by using a standardized Adjustment Inventory prepared by Prof. D.N. Srivastava & Dr. Govind Tiwari and a Self Constructed questionnaire for assessing Social Networking Usage. The collected data was analysed by applying parametric statistical techniques. The major findings of the study revealed 1) the significantly positive correlation between Emotional Adjustment and Social Networking Usage among College Students in case of Emotional Adjustment. 2) the significant difference in Home Adjustment, Emotional Adjustment and Social Adjustment of Male and Female College students. It can be concluded from the mean differences that female College students have more Home and Social Adjustment than males and males are more emotionally adjusted as compared to female College students. 3) the significant difference in Social Adjustment of Rural and Urban College students. The data reveals that urban College students have more Social Adjustment as compared to rural students. 4) the significant difference in Social Networking Usage between Male and Female College students. 5) The investigator noticed that male College students are more inclined towards the use of Social Networking. 6) There exists no significant difference in Social Networking Usage between Urban and Rural College students. 7) The Significant difference was found in Emotional Adjustment of low Social Networking Users and High Social Networking User. It was clear from the mean difference that high Social Networking users have better Emotional adjustment than low Social Networking users.

Key Words:- Adjustment Problems, Social Networking, College students, Gender, Residence.

Conceptual Framework

Education consists of all those experiences which affect the individual from birth till death. Education not only provides knowledge and skills but also includes value training and instincts posturing attitude and habits. Every country develops system of education to express and promote its unique socio-culture identity and also to meet the challenges of the time. Education is aggregate of all processes by means of which a person develops ability and other forms of behaviour of positive value in society in which he lives. It attempts to develop the personality of an individual and then prepares him for membership in a society. Education is a powerful instrument to bring about desired change in the individual as well as in the society. These changes are in

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terms of more physical and mental abilities, development of certain skills peculiar to each subject and better adjustment to the given situation environment. Education is the process to train the students for the adjustment in life situations. Main concern of teachers is to develop the capacity among the children for adjusting in home, school and in society. It is psychological as well as biological concept.

The process of adjustment starts right from the birth of the child and continues till death. The concept of adjustment is as old as human race on earth. From the very beginning of the period of Darwin, the concept was used in purely biological sense. Insects and germs, in comparison to human beings, cannot withstand the hazards of changing conditions in the environment and as the season changes, they die. It refers to the harmonious relationship that comes among the organisms, the environment and the personality.

Now a day, students are constantly adapting new technologies and features. This leads our youth towards the use of Social Networking. Social Networking is interactive platforms where content is created, distributed and shared by individuals on the web. This new form of media makes the transfer of text, photos, audio, video and information in general increasingly fluid among internet users. Platforms like Twitter, Facebook, whatsapp, skype and LinkedIn have created online communities where people can share as much or as little personal information they desire with other members. These social networking websites are becoming much popular among students and professionals which help them in making connect each other, locally and globally. The social networking helps students to cope with everyday life stress and lighten the burden of academic workload in most cases. . Social Networking engage learners in the online interactions with peers, friend and relatives etc.

The excess use of this Social Networking may lead our youth towards many kinds of adjustment problems in their colleges, home and as well in society. For deep understanding of the variable, we have to understand both the variables adjustment problems and use of Social Networking.

Social Networking

Social Networking is a set of internet based application that constructs on the ideological and technological foundation of web and that permits the design and exchange of user generated content.

Social Networking is the future of communication, a countless array of internet based tools and platforms that increase and enhance the sharing of information. The key question now being addressed by an ever growing number of social networking experts is how to best utilize the unlimited amount of information available from social networking sites for business advertising, social good and who knows what else. One thing is for certain; personal data from social networking usage will continue to be tracked and logged for the benefit of any business willing to pay for it, and any company that does not invest in social networking now will be playing catch-up in the near future.

Social networking is a media for social interaction, using highly accessible and scalable communication techniques. Social networking is the use of web-based and mobile technology to turn communications into interactive dialogue. Deb and Sankar (2015) state that Social networking depends on mobile and web-based technologies to create highly interactive platforms through which individuals share, co-create, discuss user generated content. In the year 2003, two new social networking sites Facebook and Orkut change total concept of Social Network in the history of Social networking.

Social Networking services utilize the participation technology and software tools such as blogs, wikis instant messaging, chat room message boards and social bookmarking to share online ideas, videos, photos etc.

Effects of Social Networking Usage

Social network is only an interface between the users for the communication; unfortunately it has become an addiction for students and teenagers. Familiar social networking sites are continuously drawing the students away from their studies. The main goal of students should be education. Social networking is veering them away from the more meaningful aim in life. Social networking makes a student to exist in a world of fantasy rather than reality. The addiction of social networking is taking one far from one's friends, family, teachers and other associations and this could be very much dangerous for life and education.

Social networks, unlike the common media, do not have a pattern as to how much information has to be conveyed and where to draw the line. Too much of information may confuse users. Security might be another area of concern where people can get illegal access to a user's information.

In some of the scenario, there were many in appropriate information posted which may lead the students to the wrong side. Because of social networking, students lose their ability to engage themselves for face to face communication. Many of the bloggers and writers posts wrong information on social sites which leads the education system to failure Students who get involved in activities on social networking sites while studying result in reduction in their focus of attention. This causes reduction in their academic performance, and concentration to study well. Students, while searching and studying online, get attracted to using social networking sites and sometimes they forget why they are using internet. This wastes their time and sometimes students are not able to deliver their work in the specified time frame. The student's motivational level reduces due to the use of these social networking sites. They rely on the virtual environment instead of gaining practical knowledge from the real world. As we all are aware of social networking that has an enormous impact on our society. Many of the social networking sites are most popular on the web. Some social networking sites have transformed the way where people communicate and socialize on the web. Social networking sites render the opportunity for people to reconnect with their old friends, colleagues and mates. It also helps people to make new friends, share content, pictures, audios, videos amongst them. Social networking also changes the life style of a society. It also helps to share ideas beyond the geographical boundaries. Another positive effect of social networking sites is that it unites people on a huge platform for the achievement of specific goals. This brings positive change in the society.

Social networks have removed all the communication and interaction barriers and no one can communicate his/her perception and thoughts over a variety of topics. Students and experts are able to share and communicate with like- minded people and can ask for the input and opinion on a particular topic.

One of the negative effects of social networking is that it leads to addiction. Spending countless hours on the social sites can divert the focus and attention from a particular task. It lowers the motivational level of the people, especially of the teenagers and students. They mainly rely on technology and the internet instead of learning the practical knowledge and expertise of the everyday life. Kids can be greatly affected by these social networking sites if they are allowed to use them. The reason is that sometimes people share photos on social network that contains violence and sex,

which can damage the behavior of kids and teenagers. It put the negative impact on overall society as these kids and teenagers involve themselves in crime related activities. Another downside of the social networking is that the user shares too much information which may pose threats to them. Even with the tight security settings your personal information may leak on the social sites. At last, we can say that there are many negative effects of social networking rather than positive effects.

Adjustment

The dictionary meaning of the word "adjustment" is to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus adjustment between two things means modify one or both of them to correspond to each other. For example: wearing of cloth according to the season. As we cannot change the season so we have to modify our cloths

The struggle between the needs of the individual and external forces is a continuous struggle since time immortal. According to the Darwin (1958) theory of evolution, those species which adapted successfully to the demands of living, survived and multiplied, while others who did not, died out. Therefore adaptation or change in oneself according to the external environment is a basic need for survival.

However the concept of adjustment is not as simple as adaptation. Psychologist and scholars differ considerably in interpreting its meaning and nature.

James Drever defines adjustment as the modification to compensate for or meet special condition.

According to the Shaffer, "Adjustment is the process by which living organism maintain a balance between his needs and the circumstances that influence the satisfactions of these needs.

In the words of Coleman and James, "Adjustment is the outcome of the individual's attempts to deal with the stress and meet his needs: also his efforts to maintain harmonious relationships with the environment.

Carter V Good state, "adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the change in the environment.

Adjustment can be defined as a process of altering one's behaviour to reach a harmonious relationship with their environment. This is typically a response brought about by some type of change that has taken place. The stress of this change causes one to try to reach a new type of balance or homeostasis between the individual and with their environment.

Adjustment Problems

Adjustment problems refers to disharmony between the person and his environment. It results from the frustration of the needs. When we are unable to provide situations in home, school and society which can enable the child to satisfy his needs, adjustment problems occur. It implies not only mental ill health which produce all sort of anxieties and worries, it also mean that the individual is not able to live with others in peaceful manner. A person with adjustment problems is not able to establish proper relationship between his ability and environment. One comes in conflict and struggle between his abilities and capacities and his environment. He is not able to lead a normal life. He is an unhappy man. His unhappiness varies with degree and extends of his mental health. He always disturbs others. He is a nuisance to all those who come in contact with him. His behaviour sometimes is anti social and at other time borders on criminality.

For adjustment problem the whole blame cannot be put on the shoulder of the individual. Sometimes the physical conditions are so rigid and the social environment so adverse that an even the healthy person face adjustment problems and loses mental health. If the basic needs of the individual are not satisfied he will have problems in adjustment. Some areas of adjustment problems are discussed in this research are as follow:-

Home is one of social institution which influences an individual more is his home. The adjustment which is established by the individual in his home is called home adjustment. The main factors which involves in an adolescents home adjustment parent Child relationships, relationship with siblings, socio-cultural environment of family and economic conditions etc.

School Adjustment; The type and degree of adjustment an adolescent makes in a home influence his later adjustment in schools. C. V. Good defines, "school adjustment as the act or process of fitting the school environment to the needs of the pupil.

Good defines social adjustment as the processes whereby the individual attempts to maintain or further security, comfort, status or creative inclinations in the face of the ever changing conditions and pressures of his social environment or the state or condition attained through such efforts.

Significance of the Problem

Social networking is a part of the technology development. The popularity of the social networking sites increased rapidly in the last decade. Social networking plays an important role in the field of education. This is probably due to the reason that college and university students as well as teens use it extensively to get global access. Now days these social networking sites such as twitter, whatsapp and facebook have become a raging craze for everyone. Social networking creates the biggest differences between student and their family. They consume a lot of their time in social networking. So this may be the main cause of the problems faced by our youth in their academic adjustment settings as well social setting including family. These sites have caused some potential harm to society. It can be observed, students mostly interact through these social networking sites and lesser time they spend with others. These sites reduce the students' communication skills. They are not be able to communicate and socialize effectively with others. The effective communication skills are key to success in the real world. The students become victims of social networks more often than anyone else. This is because of the reason that when they are surfing online, they get attracted to these sites to kill the boredom in their study time, diverting their attention from their work. The unlimited use of anything or social networking becomes harmful for them. The excessive use of these sites affects the mental as well as physical health. Students do not take their meals on time and take proper rest. So this study is to further investigate the adjustment problems of College students in relation to their usage of social networking.

Operational Definition

Adjustment Problems

An adjustment problem occurs when an individual is unable to adjust to or cope with a particular stressor, such as a major life event. To examine the adjustment problems it is mandatory to study the adjustment. So, in the present study adjustment problems mean the adjustment of College students with respect to their home, educational, emotional, social and overall adjustment.

Social Networking Usage

Social Networking Usage for the present study refers to being active users on social networking sites for a significant period of time in ones daily routine without any productive purpose.

Objectives of the Study

1. To study the Adjustment of College Students.
2. To study the relationship between Adjustment and Social Networking Usage among College Students.
3. To find out difference in Adjustment of Male and Female College students.
4. To find out difference in Adjustment of Urban and Rural College students.
5. To study the Social Networking usage among College Students.
6. To find out difference in Social Networking Usage between Male and Female College Students
7. To find out difference in Social Networking Usage between Urban and Rural College Students
8. To find out the difference in Adjustment with respect to levels of Social Networking Usage.

Hypotheses

1. There exists no significant relationship between Adjustment and Social Media Usage among B. Ed. Students.
2. There exists no significant difference in Adjustment of Male and Female B. Ed. students.
3. There exists no significant difference in Adjustment of Rural and Urban B. Ed. students.
4. There exists no significant difference in Social Media Usage between Male and Female B. Ed. students.
5. There exists no significant difference in Social Media Usage between Urban and Rural B. Ed. students.
6. There exists no significant difference in Adjustment with respect to levels of Social Media Usage.

Sample

To conduct the present study, 200 College students were selected by following random sampling techniques from Colleges of Ferozepur & Moga districts of Punjab State. In this study, 97 respondents were male (57 Rural and 40 Urban) and 103 were female (56 Rural and 47 Urban)

Statistical Techniques

Following statistical techniques were used:

- Mean, Median, Mode. Standard Deviation were used for Descriptive analysis
- t-test
- Pearson's Correlation
- Graphical representation was done wherever required

Tools Used for the Study

1. The Adjustment Inventory by Prof. D.N. Srivastava & Dr. Govind Tiwari

2. Self Constructed tool for assessing Social Networking Usage.

Delimitations of the study

- In the present study the adjustment problems was taken as Home Adjustment, Emotional Adjustment, Educational Adjustment and Social Adjustment of College students.
- This study was delimited to College Students only.
- This study was confined to district Moga and Ferozepur of Punjab State.
- This study was delimited with respect to the sample of 200 College Students

Analysis and Interpretation

Objective 1: To Study the Adjustment of College Students.

The first objective of the present study was to study the Adjustment among College students. In order to achieve the objective, descriptive analysis was applied.

Table 1: Showing Gender Wise Mean Score of Adjustment of College Students

Dimensions of Adjustment	Male		Female	
	Mean	Adjustment	Mean	Adjustment
Home Adjustment	12.02	Excellent	13.24	Excellent
Educational Adjustment	11.80	Good	12.42	Excellent
Emotional Adjustment	12.01	Good	9.95	Average
Social Adjustment	12.49	Excellent	14.46	Excellent
Overall Adjustment	48.33	Excellent	50.07	Excellent

The above table 1 shows the mean scores and levels of adjustment of male and female College Students. The mean score for home adjustment of male and female are 12.02 and 13.24 respectively, which shows the excellent home adjustment of males and females. Then the mean score of educational adjustment of male and female are 11.80 and 12.42 respectively, which shows good adjustment in males and excellent adjustment in females. In case of emotional adjustment, the mean score for male is 12.01 and for female is 9.95. This depicts good emotional adjustment in males and average in females. In social adjustment, the mean score of male and female are 12.49 and 14.46 respectively. Both the gender shows excellent social adjustments. Moreover, the overall adjustments mean score of males and females are 48.33 and 50.07 respectively, in which male and female have excellent adjustment.

Table 2: Showing Frequency Distribution of Adjustment of College Students

Class Intervals	Frequency	CF	CPF
20-24	2	2	1
25-29	1	3	1.5
30-34	4	7	3.5
35-39	14	21	10.5
40-44	28	49	24.5

45-49	52	101	50.5
50-54	48	149	74.5
55-59	35	184	92
60-64	14	198	99
65-69	1	199	99.5
70-74	1	200	100

Mean 49.22 Range 48.00 Minimum 23.0 Maximum 71.00

Table 2 shows the frequency distribution of adjustment of College Students. The distribution depicted that 26% of College Students lie in the interval (45-49), in which mean value of 49.22 falls. Whereas, 24.5% of respondents lie in the class intervals that are lower than the mean class interval (45-49) which may be interpreted as they have faced more adjustment problems and on upper side 49.5% of College students fall in the higher mean interval i.e. 45-49, which may be interpreted as they have faced lesser adjustment problems.

Hence, the objective 1, "To study the Adjustment of College Students", is achieved.

Objective 2: To Study the Relationship Between Adjustment and Social Networking Usage Among College Students.

The second objective of the study was to study the relationship between Adjustment and Social Networking Usage among College students. In order to achieve the objective, the coefficient of correlation was applied.

Table 3: Showing the Coefficient of Correlation Between Adjustment and Social Networking Usage Among College Students

Variables	Social Networking Usage (r)
Home Adjustment	-0.080
Educational Adjustment	-0.045
Emotional Adjustment	0.207**
Social Adjustment	-0.102
Overall Adjustment	0.003

**** Significance at 0.01 level of confidence**

The above table 3 shows coefficient of correlation values between Social Networking usage and dimensions of Adjustment. The value of coefficient of correlation between Home Adjustment and Social Networking usage is -0.080, which shows insignificant negative relationship. Then the value of coefficient of correlation between Educational Adjustment and Social Networking usage is -0.045, which shows again insignificant negative relationship. In case of relationship between Emotional Adjustment and Social Networking the r value is 0.207 and r critical value is 0.182 at 0.01 level of confidence. So, the significant positive relationship was found between Emotional Adjustment and Social Networking usage which may be interpreted as adjustment of College students is increased with the use of Social Networking. Moreover, the r value between Social Adjustment and Social Networking usage is -0.102, which shows inconsiderable negative relationship. Then the r value between overall Adjustment and Social Networking usage is 0.003, which shows in significant positive relationship.

Verification of Hypothesis

Hence, the hypothesis 1, 'There exist no significant relationship between Adjustment and Social Networking Usage' is partially accepted. The framed hypothesis is accepted in case of Emotional adjustment and Social Networking usage and rejected in case of home and Educational adjustment.

Objective 3: To Find out Difference in Adjustment of Male and Female College Students.

The third objective of the study was to study the Adjustment of male and female College students. In order to achieve the objective, the mean, standard deviation and t-ratio were applied.

Table 4: Difference in Adjustment of Male and Female College Students

Dimensions	Gender	N	Mean	S.D.	t value	Interpretation
Home Adjustment	Male	97	12.02	3.09	2.59**	Significant at both levels
	Female	103	13.24	3.56		
Educational Adjustment	Male	97	11.80	2.80	1.36	Not significant at both levels
	Female	103	12.42	3.51		
Emotional Adjustment	Male	97	12.01	3.16	4.55**	Significant at both levels
	Female	103	9.95	3.23		
Social Adjustment	Male	97	12.49	2.45	5.90**	Significant at both levels
	Female	103	14.46	2.25		
Overall Adjustment	Male	97	48.33	7.57	1.58	Not significant at both levels
	Female	103	50.07	7.92		

** Significance at 0.01 level of confidence

The table 4 illustrate the mean, standard deviation and t-values of groups i.e. males and females across the dimensions of Adjustment. It is found out to be the mean scores of home adjustment in males and females are 12.02 and 13.24 respectively. The t-ratio is found out to be 2.59 which is higher than the t critical i.e. 2.58 at 0.01 level of confidence. The findings show the significant difference in adjustment between the genders. Then the mean scores of educational adjustment in males and females are 11.80 and 12.42, respectively. The t-ratio is found out to be 1.36. Whereas t-critical is 1.96 at 0.05 level of confidence so, there is not considerable difference between genders in educational adjustment. The above table further illustrates the mean scores of College students with regard to the emotional adjustment accounted for male and female which is 12.01 and 9.95, respectively. The significant difference at 0.01 level of confidence is found between gender with the t calculated i.e. 4.55. Moreover, the mean score of social adjustment amounted of the males 12.49 and females are observed to be 14.46. The t-ratio is found out to be 5.90. This indicates that the calculated t-ratio is significant at 0.01 levels. Then the mean scores of overall adjustment in males and females are 48.33 and 50.07, respectively. The t-ratio is

found out to be 1.58 which indicates that the calculated t-ratio was not significant at 0.05 levels.

