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**IMPACT OF MATERNAL EMPLOYMENT ON LOCUS OF CONTROL AND
LIFE SATISFACTION OF ADOLESCENTS.**

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ABSTRACT

The paper aimed to explore Impact of maternal employment on locus of control and life satisfaction of adolescents. The purpose of the study was to compare the life satisfaction of adolescents of working and non-working mothers and study the life satisfaction of adolescents. The present investigation used the present investigation mainly uses the descriptive method to study academic stress among adolescents in relation to family environment. This study will be conducted on 200 Adolescents from the schools of Ludhiana district. The sample will be selected randomly. The scale consists 24 items and it is standardized on age above 16 years boys and girls. Findings reveal that the Mean score was also found to be higher among the students whose mother is working than the students whose mother is nonworking.

Key words- Maternal Employment, Adolescents and Locus of Control.

INTRODUCTION

The adolescences are feeling the highest pressure of their lifetimes due to some reasons such as physical and sexual growth, exaggerating sensations, identity, fear of responsibility, scare of entering the college, fear of selecting an occupation and other mental problems being susceptible to the psychological events drastically. If the same era of adolescence is spent without any problems, the adolescent will be considered as a health person in this regard. However the existence of problems happening in this era could devastate the path of health among adolescents awfully destroying the mental health of adolescents .If adolescence is a tumultuous time, it would be expected that personality variables such as self-satisfaction and locus of control would change as

teenagers struggle with the move toward adulthood. On the other hand, stable self-satisfaction and locus of control would indicate that adolescence may be less stressful than some theorists have proposed.

The life satisfaction of adolescents from their life can lead to the development of their economical, social, political and cultural affairs in this regard. The increase of tensions and behavioral problems, disappointment, anxiety, depression are the main negative symptoms regarding to the life satisfaction. This also reduces the temperament of cooperation socially destroying the social honesty.

Locus of control is a theory in personality psychology referred to the extent to which adolescents believe that they can control events that affects them. The locus of control orientation of adolescents, their attribution of causality, is consistently found to be related to life satisfaction and overall success in life. There has been much interest in the relationship of locus of control to education. When an adolescent student believes that his reward or punishments depend on his own efforts (internal control), it is most likely that he will strive to do those things that bring about rewards and minimizes punishments.

Working mothers of adolescent students in the present world refer to educated women with educational qualification as graduation and above and is engaged in any government, semi-government or private salaried job. With the emergence of a new economic pattern, increasing opportunities for education, rising standard of living and increased modernization, women from the middle and upper class families have also started coming out of their traditional role of a home maker to join the work force. The number of working women has been increasing year by year. The education of women is not imperative for the benefit for the women only but uplift of the society also. Today women from all corners started working in government, semi government or private salaried jobs. The entry of women in the workforce brings changes in the structure and function of family. Every member of the family occupies a vital position in the interaction map of the child but among them the role of mother is important and varied. Mother plays important role in the personality development of the adolescents by shaping their intellectual and social behavior. The number of working women has been increasing year by year. The increasing number of women the work force has

created a number of problems to their children and paved way for controversies regarding maternal employment brings emotional deprivation and low level of life satisfaction to the adolescents. A careful review of the research journals, books, dissertations, theses and other sources of information on the problem to be investigated are one of the important steps in the research study. It helps him to make a sound foundation for his investigation. Okwaraji, Aguwa and Eze (2015) studied Life Satisfaction, Self Esteem and Depression in a Sample of Nigerian Adolescents. This was a descriptive cross-sectional study design that was carried out in Enugu, south east Nigeria between May and July 2015. The Satisfaction with Life Scale, the Self Esteem Scale, the Beck Depression Inventory version two (BDI-2) and a socio demographic questionnaire were used to access 720 Nigerian adolescents. About 30% of the respondents indicated not being satisfied with their lives and 32.1% had low self esteem. Also 16.7%, 9.4% and 0.6% had mild depression, moderate depression and severe depression respectively.

LOCUS OF CONTROL

Locus of Control is a term in psychology which refers to a person's belief about what causes the good or bad results in his/her life either in general or a specific area such as health or academic Locus of Control derived from Latin word means (place) or 'location'. It can be internal or external locus of control. Internal Locus of Control is more likely for achievement to tolerate delays in rewards and to plan for long term goals. External locus of control is the behavior of a person who attributes his. Success to luck or fate will be less likely to make efforts needed to learn.

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

Locus of Control, a concept advocated by Rotter (1996) deal with an important belief system inherent in an individual's mode of thinking, viz, the extent to which the individuals believes that he is self motivated, directed or controlled or that the environment plays a dominant role in influencing his behavior and in determining the rewards and punishment that he affairs. Control oriented adds explanatory richness to other forms of social and psychological differentiation and that has been related to attitude towards crime and other factors.

Locus of control is an expectancy variable that describes the perception of personal control that one has over the reinforcement preceding behavior depend in part on whether the person perceives the reward as contingent on his own behavior or independent of it acquisition and enforcement differ in situation perceived as determine by skill or chance.

Thus Locus of control refers to a set of beliefs about how one behaves and the relationship of that behavior to how one is rewarded or punished. Locus of control is the degree to which a person believes, that control of reinforcement is internal versus the degree to which it is external. If one believes that rewards are the results of one's own behavior, this would be an internal locus of control. On the other hand, if one believes that rewards occur as a result of intervention by others, one believes in an external locus of control.

LIFE SATISFACTION

Life satisfaction (or subjective life satisfaction) is a measure of well-being, used in happiness economics. It represents how satisfied people feel with their life generally, as contrasted with positive affect (sometimes called just 'happiness'), which represents how they feel at a single point in time. That is, life satisfaction involves people thinking about their life as a whole, including factors such as whether they are achieving their goals, are doing as well as other people around them, and are happy generally rather than just right now. Life satisfaction is thus a longer-term measure than affect this term comprises of two terms. Kotler and Clarke (1987) define satisfaction as performance or an outcome that fulfill his or her expectations.

The concept of life-satisfaction denotes an overall evaluation of life. So the appraisal that life is exciting ‘does not necessarily mean that it is satisfying’. There may be too much excitement in life, and too few other qualities. An overall evaluation of life involves all relevant criteria in the mind of the individual: for example, how good one feels, how well expectations are likely to be met and how desirable various factors are deemed to be, etc. The object of evaluation is life-as-a-whole; not a specific area of life, e.g., employment. Enjoyment of work may add to the appreciation of life, but does not constitute it. This book considers four kinds of satisfaction; (1) global life-satisfaction (GLS), (2) satisfaction with housing (SH), (3) satisfaction with finances (SF) and (4) satisfaction with social contacts (SC). Only the first kind (GLS) meets this definition of life satisfaction. The others are domain satisfactions. Life satisfaction is considered to be the cognitive or judgmental component of subjective well-being. The other component of subjective well-being is the measure of emotions consisting of positive and negative effect. Measures of the affective component include those of affect balance such as that developed by Bradburn and Kamman and Flett.

Dictionary meaning “Life-satisfaction is the degree to which a person positively evaluates the overall quality of his/her life as-a-whole. In other words, how much the person likes the life he/she leads?”

Diener, Oishi & Lucas (2003). The Affective theory, on the contrary feels life satisfaction to be an individual’s conscious experience as to the dominance of their positive emotions over their negative emotions. In recent research conducted life satisfaction is assessed as the degree of the positive emotions experienced.

ADOLESCENCE

Adolescence period have been regarded as one of the most important period of life in all the societies of the world, may it be primitive or modern. This is the period which has stirred up an amount of anxiety in the minds of parents and rightly has it also exercised a great stress on the adolescents themselves. Adolescence is a period of great stress and strain and it is because of this that educationists and psychologists have focused their attention on the study of the problems of adolescence. Adolescence period in recent years has been called the “Terrible Teens”. The concept of adolescence which

characterized by Hall's writings and of many others down to the present can be summarized in three generalizations. In the first place, adolescence was considered to be a period when marked with rapid changes which occur in all aspects of Personality, rather than suddenly in the child becomes a new being and develops a totally new outlook. In fact, so rapid and complete changes presumed to be that Hall spoke of adolescence as "New Birth". In the second place, these developments were thought to be biologically generated. They were presumably promoted by the maturity of certain instincts, which result in the flowering of new and curiously wonderful behavior patterns. A child was then pre-destined to experience adolescence change by his very biological make up. And thirdly, it was thought that the period of adolescence was the period of new birth and was essentially erratic, vacillating, unpredictable and stressful. Adolescence was accompanied by "Storm and Stress" occasioned by the speed of change and pervasive nature of adjustments.

Encyclopedia of psychology (1946) says, "Adolescence extends roughly from 13 years of age till 21 years for the girls and from 15 to till 21 for boys". In India, this period comes earlier than in Western countries owing to climatic reasons. Adolescence may be thought of as a transition period between childhood and adulthood. An individual enters adolescence as a child and emerges as dramatic as the Sudden Shooting up in height. Although the process of growth is psychological, the person also becomes intellectually and emotionally mature. This is the period of very rapid physical and psychological changes in a person who is not yet mature enough to comprehend. He can't adopt these changes and couldn't easily cope with them.

According to Crow and Crow (1942) "it begins at puberty and ends with acquisition of full physical growth, capacity for intellectual behavior and mature emotional control"

Stanley Hall (1921) "splendidly portrayed adolescence a period of storms and stress. In a vivid and striking description of this stage of life, hall spoke of adolescence as a new birth". Adolescence is the period of life when these young people live in no man's land. They became imaginary, day dreaming.

Thus it is the age of adolescents during which love affairs reach their highest peak and the highest number of suicides and murders. Elopements, abductions and running away from the home occur”. The interest in studies is not much. The cruel group of sex instinct and the strong position of a philosophy of life, social and economic independence are the prime movers. The feeling of guilt and shame are of no account to an adolescent. Hero worship can be seen at this age. Love for movies, excursions, picnics and interest in clothes and in opposite sex are some of the basic pattern of behavior which affect the total growth and development of the personality of adolescence.

MATERNAL EMPLOYMENT

Dictionary meaning “Refers to the labor force affiliation of mothers with children 0-18 years, includes full, part-time work, contracting, and working out of the home.”

Wilson (2006) says “many working women said that they worked because they ‘needed’ the money and which they defined as specific material goods-an extra lesson, additional clothes, a vacation, furniture, owning a home, car or even just a television-arguing their work was bringing a rise in the family's standard of living.”

Thus maternal employment meant the mothers who are working anywhere to run their livelihood. They work out of home leaving their children behind at home.

SIGNIFICANCE OF STUDY

Maternal employment has little demonstrated long-term effect on family dynamics; if a change in ideology about the family is brought about in conjunction with or as a consequence of maternal employment, family relations may be altered accordingly. For the child, a major component of the changes associated with change in parental employment status may be new circumstances in caretaking. New circumstances may be temporarily stressful, and should therefore be avoided, if possible, at points of rapid and salutatory development, e.g., when attachments are forming, when symbolic use of language is almost but not quite attained, and at any point when the child's adjustment capacity is under stress. Adolescent children are likely to be positively affected by maternal employment, and attendant changes in

family function, if the mother finds satisfaction in work outside the home and if she is supported by family members. The adolescent children of employed mothers are likely to attain a nonstereo typed view of the nature and value of male and female abilities. Adolescents life satisfaction is more likely to be effected by maternal employment, because it is the age of major changes.

So investigator is keenly interested to study the impact of maternal employment on locus of

OBJECTIVES OF THE STUDY

1. To study the life satisfaction of adolescents.
2. To compare the life satisfaction of adolescents of working and non-working mothers.

HYPOTHESIS OF THE STUDY

1. There is no significant difference in the locus of control of adolescents of working and non-working mothers.
2. There is no significant difference in the life satisfaction of adolescents of working and non-working mothers.

DELIMITATION OF THE STUDY

1. The study was delimited to 200 Adolescent students.
2. The study was delimited to Adolescent students of Ludhiana district.
3. The study was delimited to the variables locus of control and life satisfaction.

