

A COMPARATIVE STUDY OF EDUCATIONAL THOUGHTS OF AUROBINDO AND JOHN DEWEY

*Dr. Shelja Gautam**

INTRODUCTION

Education is the deliberate and systematic influence exerted by the mature person on the immature through instruction and discipline. It means the harmonious development of all the powers of the human being- physical, social, intellectual, aesthetic and spiritual. The essential elements in the education process are a creative mind, a well integrated self, socially useful purpose and experiences related to the interests, needs and abilities of the individual as a participant in social living. Educative process involves a threefold change. **(1) From capacities to abilities:** When a baby is born it can do things like grasp, suck, swallow. These actions are inherited. Apart from the physical maturation process all else has to be learned. Though learning in human gets a slow start, it goes beyond the potentialities of the lower animals. Mature human has no instincts in the strictly scientific meaning of the term, but has a vast number of abilities. At first, these abilities are nothing more than capacities. This implies that there is a change from underdeveloped capacities to developed abilities. **(2) From ignorance to knowledge:** The second group of changes involved in the process of education is the change from ignorance of the social inheritance, characteristic of newly born infant, to knowledge which is a characteristic of the adult. **(3) From impulses to ideals:** Here education is the change from domination by animal impulses to motivation by human ideals. This third change occurs along with the growth in knowledge and development of abilities.

According to Dewey, "Education is the process of remaking experience, giving it a more socialized value through increased individual experience, by giving the individual better control over his own powers."

Pestalozzi defines education as "a natural, progressive, and systematic development of all the powers."

According M.K. Gandhi "by education I mean an all round drawing out of the best in child and man-body, mind and spirit."

Aurobindo Ghosh says, "The chief aim of education should be to help the growing soul to draw out that in itself which is best and make it perfect for a noble use."

Meaning of Philosophy

Etymologically the word philosophy is derived from the Greek words 'philos' (love) and 'Sophia' (wisdom) which means 'love of wisdom.' Wisdom is not the same thing as knowledge. It is more than knowledge. Wisdom includes knowledge and goes beyond it to find relationships and to discover implications. Philosophy means mature reflection about any problem in a comprehensive way. Some people regard it as intellectual luxury, but in fact it is life's necessity. It explores the basic resources and aims of life.

* *Professor, Sadbhavna College of Education for Women, Raikot.*

It asks and tries to answer the deepest questions of life. Philosophy is a search for a comprehensive view of nature.

The definitions given by various thinkers emphasize different dimensions of philosophy. Some emphasize on the critical aspects, while the others lay emphasis upon its synthetic aspect.

(a) Philosophy is a **critical** method of approaching experience. According to Clifford Barrat, "It is not the specific content of these conclusions, but the spirit and method by which they are reached, which entitles them to be described as philosophical."

(b) Philosophy is comprehensive **synthetic science**. According to Roy Wood Sellar "Our subject (philosophy) is a collection of sciences such as theory of knowledge, logic cosmology, ethics and aesthetics as well as a unified survey."

Philosophy and Philosophy of Education

The chief task of philosophy is to determine what constitutes a life worthy of living and the chief task of education is to make life worth living. So the relation between philosophy and education is very close. Philosophy sets the goal and essentials of a good life. Education shows the means to achieve those goals and learn those essentials of good life. We can say, philosophy is the theory, while education is practice. Philosophy is the contemplative side, while education is active side. Philosophy deals with the ends; while education with the means and technique of achieving those ends. If philosophy deals with the abstract, education deals with the concrete. Philosophy, explicit or implicit, is always in the background for shaping things in education. Ex: If a child is to be educated, why is s/he to be educated? For what is s/he to be educated? How has to be educated? By whom? These are the questions which are answered by philosophy. Since philosophy is an attempt to answer the ultimate questions, it is natural for it to attempt to answer questions with regard to education. Fichte says, "The aim of education will never attain complete clearness without Philosophy." According to Dewey, "Philosophy may be defined as the general theory of education." The famous educationist Ross does not distinguish very much between the two when he says, "Philosophy and Education are like the sides of a coin, present different views of the same thing and that the one is implied by the other." The knowledge of philosophy helps us to solve the educational problems effectively in our daily life. There is an inter dependency between the two. History is a witness to the fact that most of the philosophers were also educationists. If Valmiki was a great thinker, he was a great teacher and educationist as well. Same is true of Plato, Locke and others. Philosophy of education is an "indispensable dimension of competent, responsible practice in education."

Educational philosophy of Aurobindo and John Dewey

Sri Aurobindo Ghose is a well-known mystic and spiritual thinker, a patriot and a poet. But his contribution to educational thought and practice is also outstanding. In order to understand what the aims of education are according to him, we need to know his philosophy of life education.

Sri Aurobindo's philosophy emerged out of his own life, education, experiences and insight. He had a very good background of Indian culture and heritage; an insight into the modern scientific life and familiarity with the western civilization. As such, he brought about a synthesis of the eastern and western cultures and of matter and spirit. His vision of life blended the oriental and occidental cultures, spiritual and material

values, and Science and Vedanta. According to him, there is not only an evolution of forms but also an evolution of consciousness. This evolution of consciousness does not end with mind but extends to greater consciousness called Truth Consciousness, Super Mind, Super Consciousness or Dynamic Divine. In other words, he emphasized the evolution of man to superman, and believed that man with a mind cannot be ignorant.

Aurobindo believed that as the cosmic energy is evolutionary, there are various grades of evolution in the human mind and the mind has a dynamic relationship with the higher levels of consciousness. He also upheld the point that Eason and intellect are not adequate for acquiring knowledge, something more like intuition i.e. super consciousness is very much required.

Aims of Education

Sri Aurobindo conceived of education as an instrument for the real working of the spirit in the mind and body of the individual and the nation. He professed 'Integral Education' which emphasizes both the aspects 'matter and spirit'; it provides facilities for a variety of faculties as well as subjects and various combinations of pursuits of knowledge, power, harmony and skill in works leading to the natural process of harmonious development. He insisted that the manifestation of Beauty, Power, Knowledge and Love- must be the aim of integral education. The discipline of "Beauty" should involve a programme of physical education in order to build a body that is beautiful in form, harmonious in posture and powerful in functions, and which is capable of serving as a potential instrument for higher consciousness. 'The austerity for 'power' refers to control of sensations, which should be trained to acquire and develop knowledge. The discipline of 'knowledge' helps developing a mental-makeup and an active and alert mind. The discipline of 'Love' is the formation of desirable feelings and emotions, which should be directed towards whole-hearted charity and good will towards others and communion with the Divine. According to Sri Aurobindo, Mind or Antahkarana is the instrument of the educationist and it consists of four layers- Chitta (store house of memory), Manas (mind proper, the sixth sense of Indian Psychology), Buddhi (the intellect) and Genius (sovereign discernment, intuitive perception of truth, inspiration of speech, and direct vision of knowledge). Thus, education should aim at developing these four aspects.

John Dewey

John Dewey was the most significant American philosopher and the most influential thinker on education of the first half of the 20th century. We shall try here to know his philosophy and contribution to the field of education. His Philosophy John Dewey developed a philosophy that called for the unity of theory and practice. He exemplified the unity in his own work as an intellectual and political activist. His thinking was grounded in the moral conviction that 'democracy is freedom', and he devoted his life to the construction of a persuasive philosophical argument for this conviction and to the pursuit of an activism that would secure its practical realization. Dewey's commitment to democracy and to the integration of theory and practice was most evident ii- his career as an educational reformer.

Aims of Education

John Dewey has made, arguably, the most significant contribution to the development of educational thinking in the 20th century. His philosophical pragmatism, concern with

interaction, reflection and experience, and interest in community and democracy, were brought together to form a highly suggestive educational philosophy. Dewey considered education as a process through which the needed transformation of society may be accomplished. Thus, he defined philosophy as the general theory of education and education as the laboratory in which philosophic distinctions become concrete and get tested. He referred to education as a "social need and function", as a "process of living and growth" which includes both social and individual aspects that are mutually dependent on each other. From the social viewpoint, education is essential to the continuous existence and transformation of the organization of social life in all its shades and grades. From the individual perspective, it is a method to enable individuals to play an effective role as members of a human community or society.

REVIEW OF RELATED LITERATURE

Kaur, Baltinder(2013) The Contribution Of The Educational Philosophy Of Sri Aurobindo Ghosh In The Present System Of Education. The educational theory of Sri Aurobindo aimed at the development of the latent powers of the child, training of six senses, training of logical faculties, physical education, and principle of freedom, moral and religious education and above all, training for the spiritualization of the individual.

Indrani Sanyal and Anirban Ganguly (2012) Education Philosophy and Practice, Centre for Aurobindo Centre for Aurobindo Studies Sri Aurobindo conceived education as an instrument for the real working of the spirit in the mind and body of the individual and the nation. It is conceived as a process of organic growth, and the way in which various faculties could be developed and integrated is dependent upon each child's inclination, rhythm of progress and law of development, Swabhava (inherent disposition) and Swadharma (inner nature). Integral education is conceived to provide facilities for varieties of faculties, varieties of subjects and various combinations of pursuits of knowledge, power, harmony and skill in works. These faculties are so provided that they could be made use by each student and the teacher so that a natural process of harmonious development could be encouraged. The word "integration" means a unity of parts into a whole in such a way that the parts themselves are blended and transformed into a new character.

Shirazi (2009) He stressed the purposefulness of human life on earth as embodiment of spirit and taught that human suffering stems from ignorance and unconsciousness due to disharmony between physical, emotional, mental and spiritual dimensions. He rejected the world-negating as well as individualistic approaches to spiritual development as escapism and embraced embodied spirituality and the reintegration of the feminine Divine.

BABU (1978) conducted a study on Aurobindo's philosophy of Education. The main purpose of this investigation was to interpret Sri Aurobindo's philosophy of education based on his philosophical texts and educational writings. The method that was adopted in this study included a careful study of all the works of Sri Aurobindo and interpretations of his philosophy by the Mother, Pavitra and others.

According to Britannica.com: Studies on Aurobindo the evolutionary philosophy underlying Aurobindo's integral yoga is explored in his main prose work, *The Life Divine* (1939). Rejecting the traditional Indian approach of striving for moksha (liberation from the cycle of death and rebirth, or samsara) as a means of reaching happier, transcendental planes of existence, Aurobindo held that terrestrial life itself, in its higher evolutionary stages, is the real goal of creation. He believed that

the basic principles of matter, life, and mind would be succeeded through terrestrial evolution by the principle of supermind as an intermediate power between the two spheres of the infinite and the finite. Such a future consciousness would help to create a joyful life in keeping with the highest goal of creation, expressing values such as love, harmony, unity and knowledge and successfully overcoming the age-old resistance of dark forces against efforts to manifest the divine on earth.

Dewey, J. (1916, 2010) "Essays in Experimental Logic". This book is based on the theory that possession of knowledge implies a judgment resulting from an inquiry on investigation. The presence of "inquiry stage" suggests an intermediate and mediating phase between the external world and knowledge, an area conditioned by other factors. Expanding upon this foundation, this book considered the relationship of thoughts and its subject matter: the antecedents and stimuli of thought, data and meanings, the objects of thoughts: control of ideas by facts: a similar topics. Three essays describe the various kinds of philosophical realism. The first closely examines Bertrand Russell's dictum concerning "our knowledge of the external world as a field for scientific method", the other two discuss pragmatism, differentiating Dewey's position from those of James and Pierce. These essays present Dewey's own philosophy. The section entitled "stage of Logical Thought" analyzes the role of scientific method in philosophy, and the final essay presents a striking theory of logic of values.

Dewey, J. (1938/1997) according to Dewey good education should have both a societal purpose and purpose for the individual student. Educators are responsible, therefore, for providing students with experiences that are immediately valuable and which better enable the students to contribute to society. He criticizes traditional education for lacking in holistic understanding of students and designing curricula overly focused on content rather than content and process which is judged by its contribution to the well-being of individuals and society.

Talebi Kandan (2015) Dewey currently claims that education and learning are social and interactive processes and thus the school itself is a social institution through which social reforms can and should take place.

SIGNIFICANCE OF THE STUDY

The need of the study is that less work is done on the comparative study of Aurobindo and John Dewey .In the field of Education, it is hoped that the study will be helpful to teacher educators in solving educational problems of present situations. It is hoped that educational philosophy of Aurobindo and John Dewey will throw some light and direction to the philosophers, educationists, teachers and students.

STATEMENT OF THE PROBLEM

A COMPARATIVE STUDY OF EDUCATIONAL THOUGHTS OF AUROBINDO AND JOHN DEWEY

DELIMITATION OF THE STUDY

Due to paucity of time and resources it will not be possible to go through all the literature available. So this study will be depending mainly upon the literature available .Educational Thoughts of the two thinkers will be studied under primary and secondary sources.

OBJECTIVES OF THE STUDY

1. To elaborate educational views of Aurobindo and John Dewey.
2. To compare the Educational Philosophy of Aurobindo and John Dewey.
3. To study the impact of these Educational Philosophies in modern society.

METHODS AND PROCEDURE OF THE STUDY

The study will include the analysis of the philosophical ideas of Aurobindo and John Dewey and their implications for Education. The study is Philosophical in nature. For historical research, the researcher will collect the data from primary and secondary sources.

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STUDY OF DECISION MAKING POWER OF FEMALE TEACHERS IN RELATION TO EMOTIONAL INTELLIGENCE

*Dr. Jyoti Gupta**

INTRODUCTION

Participative decision-making is conceived as an aspect of shared leadership, and the idea of involving teachers in school-level decision-making is known by many names. Several scholars including Kahrs, 1996; Marks and Louis, 1997; Reitzug, 1994; Rice and Schneider, 1994, have studied teacher empowerment as concept that is related to teacher participation in decision-making. While participative decision-making is a system or structure, teacher empowerment represents an internal perception by teachers of having increased authority in their positions. According to Rinehart and Short (1998), primarily, empowerment has been defined as a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems. The centrality of the role and influence of the head teacher in shared decision-making has been well documented. Blase and Blase,(2000) pointed out the need for research addressing the personal and professional socialization factors linked to the development of head teachers' perspectives on shared governance and leadership. The literature on participative decision making has focused primarily on the study of teachers, relying on teachers' self-reports of their views and experiences with participative decision making and neglected the voice of the head teacher (Somech, 2002). A reason for involving teachers in participative decision making is to improve the quality of decisions that a school makes and the effectiveness of the school in achieving its goals. It is therefore useful that school administrators have enough knowledge of how and when to involve teachers in decision making Maritim, (1988). Where teacher leadership begins to flourish is where head teachers have actively supported it or, at least, encouraged it (Crowther et al., 2002). Head teachers clearly are viewed as persons with the greatest power, and the one who sets the tone for the relationship between head teacher and teachers. Looking deeper into the relationship between head teachers and teachers, Smylie and Hart (2000) have used the concepts of human and social capital in framing school leadership. In addressing the role of head teachers in developing teacher leaders, they have also focused on the importance of interpersonal relationships. It is critical therefore, for head teachers to be aware of both modes of participation; – influence and authority and to be mindful of which strategy for involving teachers is most appropriate in each decision domain. Thus another role of the head teacher is to discern which decision domains require formal involvement of teachers and which require involvement limited to influence (Conley, 1989). Kahrs, (1996) suggests formal structures that head teachers can develop, when appropriate, to empower teachers. These include structures that are commonly seen in schools: a leadership team, a staff development committee, a curriculum development committee, teachers hiring and peer evaluation teams, inclusive budgeting process and school traditions of teacher recognition and celebrations. According to Sen, teachers' participation in decision-

**Associate Professor-cum-Principal, Sadbhavna College of Education for Women, Raikot.*

making helps the school administration to achieve organizational objectives. According to Ojwuku, teachers' getting together to make decisions can bring about school transformation and positive changes. While there are many factors that can contribute emotional intelligence, participation in decision making is a factor that cannot be ignored. It is in the light of this fact that this study sought to investigate on decision making power of female teachers' and their emotional intelligence.

Goleman (1995) described Emotional Intelligence as an ability that includes self-awareness, impulse control, persistence, zeal, self-motivation, empathy and social adaptness. Bernet (1996) operationalized emotional intelligence by focusing on optimal responses that result from the ability to attend rapidly appropriately and without effort to the experienced feelings an inability in this area leads to self-damaging emotions and behavior. In other words, Emotional Intelligence refers to the skillfulness with which one can regulate the emotions of oneself and others. Therefore, Emotional Intelligence is the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. It is believed that Emotional Intelligence is the basis of all success in human life. Yate (1997) listed various jobs on the basis of the level of Emotional Intelligence requiring success and satisfaction. From the list it is clear that a teacher requires the very high level of Emotional Intelligence to deal with students as compared to a Botanist who may require a lower level of Emotional Intelligence. Development of nation depends on its devoted citizens and these citizens are shaping in classroom so it is very clear that we need very devoted and sincere teachers to teach them. It is very important that only high emotionally intelligent peoples should come in this teaching profession. Being emotional intelligent for a teacher is very important because students always follow their teachers. Emotionally intelligent teacher can handle the emotion of teenagers effectively. Our classroom settings demand that student-teachers must learn how to appreciate and accept differences in emotional expressions and management among students. Emotions are an important part of one's personality. They determine the nature and effectiveness of the pattern of social interaction and also contribute to the psychological well-being of an individual. If our prospective teachers are emotionally intelligent, they will be able to express their emotions positively without threatening students or other persons.