Verification of Hypothesis

Hence, the hypothesis 2, 'There exist no significant difference in Adjustment of male and female College students', is partially rejected. The framed hypothesis is rejected in case of Home Adjustment, Emotional Adjustment and Social adjustment and accepted in case of Educational and Overall Adjustment.

Objective 4: To find out difference in Adjustment of Urban and Rural College students.

The fourth objective of the study was to study the Adjustment of Urban and Rural College students. In order to achieve the objective, the mean, standard deviation and t-ratio were applied.

Table 5: Showing Difference in Adjustment of Urban and Rural College Students

Dimensions	Residence	N	Mean	S.D.	t value	Interpretation
Home Adjustment	Rural	113	12.66	3.36	0.06	Not significant at both levels
	Urban	87	12.63	3.43		
Educational Adjustment	Rural	113	12.41	3.12	1.45	Not significant at both levels
	Urban	87	11.75	3.26		
Emotional Adjustment	Rural	113	10.96	3.44	0.07	Not significant at both levels
	Urban	87	10.93	3.25		
Social Adjustment	Rural	113	13.04	2.56	3.04**	Significant at both levels
	Urban	87	14.11	2.40		
Overall Adjustment	Rural	113	49.07	8.05	0.32	Not significant at both levels
	Urban	87	49.43	7.47		

**** Significance at 0.01 level of confidence**

The table 5 illustrate the mean, standard deviation and t-values of groups i.e. rural and urban across the dimensions of Adjustment. It is found out to be the mean scores of home adjustment in rural and urban are 12.66 and 12.63 respectively. The t-ratio is found out to be 0.06 which is lower than the t critical i.e. 1.96 at 0.05 level of confidence. The findings show the insignificant difference in adjustment between rural and urban. Then the mean scores of educational adjustment in rural and urban are 12.41 and 11.75, respectively. The t-ratio is found out to be 1.45. Whereas t-critical is 1.96 at 0.05 level of confidence so, there is no considerable difference between rural and urban in educational adjustment. After that the above table illustrates the mean score of College students with regard to the emotional adjustment with the mean score of rural and urban 10.96 and 10.93, respectively. The insignificant difference is found with t value 0.06 which is lower than the t critical i.e. 1.96 at 0.05 level of confidence. Moreover, the mean score of social adjustment amounted of the rural 13.04 and urban are observed to be 14.11. The t-ratio is found out to be 3.04. This indicates that the calculated t-ratio is significant at 0.01 levels. Then the mean scores of overall adjustment in rural and urban are 49.07 and 49.43, respectively. The t-ratio is found out to be 0.32 which indicates that the calculated t-ratio was not significant at 0.05 levels.

Verification of Hypothesis

Hence, the hypothesis 3, 'There exist no significant difference in Adjustment of male and female College students', is partially accepted. The framed hypothesis is accepted in case of Social adjustment and rejected in case of Home Adjustment, Emotional Adjustment, Educational and Overall Adjustment.

Objective 5: To Study the Social Networking Usage Among College Students.

The fifth objective of the study was to study the Social Networking usage among College Students. In order to achieve the objective, the mean, Standard deviation and frequency distribution were applied.

Table 6: Showing the Levels of Social Networking Usage Among College Students

Levels of Social Networking Usage	Range	Frequency
High	69 & above	48
Average	53-68	98
Low	52 & below	54

N=200

The above table 6 shows the scores and frequency distribution according to P₂₅ and P₇₅ criteria. The range of High level of Social Networking usage is 69 & above and frequency is 48. Then range of average level of Social Networking usage is 53-68 and frequency is 98 and the range of low level of Social Networking usage is 52 & below and frequency is 54.

Table 7: Showing the Mean Score of Social Networking Usage Among College Students

Groups	Mean	N	S.D.	Interpretation
Male	66.05	97	7.79	Average
Female	55.07	103	9.27	Average
Rural	61.07	113	9.86	Average
Urban	59.52	87	10.57	Average
Total	60.40	200	10.18	Average

From the above table it is indicated that the mean scores of Social Networking usage in male and female are 66.05 and 55.07 respectively. Then the mean scores of Social Networking usage in rural and urban are 61.07 and 59.52 respectively. Moreover the mean score of Social Networking usage of all is 60.40. The interpretation of all fall in average level of Social Networking usage.

Hence, the Objective 5 To study the Social Networking usage among College Students, is achieved.

Objective 6: To Find out Difference in Social Networking Usage Between Male and Female College Students.

The sixth objective of the study was to study the difference in Social Networking Usage between Male and Female College Students. In order to achieve the objective, the mean, Standard deviation and t-ratio were applied.

Table 8: Difference in Social Networking Usage Between Male and Female College Students

Gender	N	Mean	Std. Deviation	t value	Interpretation
Male	97	66.0515	7.79339	9.04**	Significant at both levels
Female	103	55.0680	9.27178		

**** Significance at 0.01 level of confidence**

The table 8 shows the mean, standard deviation and t values in Social Networking usage between males and females. Table depicts the mean scores of males and females are 12.02 and 13.24, respectively. The t-ratio is found out to be 9.04 which higher than t critical i.e. 2.58 at 0.01 level of confidence. So, there exists significant difference at 0.01 level of confidence in Social Networking usage between males and females.

Verification of Hypothesis

Hence, the hypothesis 4, 'There exist no significant difference in Social Networking Usage between male and female College students', is rejected.

Objective 7. To Find out Difference in Social Networking Usage Between Urban and Rural College Students.

The seventh objective of the study was to study the difference in Social Networking Usage between Urban and Rural College Students. In order to achieve the objective, the mean, Standard deviation and t-ratio were applied.

Table 9: Difference in Social Networking Usage Between Urban and Rural College Students

Residential Background	N	Mean	Std. Deviation	t value	Interpretation
Rural	113	61.07	9.86	1.07	Not significant at both levels
Urban	87	59.52	10.58		

Table 9 illustrate the mean scores, standard deviation and t- value in Social Networking usage between rural and urban College students. The mean scores for rural and urban were 61.07 and 59.52, respectively. The t-ratio is found out to be 1.07 which is lower than the et-critical i.e. 1.96 at 0.05 level of confidence. So, there exists no significant difference in Social Networking Usage between rural and urban College Students.

Verification of Hypothesis

Hence, the hypothesis 5, 'There exists no significant difference in Social Networking Usage between rural and urban College students', is accepted.

Objective 8. To Find out the Difference in Adjustment With Respect to Levels of Social Networking Usage.

The eighth objective of the study was to study the difference in Adjustment with respect to levels of Social Networking Usage. In order to achieve the objective, the mean, Standard deviation and t-ratio were applied.

Table 10: The Difference in Adjustment With Respect to Levels of Social Networking Usage

Dimensions	Levels of Social Networking Usage	N	Mean	S.D.	t value	Interpretation
Home Adjustment	High	48	12.71	2.81	0.63	Not significant
	Low	54	13.13	3.84		
Educational Adjustment	High	48	11.75	3.04	0.63	
	Low	54	12.15	3.35		
Emotional Adjustment	High	48	11.19	3.10	2.31*	Significant at 0.01 level
	Low	54	9.70	3.35		
Social Adjustment	High	48	13.35	2.33	0.96	Not significant
	Low	54	13.83	2.66		
Overall Adjustment	High	48	49.00	6.60	0.12	
	Low	54	48.81	9.05		

*** Significance at 0.05 level of confidence**

The table 10 illustrates the mean, standard deviation and t-values of groups i.e. High and Low Social Networking users across the dimensions of Adjustment. It is found out to be the mean scores of home adjustment in high Social Networking users and Low Social Networking users are 12.71 and 13.13 respectively. The t-ratio is found out to be 0.63 which is lower than the t critical i.e. 1.96 at 0.05 level of confidence. The findings show the insignificant difference in adjustment between high Social Networking users and Low Social Networking users. Then the mean scores of educational adjustment in high Social Networking users and Low Social Networking users are 11.75 and 12.15, respectively. The t-ratio is found out to be 0.63. Whereas t-critical is 1.96 at 0.05 level of confidence so, there is not considerable difference between high Social Networking users and Low Social Networking users in educational adjustment. The above table illustrates the mean score of College students with regard to the emotional adjustment and mean scores for high Social Networking users and Low Social Networking users are 11.19 and 9.70, respectively. The significant difference is found with t value 2.31 which is higher than the t critical i.e. 1.96 at 0.05 level of confidence. Moreover, the mean score of social adjustment amounted of the high Social Networking users is 13.04 and low Social Networking users is 14.11. The t-ratio is found out to be 0.96, this indicates that the calculated t-ratio is lower that the t-critical i.e. 1.96 at 0.05 level. Then the mean scores of overall adjustment in high Social Networking users and low Social Networking users are 49.00

and 48.81, respectively. The t-ratio is found out to be 0.12 which indicates that the calculated t-ratio was not significant at 0.05 levels.

Verification of Hypothesis

Hence, the hypothesis 6, 'There exists no significant difference in Adjustment with respect to levels of Social Networking Usage', is partially accepted. The framed hypothesis is accepted in case of Emotional adjustment and rejected in case of Home Adjustment, Social Adjustment, Educational and Overall Adjustment.

Findings

- The investigator found that the adjustment of the College students is at an excellent level.
- It was found that 26% of College students fall in the mean interval i.e. 45-49. 24.5 % College students lie in lower class intervals than the mean interval (45-49). On the positive side it was found that 49.5% secure their place the upper intervals than mean interval (45-49).
- Research found that the coefficient of correlation between adjustment and Social Networking usage among College students varies according to dimensions. Dimensions like home adjustment, educational adjustment and social adjustment are negatively correlated with Social Networking Usage. On the other hand emotional adjustment and overall adjustment are positively correlated.
- Significantly positive correlation was found between Emotional adjustment ($r=0.207$) and Social Networking Usage at 0.01 level of confidence.
- The finding reveals significant difference (t - value -2.59) at 0.01 level of confidence in Home Adjustment of male and female College students' with t -value 2.59.
- The calculated t value between gender in Educational Adjustment is 1.36 which not significant at any level of confidence.
- The significant difference (t value= 4.55) at 0.01 level was found between genders in case of Emotional Adjustment of College students.
- The finding reveals significant difference at 0.01 level of confidence in Social Adjustment of male and female College students' with t - value 5.90.
- The calculated t value between gender in Overall Adjustment is 1.58 which not significant at any level of confidence.
- The findings reveal the difference in adjustment of urban and rural College students. The calculated t -value of home adjustment is 0.06 which is not significant at both the levels.
- The study shows that t -value of educational adjustment is 1.45 which is not significant at both the levels.
- Research found that t -value of emotional adjustment is 0.07 and it is not significant at both the levels.
- The study illustrates that t -value of social adjustment is 3.04 which reveals that it is significant at 0.01 level.
- The investigator found that t -value of overall adjustment is 0.32 and it is not significant at both the levels.

- The study depicts about the Social Networking usage among College students. Where, 48 students fall in the high level of Social Networking usage whereas 98 students fall in average and 54 fall in low level of Social Networking usage.
- The finding reveals about the mean score of Social Networking usage among College students. The mean score between male and female is 66.05 and 55.07, which shows the high mean score of male.
- The study shows about the mean score of Social Networking usage among College students. The mean score between rural and urban students is 61.07 and 59.52 respectively, which shows the highest mean score of the rural students.
- The investigator found about the mean score of Social Networking usage among College students. Where, the mean score of the overall students is 60.4.
- The researcher found about the difference in Social Networking usage between male and female College students. The calculated t-value is 9.04, which is significant at 0.01 level.
- The investigator found about the difference in Social Networking usage between rural and urban College students, where, the t-value is 1.07, which is not significant at 0.05 level.
- Research illustrates that difference in home adjustment of High and Low Social Networking users, where t-value (0.63) is not significant at 0.05 level.
- The finding reveals about the difference in educational adjustment of High and Low Social Networking users, where t-value is 0.63 which is not significant at 0.05 level.
- Research depicts about the difference in emotional adjustment of High and Low Social Networking users the calculated t-value is 2.31 which is significant at 0.01 level of confidence.
- The study found that difference in social adjustment of High and Low Social Networking users, the calculated t-value is 0.96, which is not significant at 0.05 level of confidence.
- Research illustrates that the difference in overall adjustment of High and Low Social Networking users, where the calculated t-value (0.12) is not significant at 0.05 level of confidence.

CONCLUSIONS

1. The significantly positive correlation was found between Emotional Adjustment and Social Networking Usage among College Students in case of Emotional Adjustment.
2. Significant difference exists in Home Adjustment, Emotional Adjustment, Social Adjustment of Male and Female College students. It can be concluded from the mean differences that female College students have more Home and Social Adjustment than males and males are more emotionally adjusted as compared to female College students.
3. Significant difference exists in Social Adjustment of Rural and Urban College students. The data reveals that urban College students have more Social Adjustment as compared to rural students.

4. Significant difference exists in Social Networking Usage between Male and Female College students. The investigator noticed that male College students are more inclined towards the use of Social Networking.
5. There exists no significant difference in Social Networking Usage between Urban and Rural College students.
6. Significant difference was found in Emotional Adjustment of low Social Networking Users and High Social Networking User. It was cleared from the mean difference that high Social Networking users have better Emotional adjustment than low Social Networking users.

Educational Implications

- The study suggests Social Networking usage helps in better Emotional Adjustment of College Students.
- The study suggests policy makers should concentrate on Home and Social adjustment of male students.
- Parents should keep in mind the emotional adjustment of their daughters.
- The study shed light on lower social Adjustment of rural students which should be in view of administrators.
- The study suggests that Social Networking usage can work as a tool to enhance emotional adjustment among youth.
- It suggests using the Social Networking in the best possible way for the betterment of the students.

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COMPUTER ANXIETY AMONG GOVT. AND PRIVATE SECONDARY SCHOOL TEACHERS

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Abstract

Computer anxiety is a fear of computer or tendency of a person to be uneasy while using computer but at the same time .We cannot ignore the importance of a computer. So, the causes of Computer Anxiety must be explored. The aim of present research was to compare the Computer Anxiety among Govt. and Private Secondary School Teachers. Findings showed that gender, locality, personal computer and physical facilities at college affect the computer anxiety of the teachers. It is recommended that hand on experience, well qualified teachers and personal computer should be provided to the teachers.

Introduction

As the computer emerged into the main stream 1980s, It becomes a apparent that many users experienced anxiety in using this new technology device. Despite the increasing growth of computer, there is evidence that the use of computer by people appears to be limited due to prevalence of Computer Anxiety or fear of computer. Fear of computers or the tendency of a teacher to be uneasy, apprehensive and phobic towards current or future use of computers in general is called computer anxiety A teacher can make his/her teaching best by using computer. He can give best information to the students but some teachers avoid the use of computer while teaching because of Anxiety. Hence an attempt is made to find out the teacher Computer Anxiety among govt. and private secondary school teachers.

Statement of the Problem

A Comparative study of government and private secondary school teacher's anxiety towards computers

Objectives of Study

The following are the formulated objectives for study

- To study the level of anxiety towards computer among male private and male govt. secondary school teachers.
- To study the level of anxiety towards computer among female private and female govt. secondary school teachers.
- To study the level of anxiety towards computer among male and female secondary school teachers.

Hypotheses

- There will be no significant difference in anxiety level toward computers among female government and female private secondary school teachers.
- There will be no significant difference in anxiety level toward computers among male government and male private secondary school teachers.

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- There is no significant difference in anxiety level toward computers among male and female secondary school teachers.

Delimitations of the Study

1. The present study was confined to government and private secondary school teachers
2. Only the problem of computer anxiety was selected for the present study.
3. The study was confined to 100 teachers only.
4. The study was limited to Tehsil Raikot of District Ludhiana only.

Sample

A sample of 100 teachers was selected out of which 50 male teachers and 50 female teachers, Equal number of teachers from private school and government school were taken from secondary schools of Tehsil Raikot District Ludhiana district.

Tool

In the present study a self made Computer Anxiety Scale was used.

Results

This interpretation of evaluation is determined by the purpose to which we relate the facts.

Table -1

Type	N	Mean	S.D.	t
Private Female School Teacher	25	117.76	13.90	3.719
Government Female School Teacher	25	99.8	10.24	

The t ratio of anxiety level towards' computer of private female and government female secondary school teacher is 3.719, which is significant at 0.01 and 0.05 level of significance. It can be inferred that there is significant difference between government female and private secondary school teachers' anxiety level towards computers.

Table -2

Type	N	Mean	S.D.	t
Private Male School Teacher	25	114.56	14.87	2.59
Government Male School Teacher	25	101.64	13.04	

The t value of anxiety level toward' computers of government male and private male secondary school teachers is 2.59, which is significant at 0.01 and 0.05 level of significance. It can be inferred that there is significant difference between government male and private male secondary school teacher anxiety level towards' computer.

Table - 3

Type	N	Mean	S.D.	t
Male School Teacher	50	108.1	15.41	1.11
Female School Teacher	50	108.78	15.16	

The t value of anxiety level toward' computers of male and female secondary school teachers is 1.11, which is nonsignificant at level of significance. It can be inferred that there is no significant difference between male teachers and female secondary school teacher at anxiety level.

Findings

The findings from these studies are as follows

1. There is low anxiety level towards computer in female secondary school than male school teachers.
2. There is low anxiety level towards computer in male private secondary school teachers than male government school teachers.
3. There is low anxiety level towards computer in female private secondary school teachers than female government school teachers.
4. There is significant difference in teacher's anxiety level towards computer in between male private and male government teachers.
5. There is significant difference in anxiety level toward computers among male government and male private secondary school teachers.
6. There is no significant difference in teachers' anxiety level towards computer in between female and male teachers.

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ADAPTATION OF *GONE WITH THE WIND* A CASE STUDY

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Death, taxes and childbirth! There's never any convenient time for any of them."

-Margaret Mitchell.

The Novel:

Drawing on the childhood memories of the South America, Margaret Mitchell completed her runaway best seller over the course of three years, storing sections of the manuscripts in manila envelopes. Mitchell wrote the last chapter first and apparently composed the rest at random. The manuscript's working title was "tomorrow is another day", but among the list of possible alternates Mitchell submitted to publisher Harold Latman was a line from "Cynara", a nostalgic poem by Earnest Dowson, "I have forgotten much, Cynara! Gone with the wind/flung roses, roses riotously with the throng? Dancing, to put thy pale, lost lilies out of mind".¹

An immediate sensation *Gone with the Wind* (1936) sold one million copies by the year's end. Mitchell receives a record setting \$50,000 from the producer David Selznick for the film rights, although she reportedly argued that the book was unfilmable.²

The book is set during the American civil war and reconstruction. A southern belle can't marry a man she thinks she loves and eventually loses the wealthy man who loves her. This landmark novel depicts the fall of civilization based on slavery while portraying contrasting characters: the saintly Melanie, the moral but weak Ashley, the hedonistic and capable Rhett, the kind but the selfish Scarlett, so oblivious to the consequences of her actions.