METHOD OF INVESTIGATION

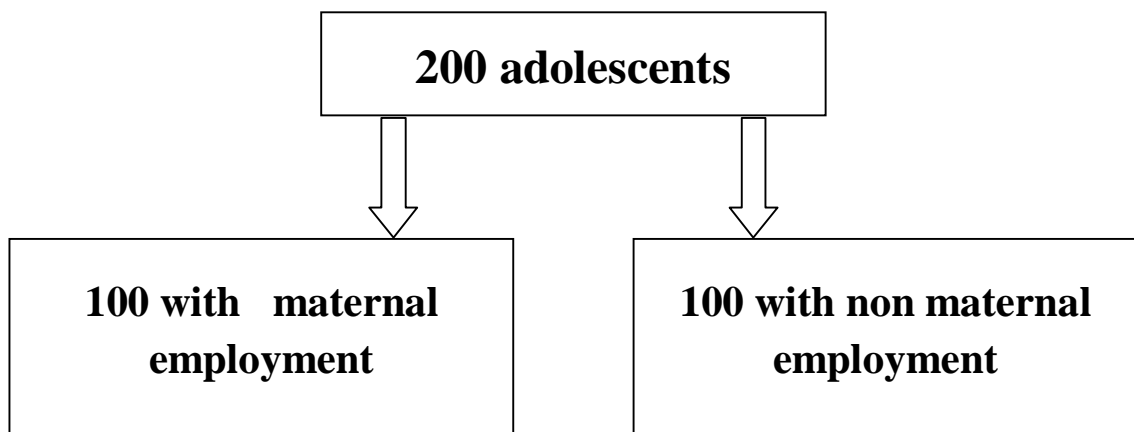
The study was conducted through descriptive method of research which has undoubtedly been the most popular and widely used method in education. It helps in explaining the phenomena in terms of the conditions or relationships that exists, process that are ongoing, effects that are evident; or trends that are developing. It also involves in it measurement, classification, interpretation and evaluation. This method

requires sample for the conduct of the study with certain research tools for the conduct of the study.

The present investigation mainly uses the descriptive method to study academic stress among adolescents in relation to family environment.

5.12 DESIGN OF STUDY

In present study, the investigator had classified the sample of Adolescents with maternal employment and non maternal employment with equal numbers. The design is as follows:



SAMPLE OF THE STUDY

Sampling is that statistical method which is a miniature picture or a cross section of the entire group or aggregate from which sample is taken. In other word a sample is the true picture of the universal which possesses all the characteristics of the universal. Thus sample is any sub group aggregate drawn by some appropriate method from the population. The idea of sampling is very old. Since times immemorial people have examined a handful of gram to ascertain the quality of the entire lot. Sampling procedures provide generalization on the basis of relating small proportion of the proportion of the population. The representative proportion of the population is called sample.

The present study will be conducted on 200 Adolescents from the schools of Ludhiana district. The sample will be selected randomly.

TOOLS USED

1. Locus of control by Sanjay Vohra (Indian Adaptation of Levensons Scale). The scale consists 24 items and it is standardized on age above 16 years boys and girls.
2. Life satisfaction scale (Alam and Shrivastava, 2011).

INTERPRETATION OF DATA

Hypothesis 1 There is no significant difference in the locus of control of adolescents of working and non-working mothers.

Mean, SD and 't' values locus of control of adolescents based on working and non-working status of mother

Variable	Working status of mother	N	Mean	S D	T value	Df	Remarks
Locus of control	Working	100	29.97	3.387	2.289	160	Significant at 0.05 level
	Non Working	100	28.55	4.081			

From table 4.1, it can be inferred that in terms of locus of control, the 't' value was found to be significant at $P < .05$. Hence the first hypothesis is rejected and we can say that there exists difference in locus of control of adolescents based on working and non-working status of mother. The Mean score was also found to be higher among the students whose mother is working than the students whose mother is nonworking.

Thus, we can conclude that students of working mother have belief in their capacity to have control over the environment and cope effectively with stressful situations than the students of non-working mother. Students of working mothers are given more opportunities to be independent and look after their daily activities and needs.

Hypothesis 2 There is no significant difference in the life satisfaction of adolescents of working and non-working mothers.

Mean, SD and ‘t’ values life satisfaction of adolescents based on working and non-working status of mother.

Variable	Working status of mother	N	Mean	S D	T value	Df	Remarks
Life satisfaction	Working	100	29.45	3.796	2.161	160	Significant at 0.05 level
	Non Working	100	28.76	3.951			

From table 4.2, it can be inferred that in terms of life satisfaction , the ‘t’ value was found to be significant at $P < .05$. Hence the first hypothesis is rejected and we can say that there exists difference in life satisfaction adolescents based on working and non-working status of mother. The Mean score was also found to be higher among the students whose mother is working than the students whose mother is nonworking.

CONCLUSION

1. There exists difference in locus of control of adolescents based on working and non-working status of mother.
2. There exists difference in life satisfaction adolescents based on working and non-working status of mother.

SUGGESTION FOR FURTHER STUDY

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

1. The study may be conducted on university teachers.
2. The study may be conducted on teachers of degree colleges.
3. The research work may be replicated on wider sample.

4. The study may be conducted is comparison on the teachers of different districts.
5. It is suggested that similar investigation may be extended to different occupational groups which may reveal different results.
6. The study of occupational stress can also be carried out in relation to career values, mental health, spiritual intelligence and happiness of teachers at different levels of education.

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ATTITUDE OF GIRLS OF PANJAB UNIVERSITY TOWARDS POPULATION EDUCATION

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ABSTRACT

The purpose of the paper to explore the attitude of girls of Panjab University towards population education. The data was selected with the help of random sampling method. The sample of present study comprised of 200 girls of Panjab University Chandigarh belonging to colleges of Ludhiana district. The data was collected with the help of T.S Sodhi and G.D Sharma Attitude Scale towards Small Family Norms and Population Education 2011 (ASSFP) .The result of the study that there exists significant difference in attitude of girls of arts and science streams of Panjab University. And there exists no significant difference between attitude of graduate and post graduate girls of Panjab University.

Key Words: Attitude, Girls of Panjab University Population Education.

INTRODUCTION

In the Indian Context rapid growing of population has had a deleterious effect on the incidence of poverty. Rapidly growing population means a decrease in the standard of living on account of more and more consumption of limited resources. Today, India is faced with the problem of overpopulation which is causing imbalance between population and resources. The relationship between population growth and economic development may vary not only among different countries but also over different period of time in the same country. Rapidly growing population ensures a decrease in the standard of life and living if output does not increase at a faster rate-while economic development and social change involve a decrease in fertility as well as in mortality. The rapid growth of Indian population has implications not only in global perspective

but also and perhaps in most serious proportion for the nation. As the country is striving to fulfill the basic needs to improve quality of life of its people the ever growing number is generating unprecedented demands for more service in terms of food, clothing, housing, education, health and employment as well as for environmental protection.'

POPULATION EDUCATION

The term 'Population Education' (P.E.) stands for a concept related with teaching learning process which deals with the area of demography, family welfare, its socio-economic effects and discussions over the population problem at national and international level. The credit for introducing the term population education goes to Mr. Soloan Ray-land of Teacher's College, Columbia University U.S.A. Dr. V.K. R.V. Rao viewed population education as a part of human resource development programme. Population education is the need of the hour if we want to save ourselves from starvation and extinction. Population education is a new concept which is also called "Education for population awareness" Population education is identified as "an educational programme which provides for a study of population situation in the family, country and nation and in the world with the purpose of development of rational and responsible attitude and behaviour towards a specific situation among the students.

ATTITUDE

The concept of attitude plays a central role in thought and action of man of any society. Before World War II, social psychologists devoted a large part of their efforts to measure attitude and scaling and there has been however, no single definition of attitude acceptable to all authorities.

Krech and Crutchfield (1948) defined an attitude as an enduring organization of motivation, emotional, perceptual and cognitive process with respect to some aspect of individual's world."

REVIEW RELATED TO POPULATION EDUCATION

Saikia, Ruksana (2009) of Gauhati University conducted a study on “A study on the awareness of population education in secondary schools - A comparative study with special reference to Jorhat and Guwahati”

Saha, Bimpi (2013) conducted a study on “A study on attitude and knowledge towards population education among senior secondary school students of Tezpur town of Assam” findings were *there* is a significant correlation between the knowledge and attitude scores among the sample.

Monika (2013) conducted a study on the, “Attitude of School Teachers towards the Population Education.” It was found that both the male teachers and female teachers have equal knowledge about the population awareness. 72% of male teachers and 80% of female teachers have moderate amount of population awareness.

Rajput and Kaur (2014) examined Attitude Towards Small Family and Population Education in Relation to Academic Status and Gender: A Comparative Study of Two Districts of Haryana. In order to achieve the objectives of the present study, a sample of 64 individuals were selected from 2 districts (Karnal, Kurukshetra) of Haryana on the basis of purposive random sampling technique. From the results, it was found that educated individuals of two different districts possess same attitude towards small family and population education while there is significant difference between attitude of educated and uneducated persons regarding small family and population education. The result reveals that some measures should be taken to change the attitude of uneducated individuals to cope up with this problem of population explosion.

NEED OF THE STUDY

If the population increases in a limited and planned way, the economy of the country remains in a state of progress-, but if it is uncontrolled and unchecked, the economy is bound to decline. Many studies had impact of population education programs among school and college students. So investigator becomes interest to know the attitude of university students towards population education. It motivated the investigator to undertake this problem in which attitude of girls of Panjab University will be judged

towards population education. The present study may be significant because the results of this study may provide a guide line to make efforts for the promotion of the population education. The study may be helpful in determining the attitudes of individuals towards population education. This study may become a baseline for others researchers regarding promotion of attitude of individuals towards population education. Therefore, it was presumed that it may be of very much importance to seek the attitude of secondary school level teachers and parents of 44 secondary school students towards population education.

OBJECTIVES OF THE STUDY:

1. To assess the knowledge of girls of Panjab university on population education.
2. To assess the attitude of girls of Panjab university on population education,
3. To compare the knowledge and attitude of girls of Panjab university with respect to their streams.
4. To compare the knowledge and attitude of graduate and post graduate girls of Panjab University.

HYOPTHESES

1. There is no significant difference between attitudes of girls of Panjab University with respect to their streams.
2. There is no significant difference between attitude of graduate and post graduate girls of Panjab University.

DELIMITATION OF THE STUDY

1. The study was delimited to students of Panjab University Chandigarh only.
2. The study was delimited to arts and science streams students of graduate and post graduate students only.
3. The study was delimited to students of Ludhiana district of Punjab only.
4. Only one tool of research was used to conduct the data.

METHOD OF INVESTIGATION

The study was conducted through descriptive method of research which has undoubtedly been the most popular and widely used method in education.

SAMPLE OF THE STUDY

In the present study, random sampling method was used as it happened to be most convenient under prevailing circumstances. The sample of present study comprised of 200 girls of Panjab University Chandigarh belonging to colleges of Ludhiana district.

TOOLS USED

T.S Sodhi and G.D Sharma Attitude Scale towards Small Family Norms and Population Education 2011 (ASSFP).

INTERPRETATION OF DATA

1 HYPOTHESIS 1. There is no significant difference between attitude of girls of Panjab university with respect to their streams.

Table 1 Showing Mean, S.D and t value of girls of arts and science streams of Panjab university.

Variable	category	N	Mean	S D	T value	Remarks
Attitude towards population education	Arts	100	48.9	4.4	2.5	Significant at 0.05 level
	Science	100	50.45	4.31		

It is clear from the table that t- ratio of significance difference of means in attitude of girls towards is $2.5 > 1.96$ which is statistically significant at 0.05 level of significance. Therefore hypothesis, “There is no significant difference between attitude of girls of Panjab University with respect to their streams.” stands rejected. It is found that there is significant difference in attitude of girls of arts and science streams of Panjab University.