DECISION-MAKING

Decision-making refers to the practice of including teachers in the collective process of coming to consensus on solutions to problems to benefit the school or district. According to Ingersoll (1996) "teachers ought to have input into a school's allocative, planning, and strategic policies". Teachers, therefore, should be empowered to partake in decision-making practices so that they, too, have "influence over school policy". Ingersoll elaborated on his definition of decision-making by explaining that it is "the extents to which teachers have power over the social and normative decisions in schools".

EMOTIONAL INTELLIGENCE

In accordance to Goleman (1995), emotional intelligence or EQ is the ability to motivate oneself whenever there is a downfall in life as well as able to control impulse from reacting in an aggressive manner. Moreover, EQ is also the ability to delay gratification and keep one's mind focus even though one is in a stressful situation. Someone who is emotionally intelligent is said to have the ability to regulate his or her

own emotions (Goleman, 1995; Song et al., 2010; this is crucial in enhancing emotional and intellectual growth

REVIEW OF RELATED LITERATURE

Sharma (1955) reported the views of over five hundred teachers regarding the person or group that should make certain decisions, and to determine how practices in decision making were related to an individual's satisfaction in teaching. He noted sharp differences between teachers' desired and actual practices with regard to participation in decision making by groups of teachers. In particular, teachers wanted to assume responsibility for all activities concerning instruction; in general, they desired more autonomy for the schools in which they taught. Sharma also found that teacher satisfaction was related to the extent that actual decision making practices corresponded to desired practices, and to the extent that teachers participated in decision making as individuals or as groups.

Further support for the argument that teachers had a high need for autonomy is advanced by **Bridges (1964)** study of teacher participation in decision making. Bridges found that open-minded principals involved teachers to no greater extent than closed-minded principals. Instead, the level of participation was related to the size of the school and to the age and experience of the principal. Attitudes of teachers toward the principal were significantly related to participation, support, and a teacher's need for independence. The most favorable attitudes were reported when a principal's behavior was characterized by high participation, regardless of whether the teachers had a high or low level of need for independence.

Simpkins and Friesen (1970) attempted to analyze teacher participation in decision making as perceived and preferred by teachers. Twelve task activities were grouped into four task areas: curriculum, classroom management, instructional arrangements, and general school organization. The respondents had a choice of three decision-making sources: the individual teacher, the formal staff group, or a higher administrative authority than the principal. The findings indicated that the individual teacher's primary role in decision making was restricted to classroom management.

Damasio (1994) Damasio holds that principal's improper decisions are because they lack access to their emotional learnings. The evidence shows that the proper decision making and reasonable thinking need emotions.

Henkin & Duermer (2002) Teachers who have more opportunities to take part in collective decision-making tend to feel a stronger commitment to the overall organization and fulfilled by the work they do as opposed to feeling underappreciated and overworked for little positive gain.

Abedi (2007) Samuel & Bales studied emotional intelligence effect on leaders decision making capability in a modern organizational environment and concluded that three components (self consciousness, commitment and social skill and integrity affect on people's decision making capability. It is also found that lower emotional intelligence of managers leads to their poor relation with the coworkers, subordinates, higher rank managers and clients.

Aghayar, Sharifi and Daramadi (2007) Comprehension and decision making dynamically relate to temperament and emotions and its performance improvement can be either promoted or discouraged. The extent of your emotional intelligence to

which your performance is related, is determined by how much you depend on the people's judgments and decisions.

Ghorbani, Sanavi and Garoosian (2007) Decision making task is the most important and basically job of managers in every part of an organization. In fact, they determine organization destiny. Suitable method of decision making and improving its level through nurturing managers' emotional intelligence is one way to increase efficiency and productivity in an organization.

Gallager and Vella-Brodrick (2008) further said that people with a high level of EQ have the ability to understand their emotion, which will give positive affect to them. To do well in life, a person needs to have a balance IQ and EQ. People with high IQ can sometimes have poor EQ. Therefore; having a high IQ does not determine prestige and happiness in life. In one study, a primary school boy has an impaired frontal cortex functioning, which is associated with EQ. The boy is at risk of social problems because he has little control of his emotional life. When emotions are out of control, one can become pathological, overwhelming anxiety, raging anger and manic agitation. A neurologist, Dr. Antonio Damasia said, people who have impaired prefrontal functioning may make awful decision-making. Yet, their IQ are still normal and work just fine (Goleman, 1995). This shows that IQ and EQ do not have an influence on each other.

Seal, Naumann, Scott, Royce- Davis (2010) said, it is usually the EQ that influenced our thoughts, actions and results.

Federer (2011) added that managing feelings is vital because people need to express their emotions appropriately and effectively which will enable people to work together harmoniously toward their goals. Federer (2011) believed that EQ develops in a human being through experiences and learning. EQ can keep growing in a human being and will continue to develop through life experiences.

Deepa (2012) conducted a study on influence of emotional intelligence and thinking styles on decision making skills of distance education B.Ed students. The study revealed that the factor analysis yields a single factor with considerate factor loading. The factor for the study had been identified as cognitive self-manage decision making. The factor was explained in terms, relationship management, emotional intelligence, thinking styles and decision making skills. There was significant influence of emotional intelligence on decision making skills. There 43 were a significant influence on emotional intelligence and thinking styles on decision making skills of the distance education B.Ed students.

STATEMENT OF THE PROBLEM

"STUDY OF DECISION MAKING POWER OF FEMALE TEACHERS IN RELATION TO EMOTIONAL INTELLIGENCE"

DELIMITATION OF THE STUDY

- 1) The sample will be delimited to the schools of Ludhiana district.
- 2) The sample will be taken from urban and rural schools of Ludhiana district.
- 3) The sample to be collected will not be more than 150 teachers.

OBJECTIVES OF THE STUDY

1. To explain about decision making power of female teachers in relation to their emotional intelligence.
2. To explain about decision making power of urban and rural female teachers.
3. To study the significant differences between decision making power of senior and junior female teachers.

HYPOTHESES

- 1) There will be no significant difference between teachers of higher qualification and low qualification in relation to their decision making power.
- 2) There will be no significant difference between rural and urban female teachers.
- 3) There will be no significant difference between senior and junior female teachers.

DELIMITATION OF THE STUDY

The present study will be conducted to determine decision making power of female teachers in relation to their emotional intelligence. The investigator will take 150 teachers from different schools of Ludhiana district. Out of 150, 75 rural female teachers and 75 urban female teachers will be taken. The sample will be further divided into two groups consisting of rural female teachers and urban teachers. These two groups will be further divided into two groups of 35 senior female teachers and 40 junior female teachers.

METHOD AND PROCEDURE

In the present study to collect the data, sample of 150 female teachers of schools will be taken. A self-constructed scale will be used to collect the data. The scale will be given to the teachers to fill up. They will be assured that the information given by them will be kept confidential and would be used only for research purpose. The respondents will be asked to fill up all the items and never leave any item blank. They will be instructed that their responses should be clear and they should never double their responses.

TOOLS TO BE USED

In order to study the decision making power of female teachers, a self constructed scale will be used. The scale will be designed for the teachers. The investigator will make a rough draft of 50 statements. It will be given to experts for comments. The experts will modify the statements and give it back to the investigator with valuable suggestions. After modification, scale would consist of approximately 25 statements related with female life and decision making in relation to their emotional factor.

STATISTICAL TECHNIQUES

The data will be collected, tabulated and statistically analyzed. Descriptive analysis techniques such as mean, SD, t-test will be used.

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ACADEMIC ACHIEVEMENT OF ADOLESCENTS IN RELATION TO THEIR ATTITUDE TOWARDS USING CYBER RESOURCES

*Dr. Raj Pal**

INTRODUCTION

The growth of the Internet in the world provides many opportunities to many people around the world in many different ways. When students are considered, the use of the Internet is mainly for social and entertainment purposes. However, it is very obvious that the Internet provides not only social connection and entertainment, but also academic and scientific information as well. Additionally, the Internet can be used as a tool to learn the latest news all around the world as well as getting any kind of information that serves different purposes such as learning more information about a hobby or health. Therefore, it can be said that the Internet is the source of spreading information quickly to a large audience and of going beyond the limitation of time and space.

Since the emergence of the Internet, it has become an important medium of communication as well as a research and leisure tool. The reason is that it provides many opportunities to many people around the world in many different ways. Not only the Internet, but the other new digital technologies also took their places in the daily life. The wide access to these technologies improves people's lives and provides great opportunities. People have started to access any kind of information easily on the Internet and also use it for social, educational and entertainment purposes. Basically, the Internet offers two main benefits which are communication and information. On a more comprehensive basis, it can be pointed out that the Internet has some functions, especially in education, and these can be listed as (i) storehouse of information, (ii) communication without boundaries, (iii) online interactive learning, (iv) electronic/online research, (v) innovation in the new world, (vi) improve interest in learning, (vii) global education, and (viii) information catalogues. As the Internet has many different functions, it is important to consider to what extent it is used by students in higher education for academic purposes. When educational aspect of the Internet use is considered, it is obvious that students, or people in general, who look for information can access it easily and with low cost. It is evident that the Internet is a source of enormous information that anything can quickly and easily be reached. Internet also provides students asynchronous education where they can reach any kind of information anytime and anywhere. This widens the world of students as nowadays kids do not like to use libraries or any kinds of real life resources but they can access these places online and benefit from them easily and quickly. Additionally, the Internet can be used as a tool to learn the latest news all around the world as well as getting any kind of information that serves different purposes such as learning more information about a hobby or health. Therefore, it can be said that the Internet is the source of spreading information quickly to a large audience and of going beyond the limitation of time and space. Regarding students who are obviously accepted as

* *Professor, Sadbhavna College of Education for Women, Raikot.*

passionate users of the Internet, the use of the Internet is mainly for social and entertainment purposes since the Internet revolution is not just limited to finding information but also bringing people together.

However, it is very obvious that the Internet provides not only social connection and entertainment, but also academic and scientific information as well. Thus, it is vitally important to encourage students to use this invaluable source to get any kind of information they need in their academic studies because the development of the Internet would be meaningless if it is not used appropriately in education.

Therefore, new digital technologies have been widely involved in higher education institutions as well as other sections of the education system all over the world. According to Dryli & Kinnaman (1996), the Internet enables students to find information as well as allowing them to think critically and creatively, to become collaborative and cooperative workers and to solve problems. Besides the children of the new technological era that we live in today are influenced by the new literacies and pedagogies, it is important to consider the fact that "the capability to use online and offline databases as well as web search-engines effectively is paramount in cyberspace" (Nentwich, 2003).

Today's students, future scholars and knowledge workers, are required to have the ability to reach the correct information and they need to be able to get the necessary and accurate information amongst unlimited bits of information. "Finding the right information is only one side of the core business of academics. As Nentwich (2003) stated the other side is organizing, structuring and evaluating the information space. At this point, it is a necessity to mention the three important Internet literacies defined by Burgess (2006): (i) Critical Literacy – a deep, socially contextualized, and informed understanding of the Internet; (ii) Creative Literacy – The ability to experiment with the Internet in order to create and absorbing information; and (iii) Network Literacy – The ability and the impulse to effectively and ethically manipulate a range of the Internet technologies to communicate and collaboratively construct and share knowledge (Burgess, 2006). When the previous studies on the Internet are examined, it can clearly be seen that the majority is focused on the differences between learning outcomes of the courses taught with using the Internet and the courses taught in the traditional ways (Benoit et. al., 2006). However, it is important to be aware of the fact that students are not inactive receivers during the transmission of knowledge via the Internet. The efficacy of students and looking at the picture through their eyes is vitally important in the way to reach success. As a result of the reasons supported by the literature and mentioned above, the aim of this study is look at the students' use of the Internet in their academic studies as well as their social life.

ACADEMIC ACHIEVEMENT

The academic word has been derived from the term academy the meaning of the term academy is a school where special type of instructions are imparted. Achievement means one's learning attainment, accomplishment and proficiency of performance. Achievement in an educational institution may be taken to mean any desirable learning.

Academic achievement or (academic) performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA and completion of educational degrees such as High School and bachelor's degrees represent academic achievement.

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Academic achievement of student is the ability of the student to study and remember facts and being able to communicate his knowledge orally or in written form even in an examination condition. Secondary education plays a crucial role in laying the foundation for the further education of students. If a good foundation is laid at the secondary school level, students can better cope with the challenges of life and profession with great ease. However, different people have explained different factors responsible for the academic achievement of students.

Crow and Crow (1969) define academic achievement by the quantity to which a learner is profiting from instruction in a given learning area.

Good (1973) has defined, academic achievement as knowledge attitude or skill developed in the school subject usually designed by test scores or by marks assigned by teacher or by both. Consequently, academic achievement could be defined as self perception and self evaluation of one's objective success.

Kohli (1975) Academic achievement is the degree of skill in academic work or attained knowledge in school subjects which generally represented by percentage of marks.

Ladson (1999) Academic achievement stands for intellectual growth and the capacity to take part in construction of knowledge at its best.

Lent et al. (2000) Academic performance refers to the level of performance in school, accomplishment or success in school. Academic performance is the immediate outcome of schooling – the extent to which a student has achieved his educational goals

Chamorro-Premuzic (2005) defined academic performance as performance in academic settings. It refers to how the students deal with their studies and how they cope with or accomplish different tasks given to them. Academic performance is a key mechanism through which adolescents learn about their talents, abilities and competencies which are important in developing career aspirations.

In the words of **Baharudin et al. (2010)** educational attainment is perhaps the most imperative issue of adolescents' general adaptation to life. In fact, school performance and career aspirations in adolescence are often correlated with supportive parents as Bourdieu and Passeron stated in their work *Reproduction in Education, Society and Culture* (1977).

Farooq et al. (2011) Educators, trainers, and researchers have long been interested in exploring factors contributing effectively for the quality of academic performance of adolescents. Generally these factors include age, gender, geographical belongingness, ethnicity, religious affiliations, socioeconomic status, parents' education level, parental profession and income etc.

Abesha (2012) in an increasingly demanding and competitive world, academic performance of adolescents is an important aspect of their overall development

because it prepares them for the challenges which they are likely to face in their future, in general, and in their occupation, in particular.

Academic achievement is considered as a key criterion to judge one's total potentialities and capabilities. Therefore it is more pressing for the individuals/ students to have high academic achievement. The term achievement refers to the degree or the level of success attained in some specific school tasks especially sc holistic performance, in this sense academic achievement means the attained ability to perform school tasks, which can be general or specific to a given subject matter. Academic achievement could be defined as self-perception and self-evaluation of one's objective academic success. Academic achievement generally indicates the learning outcomes of pupil. Achievement of those learning outcomes requires a series of planned and organized experiences.

ADOLESCENCE

Adolescence is a phase separate from both early childhood and adulthood. It is a transitional period that requires special attention and protection. Physically, children go through a number of transitions while they mature. We now know that the brain undergoes quite substantial developments in early adolescence, which affect emotional skills as well as physical and mental abilities. As adolescent girls and boys grow, they take on additional responsibilities, experiment with new ways of doing things and push for independence. It is times in which values and skills are developed that have great impact on well-being. Evidence shows that when adolescent girls and boys are supported and encouraged by caring adults, along with policies and services attentive to their needs and capabilities, they have the potential to break long-standing cycles of poverty, discrimination and violence. Children grow up in a dynamic social context in which local communities drive global development.

Murray et al 1989) According to the Oxford English Dictionary, the original 1482 definition referred to a period between childhood and adulthood that extended between ages 14 and 25 years in males and 12 and 21 years in females.

Nienstein et al (2009) designates early adolescence as approx.10 to 13 years, middle adolescence as approx.14 to 16 years and late adolescents as approx. 17 to 21 years.

REVIEW OF RELATED LITERATURE

Abaleta et al(2014) The American Educational Research Association conducted a research and declared at its annual conference in San Diego California (2009), that social media users study less and generate lower grade San Miguel (2009), focused on the relationship between time spent on Face book and the academic performance of students. The overall findings indicated "more time on Face book equals slightly lower grades".

Choney (2010) Social networking is a way that helps many people feels as though they belong to a community. Due to the increased popularity of it, economists and professors are questioning whether grades of students are not being affected by how much time is spend on these sites .

Many researchers such as **Choney (2010), San Miguel (2009) and Enriquez (2010)** studies on students' use of the social media sites revealed a negative effect of the use of social media sites on students' academic performance. Nielsen Media Research

study conducted in June 2010 stated that almost 25% of students' time on the internet is spent on social networking sites

Pasek et al. (2009) examined the relationship between Social media usage and academic performance, and found there was no relationship between Social media usage and grades.

Saunders (2008) found that there were no differences in overall grade point average (GPA) between users and non users of Face book.

Junco et al. (2010) social media is a collection of internet websites, services, and practices that support collaboration, community building, participation, and sharing". The growing dimension of the use of social media among the youth of today cannot be over emphasized. Over the years, social networking among second cycle students has become more and more popular. It is a way to make connection not only on campus, but with friends outside of school.

According to **Lenhart et al., (2010)** about 57% of social network users are 18-29 years old and have a personal profile on multiple social media websites.

Kirschner and Karpinski (2010), on the other hand, found that Face book users reported a lower mean GPA than nonusers; additionally, Face book users reported studying fewer hours per week than nonusers. Their paper examined differences between Face book users and non users but did not analyze actual time spent on Face book (though their methods suggest this information was collected).