When the Yankees invaded the southern Confederate States towards the end of the American civil war they lay waste what once been high society and a rich, lavish lifestyle. Plantations filled with cotton and slaves were overrun, their slaves freed and the owners thrown into stricken times. As well as losing their living, the Southerners watched helplessly as their entire way of life blew away on the winds of change. *Gone with the Wind* is a classic novel that covers the destruction of the south at the hands of the North Americans (Yankees).

Scarlett O'Hara is courted by Tarleton twins (Stuart and Brent) and learns that Ashley wiles the boy she loves is engaged to his cousin Melanie Hamilton. Her father Gerald O'Hara a landowner at Tara is fascinated for jumping fences. He tells Scarlett to love the land of Tara, not Ashley. Her mother Ellen O'Hara tells her husband to dismiss Jonas Wilkerson for getting a girl pregnant. Scarlett's innkeeper Manny always tries to persuade Scarlett to eat so she will be lady-like. In the barbeque at Twelve Oaks Scarlett flirts with Charles Hamilton, Frank Kennedy and the twins. During nap time Scarlett hears the men discuss the imminent war. Rhett Butler suggests the south may lose, and Charles questions his bad reputation. Scarlett tells Ashley that she loves him; but Ashley is marrying Melanie hearing this she slaps Ashley. Rhett overhears

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and is frank with Scarlett. Charles another young man tells Scarlett that the war has started and asks her to marry. Scarlett, annoyed with Ashley and Melanie, says yes, and both couples are wed.

Soon Scarlett learns that Charles is dead but quickly tires of mourning. Scarlett goes to Atlanta to visit Melanie and Aunt Pittypat Hamilton. At a fund raising dance Rhett is cheered as a blockade-runner. Scarlett and Melanie donate their wedding rings. Dr. Meade conducts an auction, and Rhett bids \$150 to dance with mourning Scarlett. After Gettysburg Rhett tells Scarlett that the war is a waste. Melanie and Scarlett welcome Ashley on leave. Departing Ashley asks Scarlett to take care of Melanie. Melanie and Scarlett tend the wounded, and madam Belle Watling (a prostitute) gets Melanie to accept her money in Rhett's handkerchief. As Atlanta is bombarded, Melanie is in labor, and Scarlett helps to deliver the baby with the help of Prissy. At Belle's lodge Prissy asks Rhett to bring a carriage, and Scarlett gets him to take them. Rhett fights off the roving bandits and escapes fire. Rhett tells Scarlett that he is going to enlist and kisses her passionately, gives her a gun and goes. Scarlett and Melanie find the Wilkes plantation burned. At Tara Scarlett learns that her mother is dead, and her father is demented. Scarlett makes her sisters pick cotton but won't let Melanie out of bed. One morning a union soldier comes to rob them, and Scarlett shoots him dead. After the war Jonas Wilkerson arrives with carpetbaggers. Their old bailiff Jonas visits O'Hara's and insults them, which makes Mr. O'Hara furious, and he rides after him but falls from his horse, and is killed. Scarlett visits Rhett and finds him in jail playing poker. Scarlett pretends to cry, but Rhett sees her wearied hands. Scarlett asks Rhett for \$300, but his money is in Liverpool. Meanwhile she encounters Frank Kennedy who shows Scarlett his store that is making money. Scarlett plays a dirty game saying that Suellen is marrying someone else and pursues Frank for marriage. Scarlett pays the tax, and Suellen complains that the Scarlett has cheated her. Ashley tells Scarlett that he has a got a bank job in New York. Scarlett pretends to cry, and Melanie gets Ashley to help Scarlett with the lumber business. Scarlett hires convicts as labor over Ashley's objections. Scarlett becomes an independent business woman, driving her own buggy. Rhett laughs at her and warns her about going alone through shantytown. Later two black men attack her, but her former slave Big Sam rescues her. Frank sends Scarlett to Melanie's residence and says that he is going to a political meeting. India Wilkes blames Scarlett for endangering the men. Rhett comes in and asks Melanie where the men went. After his departure union officer Tom comes looking for Ashley and waits. In the meanwhile Rhett, Dr. Meade and Ashley come in acting drunk. Tom tries to arrest Ashley for raiding the shantytown; but Rhett says they were with Belle Watling. Dr. Meade treats Ashley's wounds. Scarlett dotes on Ashley, and Rhett says that her husband Frank is dead. Scarlett in mourning drinks, and Rhett calls on her. Rhett proposes marriage to her on a knee in a mocking tone. When he kisses her passionately, she says yes. They honeymoon in New Orleans. Rhett drinks with Mammy after his daughter Bonnie is born. Scarlett decides to stay thin by not having babies and pines for Ashley. Rhett scolds her about Ashley and pities her, saying he will find comfort somewhere else. Belle knows Rhett loves Scarlett and advises him to think of the child. Rhett and Scarlett cultivate society. Rhett teaches Bonnie to ride her pony. Scarlett visits Ashley at work and is seen by India. Rhett makes Scarlett go to Melanie's party. That night drunken Rhett carries Scarlett upstairs. The next day Scarlett is happy, but Rhett apologizes and suggests divorce. In the end Rhett leaves crying Scarlett who plans to think tomorrow about how to get him back.

The Film:

Gone with the Wind 1939, U.S.A., directed by Victor Fleming, adapted by Sidney Howard, produced by Selznick international/MGM an adaptation of Margaret Mitchell's legendary, best-selling, Pulitzer Prize (1937) winning novel *Gone with the Wind* (1936). The film like the novel also won many awards and is considered as one of the best films of all times.

It was the first feature film adaptation of this novel followed by *E O Vento Levou* (1956); and *Scarlett* (1994, mini film).

Producer David Selznick had considerable experience adapting literary classics for the screen, including *David Copperfield* and *A tale of two cities*. But in adapting *Gone with the Wind*, he faced some extraordinary challenges: epic scope, censurable material like, rape, drunkenness and moral dissipation. A battery of writers, including Sidney Howard and Ben Hecht, and directors, including George Cukor, King Vidor, and Victor Fleming (who received screen credit) hacked their way through the wilderness of the novel's sprawling incidents and film's numerous production difficulties. The commission of *Scarlett's* first child, her family history, and the many gossipy neighbors at both Tara and in Atlanta helped trim the novel down to a more manageable length. Perhaps hoping to balance talk with action, Selznick desperately wanted to show Rhett engaged in blockade running and Ashley historically batting the Yankees.

There is a lot of fiddle-dee-deeing, and star crossed lovers, and heaving motions, and tempers tantrums. One can sit weeping eyes out at the story of how silly *Scarlett* was to have let a man like Rhett get away; and at the same time can also see how glorious the picture transfer is- with beautiful colors, sharpness and hues and how of the sound has been lovingly handled. The film's first half depicting the civil war drama is taut, suspenseful and nostalgic; the second half is ramshackle and arbitrary.

The film is condensed thus- the story of a beautiful and some would say spoiled girl named *Scarlett O'Hara* (Vivien Leigh). *Scarlett* is after the love of a man named *Ashley Wilkes*, a noble fellow. Though he keeps telling *Scarlett* that he loves her yet he marries *Melanie Hamilton*, a kind and gentle woman. In the meanwhile the American civil war is on the rampage and the southerners are on back foot. While in Atlanta, a scoundrel named *Rhett Butler* (Clark Gable) meets *Scarlett* the day she found out that *Ashley* engaging to *Melanie*. *Rhett* loves her and helps *Melanie* and *Scarlett* escape from Atlanta after union army sieges it. Finding out the Union government will take away her home land *Tara* if she doesn't pay taxes to them she then marries *Frank Kennedy*, a businessman telling lie that his lover *Suellen* (her sister) is marrying someone else. Though, her dirty act is compensated by the fact that she had not done this for greed but to save her homeland *Tara*. *Kennedy* gets killed by the union troops while planning with other men to start a ku klux klan³ raid against carpetbaggers who attacked and tried to rob *Scarlett* one day. Then *Butler* marries *Scarlett*. Unfortunately, she still has childhood crush on *Ashley* which caused divorce between her and *Rhett*. In the end *Scarlett* finds out its *Rhett* not *Ashley* she really loves, she returns to her homeland *Tara* to find a new way for herself and to get *Rhett* back.

Analysis of the Adaptation:

Here we are going to analyze the two medium on certain adaptation parameters:

i). **Literary text versus Film text- script/shooting script:** the epic condensation of the 1037 page novel, which had to retain universally beloved dialogues, was in fact crafted by a team that included F. Scott Fitzgerald, Ben Hecht, Charles Mac Arthur, John Van Druen and many others.

Barbara Schulgasser's article in *Examiner Movie Critic* has on the number of scriptwriters, "Selznick is said to have used 15 writers but to have written and directed key scenes himself. Though the sole credit was given to Sidney Howard, and received an Oscar, for the script. Ironically, Howard was unable to accept his Oscar; he died in a tractor accident before the Oscar ceremony."⁴

ii). **Story (beginning, middle and end):** The novel begins with Scarlett O'Hara's introduction with her homeland Tara in the backdrop. She is not too beautiful yet charming enough to catch eyes.

The middle part of the novel contains various pros and cons, like- her hometown Tara's merriment gone away with the wind of American civil war (between the South and the North America), Scarlett's infatuation for Ashley, Ashley's love for Melanie and Rhett's liking for Scarlett, Rhett's castration from Tara and Twelve Oak's society, Melanie and Scarlet went to Atlanta to meet Melanie where they are rescued by Rhett from the union force. Rhett then leaves for army and Scarlett after returning Tara finds her mother deceased, her father lunatic which forces her to struggle for the survival of her people. She does well in business but it proves a short respite.

The end shows her stranded due to her wrong choices. Ashley gone away from her life and Rhett's desertion of her leaves her wait for the better tomorrow.

The film has certain differences mandatory for the change of medium. One of the most central differences is the depiction of Scarlett's essential character. Mitchell's Scarlett is so willfully self-involved that she is incapable of the mutuality out of which love grows, while Selznick's Scarlett learns to show her resilience, her belief in future. The novel also dramatizes the dynamic tension between the value of one's parents and community versus the need to adapt to the changing circumstances. In the novel Scarlett agonizes over what her mother would think, as well as the old customary people who lack Scarlett's adaptability while in the film there is an inconclusive conflict between aristocratic idealism and lumpish realism.⁵

iii). **Title (original/modified)-** Original title taken in the film.

iv). **Language:** Mitchell has used the then English in practice, vid., The English spoken by the southerners (at Tara), the Northerners (spoken by the Yankee soldiers) and the Negroes accent (Mammy and Prissy, etc.).

v). **Picture Board/Story Board:** The novel has a storyboard in its description of characters, events and scenarios. The very opening of the novels has an element of storyboard: Scarlett O'Hara was not beautiful, but men seldom realized it when caught by her charm..." (p.5)

Even then the filmmaker had to work hard for acquiring the parable from novel into film because a scene narrated in a paragraph or number of pages could be visualized in just one shot.

vi). **Mise en scene:** The novel opens with the tone, cultural ambiance, backdrop and people of Tara. The general atmosphere is infused by mirth and happiness amidst the talk of the civil war. Tara has a vast landscape managed by whites with the help of the blacks. It remains until Yankees invasion with which the scene shifts to Atlanta, the city of chaos, colossal burning and escapades. Different places and people have different opinions, ethics and moralities aptly shown in both genres.

vii). **Theme :** Although the novel writing had begun during the Jazz age and was based on the stories Mitchell heard in her childhood, both the book and film spoke to a depression-shocked audience, and they still continue to do so in our own economically

uncertain era. The novel has a theme, it is that of survival. Power and punishment are employed as one of the themes. The treatment of the African-American cast is interesting. Slave owners are kind; slaves are grateful. In the film the director keeps closer to the original theme.

To the film's credit goes the first black actor winning Oscar in Hattie McDaniel as Mammy.

Robert Ebert in his review published in *Chicago Sun Times* says, "Gone with the Wind presents a sentimental view of the civil war, in which the "Old South" takes place of Camelot and the war was fought not so much to defeat the Confederacy and free the slaves to give Miss Scarlett O'Hara her comeuppance."⁶

viii). **Style:** Mitchell employed naturalistic and impressionistic style alongside her soul in her only enterprise and the realism displayed is aide memoir (resembling) of Emile Bronte's *Wuthering Heights* (1847).

The film was shot by not one, but a team of directors comprising Victor Fleming, George Cukor, Sam wood, William Cameron, Menzies and Sidney Franklin, and all of them leave their signature on the film.

ix). **Point of view:** The novel presents the southern American point of view. It is a romanticized reconstruction of painful civil war. Growing up in Atlanta Mitchell heard reminiscences from many confederate veterans and the stories they told found their way into the novel. It's about what the white civilian's population endured during the war and reconstruction.

Selznick's *Gone with the Wind* is the depiction of civil war as seen through the eye of the film's protagonist Scarlett. Rest of the element is pure adaptation.

x). **Ambience:** The novel is a kind of a report on the American civil war ensued for the liberation of Negroes. In the first half, the novel dwells upon the South American land congenial for the whites and the blacks. The reader feels an air of Tara and Twelve Oak (in Georgia), places of plantation and cotton brewing. The other half is permeated with the air of chaos after Yankee invasion and the shift of scene to Atlanta. Scarlett's fortune also changes finally culminating at an optimistic note that tomorrow is the another day.

The film on its part justifies the adaptation and creates ambience for the people to laugh and cry.

xi). **Signature: (novelist's/director's):** In the novel Margaret Mitchell marks her statement in dealing with history, realism and imperialism. Her feministic approach can be seen in various shades of womanhood in Scarlett, Melanie, Mammy, Prissy, etc. but Rhett is an extraordinary person to be created or sketched by a woman.

If Emily Bronte's Heathcliff is unbelievable, Margaret Mitchell's Rhett is exemplary.

Several film directors like, Victor Fleming, George Cukor, Sam Wood, William Cameron Menzies and Sidney Franklin left their imprint on this classic. The success of *Gone with the Wind* was exciting and accountable for the adaptation genre. Barbara Schulgasser says, "the movie plays its role in movie history, becoming one of the great box-office performers in the pre-Steven Spielberg and George Lucas days."⁷

xii). **Genre:** The novel is a historical, realistic war novel narrating the American civil war on the pretext of Negroes' liberty.

The film is a romance and war drama.

xiii). **Dialogue:** Margaret Mitchell has written some fine dialogues.

Rhett, "How old are you, my dear? You never would tell me."

Scarlett, "Twenty-eight." She answers dully, muffled in the handkerchief.

The film has ingenious as well as improvised dialogues. For example, in the end of the film the dialogue is retrieved as it was used by Mitchell through Scarlett's (Vivian Leigh) mouth, "I'll think of it all to-morrow, art Tara...after all, tomorrow is another day."

xiv). **Backdrop**: the novel has Tara, a place of mirth and merriment in the backdrop and the readers witness open agricultural fields and animal farming. These open fields are managed by the whites and ploughed by the blacks. The wind blows and takes the story to Atlanta, a city of chaos and dreariness. The backdrop is full of rivalries, fighting, burning and escapades.

xv). **Cultural Outlook**: Both in the novel and the film the morals and manners displayed are the 19th century American middle class family. If we look at the characters they all hail from the Southern middle class land owners and low class workers. The North Americans representatives are soldiers and burglars, so the classes they are from even do not match the Southerner gentry.

xvi). **Costume**: Margaret Mitchell in her novel has thoroughly visualized and narrated the costume of that era. Mitchell's feministic outlook has made it very simple for the film makers to adapt the appearance of that age. And this is why the film is a costume drama and an initiator of the lavish dressing in the cinema. Unlike most of the war movies the dresses are not shabby but the latest in the fashion.

xvii). **Camera-text analogue**: a team of filmmakers screened a novel with more than 1000 pages without dropping the big incidents and characters. The camera-text analogue is found throughout the film and novel. The film like the novel has no flashbacks. The story has a chronology and keeps the same mode till the end. All the means of living and transportations are used as Mitchell had narrated in her novel. The introduction of Rhett is different from the novel but his encounter with Scarlett is closer to the text. The film like the novel ends at Scarlett's belief in tomorrow with the only difference seen is Rhett's voice-over.

xviii). **Outward Description**: The novel is rich with the description of places and people. Mitchell describes the land and people vividly that is the requirement of a film and were aptly shown in the film.

She describes the characters minutely (a feministic cult). And the character of Rhett is portrayed as, "the red lips under the close-clipped black moustache curled down and there was a glint of amused contempt in his black eyes- contempt, as if listened to the braggings of children. A very disagreeable smile..." (p.111)

The film also reads like the novel. For the Rhett's part a general notion is that the script and the role seems to be written for Clark Gable. For impersonating and living the character of Mammy on the screen Hattie McDaniel becomes the first black ever to win an Oscars in the best supporting female category.

Elucidating this more Roger Ebert on the one had ponders over the qualities born by the characters which could not be rendered in the film and on the other those proved handy for adaptation. He says, "The characters played by actresses such as Clara Bow, Jean Harlow, Louise Brooks and Mae West in the film had been the Margaret Mitchell's models. Clark Gable and Vivien Leigh were well matched in the two most coveted movie roles of the era."⁸

xix). **Space**: The story is set in the 19th century South American town Georgia. In the year 1861 a girl named Scarlett O'Hara is the protagonist whom the wind of change

takes from Tara to Atlanta and she eventually falls from mirth and merriment to struggle against the Yankees. During the following 12 year she grows into a mother of three children and loses her parents, Melanie and most of her household servants.

The film is shot in an aspect ratio of 1:84:1. The film is rhythmic in pace and action. The novel was given a grandiloquent treatment which is evocative in the big burning scene of Atlanta and the gargantuan fighting and rescue scenes.

xx). **Time:** the novel covers a time period of almost twelve (12) years. When the novel begins in the year 1861 Scarlett is almost 16 years old and till the time the novel comes to its end she is 28. For the film, the rule is the same as far as the chronology matters. But the time is just about 3 hours; and in this case it was shot and edited into a four hour movie but finally edited to 180 minutes.

xxi). **Tense:** The novel runs in the past tense. In the end though, there is some use of future tense in Scarlett's planning and thought for tomorrow.

The film runs by laws and nature in the present tense. Everything is here and now.

xxii). **Symbols:** the novel and the film bear symbols in various things. Tara is a symbol of southern pride. South symbolizes suaveness, merry making and plantation while North stands for industrialization and destruction. Scarlett's obsession with Ashley is mystifying. He is less a character but more a symbol of gallantry of the old south.

In any media signs, symbols and meanings play a very considerable part.⁹ In this film the symbolic effects are achieved by lighting and voice-over.

Alterations: Of the many differences prevailing in the novel and the film are: the mention of Scarlett's one baby only instead of three; some supporting characters were removed in the film script; the novel for the most part has South America for the background which is opposite in the film. The film's backdrop is designed in and around Los Angeles country.

Awards:

The novel won **Booker's award** (1937) along with other critical appreciations. The immortal work

The film went on to achieve the feat of winning Eight **Academy Awards** and two special awards (1940).