HYPOTHESIS 2. There is no significant difference between attitude of graduate and post graduate girls of Panjab University.

Table 2 Showing Mean, S.D and t value of girls students of arts and science streams

Variable	Category	N	Mean	S D	T value	Remarks
Attitude towards population education	Graduate	50	103.84	10.90	1.07	Significant at 0.01 level
	Post-Graduate	50	101.94	17.38		

It has been observed from table that mean scores of attitude towards population education among graduate and post graduate girls were 103.84 and 101.94 respectively. The standard deviations were 10.90 and 17.38 respectively. The ‘t’ value of 1.07 was found statistically lower than the table value of 1.96. Therefore hypothesis, “There is no significant difference between attitude of graduate and post graduate girls of Panjab University.” stands accepted. This means there exists no significant difference between attitude of graduate and post graduate girls of Panjab University. Overall it shows that Panjab university graduate girls are statistically higher on attitude as compared to their counterpart post graduate girls.

STATISTICAL TECHNIQUES USED

To test the hypothesis following statistical techniques was used:

1. Mean, Median and Standard Deviation.
2. Significant differences between the groups will be calculated with the help of T-ratio.

CONCLUSIONS

There exists significant difference in attitude of girls of arts and science streams of Panjab University. There exists no significant difference between attitude of graduate and post graduate girls of Panjab University.

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ENVIRONMENTAL AWARENESS AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER AND TYPE OF SCHOOLS

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ABSTRACT

The paper aimed to explore environmental awareness among senior secondary school students in relation to their gender and type of schools. The purpose of the the study was to compare the mean scores of environmental awareness of government and private senior secondary school students ,to compare the mean scores of environmental awareness among male and female students of government senior secondary schools and to compare the mean scores of environmental awareness among male and female students of private senior secondary schools. The present study used descriptive survey method. A Study related to environmental awareness. The sample for the present study was selected from school students studying. The sample for the present study was selected from school students studying in XI class. Sampling is a process by which relatively a small number of individuals are selected and analyzed in order to find out something about an entire population. Findings reveal that There was found a significant difference between government and Private secondary school girl students on the variable environmental awareness.

Key words- Environmental Awareness and Type of schools

INTRODUCTION

The word ‘environment’ is originated from “environ” which means the surroundings may be the concrete of abstract thing around us which affect our behavior time to time or place to place. It refers to sum total of all conditions which surround a man at a given point of space and time. The environment is a general term which designates all the objects, forces and conditions that effect the individual through such stimuli as a human is able to receive and perceive. Thus, the environment is a term which refers all

physically fortifiable things at a particular time. It is the interaction between the living and in a particular area to perform various important activities of life. Webster's Pocket Dictionary (2001) defines 'Environment' as "The aggregate of all condition affecting the existence, growth and welfare of an organism or a group of organisms". Environment cover all outside factors that have acted on the individual since he began life on earth. Environment is defined as the surroundings in which the organism lives. The environment may be the physical environment, the chemical environment or the biological environment. Thus, the environment has two components abiotic and biotic. The abiotic environment includes the air (atmosphere), water (hydrosphere) and land (lithosphere). The biotic environment includes the plants, animals and the microbes. Organisms are dependent on the environment to fulfill their needs; man is also constantly interacting with the environment in order to fulfill his needs. These needs include the basic needs of oxygen, food and shelter in addition to the social needs like entertainment, medicines, etc. At the Belgrade International Workshop (1957) working documents were provided by the trend papers that described the state of the art of the environmental education in all parts of the world and provisions to extend and explore the environmental awareness. It also states Environmental Awareness may provide power and understanding. To recognize the interdependence among materials into physical environment, plant and animal life for survival, growth and development. To take decisions individually and collectively and initiate action for social culture and economic survival, growth and development and for conservation of nature and natural resources. To identify human, material, space and time resources in the environment. To recognize ways of making effective use of environmental resources for social, economic and cultural survival, growth and development. To take decisions for the effective use of resources ,to recognize the special significance of conservation of natural resources and initiate or support community efforts for the purpose.

ROLE OF EDUCATION IN DEVELOPING ENVIRONMENTAL AWARENESS

Several seminars and conferences have been organized at national and international level on 'environment'. Most of the experts and scientists of different disciplines have

realized the importance of 'environmental awareness' but it will not serve the purpose. So the recognized the urgent need for introduction of 'environmental education'. Under the environmental education theoretical and practical aspects are emphasized. The awareness confines to cognitive level whereas environmental education includes cognitive, psychomotor and affective level.

In order to help children grow in knowledge, skills, values, attitudes and awareness relevant to environment, teacher is expected to be not only dispenser of information and knowledge, but also manager of teaching learning situation. The way of classroom organization has also to be drastically changed. For the purpose, taking care of the interests of children, teacher should resort to group activities and bear with a certain amount of active involvement and talking in classroom. Therefore the concept of discipline in the classroom has also to be changed. This necessarily means that the education officers and other supervisory staff engaged in supervision of classroom towards the environmental approach to teaching learning strategies in the classroom should look for the positive development in the children rather than the acquisition of bookish information.

Types of schools – 1. Government School 2. Private School

Government school: Government schools are fully controlled by the governmental machinery. It includes government schools, military schools, kendriya vidyalas (central school).

Private School: Private schools are managed by private managing committees under the supervision of district inspector of schools or some other government officer. It includes public schools.

On the basis of above classification of the type of schools the present study will aim to measure level of academic stress in Government and private secondary school students.

JUSTIFICATION OF THE PROBLEM

Motivation for awareness about nature should begin at a very early level in schools. It is essential that for this to be implemented a proper educational approach be initiated in

schools. Now the liability lies on the next generation and I am sure that environmental awareness among the senior secondary students will lead the next generation towards restraining the unstoppable environment changes.

OBJECTIVES OF THE STUDY

To compare the mean scores of environmental awareness of government and private senior secondary school students.

To compare the mean scores of environmental awareness among male and female students of government senior secondary schools.

To compare the mean scores of environmental awareness among male and female students of private senior secondary schools.

HYPOTHESES OF THE STUDY

1. There will be no significant difference between the mean scores of environmental awareness of government and private senior secondary school students.
2. There will be no significant difference between the mean scores of environmental awareness among male and female students of government senior secondary schools.
3. There will be no significant difference between the mean scores of environmental awareness among male and female students of private senior secondary schools.

DELIMITATIONS OF THE STUDY

1. The study will be delimited to the government and private senior secondary schools of Barnala district only.
2. The study will be delimited to 200 students only.

PLAN OF RESEARCH REPORT

The plan of research reports has been framed under four chapters. Chapter-1 gives the introduction of the problem taken for study & deals with the review of related studies and hypothesis. Chapter-2 deals with method and procedure employed in the collection of data. Chapter-3 describes the analysis, interpretation of data and discussion of the result, deals with the summary, finding and suggestions further research. References and appendices have been given at end of research report.

METHOD AND PROCEDURE

The methodology makes the most important contribution towards the conduct of the study. A procedure to the researcher is as tools are the, carpenter. It helps to achieve economy in time and coordinating of efforts. After selecting and formulating the statement of the problem, the major task, which the research worker has to do is to decide about the methods, procedure and techniques to be used for collecting, analysis and interpretation of data needed for investigation. The researcher deals with the relationship between variables, the testing hypothesis and development of generalization that have universal reality. It explains the sample and also the tool used in the execution of the study. The present study used descriptive survey method. A Study related to environmental awareness.

SAMPLE OF STUDY

The sample for the present study was selected from school students studying in XI class. Sampling is a process by which relatively a small number of individuals are selected and analyzed in order to find out something about an entire population. In the present study “Random Sampling Method” was used. The researcher took 4 schools in total of 20, out of which 2 were Government and 2 were private schools. The schools were randomly selected by lottery method. In the present study, the population 200 consisted of students of 12th class studying in school of Barnala District.

TOOL USED

Environmental Awareness Ability Measures (EAAM) by Jha (2010)

PROCEDURE FOR COLLECTING OF DATA

The data for the present study was collected from subjects belonging to various government & private schools of Barnala district. In all there were 200 students including both boys and girls studying at 9th class. Before collecting data conformation of the head of institution was sought and rapport with the students of 9th class established. Before distributing the test was readout. The students were encouraged to give correct information and were assured that these are to be used only for research purpose and will remain confidential.

At the time of data collection it was checked that they have answered all the statement. The scoring was done manually for each list as discussed under tools. Scores of each individual were obtained on the basis of the tests. The following type of data was obtained.

1. Responses of 50 Private Senior Secondary Schools girls.
2. Responses for 50 Private Senior Secondary Schools boys.
3. Responses for 50 Government Senior Secondary Schools girls.
4. Responses for 50 Government Senior Secondary Schools boys

STATISTICAL TECHNIQUES USED

Following statistical technique were used for analysis of data.

1. **Descriptive Analysis:** Mean, Median, Standard Deviation, skewness & kurtosis were used ascertaining the nature of distribution of scores.
2. **Inferential Statistical:** Analysis of correlation among three variable and t-test to find the significant difference between Private and Government Schools.
3. Bar graphs and histograms were also plotted.

RESULT & CONCLUSION

1. There was found an insignificant difference in government and private secondary school students on the variable environmental awareness.
2. There was found a significant difference between government and Private secondary school girl students on the variable environmental awareness.
3. There was found an insignificant difference in government and Private secondary school boy students on the variable environmental awareness.
4. There was found a significant difference between girls and boys of secondary school on the variable environmental awareness.
5. There was found a significant difference between girls and boys of government secondary school on the variable environmental awareness.
6. There was found a significant difference between girls and boys of private secondary school on the variable environmental awareness.

As per interpretation of result conclusion is as follow: The purpose of this study was to examine environmental awareness among secondary school students in relation to their gender and types of schools. 200 students from four secondary schools (private and government) of Barnala district were selected by random sampling technique. The assessment instruments used in the study was Environmental Awareness Ability Measures (EAAM) by Jha (2010). Result depicts an insignificant difference between mean scores of Private and Government school students on the variable of environmental awareness. There was found a significant difference between government and Private secondary school girl students on the variable environmental awareness. There was found an insignificant difference in government and Private secondary schoolboy students on the variable environmental awareness. Significant difference between mean scores of girls and boys of secondary school on the variable of environmental awareness. There was found a significant difference between girls and boys of government

secondary school on the variable environmental awareness. There was found a significant difference between girls and boys of private secondary school on the variable environmental awareness.

Educational Implications -The study may also be helpful in providing directions to the teachers and the parents to provide suitable facilities and congenial environment to promote environmental awareness level of the students.

1. To encourage non-governmental organizations, mass media and other concerned organizations for promoting awareness among the people at all levels.
2. Educational programs and curriculum should give attention in developing the individual's environment awareness.
3. The importance of designing special educational programs that raise the environment awareness for school students.
4. Programmers' under Formal Environmental Education are :
5. Environment Education in School System
6. Environmental Appreciation Courses
7. Environmental concepts in Management and Business Studies

SUGGESTION FOR THE FURTHER STUDY

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

1. To promote environment education through existing educational/ scientific/ research institutions.
2. The study can be extended beyond Barnala district.

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

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**EFFECT OF ACADEMIC COUNSELING ON EDUCATIONAL ASPIRATION
OF CLASS X STUDENTS IN RELATION TO PARENT’S SOCIO ECONOMIC
STATUS**

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ABSTRACT

This study is aimed to study the effect of academic counseling on educational aspiration of class x students in relation to parent’s socio economic status and the objectives of the study was to study the impact of academic counseling on educational aspiration of students belongs to low socio economic status and to study the impact of academic counseling on educational aspiration of students belongs to average socio economic status. investigator has taken a sample of 200 students of class X of District Ludhiana of Punjab. The sample of the study involves all the senior secondary schools students of government schools of Ludhiana district **Statistical Techniques** Mean, standard Deviation, t-Test, Correlation was used by researcher for analysis of data. The study revealed that there is significant effect of academic counseling on education aspiration of adolescent belong to low and average Socio Economic Status.