Saunders (2008) found that there were no differences in overall grade point average (GPA) between users and non users of Face book. The study by **Kolek and Saunders (2008)** examined student Face book profiles and found there were no differences in overall GPA between users and nonusers.

According to a survey conducted by **University of Minnesota Boynton Health Service in 2007**, 28.7 percent of adolescents surveyed report excessive computer/Internet/TV use and 41.8 percent indicate the activity affected their academic performance and it suggested that that members of the public, higher education leaders and policymakers should pay attention to the findings and make the health of college adolescents a priority.

(Siomos et al 2008 & others) Many of these studies indicate that there is a strong relationship between internet use trends and educational performance, and wrong use of the Internet can cause a major decrease in adolescents' academic performance. In our study, the effects of those internet sites which can easily be accessed and are thus called Trap sites are also investigated.

(Limpach et al, 2008 & others) Apart from above studies, in literature there are many others related to internet use in the many different education fields such as medical education, special education, college education, K12 education, engineering education, and so on. In these studies, the effects of the use of technology on students' academic performance and efficacy have been investigated .The common point of the studies is that internet use can have a positive effect on students' performance if it is properly used.

SIGNIFICANCE OF THE STUDY

The study will be of immense benefits to adolescents, Parents and Guardians and School Teachers. The study will be most beneficial to adolescents who need to learn to manage and balance their time so as to be great contributors to the development of the society. They should learn to explore the social networking potential benefits as it will boost their creativity and technical skills but not at the expense of their primary responsibility which is reading. It will equally benefit parents and guardians as they need to wake up to their roles of monitoring their children and wards. They should ensure their adolescent pay more attention to their studies. This study will also serve as a guide to school teachers in order to teach the adolescents' on the need to develop good reading habit and best ways to maximize the benefits of social networking sites.

STATEMENT OF THE PROBLEM

“ACADEMIC ACHIEVEMENT OF ADOLESCENTS IN RELATION TO THEIR ATTITUDE TOWARDS USING CYBER RESOURCES”

OBJECTIVES OF THE STUDY

1. To study the academic achievement of adolescents.
2. To study the use of cyber resources by adolescents.
3. To find out the difference in academic achievement of adolescents with respect to their stream.
4. To find out the relationship between academic achievement and use of cyber resources by adolescents.

HYPOTHESES

1. There will be no significant difference in academic achievement of adolescents with respect to their stream.
2. There will be no significant difference in using cyber resources among adolescents.
3. There will be no significant relationship among adolescents between academic achievement and use of cyber resources.

DELIMITATION OF THE STUDY

The study will be delimited to adolescents only. The study will be further delimited to arts and science students of Ludhiana district only.

SAMPLE

For the present study a sample of 200 students will be taken. 100 students will be taken from rural area and 100 from urban area. They will be further divided into arts and science streams. 50 arts students and 50 science students will be taken from rural and urban area. Random sampling technique will be used for this study.

TOOLS TO BE USED

Academic Achievement Scale and Attitude towards Using Cyber Resources by Dr.S.Rajasekar.

STATISTICAL TECHNIQUES TO BE USED

Mean, Median, Standard Deviation, t-test will be used for the study.

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COMPARATIVE STUDY OF ACADEMIC ANXIETY OF HEARING IMPAIRED STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

*Dr. Somesh**

INTRODUCTION

Education provides us the opportunity for holistic growth and development. It is an activity as well as a process which modifies the behaviour of a person from instinctive behaviour to human behaviour. It transform our raw personality into refined personality. We start acting rationally instead of impulsively. It develops our thinking and reasoning power. It is responsible for the supply of good citizens who can contribute to the growth of the country. In all the stages of education right from nursery to university education, the senior secondary stage, is the most important stage, because, this stage provides the base for further education. In fact future depends on this stage. As progress of a nation depends upon its students' academic achievements. Pupils with hearing impairments have the same rights as all other children in spite of their communication barriers. These include the right to access all basic necessities of which education are not an exception. It is however noted that lack of communication hinders them from being able to express their views and receive the same attention that other children receive, be it at home, in school, or in the community where they live.

All children exhibit difference from one another in terms of their physical attributes and learning abilities. The differences among most children are relatively small, enabling these children to benefit from general education program. It is universal truth that all individuals are different basically from each other physically, mentally, educationally and socially up to a limit. Such children distinctly required special educational care and their adjustment problems have to tackle in a specialized manner. These divided children are often designated as exceptional children. Thus exceptional child is an inclusive term that refers to children learning or behavior diversity, children with physically disabilities or sensory impairments and children who are intellectually gifted or have a special talent.

Individual differences among students affect their performance in every walk of life. Some students perform very quickly and some perform very poorly in different subject and different fields of life. Today we give more attentions to learning disabled and hearing impaired children.

Many learning disabled and hearing impaired children do not have the sensitivity which helps them to adjust. Many of them become problematic children and behave like mentally sick. Due constant ridicule from society they become dull and develop inferior feelings and become timid and submissive. Lack of confidence becomes their one personal quality due to this ignorance.

Most of exceptional children suffer from emotional problems. No doubt, these children need to experience and a richer environment to stimulate them intellectually but they may well need stability and protected environment for their emotional difficulties. Prof.

* *Assistant Professor, Sadbhavna College of Education for Women, Raikot.*

Wallin says "Children are seriously retarded are thing minded, eye minded and ear minded rather than word minded or thought minded." The need is immense and there is for to go since this area has been the laggard to special education. Schools have usually been dependent upon the individual contacts of social workers, psychologists and guidance workers to read just pupils. Hearing disabled wants different treatment in learning if they are not attended properly they may develop behavior problems which may cause harm to the individual and to the society. So it is imperative to make special arrangement for their education. Hearings impaired are quite different from normal children as regards their interest, motivation and aims of life.

ACADEMIC ANXIETY

(Good, 1973)Anxiety means apprehension, tension, or uneasiness characterized by fear, dread, or uncertainty about something the source of which is largely unknown or unrecognized by the individual; it may consist in persistent apprehensions of future events as well as in generalized emotional reactions to any choice point or decision.

Breuer (1999) mentioned that all anxiety disorders are defined by the dual characteristics of excessive emotional fear and physiologic hyper arousals.

(Barlow, 2002)Anxiety is one of the most widely experienced emotion and one of the most essential constructs of all human behaviour. It is a displeasing feeling of uneasiness, nervousness, apprehension, fear, concern or worry.

(Lenka & Kant, 2012). In today's cut throat competitive environment, anxiety is a common phenomenon of everyday life. It plays a crucial role in human life, because most of the individuals are the victims of anxiety in different ways.

In the present study academic anxiety is a kind of anxiety which is related to the impending danger from the environment of the academic institutions including teacher in certain subjects like Mathematics, English, etc. It is a mental feeling of uneasiness or distress in reaction to a school situation that is perceived negatively. Researchers generally agree that academic anxiety is not always bad. An average level of anxiety is useful in keeping people motivated and responsible and also helpful for people in having a more sustainable and prosperous life **(Kahan, 2008** in DordiNejad, Hakimi, Ashouri, Dehghani, Zeinali, Daghighi, & Bahrami, 2011; Donnelly, 2009).

(Mattoo, & Nabi, 2012).Without any anxiety most of the people would lack the motivation to do anything in life. Therefore, moderate level of academic anxiety is essential to motivate students to study for examination and may incline them for better achievements. It has been observed that a high level of anxiety interferes with concentration power and also affects memory. In this way high academic anxiety may be one of the obstacles to academic achievement. Academic anxiety cannot be ignored at any cost, if we are concerned about students' performance. If it is not properly addressed it can have serious and long lasting consequences such as causing a student to procrastinate, perform poorly in school work, and withdraw from socializing with peers or from other situations.

ACADEMIC ACHIEVEMENT

Academic achievement Academic achievement means achievement level of the students. It can be defined as what a student does or achieve at his school. It is a common practice to promote students from a lower class to a higher class on the basis of his academic achievement. It helps in declaring students successful or

unsuccessful, choosing students for various courses and selecting students for different jobs. It is the level of learning in a particular area of Journal of Education and Practice subject in terms of knowledge, understanding, skill and application usually evaluated by teachers in the form of test scores in their annual examination.

Crow & Crow (1969), defined it as the “extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him”.

C.V. Good (1973b), defined it as, “knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers, or by both.” In fact it has become an index of future in today’s highly competitive environment. Academic achievement of students is affected by many factors that may reduce it; academic anxiety is one of them. It is observed that the performance of the high academic anxiety learners is different from low academic anxiety learners.

HEARING IMPAIRED

Hearing impaired person has hearing loss in one or both ears due to impairment in the auditory mechanism. The hearing loss is a continuum ranging from mild to severe and profound loss. Deaf person on this continuum are those whose auditory channels fails to some of processing speech. Hearing impairment can be congenital or acquired at any stage

Hearing loss, also known as **hearing impairment**, is a partial or total inability to [hear](#). A **deaf** person has little to no hearing. Hearing loss may occur in one or both ears. In children hearing problems can affect the ability to learn spoken [language](#) and in adults it can cause work related difficulties. In some people, particularly older people, hearing loss can result in loneliness. Hearing loss can be temporary or permanent.

The [official definition](#) of a hearing impairment by the **Individuals with Disabilities Education Act (IDEA)** is “an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but is not included under the definition of ‘deafness.’” Thus, knowing the definition of [deafness](#) is necessary to understand what sorts of disabilities are considered hearing impairments. A hearing loss above 90 decibels is generally considered deafness, which means that a hearing loss below 90 decibels is classified as a hearing impairment.

The [National Dissemination Center for Children with Disabilities \(NICHCY\)](#) explains that hearing loss falls into four subcategories: conductive, sensorineural, mixed and central. These identify the location in the body in which the hearing impairment occurs. Hearing aids and other sound amplifying assistive technologies (AT) often work for students with conductive hearing loss, as their impairments stem from the outer or middle ear. Such does not hold true with sensorineural, mixed and central hearing losses, as these impairments stem from the inner ear, the central nervous system or a combination of the two. Typically, hearing loss is categorized as slight, mild, moderate, severe or profound, depending on how well an individual can hear the frequencies that are commonly associated with speech.

Deafness has a devastating effect on the victims especially in the area of communication. Brill (1975) stated that: Although hearing impairment is classified as a physical handicap, the actual handicapping condition occurs in the area of communication and hence is not ‘physical’ in the usual of the term.

REVIEW OF RELATED LITERATURE

Gaudry & Spielberger (1971) discussed that high test anxiety is considered as one of the main factor for low performance of students at university level.

Anson, A., Bernstein, J., & Hobfoll, S. E. (1984) found that anxiety was significantly and negatively correlated with grades obtained by the students.

Sharma & Sud (1990) found that female students experience higher levels of test anxiety than do males.

Mnicholas & Lewiensohn (1998) indicated that at age 6, females are already twice more likely to have experienced anxiety disorders than males.

Bryme (2000) suggested that males present significant decrease of anxiety and fear in 12th grades instead of girls who show increase in anxiety.

Hancock (2001) revealed that students with high anxiety level performed poorly and were less motivated to learn.

Pomerantz, Altermatt, & Saxon (2002) investigated gender differences in academic performance and internal distress. Girls out performed boys in all subjects but were more prone to internal distress than boys.

Bhansali & Trivedi (2008) found girls on the whole had more incidences and intensity of academic anxiety in comparison to boys.

Rezazadeh & Tavakoli (2009) found a statistically significant negative correlation between test anxiety and academic achievement and also revealed that female students have a higher level of test anxiety in contrast to male students.

Jain (2012) had reported that academic anxiety was negligibly negatively correlated with academic achievement and there was no significant difference between the academic anxiety of boys and girls.

Salawu (1991) posited that some students have problems with their studies not necessarily because of low intelligence, poor hearing or poor motivation but because they have learned to consider themselves as unable or inadequate.

Hearing loss therefore range from mild to profound depending on the cause, seriousness and on-set (Kirk et.al 1996). Indeed, most academic achievements, which involve reasoning skills related to concepts, abstractions and mental representations, are directly dependent on hearing. Sound to object association that is among basic cognitive processes are absent in the children with hearing loss which limit their modes of learning. The elements of communication that the children with hearing impairment use do not on their own meet the demands of holistic learning. The use of sight alone to learn poses a number of constraints to the academic progression of children with hearing impairment.

(Heward and Orlandsky, 1988). Most of the children repeat as many times as possible to pass and progress to another level, delay alluding to the impact of hearing loss on their academic performance.

Quigley and Kretschmer (1983), also report that when the Wechsler intelligence tests was administered on pupils with hearing loss, it was discovered that their performance was not good due to poor auditory perception. In fact, Moore (2001) also

revealed similar findings in the assessments, which were conducted, on the deaf and hard of hearing.

Rieffe C, Meerum Terwogt M (2006) Hearing impaired children with anxiety disorders had an increased physical and psychological reaction to stress. Their reaction to danger, even if it is a small one, is quicker and stronger. Research question investigated the feeling of anxiety in hearing impaired children and the analysis shows that the three groups has different degrees of anxiety feeling and each group shows number of children with anxiety. Mild hearing impaired children have less anxiety feeling than the other two groups. Mild hearing impaired children have less disability and better communication than the other two groups which lead to less stress and anxiety disorder so the results is expected.

Knutson et al. (2004) found that the risk for clinically significant emotional distress and anxiety disorder (generalized anxiety disorder, social, separation, school avoidant disorder, and panic disorder; each has its own characteristics and symptoms) was two to four times higher among persons with hearing impairment than among persons with normal hearing.

Castrogiovanni A (2004) found that school-aged children with any degree of hearing impairment have academic, social, emotional and behavioral difficulties because hearing impaired children, even with a minor degree, often miss information during play and are a target for bullying (person who is curl to other).

Zandberg S (2005) Strong negative correlation between language and cognitive scale with anxiety disorder is expected that hearing impaired children, who experience significant disruptions in auditory input, are likely to show delays not only in the production of oral language but in other important aspects of development such as anxiety, emotion and behavioral control. With regard to socio-emotional aspects. Studies have reported that hearing impaired children encounter difficulties acquiring spoken language, which often affects their communication abilities and social development.

SIGNIFICANCE OF THE PROBLEM

The strength of the children with special needs is increasing day by day. There are variety of children who come in this area like hearing impaired, visually impaired, mentally retarded etc. With increase in number of these children , the number of problems faced by them is also increasing day by day. These problems create so many difficulties in their living environment and it affects their academic achievement also. Academic anxiety is major problem of such type of students. Here the investigator takes a comparative study of academic anxiety of hearing impaired in relation to their academic achievement.

This study will be very useful to find the impact of academic anxiety among hearing impaired on academic achievement and also compare academic achievement level of rural and urban hearing impaired students. This study will also be helpful to find out the problems faced by hearing impaired in normal classroom with normal students.

STATEMENT OF THE PROBLEM

“COMPARATIVE STUDY OF ACADEMIC ANXIETY OF HEARING IMPAIRED STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT”

OPERATIONAL DEFINITIONS

Academic Anxiety: Academic Anxiety is one of the most widely experienced emotion and one of the most essential constructs of all human behavior. It is a displeasing feeling of uneasiness, nervousness, apprehension, fear, concern or worry in educational field.

Hearing Impaired: Hearing loss, also known as **hearing impairment**, is a partial or total inability to [hear](#). A **deaf** person has little to no hearing. Hearing loss may occur in one or both ears. In children hearing problems can affect the ability to learn spoken [language](#) and in adults it can cause work related difficulties. In some people, particularly older people, hearing loss can result in loneliness. Hearing loss can be temporary or permanent.

Academic Achievement: The extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him.

OBJECTIVES OF THE STUDY

1. To study the impact of academic anxiety of hearing impaired urban students on academic achievement.
2. To study the impact of academic anxiety of hearing impaired rural students on academic achievement.
3. To compare the effect of academic achievement on academic anxiety of hearing impaired urban and rural students.
4. To compare the academic achievement of urban and rural hearing impaired students.
5. To find the correlation between academic achievement and academic anxiety of hearing impaired students.

HYPOTHESES OF THE STUDY

1. There will be no significant difference in academic anxiety of urban and rural hearing impaired students.
2. There will be no significant difference in academic achievement of urban and rural hearing impaired students.
3. There will be no significant relationship between academic anxiety and academic achievement of hearing impaired students.

METHODOLOGY OF THE STUDY

SAMPLE: Researcher will select the students from Ludhiana district of Punjab. Researcher will take the sample of 100 hearing impaired students including 50 rural and 50 urban students.

TOOLS

1. The Academic Anxiety Scale by Dr.A.K. Singh and Dr. A.Sen Gupta (2010)
2. Information sheet prepared by Researcher himself.

DELIMITATION OF THE STUDY

The study will be delimited to the age group of 8-15 years old hearing impaired students.

STATISTICAL TECHNIQUES

Mean, Median, S.D., Correlation and t-test will be used.

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BEHAVIOUR PROBLEMS AMONG ADOLESCENTS IN RELATION TO THEIR PARENT CHILD RELATIONSHIP

Dr. Suresh*

INTRODUCTION

Adolescence is marked by immense turmoil in emotional and behavioral spheres. WHO defines adolescence as the period of life between the ages of 10-to 19 years. The adolescent struggles to develop his individuality while still conforming to societal norms. Rapid urbanization and modernization have exposed them to changes in society. The resultant breakdown in family structure, excessive or minimal control confuses the adolescent and makes him/her especially vulnerable to maladaptive patterns of thinking and behavior. Healthy adulthood depends upon successful resolution of these emotional and behavioral problems. Treading on this tightrope, most adolescents go through to adulthood normally. All adolescents may not be so fortunate, to get the ideal societal support for this smooth transition. Some develop maladaptive patterns in emotional and behavioral spheres. This augers ill for the individual's future resulting in depression, delinquency and suicides among other problems.