New York Film Critic's Circle Award (1939) and **People's Choice Award** (1989)

This is without doubt one of the greatest films of all time and is a testament to the golden age of cinema.¹⁰

Notes and References:

1. Earnest Dowson (1867-1900)- English poet, representative of the decadent writers of 1890s. The poem 'Non Sum Qualis Eram Bonae sub Regno Cynarae' popularly known from its refrain as "I have been faithful to thee, Cynara, in my fashion".
2. Carpenter, Lynette. *The stuff that dreams are made of: American culture and its literature and film* DAI, 40.USA. : Indiana University Press, 1980.
3. A secret, masked organization after the American civil war became the chief instrument of the white underground resistance movement in the South against Northern and Negro domination. Six young confederate veterans in Pulaski, Tenn, formed the original organization as a purely social club on Christmas Eve 1865. They apparently derived the name from the Latin "kyklon" from which comes the English "circle". Klan was just added just for the sake of alliteration.

4. Barbara Schulgasser, *Examiner Movie Critic*, Friday, June 26, 1998.
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COMMERCIAL CROPS IN INDIAN AGRICULTURE: IS ENERGY DEPENDENT?

A SITUATIONAL ANALYSIS

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INTRODUCTION

Energy is one of the most fundamental parts of our universe. India is the fourth largest energy consumer in the world, with about 37 per cent of total primary energy consumption in 2013 coming from crude oil (29 percent) and natural gas (8 per cent). In 2013-14 India consumed 158.2 Million Tonnes (M.T) of petroleum products while the refinery throughout was 220.2 M.T. Natural gas consumption in 2013-14 was about 38.4 Billion Cubic Metres (BCM), of which two thirds was for energy purposes (power generation, industrial fuel, household fuel, captive use and so on) and the rest one-third was for non energy/feeds stock purpose in fertilizer, petro-chemicals and so on (India Development Report, 2015).

Energy is central to the economic growth in all the sectors including agriculture (Vision 2050, ICAR). Energy is a basic requirement of human life, just like in agriculture, industry, transportation, communication and all other economic activities of the present civilization (Reddy, 2011). Energy in agriculture is one of the most valuable inputs in agriculture production. In a land scarce, populous agrarian economy like India, additional production has to be achieved in large volumes by judicious management of energy resources. (Girish Kumar Jha, 2013). Energy is invested in various forms such as mechanical (farm machines, human labour, animal draft), chemical fertilizer (pesticides, herbicides), electrical, etc. The amount of energy used in agricultural production, processing and distribution should be significantly high in order to feed the expanding population and to meet other social and economic goals. Sufficient availability of the right energy and its effective and efficient use are prerequisites for improved agricultural production. It is realized that crop yields and food supplies are directly linked with energy use in agriculture (Vivek Khambalkar, 2010). Today, the use of mechanical power is increasing and that of animal power decreasing in agriculture activities and therefore it is necessary to study about the energy use in agriculture.

Agricultural Inputs

Agriculture is mainly made up of cultivation practices by giving the following inputs viz., Seeds, Irrigation, Fertilizers, Pesticides, Mechanization and Power etc. Among them, fertilizers are to be considered as main input in terms of marketing which helps the farmers to boost up their cultivation.

Electrical Power

Now-a-days electricity has become a very important source of power on farms in various states of the country. It is steadily becoming more and more available with the

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Electrical Power

Now-a-days electricity has become a very important source of power on farms in various states of the country. It is steadily becoming more and more available with the increase of various river valley projects and thermal stations. On an average about 1/10th of the total electrical power generated in India, is consumed for the farm work.

The largest use of electric power in the rural areas is for irrigation and domestic water supply. Besides this, the use of electric power in dairy industry, cold storage, fruit processing and cattle feed grinding has tremendously increased.

Fertilizers

Fertilizer is an essential component of modern agriculture (Indian Fertilizers Scenario, 2013). Chemical fertilizers have played an important role in making the country self-reliant in agriculture production. Agriculture productivity is dependent upon various factors like soil properties, climate conditions, irrigation facilities, seed quality and variety, cropping pattern, techniques of farming, prevention from pests etc., but more importantly usage of optimum primary, secondary and micro nutrients.

Review of Literature

The study of **Yadav R.S et.al (2013)**, aims to investigate the efficiency of energy consumption and determine the level of direct input energy and indirect energy in Kamore Plateau and Satpura Hill Region, which belongs to wheat – rice zone of MP. Data was collected from questionnaire method and the linear programming was used for the prediction of energy requirement for different levels of yield. The study reveals that there exist a significant scope to enhance wheat productivity through increased use of input energy through fertilizer and machinery.

Murugan. D et al. (2016), in his study analyses various energy inputs used in agricultural production. The study has selected two districts on the basis of agricultural performance index. The researcher has used the log linear multiple regression models to examine energy impact and the researcher used Chow's test. Finally, the results of the study exhibit that the energy inputs such as diesel, pesticide, nitrogen and phosphorus are found to be significant under pooled farms. Overall, the higher consumption of these inputs have led to increase in per acre value of output energy under pooled irrigated farms than the unirrigated pooled farms.

Reasons for Selecting Commercial Crops

Commercial crop farming is for profit. It is a farming venture in which cash crops are grown. Cash crops are those which are produced for the purpose of generating cash or money. Commercial crop plays an important role in the growth of Indian economy. India is earning more foreign exchange by exporting agro-based products like Tea, Coffee, Sugar, Oil Seeds, Jute, Spices etc., cotton, jute, and sugarcane are amongst the main cash crops of India. These crops are grown in food crops sequences in different agro climatic conditions (Department of Agriculture & Cooperation, 2014).

Cotton, sugarcane and groundnut are the important agricultural exports and it is the largest foreign exchange earner in India. India is the 2nd largest producer of sugar and India's share in world production is 13.6 per cent in 2012-13 and 15.32 per cent in 2011-12. The cotton accounts for 40 per cent of the total global fibre production and is the most important fibre in the world. India is a major player with world cotton market in terms of area and production. India is now the second largest cotton producer, consumer and exporter in the world. Cotton covers around 7 per cent of the total crop coverage and is second to rice in India (Cotton Statistics at a Glance, 2014). Thus

commercial crops contribute significantly to the export sector. But the productivity of commercial crops is much lower than that in many other countries. Commercial crops grown under rain fed conditions is high-risk crops. The farmers are naturally reluctant to increase their investment in such crops. A right combination of price and import policy can help regularize the economy of commercial crops. India is an important producer of commercial crops like groundnut, cotton, tobacco, chillies, sugarcane, onions etc., and 35 quite a number of horticultural crops. The demand for commercial crops is increasing day-by-day. It is necessary to study the production responses of commercial crop implicitly and explicitly. It is assumed that the commercial crops output depend on area under the crop, prices and rainfall etc., Area allocation decisions of farmers are based on the future expectations about the prices of commercial crops.

The present study analyses the energy use pattern in commercial crops cultivation in all states of India as a whole. The study is based on the secondary data for the period 1990-91 to 2014-15. Though there are lot of crops under the category of commercial crops the leading crop in Indian states were identified as groundnut, cotton and sugarcane. Hence, the researcher has decided to select these three crops to pursue the study.

Reasons for Selecting Direct and Indirect Uses of Energy

Agriculture requires energy as an important input to production. Agriculture uses energy directly as fuel or electricity to operate machinery and equipment, to heat or cool buildings, and for lighting on the farm, and indirectly in the fertilizers and chemicals produced off the farm. Direct energy consumption comprises energy consumed by machinery used for field operations, including preparing and maintenance in the field, irrigation and harvesting. Indirect energy consumption comprises of energy consumed to refine oil into diesel, transport and distribution of processed fuel, energy consumed for manufacturing and maintaining (including lubrication) the machines used; production, storage and transport of seeding materials; production, storage and transport of fertilizer (chemical or natural); production, storage of waste disposal and transport of chemicals used. The use of energy on agricultural operations is typically separated into direct use of fuels and electricity and indirect use of energy through energy-intensive inputs, most notably fertilizer and pesticides. From 2001 to 2011, direct energy use consistently accounted for the majority of total energy use on agricultural operations. In 2011, direct energy use accounted for 63 percent of agricultural energy consumption, compared with 37 per cent for indirect use. Though there are lot of energy under the category of direct and indirect the leading energy in Indian states was identified as electricity and fertilizer. Hence, the researcher has decided to select these two energy sources to pursue the study.

Importance of the Study

Energy is the life blood of an economy. Though India is the world's fourth-largest energy user, its per capita consumption is among the lowest in the world (Report – All India Study on Sectoral Demand of Diesel & Petrol, 2013). Energy has an influencing role in the development of key sectors of economic importance such as agriculture, industry and transport. Energy has been a key input of agriculture since the age of subsistence agriculture. It is an established fact worldwide that agricultural production is positively correlated with energy input (Singh, 1999). Agriculture is both a producer and consumer of energy. It uses large quantities of locally available noncommercial energy, such as seed, manure and animal energy, as well as commercial energies,

directly and indirectly, in the form of diesel, electricity, fertilizer, plant protection, chemical, irrigated water, machinery etc. Efficient use of these energies helps to achieve increased production and productivity and contributes to the profitability and competitiveness of agriculture sustainability in rural living (Singh *et al.*, 2002). Energy use in agriculture has been increasing in response to increasing population, limited supply of arable land, and a desire for higher standards of living (Kizilaslan, 2009). Indian agriculture is heavily dependent on energy inputs from electricity and fertilizer.

Research Problems

The agriculture and allied sector are facing many problems at different stages. In our country many people are depended on agriculture. The nature of energy use in agriculture in India sharply differs from industrially advanced economies. Indian economy is predominantly a rural economy, where two-third of its input is still dependent on agriculture. This study concentrates on energy use in agriculture activities only. The researcher focuses on electricity for direct energy and fertilizer for indirect energy and the study specifically focuses on analysis of energy use pattern in agriculture in India.

Objective of the study

This study focus on energy use pattern in Indian agriculture on the whole with the given objectives.

- To analyse the growth of commercial crops mainly Groundnut, Cotton and Sugarcane in terms of area, production and productivity in India.
- To study about the use of energy in agriculture in terms of electricity and fertilizer use in agriculture in the study area
- To suggest suitable policy measures to improve the conditions of energy use pattern in agriculture in India.

Methodology

The present study is based on the secondary sources of information, mainly taken from the Directorate of Economics and Statistics, Department of Agriculture and Cooperation, Agricultural Statistics at a Glance Reports and the reports of Central Electricity Authority. The paper covers the secular study period of twenty six years starting from 1990 to 2016. The researchers have planned to estimate the growth of selected commercial crops in terms of area, production and productivity in India. The present study is confined with the analysis of direct and indirect energy use pattern i.e., electricity and fertilizer use in selected commercial crops. As far as the statistical tool for analysis is concerned, the researchers have used CGR and percentage to find out the growth performance of selected crops. Further, the researchers have also planned to use simple statistical tools for analysis in appropriate manner.

All India Area, Production and Productivity of Commercial Crop of Groundnut

In India, the groundnut cultivation is one of the commercial crops. The crop is mainly a money earning crop and also accounts for considerable exports of agricultural produce in India. The crop is mostly used in cooking oil source. The reports of Directorate of Economics and Statistics, Department of Agriculture and Cooperation reveal the area, production and productivity of groundnut in India during 1999-90 to 2015-16 the least

source statistics. The following table reveals the year wise area, production and productivity of groundnut in India during the period of post economic reform.

Table 1. Area, Production and Productivity of Commercial Crop of Groundnut in India (1990-1991 to 2015-16)

Sl. No	Year	Groundnut Area (Million Hectare)	Groundnut Production (Million Tonnes)	Groundnut productivity (Kg/Hectare)
1.	1990-91	8.31	7.51	904
2.	1991-92	8.67	7.09	818
3.	1992-93	8.17	8.56	1049
4.	1993-94	8.32	7.83	941
5.	1994-95	7.85	8.06	1027
6.	1995-96	7.52	7.58	1007
7.	1996-97	7.6	8.64	1138
8.	1997-98	7.09	7.37	1040
9.	1998-99	7.4	8.98	1214
10.	1999-00	6.87	5.25	764
11.	2000-01	6.56	6.41	977
12.	2001-02	6.24	7.03	1127
13.	2002-03	5.94	4.12	694
14.	2003-04	5.99	8.13	1357
15.	2004-05	6.64	6.77	1020
16.	2005-06	6.74	7.99	1187
17.	2006-07	5.62	4.86	866
18.	2007-08	6.29	9.18	1459
19.	2008-09	6.16	7.17	1163
20.	2009-10	5.48	5.43	991
21.	2010-11	5.86	8.26	1411
22.	2011-12	5.26	9.96	1323
23.	2012-13	4.72	4.70	995
24.	2013-14	5.53	9.67	1750
25.	2014-15	3.9	7.40	1550
26.	2015-16	4.7	6.77	6.50*
	*CGR	-2.09	-0.46	1.53
	**Sig. 'p'	.000	.540	.013
	***R²	.801	.017	.252

Source: Directorate of Economics and Statistics, Department of Agriculture and Cooperation

Note: *CGR denotes computed value of Compound Growth Rate

** Level of Significance at 5%

*** Computed Value of R²

It is learned from the above table that there is wide fluctuation in the area, production and productivity of groundnut in India during the post economic reform periods. The area under cultivation of groundnut has reduced from 8.31 Million Hectare in 1990-91 to 5.53 Million Hectare in 2013-14 with a negative CGR of -2.09 per cent. During the same period, the production of groundnut has also registered a negative CGR of -0.46 percent. At the same time the productivity has increased from 904 kg/hectare in 1990-91 to 1750 kg/hectare in 2013-14 with a CGR of 1.53 percent. The reduction in production is due to reduction in area under cultivation; whereas the reduction in cultivation area is due to increased cultivation of other commercial crops like cotton and sugarcane. The increase in productivity can be attributed to the increased use of fertilizers in the groundnut cultivation.

Area, Production and Productivity of Commercial Crop of Cotton in India

In India, Cotton accounts for 40 per cent of the total global fibre production and is the most important fibre in the world. India is a major player in world cotton market in terms of area and production. India is now the second largest cotton producer, consumer and exporter in the world. Cotton covers around 7 per cent of the total crop coverage and is second to rice in India. Cotton textile is one of the largest industries in India. It provides livelihood for 60 million people as they depend on cotton cultivation, processing, trade and textiles for their living (Cotton Statistics at a Glance, 2014).

Table 2. Area, Production and Productivity of Commercial Crop in Cotton in India

(1990-91 to 2016-17)

Sl. No	Year	Cotton Area(Million Hectare)	Cotton Production (lakh bales)	Cotton Productivity (Kg/Hectare)
1.	1990-91	7.44	9.84	225
2.	1991-92	7.66	9.71	216
3.	1992-93	7.54	11.4	257
4.	1993-94	7.32	10.74	249
5.	1994-95	7.87	11.89	257
6.	1995-96	9.04	12.86	242
7.	1996-97	9.12	14.23	265
8.	1997-98	8.87	10.85	208
9.	1998-99	9.34	12.29	224
10.	1999-00	8.71	11.53	225
11.	2000-01	8.53	9.52	190
12.	2001-02	9.13	10	186
13.	2002-03	7.67	8.62	191
14.	2003-04	7.60	13.73	307

15.	2004-05	8.79	16.43	318
16.	2005-06	8.68	18.5	362
17.	2006-07	9.14	22.63	421
18.	2007-08	9.41	25.88	467
19.	2008-09	9.41	22.28	403
20.	2009-10	10.13	24.02	403
21.	2010-11	11.24	33.00	499
22.	2011-12	12.18	35.2	491
23.	2012-13	11.97	34.22	486
24.	2013-14	11.60	36.59	510
25.	2014-15	12.81	35.05	462
26.	2015-16	11.87	30.48	432
27.	2016-17	10.50	32.23	520
*CGR		1.72	5.92	4.14
**Sig. 'p'		.001	.001	.001
***R²		.674	.759	.663

Source: Directorate of Economics and Statistics, Department of Agriculture and Cooperation

*CGR denotes computed value of Compound Growth Rate

** Level of Significance at 1%

*** Computed Value of R²

The above table clearly states that there has been overall increase in area under cultivation, production and productivity of cotton during the study period. The table indicates that in spite of small amount of increase in the area of cultivation there has been considerable amount of growth in production and productivity of cotton during the second decade of the study period, especially from 2006-07 to 2013-14. . It is statistically proved that the growth rate of cotton cultivation has increased and is estimated at CGR 1.72 per cent with the R² value of .674 at 99 per cent significance level. The production of cotton increased considerably over the years with a CGR of 5.92 percent with R² value .759 at 99 percent significance level. The productivity also shows a positive CGR of 4.14 percent with R² of .663 at 99 percent significance level.

Area, Production and Productivity of Commercial Crop of Sugarcane

Sugarcane is an important commercial crop grown in our country. In agriculture sector, sugarcane share is about 7 per cent of the total value of agriculture output and occupied about 2.6 per cent of India's gross cropped area during 2006-07. Sugarcane provides raw material for the second largest agro-based industry after textile. The following table clearly reveals the year wise area, production and productivity of sugarcane in India during the post economic reform period.

Table 3. Area Production and Productivity of Commercial Crop in Sugarcane in India
(1990-91 to 2016-17)

Sl. No	Year	Sugarcane Area (Million Hectare)	Sugarcane Production (Million Tonnes)	Sugarcane Productivity (Kg/Hectare)
1.	1990-91	3.69	241.05	65395
2.	1991-92	3.84	254.00	66069
3.	1992-93	3.57	228.03	63843
4.	1993-94	3.42	229.66	67120
5.	1994-95	3.87	275.54	71254
6.	1995-96	4.15	281.10	67787
7.	1996-97	4.17	277.56	66496
8.	1997-98	3.93	279.54	71133
9.	1998-99	4.05	288.72	71203
10.	1999-00	4.22	299.32	70934
11.	2000-01	4.32	295.96	68578
12.	2001-02	4.41	297.21	67370
13.	2002-03	4.52	287.38	63576
14.	2003-04	3.93	233.86	59380
15.	2004-05	3.66	237.09	64752
16.	2005-06	4.20	281.17	66919
17.	2006-07	5.15	355.52	69022
18.	2007-08	5.06	348.19	68877
19.	2008-09	4.42	285.03	64553
20.	2009-10	4.17	292.30	70020
21.	2010-11	4.88	342.38	70091
22.	2011-12	5.04	361.04	71668
23.	2012-13	5.00	341.20	68254
24.	2013-14	5.01	352.14	69838
25.	2014-15	5.06	362.38	70862
26.	2015-16	4.96	352.16	69891
27.	2016-17	4.51	305.25	67570
*CGR		1.20	1.48	1.25
**Sig. 'p'		.001	.001	.393
***R²		.450	.529	.033

Source: Directorate of Economics and Statistics, Department of Agriculture and Cooperation

*CGR denotes computed value of Compound Growth Rate

** Level of Significance at 0%

*** Computed Value of R²

The above table shows that there has been positive but smaller amount growth in area under cultivation, production and productivity of sugarcane during the study period. In 1994-95 production and productivity of sugarcane has shown a considerable increase from 229.66 million tonnes in 1993-94 to 275.54 million tonnes in 1994-95 of production and sugarcane has revealed a considerable increase from 67120 kg/ hectare productivity in 1993-94 to 71254 kg/ hectare respectively over previous year in 1994-95. During 2006-07 the country had the largest level of area under cultivation with 5.15 million hectare and the production has been increasing by 362.38 million tonnes in 2014-15. There has been minor fluctuations in all three variable in the overall study period of 1990 to 2017. It is statistically proved that the growth rate of sugarcane area under cultivation of sugarcane has increased and it is estimated at 1.2 per cent with the R² value of 0.450 at 1 per cent significant level. The sugarcane production has registered a positive growth of 1.48 percent CGR with R² value of .529 at 1 per cent significant level. Likewise the productivity has registered a CGR of 1.25 percent with R² value of .033 at 5 percent level of significance.