Keyword: Academic Counseling, Educational Aspiration, Socio Economic Status.

INTRODUCTION

It is believed that adolescents and the youth of a country play main role in the development of a country. So youth and adolescents should follow right direction in their life. In simple words we can say that they should have sufficient knowledge about their future and future plans. Counseling is a process of assistance to a person. It is one of the services of guidance which intend to establish a relationship between counselor and subject. With the help of counseling a person become able to analyses his problem,

making correct decision. Counseling is be a confusing term – it often has different meaning for different people.

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

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

Academic Counseling: Academic Counseling is a Program (Scheduled by Investigator) of 15 days which helps the adolescents to acquire more effective and efficient study skill for better future.

Educational Aspiration: Educational Aspiration connotes a readiness to act towards the educational goal. Higher education aspiration, career aspiration, occupational aspiration, aspiration for social status, wealth, prestige etc are the dominant characteristics of educational aspiration.

Socio-Economic Status: Socio Economic Status is the person’s position in any given group, society or culture and socio economic status refers to the educational, occupational and monthly income of the parents of the students.

STUDIES RELATED TO EDUCATIONAL ASPIRATION AND SOCIO ECONOMIC STATUS

Rai, G. (2014) results indicated that majority of students received average amount of Parental encouragement was analyzed on level of aspiration, it was found that they differed on Number of Times the Goal Reach Score (NTRS) but no significant differences were found on other two score i.e Goal Discrepancy Score (GDS) and Attainment Discrepancy Score (ADS). The present study has a lot of significance for parents and adolescents as it deals with the important aspect of adolescent’s development variables like aspiration and academic performance which is determined by the parental encouragement provided to the adolescent.

Ahmar, F. & Anwar, E. (2013) examined the effects of gender and socio-economic status on academic achievement of higher secondary school students. This study showed the difference between high and low socio-economic status groups. It is found that the academic achievement was influenced by the socio-economic status and those who belonged to high socio-economic status showed better performance.

OBJECTIVES OF THE STUDY

1. To study the impact of academic counseling on educational aspiration of students belongs to low socio economic status.
2. To study the impact of academic counseling on educational aspiration of students belongs to average socio economic status.

HYPOTHESES OF THE STUDY

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

SIGNIFICANCE OF THE STUDY

All students do not belong to same socio-economic status, so their educational aspiration level may not be same. Simultaneously they do not know the resources/ path/ proper guidance for achieving their aspirations. They take decisions but majority of time results of those decisions are not matched with their destiny. Sometimes they feel frustrated by those decisions which become a conflict between them and their educational aspiration, so at that time they feel helpless. So academic counseling must be providing in school and colleges to adolescents for their bright future. Educational program should be organized in school for the awareness about all the courses and requirement of that course. For instance student who want to become doctor but his/her socioeconomic status not allow to do so. There he needs awareness about the educational loans as well other alternative in the same stream. Sometimes they are not aware about different exam which are held every year as entrance in various streams by

almost all the universities for admission as well as for government job. They do not know how to attempt such exam which skills they need to practice for clearing such exams. The solution of such academic problems can be solved by a wise teacher, man and most effectively by a counselor by giving them adequate academic counseling. The present study is going to explore how academic counseling effects on educational aspiration of adolescents belong to parents' low, average, high socio economic status. The present study is useful for the Vocational and Educational choice. It will help in providing them sufficient knowledge about their abilities, problems etc. It will also make aware students how to solve wisely all kind of problems related with their educational choice and vocational choice. It will motivate the adolescents to make specific goals and effect positively on their educational aspiration.

DELIMITATION OF THE STUDY

- The study confined to Ludhiana District of Punjab only.
- The study confined up to Government Senior Secondary Schools only.

SAMPLE

- For the study investigator has taken a sample of 200 students of class X of District Ludhiana of Punjab. The sample of the study involves all the senior secondary schools students of government schools of Ludhiana district

TOOLS

- Educational aspiration scale by Dr. V. P. Sharma and Ku. Anuradha Gupta (Appendix: 1)
- Socio Economic Status scale by Satish Kumar et al. (appendix: 2)
- Schedule of 15 days. (Appendix: 3)

Statistical Techniques

- ❖ Mean
- ❖ Standard Deviation
- ❖ t-Test will be used by researcher for analysis of data
- ❖ Correlation

ANALYSIS

Table No. 4.3. (a)

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

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

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

Figure No.4.3 (a) Comparison between Educational Aspiration of Low S.E.S of Control Group (pre-test) and Experimental group (pre-test)

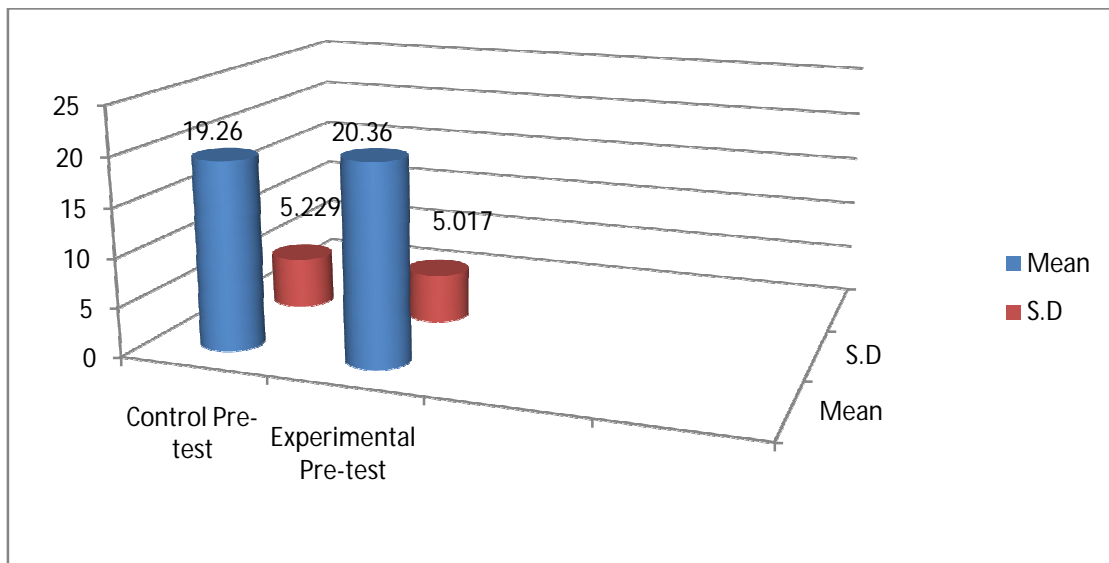


Table No. 4.3. (b)

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

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

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

Figure No. 4.3 (b) Comparison between Educational Aspiration of Low S.E.S of Control Group (post- test) and Experimental Group (post- test)

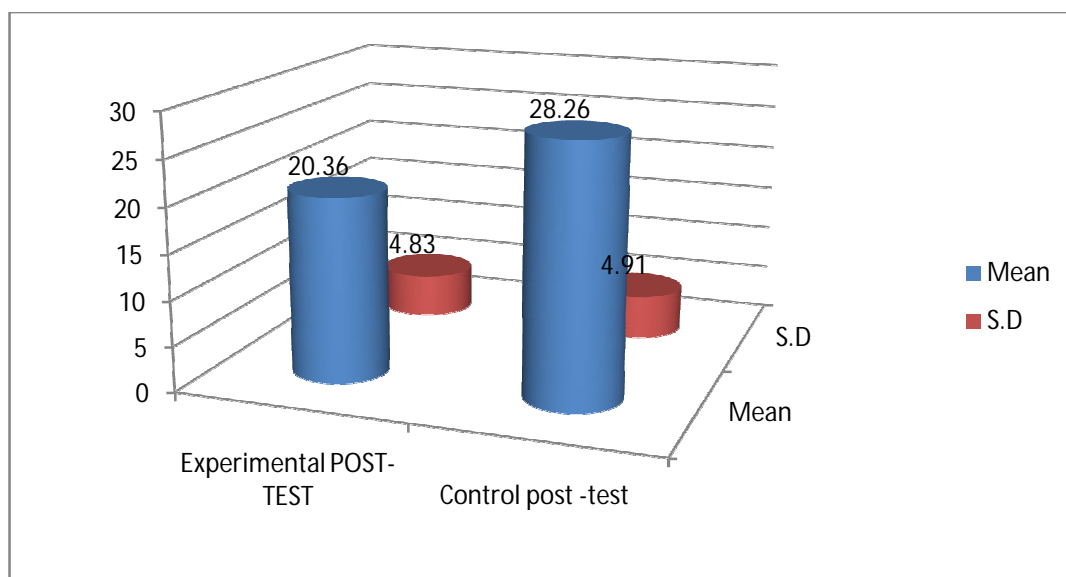


Table No. 4.4. (a)

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

Groups Average S.E.S	Mean	N	SD	Df	t-value	Level of significance	Table Value
Control Pre-test	23.05	25	4.75	40	0.104	0.05	2.02
Experimental Pre- test	20.68	37	4.47			0.01	2.71

The results depicted in Table No. 4.4. (a) show that the mean of control group (pre-test) 23.05 and experimental group (pre-test) 20.68 respectively. The t-value is found to be 0.104 which is statistically non-significant at 0.01 and 0.05 level of confidence. It was concluded that both groups of average S.E.S. viz. control group and experimental group were equal in educational aspiration level. Further we compare in table no 4.4. (b) Both groups result of post test to see the effect of academic counseling on educational aspiration of adolescents.

Figure 4.4. (a) Comparison between Educational Aspiration of Average S.E.S of Control Group (Pre-test) and Experimental Group (Pre-test).