Of late there has been a rise in the prevalence of mental illness and maladaptive behaviors among adolescents. WHO estimate shows that up to 20% adolescent have one or more mental or behavioral problems. Studies conducted in different parts of the world show that prevalence of behavioral and emotional problems in adolescents ranges from 16.5% to 40.8% and in India it is in the range of 13.7% to 50%. As adolescents form one fifth of India's population, this means a sizable disease burden on the society. Lack of data on the subject precludes an assessment of the magnitude of the problem which is essential for effective health care planning. This study has been planned to assess prevalence and pattern of behavioral problems among school going adolescents. As central socializing agents for children, parents provide emotional connections, behavioral constraints, and modeling, which affect children's development of self-regulation, emotional expressions, and expectations regarding behavior and relationships. Theories about deviance and problem behavior have thus also included parents as central elements in their explanation framework. Social control theory, one of the most influential theories of deviance, proposes that parental bonding with children inhibits deviance or problem behavior by making youth aware of the costs and effects of such behavior on their ties with others. According to this theory, strong bonds with parents, usually measured as the strength of the ties of affection between parents and children, serve as a protective factor for adolescent deviance, regardless of the parents' involvement in deviant behavior. Social learning theory, however, emphasizes the modeling effect of parents' behaviors and parental reinforcement of children's negative behavior. Empirically, research has found that good relationships with parents may protect youth from initiating risky behavior, while observing risk-taking by parents may endorse these behaviors and increase the likelihood that their children will adopt these behaviors. Regardless of the focus on these studies, it is clear that both the parent-child relationship and parental behavior

*** Assistant Professor, Sadbhavna College of Education for Women, Raikot.**

are associated with adolescent problem behavior. Regardless of the focus on these studies, it is clear that both the parent-child relationship and parental behavior are associated with adolescent problem behavior.

REVIEW OF RELATED LITERATURE

Winnicott D (1994) there are no perfect parents but there are parents who are “good enough” committed to building and maintaining an emotional positive climate within the family. Turco Law Italian n. 285/971 states that “The development of good family relations must be supported by adequate network of services, able also to appreciate community networks, exchange and assistance among families.”The educational institution as school must include not only the ordinary teaching subjects but also activities to strengthen the emotional, relational, adaptive resources of children, conducted with the support of educators and psychologists.

Pagani et, al (2008) parenting should be balanced in a way that makes the child feel as though their parents are fair.If monitoring is overdone , the child will look at it more as an attack on them rather than an act of care. As a result parents who use more aggressive methods in their approach to discipline their children whether that includes emotional or physical aggression will most likely receive the same behavior from their children.

Higgins, Jennings and Mahoney (2009) acknowledge that when parental attachment decreases, the probability of adolescents committing delinquent act increases. Included in delinquent act is violent behavior whether that is directed towards parents specifically or others in general.

Chrisi A, Patten MA, Christian G In the present study, parental discord was found to be related with emotional and behavioral problem among adolescent. Inter-parent conflict has been reported to be a factor significantly related to suicide among adolescents by many authors: They have also found that 16-year-old adolescents of divorced parents had more somatic complaints and lower self-esteem than children of intact families.

Clayton, C. L. (2014). Researchers investigating the impact of parent–child relationships on children’s development and mental health established that the lack of supportive parent–child relationship can lead young people to a number of social-, emotional- and health-related negative developmental trajectories.

Alhyas L, et al (2015) In the UAE, families tend to be very cohesive, extended families used to live with or next to each other. However, due to many factors such us spread of urban lifestyle, augmentation in the life stressors (e.g., work, raising children), and the spread use of modern modes of communication (e.g., social media networks); significant changes in the lifestyle of the regular Emirate family appear. Hese changes most importantly influenced the family relationship, for example the vast use of social media led to weakened family ties and social isolation between family members. Al-Sayegh declared that nowadays although the Emirate family live under one roof they had different lifestyles. Many Emirate parents complain that “i-pads” have stolen their children from them, as the children do not have time either to study or to communicate with their parents or other family members [10]. Alsayegh F tHe impact of social media on UAE Society.

Paquette D, (2004), Grossmann K, Grossmann KE (2002)Smetana JG, Campione BN, Metzger A (2006)Shek DT (2000) Lei L, Wu Y (2007) However, a growing

number of researchers have been emphasizing fathers' contribution to the cognitive and emotional development of children and adolescents. In these studies, the quality of the father-child, rather than mother-child, relationship operated as a strong predictor of adolescents' school adaptation, coping strategies and social interaction, especially in relation to their anxiety and withdrawal behavior. At the same time, studies have demonstrated that perceived relationships with mothers as relatively more intimate and engaged, and involved higher levels of conflict, than relationships with fathers. In sum, these studies suggest that the quality of adolescents' relationships with their fathers and mothers occupy independent working models and influence different domains of child development.

Strohschein and Matthew(2015) states that adolescents who receive parental support and encouragement are less likely to rebel against their parents. This type of interaction between parents and children creates an attachment that allows their children to feel that their parents really care about them.

STATEMENT OF THE PROBLEM

“BEHAVIOUR PROBLEMS AMONG ADOLESCENTS IN RELATION TO THEIR PARENT CHILD RELATIONSHIP”

DELIMITATION OF THE PROBLEM

The study will be delimited to 200 adolescent students only. Only Ludhiana district will be covered for this study.

OBJECTIVES

1. To study behavior problems among adolescent boys and girls.
2. To study Parent Child relationship of Adolescent boys and girls.
3. To find out the relationship between Behavior Problems and Parent-Child relationship of Adolescent boys and girls.
4. To compare Behavior problems among Adolescent boys and girls.
5. To compare Behavior Problems among Adolescents from rural and urban areas.

HYPOTHESES

1. There exist a significant relationship between Behaviour problems and Parent Child relationship of Adolescent boys and girls.
2. There exists a significant difference in Behaviour Problems among Adolescent boys and girls.
3. There exists a significant difference in Behavior Problems among Adolescents from rural and urban areas.

SAMPLE

The sample for the present study will comprise of 200 adolescents (100 boys and 100 girls) selected from schools situated in urban and rural areas of Ludhiana district.

TOOLS TO BE USED

- a) Parent child relationship scale (PCRS-RN) BY Nalini Rao (2011).

STATISTICAL TECHNIQUES TO BE USED

- a) Mean, Median, Mode, Standard deviation, t-test, and coefficient of correlation will be employed for the analysis of the data.
- b) Graphical Representation will be done wherever required.

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**COMPARATIVE STUDY OF EDUCATIONAL THOUGHTS
OF DR. SARVEPALLI RADHAKRISHNAN
AND SRI AUROBINDO GHOSH**

*Puneet Sharma**

Introduction

Education plays a vital role in the development of human civilization. It is the prime key to personality upliftment. It enable everyone to be self dependent and makes people civilized, good mannered, well skilled and responsible, educated person can discriminate good and bad behavior. Education is considered as the foundation of development. It provides the nation with technical and administrative man power unless a country owns required. Education is an important medium of acquiring skills and knowledge.

Philosophy of education can refer to either the academic field of applied philosophy or to one of any educational philosophies that promote a specific type or vision of education and or which examine the definition, goals and meaning of education. As an academic field, philosophy of education is the philosophical study of educational and its problems. Its central subject matter is education, and its method is those of philosophy. The philosophy of education may be either the philosophy of the process of education or the philosophy of the discipline of education. Philosophy of education can also be understood not as an academic discipline but as a normative educational theory that unifies pedagogy curriculum. Learning theory and the purpose of education and it's grounded in specific metaphysical, epistemological, and axiological assumption. These theories are also called educational philosophies.

The educational process depends on four fundamental aspects: the education institution teacher curriculum and the students. These four aspects correlate with each other strongly. It is well known that an educational philosophy reflect a social philosophy. A social philosophy is considered as a plan to guide the educational process a relation between philosophy and education is unclear; however there is acceptance for this relation existence. It helps to understand and modify the educational process. Firstly the educational institution, the school is a social educational institution which plays a significant role side by side with others aspect.

The mother India has given birth to so many great heroes / sparkling personalities like M.K. Gandhi, Swami Vivekananda, Sri Aurobindo, Rabindranath Tagore, Iswar Chandra Vidyasagar, and Radhakrishnan and so on. These great personalities have scaled soaring heights through their inimitable and worldwide achievements and have influenced many generations with their noble thoughts, ideals and actions. They dedicated their lives for the sake of the country. Dr. Sarvepalli Radhakrishnan is one of them. Without Sarvepalli Radhakrishnan, we can't imagine the modern India. He influenced the modern India through various aspects such as social, philosophical, economical, cultural, political, spiritual and educational to the incredibly amount. Dr. Radhakrishnan's contribution to education is unique. Though he was a multi-faceted personality- distinguished scholar, renowned professor, orator, able administrator, prolific writer, well-known philosopher, successful diplomat, famous statesman, ardent

** Assistant Professor, Sadbhavna College of Education for Women, Raikot.*

patriot--his contribution towards education has been stupendous. He felt that education plays an important role in solving many ills of the society.

Philosophy of education

According to Dr. Radhakrishnan, Philosophy is avoiding terms that includes logic, ethics, aesthetics, social philosophy and metaphysics. Metaphysics which is concerned with the ultimate nature of things is comprised of two main fields, ontology and epistemology. Science studies the different facts of experience, while philosophy develops the meaning and explanation of experience as a whole. Philosophy has two sides to it, an explanatory and a descriptive, a metaphysical and an empirical. Philosophy studies experience in a concrete form and reveals of the order and being of experience itself. It is a sustained attempt to understand the universe as a whole, if coordinates and interprets all significant aspects of experience the reports of scientists, the intuitions of the artists and the insights of saints. Any coherent Philosophy should take into account observed data, rational reflection and intuitive and insight, since human consciousness consists of the perceptual, the logical and intuitive awareness.

Radhakrishnan and Sri Aurobindo have been able to occupy important places in the Indian Philosophical perspectives by a synthesis of their outstanding knowledge of the Western philosophy, religion and culture as well as Indian Radhakrishnan beautifully proves the superiority of Indian Philosophy and religion by showing that the charges made by the

Western philosophers against Indian philosophy and religion are baseless. He seems to be one of the ablest advocates of all that is good in Indian culture. Both Radhakrishnan and Sri Aurobindo are steeped in the great tradition of Indian Spiritualism. By reinterpreting the classical Indian thought, both of them reveal to us the essential truths of the past in a new form. Their concerns are the same, their moorings are the same, yet their absolutisms are not entirely the same.

Concepts and Functions of Education: The educational thoughts of Dr. Radhakrishnan are not merely idealistic but also very much pragmatic. Dr. Radhakrishnan is an Idealistic philosopher but his educational thoughts are influenced by the Pragmatic philosophy also. Dr. Radhakrishnan defines education as the instrument for social, economic and cultural change. For social and national integration, for increasing productively, education should be properly utilized. He believed that, "The importance of education is not only in knowledge and skill, but it is to help us to live with others." (Bhatia, S. & Sarin, A., 2004, p.239).

Dr. Radhakrishnan opined that only the right kind of education could solve many problems of the society and the country. He wants that education which will help us to see the other world, the invisible and intangible world beyond space and time. Education has to give us a second birth, to help us realize what have already in us. The meaning of education is to emancipate the individual and we need the education of the wholeness- mental, physical, intellectual and spiritual. Education should develop in the minds of students a love of sustained thinking, adherence to truth and the power of resistance to popular sentiments and mob passion. Radhakrishnan did not love knowledge for knowledge sake but he wanted knowledge for its practical utility. He did not want to educate the children and youths of the country for their self interest and self-aggrandizement, but for the natural development and prosperity. His educational philosophy is based on the principles of universal love and humanity, mutual help and cooperation, self- sacrifice and self-abnegation.

The guiding principle of **Sri Aurobindo's Educational Philosophy** was the awakening of the individual as a spiritual being. It should be related to life truth and self mastery by the child. Sri Aurobindo made a five-fold classification of human nature i.e. the physical, the mental, the psychic and the spiritual, corresponding to five aspects of education – physical education, vital education, mental education, psychic education and spiritual or super mental education. Physical education includes control over physical functions, harmonious development of physical movements, over powering physical limitations and the awareness of body consciousness. Sri Aurobindo lays stress upon games and sports because he felt that these were essential for renewing energy. Vital education was the most important point in integral education. Sri Aurobindo called the vital being of man – the life nature made up of desires, sensations, feelings, passions, reaction of the desire – soul in man and of all that play a possessive and other related instincts, anger, fear, speed etc. that belong to this field of nature. Mental education included cognition, ideas and intelligence.

Aims of Education:

Development of Personality: A satisfactory system of education aims at a balanced growth of the individual and insists on knowledge and wisdom. It should train the intellect, and furthermore, wisdom can be gained by the study of literature, philosophy and religion that interpret the higher laws of the universe. Education should develop in the minds of the students a love of sustained thinking, adherence to truth and the power of resistance to popular sentiments and mob passion. (Bhatia, S. & Sarin, A., 2004, p.239). The guiding motto of an education system should be the development of personality and faith, formation of character, cultivation of social, moral and spiritual values. In Radhakrishnan's opinion, the aim of all education is man-making.

Sri Aurobindo emphasized that education should be in accordance with the needs of our real modern life. In other words, education should create dynamic citizen so that they are able to meet the needs of modern complex life. According to him, physical development and holiness are the chief aims of education. As such, he not only emphasized mere physical development, but physical purity also without which no spiritual development is possible. In this sense physical development and purification are the two bases on which the spiritual development is built.

Development of Character: According to Radhakrishnan, Character development is an important aim of education. Education for character building has been advocated by Dr. Radhakrishnan. To him character of a man is the aggregate of the tendencies of his mind or the sum-total of the impressions created by his action and speech. Real character of a man can be judged from his common actions and not from his great performance. Radhakrishnan said, character is destiny and integrity of character is necessary in every walk of life. Education will be incomplete if it does not initiate in the child the values of love, truth, goodness and beauty. He felt that character building is key to all education.

Sri Aurobindo aimed at gradual spiritualization of the society. He welcomed an age of super mind where the realization of good freedom and unity will predominate in all social groups. We can achieve the unity will predominate in all social groups. We can achieve the unity of human race through integral living and through development of integral personality. Sri Aurobindo's philosophy is based on an experienced integralism. It is a synthesis of idealism, realism, pragmatism and spiritualism.

Preservation, Enrichment and Transmission of Culture: Radhakrishnan defines culture as the transformation of one's being to produce sweetness of temper, sanity of mind and strength of spirit. Radhakrishnan attached great importance to cultural aspect of education. Man has created his culture at a great cost of time and labor. A country enriched in culture is advanced in many respects. Education has to play a key role to preserve, enrich, transmit and modify the culture of a country. Education makes the culture fruitful.

According to Aurobindo, the culture of India, which is rooted in spirituality, is an asset to Universe. According to him, practice or the practical application of theory is more important than the theory itself.

Development of spiritual values: Radhakrishnan has given a right place to education for developing spiritual values among the people. Radhakrishnan has attached great importance to spiritual education. He thinks that education which does not inculcate spiritual feelings in students is not true. Without a spiritual bent of mind, the physical and intellectual development of a person remains stunted. This situation is detrimental to the progress of mankind. Radhakrishnan said, human development should not be confused with the acquisition of mechanical skills or intellectual information. It is the development of spirit in man. Education should develop human attitude and manly spirit through the refinement of heart and development of good habits.

According to Aurobindo Spiritual discipline is very important in spiritual education. Celibacy is the most important component of this spiritual discipline according to ancient teachers. According to them the individual life can be classified in to four stages. They are: Brahmacharya, Grihasthasrama, Vanaprastha and Sanyasa.

Development of Vocational Efficiency: Radhakrishnan emphasized education for the development of vocation efficiency. This aim of education is to enable the child to attain certain skills in order to become economically self-sufficient. In order to enable him to become self reliant, education should aim at imparting vocational courses. He viewed that by increasing his own income through involvement in national farms and factories an individual can increase the wealth of the nation.

National Integration: National Integration is an important aim of education. It is also one of the basic needs of India. Religious education, mass education programmes like social services, community living, and study of social services were emphasized for the development of nationalism.

Aurobindo was a soldier in the war of independence who saw nationalism as an emotion. His concept of 'National Education' evolved from his idea that National integration was possible only through an education system which aided the same. He put forward this idea of 'National Education' with the intention of reconstructing and reforming the system which had been devastated by the British.