**Table 4. Consumption of Electricity Energy use in Agriculture in India
1990-91 to 2013-14**

Sl. No	Year	Consumption for Agriculture Purpose (GWh)	Total Electricity Consumption (GWh)
1.	1990-91	50321	190357
2.	1991-92	58557	207645
3.	1992-93	63328	220674
4.	1993-94	70699	238569
5.	1994-95	79301	259630
6.	1995-96	85732	277029
7.	1996-97	84019	280206
8.	1997-98	91242	296749
9.	1998-99	97195	3309734
10.	1999-00	90934	312841
11.	2000-01	84729	316600
12.	2001-02	81673	322459
13.	2002-03	84486	339598
14.	2003-04	87089	360937

15.	2004-05	88555	386134
16.	2005-06	90292	411887
17.	2006-07	99023	455748
18.	2007-08	104184	501977
19.	2008-09	107776	527564
20.	2009-10	119492	569618
21.	2010-11	126377	616969
22.	2011-12	140960	672933
23.	2012-13	147462	824301
24.	2013-14	159144	882592
*CGR		3.66	5.31
**Sig. 'p'		.001	.002
***R²		.840	.355

Source: Central Electricity Authority, New Delhi.

*CGR denotes computed value of Compound Growth Rate

** Level of Significance at 1%

*** Computed Value of R²

Electricity energy consumption in Indian agriculture is increasing day by day due to more amount of adoption of electric pump sets in place of diesel ones. The above table shows that there has been stable growth in electricity energy consumption in agriculture with 50321Gwh in 1990-91 to 159144 Gwh in 2013-14 which is about 3.66 percent of CGR with R² value of .840 at 1 percent significance level. It is estimated that nearly 20-25 per cent of the total electricity has been utilized in agriculture sector which has reduced to 15.31 percent and 13.99 percent in 2012-13 and 2013-14 respectively. Further the growth in the consumption of electricity for agricultural purposes (3.66 CGR) has been less than the growth of total electricity consumption which has registered a CGR of 5.31 percent.

Table 5. Consumption of Fertilizers in Terms of Nutrients (N, P and K) in India (1990-91 to 2015-16)

(in thousands tonnes)

Sl. No	Year	N-Nitrogen	P-Phoshate	K-Potash	Total N+P+K
1.	1990-91	7997.2	3221.0	1328.0	12546.2
2.	1991- 92	8046.3	3321.2	1360.5	12728.0
3.	1992-93	8426.8	2843.8	883.9	12154.5
4.	1993-94	8788.3	2669.3	908.4	12366.0
5.	1994-95	9507.1	2931.7	1124.7	13563.5
6.	1995-96	9822.8	2897.5	1155.8	13876.1

7.	1996-97	10301.8	2976.8	1029.6	14308.1
8.	1997-97	10901.8	3913.6	1331.5	16797.5
9.	1998-99	11353.8	4112.2	1331.5	16797.5
10.	1999-00	11592.7	4798.3	1678.7	18069.7
11.	2000-01	10920.2	4214.6	1567.5	16702.3
12.	2001-02	11310.2	4382.4	1667.1	17359.7
13.	2002-03	10474.1	4018.8	1601.2	16094.1
14.	2003-04	11077	4124.3	1597.9	16799.1
15.	2004-05	11713.9	4623.8	2060.6	18398.3
16.	2005-06	12723.3	5203.7	2413.5	20340.5
17.	2006-07	13772.9	5543.3	2334.8	21651.0
18.	2007-08	14419.1	5514.7	2636.3	22570.1
19.	2008-09	15090.5	6506.2	3312.6	24909.3
20.	2009-10	15580	7274.0	3632.4	26486.4
21.	2010-11	16558.2	8049.7	3514.3	28122.2
22.	2011-12	17300.3	7914.3	2575.4	27790.0
23.	2012-13	16820.9	6653.4	2061.8	25536.2
24.	2013-14	16750.1	5633.5	2098.9	24482.4
25.	2014-15	16946.2	6098.6	2532.10	25576.5
26.	2015-16	17372.5	6979.7	2402.8	26753.5
*CGR		3.38	4.49	5.10	3.81
**Sig. 'p'		.001	.001	.001	.001
***R²		.945	.845	.734	.924

Source: Directorate of Economics and Statistics, Department of Agriculture and Cooperation

*CGR denotes computed value of Compound Growth Rate

** Level of Significance at 0%

*** Computed Value of R²

The above table reveals that the usage of fertilizers has increased at a declining rate from 1990-91 to 2007-08 and the growth rate has been negative. This can be due to various reasons like high fertilizers price, decrease in level of land used for agriculture, increase in other types of nutrients like organic and bio fertilizer. In 2011-12 the consumption of is reduced till 2013-14 the reason for decrease in consumption of fertilizer may be due to high price rate. Fertilizer is a commodity with worldwide market and it is subject to global supply and demand and market fluctuations. The past few years saw unprecedented demand for fertilizer and recorded high prices. Fertilizer prices increased so dramatically for a variety of reasons like rising global demand and a shortage of supply. Other factors putting pressure on fertilizer prices included: increasing ethanol production, higher transportation costs, a

falling US dollar, strong crop commodity prices, and some countries curbing fertilizer exports (Roberts T.L, 2010).

CONCLUSION

The present study has discussed the energy use in agriculture sector at the national level. The major finding of the present study is electricity and fertilizer consumption in Indian agriculture has increased day by day due to improved use of modern technology. Besides fertile land and irrigation, agriculture also requires adequate and quality inputs which include seeds, fertilizer, electricity, farm equipment, agriculture finance support and highly professional extension services. The study suggest based on the findings, the timely availability of inputs like short life span of adequate irrigation facilities and seeds, financial support, introduction of mechanization, enough electricity voltage and timely availability of relevant chemical fertilizer etc., will help in the development of energy use in Indian agriculture .

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SOCIAL SKILLS OF CHILDREN WITH VISUAL IMPAIRMENT STUDYING IN SERVE SHIKSHAABHIYAN (SSA) SCHOOLS

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Abstract

The inability of the children to see limits their learning experience and restricts their learning activities, as compared to those of the sighted children. In the inclusive society social skill plays an important role in their life. Therefore, it can be said that the social skill is a part of life skills which includes interpersonal relationships, decision making and creative thinking. Teachers of children with visual impairment may teach the social skills to them. They may encourage the visually impaired children to participate in the different activities to acquire their social skills which are acceptable in the society.

Key Words:-Children with visual impairment, social skills, Serve ShikshaAbhiyan

Introduction

"The World's Declaration on Education for All" recommends education to all children, regardless of their backgrounds or disabilities. All the countries in the world are accordingly urged to provide free education to all children without any restrictions or discrimination (UNESCO, 1990). The inability of the children to see limits their learning experience and restricts their learning activities, as compared to those of the sighted children. This is because the process of receiving information through visual input will be limited even if they have residual vision (low vision). Therefore, special education programs are provided to address the unique learning needs and abilities of the visually impaired children. Teaching styles, instructional materials, and educational goals are designed and modified to meet the child's specific learning needs and abilities. This will help them in their visual learning experience through other media of learning: hearing and textual. Most visual impairments need some extra help to succeed in school. This is because of the challenges that visual impairment poses to learning. Special services or "related services" must be included, therefore, in special education programs. These services are provided by professionals in a variety of educational settings (Brasher and Holbrook, 1996).

Social skill is a part of life skills which includes interpersonal relationships, decision making and creative thinking. The social skills of a child can be accessed on the basis of identification, verbalization and respond effectively to others' emotions in an empathetic manner, get along well with others, takes criticism positively, listen actively, communicate using appropriate words and intonation and body language (CBSE, CCE Manual page 48 & 49, 2010).

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Having good social behavior implies that one is capable of being gregarious, and capable of adapting to unfamiliar surroundings, attracting attention from people, and engaging in social discourse and other group activities (Kail, 2007). According to Ferrell (1996), children with visual impairment remain relatively backward in terms of social development as compared with sighted children.

Review of Related Literature

According to Hatlen & Curry (1987), and Friend (2005), the absence or lack of visual input can affect the visually impaired, especially their efforts of development, learning, social skills and behavior.

Hill and Blasch (1980) consider that visual impairment is a serious limitation, because 85% of social learning is accomplished through vision. All parties, especially the teachers with the cooperation and support of parents and school administrators, need to plan to increase the level of social skills among students with visual impairment. Those students who fail to master social skills and demonstrate a good social behavior will suffer isolation and segregation from their sighted peers (Guralnick, 1996; 1987; Sacks, Kekelis and Gaylord-Ross, 1992; Sacks and Silberman, 2000; Sacks and Wolfe, 2006).

It shows that placement of visually impaired children in regular classes along with their sighted friends does not affect their academic achievement, but their social skills. And, lack of social skills affects their interaction with the environment (MacCuspie, 1996; 2001). Inability to behave as expected may create difficulty of acceptance by peers and the society.

Studies conducted by Guralnick et al. (1996), Guralnick and Groom (1987), Kingsley (1999), Sacks et al. (1992), Sacks and Silberman (2000), and Sacks and Wolfe (2006) show that the visually impaired children often face the problem of being ignored by peers and other children. This is because they show no cooperation or skills in taking turns (turn-taking) during play and no skills in inviting friends to play together. Children with visual impairment also face the problem of maintaining friendships with their classmates, because they are not able to see and learn the skills through observation (Guralnick, 1999; Celeste, 2006). This condition affects their social development. This paper will further discuss the importance of social skills for children with visual impairment.

Zebehazy, Kim T & Smith, Thomas J. (2011) Conducted a research entitled "An examination of characteristics related to the social skills of youths with visual impairments" and took the three domains of SSRS (Social Assertion, Social Self-control, and Social Cooperation) and found that the outcome of Social Self-control of persons with visual impairments showed significantly higher scores than did persons with learning disabilities, mental retardation, emotional disturbances, other health impairments, and autism as well as traumatic brain injuries. For the Social Assertion outcome measure, persons with visual impairments had significantly higher scores than did youths with autism. For the Social Cooperation persons with visual impairments had significantly higher scores than did youths with learning disabilities, mental retardation, emotional disturbances, other health impairments, autism, or traumatic brain injuries as well as youths with orthopedic impairments. Finally, the researcher compared the composite Social Skills scores of youths with visual impairments to the other disability categories, simple contrasts showed that these youths had significantly higher scores than did youths with learning disabilities, mental retardation, emotional disturbances, other health impairments, autism, or traumatic

brain injuries. It was also found that the persons with visual impairments who received O&M services from the school district to their peers who did not receive such services, no significant differences were evident on any of the social skills measures. Similarly, persons with visual impairments who received assistance from a personal assistant or in-class par educator (provided by the school district) to their peers who did not receive such assistance, no significant differences in their Social Skills. Similarly, it was also reveal from their research that the visually impairment persons who participated in extracurricular activities had significantly higher social skills scores as compare to those who had not participated in the extracurricular activities on all four measures (Social Self-control at $p < .05$, and Social Assertion, Social Cooperation, and the Social Skills composite score at $p < .01$).

Pujari, Jayantiand Annapurna, M (2015) conducted a study entitled "A study on available support systems in inclusive setting for the students with mental retardation". The objective of the study to find out the support system available for the students with mental retardation in terms of academic support, social support, emotional support and physical support in inclusive setting in primary schools and found that the academic and social support as perceived by regular teacher was in average level whereas academic and social support perceived by the resource teachers are in the high level. The emotional support provided by peer is high level. The physical support was studied under three categories i.e. toilet and sanitation facilities, mobility and barrier free environment are under low level (Indian journal of Cerebral Palsy)

Mc Alpine and Moore (1995) examined the presence of false belief in visually impaired children. The performance of 16 visually impaired children (4-11 yrs old) on tasks designed to assess their understanding of false belief, a central aspect of social understanding, was recorded. It was concluded that the quality of social interactions of children with a visual impairment is affected both by the children's level of understanding of mind and by the limited or nonexistent visual information even when the children acquired some understanding of mind.

Workman (1986) examined the effects of teachers' input on peer interactions with visually impaired preschoolers and found that to enhance visually impaired children's interactions with their peers included descriptions of social environment, direct prompts and indirect prompts which directly affect the social skills of children with visual impairment.

Prizant (1987) found that the visual impairment affects language development in a number of ways. Visually impaired children use more echolalia speech than do their sighted peers. When their language is related to past experience rather than to the ongoing activities of their peers, it leads to breakdowns in communication and may eventually influence their social standing among their classmates

Sack (1988) found in his study that the blind child who was liked by his classmates and teachers showed that he liked his classmates and was interested in their activities and feelings; his outgoing personality attracted the attention and involvement of others. However, even with his social skills, he required considerable assistance from teachers to demonstrate his competence in exchanges with classmates.

Sacks (1992) observed the isolation and emotional pain that many blind and visually impaired children experienced in regular public school classrooms. These students lacked the social skills to start and carry on conversations, to play games effectively, and to join and feel part of a group ... the acquisition of competent social skills in a sighted environment is an ongoing process: these skills are not easily learned and

must be fine-tuned throughout one's life. As regards academics in the classroom, the teachers for students with visual impairment do not have the opportunity to emphasize on learning social skills (Hatlen, 2004). According to Hatlen, for blind children, learning social skills is as important as learning to read. Appropriate social behavior, which is taken for granted as having been learnt incidentally at a very young age, and which is not consciously thought of when one engages in social interactions, adds to the factors that affect social competency of students with visual impairment.

From an early age, children with visual impairments can be at a disadvantage for developing social skills. Since vision plays a role in the early development of social behaviors and of social cognition—an ability to perceive and understand the social behaviors of others and the thoughts and feelings that underlie what people say and do—the lack of visual cues could lead to difficulties in initiating and maintaining social interactions (Zebehazy, Kim T. Smith, Thomas J., 2011). Without sufficient vision to observe these visual cues or adapted skills to compensate for the visual information, infants can be delayed in developing perspective-taking and joint-attention behaviors, both of which are considered early skills for social cognition (Farrenkopf & Davidson, 1992; McAlpine & Moore, 1995).

The acquisition and maintenance of socially appropriate behavior is typically mediated by vision for sighted children. The social skills are learned through imitation and modeling (Warren, 2000). Due to absence of sight the visually impaired children do not acquire these social skills and behaviors incidentally as sighted children. The acquisition of social skills cannot learn naturally, they need the support of other person or their peer group. Children with visual impairment require routines and experiences that promote opportunities for hands-on experience and real life tasks. The family members of the visually impaired children can also help in acquiring social skills. The process of acquiring and maintaining social skills behavior effectively needs persistence and physical energy. The use of other senses and cognitive ability is also required to learn social skills for children with visual impairment. It is an ongoing process to acquiring and learning social skills for children with visual impairment.

The influence of family support and nurturing is essential. Whether a child is born with vision impairment or acquires it as a young child, parents, siblings and extended family members provide the foundation for the acquisition of social skills as the home environment provides a natural context for socialization process. It is the first place where children learn routine, family rituals and customs, and develop a sense of inner security and safety (Sack, 2006 pg-5).

The teachers at early stage may play a vital role for the acquisition of social skills among students with visual impairment. He/she can encourage visually impaired children to participate in various programmes organized by the school. The teacher may create a learning environment that may be organized and structured, yet nurtured and active learning of social skills. The socialization skills may be developed through play, creative dramatics, music and storytelling so that the visually impaired children may participate as an equal. These activities help the children with visual impairment to learn social skills from the environment and society. The stereotypical attitudes of the family restrict the visually impaired students to learn social skills. It is observed that the visually impaired children can achieve a high level of social competence if they get the opportunities to participate in activities and experience that promote social inclusion with both blind and sighted mates. It is a myth that the visually impaired children can learn social skills without consistent support or intervention. This type of myth or assumption affects the social skills of children with visual impairment.

Social Skills for Children with Visual Impairment

Due to absence of sight or reduced vision can face more difficulties to acquire accurate information about their social environment or the context of activities. A visually impaired child is unable to observe physical gesture or facial expression to understand social nuances.

Therefore, the experts in the field of visual impairment suggested that a visually impaired child must learn social skills in order to prepare him for his home, his friendship as well as for his career and employment.

The following are the part of social skills which has to be taught to the children with visual impairment:

1. **Nonverbal communication** - Nonverbal behavior provides a lot of information about conversation and interactions to the sighted children whereas the children with visual impairment are unable to perceive nonverbal communication because almost all social skills used by sighted children have been learned by imitation and conduct themselves in socially appropriate ways based on imitation and observation. A student with visual impairment must be taught when and how to smile, frown, nod, wink, shrug and other nonverbal communication.
2. **Mannerisms/ behavior problems** - It is suggested that parents must discourage mannerism such as eye poking, head rolling, hand flapping, rocking etc.
3. **Appropriate Behavior** - Children with visual impairment need to be told when their behavior is appropriate or when it is not. Children with visual impairment should follow the same form of discipline which are form for the other students or sighted students. All students must learn behaviors and actions that are accepted in the society.
4. The children with visual impairment should learn that he/she should develop the eye contact with the others and/or turn his/her face towards the speakers.
5. The good postures should be developed in the visually impaired children like some visually impaired children tend to keep their head down with their chin resting on their chest, keep their head thrown back, or their shoulders slumped forward. Encourage the visually impaired children to hold their head up towards the speakers.
6. An appropriate distance should be maintained during talking to any person. It is observed that the visually impaired children stand too close to the speaker in order to better see him. This need to discourage as it is not socially accepted and can cause others to be uncomfortable and avoid interaction with the visually impaired children.
7. The visually impaired children may encourage communicating with another person when upset, uncomfortable or in pain.
8. The children with visual impairment should encourage using appropriate tone of voice while talking to other persons.
9. The visually impaired children may be more fearful of physical injury and leaving familiar areas. Therefore, the visually impaired children may encourage expressing strong emotions safely.

10. Encourage the visually impaired children to use physical activities and release negative emotions and excessive energy in socially acceptable ways.
11. Visually impaired children may remind their sighted peers to express their feeling with the words as they are unable to see their smile, frown or other expression.
12. The visually impaired students should encourage to use the names of others when talking to them.

In 1998 the Scottish Office outlined the skills which underlie social competence as:

- The ability to understand another's point of view when different from your own.
- Knowledge of how to interpret other people's emotional state and behavior.
- Skill in suppressing immediate emotional responses in favor of more carefully considered responses in social situations.
- The ability to adjust your behavior to make it acceptable or rewarding to others

The followings activities may also consider as social skills:

- Introducing yourself
- Listening
- Asking questions
- Starting a conversation
- Asking for help
- Refusing help
- Being criticized
- Criticizing
- How to deal with feelings.