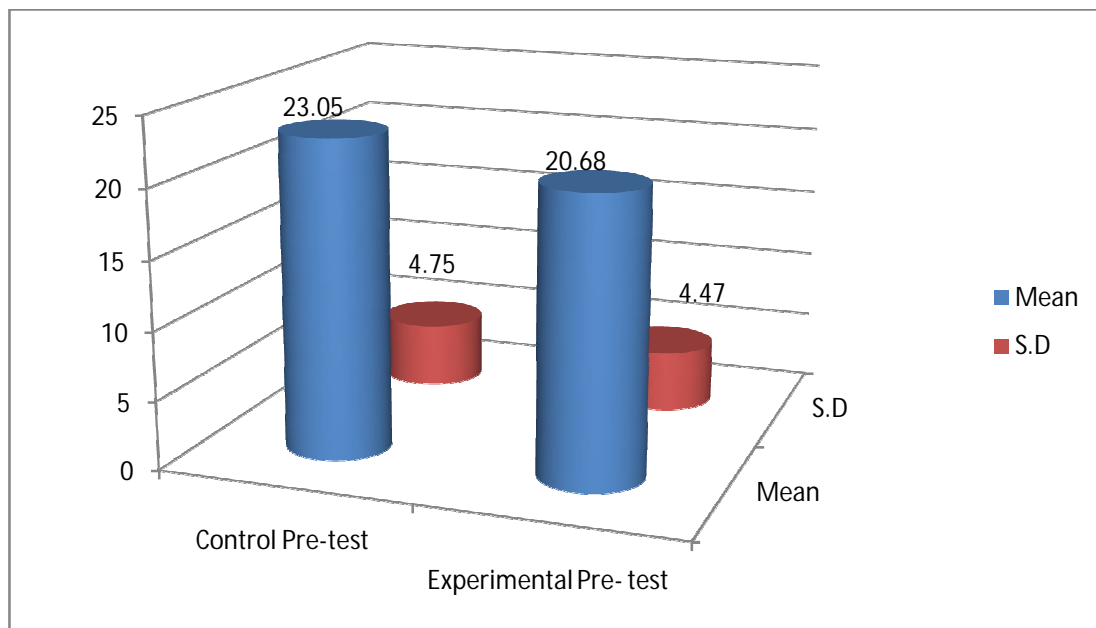


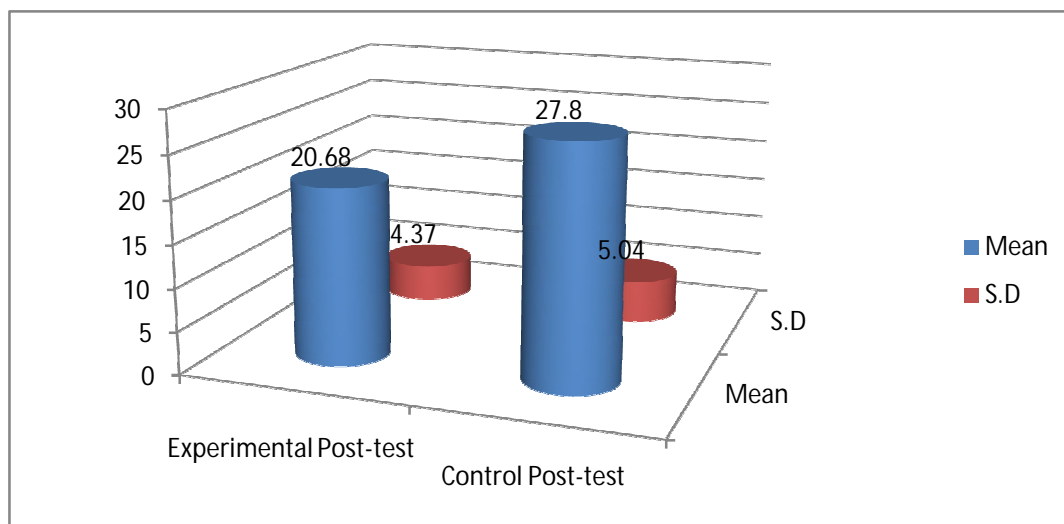
Table No. 4.4. (b)

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

Average S.E.S Group	N	Mean	SD	df	t-value	Level of significance	Table value
Experimental (Post-test)	37	20.68	4.37	40	4.87	0.01	2.71
Control (Post-test)	25	27.8	5.04			0.05	2.02

The result depicted in table no 4.4(b) Show that the mean of experimental group belong to average socio economic status (post-test) is 20.68 and control group 27.8 respectively. The t-value is found to be 4.87 which were statistically significant at 0.01 and 0.05 levels. This shows that the academic counseling have its significant effect on education aspiration of adolescents belong to average socio economic status. So our hypothesis **“There will be no significant effect of academic counseling on educational aspiration of adolescents belongs to average S.E.S.”** is rejected. So it is concluded that there is significant effect of academic counseling on education aspiration of adolescent belong to Average S.E.S.

Figure.4.4 (b) Comparison between Educational Aspiration of Average S.E.S of Control Group (post- test) and Experimental Group (post- test)



CONCLUSIONS

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

SUGGESTIONS

- The presents study was conducted on the sample of government senior secondary schools and Government high school students. The similar study may be conducted on private schools and as well as on other institution and colleges.
- The presents study was confined to Tehsil Jagraon (Ludhiana District) only. A similar study may be conducted in other cities and district of the state.

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**COMPARATIVE STUDY OF WELL-BEING OF SCHOOL STUDENTS IN
RELATION TO THEIR SELF-ESTEM**

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ABSTRACT

The present study explored the relationship of well-being of school students to their self-esteem. The sample was selected by using convenient method of sampling. Out of which 50 students were from rural and 50 were from urban background, both groups having 25 male and 25 female Students. For the purpose of data collection two Well-Being Scale by Singh and Gupta (2001) and Self-Esteem Inventory by Coopersmith (1981) were used in present study. Findings of the study there is no significant difference in the Well-Being of male and female secondary school students. And there is a Significant difference in the Well-Being of rural and urban secondary school students. There was positive significant co-relation between the Well-Being & Self-Esteem of secondary school students which comes out to be 0.36.

Key words: Well-Being, School Students, Self-Esteem.

INTRODUCTION

Education is the development of all those capacities in an individual which will enable a person to control his environment and develop his personality to the Optimum level. He has lived in family, tribe, community etc, which are natural groups and he has also lived as a member of consciously formed groups. Well-Being is ongoing process and it is predicted on person's active involvement in behavior and life style choice that will empower them to live full responsible, rewarding lives in an extremely complex world. The Well-Being of Students today affects the Well-Being of tomorrow society. As the Mother (1952) pointed out, & quot; Education to be complete must have five principle

aspects relating to the five Principle, activists the psychic and spiritual. Usually these phase of the growth of the individual. This however does not mean that one should replace another but that all must continue completing each other till the end of life & quot. This root of education lie within human nature and, it is something within man and in no other creature which makes education an eminently feasible undertaking. Man seems to have invented education for the perfection of his own nature. Every worker in the field of education seems to act on the great assumption that human nature, at least, as it is seen in actual action, can be improved.

WELL-BEING

Well-Being may be defined as the subjective felling of contentment, happiness, satisfaction with life's experiences and of one's role in the world of work, some of achievement, utility, belongingness and no distress, dissatisfaction or worry etc. These things are difficult to emulate objectively. Hence, the emphasis is on the term "Subjective" Well-Being. It may be well maintained in related to but not dependent upon the Physical/Physiological condition. So we can say it is convened with People's feeling about their everyday life activities, these feelings may include Mental State as dissatisfaction, unhappiness, worry satisfaction, happiness, contentment etc. The positive Mental Health could be manifested as a general feeling of well-Being, Self confidence, personal competence, satisfaction, happiness, Self worth, belongingness, worth-while achievement, ego strength, super ego, co-operatives, security, quality of life creativity, originality, productiveness, adjustment (school, home, social, personal, occupational etc).

SELF-ESTEEM

Self-Esteem is defined within a context of self-other information concerning the self. New information is examined on the basis of its relevance and meaning for the self-system and is disregarding if its meaning tends to be tangential. In this way the organism is somewhat insulated from the environment or is not completely subject to momentary environmental contingencies, on the other hand the person with low self-esteem is field dependent i.e. tends to passively conform to the in fluencies of the

prevailing field or context. Since the individual behavior is directly linked to immediate environmental circumstance and is not mediated or difference citrated and integrated by the self-concept.

According to Branden (1969), Self-Esteem is the sum of Self-Confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth). It exists as a consequence of the implicit judgment that every person has of their ability to face life's challenges, to understand and solve problems, and their right to achieve happiness, and be giving respect. As a social psychological construct, Self-Esteem is attractive because researchers have conceptualized it as an influential predictor of relevant outcomes, such as academic achievement or exercise, behavior (Hagger et al. 1998).

STUDIES RELATED TO WELL-BEING

Anyanwu (2010), investigated influence of parental relationship on the psychological Well-Being of South-eastern adolescents. 2000 male and 2000 female adolescents from Senior Secondary School in Abia, Enugu, Imo and Anambra states of Nigeria were included in the sample. The results revealed that the adolescents had more emotional and social problems than personal problems. It was also found that there were gender differences in psychological Well-Being of the adolescents.

Bewick et al. (2010), investigated the psychological Well-Being of students from all faculties across their undergraduate degree from pre-registration to semester two of year three at a University in United Kingdom. Results indicated that greater strain was placed on Well-Being, once students start University compare to pre-university levels. Level of strain was generally highest during semester one, with significant reduction in levels of distress from semester one to semester two being observed in both year one and year three.

STUDIES RELATED TO WELL-BEING

Singh (2009), investigated the effect of type of family and gender on self-efficacy and Well-Being of adolescents. 100 adolescents from joint and nuclear families were participated. Result revealed a significant effect of type of family and gender owns self-

efficiency. It was found that neither family type nor gender had significant effect on the measure of Well-Being.

Yousafzai et al. (2009), investigated psychological Well-Being and substance use among medical students in Pakistan and found that the majority of the medical students think substances use is a coping strategy for stress. Teaching on addition/ addictive substances is poor at undergraduate level in Pakistan medical college and Well-Being has been affected by stress. Depression among medical students was high as reported by the students in this survey.

Trainor et al. (2010), examine the validity of the reported link between Well-Being and leisure participation of 947 adolescents from 19 schools in Adelaide of South Australia. Results indicate that personality variable were better predictors of Well-Being of adolescents than spare time use. It was also found that engagement in less structured leisure activities was associated with poorer psychological Well-Being and substance use.

SIGNIFICANCE OF THE STUDY

In the present changing scenario students are suffering from many problems like adjustment, depression, anxiety and poor Well-Being and Self-Esteem due to which school life is becoming more or less unpleasant, boring and dissatisfying to them. This state of affairs usually, causes a serious amount of damage to their personality. Thus it is important to study well being of the school students facing many problems in their family, society and in peer groups due to many reasons like shyness less social development and aggressiveness. So the investigator made up his mind to study the Well-Being of school students in relations in relation to Self-Esteem.

OBJECTIVES OF THE STUDY

Every research study has some objectives which gives directions to it. Following were the objectives of the study :-

- To study Well-Being of Secondary School Students in relation of their locale.

- To study Well-Being of Secondary School Students in relation of their gender.
- To explore relationship between Well-Being and Self-Esteem of Secondary School Students.

HYPOTHESES OF THE STUDY

- There will be no significant difference in Well-Being of male and female Secondary School Students.
- There will be no significant difference in Well-Being of rural and urban Secondary School Students.
- There will be no significant relationship between Well-Being and Self-Esteem of Secondary School Students.

DELIMITATION OF THE STUDY

- The study is delimited to 100 Secondary School Students of the Guru Har Sahai city.

SAMPLE

The sample comprised of 100 Students from Secondary School Guru Har Sahai was selected by using convenient method of sampling. Out of which 50 students were from rural and 50 were from urban background, both groups having 25 male and 25 female Students.

TOOLS USED

In order to collect data for the present study following tools was used by investigator:

- Well-Being Scale by **Singh and Gupta (2001)**
- Self-Esteem Inventory by **Coopersmith (1981)**

STATISTICAL TREATMENT OF DATA

- Frequency distribution, mean score, and standard deviation were computed.
- To find out the significance of difference, t-ratio was calculated
- To find out the relationship among variables efficiency of correlation was also calculated.

RESULT

Hypothesis 1

There will be no significant difference in Well-Being of male and female secondary school students.

To find out the significant difference, t-ratio is calculate by the formula

$$t = \frac{[M_1 - M_2]}{S.E.}$$

Where $(M_1 - M_2)$ = the Positive difference between the two Means S.E is standard error.

$$SE = \frac{6_D}{\sqrt{N}}$$
 where 6D is standard deviation

Table 1.

Well-Being of Secondary School Students in relation to gender.

Sample	N	Mean	SD	t-value
Male	25	29.26	4.03	0.26
Female	25	29.51	4.47	

Interpretation :

The calculated value of t-ratio for Well-Being of Male and Female secondary school student is 0.26 which is less than the tabulated value at 0.05 level and 0.01 level. Thus,

hypothesis 1, there will be No significant difference in Well-Being of Male and female secondary school student is accepted. It shows that Male and Female secondary school students do not differ significantly.

Hypothesis 2

There will be no significant difference in Well-Being of urban and rural secondary school students

To find out significant difference, t-ratio is calculate by the formula

$$t = \frac{[M_1 - M_2]}{S.E.}$$

Where (M₁-M₂) = the Positive difference between the two Means S.E is standard error.

$$SE = \frac{\sigma_D}{\sqrt{N}}$$

where σ_D is standard deviation

Table 2.

Well-Being of Secondary School Students in relation to Locale

Sample	N	Mean	SD	t-value
Urban	25	31.04	3.31	3.47
Rural	25	27.36	4.91	

Interpretation :

The calculated value of t-ratio for Well-Being of urban and rural secondary school students is 3.47, which is greater than the tabulated value at 0.05 significant level and 0.01 significant level, Thus, Hypothesis 2, these will be no significant difference in Well-Being of urban and rural secondary school student is rejected. It shows that urban and rural secondary school students differs significant.