Review of related literature

Santhosh kumar behera (2015) studied on Educational Thoughts of Dr. Sarvapalli Radhakrishnan and it is accomplished that Radhakrishnan's educational thoughts – concepts and functions of education, aims, curriculum, methods of teaching, discipline and the role of teacher are very relevant in the 21st century. Though Radhakrishnan is no more in the world but the volumes of work done and left with us will inspire the human civilization forever. There are very few men who have so deeply influenced the mortals in every nook and corner of the world and have so universally loved and

respected as well. Every Indian will salute this great personality forever. His bequest can be doubted and debated upon by the contemporary critics, but his long-lasting impact cannot be wiped out from the mind of the modern man. Indeed, he will remain exponents of the modern Indian education. Dr. Sarvepalli Radhakrishnan is a pioneer of the wholesome and boom of the educational philosophy and he flagged it on the heart of educational sphere. A multi dimensional creative genius, he made his original contributions in all diverse fields of life. Once upon a time a reporter asked to Radhakrishnan regarding the happiest moment of his life.

Anand (2011) studied on Dr Radhakrishnan's Contribution to Contemporary Thought and revealed that Dr. Radhakrishnan is, indeed, a versatile genius - a great scholar, philosopher, seer, writer, orator, statesman, administrator and above all, a great man; contributions are relevant to contemporary India.

The Fundamental Norms of Education: Radhakrishnan is obviously not in agreement with the norms of education current in the country. He says, now-a-days there is too much emphasis has been laid on acquiring knowledge. Knowledge may be an instrument of power but in its popular connotation it rarely leads to inner freedom and wisdom. Indeed, we have a tendency to ignore the importance of wisdom, which is the secret of self-realization. Here Radhakrishnan reminds us constantly to distinguish between wisdom and knowledge, and sometimes even between ordinary or false knowledge and true knowledge. Therefore, the acquisition of wisdom or true knowledge which makes a man more than learned is a proper norm of education. The second norm of education according to Radhakrishnan would be the freedom of the human spirit, recognizing it as the fundamental basis of any education. He declares that we should preserve the free spirit of man to which we owe all the great advantages which have accrued to civilization. Further he says that there is nothing greater than the freedom of the human spirit, that there is nothing greater than the possession of the human soul. He says that " All the great achievement in art and architecture, in philosophy and religion, in science and technology, have been due not to the man who has been a slave of his environment but to do one who has been able to reset his environment in the manner that he has chosen." Therefore, "freedom of human spirit must be the ideal which every teacher should set before himself." The third fundamental rule which concerns education is the training of character. He says that, "Character is destiny." Character is that on which the destiny of a nation is built. One cannot have a great nation with men of small character. Radhakrishnan is acutely conscious of our lack of ethical character. He appeals for acquiring international standards of behavior, modesty and a spirit of self-less dedication to work. These traits of our character could help us build a stable structure of the nation to which we belong. The fourth norm of education is to grow in the art of self-discovery. The discovery of self is an ancient norm, originally pointed out in the Upanishads. Radhakrishnan emphasize to attain self by losing his self ego. This knowledge of self is so important that everything else is secondary to it.

Dr. Baltinder Kaur (2015) Although Sri Aurobindo had given his theory in 1910 and 1937 respectively, yet his theory is relevant to the modern system of education. Sri Aurobindo's theory is relevant in respect of all round development of the child, compulsory education at least up to the age of 6-14 years, lifelong and continuing education, vocational education, creativity, study of science and technology, literature etc. Sri Aurobindo's main contribution in future education that is to prepare for future life. Sri Aurobindo also gave preference to national integration, international

integration, value education and non formal programs for rural and unorganized sectors.

Mohan Lal (2013) Aurobindo Ghosh was an Idealistic to the core. His Idealistic philosophy of life was based upon Vedantic philosophy of Upanishad. He maintains that the kind of education, we need in our country, is an education “proper to the Indian soul and need and temperament and culture that we are in quest of, not indeed something faithful merely to the past, but to the developing soul of India, to her future need, to the greatness of her coming self creation, to her eternal spirit.” Sri Aurobindo’s (1956) concept of education is not only acquiring information, but the acquiring of various kinds of information, he points out, is only one and not the chief of the means and necessities of education: its central aim is the building of the powers of the human mind and spirit”.

Alka Saini (2017) Sri Aurobindo says “If education is to bring out to full advantage all that is in the individual child we should first guarantee a safe custody of all that is in individual. Nothing is to be lost or damaged, twisted or crushed. Everyone has in him something divine, something his own, a chance of perfection and strength in however small a sphere which God offers him to take or refuse. That Divinity in man is not to be insulted, that chance of perfection is not to be lost that spark of strength is not to be extinguished. The task of a teacher is to help the child to feel that touch of divinity to find that 'something' to develop it, and use it. Education should help that growing soul to draw out the best that is within and make it perfect for a noble cause.”

Statement of the Problem:

COMPARATIVE STUDY OF EDUCATIONAL THOUGHTS OF DR. SARVEPALLI RADHAKRISHNAN AND SRI AUROBINDO GHOSH

Objectives of the Study:

- 1.To compare the educational thoughts of Dr. Sarvepalli Radhakrishnan and Sri Aurobindo – Concepts and Functions of Education, Aims of Education, Curriculum, Methods of Teaching, Discipline and the Role of Teacher.
2. To know the Relevance of Dr. Sarvepalli Radhakrishnan’s and Aurobindo’s educational thoughts in Today’s India.

Methodology of the Study: This study was purely theoretical based. Data was collected from two major sources i.e., to study the biography of Radhakrishnan and Aurobindo as only the primary source of the data collection and as secondary source, the investigator collected data from different types of books, journals, e-papers, articles written by great educators about Radhakrishnan and Aurobindo .

Delimitation of the Study: The study was delimited to the educational thoughts of Dr.Radhakrishnan and Aurobindo.

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MOBILE-PHONE DEPENDENCE AMONG COLLEGE STUDENTS IN RELATION TO THEIR SOCIAL ADJUSTMENT

*Gurpreet Kaur**

INTRODUCTION

Mobile phones have become an essential part of life. It has become an important accessory carried by everybody not only because they make it easy to keep in touch with people but because of the various facilities they offer especially the internet. The charm of mobile phone is more among young generation and the increasing use may result in dependence.

Year's communication was the most difficult challenges faced by the mankind and today it is just a button press away. Decades have passed and today mobile phones have become an inseparable part of one's life. Mobile phones are used for a variety of purposes, including keeping in touch with family members, conducting business, and having access to a telephone in the event of an emergency. It is also called the Seventh of the Mass Media (with Print, Recordings, Cinema, Radio, TV and Internet the first six). The World Health Organization estimates that there are five billion 1 mobile phone subscriptions around the World.

The world that we live in today is a world full of technological marvels. Everywhere we look and every aspect of our lives has been influenced and molded by the plethora of gadgets and applications that have come up at an astounding pace to overwhelm and overhaul the economic, political, social and psychological fabric of our everyday lives. There is hardly an aspect of our lives and environment that technology has not touched and transformed. It is there in almost everything that we do in our daily life, the way we work and how we communicate with each other. For many of us it would be unfathomable to function without the conveniences that technology has brought about into our everyday lives.

It is observed that the youth especially the college going students are the predominant users of mobile phones. They are usually the ones who are always curious and inquisitive about the latest developments in communication technology. They try to find out the different applications and features of a new technical invention. College students are at that age where they feel that they need to keep in touch with their friends every second, every minute and every hour. They want to know about the latest happening in their friends' life as well as share theirs. Mobile phones allow for easy, fast and convenient way to keep in touch with their friends and family. It enables them to keep in touch with their family and friends anywhere and anytime of the day.

REVIEW OF RELATED LITERATURE

Shiny George, Namitha Saif, Biju Baby Joseph (2017) in the present study 35% of the students were frequent users that is they used for >30 minutes per day. Female students were talking more to their parents and male students to their friends followed by their lovers. 49 of them never used to attend the call while driving and 58 of them used to stop the vehicle and attend the call. Mobile phone dependence was also found to be increased which is evident from anxiety experienced by 68 students (34%) and

* *Assistant Professor, Sadbhavna College of Education for Women, Raikot.*

waking up from sleep to check the mobile for call or message by 62 students. Out of 68 students with ringxiety, 69% were males and 37% were females 82 participants (41%) commented that life without mobile will be boring and 50 (25%) said that they will feel alone or unsafe.

Cheever et.al. (2014) showed that participants felt significantly more anxious over time. However, this pattern was evident only with heavy WMD users and with moderate users whose devices were taken away. Dependency upon WMD'S mediated by an unhealthy connection to their constant use, may lead to increased anxiety when the device is absent.

Syed & Nurullah (2011) found that the urban adolescents use mobile phones for a wide range of activities in their social lives. Social contacts are replaced by virtual-world contacts of mobile phone usage.

Katharine (2008) Nomo phobia literally means no mobile phobia that is the fear of being out of mobile phone contact. If a person is in an area of no network, has run out of balance or even worse run out of battery, the persons gets anxious, which adversely affects the concentration level of the person. In recent times there seems to have been a transformation of the cell phone from a status symbol to a necessity because of the countless perks that a mobile phone provides like personal diary, email dispatcher, calculator, video game player, and camera and music player.

Leung(2013) A mobile phone addict use the cell phone for an increasing amount of time in order to achieve satisfaction; repeat unsuccessful efforts to control, cut back, or stop cell phone use; feel lost, restless, anxious, moody, depressed, or irritable when attempting to cut down cell phone use; stay on the cell phone longer than originally intended; hide from family and friends or others to conceal the extent of involvement with the cell phone; and use the cell phone as a way of escape from problems or to relieve a dysphoric mood e.g., feeling of isolation, anxiety, loneliness, and depression.

Peele (1985) argues that addictive behaviour stems from three primary motives: escape (a perceived means of diminishing awareness, tension and pain); ritual (association with an experience that has immediacy, simplicity and predictability); and compensation (elevated sense of control, power and self). Mobile phone users tend to focus on the mobile phone interface when communicating, shutting out the surrounding environment to varying degrees (escape); they control the time, place and content of the texting (compensation); and engage in frequent daily SMS sessions (ritual) (Perry, S. D. and Lee, K. C, 2007).

Srivastava (2005) For a mobile phone addict the device becomes a part of them, an extension of themselves which they literally cannot do without. In a study from the UK, researchers found that mobile phone users felt that they were physically attached to the mobile phone. Many of the subjects reported that they felt they could not leave home without the mobile phone.

Andrew Lepp et.al(2014) While functional differences between today's cell phones and traditional computers are becoming less clear, one difference remains plain – cell phones are almost always on-hand and allow users to connect with an array of services and networks at almost any time and any place. The Pew Center's Internet and American Life Project suggests that college students are the most rapid adopters of cell phone technology and research is emerging which suggests high frequency cell phone use may be influencing their health and behavior. The findings add to the

debate about student cell phone use, and how increased use may negatively impact academic performance, mental health, and subjective well-being or happiness.

Marta Beranuy et.al. (2009) This study deals with maladaptive use of the Internet and the mobile phone and its relationship to symptoms of psychological distress and mental disorder, as well as to the possible role of Perceived Emotional Intelligence in this relationship. Results indicate that psychological distress is related to maladaptive use of both the Internet and the mobile phone; females scored higher than males on the mobile phone questionnaire, showing more negative consequences of its maladaptive use. With respect to major study, students of Journalism and Broadcasting showed a more maladaptive pattern of Internet use than students of other majors. The components of Perceived Emotional Intelligence contributed to the explanation of the variance of the general indicators of psychological distress, but to a lesser degree than maladaptive use of Internet and mobile phone.

Sara Thomee, Annika Harenstan & Mats Hagberg (2011) there were cross-sectional associations between *high* compared to *low mobile phone use* and stress, sleep disturbances, and symptoms of depression for the men and women. When excluding respondents reporting mental health symptoms at baseline, *high mobile phone use* was associated with sleep disturbances and symptoms of depression for the men and symptoms of depression for the women at 1-year follow-up. All qualitative variables had cross-sectional associations with mental health outcomes. In prospective analysis, *overuse* was associated with stress and sleep disturbances for women, and *high accessibility stress* was associated with stress, sleep disturbances, and symptoms of depression for both men and women.

Tasuku Lgarashi et.al. (2008) A survey was conducted to investigate how self-perception of text-message dependency leads to psychological/behavioral symptoms in relation to personality factors. Japanese high school students completed a self-report questionnaire measuring frequency of text-messages, self-perception of text-message dependency, psychological/behavioral symptoms, extroversion and neuroticism. Self-perception of text-message dependency was composed of three factors: perception of excessive use, emotional reaction, and relationship maintenance. Although message frequency was significantly related to psychological/behavioral symptoms, this effect was qualified by self-perception and personality factors. In particular, self-perception of text-message dependency strongly affected psychological/behavioral symptoms. Importance of distinction between extroverted and neurotic text-message dependency through the process of self-perception of maladaptive behavior is discussed.

Ran Wei (2006) as people integrate use of the cell phone into their lives, do they view it as just an update of the fixed telephone or assign it special values? This study explores that question in the framework of gratifications sought and their relationship both to differential cell phone use and to social connectedness. Based on a survey of Taiwanese college students, we found that the cell phone supplements the fixed telephone as a means of strengthening users' family bonds, expanding their psychological neighborhoods, and facilitating symbolic proximity to the people they call. Thus, the cell phone has evolved from a luxury for businesspeople into an important facilitator of many users' social relationships. For the poorly connected socially, the cell phone offers a unique advantage: it confers instant membership in a community. Finally, gender was found to mediate how users exploit the cell phone to maintain social ties.

STATEMENT OF THE PROBLEM

“MOBILE –PHONE DEPENDENCE AMONG COLLEGE STUDENTS IN RELATION TO THEIR SOCIAL ADJUSTMENT”

SIGNIFICANCE OF THE STUDY

Mobile phones have become an essential part of modern human life. They have many attributes which makes them very attractive to both young and old. There has been an increasing trend of use of mobile phones among students. Data has now started emerging with respect to the negative physical and psychological consequences of excessive use of mobile phones. New research has shown excessive use of mobile phones leading to development of symptoms suggestive of dependence syndrome. The present study will be an effort to explore relationship of mobile phone dependence and social adjustment. The results of this study will be useful in guidance and counseling of college going students and to deal with the problem of social adjustment.

OBJECTIVES

1. To study the mobile-phone dependence among college students.
2. To study Social Adjustment among college students.
3. To find the difference in mobile-phone dependence among male and female college students.
4. To find the difference in Social Adjustment among male and female college students.
5. To find relationship between mobile-phone dependence and social adjustment among college students.

OPERATIONAL DEFINITIONS

Mobile-phone Dependence: Behavioural addiction for mobile phone has been variously termed as Mobile phone dependence, Mobile Phone Problematic Use, Problem cell phone use and Mobile phone abuse.

Social Adjustment: Adjustment with university life is considered one of the main indicators of success in university life as it is an indicator for the student's ability to face the problems resulting from fulfilling his academic, social and emotional needs. Through achieving adjustment with university life the students will be able to form a kind of good relationships with others in the university leading him to enhance his academic achievement. Moreover, adjustment with university life can be a strong indicator of the academic level of the students from one hand and the level of social relations development and achieving personal goals from the other hand.

HYPOTHESES

1. There is no significant difference in mobile phone dependence of male and female college students.
2. There is no significant difference in Social Adjustment of male and female college students.
3. There is no significant relationship between mobile-phone dependence and social adjustment among college students.

DELIMITATION OF THE STUDY

The study will be delimited to randomly selected colleges.

The study will be further delimited to 300 college students (150 male and 150 female) of Ludhiana city only.

TOOLS USED

- The Test of Mobile Phone Dependence (TMD) by Choliz M will be used to study mobile-phone dependence among college students.
- Social Adjustment Inventory by Dr.R.C.Deva will be used.

STATISTICAL TECHNIQUES USED

To test the hypotheses Mean, Median, S.D., t-test will be used for this study.

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EDUCATIONAL IDEAS OF RAJA RAM MOHAN ROY AND THEIR RELEVANCE IN MODERN INDIA

*Sunita Rani**

INTRODUCTION

India is a beautiful country in South Asia. It is the 7th largest country by area, the 2nd most populous country with over 1.2 billion people and the most populous democracy in the world. The main motto of India is Satyameva Jayate. Many heroes, educators and great men were born in India, like Vivekananda, Gandhiji, Netaji, Vidyasagar, Ram Mohan Roy and so on. Raja Ram Mohan Roy was one of them. We can't think modern India without Ram Mohan Roy. He was not only a great social, religious reformer but he was also a great educational thinker or reformer. Raja Ram Mohan Roy was a great scholar and independent thinker and a multilingual person. He believed that education was prime necessity for up-liftmen of Indian society. He advocated the induction of Western learning into Indian education system. So he promoted study of English, Science, Western Medicine and Technology in India. He used his own money in welfare of education system in India. In Bengal Renaissance, Raja Ram Mohan Roy is regarded as one of the most important figure. His efforts to protect Hinduism and Indian rights by participating in British Government earned in the title 'The Father of the Bengal Renaissance'. Resurgence or Renaissance of modern Asia is one of the most significant phenomena of world history during the last two hundred years. Since the middle of the 19th` century the mind and soul of Asia have definitely awakened. The intellectual Renaissance of India has been a great casual factor in the rise of modern Indian nationalism. One of the greatest forces in the making of the renaissance in India is the Brahma Samaj founded by Raja Ram Mohan Roy. The Brahma Samaj has done considerable cultural, humanitarian and social work in north India during the mid-19th` century (Sadanandan, G., 2013).