Dimensions of Social Skill

Ishak (2013) specified and examined the eight dimensions of social skill i.e. influencing others, conflict management, leadership, change catalyst, building bond, cooperation/collaboration, team work and communication empathy.

In order to function successful in social relationships, children and preadolescents require a variety of social skills including ability to gain entry to group, resolve interpersonal conflicts, social initiation, asking and answer questions, greeting peers, cooperation/sharing, affective responsiveness and praise to peers (Kelly, 1982).

Caldarella and Meerrell (1997) found five behavioral dimensions related to social skills (a) peer relations such as complementing others, offering help to others, initiating and joining in conversation, (b) self-management such as using self-control, following imposed rules, compromising with others in conflict and response to teasing, (c) academic such as accomplishing assignment, following teacher directions, using free time appropriately (d) compliance such as follow instruction, response appropriately to criticisms and finishing assignments and (e) assertion such as initiating conversation, acknowledging compliments, being self-confident, expressing feelings, joining activities. Kerr and Nelson (2010) denoted that the social skill training may be incorporate through four methods i.e. direct instruction, modeling, behavior rehearsal and coaching. These methods may be used if the child has deficit in social skills. If the child has performance deficit in social skills, the following methods may be adopted:-

- Prompt and cue social skills

- Reinforce use of social skills
- Incorporate group contingencies (positive reinforcement)
- Teaching peers to initiate and maintain social interaction.
- Teach social skills in natural setting/environment
- In social skills' lesson, integrate strategies to promote generalization and maintenance of the skills being taught.

Teachers can also develop social skills module/curriculum or design their own lessons as the children may learn their social skills or improve the performance deficit of social skills, if an ideal curriculum does not exist (Gresham, Sugai and Horner, 2001)

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PERCEPTION OF ENGLISH LANGUAGE TEACHERS REGARDING ENGLISH LANGUAGE TEACHING IN SECONDARY SCHOOLS OF PUNJAB

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Abstract

The English language is one of the major vehicles of the culture of the modern world. An Indian learner of English language develops his attitude and perception towards the language as it is passed over to him by his language teacher. The present study aims to investigate the perception of English language teachers regarding English language teaching in secondary schools of Punjab. A self developed questionnaire was administered on English language teachers of 80 government and government aided schools of 8 districts of Punjab. The data was analyzed by converting frequencies in to percentages. Overall, the investigator found that English teachers have not updated themselves with the requirements of teaching this international language. The findings emphasize considerable improvement in the English language teaching.

Introduction

Language is God's special gift to mankind. It plays a great role in our life. Perhaps because of its familiarity, we rarely observe it, taking it rather for granted, as we do breathing or working. It is universal medium of conveying the common facts and feelings in everyday life.

Different people in different countries make use of different languages. But among all these, the position of English language remains unique. It is one of the major vehicles of the culture of the modern world. By ignoring this language, no nation of the West or the East can prosper and move, shoulder to shoulder with the rest of the world. No wonder, in the present world, there is no better means of communication than the language called English.

Keeping in view, the above facts and the importance of the English language, the researcher in the present study has tried to find out different aspects of English language teaching in the state of Punjab.

Review of Related Literature

Grover (1991) investigated the standards of reading ability in English in government and central schools of Delhi. Results revealed that Reading ability was not found to be a unitary trait. There was no significant difference in reading of government school boys and government school girls, there were significant differences in the mean achievements of central school pupils and government school pupils in Reading Ability Test.

Chopra (1994) in her study prepared programmed instruction material in English structure for IX class students and compared the efficacy of programmed instruction, direct and bilingual methods of teaching English structure. The study was conducted on a sample of 150 students (50 students from each group A, B, C. A clear-cut advantage in favor of programmed instructions format in terms of achievement in

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English structure was visible as compared to bilingual and direct method. Similarly obtained results were in favor of bilingual method as compared to direct method.

Khan (1998) in his study developed teaching strategies in English on the basis of difficulties faced by second language learners. It was reported that pronunciation, vocabulary, spelling and grammar were the important aspects where learners faced difficulties.

Kumar and Ambedkar (2005) conducted a study on effectiveness of Computer Assisted English Language Learning (CAELL) to find out the effectiveness of CAELL in relation to the conventional method of teaching. The research proved that the CAELL method to teach English grammar is more effective and particularly when it is used with the assistance of a teacher. The presence of the human element has better impact on the teaching-learning situation.

Chaturvedi and Mishra (2014) in their study concluded that English teaching in India should have a four fold object viz. (i) to understand the English language when spoken (ii) to understand it when written (iii) to speak it and (iv) to write it. All the four aims are equally important but unfortunately in India, the emphasis is laid on reading and writing prominently and not on listening.

From the review, it is observed that in comparison to physical and social sciences studies, studies on language especially English language have been very few. Therefore, this calls for further exploration of this field.

Rationale of the Study

It is obvious from the research literature that research work in the field of teaching learning and various related issues in the school subject area is very scanty and scarce in India. Buch (1979, 1987, 91) also listed just a few studies in this area.

An examination of the Indian educational research literature also shows that research is available in the field of physical and social sciences and very little in the field of Hindi language. But in the area of English language there is total neglect of research work specially related to such classroom teaching learning issue.

The investigator is a teacher of English and in course of her experience as a teacher she found that students are normally weak in English subject. Together with her experience as a teacher of English language, many questions came in her mind to which she sought the answers through the present study like whether teachers know the objectives of teaching English? Whether the teacher use audio-visual aids while teaching? What type of methods and evaluative techniques are employed by teachers? Whether teachers face problems while teaching English? Whether students commit errors in listening, speaking, reading and writing English? Whether students' achievement in the subject of English is satisfactory ?and similar such type of questions.

Issues

In the present study, the following issues were studied:

1. To know what is the perception of teachers about the objectives of teaching English, why to study English and the extent to which, objective of teaching English have been attained.
2. (a) To know up to what extent does the present curriculum of English as specified by P.S.E.B in corporate the different aspects of English, and what aspects are left.

- (b) To know the perception of the teachers about the different aspects of English Text Book prescribed by P.S.E.B.
3. (a) What are the different instructional methods, strategies and Audio Visual aids employed by teachers in teaching English?
(b) To know about the adequacy of equipment's, AV. aids and the provision of the funds to purchase these equipments.
4. What are the various evaluative techniques employed by the teachers in assessing the progress of students in the development of four skills (i.e. listening, speaking, reading and writing) in the subject of English?
5. (a) Whether facilities, incentives and encouragement are given to teachers for attending in-service training programme?
(b) Up to what extent in-service programmes are found meaningful, relevant and effective?
6. Whether teachers get encouragement from head for purchasing books and equipment for teaching English?
7. Whether teachers assign homework, check it and provide feedback?
8. Whether the school subscribes any Newspaper, journal, magazine in English for School Library?
9. (a) Whether teacher encourages the students to keep Dictionary with them?
(b) Whether the teacher uses English language while interacting with students, fellow teachers and parents?
10. (a) What are the problems faced by English teachers teaching English at the secondary level?
(b) What are the short comings of English Teaching?

METHODOLOGY

Present investigation was done with the help of descriptive survey method.

In the first phase of investigation, Questionnaire for Teachers was developed with the help of experts in the field of test construction and English language. In the second phase, Questionnaire for Teachers was administered to English teachers.

Sample

For the purpose of present study, 80 government/government aided or recognized high/senior secondary schools were selected with the help of random technique from the randomly selected eight districts of Punjab. While selecting the institutions, due consideration was given to private schools, government schools and coeducation institutions. All the teachers teaching English in class IX/X in these schools constituted the sample of the study.

Tool Used

1. Questionnaire for Teachers: This was developed by the investigator herself to collect information from English teachers teaching IX or X classes.

Statistical Techniques Used

As per the issues raised in the present study the collected data were analyzed by converting frequencies into percentages.

Findings

The following are the findings of the study:

1. As per the opinion of 40.3%, 18.6%, 16.12%, 15.5% teachers, English should be studied because it is an international language, link language, an important language and an important means of communication with the educated world. In the opinion of 24.8% teachers, the objective of teaching English language at secondary stage is to develop the four skills viz. listening, speaking reading and writing. According to 15.5%, 14.88%, 12.4%, 12.4%, 9.3% teachers, the objectives of teaching English are to provide students global approach, to face various competitions, to develop students' interest in English language, to enable students to speak and express themselves in English language and to be acquainted with the vast English culture. None of the teachers consider that the objectives are attained fully whereas 66.34%, 28.52% and 4.34% teachers consider that objectives are attained partially, very little and not at all respectively.
2. Regarding the incorporation of different aspects of English in the curriculum specified by P.S.E.B., 67.58%, 19.22% and 12.4% teachers consider that the incorporation is done partially, very little and not at all respectively. None of the teachers consider that the incorporation is done fully.
Only 3.1% teachers have expressed that the present curriculum meets the needs of students fully whereas 60.14%, 29.76% and 6.2% teachers have reported that the present curriculum meets the needs partially, very little and not at all respectively.
Nearly 10% teachers feel that text books recommended by P.S.E.B. are upto the mark whereas 35.34%, 39.06% teachers consider text books to be satisfactory and not satisfactory respectively. 14.26% teachers have not bothered to give any answer.
3. Grammar translation method, lecture method and Bilingual Method is used by 42.16%, 17.36% and 7.44% teachers respectively. Almost an equal no. of teachers i.e. 6% approximately use direct method and induction - deduction method. 15.5% teachers have reported that they do not make use of any method.
As regarding the instructional skills used by English teachers, approximately an equal no. of teachers i.e. 15% teachers use audiovisual aids and questioning skill; approximately 9% teachers give either ample practice in listening and speaking or use discussion; 12.4% teachers use Black Board, An equal no. of teachers i.e. approximately 6% use narration skill, give clues or outlines, explanation or reinforcement while teaching English.
78.50% teachers have informed that they make use of different mass media, audio-visual aids while teaching English whereas 21.7% teachers have reported that they do not do so. Majority of the teachers i.e. 24.80% use charts, models, flash cards and black board. Tape recorder, newspaper and language lab is employed by 18.6% whereas 22.32% teachers use television, computer, internet, CD., slide projector and transparencies while teaching.
In the opinion of 40.3% teachers there is adequacy of equipment and audio-visual aids for teaching English whereas 58.9% teachers opine that the provision is inadequate.
34.1% teachers consider availability of funds to be spent on teaching, learning and other activities in the subject of English to be adequate whereas 65.1% teachers consider it to be inadequate.

- Regarding the availability of funds to purchase equipments and aids related to English teaching, 23.56% teachers consider these to be adequate whereas 75.64% teachers consider these to be inadequate.
4. Majority of English teachers 24.18% use written tests for evaluating the performance of students. Oral tests and questioning is used by approximately 12% teachers separately. An equal no. of teachers i.e. approximately 9% evaluate students through assignments, written tests and elocutions, debate, discussion and extempore. Similarly approximately 6% teachers use quiz, giving exposure to read, write and speak English, reading chapters or news for evaluating students. Reading with proper pronunciation (4.34%) and competitions (2.48%) are also employed.
5. Regarding facilities and incentives given to English teachers for attending in-service training programme, 3.1%, 4.34%, 6.2%, 1.86% teachers have informed that they are given cash, leave with pay, prize, and increment respectively. 83.7% teachers have expressed that they are given nothing for attending in service programme.
- As reported by English teachers, only 24.8% teachers have attended any in-service programme during the last 5 years whereas 74.4% teachers have not done so.
- Majority of the teachers i.e. 49.6% have informed that in-service education programmes are not meaningful, relevant and effective whereas 27.9% teachers find these programmes effective. 21.7% teachers have not given any answer to this question.
6. As per the opinion of 37.2% teachers, they get encouragement from the head while acquiring any equipment whereas 21.7% teachers say that they do not get any encouragement and in the opinion of 40.3% teachers they sometimes get encouragement from the head.
7. Almost all the teachers i.e. 96.72% assign homework to students regularly. Only 2.48% teachers do not assign homework regularly to their students.
- Majority of teachers i.e. 93% give class tests to their students while only 6.2% teachers do not give class tests their students.
- Majority of teachers i.e. 83.7% give weekly tests to the students whereas only 12.4% and 3.1% teachers go for fortnightly and monthly tests respectively 96.72% teachers provide feedback to their students whereas 2.48% teachers do not do so.
8. Regarding the availability of text books and reference books in the subject of English in the school library 37.2% teachers have reported that there is availability, 9.3% teachers say that they do not have and 52.7% teachers informed that the availability is there but it is not upto the required standard.
9. All the teachers i.e. 100% encourage students to keep and consult dictionary.
- Majority of the teachers i.e. 84.94% have the habit of keeping and consulting dictionary whereas 14.20% teachers do so but it is not always.
- Only 32.24% teachers use English while interacting with students and others whereas 63.86% teachers do not do so and only 3.1% teachers use English sometimes while interacting.

10. Problems of over crowded classrooms, poor background of students for developing habit of speaking English, lack of time, English being, introduced late, difficult syllabus, difficult to understand because of being foreign language are faced by 16.74%, 13.64%, 10.54%, 9.92%, 9.3% and 7.4% teachers respectively.

Almost an equal no. of teachers i.e. 6% consider the problems to be low salary of English teachers, lack of grammatical understanding on the part of teachers and lack of audio visual aids 11.78% teachers have not bothered to give any answer.

Approximately 30% teachers have mentioned lengthy syllabus and lack of provision to learn new methods of teaching as the short-comings in the subject of English. 28.52%, 15.5%, 14.26%, 12.4%, 9.3% and equal no. of approximately 6% teachers consider more stress on grammar translation method, grammar of rules, syllabus not interesting, non-availability of audio video aids, lack of confidence in students in spoken English, lack of proper library facilities, reading, writing, stress on rote memory, lack of exposure to the students as the major short comings in the subject of English.

Reading, Speaking, Writing, proper listening with understanding, ability to interact in English, developing proper accent by rural students, stress and intonation are the areas where students are deficient in learning English as opined by 18.6%, 15.5%, 15.5%, 12.4%, 7.44%, 7.44%, 6.2%, 6.2% teachers respectively. 12.4% teachers have not bothered to give any comment.

CONCLUSION

It is the appropriate time to bring reforms at various levels for English language teaching in secondary schools of Punjab. Teacher teaching English need to be more equipped for teaching this foreign language. Not only has this, a separate post for English language teaching needed to be introduced. Let the English teachers be paid adequate salary so as to ensure job satisfaction among them.

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UTTARAKHAND'S *DEV BHOOMI* (LAND OF THE GODS) CINEMA STILL IN JAGWAL

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Cinema's one of the inventive feature is the regional cinema. The world regional cinema has a vast expansion just like the landscape. Before discussing the aspects of regional cinema, especially the Uttarakhandi cinema, as a scholar one must understand the cinema first.

Just like the mainstream cinema which evolved in order to satiate the human will to speak through various mediums the regional cinema came alive because of the adulation for the dialects/language concerned with the respective regions.

The Uttarakhandi cinema saw its film chronicle on 3 May, 1983 in *Jagwal* by Parashar Gaur. The response was tremendous and the film's release in Delhi was a shock wave by witnessing the turn on of the viewers in such a great number and the success of the film in a city which had never estimated and calculated the great number of Uttarakhandis then called Pahadis. This film not only left film critics, anthropologists surprised but the sociologists and political groups were also left baffled which eventually helped in lifting the not so cared spirit of the people.

This period had also seen rise of other regional cinemas like Haryanvi; though it was not so fortunate to have a big bang like *Jagwal* yet these regional cinemas were witnessing conglomeration of various set of people. They were endeavoring to start new projects in the hope of making new feats which unfortunately were not materialized because the films were low budgeted experiments founded on more on enthusiasm than practical wisdom.¹



This collage tells itself the journey taken by the Uttarakhandi cinema in the last three decades. Though it took a long time to follow the step of world and Indian cinema yet it was started on a high note. A lot of hope and aspiration was sought after with the making of *Jagwal* in 1983. People saw the movie not just in the light of the regular

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cinema but the outlook and perception was very much different something that we witness when a new baby is born and it's a high time for the family and friends. Then there was no Uttarakhand in the general people but due to the migration people was cut off from their roots more than that a new tendency had incepted in those migrates where they were not ready to call themselves Pahadi, particularly Garhwali and Kumauni. There was a great danger of losing identity because there was a very common word used since the British or may be Mughal regime addressing everyone hailing from this great Himalayan range as Pahadi. This led to the cultural, social, economical crisis and identity problem. But the original-self seeks to express itself at some time or another and through different Medias. The first cinematic creation carried the signature of the culture by depicting the set of life making audience feel like seeing just before their eyes.

And the title *Jagwal* (Vigilance) was truly incorporating the very soul of expressing the will of a community. Rightly so, people had done *Jagwal* for a very long time to witness their own life, language, culture, custom, religiosity, architecture, dressing, dance, music, mythos and ethos being ballooned on the 35 mm life size screen.² The Films are not just entertainment but a statement of life which an individual goes to see and experience in many forms. It's where we live a life which is beyond our reach but latent in our sense. this is why we feel happy with the hero or heroine or any other character we love and feel sorry and cry for them; we hate the evil sometimes more than the characters living on the screen for us and are not satisfied with the final decision made by the characters or director and are dissatisfied and furious with the depiction and end.

This is the human touch and people's feelings that made *Jagwal* hit film back in 90s. And it was surprising to some that a regional film could do so well. It opened windows for others feeling to feel a hand in it. A new window got open in the regional cinema though there were art films and regional cinemas prevalent.

For the sustenance and growth of regional cinema one thing must be apprehended that it must have an anthropological point of view. Regional cinema showcases the ground reality and tendencies prevalent in that society. We must not judge them just from the commercial, methodology and critical acclamation but they must be seen and picked the good ones from the cultural preservation. There are plenty of examples where the regional films either shot on 35 mm or videos frequently highlight the local elements and issues which are otherwise not found in the other mediums specially the Bollywood cinema or any other cinema.

One thing the Uttarakhandi cinema must learn from these regions is that they might also have various regions in them yet they don't show the differences that we have here in the name of Garhwali and Kumauni cinema. It doesn't feel good to see people trying to show regional affinity by tagging these two names rather than catering to the State. One of the film makers S.S. Chauhan reiterates the same thing, saying, "The way people are divided into vocal sects apparently in Garhwali and Kumauni, it's hampering the Uttarakhand cinema by and large".³

A new problem arose with the culture of VCD-DVD films where the film makers were advantage makers rather than entertainers. Most of these video film makers eye the grants and rebates dispersed by the state government in the name of cultural departments promotional programs. To mint the money in an amount whatever possible they find it hard to sustain the aesthetics of film making and cinema. One thing must be taken care of that is when we talk of video films more often than not we

are not talking of the low budget films which are kind of still shoots carried on one single handy cam. But “every shadow is not a monster” such notion must be taken into consideration here in the perspective of the regional cinema. And if we have to take this ahead and observe it doing well in a long run then out of the mass of VCD-DVD we will have to pick some good ones that really cater the need of the area and justify the anthropological viability by the cinematic mediums. This film format should be promoted through various small scale state backed or institutionalized annual workshops and prize ceremonies. If Assamese, Bengali, Kannad, Malyali, Bhojpuri and other regional cinemas can set the standards and are making people exclaim Wow! Why can't we hope the same for the Uttarakhandi cinema?