4.3 RELATIONSHIP BETWEEN WELL-BEING AND SELF-ESTEEM OF ECNDARY SCHOOL STUDENTS

The scores of Secondary School Students on Well-Being and Self-Esteem were correlated by using Pearson's coefficient of correlation.

Pearson coefficient of correlation

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where :

- N = number of pairs of scores
- $\sum xy$ = sum of the products of paired scores
- $\sum x$ = sum of x scores
- $\sum y$ = sum of y scores
- $\sum x^2$ = sum of squared x scores
- $\sum y^2$ = sum of squared y scores

The results of correlation are presented in the table 8 which indicates that the coefficient of correlation (r) or Well-Being and Self-Esteem is 0.36. It is significant at 0.01 level.

Table 4.3

Relationship Between Well-Being and Self-Esteem of Secondary School Students

Variable	N	Coefficient of Correlation
Well-Being/Self-Esteem	200	0.36**

** Significant at 0.01 level.

On the basis of results the hypothesis "There is no significant relationship between Well-Being and Self-Esteem among Secondary School Students" is rejected. This means that there is significant relationship between Well-Being and Self-Esteem of Secondary School Students. The results is in the line with the findings of Chopra (1997) and Corner (2004) who found positive effect of Well-Being on Self-Esteem and positive significant relationship between Well-Being and Self-Esteem.

CONCLUSION OF THE STUDY

Mean score of male students is 29.26 (SD=4.36) nearer to mean score of female Students 29.51 (SD=4.13), t-value comes out to be 0.26 which is not significant at 0.05 level & 0.01 level. Thus there is not any significant difference in the Well-Being of male and female secondary school students. Mean score of urban students is 31.04 (SD=4.03) nearer to mean score of rural Students 27.36 (SD=4.47). t-value came out to be 3.47 which is not significant at 0.05 level & 0.01 level. Thus there is a Significant difference in the Well-Being of rural and urban secondary school students.

There was positive significant co-relation between the Well-Being & Self-Esteem of secondary school students which comes out to be 0.36.

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**RELEVANCE OF EDUCATIONAL THOUGHTS OF GURU NANAK DEV JI
IN MODERN TIMES**

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ABSTRACT

The paper aimed to explore relevance of educational thoughts of Guru Nanak Dev ji in modern times. The purpose of the study was to study in brief the life sketch of Guru Nanak Dev Ji and to study the Relevance of the thought of Guru Nanak Dev ji in modern times. The present investigation used The present study was based on philosophical and historical Method. The relevant 'information was traced from various primary and Secondary sources. The primary sources was consist of the original works of Guru Nanak in de purating the Adi-Granth. The sacred book of Sikh. Secondary sources were based on the information available in the form of periodical, journals and books. The presence study will envisage to find meanings and implications of Guru Nana k Dev Ji's educational thought regarding spectrum of education and its components like aims of education, discipline of Mind and body, curriculum teaching through examples.

Key Words-Guru Nanak Dev Ji and Relevance Of Educational Thoughts

INTRODUCTION

We are living in a modern society which, in contrast to the traditional one, is based on science and technology. There has been an explosion of scientific knowledge in the recent years consequently; some fundamental changes are taking place in the social and cultural milieu which may be broadly labeled as 'modernization.' Whether modernization is desirable or nor, it is inevitable. However modernization should actually mean adopting the latest development in the field of science and technology to our advantage, but not ignoring the importance of moral and spiritual values at the same time.

Education is a developing process of drawing out from within, to make explicit what is implicit, is to draw out and develop powers and capacities to the optimal. It is essentially a process of developing a child's inner dispositions, capacities and abilities to full use. Education is a purposeful, conscious or unconscious, deliberate or spontaneous, psychological, sociological, scientific and philosophical process which bring about the all round development of the individual to its fullest extent in the best of his social interests in such a way that he enjoys maximum happiness and prosperity.

Contrary to the ancient Indian traditions, Guru Nanak rejects out rightly the practice of renouncing the world for the sake of realizing 'moksha'. He advocates the attainment of salvation through social participation, leading the life of a 'garhisti' (householder). He demonstrated it through personal example as well. No doubt, certain aspects of Guru Nanak's philosophy may be traced in the Vedas and the Upanishads, but his presentation bears the stamp of a distinctly new orientation in a new setting. He makes the Indian religious thought more constructive and productive for human life. He relieves it of superficial ritualism and formalism. He resolves the controversy of the 'transcendent' and the 'immanent'. He discards all types of distinctions between man and man on the bases of caste, color, creed, religion, place, position and sex. He is a humanist par excellence. Inspire of his mystic fervor he gives a very high place to ethics in social life. For him, a truthful conduct is higher than mere knowledge of truth. He exposes hypocrisy. There is hardly any aspect of human life which he does not touch in his hymns. In him we find a rare synthesis of Idealism, Realism, Naturalism, Humanism and Marxism. While defining the concept of God in abstract terms he is an idealist; in rejecting the concept of world as an illusion (Maya), he is a realist; in upholding the universal law (hokum) operating in nature he is a naturalist; in promoting the cause of the down trodden and treating man as man he is a humanist; and in visualizing a castles and classless society, stressing hard and honest labor to earn one's livelihood and condemning the amassing of wealth through corrupt means, he is a Marxist.

According to the great Guru Nanak Dev ji, Education consists in service into others. “It is uplifting the down-taken serving the sufferers, reforms the treacherous besides realizing the divine within.

Philosophy is the earliest and the most original discipline. It is one of the oldest and the most respected provinces of knowledge. Philosophy is a systematic and thorough attempt to relate the universe and human life to each other in a meaningful way.

The term ‘philosophy’ has been derived from the two Greek words ‘philos’ and ‘Sophia’. ‘Philos’ means love and ‘Sophia’ means wisdom. So, the term ‘philosophy’ means love of wisdom. But love of wisdom does not necessarily make one a true philosopher, It implies understanding; it means finding meaning and relationship among ideas.

Shri Guru Nanak Dev was born at Rai Bhoi Ki Talwandi known as Nankana Sahib, now in west Pakistan in a Bedi Kshatriya family, in 1469 as a child Guru Nanak Dev was very Intelligent and a helpful charming boy. His faces radiated smiles ever and his eyes were silent and wise. He talked very little, but whenever he had an opportunity to speak, his sweet words emphasized the ideal of the realization of ultimate Reality. He distributed the sweets and food amongst others who were hungry and poor. He ate little, slept little and shut himself in some deep thoughts for days and days together and no one could understand him. In 1475 when he was six year old; he was sent to learn the three. ‘R’s under the | supervision of Gopal Pandit Das. As usual the teacher started the lesson with an alphabet but the teacher was wonder-stuck when the Guru asked him to explain. The meanings of the letters of the alphabet. However at the helplessness of his teacher the Guru wrote the meaning of each and every letter of the alphabet. This was the first Divine message delivered by Guru Nanak. On Nanak’s 10" birthday Kalu had arranged Nanak’s Janeu ceremony with customary festivity.

METAPHYSICS

Concept of God. The God is one without a second. “These are the most repeated observation contained in the Adi Granth one could easily say that the major subject of attributes of God. As a result Sikhism can be described as uncompromisingly mono

theistic. As personal already mentioned. Guru Nanak believed in a personal God whom be worshipped and loved. The first poetic utterance of Baba Nanak, known as mool mantra, summarizes the Sikh beliefs. Guru Nanak Believe in God ts true name, Eternal reality creator of all things. He is without fear and without enmity. He is not subject to time. He is beyond birth and death, he is formalness. He is imminent in his creation. He is known by the Guru's grace. Guru ji said, "All forms have clam into existence according to will'. Man is not only the latest or the highest product of an evolutionary process or the result of an accident but he is also the consequence of God's specific intention. Sikhism asserts that human existence is the best because man is unique. Among creations, he alone possesses discrimination and with in him. He carries the divine spark. The universe Guru said the mystery of the universe is great and unknown.

The Constant and endless pursuit in the field of science has explored a lot but the mystery remains unfolded ever over.

EPISTEMOLOGY

Guru Nanak Concept not one sided. It encompasses the entire vaster of man's life on earth. So for Guru Nanak knowledge level to intellectual moral and Spiritual height. Guru Nanak Dev Ji laid moral emphasis on value oriented knowledge.

He said: "Even a literate man may not bean Knowledge man, if he does not dispense with greed, love for worldly thing and its proud."

Guru Ji said one may read lot of books and still may not be rightly education person unless he realizes the divine substance in him. The world is deluded by ignorance and becomes a pray to death without true knowledge. But if we depend only on theoretical knowledge then there will be more Worries.

AXIOLOGY

Guru Nanak Dev Ji had full faith according to him a man would wander in birth and death of his actions is bad. He will be relieved of his bondage only if his actions are good.

Guru Nanak Dev Ji said. "Without good actions, there can be solution"

Guru Nanak Devji strongly condemned the idol worship. He was of the opinion that because God has no form and is immune from the birth and death. So it is an insult to God to make his idols and workshop man Dr. Gopal Chand Narang has rightly said in this respect: “Guru Nanak) declared that he was not to be disgraced that God alone was not to be disgraced by making any images of him and by worshipping those image of him and worshiped that image. He was to be Worshipped in the spirit by constantly mediating over his name lad feeling and realizing. His presence in every place and at every time.

CONCEPT OF EDUCATION

Guru Nanak uses the word ‘Vidya’ for education. He uses the word vidya in a very wide spiritual sense. According to Guru Nanak, Vidya knows no limits and it is endless. Vidya illuminates the mind and the soul. It is the power of right thinking. It is also a means to serve others.

AIM OF EDUCATION

The main theme of guru was spiritual development to prepare a man for Mukjti (Salvation), (art of living) Tripti (satisfaction of life of self fulfillment) and bhakti (joy of life or bless). His model of education of has been demonstrated in pauri 13 of Japji Sahib, i.e. if one brings faith in him, at first his spirit 1s developed, which followed by one’s development of emotions, which further leads to the development of intellect . This the model is as under :

CURRICULUM

In fact whole of the universe and all beyond universe are included in his curriculum. The spirit was to be so elevated that it paved its way to the ultimate, and at the same time paid its debt to the society which had brought him up.

Even though he was an idealistic, he did not ignore scientific subjects and placed equal emphasis on them too. The primary place will have to be given to the Subjects like philosophy, history, ethics, morals, languages etc. Teacher A teacher is one who has, in

fact, at least started proceeding upon the path Of we , ‘Pittual enlightenment and is very close to the almighty.

The Pandit is well read only, if he reflects the word all for spontaneously, to « His touch, his looks, his movements are to be simple , but graceful and his thirst for knowledge unlimited and deep. His own life, his own actions, His own mode of living, his behavior and his simplicity are all to be educative and worth copying. He has given his qualities, which are very significant, i.e. enlightenment, spiritual, intellectual, learned, sympathetic emotionally, mature, socially respected be etc. of H Educational Problems a When educational philosophy of Guru Nanak is understood in correct perspective, It becomes evidently clear that he had also conceptualized the present day education al problems and worked out their solutions. The lifelong education has been beautifully explained by him in his bani and life.