Raja Ram Mohan Roy was a key social reformer of modern India and a vital personality of Indian Renaissance period. Due to his contribution to social reforms he was also called the "**Father of Modern India**". He established the Atmiya Sabha and Brahma Samaj which played an important role in abolition of Sati and child marriage. He was a scholar and a great educationist who had detailed knowledge of Sanskrit, Persian, English, Arabic, Latin and Greek. He supported English as a medium of teaching in India as he believed that teaching through English language was superior to traditional Indian education system. Raja Ram Mohan Roy hailed from a humble background as he was born to a Brahmin family of Radhanagar, a village in Hugli district of West Bengal.

He was a great scholar and independent thinker and a multilingual person. He believed that education was prime necessity for up-liftmen of Indian society. He advocated the induction of **western learning** into Indian education system. So he promoted study of English, Science, Western Medicine and Technology in India. Keeping this great purpose in his mind he set up the Hindu College at Calcutta jointly with David Hare, in 1817. Roy established the Anglo-Hindu school in 1822. In 1830, he assisted Alexander Duff in establishing the General Assembly's Institution. Besides these he founded the City College, Vedanta College, and English Schools in Calcutta.

* *Assistant Professor, Sadbhavna College of Education for Women, Raikot.*

He used his own money in welfare of education system in India. He studied Sanskrit, Persian and Arabic languages. Beside these, he studied English, Greek and Hebrew. He wrote books in different language like Hindi, Bengali, Sanskrit, Persian English and other languages which he has learnt throughout his life. He makes remarkable reformation in education also. He translated ancient Indian works on religion and philosophy into Bengali.

REVIEW OF RELATED LITERATURE

Mandal & Behera (2015) studied Raja Ram Mohan Roy as a contributor and pioneer in the field of Indian education. Raja Ram Mohan Roy, a great reformer and educationalist laid much emphasis on western education. He is also of the view that young students must be provided with English education to bring a feeling of unity among the westerns. He is of the view that for the development and progress of the society and its people women education is mandatory. Besides this, with the help of David Hare in the year 1817, he opened the Hindu College at Calcutta; in 1822 he succeeded in opening the Anglo-Hindu school and many more. Roy was also in the favors of studying practical subjects like Mathematics, Philosophy, Chemistry and Anatomy. He also worked on certain languages like Sanskrit, Persian, English, Greek and Hebrew and motivated the others for the same.

Khatun (2015) studied the contribution of Raja Ram Mohan Roy in uplifting the status of women in Indian society during the 18th century. She also studied the evolution and growth of "Brahmo Samaj" after the demise of Raja Ram Mohan Roy. It was Raja Ram Mohan who established "Brahmo Samaj" for religious reforms in 1832 but soon this "Samaj" took the form of a social reform movement to uproot all the heinous social evils like dowry system, sati system and many more. Khatun revealed that one of the main issues of the movement started by Raja Ram Mohan Roy was to provide education to women. He raised his voice loud in society to champion the cause of women's education. He was a supporter of women's right; placed them equal with men in society and made earnest efforts for their education.

Preservearticles.com Raja Ram Mohan Roy made the newspapers and his books, a medium to propagate his ideals. He also made a tremendous contribution in the development of Bengal. Urdu, Persian, Arabic, Sanskrit and English language and literature and wrote books in all these languages.

According to Book Ideology of socio-political reform of 19th century Roy believed that unless the educational system of this country was overhauled, there was no possibility of the people coming out of the slumber in Ram Mohan Roy ideology of Sociopolitical Reform in ' the 19th Century. His ambition was to change the educational system completely. He was convinced that only a modern, science education could instill new awareness and new capabilities in the Indian people. Without this kind of education, social reform in India would be very weak and the country would always remain backward. Though Roy himself was a great scholar of Sanskrit, he always felt that the Sanskrit learning was irrelevant to modern India and hence he strongly opposed it. He appealed to the rulers that instead of perpetuating irrelevant Sanskrit learning, they should help equip the new generations of Indians with useful modern scientific knowledge. Roy wanted instruction in useful modern sciences like chemistry, mathematics, anatomy, natural philosophy and not load young minds with grammatical complexities, and speculative or imaginary knowledge, Roy's views

and activities were really pioneering in giving a new turn to the educational system in India. He was the first eminent advocate of women's education.

Sadanandan G. (2013) Raja Ram Mohan Roy has been called the father of modern India, the first earnest minded investigator of the science of comparative religion and the harbinger of the idea of universal humanism. He stands in history as the living bridge over which India marches from her unmeasured past to her incalculable future.

Pal, Rajendra (2012) has conducted a project on Raja Ram Mohan Roy. He described Raja Ram Mohan Roy has come to be called the Maker of Modern India□ without giving up what was good and noble in the past, he laid the foundations for a great future. He also emphasized on English education, women education.

Behera, Arun K. (2012) has conducted a study of the history of freedom of the press reveals that Raja Ram Mohan Roy was an ardent supporter and patronize of freedom of press. He was a pioneer of Indian education.

Parwez, Nazir (2011) has conducted a study on Raja Ram Mohan Roy: Social Reform and Empowerment of Women. In his article he discussed the development and growth of the socio religious reform movement started by Raja Ram Mohan Roy during the 18th century with special reference to women rights and their empowerment. He also highlighted the contribution of Raja Ram Mohan Roy in the field of journalism which he later used as a plausible medium to reach the masses and to propagate his modern ideas for the cultural regeneration of India and modernization of the country. He thought that without education social and economic progress of his countrymen was not possible.

(Banerjee, J.P., 2004) Raja Ram Mohan Roy is regarded as the innovator of modern India. Really, both Raja Ram Mohan Roy and Brahmo Samaj played a significant role in the making of the modern India. R. N. Tagore called him „Bharat Pathik□. As well as Bipin Chandra Pal commented a century later that the priceless value of the Raja`s efforts was his struggle against medievalism, for which he is recognized and honoured as „the Father of the Renaissance`. He was the Synthesizer between the Eastern and Western culture. The Synthesist Centrists led by DebenCentrists led by Debendra Nath Tagore, Vidyasagar and the R. N. Tagore.

SIGNIFICANCE OF THE STUDY

The purpose of the present study is to view Educational Ideas of Raja Rammohan Roy, here in after referred to as Rammohan as an educationist. Being a great socio – religious reformer, Rammohan wanted to bring about complete transformation in all the spheres of social life. His educational ideas intended to inculcate the spirit of enquiry among his countrymen so that they could appreciate everything with a rational and scientific outlook. He made efforts to adopt Hinduism to the new environment and started the Brahmo samaj on social rational basis. It is hoped that educational philosophy of Raja Ram Mohan Roy will throw some light and give direction to the educationists, teachers, parents and students.

STATEMENT OF THE PROBLEM

“EDUCATIONAL IDEAS OF RAJA RAM MOHAN ROY AND THEIR RELEVANCE IN MODERN INDIA”

DELIMITATION OF THE STUDY

The study will be delimited with the educational reforms / contributions of Raja Ram Mohan Roy in India.

OBJECTIVES OF THE STUDY:

- I. To know the various reforms of Raja Ram Mohan Roy in the field of Indian Education.
- II. To know the Relevance of Raja Ram Mohan Roy in Present Time.

METHODS AND PROCEDURE

This study will be purely theoretical based. Data will be collected from two major sources i.e., to study the biography of Raja Ram Mohan Roy as only the primary source of the data collection and as secondary sources, the investigator will collect the data from different types of books, journals, articles written by great educators about Raja Ram Mohan Roy .

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ROLE CONFLICT AMONG TEACHERS IN RELATION TO THEIR ORGANIZATIONAL CLIMATE

*Neha Sabharwal**

INTRODUCTION

Education is the unique invention of mankind. Man without education still is living just like an animal. Education is a power, which makes a man "a man". Every man possesses some inner potentialities to draw out of their potentiality teacher play an apex role. Teacher is the backbone of entire educational system as well as in Nation. In our teaching process teacher is the nuclear part of the total system. The role of the teacher will have to shape in the light of changing demands in school. "School without a teacher is just like body without soul, skeleton without flesh and blood shadow substance" The teacher is an important constituent in the instructional process. The way he teaches and handles the students has an effect on the future personality of children. In fact, the teacher is the most significant features in the learning environment provided by the institution. The entire range of human knowledge explodes in one time at an ever accelerating rate providing the best to its generation. This type of knowledge is being prescribed and transmitted from generation to generation by the teachers through the formal system of education. Teacher is expected to perform various roles as an organizer, a transmitter of necessary knowledge and skill, a demonstrator, a planner, an evaluator for the purpose of realizing educational goals. All these are the responsibilities of a teacher and the major part is to frame the all round development of the students. Better learning environment is a result of cooperation of teachers with other component of schools and learning system. When teacher faces incompatible and contradictory expectations from different primary reference groups of the school as well as from different sections of society it interferes with the satisfactory performance of his role.

A key insight of this theory is that role conflict occurs when a person is expected to simultaneously act out multiple roles that carry contradictory expectations. Each social role is a set of rights, duties, expectations, norms and behavior a person has to face and to fulfill. The model is based on the observation that people behave in a predictable way, and that an individual's behavior is context specific, based on social position and other factors. When he perceives contradictory expectations, it gives rise to a situation called as role such conflicting situations generate a struggle in the mind of teacher which is manifested either through aggressive behavior or withdrawal from reality. They may deviate from group norms and norms of teacher's behavior as well. Only a teacher knows the basic requirement of learning system but teacher is always not play any important role in decision-making process. Negation of one's individual worth, lack of opportunities to prove one's potentialities and lack of proper recognition to creative and innovative efforts may also ultimately lead an individual capacity and working style and his role.

Every individual in a social system plays multifaceted roles and sometimes plays them simultaneously. When the expectations for one role create conflict with another, role conflict occurs. Role conflict is defined as when expectations are perceived as incompatible for multiple roles or positions in society. So it occurs when an individual

* *Assistant Professor, Sadbhavna College of Education for Women, Raikot.*

feels difficulty in fulfilling multifaceted roles. In lay terms, there are the moments when one wears two hats at the same time. It is found that teachers experience greater conflict while playing different roles inside and outside the institution because of the incompatible nature of these roles.

The model is based on the observation that people behave in a predictable way, and that an individual's behavior is context specific, based on social position and other factors. When he perceives contradictory expectations, it gives rise to a situation called as role such conflicting situations generate a struggle in the mind of teacher which is manifested either through aggressive behavior or withdrawal from reality. They may deviate from group norms and norms of teacher's behavior as well. Only a teacher knows the basic requirement of learning system but teacher is always not play any important role in decision-making process. Negation of one's individual worth, lack of opportunities to prove one's potentialities and lack of proper recognition to creative and innovative efforts may also ultimately lead an individual capacity and working style and his role.

REVIEW OF RELATED LITERATURE

(Jackson and Schuler, 1985). Role conflict is created when person finds out that accepting one role makes it difficult to accept another role, and in its extreme state, it involves situations in which two or more roles are reciprocally conflicted. Role conflict refers to aspects of the job that can create a kind of confusion in person.

Rizzo, House, & Lirtzman (1970). Role conflict has been defined as the incompatibility of requirements and expectations from the role, where compatibility is judged based on a set of conditions that impact role performance.

Kopelman, Greenhaus & Connolly (1983). defined role conflict as the extent to which a person experiences pressures within one role that are incompatible with pressures that arise within another role.

Fisher, (2002). Role conflict is also considered to be responsible for increasing the incidence of adverse events and negative emotions at work. Reports of high levels of role conflict mean increased chances to show employees' unconventional and morally unacceptable behavior that causes feelings of anger, frustration, anxiety and fear.

Jones (1993) reported some positive effects of role conflict. In particular, daily confrontation with conflicting roles is likely to make people to be more 'open' in different ways, be more flexible and broaden the sources of their information.

Biddle et al. (1966) provided data indicating that teachers, in systematic ways distort the actual views of principals, parents, and other factors concerned with schools. On the other hand, perceived normative disparities have been found associated with indicators of strain among both teachers and members of other occupation

Lathakumar (2000) revealed that age, teaching experience, family involvement and job involvement of married women were found to be negatively related to role conflict whereas job stress was found to be positively related to role conflict.

Upadhayay and Singh (2001) found that the higher secondary school showed significantly higher level of stress than the college on the factors related to role conflict and role ambiguity etc.

Roa and Ramasundaram (2008) revealed that married women were subjected to more role conflict than unmarried/single women.

Jena (2011) found no significant difference in role conflict and work motivation among secondary school male and female tribal and also found no significant relationship between the role conflict and work motivation among secondary school male and female tribal.

Halpin (1963) finds that it is behavior of elementary school principals, which in a large measure sets a climate tone for school.

Neal, Griffin & Hart (2000) investigated links between general organizational climate and specific safety climate, and found that general organizational climate could influence perceptions of safety climate, and that these perceptions of safety climate influenced safety performance through their effects on knowledge and motivation.

Indarti and Paramitha, (2014)In today's highly competitive world where organizations are constantly seeking new and modern methods to maximize the performance of their employees, it is necessary that appropriate organizational climate and employee motivation for survival and success of organization to be increased. Without creative employees and support of creativity by workplace, it is impossible to create innovative organization.

STATEMENT OF THE PROBLEM

“ROLE CONFLICT AMONG TEACHERS IN RELATION TO THEIR ORGANIZATIONAL CLIMATE.”

SIGNIFICANCE OF THE STUDY

Role conflict among teachers may influence significantly their professional commitment, teacher attitude and frustration tolerance. A probe into these factors, it is hoped, will be of some value in understanding the phenomenon of role conflict among teachers at secondary level. The present study is outcome of these considerations and assumptions. The term role conflict is an accommodating one, meaning many things to many people. Role conflict is a concept arises due to overburdening of expectations on the part of teachers when they have to meet several requirements towards different parties besides teaching. Not all expectations for teachers are shared, of course, and many studies have reported non-consensual expectations for teachers. Mostly such studies have focused on norms, and most authors have interpreted their findings as indications of role conflict. Several forms of role conflict have been suggested in the literature related to teacher behavior.

The teacher's role conflict is largely the consequence of social, economic and political changes in the world that is contently developing. However, there should be done open discussion and continuous research in this field that may be helpful to check. Educational and organizational change is the need of the hour. Every training institution has to adopt work-life balance practices for their teachers to help them reducing the level of role conflict that further help them to lead a balanced life. They should be provided ample opportunities in terms of conducting workshops and seminars, attending conferences, workshops, seminars and counseling etc. for minimizing the degree of role conflict.

OBJECTIVES OF THE STUDY

1. To Study the role conflict of government and private secondary school teachers.
2. To Study organizational climate of government and private secondary school teachers.
3. To Study the role conflict of male and female secondary school teachers.
4. To Study the relationship of role conflict with organizational climate of secondary school teachers.

HYPOTHESES OF THE STUDY

1. There will be no significant difference in role conflict among government and private secondary school teachers.
2. There will be no significant difference in organizational climate among government and private secondary school teachers.
3. There will be no significant difference in role conflict among male and female secondary school teachers.
4. There will be no significant relationship between role conflict and organizational climate among secondary school teachers.

DELIMITATION OF THE STUDY

1. The study will be limited to government and private secondary school teachers only.
2. The study will be delimited to 200 teachers only.
3. The study will be delimited to 100 government secondary school teachers (50 male and 50 female) and 100 private secondary school teachers only (50 male and 50 female teachers).
4. The study will be delimited to the teachers of Ludhiana District only.

SAMPLE

In order to collect the relevant data, a sample of 200 teachers of secondary schools of Raikot area will be involved out of which 100 would be male teachers and 100 would be female teachers. Out of 200 teachers, 100 would be from government secondary school teachers and 100 would be private secondary school teachers.

TOOLS TO BE USED

1. Role conflict inventory by Dr. Promila Prasad & Dr. L.I. Bhushan (1991).
2. Organizational climate scale by Sanjyot Pethe, Chaudhri & Dhar.

STATISTICAL TECHNIQUES TO BE USED

1. Measurement of Central Tendencies like Mean, Median, Mode, and Skewness will be determined.
2. T-test will be employed to determine the difference between different groups of teachers on different variables.
3. Correlation will be used to find the relationship between the variables.

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SELF EFFICACY AMONG ADOLESCENTS IN RELATION TO THEIR SOCIAL LOAFING BEHAVIOUR

*Lakhwinder Kaur**

INTRODUCTION

The belief that young people hold about their capability to succeed in their endeavors are vital forces in the subsequent successes or failures they attain in these endeavors. These self-efficacy beliefs provide the foundation for motivation, well-being, and personal accomplishment in all areas of life. This is because unless young people believe that their actions can produce the results they desire, they have little incentive to act or to persevere in the face of the difficulties that inevitably ensue. They can, of course, be cajoled or coerced to complete tasks or participate in activities not of their choosing, but, as soon as they are provided with the option to select their own life paths, they will surely select tasks and activities they believe are within their capabilities and avoid those that they believe are beyond their perceived competence.

Perceived self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.

There are four sources that affect the development of Self-efficacy. First and the strongest is "enactive mastery", which means repeated performance accomplishments. In other words, enactive mastery is previous experience in the same or similar situations. When they have positive results (successes), they increase Self-efficacy. Second, "modeling" may be useful. Third is "verbal persuasion", which means convincing a person that he or she is capable to do something. Fourth, "physiological state or anxiety level" may enhance SE as does in the example of presentation anxiety (MATHIEU, 1993; CIST, 1987).