The Marathi film industry witnesses' appearance of the Bollywood stars which seems a distant dream for the Uttarakhandi cinema, though, Hemant Pandey has appeared in certain films. It's a misfortune of the cinema and culture of Uttarakhand that people are still using the slang names Garhwali and Kumauni films rather than coming under one head for the much more acceptability and accessibility of their enterprise. The film makers must judge that using a common name which people have sacrificed for and loved to relate with must be exploited for the good of cinema and the piece of land. We have seen number of films having been backed up by names like Himani Shiv Puri, Hemant Pandey, etc. *Dev Bhoomi (Land of the Gods)*, 2016 an international film project was expected to break the shackles but the Jagwal doesn't seem to get over!

Teething Trouble: Every cinema, whether International or regional has faced teething trouble which has been addressed and healed by critics and film makers with the passage of time. The same has happened to the Uttarakhandi cinema and sometime it seemed like it will come out of that soon yet the problem addressed is not cured efficiently and it comes to the zeroing again. It's high time that the ruling government should step up and endeavor to camouflage the film makers to make at the least few films together for the cinema (35 mm format). Now the cinema has seen three decades and has entered into 4th decade sulking for the treatment of its jaw and root canal (theoretical and practical facet).

We must sense the fact that the success of *Bahubali* (2015) was not conceptualized and materialized in a day. It took so many decades to hit the bull's eye.

Anthology of Uttarakhandi Films: The history of Uttarakhandi film can be categorically divided into three parts. The reel of the feature films in this span follows:

Part 1: 1983-1990

Jagwal (1983), Kavi Sukh Kavi Dukh (1984), Ghar Jawain (1986), Pyaro Rumal (1987), Kauthig (1987), Megha Aa (1987), Raibaar (1990).

Part 2: 1991-2000

Bantwaru (1992), Phiyunli (1993), Beti Bwari (1996), Chakrachaal (1997) Chut Bwari (1997), Bwari Ho To Ini (1998), Sat Mangliya (1999), Garh Rami Baurani (2001), Jeetu Bagdwaal (2003)

Part 3: 2001-2006

Teri Saun (2003), Chal Kakhi Door Jaula (2003), Aunsi Ki Raat (2004), Kismat Apni Apni (2004), Meri Ganga Holi Te Memu Aali (2006), Cheli (2006), Sipai Ji (2007), Aapun Biraan (2007), Ek Tha Garhwaal (2013), Anjwaal (2014), Subero Gham (2015), Hello UK (2016), *Dev Bhoomi* (2016).⁴

Other than the audience's verdict, a film in the parameters of literature and film aesthetics can be judged on the basis of these points, though, all of these not

necessarily apply to all- Script/Shooting Script, Story(Beginning, middle and end), Title (original/Modified), Language, PictureBoard/Storyboard, Mise en Scene, Theme, Style, Abience, Direction, Production, Editing, Cinematography, Lighting, Music, Lyrics, Playback singing, Backdrop, Cultural outlook, Set designing, Acting, Costume, Choreography, Camera-text analogue, Outward description, Inward description, Effects, Time, Space, Comic relief, Symbol, Signature, Effect (output), Genre, Rating.

We are going to judge the Uttarakhandi films on the afore said points:

Jagwal (1983): It was the first Garhwali movie made in 1983 produced by Parasar Gaur, directed by Tulsi Ghamrey. *Jagwal* is a Garhwali word which means *The Long Wait*. On 24 May 1983, Parashar Gaur's *Jagwal (The Vigil)* premiered for the first time in Delhi, giving birth to the dreams of many for capturing Garhwali and Kumaoni culture and contemporary issues on film. The film is a Family melodrama which revolves around a young woman who had to wait seven years for her husband as he is arrested and sentenced on murder charges. This happened immediately after their marriage. Before going to the jail her husband advises her to marry his younger brother or run away from home. However, she refuses to follow her husband's advice and decides to wait for him. It showcases the sacrifice of Pahari women. (His second film was *Dhai*, which could not rise above the conceptual landscape).

Review of the film: What could be a good beginning than this for a new cinema. The title was very appropriate ely chosen Jagwwal which means the Vigil in English. This is very true that it was a long awaiuted dream of the people fromn this region waiting for their reperesentation on the screen. Film making is and never had been an easy task. Paraashar Gaur did an excellent job back in 1983 and set the milestone for the Uttarakhandi cinema through his invaluable contribution for regional cinema.

Kavi Sukh Kavi Dukh (1984): This film was produced and directed by Bandish Nautiyal. Soon after the hype rather than success of *Jagwal* there was a lot of expectation from this film and people were eager for a new cinematic sensation ending in disappointment because the makers could not judge the stream of taste and tide of time. So it was rejected by the people. Though the film had different shades yet the scenes permeating the heroine to drink and puff were beyond perception at that time and far ahead of the time to be seen in Uttarakhand. So, people rejected it thoroughly; and even there happened to be agitations against the film's screening.

Review of the film: Women in the hills share almost every taste of their men counterpart. These sharing habits are carried through either personal or social, cultural backdrop or rituals. One of the instances is the Hukka puffing which was commonly accepted to a certain age group of men and women. But the drinking (except in some tribal areas) and other forms of smoking were not in vogue. There were taboos in other normal societies pertaining to these non conforming habits this was the cause for the non acceptance of the film's protagonist's real life on reel.

Ghar Jawain (1986): Charan Singh Chauhan was assisting Shakti Samant at that time and had good experienced in films. He saw the opportunity in Garhwali cinema and peppered Vishveshwar Dutt Nautiyal (Kishan Khanna) to finance the film under the banner of Badri Kedar Films to be shot on 35mm. The film had Ashok Mall in the lead role. But the misconception of understanding the cultures* and deficiency of cinematic technique made the film just a part of the history. Film did start but everything didn't go well between the producer and director and Charan Singh left the film in the mid but the experienced businessman somehow brought the things on track by hiring Taran Taaran Dhasmana as director. The film comprises issues pertaining to migration,

social evils, wine culture but the film's USP was **pasteurization** of Uttarakhand's nature. The film was a success then but it had various technical drawbacks alongside the heroine Shanti Chaturvedi's ill pronunciation of local language.

Review of the film: The regional cinema purely stands for the soul of the land and if it doesn't understand the basic element it is surely a flaw and the public is going to dislike it. Regional film making is more like writing a script for the infants exhibited in the short films and advertisements catching their minds. Cinema is to see the dreams or live the reality in between these there is no hope for acceptance. The second thing which regional cinema is very much hard core about and kin to is the language and pronunciation. Backdrop, cloths, customs, articles, language and body language must carry the personality of a conman. If its hard to replace an actor or actress the dubbing technique is effective.

Pyaru Rumal(dub) (1987) The film was remake of a Nepali film named **Kusume Rrumal** and the first in the remake category. Shiv Narayan Rawat took the concept and produced the film himself while Tulsi Ghamrey directed the film.

Kauthig (1987): This film was made by Charan Singh Chauhan and produced by Rakesh Sharma. After *Ghar Jawain's* mishappening Chauhan once again thought of returning to Garhwali cinema and this time he had a new producer in Rakesh Sharma but they could not go too far together and Rakesh Sharma left in the middle. Then Chauhan managed to convince a Bengali businessman Jaidev sheel and the reel finally came into reality. The film's hero was Ashok mall with two heroines in Nirmala Rana and Urmi Negi and the bad man was played by Baldev Rana. It's based on the revenge of the hero taken on the villain who molesates his beloved. It is a melodrama.

Review of the film: People leave their signature on the works which sometimes could be good or bad. With the working style of Charan Singh Chauhan one thing is certain that he has not good a good temperament or industrial acumen which is very important to forge ahead specially in the industry though he had got experience with the legends like Shakti Samant. The theme was very good depicting the essence of the Pahari life that people love to conform to. Melas are the one event which people used to wait for various reasons. They were a place to meet the near and dear ones and the estranged, newly wed brides used to get chance to meet their family members otherwise not possible then, a mela of love, laughter, food, drink, rituals, meeting together, cries and bluebeerings. The very title itself is a reminiscent of the old times. We don't mind artistry when the reality is shown.

Megha Aa (1987): It was an outcome of a dream enliven into passion of a banker Jeevan Singh Bisht, who went to the extremity of shedding his job to complete the film. The film started with a conviction to bring forth the overall Kumaun and was even successful in the sense that the film got completed but the obliviousness of the filmmakers turned this into a failure. The film's lead were Mukesh Dhasmana, Sapna (Upreti) Avasthi and Aashok Mall. The film was directed by Kaka Sharma.

Review of the film: Passion is very important to achieve great things in life but knowledge should also prevail. Passion alone is like driving a formula one car on a hilly track which definitely is calling for the death. The success that Bengali, Bhojpuri and other regional cinemas saw was of passionate aptitude but experience and nature. The people involved with film making were highly experienced and alongside had a large mass which was connected with the enterprise. This is where the Uttarakhandi cinema lost its grip and the people were very much unknown not only to the culture and social entity but to each other also.

Uddankaar (1987): Directed by Santosh Shah; a Suresh Bhatt's Kumauni film Maadhuli in Garhwali form. It has some good songs sung by Aasha and Suresh Wadekar. It's a Mumbai masala series. The artists are Ashok Maal, Kamla Bisht, Surendra Singh, Chandra Mohan Bonthiyal.

Samloan (1990): The film is based on evils prevalent in the society. It advocates the removal of social ill-will seen in the rejection of inter cast marriages. The hero and heroine come together and are eventually forced by none other than the circumstances to marry though coming from different casts. The actors are Balraj Negi, Shati Chaturvedi, Vinod Chandola, Urmi Negi, Raju Painyuli.

Review of the film: This kind of marriages are a taboo in every society but as far as the Himalayan Uttarakhandi culture is concerned this theme is unlike a few other states. One great reason for the non existence of such cases freely was that and still is that there is a very healthy paternal and maternal relations elderly and younger ones with the people from the lower casts which is not likely to be found in other sects. This is why the gravity of the matter loses its grip when people see it. We have no concept and fear of Khatra.

Raibaar (1990): This film was a result of an individual's persuasion of his dream. Sonu Panwar tried hard to see himself in the cinema and the result was *Raibaar* introducing Meena Das. He was the director himself while the film was released under the banner of Shi Santoshi Maa Films produced by Kishan Patel. It had the theme of spreading awareness in the mass to stop and stand against migration from hills. Its protagonist is a girl who is a doctor but unlike others doesn't reject her village and serves there only. Film did not do very well just like its predecessors but it went in the history book for the song *Teri Sursurya Muruli*....sung by legendary Lata Mangeskar.

Review of the film: The Uttarakhandi cinema is blessed too to be served by the top most notches like Lata Mangeskar but the problem not addressed is the reading of the literature of cinema. A new generation of people came ahead with a new set of ideas and that too much contemporary and this is seen in the movie. But it's not easy to sustain the setbacks of cinema. That is why it's told that stars arrive and brake on Fridays. Sonu Panwar did the mistake which most of the novices do and that is tackling the bull with raw hands. One has to be aware of the aesthetics of cinema* before trying to take the director's chair.

Bantwaru (1992): The film was made under the banner Gayatri Films int. Produced by Raju Bhatt and Directed by Naresh Khanna and the music scored by Narendra Singh Negi. The story leads to the well known conflict of Jar, Joru aur Jameen; where the two brothers seek to have their share of parental land. Eventually the conflict between them is over and the film ends at a happy note. It has some flashes of Chakbandi. The artists are Raju Bhatt, Tripti Dhyani, Ashok Mall, Baldev Rana, etc.

Review of the film: Again the subject was very good one that is very much seen in prominence in the people. Here the property is not too big so the small things acquire the supreme value. And people did not used to see agriculture and land just a piece of humus but it had a value of legacy; a benevolence of parents. So it was most often not thought of to be divided but the conflicts were there. This is why people liked the film but the mistakes of not understanding the cinema or 35 mm persist.

Fyunli (1993): The film produced by Urmi Negi and Directed by Charan Singh Chauhan is a purely romance metaphor of the flower found profusely in Uttarakhand contributing in its socio-economic and literary life. It also showcases the never ending

problem of displacement. It's widely acknowledged and remembered for its enchanting and mesmerizing melody and songs.

Review of the film: Romance prevails everywhere and hails every heart. A soft melodrama in any format is accepted provided the presentation is good. This film had been thought and presented well but to maintain the pace and subject matter with the local milieu. The part that must be taken care of is the script. It is so surprising to see that the Bollywood showmen understand the hills better than the aborigines which is reflected in the script, shooting and music of films like *Noorie* (1984).

Beti Bwari (1996): The duo of Gulas in Geeta and her husband landed in the Uttarakhandi cine world with Chandan Thakur directing a very homely theme. It's a regular family film with lots of oomphs and aahs.

Review of the film: People are more keen to witness something more than life size or very close to the normal life and the success of a film depends on the catch. The persistent problem lies with the non conformity of speech, or home work on script and low budget.

Chakrachal (1997): The film was deliverance of a crave to reveal the silhouette of calamity in the form of earth quake Uttarakhand faced in 1994 which mainly hit Uttarkashi. The conviction was pious in showcasing the suffering due to that calamity alongside the other socio-economic conditions which reflected in the overwhelming response by the mass. It was a good success then and a flash of hope opening a chink for the sustenance of Uttarakhand cinema. It was Directed by Narresh Khanna and Produced by Narendra Gusain.

Review of the film: - Realism is a script in itself and people are voracious to watch. Humans are more prone to sentiments so it's always an advantage with showcasing the real events.

Chut Bwari (1997): First dubbed film. Though the film didn't fare well yet it had opened a new thinking to work upon though it is not used much artistically to bring some good names to the Uttarakhandi cinema.

Bwari Ho To Ini (1998): The film was Produced by Surj Prakash Sharma and Directed by Mahaveer Negi under the banner of Shri Sidhballi Pictures. The film's cast had established names like Balraj Negi, Ghanna, Debu Rawat, Reena, etc. It depicts the hardship and fairy woman qualities of a girl when she gets married and tortured by her in laws. She does not lose her good manners and wins everybody's heart in the end where they say Bwari Ho T Ini.

Review of the film: The film is a replication or adaptation of the films like Ghar Ghar ki kahani in Uttarakhandi cine language. The film makers are too focussed on the certain local issues and don't break the boundaries to enlarge the bioscope.

Satmanglya (1999): The Devanchal films launched the film Produced by Rekha Rauthan and Directed by Mahaveer Negi. The film is a depiction of the social ineffectiveness and rigid stereotype establishment. The burden is born by the girls seeking societies' consent to marry through horoscope which is stung by the Manglik dosh. A girl finds it hard to get married if she is Satmanglya.

Review of the film: Again a very good theme faced by us in our life. And in a society which is very much close to its taboos the consequences are too deep. It must have been more to the psychological conflict in the heroine mind which is again lost because of non conformity to reading.

Garh Rami Baurani (2001): Produced by Saroj Rawat, Directed by Susheel Babbar. The film's lead are Ashok Chauhan and Madhu Bisht. Based on the life of one more legend Rami Baurani the film is a love story with a milieu of some famous destinations in and around us.

Review of the film: The historical and mythological films need only the grandness of style, costume, Gate up and sets and until and unless we provide these a film can't do well. This has always remained the problem with the Uttarakhandi film makers that they could never perceive and the line between a romance and other films.

Jeetu Bagdwal (2003): Prod and Director Balwinder Basant worked on the tale of Jeetu Bagdwal very acknowledged figure in Uttarakhand. Production: Arsh Int. Chandigarh.

Review of the film: One has to really understand the difference between Ramleela on stage and on screen.

Teri Saun (2003): A milieu of social devaluation, social, moral, cultural corruption and enlightenment. **Teri Saun** 2003, the first ever movie set in and around the seminal events of the Uttarakhand Movement was released to wide acclaim in Dehradun. **Teri Saun** was written, produced and directed by Anuj Joshi.

Review of the film: The topical concept always are salable but the problem is how do u package. Thinking of making a film and making it in real by getting it on the screen is a difference between dreaming and doing. Films on the social issues are less shooting more research. There is no place for rush in such themes.

Aunshi Ki Raat (2004): It's a Maheshwari Films presentation. Produced by and directed by The film is based on the life of a honest policeman who is ready to sacrifice his life and put his family's life on stake to prevent the bad elements in society. But the villains retaliate and turn his happy nights into Aunshi Ki Raat.

Review of the film: again an adaptation of Bollywood films into Uttarakhandi language. The panorama is missing.

Kismat Apni Apni (2005): Produced and Directed by Kailashchandra Dwivedi made under Production Ugantar Jan Parishad A typical masala love story repeated more than often.

Meri Ganga Holi Ta Maimu Aali (2006): It's a presentation of Uttaranachal Film Productins (Garhwal). The film has a love story where the deceased male finds his soul mate (Ganga) conveying what true love is about. The hero is killed by the badman acquiring his beloved but the hero's soul calls his love saying "Meri Ganga Holi T Maimu Aali."

Review of the film: Cinema is somehow never been justified with these films. There is always a fix between what and who?

Cheli (2006): Producer and Director- Kamal Mehta. The film was based on the utility and venerability of a girl who we push aside for their male siblings. It's a devotion of a girl to her parents even after she is married and away from them when their son leaves them alone.

Review of the film: It's a common concept which could have been shown with brevity and impact because the life in hills is very much different from the cities. The angles of struggles are different for a woman in the hills than they have for the other regions.

Sipai ji (2007): It is an Anmol Productions presentation, a formula film based on the life of an army man who thinks of nothing else but the country first. After a long time a film made in Kumauni; Produced by Madhawanand Bhatt and Directed by Rajesh Joshi.

Aapun Biraan (2007): A film by Shri Kartikey Cine Productions, Produced and Directed by Bhaskar Singh Rawat and written by Rajendra Bora (Tribhuvan Giri).

Review of the film: It is a regular family milieu, Mumbai masala.

Gaura (2008): The film was made under the banner of Galaxi International, Canada, and Directed by Parashar Gaur.

Review of the film: The film depicts the traumas of Uttarakhand and has a female protagonist to convey the theme. The film was come back of Parashar Gaur as a director after 25 years other than that there is nothing discriminating than the chore Uttarakhandi cinema.

Ek Tha Garhwaal (2013): Uttarakhand's first indigenous animation film is *Ek Tha Garhwaal* (2013) animated by Bhupendra Kathait.

Review of the film: An experiment lagging behind in time.

Anjwaal (2014): By Manish Verma under the banner of Home Intertainment Film Productions.

Review of the film: A film made with a good perception of Bollywood beat of romantic films which is evident from its successfully running for a few weeks after its release. But it was kind of experiment with the USP of people's love for regionality. The film was not a kind of projection for big screen or multiplexes (which is the dire need for the upliftment of Uttarakhandi cinema).