McLeod (1967) summarize the philosophy of Guru Nanak as follows : “ Guru Nanak works , who find and emphasized upon the unity of God a revolution incretion , the paradox the unity of God , transcendent as well as immanent in expression of God in terms of light a perverse of human origins (Guru Nanaks Man which requires purification , a doctrine of grace, a concept of ‘Nam Simran’ an ascent to union though a number of stages , a purring of self and an ultimate union., Guru Nanak emphasis a belief in the needlessness of as cretinism, on the one hand, and upon the share of the worldly wealth, on the other Guru Nanak concept of the shabad (the Word) , (the name of God) , the Guru, the divine preceptor , carry us beyond us anything that the works of earlier saints offer any explicit form . It is saint thought which we find in his work expounded and reinterpreted. The result is new synthesis, a synthesis which is cast within the pattern of saint belief, but which nevertheless possess a significant originality and in contract with is saint background, a unique clarity it possess more over the equality of survival , for it remains today the substances of a living faith . In our view Sikhism carries into its tradition and philosophy the Vedanta stream as well as Islamic monotheism , the ‘Buddhist’ stress on ethical code, J’ Jewish’ concern for family Confucius goal of social cohesiveness and ‘Christian’ motive for neighborly love and service. The similarities are striking and found common to most religions

Sikhism. Rests on the creative experiences of the Guru whose teachings were based on their direct experience of the truth.

RELEVANCE OF EDUCATIONAL THOUGHTS OF GURU NANAK DEV JI IN MODERN TIMES

The ethics of the philosophy of Guru Nanak Dev Ji is out a set of I commands issued by a scholar to his learners from time to time. It is a transforming discipline and hence an inseparable part of spiritual discipline. After declaring that God is within and He alone is man's helper the Guru Points out an ethical discipline and God realization, the purpose of this discipline is to sublimate the ego that binds man to the life of the surface which is not the real being. This will help man to embrace positive qualities of devotion, self-less service for mankind and discrimination in his search for the nobler, finer and deeper.

Guru Sahib does not talk of sermons of sentimental humanism; His stress is one the over-coming of the ego which is necessary for ethical discipline as well as for realization of a higher life. All great morals qualities will spring when God Consciousness becomes a felt reality. He never asks man to renounce the world. He always insists on renouncing mental pride. It resists the influence of in wordiness of creep over it for its advancement towards the divine. It is the first of mental Pride which prevents the mind from utterly being divine and from becoming humble. It is the humanity and total self-surrender which cuts off the supply of thought to pure consciousness.

The sacred Guru always points out that man in his self-centeredness has become blind to the divine reality within and has completely forgotten the purpose of human existence. Man has attained human life, after wandering for many ages. He should, therefore make the best of it by singing the name of God and practicing noble deeds in this society. Man faculty of cognition and the power of free choice are blunted by the five evils which obscure the reason of truth and goodness. The Guru exhorts man to work with sufficient clearness and distinction so that he is not deceived by these thieves of Maya (Materialism). He is not a philosopher in the academic sense of term. It is from his 'Bani' that we know of his philosophy. In his 'Shabadas' and 'Slokas', he

refers to certain positive, concrete and pleasant attributes of God which signifies that God's help is necessary to enable man to rise from imperfections, sufferings, fear and bondage. He is fulfiller of desires, Bestowed of all happiness, of all gracious and all-forgiving man's weakest deeds. He clearly states, that the lord is not only the giver of the human birth but he is also our helper at the last moments. That is why, the name of God is the hope and consolation to the bewildered mind of every age.

Keeping in view of philosophy of Guru Sahib lays great stress on the process of Simran (Japa) constant remembrance or repetition of 'Divine Name'. It is an effective and practical way to control the mind to have awareness of the Absolute Morality. The name of God helps at different levels, spiritual, mental, moral and psychological. At the moral and spiritual level, it helps to tame the mind and to ensure enlightenment. The most effective way to reforms one's life.

SIGNIFICANCE OF THE STUDY

We are living in the modern society. There is need to educate Modern society, Masses about Guru Nanak's spiritual vision and his concept of education in relation to its present system of education. Those being born now will be faced with unprecedented opportunities and challenges due in their lives to very rapid advancement of science and technology. A serious review shows that the ongoing sedimentary educational system is not of much use for the survival of mankind. There for, keeping in view the needs of the future, a deeper probe into Guru Nanaks works and the educational thoughts will be of greater help and relevance for the educational development of the county.

There are many problems of education which were as apparent at the time of Guru Nanak as these are in the present era. So the need of the present study is to analyze the educational thoughts of Guru Nanak and to visualize whether these could be the guiding principles in shaping the personality of our youth in the coming spell of time. The contribution of Guru Ji to the philosophy of Education will really Change the attitude of our present education system towards education and the students.

The glory of work lies in its being meaningful to all walks of people in different categories of life, at all times, and it is meaningful in many different ways. The orientation of this work will be very much useful to the present day youth and the instances in daily life in our society. The teachings of Guru make this work a significant contribution to our understanding of the contemporary appropriateness of Gurbani to Indian society. In the prevailing state of traumatic change through which Indian society is passing, old values tend to be ignored merely because they are old, although unfortunately there are no new ones to replace them and we choose the superficial values of other nations, which are not suited to the genius of our country or to the traditions we have preserved. It is expected that the present work can be of much use for the coming generations.

One can surely become wiser by knowing how Nanak had worked the solution in Indian culture and social setup and how we can apply that logic to find out the solution to these problems now. Most of these problems are so complex that they need philosophical orientation and directions from the 'Bani teaching and thinking of Guru Nanak Dev Ji. The present study will envisage to find meanings and implications of Guru Nanak Dev Ji's educational thought regarding spectrum of education and its components like aims of education, discipline of Mind and body, curriculum teaching through examples, explanations through similes groups discussion, and wisdom, Gurmukhi script and enrichment of Punjabi language etc.

Another reason for undertaking this study is that no much work of this nature has been done till now in India. In earnest parlance, it is assumed and presumed that not only the parents and teachers but also the planners, curriculum framers, guidance counselor etc. will be benefited by the findings of the present study as they will come to know in right spirit about the concept of education, aims of education, curriculum, qualities and their relevance to the educational system.

It is the humble view of the investigator that the sacred views of Guru Nanak Dev ji will definitely add new chapter in the cleaning system of Indian Education. These problems need solutions and that solutions are given by Guru Dev Nanak Ji, through his 'Bani and his philosophical thinking. Guru Nanak's concept of Educational

thoughts is offshoot of his spiritual vision to help the masses to realize the ultimate goal of life and to reform modern time which is full of social evils along with degradation of moral and spiritual values.

OBJECTIVE OF THE STUDY

1. To study in brief the life sketch of Guru Nanak Dev ji.
2. To study the general thoughts of Guru Nanak Dev ji.
3. To study the educational thoughts Of Guru Nanak Dev ji.
4. To study the Relevance of the thought of Guru Nanak Dev ji in modern times.

DELIMITATION OF THE STUDY

1. The study is delimited to Guru Nanak's educational concepts.
2. The study is delimited to the study of Metaphysics, Epistemology, and Axiology as the outcomes of Guru Nanak's General philosophy.
3. The relevance of Guru Nanak's educational philosophy is delimited to the study of aims, Method of teaching discipline, qualities of the students, role of teacher education for Women, evaluative practices.
4. The present study is delimited to the concepts contained in its relevance to the system of education.

METHOD AND PROCEDURE

The present study undertaken for the research is philosophical in nature and based upon study of written scripts involving reading of the 'Educational thoughts' understanding its meaning content analysis and intrinsic process. The investigator will follow philosophical and historical method to complete the study - of the said problem.

The Method of the study is historical and philosophical. So analytical approach was adopted .The relevant Information was traced from various primary and secondary sources. The primary sources considered. the thoughts of Guru Nanak Dev Ji and

secondary sources of information were based on relevance material published by learned scholars on the said topic .

The present study was based on philosophical and historical Method. The relevant information was traced from various primary and Secondary sources. The primary sources was consist of the original works of Guru Nanak in de purating the Adi-Granth. The sacred book of Sikh. Secondary sources were based on the information available in the form of periodical, journals and books.

SUGGESTION AND RECOMMENDATION

1. A Comparative study of the educational philosophy of Guru Nanak Dev Ji and Dr. A.P.J Abdul Kalama may be conducted.
2. Investigation can be conducted on the literature derived by Guru Nanak Dev ji such' ASA DI VAR' and more such literature.
3. Investigation can be conducted on other saints, Mahatma's Bani.
4. In-depth study of Present investigation can be conducted for getting wide knowledge and ideas of Guru Nanak Dev ji's Philosophy of education which can be implemented in the modern scenario
5. In-depth study can be conducted on the Four' UDASIS' carried out by Guru Nanak Dev ji.
6. Investigation can be conducted on the philosophy of Guru Nanak Dev ji regarding women.
7. In-depth study can be conducted on contemporary political, social, religious and economic conditions of society of Guru Nanak Dev ji's time.

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**A STUDY OF EDUCATIONAL THOUGHTS OF SWAMI DAYANAND
SARASWATI AND THEIR RELEVANCE IN MODERN TIMES**

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ABSTRACT

The paper aimed to explore a study of educational thoughts of Swami Dayanand Saraswati and their relevance in modern times. The purpose of the study was to study the educational thoughts of Swami Dayanand Saraswati and its relevance in modern times. The present study is philosophical in nature. The study will include the analysis of the philosophical ideas of Swami Dayanand Saraswati and their implication for education. The topic is philosophical and based on historical approach. The main efforts were to study the topic under the cover of educational thoughts of Swami Dayanand Saraswati and their relevance to modern Indian education and their contribution to the field of education such as spread of education, organizations pattern etc.

Keywords - Swami Dayanand Saraswati and Education.

INTRODUCTION

He envisioned India politically free, socially reconstructed, religiously united and culturally resurgent of course on the bed rocks of Indian Vedanta. He was responsible for directing the attention of young people towards the reconstruction of India. Swami Dayanand studied not only past but also the present. He believed that the Vedas were the roots of all wisdom and knowledge imparted by God will remain forever. He was fully aware that the real progress was quiet impossible without a radical change in the outlook especially in the field of Education. Swami Ji and his Samaj made a frontal attack on social evils that were prevailing in the society at that time. He declared that every man should be equal treatment and opportunities should be provided to all us

without any caste, color or creed. He believed that regeneration India was possibly only through the Education of women. He said that Vedas are the encyclopedias of experienced truths of life. They are the most precious documents of humanity. He was the view that Vedas are not source book of Indian life and thought but also the root from which the European as well as the Semitic cultures with all their branches have spread out.

He started ‘Shuddhi Movement’ to brings reform in the de-generated Hinduism, because shuddhi means to pure someone and movement means the process through which work was done conception of divinity is rooted in science and truth. He made every possible effort to preserve our ancient culture and civilization.

CONTRIBUTION IN THE FIELD OF EDUCATION

Dayanand defined education as that which increases knowledge, culture, and religiosity and eliminates such short comings as ignorance and prepares for happiness. He was an exponent of compulsory Education of children at primary level which should be free, compulsory and universal. He contributed his best efforts to provide the real knowledge to the masses with the help of Vedas. Modern Hinduism is a proud achievement of the teachings and sacrifices of Swami Dayanand. He established the D.A.V. institutions and added new principles in the old Educational policy.

Another feature of Dayanand’s educational philosophy is that he favored throwing open Education to all classes including disinherited classes like the women and shudras. He believed that religion and morality were the basis of true education. Educational institutions are the source and recruiting ground for all trades and professions, and activities and if the source is poisoned all the streams would be polluted too. His idea was education plus work.

AIMS OF EDUCATION

The primary aim of the educational scheme was to build a highly moral and spiritual man with high ideals. He believed that good education made a God and developed nation. The main aim of Swami Ji’s Education was to enlighten the individual. Spirituality was a marked and chief characteristic of their Education. He said that only

religious education can help the students to develop fully from moral upliftment. Mother and father should teach the child, so that he could be fully mentally developed. He was in favor of that Education which leads us to the highest aim of life that is salvation. Knowledge helps us to distinguish between right and wrong. He was of the view that education should be pursued for the sake of knowledge and not for preparing children for public office or lucrative jobs.

Character building was the chief aim of his Education. Education is intended only to initiate the pupil in to the culture of his community and enables him to live according to its ideals and standards. Preparation for life was another aim of Swami Ji's Educational philosophy. It included preparation for living social efficiency, vocation or utilitarian included in the higher education.