SELF-EFFICACY

Bandura A. (1986) Self-efficacy denotes people's beliefs about their ability to perform in different situations. It functions as a multilevel and multifaceted set of beliefs that influences how people feel, think, motivate themselves, and behave during various tasks. Self-efficacy beliefs are informed by enactive attainment, vicarious experience, imaginal experiences, and social persuasion as well as physical and emotional states.

* *Assistant Professor, Sadbhavna College of Education for Women, Raikot.*

These beliefs are mediated by cognitive, motivational, affective, and selection processes to generate actual performance. Self-efficacy development is closely intertwined with a person's experiences, competencies, and developmental tasks in different domains at different stages in life.

Wood & Bandura (1989) People's beliefs about their efficacy can be developed by four main sources of influence. The most effective way of creating a strong sense of efficacy is through mastery experiences. Successes build a robust belief in one's personal efficacy.

Schwarzer (1992) Self-efficacy is defined as people's beliefs about their capabilities and about themselves.

Bandura A. (1997) Self-efficacy refers to one's beliefs in one's capability to organize and execute the courses of action required to achieve given results.

Kirsch, I & Maddux, J.E. (2003) Bandura emphasized that "self-efficacy beliefs determine how people feel, think, motivate themselves and behave" (p.71). The concept has been used in research in two different ways: as "task self-efficacy" denoting the perceived ability to perform a particular behavior and as "coping self-efficacy" denoting the perceived ability to prevent, control, or cope with potential difficulties that might be encountered when engaged in a particular performance.

ADOLESCENTS

Adolescence (from Latin word *adolescere*, meaning "to grow up") is a transitional stage of [physical](#) and [psychological development](#) that generally occurs during the period from [puberty](#) to legal adulthood ([age of majority](#)). Adolescence is usually associated with the teenage years, but its physical, psychological or cultural expressions may begin earlier and end later. For example, puberty now typically begins during [preadolescence](#), particularly in females. Physical growth (particularly in males), and cognitive development can extend into the early twenties. Thus age provides only a rough marker of adolescence, and scholars have found it difficult to agree upon a precise definition of adolescence.

According to WHO Adolescence is a period of life with specific health and developmental needs and rights. It is also a time to develop knowledge and skills, learn to manage emotions and relationships, and acquire attributes and abilities that will be important for enjoying the adolescent years and assuming adult roles.

APA (2002) The most commonly used chronologic definition of adolescence includes the ages of 10-18, but may incorporate a span of 9 to 26 years depending on the source.

Steinberg (2014) "Adolescence" is a dynamically evolving theoretical construct informed through physiologic, psychosocial, temporal and cultural lenses. This critical developmental period is conventionally understood as the years between the onset of puberty and the establishment of social independence.

SOCIAL LOAFING

Social loafing refers to the concept that people are prone to exert less effort on a task if they are in a group versus when they work alone. The idea of working in groups is typically seen as a way to improve the accomplishment of a task by pooling the skills and talents of the individuals in that group. But, in some groups, there is a tendency on

the part of participants to contribute less to the group's goal than if they were doing the same task themselves.

In [social psychology](#), **social loafing** is the phenomenon of a person exerting less effort to achieve a goal when they work in a [group](#) than when they work alone. This is seen as one of the main reasons groups are sometimes less productive than the combined performance of their members working as individuals, but should be distinguished from the accidental coordination problems that groups sometimes experience.

Keating (1990) the changes in how adolescents think, reason, and understand can be even more dramatic than their obvious physical changes. From the concrete, black-and-white thinkers they appear to be one day, rather suddenly it seems, adolescents become able to think abstractly and in shades of gray. They are now able to analyze situations logically in terms of cause and effect and to entertain hypothetical situations and use symbols, such as in metaphors, imaginatively (Piaget, 1950). This higher-level thinking allows them to think about the future, evaluate alternatives, and set personal goals.

Williams & Karau, (1991) social loafing is the tendency to reduce individual effort when working in groups compared to the individual effort expended when working alone.

Eccles, Barber, Jozefowicz et al., (1999) although few significant differences have been identified in the cognitive development of adolescent boys and girls, it appears that adolescent boys and girls do differ in their confidence in certain cognitive abilities and skills. Adolescent girls tend to feel more confident about their reading and social skills than boys, and adolescent boys tend to feel more confident about their athletic and math skills. This is true even though their abilities in these areas, as a group, are roughly the same (there are, of course, many individual differences within these groups). Conforming to gender stereotypes, rather than differences in ability per se appears to be what accounts for these differences in confidence levels.

REVIEW OF RELATED LITERATURE

Albanese & Van Fleet, 1985; Jones (1984) Free riding occurs when an individual does not bear a proportional amount of the work and yet shares the benefits of the group.

Kravitz & Martin (1986) The Ringelmann Effect describes the inverse relationship between the size of the team and the effort expended. In a rope pulling experiment, Ringelmann noted that as the number of group members was increased, there was a decrease in overall performance.

Ringelmann also discussed an experiment in which prisoners provided motive power for a flour mill. He reported that as more men were added, each man began to rely on his neighbor to furnish the desired effort. Some prisoners became content to let their hand follow the crank and some went as far as letting the crank pull their hand. He attributed this to a motivational loss.

Kidwell and Bennett (1993) argued that social loafing and free riding actually shared a similar characteristic, in that each describes a person who is not providing the maximum effort due to either motivation or circumstance. They further claim that the significant difference between the two is the actual reason for the drop or lack of group participation.

Karau & Williams (1993) Research on social loafing has revealed that individuals frequently exert less effort on collective tasks than on individual tasks. One of the first recorded reports of social loafing was by the German researcher Ringelmann in 1913.

Bandura (1995) beyond infancy, where innate agency interacts with parental and familial influences to shape the development of self-efficacy, the child's self-efficacy is broadened through peer influences. Peer relationships are very important in this model, and play a crucial role in the child's developing self-knowledge. Comparing themselves with their peers shapes, and is shaped by children's perceived self-efficacy. Children with low self-efficacy can become socially withdrawn but also, children with high self-efficacy may also socially alienate themselves, for example, through aggressive behavior. Once the child starts school, teachers, fellow children and the general school culture all impact on the development of cognitive and academic self-efficacy. Through adolescence, risky behavior experimentation is part of the process of development and most adolescents negotiate this transition successfully. For those with preexisting low self-efficacy, the new demands of adolescence can cause problems. For those in impoverished environments, there is the added difficulty of finding positive life paths.

Matsushima and Shiomi (2003) Adolescence is a critical period where an individual is exposed to diverse of life experience. Hence, social self-efficacy is a protective component that enhances healthy development and social functioning during adolescence. In addition, social self-efficacy is believed to have great influences on psychological adjustment and mental well-being of an individual. To further elaborate on this statement, a research by Matsushima and Shiomi, Social self-efficacy and interpersonal stress in adolescence: reported two types of outcomes and they are self-efficacy negatively correlated with interpersonal stress and positively correlated with interpersonal stress coping.

Larson, R., & Wilson, S. (2004) a thorough understanding of adolescence in society depends on information from various perspectives, including psychology, biology, history, sociology, education, and anthropology. Within all of these perspectives, adolescence is viewed as a transitional period between childhood and adulthood, whose cultural purpose is the preparation of children for adult roles. It is a period of multiple transitions involving education, training, employment and unemployment, as well as transitions from one living circumstance to another.

(Mulvey & Klein, 1998; Kerr, 1983; Williams and Karau, 1991; Weldon, Blair, & Huebsch, 2000; and Liden, Wayne, Jaworski, & Bennett, 2004). These researchers suggested that social loafing is a type of social disease which can have negative consequences for participants. It is perhaps this viewpoint that inspired the focus upon identifying the mitigating factors of social loafing.

SIGNIFICANCE OF THE PROBLEM

Self efficacy is commonly defined as the belief in one's capabilities to achieve a goal or an outcome. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. They recover quickly from setbacks, and ultimately are likely to achieve their personal goals. Students with low self-efficacy, on the other hand, believe they cannot be successful and thus are less likely to make a concerted, extended effort and may consider challenging tasks as threats that are to be avoided. The loafing behavior of adolescents creates various problems in the society. Adolescents working in groups sometimes exert fewer efforts

than working individually. The present study will reveal the relationship between self efficacy and social loafing behavior of adolescents.

STATEMENT OF THE PROBLEM

“SELF EFFICACY AMONG ADOLESCENTS IN RELATION TO THEIR SOCIAL LOAFING BEHAVIOUR”

DELIMITATION OF THE STUDY

The study will be delimited to adolescents of Ludhiana district only.

OPERATIONAL DEFINITIONS

SELF EFFICACY

The theoretical definition of self-efficacy in this study is the “conviction that one can successfully execute the behavior required to produce the outcomes” [20]. Bandura believed that personal accomplishment and motivation are based on the foundation of self-efficacy and those self-efficacy changes over time as new knowledge and skills are acquired. As self-efficacy increases, self-confidence increases. He theorized that a student’s self-efficacy played a significant role in his/her successes and failures in school. Based on these principles of self-efficacy, nursing students who have high perceptions of self-efficacy should feel confident in their ability to learn and develop clinical judgment skills. Therefore, for the purposes of this study, the operational definition of self-efficacy is student perceptions of confidence in one’s ability to learn and perform clinical skills in a simulation clinical experience. And students who score a mean value and above for self-confidence questions were considered as confident

ADOLESCENCE

“Adolescence” is a dynamically evolving theoretical construct informed through physiologic, psychosocial, temporal and cultural lenses. This critical developmental period is conventionally understood as the years between the onset of puberty and the establishment of social independence.

SOCIAL LOAFING

Social loafing is defined as the tendency of individuals to exert fewer efforts when working collectively than individually. Loafing is the phenomenon of people making less effort to achieve a goal when they work in a group than working alone. This is seen as one of the main reasons why groups are sometimes less productive than the combined performance of their members working individually.

OBJECTIVES OF THE STUDY

1. To study the relationship between self efficacy and social loafing behavior of adolescents.
2. To find out the difference in self efficacy of adolescent boys and girls.
3. To find out the difference in social loafing behavior of adolescent boys and girls.
4. To find out the difference in social loafing behavior of adolescent boys and girls having high self efficacy.
5. To find out the difference in social loafing behavior of adolescent boys and girls having low self efficacy.

HYPOTHESES

1. There will be significant relationship between self efficacy and social loafing behavior of adolescents.
2. There will be significant difference in self efficacy of adolescent boys and girls.
3. There will be significant difference in social loafing behavior of adolescent boys and girls.
4. There will be significant difference in social loafing behavior of adolescent boys and girls having high self efficacy.
5. There will be significant difference in social loafing behavior of adolescent boys and girls having low self efficacy.

SAMPLE

In this study a sample of 200 adolescents from Ludhiana city will be taken. 200 adolescents will comprise of 100 adolescent boys and 100 adolescent girls from randomly selected private schools.

PROCEDURE

In order to conduct the study, 200 adolescents from different schools will be selected through stratified sampling. 100 boys and 100 girls will become the part of this study. The sample will be collected from Ludhiana district only. Each respondent will be contacted to collect information about self efficacy and social loafing behavior. After developing a good rapport and making them clear about the study, self efficacy scale and social loafing scale will be administered on selected sample. After the collection of the information, scoring will be done and scores will be subjected to statistical analysis

TOOLS USED

Self Efficacy scale by Mathur and Bhatnagar.

Social Adjustment Inventory by Dr.R.C.Deva (1990).

STATISTICAL TECHNIQUES

Mean, Median, Standard deviation, t-test and correlation will be used in this study.

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COMPARATIVE STUDY ON EDUCATIONAL PHILOSOPHY OF SWAMI VIVEKANANDA AND MAHATMA GANDHI

*Ramandeep Sekhon**

INTRODUCTION

Swami Vivekananda declares that "Education is the manifestation of the perfection already in man". That means all the knowledge is present in man, outer knowledge, experience which comes from the materialistic world is only the channel or the source which bring thoughts in our mind. Swami Vivekananda strongly emphasized, "Education is not the amount of information that is put into the brain and runs riot there, undigested all life. We must have life-building, man-making, character-building assimilation of ideas". In the words of Swami Ranganathananda this man-making education of Swamiji centers around two vital aspects-character efficiency and work-efficiency. The former imparts character-strength to man and enables one to handle efficiently the world of man and nature around him or her; whereas the latter equips one with tremendous effectiveness in work and consists of knowledge and the ability to translate that knowledge into action effortlessly. This beautiful combination of productive efficiency in one's outer life with spiritual efficiency in one's inner life is the true man making education of Swami. His educational ideas are equally eloquent, extremely powerful and effective in transforming learners into truly responsible, hard-working, cooperative, peaceful and spiritualized citizens, worthy to become members not only of an Indian society, but also of the emerging world community with aim for excellence in all walks of life.

"By education I mean an all -round drawing out of the best in child and man-body, mind and spirit. Literacy is not the end of education or even the beginning."

M.K.Gandhi

As such, education becomes the basis of personality development in all dimensions moral, mental, and emotional. Therefore we can say that in the long run education forms the foundations on which the castles of peace and prosperity can be built. The English meaning

for education is derived from the Latin word Educare', which further relates to Educere',

the symbolic of manifestation or expression. This definition reveals the inner capability of man that guides him continuously at various levels. The whole process which leaves an impact upon the mind, character and physical strength, plays a vital role in human development. It accords continuity to intellect, knowledge and values, which provides the base and scope of education. Education means, —To nourish —To bring up and —To raise

This means educating a child, nourishing or bringing out a child in accordance with norms, ends or aids. It also implies to lead out or to draw out. This means educating a child or drawing out what is ingrained in child or to lead out of darkness into light. Education not only moulds the new generation, but reflects a society's fundamental assumptions about itself and

* *Assistant Professor, Sadbhavna College of Education for Women, Raikot.*

The individuals which compose it. Gandhi devoted his life for a great mission and worked for the upliftment of the missions of down trodden, poverty stricken, half naked and semi-starved masses of India. He performed miracles of Indian socio-political life without any magic wand but with his mystical life, magical speeches and whiting human, philosophy and winnowing personal qualities. He was a man with mission: freedom for India - political, economic, social, intellectual and spiritual freedom; freedom from exploitation, oppression, wants, hunger, poverty, ignorance, evil-social practices falalism etc. His economic institutions, educational experiments, political and social activities were directed to this end. Being aware of the life and achievements of Gandhi, Einstein observed that; Generations to come will scarce believe that even a man, in flash and blood, walked upon this earth".

Gandhiji's contribution to education is unique. He was the first Indian who advocated a scheme of education based upon the essential values of Indian culture and civilization. The methods and techniques advocated by him and the environment he prescribed revolutionized Indian thinking and way of living. At heart he was devoted to idealism. He wanted to translate his ideals and values in to practice. His philosophy of education is a harmonious blending of idealism, naturalism, and pragmatism. It may be noted that there is no inherent conflict between the three philosophies. Idealism is the base of Gandhiji's philosophy where as naturalism and pragmatism are the helpers in translating that philosophy into practice. Gandhiji advocated the ideals truth, non violence and moral values to achieve the ultimate truth of self realization. He is a devotee of naturalism when he speaks about the development of the child according to his nature and he becomes a pragmatist when he advocates learning and doing by experience. All this leads to integration, so essential to effective education and development of the total personality.

The most important point in Gandhi's scheme of education is its emphasis on relating school education to the needs of the society. He wanted to achieve this objective through a system of Learning while earning. He gave an important place to the learning of craft. It will be seen from the curriculum of the present day schools that work experience and socially useful productive work find an important place. His views on early childhood education are quite relevant to – day. Parent education is stressed for the proper development of the early stages of the life. His emphasis on education through the mother tongue is the accepted principle throughout the period

REVIEW OF RELATED LITERATURE

Sharma (2012): studied the educational ideas of Swami Vivekananda. The aim of education is not to acquire degrees but to get to know about the country and its people hence to serve them. He believed that the aim of education was to awake man from ignorance and to guide him to knowledge. Love, peace, co-operation, equality, mutual understanding were some of the saint's ideals on the basis of which he propounded his theory of education. He emphasized on the role of concentration in education. The mentor is very significant in Vivekananda's philosophy of education.

Hooda & Sarika (2014): revealed that Swami Vivekananda is of the view that education does not mean filling empty minds with only information and bear facts, if that information is not perceived properly by the students. Education in his terminology is a lifelong process which brings out self- development, character formation, intellectual growth etc. He was in favour of practicing 'Brahmcharya'. He believed

education must bring universal brotherhood, love and cooperation and thus form a strong nation. He also supported technical education in order to grow industrialisation.

Jaiswal et al (2014): studied the relevance of Vivekananda's philosophy in the curriculum of the discipline Family and Community Resource Management has been reviewed. There are two specializations under it. Hospitality Management Interior Design. Both correspond to Vivekananda's ideals of education namely development of leadership, self- empowerment, self-development, self- confidence, man-making, women-education, training of mind, freedom in education. Education also aims at development of mind, body and soul. This discipline is so structured as to bring holistic development of the child.

P.R. Shinde: studied Vivekananda's educational thoughts, his concept of education and aim of education. The new concept that is taken up for study is methods of teaching and learning, the qualities of teacher and taught, curriculum, women education etc. As per Swami ji's thoughts student must be: Pure in thought and speech. Must practice celibacy He should have lust for knowledge further he advocated the study of languages especially Sanskrit and English and also emphasized on the importance of Geography, History, Economics and Psychology

P, Nithiya (2012): emphasized on Vivekananda's educational thoughts, his concept of education and aim of education. The new concept that he talked further is about the methods of teaching and learning, the qualities of teacher and taught, curriculum, women education etc. As per Vivekananda thoughts a taught must possess some qualities like he must be: pure in thought and speech, must have lust for knowledge and must practice "Brahmcharya" i.e. celibacy to make his life a success.