Suberau Ghaam (2015): The film is directed by Naresh Khanna and produced by Urmi Negi. The film features Urmi Negi, Balraj Negi, Baldev Rana, Ghanand in the lead roles. The film is against the consumption of alcohol, and the dangers of alcoholism.

Review of the film: The will to project oneself dominates in the silver screen but it hurts when not justified. The film's title had thrust like the first film *Jagwal* (1983). But it could not leave an impression on the public's mind the way *Jagwal* did because the need of the hour is to lift the standards of the cinema up which is still not negotiated in this by the director or other films after it from the Uttarakhandi film community. The USP of this film just like other films was not the production or innovation but the regional cult which drew the people to the cinema halls.

Dev Bhoomi (Land of the Gods), 2016: Though it unfolds at the top of the world in the purity of India's high Himalayas, *Dev Bhoomi (Land of the Gods)* is a nightmarish homecoming tale that highlights the lingering gender and caste prejudice in rural Indian culture towards women and the so-called untouchables. Serbian director Goran Paskaljevic brings his signature sensitivity to the story, telling it simply and affectingly through the eyes of a refined ex-pat played by Victor Banerjee (*Passage to India*), who again shows he is one of India's most riveting actors.

It's perhaps closest to the director's fable-like study of neighborly hatred *How Harry Became a Tree* (2001), which was set in rural Ireland.

Looking very out of place as he gets out of a taxi with his sports kit, the gentleman Rahul Negi (Banerjee) is deposited on the terraced mountains of Uttarakhand. They're so high up they're literally breath-taking, and Rahul looks none too fit for a hike through the Himalayas. As he eventually confesses to the kindly head of a small ashram where

he is given shelter, he has come to see his native village before he goes completely blind. He throws away his cell phone in a sign of ultimate renunciation and dons a gray Gandhi cap.

But a chilly homecoming awaits. The reason why his family greets him with anger and the fervent suggestion he buzz off will only be revealed later in the story. After trailing around the tiny village looking like a lost tourist, he smooths things over with his best friend and gets invited to tea by another outsider, an idealistic new teacher (Geetanjali Thapa) whose one-room open-air classroom is the only learning facility in town. When her brightest pupil Asha (Priya Sharma) is pulled out of school to get married, tragedy looms.

Equally anguishing is the villagers' treatment of the young dancers who come to entertain them at Asha's wedding: they are untouchables, and Rahul has already created havoc in the past when he ignored the prohibition against socializing with them. He carries a heavy responsibility for ruining a life, which only now he seems forced to acknowledge.

Review of the film: Viewers looking for the spiritual dimension of the high Himalayas will find little of it in this humanistic tale. Banerjee, who has played both Jesus and Paramahansa Yogananda in the course of his distinguished career, is convincing here as an English-bred sophisticate whose perception of the sacred is probably no longer that of his compatriots. In his search for his own private peace, the ancient temple of Kedarnath, which was miraculously spared by the 2013 earthquake and flooding that killed tens of thousands, is glimpsed in long shot. Paskaljevic's regular D.P. Milan Spasic makes a major contribution in capturing the thrilling colors and poetry of the landscape and the people. The casual way Indian English is mixed with the local language is natural and never jarring.⁵

Celebrated Serbian director Goran Paskaljevic has put Uttarakhand on the world cinema map with his latest film *Dev Bhoomi* (Land of the Gods). Premiered at the 41st Toronto International Film Festival (TIFF), *Dev Bhoomi* offers a rounded and enigmatic view of life in the beautiful north Indian hill state that was ravaged by floods and landslides in 2013.⁶

The film was hailed and sensed as a big lease of life for the Uttarakhandi cinema by the critics and film makers in general. The screening was an epitome of showcasing cultural, social and religious veins of Uttarakhand.⁷

Thus its not the film makers' marvel but the people's love for the region to draw people to the cinema halls or buy the VCD/DVD. And if we see the out put of the film keeping in mind the releases of the first film *Jagwal* (1983) and this film (2016) the result is not heartening. This is the reason for closer of 20 cinema halls in the last 20 years.

A list of few good DVD/VCD films:

The contemporary cinema of Uttarakhand is more about DVD and CD than 35 mm film. Uttarakhand's film come from Garhwal and Kumaun region respectively eventually termed as Garhwali and Kumauni films. The cinema is very limited and it's just video and DVD business. There are very few productions that may be said cinema art rest is an experimental low budget handy cam shoots.

Unfortunately this form has hampered the big cinema yet its been a successful medium to some of the people. Here are some of the DVD films:

Dosti Ka Farz, Duration 1:11:30 ; Teri Maya Ma, Part- 1, Duration 1:09:37 ; Ekulwans, Part- 1, Duration 1:16:47 ; Dagdiya, Duration 1:00:31 ; Dagdiya, Duration 1:00:31 ; Kafal, Duration 1:14:01 ; Jailini Zindagi, Duration 1:05:10

Pida, Part- 1, Duration 1:05:53 ; Laad Pyar, Part- 1, Duration 1:08:12 ; Ghanna Girgit Ar Yamraaj, Part-2 ,Durattion 1:10:01 ; Kamli, Duration 1:29:00

Biyo, Duration 2:31:18 ; Hantya, Part-1 Duration 1:10:27 ; Chakrchaal, Part- 1 Duration 1:10:29; Teri Maya Ma, Part -2, Duration 1:11:36 ; Ab Ta Khulali Raat, Part-2, Duration 1:11:38 ; Manswag, by abdul salam, Part- 1, Duration1:04:50 ; Kabhi Tta Aala Din,Duration 01:09:14; Kalyugi Ramayan- Garhwali Full Movie First Time In Youtube, Duration-1:30:35⁸

Adaptation in Uttarakhandi Cinema:

As has been believed by some film critics, “if the film history is not adaptation then what else is it ?”

I don't think there is much better expression for the Uttarakhand's cinema because if we look at the status of this cinema we find that it has its source for script latent in the mythology, rituals, folk lore and social practices. It has lack of new literature because there is no worth and enterprises to take the writers for writing the film scripts. The readymade material is sought by the filmmakers so they have not need to pay for the writing. And when it comes to easy picking the mythology and folk lore is the easiest and most convenient material. if we see the output we find that 99.99 percent of the mater comes from these above mentioned sources.

Uttarakhandi Cinema in A nutshell:

Uttarakhand's first stint with films was in 1927 with Health dept's documentary *A pilgrimage to Haridwar*. A short film on Kumbh Fair named as *Kumbh Fair* was shot in 1927. And then in 1946 short film *Valley of the Gods*.

First movie independently shot in Uttarakhand was *Bedardi* later on renamed as *Dr. Ramesh* (1947) during Separation chaos.

Chutt Bwari (1997) first dubbed film.

Uttarakhandi cinema has mere 24 films in so many years..

79 Cinema halls were in the year 2001-02 and now remaining only 45. No cinema halls in Tehri, Bageshwar, Champawat.

14 halls and now remained only 8 in Haridwar

Viewers from 23 lacks have come down to 4 lacks.

Kalpna by Uday Shankar in 1948 had Sumitra Nanadan Pant's songs. ⁹

Facts about film industry in Uttarakhand:

Entertainment Tax:

Since Formation of new State

- | | |
|--------------------|---------|
| 1. 09.11.2000 | @ 100 % |
| 2. From 12.07.2002 | @ 60 % |
| 3. From 25.04.2008 | @ 40 % |

Cinema Maintenance Fund:

- | | |
|-----------------|-----------------------|
| From 09.11.2000 | @ Rs. 1.50 Per Ticket |
| From 08.01.2004 | @ Rs. 3.00 Per Ticket |

Film Development Fund:

From 09.11.2000

@ Rs. 0.50 Per Ticket

In the Year 2016

10% on ticket value Rs. 24.00

20% on ticket value Rs. 25.00 to 49.00

30% on ticket value on or above Rs. 50.00

Regional films if shot 100% in Uttarakhand are tax free. Films shot more than 50% but up to 75% ruled under U.P Entertainment Act-1053/11./ 6-2000,20-R(10)/96 Dted-13.6.2000 as applied in Uttarakhand, under the category 7 (A) will be liable to get tax rebate till 06 months; more than 75 % shoot will have full tax exemption ruled under 7 (B).

As per G.O.by Uttarakhand Government for the initiation of multiplexes it has been said that under G.O 102/xxvii/Ent. Tax /2005, Dated 07.6.2005, G O revised 65 /xxvii(9)/2011/ Ent. Tax -2011/2010, Dated 07-6-2011, from 07-6-2010 to 06-6-2015 up to 05 years 100% exemption will be offered from entertainment tax, provided the multiplex should have minimum two screens.¹⁰

Notes and References:

1. *Cinema in Uttarakhand, (Sensitive Garhwali and Kumauni Film Makers)* editorial, 2002 editorial.
2. *1970, a weekly journal*, October, 2010, Dehradun, India.
3. *Cinema in Uttarakhand*, op.cit.
4. <http://www.imdb.com/>&<http://www.merapahadforum.com/films-of-uttarakhand/uttarakhand-actor-actress-album/40/>.
5. <http://www.google.com/>.
6. Toronto, Sep 14: 10:17 AM, PDT 9/17/2016 by Deborah Young.
7. The Hindustan Times, August, 11/08/2016, film criticism.
8. <http://www.google.com/> & www.merapahadforum.com/films-of-uttarakhand/uttarakhand-actoractress-album/40/.
9. *1970, a weekly journal*, op.cit.
10. *Cinema in Uttarakhand*, op.cit. & <http://www.google.com/>.

Articles in Periodicals and web:

Cinema in Uttarakhand, (Sensitive Garhwali and Kumauni Film Makers) , 2002; <http://www.imdb.com/>& <http://www.merapahadforum.com/films-of-uttarakhand/uttarakhand-actoractress-album/40/>.

COMPARATIVE STUDY OF ATTITUDE TOWARDS CLASSICAL MUSIC OF COLLEGE AND SCHOOL STUDENTS

Dr. Jyoti Gupta*

ABSTRACT

Indian classical music has been found to have direct and long lasting effects on various aspects. Contact with music has an influence on the cognitive processes. The significance of music on child's thinking and its role as a source of knowledge and deep understanding of the world acts as an element in nurturing humanism and the child develops a penetrating way of cognizing the surrounding world with the help of music. In this research, a comparative study is determined regarding the attitude towards classical music of college students and school students. The findings revealed that school students possess attitude towards classical music significantly higher as compared to college students.

KEYWORDS: Attitude, Classical Music, Students

When one discusses the need for unique kinds of learning experiences required by certain children, the image that is immediately found in the mind of the reader or listener is the self-contained classroom. The art and music programmes for maximum value should be more closely integrated with the academic programmes or experience unit than is usually true. The music period, is not a time to play or sleep, it may be a time to relax, but above all, it is time to enjoy and learn. Schools often provide or are provided with community musical experiences and all these experiences have value in so far as the child is ready for them, the slow learners should be presented with selected musical experiences. Forced attendance at musical events usually does more harm than good.

An attitude is a mental neutral set of readiness, exerting a directive dynamic influence upon the individual's response to all objects and situations with which it is related. This definition given by Allport reveals the following facts concerning attitude.

- (A) Attitude is the mental or neural state of readiness.
- (B) Attitude influences the reaction of an individual.
- (C) Attitude changes the reaction of an individual.

Attitudes are the important key in understanding the long-range organization of behavior. The prominent role of attitude in determining our thoughts, memory and learning process has been recognized by the psychologist.

The name "classical music" is applied to the Viennese Classical expression, which flourished in the late 18th century, and early 19th do to the brilliance of three main composers. Hayden, Mozart, and Beethoven were the three brilliant minds that are credited for the classical music period. Some musical characteristics of classical music are: the use of energetic and orchestral color in a thematic way, the

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Use of rhythm, including periodic structure and harmonic rhythm, to give definition to large-scale forms, along with the use of modulation to build longer spans of tension and release (most of the music is cast in sonata form or closely related forms), and the witty, typically Austrian mixture of comic and serious strains.

Indian classical music has been found to have direct and long lasting effects on various aspects. Indian classical music is the traditional music which is based on systematic sequence of musical notes. It includes a number of Ragas and each Raga has its own specific effect on the emotions of the listener and the participant.

In our day to day activities, listening music become essential and everyone involves with different purposes in different extents. In our life listening music and functions of music there is a great need to give much attention for listening activities in all levels of music education. It is admitted that our attitude play an important role in determining our performance with respect to a particular job. A student possessing a positive attitude towards classical music may prove to be better student than others endowed with this trait in a lesser degree.

Copland (1952), Sidney Licht, a fellow of New York Academy of Medicines, contributed a great deal to the results of research into music therapy. He found that listeners are physiologically and psychologically affected by such musical characteristics as mood, intensity, pitch and rhythmically outline and this should provoke remembrance and association of thoughts more easily in a mental patient than methods using factual persuasion.

Deva (1967) found that a person lacking technical knowledge of music may feel it as emotions an experienced listener may speak to himself or view the experience as in the strictly descriptive musical terms.

Wanjala (2011) found that there is a positive correlation between attitude towards music and achievement. He concluded that pupils were generally sensitive to the impression the music teacher held on their efforts towards music.

Hirschhorn (2015) studied about the attitude towards music levels at orthodox Jewish weddings. He found that there is significant association between attitudes towards loud music with age, with older respondents, reporting healthier attitudes.

OBJECTIVES

1. To study the influence of gender, geographical locale, level of education, and their interaction on attitude towards CM of students.
2. To compare the mean scores of attitude towards CM of college and school students.

HYPOTHESES

1. There is no significant influence of gender, geographical locale, level of education, and their interaction on attitude towards CM of students.
2. There is no significant difference between mean scores of attitude towards CM of college and school students.

METHOD AND PROCEDURE

The sample for the present study was selected from various schools and colleges of Yamunanagar. The sample consisted of 600 students out of which were 290 boys and 310 girls.

The scale was used for assessing attitude towards classical music prepared by Mritunjay Sharma.

The students were instructed how to respond to the scale and further clarifications were offered on the questions/ doubts rose by them.

RESULT, ANALYSIS AND DISCUSSION

Influence of gender, geographical locale level of Education and their interaction on attitude towards Classical Music of students

The first objective was to study the influence of gender, geographical locale, level of education, and their interaction on attitude towards CM of students. There were two levels of gender, namely males and females. There were two levels of geographical locale, namely urban and rural. There were two levels of level of education, namely college and school. Therefore, the data were analyzed with the help of 2*2*2 analysis of variance.

SUMMARY OF 2*2*2 FACTORIAL DESIGN ANOVA ON ATTITUDE TOWARDS CLASSICAL MUSIC

Sources of variances	df	SS	MSS	F-value
Sex	1	908.858	908.858	5.781
Geographical Locale	1	402.428	402.428	2.560
Level of education	1	2957.150	2957.150	18.809
Sex* Geographical Locale	1	28.623	28.623	0.182
Sex* Level of education	1	389.900	389.900	2.480
Geographical Locale*Level of education	1	366.368	366.368	2.330
Sex* Geographical Locale*Level of education	1	277.994	277.994	1.768

From table it can be seen that the F value of sex is 5.781, which is significant at 0.05 level with df 1/592. It indicates that the mean scores of attitude of CM of males and females differ significantly. That is, gender influenced significantly attitude towards CM of students. Thus, the null hypothesis that there is no significant influence of sex on attitude towards CM is rejected.

From table it can be seen that the F value of geographical locale is 2.560, which is not significant. It indicates that the mean scores of attitude towards CM of urban and rural do not differ significantly. That is, there is no significant influence of geographical locale on attitude towards CM of students. In the light of this, the null hypothesis that there is no significant difference of geographical locale on attitude towards CM of students is not rejected. It may therefore be said that students belonging to both urban and rural were found to possess attitude towards CM to same extent.

From table it can be seen that the F value of level of education is 18.809, which is significant at 0.01 level with df 1/592 It indicates that the mean scores of attitude of CM of males and females differ significantly. That is, level of education influenced significantly attitude towards CM of students. Thus, the null hypothesis that there is no significant influence of level of education on attitude towards CM is rejected.

From table it can be seen that the F value for interaction between sex and geographical locale is 0.182, which is not significant. It indicates that the mean scores of attitude towards CM of males and females belonging to different geographical locale do not differ significantly. That is, there is no significant influence of resultant of interaction between sex and geographical locale on attitude towards CM of students. Thus, the null hypothesis that there is no significant influence of interaction between sex and geographical locale on attitude towards CM of students is not rejected. It may, therefore be said that males and females belonging to both urban and rural were found to possess attitude towards CM to the same extent.

From table it can be seen that the F value for interaction between sex and level of education is 2.480, which is not significant. It indicates that the mean scores of attitude towards CM of males and females belonging to different level of education do not differ significantly. That is, there is no significant influence of resultant of interaction between sex and levels of education on attitude towards CM of students. Thus, the null hypothesis that there is no significant influence of interaction between sex and levels of education on attitude towards CM of students is not rejected. It may, therefore be said that males and females belonging to both college and school level were found to possess attitude towards CM to the same extent.

From table it can be seen that the F value for interaction between geographical locale and level of education is 2.330, which is not significant. It indicates that the mean scores of attitude towards CM of urban and rural students belonging to different level of education do not differ significantly. That is, there is no significant influence of resultant of interaction between geographical locale and level of education on attitude towards CM of students. Thus, the null hypothesis that there is no significant influence of interaction between geographical locale and level of education on attitude towards CM of students is not rejected. It may, therefore be said that urban and rural students belonging to both college and school level were found to possess attitude towards CM to the same extent.

From table it can be seen that the F value for interaction between sex, geographical locale and level of education is 1.768, which is not significant. It indicates that the mean scores of attitude towards CM of males and females studying in both college and school level belonging to different geographical locale do not differ significantly. That is, there is no significant influence of resultant of interaction between sex, geographical locale and level of education on attitude towards CM of students. Thus, the null hypothesis that there is no significant influence of interaction between sex, geographical locale and level of education on attitude towards CM of students is

not rejected. It may, therefore be said that males and females studying in both college and school level belonging to both urban and rural were found to possess attitude towards CM to the same extent.

COMPARISON BETWEEN THE MEAN SCORES OF ATTITUDE TOWARDS CLASSICAL MUSIC OF COLLEGE AND SCHOOL STUDENTS

The second objective was to study the compare the mean scores of attitude towards classical music of college and school students. The data were analyzed with the help of independent t- test.

LEVEL WISE MEAN, SD, N and t-VALUE OF ATTITUDE TOWARDS CLASSICAL MUSIC

Level	Mean	SD	N	t-value
College	76.0234	10.61733	299	
School	79.6678	14.27945	301	3.546*

***Significant at 0.01 level**

From table it is evident that t-value is 3.546 which is significant at 0.01 level with df 598 It reflects that mean scores of attitude towards CM of college and school students differs significantly. Thus the null hypothesis that there is no significant difference between mean scores of attitude towards CM of college and school students is rejected. The mean scores of attitude towards CM of school students is 79.6678 which is significantly higher than that of college students whose mean score is 76.0234. It may therefore be said that school students were found to be possess attitude towards CM significantly higher than college students.

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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