Singh (2014): highlighted the importance of women education in the present time. Vivekananda believed that without women education it is not possible to develop the nation as both men and women complement each other.

Singh & Rawat (2013): dwelt on Swami Vivekananda's thoughts about aim of education which is bringing out perfection in man, developing the individual physically, mentally, morally and spiritually. The other aims being realizing unity in diversity, character formation and education for weaker strata of society like women. It also talks about his views about curriculum. He said that for spiritual development philosophy, religion, Upanishads should be studied. For material progress the study of languages, Geography, Science, Political Science, Economics, Psychology, Art and Agriculture should be included in curriculum.

Barman & Bhattacharyya (2012): revealed that Swami Vivekananda laid stress on real education which is helpful in the character building of a child. He also believed in man- making education by which the student can inculcate good moral values like honesty, respecting others, co-operation, love and affection, forgiveness and as a result he can develop himself morally, socially, physically and spiritually .According to him education should be based on value education which will transform the student into moral human being.

Gupta (2012): studied educational philosophy of Swami Vivekananda. Her study sought to explore Swami Ji's ideas about aims of education, training of the mind, teacher and taught relationship, the role of education in implanting values in pupils and education for the poor strata of society. Her study revealed that in the present day

scenario much of his ideals if used can bring bright prospects for the future of Indian educational system.

Bakrania & Jadeja (2014): This paper brings out the influence of Vivekananda on the educational system. He was quite against the prevalent system of education of his time which promoted rote learning. He on the other hand proposed that understanding is the key to success. Rote learning is not education. He believed that education is a life-long and continuous process which harmonizes man to live in a adaptive way in society bringing peace and progress. However India stills is lagging behind in adopting many of his ideas like equal right to education for all.

M, M, (2013): This paper talks about Vivekananda's educational theory in terms of the goals of education. The goals of education being man-making education, character building, physical and moral development. The paper also talks about women education, education for the masses and the role of teacher in developing the personality of the child. He was in favour of picking anything good from the west but to mould and use it as per Indian needs.

Hooda & Sarika (2014): studied Vivekanand's views about character formation, moral and religious education, education for masses and women education. Education helps in man-making and nation making. Thus the paper confides itself to his much talked about ideas concerning aims of education.

Dr. Sohan Raj Tater Gandhi defines education with reference to the holistic development of man. Gandhi gives education importance in this conception to the development of the mind. Education of the mind and the head cannot be undertaken except in its wider sense by the provision of knowledge or rather by exposing the individual to the classified heads of knowledge. Gandhi agrees that education should reflect the experience of the human race and for us, the Indians ancient culture and civilization that had developed. A knowledge of our culture and civilization becomes a main part of the education that be imparts to the new generations. Several values will thus be attached to the education individual a love for the heritage of the country. Education for knowledge further extents itself to introducing the individual to his physical and geographical environment. Education can in no way neglect introducing the learner to a system of knowledge that encompasses the learner's own environment. Education for knowledge is also known as literary. This would include the knowledge of languages and literature and a variety of other arts-oriented subjects.

Sen (1973) Gandhi had advocated for women with necessary qualities to have become teacher for primary schools. He had firm faith in basic education. To him this type of education was life for the Indian Children. Besides giving education to the children, basic education could earn bread for them. This education taught morality and self-dependence. After getting training in different crafts, one did not need to go after job.

Siddiqui (2001) conducted study on Mahatma Gandhi's concept of socialism with special reference to its bearing on education and politics. He found that Gandhi's thought on socialism, state and its impact took shape in the scheme of basic education. Gandhi found that the country was poor, disunited and weak. It was in bondage and under foreigner domination where Indian culture and ideals tended to be neglected. On the basis of his observation, the scheme of basic education was put forward with detailed note on aims of education, methods of instruction and curriculum.

Kour (2012) Gandhi said that while women should be educated, they should be also well versed in crafts so that they may not depend on others.

SIGNIFICANCE OF THE STUDY

In the modern times when we have all sorts of amenities which make our life modern and comfortable, we face a lot of problems too. In sorting out these problems, great man's ideals and philosophical views have always been inspiring. Philosophy of Swami Vivekananda and Mahatma Gandhi is no exception in this regard. It is therefore of great need to know the educational philosophies of these prominent men. It helps to the younger generation for adjustment and going ahead in changing times, complex society with new forces and new challenges. The researcher has depicted the educational philosophy of two worth exemplified philosophers who have a lot of contribution made by Swami Vivekananda and Mahatma Gandhi to the field of education gave a new truth not only to our educational system but also to all over the world. Studies available on the great personalities like Mahatma Gandhi and Swami Vivekananda will be useful for the teachers, students and educational institutions to inculcate their philosophies in modern education system.

STATEMENT OF THE PROBLEM

“COMPARATIVE STUDY ON EDUCATIONAL PHILOSOPHY OF SWAMI VIVEKANANDA AND MAHATMA GANDHI”

DELIMITATION OF THE STUDY

The study will mainly depend on the literature available for these two eminent philosophers. Educational philosophies of these two thinkers will be studied through primary and secondary sources.

OBJECTIVES OF THE STUDY

1. To study the educational philosophy of Swami Vivekananda and Mahatma Gandhi.
2. To compare the contributions made in education by Vivekananda and Mahatma Gandhi.
3. To study the impact of educational thoughts raised by both the thinkers on Indian people.

METHODS AND PROCEDURE OF THE STUDY

The study will include the analysis of the philosophical ideas of Swami Vivekananda and Gandhi and their implications on education. This study is philosophical so the method will be descriptive based on intensive library research. The investigator undertook a survey of related studies published or unpublished and on the basis of which data will be collected from the following sources:

1. Swami Vivekananda and Mahatma Gandhi's own writings, speeches.
2. Journal reports, theses and books will be studied related to these philosophers.

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A COMPARATIVE STUDY OF EDUCATIONAL THOUGHTS OF DR. RABINDRA NATH TAGORE AND JIDDU KRISHNAMURTHY AND THEIR RELEVANCE TO PRESENT EDUCATION SYSTEM

*Jasdeep Kaur**

INTRODUCTION

“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.” Paulo Freire, *Pedagogy of the Oppressed*

Education, in a very general sense can be summed up at a basic level as referring to an experience or act that has a formative effect on the mind, character or physical ability of an individual. In the sense that it is formative means that education is serving to form something and particularly something that will have a long lasting effect on the persons mind and faculties. The most obvious example of this is the ability to understand and use language and mathematics a skill which is then utilized throughout an individual's life.

Education illuminates histories that can inform and inspire our actions to move towards a sustainable future, it can show us the successes and failures of approaches that have attempted to change the world and the way we interact with it and also develop our understanding of how best to work in conjunction with nature.

To evolve a system of education for man, one has to understand man. The most important basis of understanding man is through philosophy. Philosophy is a system of inquiry about the ultimate realities in the universe. Etymologically philosophy means love of wisdom. Philosophy seeks to answer such questions as what life is, what man is, what the origin of man is, what man's destiny or goal is. Different philosophers study to answer these questions according to their own reflection which leads to different philosophies. Philosophy results in a certain way of life, in certain beliefs, values and ideas. It guides the destiny of human life, influences the conduct of life and suggests ways and means to solve human problems in a socially desirable manner. Dynamic in nature, the concept of philosophy changes with the change of time. There is a need to have a proper philosophical framework within which the social system in general and educational system in particular, function and achieve the goals and aims of life and education.

Rabindranath Tagore was a great soul our country has ever produced. He lived during the British rule in India and demonstrated to the world that India, per se, is second to none. His philosophical thoughts stirred the minds of millions and millions worldwide. This is obvious as he was most deservedly awarded the most coveted Nobel Prize in 1913. He was the first Indian to be honored thus. Tagore was most concerned about education, which he thought is an essential thing for a human being to become a man. The present study derives inspiration from the Tagore education philosophy and its relevance to present system. Tagore's vision on education had the emphasis on character building with the social relevance. Rabindranath Tagore's role in the

* *Assistant Professor, Sadbhavna College of Education for Women, Raikot.*

innovation of educational ideas has been eclipsed by his fame as a poet. He was a pioneer in the field of education. For the last forty years of his life he was content to be a schoolmaster in humble rural surroundings, even when he had achieved fame such as no Indian had known before. He was one of the first, in India, to think out for himself and put in practice principles of education which have now become commonplace of educational theory, if not yet of practice.

REVIEW OF RELATED LITERATURE

Adolph E. Meyer (1902) Education is the best defense against war and destruction. Obviously education is man's most formidable tool for survival. The great educators of the past like Socrates, Tolstoy and John Dewey have pointed out that change must come from within and that it must be based upon ethical principles. Rabindranath Tagore is rightly considered to be among them. These educators strongly believed that humanity could save itself from war and they expressed that education is the only alternative. Besides, most of mankind lives in poverty surrounded by the undeveloped wealth of nature. Half of mankind is chronically hungry, poorly clothed and inadequately housed. Yet in an age when understanding and mutuality are more imperative than ever before, the seeds of suspicion remain frighteningly strong. We are threatened by bigotry and intolerance; almost one-half of the world is illiterate and there is still a vast gap between the haves and have not's.

Krishnamurti, J. (1970, 1981) Education forms a central core of Krishnamurti's world view. In fact, Krishnamurti spent his entire life talking about education as being the agent not only of inner renewal but also of social change. Education is therefore the foundation on which the good society will build itself. Krishnamurti always asserted the individual's responsibility to the social order: 'You are the world'. One individual's action therefore affects another, since 'to be is to be related' (Krishnamurti, 1970, p. 22), and in this sense there is no individual consciousness but only a collective human consciousness, which implies that the world is not separate from the individual. Krishnamurti points to the harmonious development of the inner and outer worlds of an individual: 'what one is inwardly will eventually bring about a good society or the gradual deterioration of human relationship'. This harmony, however, 'cannot possibly come about if our eyes are fixed only on the outer'. The inner world is the 'source and continuation of the disorder', and for Krishnamurti education should be concerned with changing the source which is the individual, since it is 'human beings who create society, not some gods in heaven' (Krishnamurti, 1981, p. 93-94).

John (Jack) P. Miller(1996) "The purpose of education is not to produce mere scholars, technicians and job hunters, but integrated men and women who are free of fear; for only between such human beings can there be enduring peace."- J. Krishnamurti

Dr. Vikrant Mishra (2012) Jiddu Krishnamurti (12 May 1895 - 17 February 1986) was a writer and speaker on philosophical and spiritual issues including psychological revolution, the nature of the mind, meditation, human relationships, and bringing about positive social change. Maintaining that society is ultimately the product of the interactions of individuals. Jiddu Krishnamurti has said that the purpose, the aim and drive of these schools is to equip the child with the most excellent technological proficiency so that he may function with clarity and efficiency in the modern world and, far more important, to create the right climate so that the child may develop fully as a complete human being.

Ravi Singh and Sohan Singh Rawat (2013) Rabindranath Tagore was a Bengali polymath who reshaped his region's literature and music. Author of Gitanjali and its "profoundly sensitive, fresh and beautiful verse", he became the first non-European to win the Nobel Prize in Literature in 1913. He was highly influential in introducing the best of Indian culture to the West and vice versa, and he is generally regarded as the outstanding creative artist of the modern Indian subcontinent. Tagore's theory of education is marked by naturalistic & aesthetic values. He had a belief that "The widest road leading to the solution of all our problems is education." Education can develop a new pattern of life. Culminating in the realization of Universal man. Tagore's system of education emphasizes the intellectual, physical, social, moral economic and spiritual aspects of human life. By which a man can develop an integrated personality. In Tagore's philosophy of education, the aesthetic development of the senses was as important as the intellectual—if not more so—and music, literature, art, dance and drama were given great prominence in the daily life of the school. As one of the earliest educators to think in terms of the global village, Rabindranath Tagore's educational model has a unique sensitivity and aptness for education within multi-racial, multi-lingual and multi-cultural situations, amidst conditions of acknowledged economic discrepancy and political imbalance.

Wasia (2014) Rabindra Nath Tagore exists as one of most prominent figures in the literary and the philosophical world. Born in the nineteenth century India, Tagore through his writings has served as an emblematic figure who continues to inspire and influence masses across the globe in the contemporary era also. He is known as a complete man who encompassed everything in his poetry ranging from religion, aesthetics, education, nationalism, and social dynamics to internationalism and race relations. The paper attempts at exploring some of the substantial and recurring themes related to Mankind in the poetry of Tagore. His poetry is highly complex with regard to the volume and vastness that it becomes quite difficult to compartmentalize it.

Falguni P. Desai, V. S. Patel As one of the earliest educators to think in terms of the global village and free education for all, Rabindranath Tagore's educational pattern Loka-siksha has a distinctive understanding and suitability for education within multi-racial, multi-lingual and multi-cultural situations, amidst conditions of acknowledged economic discrepancy and political imbalance of contemporary times where education and cost are twined. The paper proposes to focus on Tagore's philosophy on education an idea of extending equal right of education for all.

Wasia (2014) Rabindra Nath Tagore exists as one of most prominent figures in the literary and the philosophical world. Born in the nineteenth century India, Tagore through his writings has served as an emblematic figure who continues to inspire and influence masses across the globe in the contemporary era also. He is known as a complete man who encompassed everything in his poetry ranging from religion, aesthetics, education, nationalism, and social dynamics to internationalism and race relations. The paper attempts at exploring some of the substantial and recurring themes related to Mankind in the poetry of Tagore. His poetry is highly complex with regard to the volume and vastness that it becomes quite difficult to compartmentalize it.

N Goswami, S Malviya (2016) Educational policy having coherence with the demands and needs of the immediate sociocultural milieu of the people should have benefitting effects for all members of society. Education in relation to minds of the individuals is

not just a formal system rather it should be an attitude of teaching and learning in a spirit of sharing with strong departure from give and take like material things. The existing crisis which is in the minds of the learners at present is calling for an educational system, in which new thoughts and ideas can be poured entailing realities of life. To establish coherence with the changing environmental, social and political scenario, the educational principles of Tagore have great relevance and implications. The unity of West and East, natural growth in natural circumstances, Discard book-centered education, Independence of the learner, adoption of real and practical teaching, place of fine arts, educational for rural reconstruction are some examples.

Education is usually taken to be an organized, purposive activity, with pre-established goals. What sense can one make of Krishnamurti's "truth is a pathless land...it cannot be organized..." and his ardent espousal of education and his setting up of a number of schools? The reconciliation of the apparent contradiction lies in K's situating education in the active, existential, living present and consideration of education as a cooperative exploration by the teacher and student.

Dr. C. Seshadri (2017) Krishnamurti sees education not with the eyes of a reformer, as a means to serve this or that end, but as an intrinsic, self-fulfilling experience requiring no further justification. The function of education, he said, is "to bring about a mind that will not only act in the immediate but go beyond...a mind that is extraordinarily alive, not with knowledge, not with experience, but alive". "More important than making the child technologically proficient is the creation of the right climate in the school for the child to develop fully as a complete human being". This means giving him "the opportunity to flower in goodness, so that he is rightly related to people, things and ideas, to the whole of life" (On Education).

SIGNIFICANCE OF THE STUDY

The significance of the study was pointed out in the present context of realization of national goals, human resource development, reconstruction between the old and the new etc. The significance of the study from the technical point of view too mentioning the need for good historical studies in education was pointed out.

STATEMENT OF THE STUDY

"A COMPARATIVE STUDY OF EDUCATIONAL THOUGHTS OF DR. RABINDRANATH TAGORE AND JIDDU KRISHNAMURTHY AND THEIR RELEVANCE TO PRESENT EDUCATION SYSTEM".

OBJECTIVES OF THE STUDY

In conducting the research study at hand the researcher has the following specific objectives:

1. To make an analytical study of the evolution of Rabindranath Tagore's and Jiddu Krishnamurthy's thought process on education.
2. To make an assessment of Rabindranath Tagore's and Jiddu Krishnamurthy's contribution to the theory of Indian education.
3. To make an appraisal of Rabindranath Tagore's and Jiddu Krishnamurthy's contribution to the practice of Indian education.
4. To identify the areas where Rabindranath Tagore's and Jiddu Krishnamurthy's view points on education may be found relevant for the modern Indian setting.

5. To make suggestions for the improvement of the contemporary Indian educational system.

HYPOTHESES:

1. Rabindranath Tagore's and Jiddu Krishnamurthy's educational vision offers significant insights for educational planning and execution contemporary in India in the context of human resource development.
2. Rabindranath Tagore's and Jiddu Krishnamurthy's educational ideals are significantly relevant to modern Indian education.

SAMPLE

Sample here includes those books and articles which are related to educational thoughts of Rabindranath Tagore and Jiddu Krishnamurthy.

TOOLS

Especially in qualitative research the study of documents play an important role, sometimes being the only source of information required. Personal documents like biographies and auto biographies, letters, diaries, books written by them are also important documents which are the primary source for research. Secondary source of information includes books and articles written by other writers to give their point of view on educational thoughts of Tagore and J.Krishnamurthy.

METHOD

The present study is comparison of Educational thoughts of Philosophers hence the research method adopted by the researcher is the qualitative research.

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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, beckon 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