CURRICULUM

Curriculum is only the means for fulfilling the aim of Education. He was of the view that the time has to change the whole structure of society according to the needs of the peoples. The present age is the age of science and Dayanand called attention to scientific facts in the Vedas the double motion of the earth round its axis and round the sun, gravitation, the distance of the Sun and the moon and astronomy of stars and the universe. He was in favor of industrialization to cure the poverty of India. He even wanted Indians to learn English in addition to mother tongue and made Hindi the national language and prepared-A three language formula.

He prepared special curriculum for different stages of life according to age. The purpose "f education should be to make the world a better, happier and safer place to live in. He has given higher place to the teacher in his scheme of studies. He said that without the help of the teacher no education is possible or complete.

METHODS OF TEACHING

He advocated different methods of teaching which included that self study method is best to understand everything and best for explanation. Practically method is also best to do practically with their own hands in the laboratory. He was in favor of strict discipline and was against coeducation. He was the first Indian who was in favor of

women education. Equal rights were given to women in constitution. In the present age at what position women has reached the foundation of that position was laid by Swami Dayanand.

RELEVANCE OF EDUCATIONAL THOUGHTS TO MODERN INDIAN EDUCATION

Swami Dayanand's main goal of life was to dispel ignorance, darkness and pessimism and to spread knowledge and optimism to destroy superstition and develop a scientific society. He gave a new outlook to Indians. He laid stress on the educated citizens of a well developed country. He said that education is of higher quality which suited to the needs of the society and his people. D.A.V. institutions in the present time are the best administrated in the private sector. These institutions provided higher type of education which is well versed in social, moral, physical and intellectual point of view. He was of the view that for reconstruction of India we have to adopt modern science and technology because the future of India is in the hands of young youth. Education is the unanimous demand of time.

The dream of free, compulsory and universal Education and right type of education is fulfilling in the modern world which was seen by Swami Ji. Just as the in the Swami Dayanand's gurukulus there was not any distinction between Sudra and king's son. All were on the same level, same as in the new Education policy, education is provided to all on the same level. Women are participating on the same level as are of men. Even in some fields they are performing better than men. Special arrangements have started for adults because only they could play an important role in the changing of old practices in to new one according to present time, Special arrangements have made for the further Education of the teachers to improve their teaching.

So, we can conclude from the above research work that Swami Dayanand was a new light of Asia, His words range with heroic power. At the present time there is a need to accept the challenge of the time through the teachings of Swami Dayanand. Our best tribute to the soul of the Dayanand, only should be the establishment of new and more and more D.A.V. institutions.

DAYANAND’S CONCEPTION OF RELIGION

Religion and Faith Swami Dayanand believed that reason and faith are not hostile to each other. Of course in many ways faith goes beyond reason but no belief is to be accepted if it contradicts the findings of reason. Dayanand exhorted people to examine their beliefs on the touch stone of reason and experience and reject them if they were found to be irrational. Swami Dayanand says in the introduction to the satyarth parkas “It is my belief that whatever is true in any religion is worthy of acceptance by all of us and only those things which are false and have crept into all religions have been criticized in this book”. For Dayanand all men were equal. He treated the individuality of the common man with respect and wanted to help him to behave like a dignified human being in his religious and everyday life. The religion which Dayanand placed before the people was an exceedingly simple affair. The central doctrine of religion, according to him is the worship of God by means of prayer, meditation and the daily Havana. There is no place in this religion for idol worship of pilgrimages and even for a priestly class.

CONCEPT OF PRAKRITI OR MAYA

To account for the world of change, Dayanand not only assumed the principle of spirit but also the principle of Prakriti, sometimes called Maya, as the material cause of the creation of the actual world. The very existence of the changing world implies the bed rock of an external spiritual being in which the drama of ever changing existences takes place. The whole universe, similarly, is the manifestation of the infinite unseen power imbedded in the heart of the universe itself. It is something which the eyes see not, but on the account, of which the eyes see, the ears hear and the mind thinks. A religious and God loving man is not only to make his own life noble and beautiful, he is also to devote himself to helping other people to live virtuous and happy lives, or in other words to establish kingdom of God on earth.

TRANSMIGRATION OF SOUL

Swami Dayanand believes in the doctrine of transmigration of soul. According to him Moksha or salvation consists in the complete cessation of suffering in all the forms.

The doctrine of transmigration goes along with the law of karma which is an application of the universal law of Causation in the domain of mind and consciousness. Human beings however are not absolutely determined in their lives by their previous karma. Of course, we determine our own fate through Our actions. What we have sown, we shall have to reap in this life or next. Our will and effort do Play an important part in determining our future. Each one gets in the next birth what he deserve, as the result of his karma or actions in the present life. The doctrine of transmigration of soul ensures that each individual will sooner or later attain to salvation. It is a doctrine of hope and optimism.

CONCEPT OF SALVATION

In a vague manner the salvation as a state of bliss, a state of complete absence of suffering, and of perpetual union with God, it is a true immortality. In the works of Swami Dayanand salvation means, “the emancipation of the soul from pain and suffering of every description and a career of freedom in the all pervading God and his immense creation for a fixed period of time and its resumption of earthly life after the expiry of that period”. Swami ji does not believe in the disappearance of the finite and has a meaning apart from | it. We are surrounded by infinity on all sides, and therefore, the idea of an infinite number of souls makes equal sense with idea of infinity of points in space or time.

HEAVEN AND HELL

According to Swami ji Heaven and Hell are states of mind and not any fixed abodes located in space for the reception of souls of good and bad persons after their death. “Swarga (Heaven) is the enjoyment of extreme happiness. Naraka is another name for undergoing extreme suffering.” Heaven is described as a region where there is nothing but bliss and all sorts of joys, and to which those persons go after death.

THE NATURE OF REALITY

There are three ultimate and irreducible principles of the universal matter, souls and God, and that reality is an organic whole of these three external substances. The sense

knowledge which the original stimuli are translated for us Physical objects; however are not the only existents.

The survey of related studies implies, locating, studying, and evaluating reports of relevant researches, studies of published articles, going through related portions of encyclopedias, research abstracts, and study of pertinent pages out of comprehensive books on the subject and going through related manuscripts. For a meaningful study in any field of knowledge, the research worker needs an adequate familiarity with the work which has already been done in the sea of his choice. Related studies helped the research worker to find out, what had already been known, what others have attempted to find out, what methods they have adopted and what type of problems remained to be solved. These studies formed the basis of the research projects in various sciences and humanities. These studies helped the researcher to know the means of getting to the frontiers in the field of his research.

Arora, C.P. (2013) found in his study that Swami Dayanand is the first name of Moolshankar Swami Purnan and initiated him as Sanyasi gave him name as Swami Dayanand Saraswati. Swami started working on social issues and discussed cow-slaughter with British officers and got a petition sent to Queen Victoria to ban cow-slaughter. He devoted his life for the revival of Vedas, for the removal of social evils. He was the first person ask about sawaraj. He stressed on people to use articles prepared by their own countrymen. Arya samaj movement paved the way for upliftment of women through educational opportunities, removal of social evils like smoking, drinking, purdah system, animal sacrifice etc. The United States, Canada, United Kingdom, Kenya, South Africa, Singapore, Hongkong and Australia are some of the Countries where the samaj has its branches.

Sriloy, M. (2011) examined that Dayanand Saraswati set about the difficult task of reforming Hinduism with dedication despite attempts on his life. Arya Samaj appeal was addressed not only to the educated few in India, but to the world as a whole as evidence in the sixth principle of the Arya Samaj. Dayanand's Vedic message was to emphasize respect and reverence for other human beings. In ten principles of the Arya Samaj, he enshrined the idea that all actions should be performed with the prime

objective of benefiting mankind as opposed to following dogmatic rituals or revering idols and symbols. He advocated the ideal age for a girl to be between 16 and 24 and for men between 25 and 40. He was the first leader in the field of theology who welcomed the advances of sciences and technology. To him, the Vedas are the source book contain the seed of science, and to him, the Vedas advocate the philosophy of dynamic realism.

OBJECTIVES OF THE STUDY

1. To study in brief the life-sketch of Swami Dyanand Saraswati.
2. To study the general philosophy of Swami Dayanand Saraswati.
3. To study the educational thoughts of Swami Dayanand Saraswati.
4. To study its relevance in modern times.

DELIMITATION

The topic of Research is broad and comprehensive. The paucity of time has necessitated the delimitation of the problem. The teachings of the Swami Dayanand are very comprehensive and it is not possible for the investigator to cover all the field of the study. The study is wide and it requires lot of time. In such a short time Researcher has tried his best efforts to deals with all the aspects of this study. The topic is philosophical and based on historical approach. The main efforts were to study the topic under the cover of educational thoughts of Swami Dayanand Saraswati and their relevance to modern Indian education and their contribution to the field of education such as spread of education, organizations pattern etc.

METHOD AND PROCEDURE

The purpose of the study is to collect information to find out how much the educational thoughts of Swami Dayanand Saraswati impact on modern education and society. So the present study is philosophical in nature. The study will include the analysis of the philosophical ideas of Swami Dayanand Saraswati and their implication for education. Due to its philosophical nature study will be based on intensive library research. The scheme of the study would basis Life sketch of Swami Dayanand Saraswati.

Philosophy of Swami Dayanand Saraswati. Contribution in the field of education relevance with modern Indian education.

EDUCATIONAL IMPLICATIONS AND SUGGESTIONS OF THE STUDY

In our national perception, education is essentially for all. This is fundamental to our all-round development, material and spiritual. Modern education system should include value system, So that education may have certain specific ideals to boost up the welfare of the whole society. The value loading education system will enrich the scope of education. The values always enable our educationists to draw up better plans for future education system. Values education should help to eliminate obscurantism, religious fanaticism, violence, superstitions and fatalism.

There is need to redefine the aims of education system, as in the past, the purpose of education was to simply educate the people to bring awakening among them. But the aims of modern education should be to develop all round personality of every individual and make him fit for a particular job, so that education should be job oriented. The modern education system should enlighten upon every aspect of personality, so that this knowledge may help everyone to get right direction in life.

There is also necessity to modify the curriculum as in the past, it was suitable for the old society, but with the changing needs of our society, the entire curriculum should be changed and it should be made job-oriented, which is the basic need of our unemployed youth. The changed curriculum will provide suitable opportunities to youth to get immediate employment. The infrastructure pertaining to our modern society should be added in our curriculum, which will help to solve the multifarious problems of the society.

Old teaching methods should be changed or improved the policy of co-education should be implemented throughout the country as this program will enable the women-folk to enjoy the right to education like wise men without any notion of inferiority complex. It will enhance the competition spirit among women. Our government should accelerate the pace of co-education to yield better results about women education. The

government should ensure special attention towards smooth implementation of co-education policy in the entire country.

SUGGESTIONS

1. In depth study of present investigation can be conducted to gain more knowledge and ideas.
2. A comparative study can be conducted amongst swami Dayanand Saraswati and present Indian and Western thinkers.
3. The contribution of D.A.V institutions in the field of education in India-A critical study
4. Swami Dayanand as an educator.

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**ATTITUDE OF PRE-SERVICE TEACHERS TOWARDS INCLUSIVE
EDUCATION IN RELATION TO SOCIAL ADJUSTMENT**

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ABSTRACT

The purpose of the study to find out the relationship of social adjustment and attitude towards inclusive education of pre-service teachers and pre-service special teacher. Sample of 120 teacher (60 general and 60 special teacher) was collected with the help of random sampling techniques and Social adjustment inventory by: R.C Dev. (HINDI) and Teacher attitude towards inclusive education by: Vishal Shrof Arti Anand (HINDI). Findings of the study there exist no significant relationship between social adjustment and attitude towards inclusive education of pre-service general teachers. There exist no significant relationship between social adjustment and attitude toward inclusive education of pre-service special teachers.

Key words: social adjustment, attitude, inclusive education, pre-service teachers and pre-service special teacher.

INTRODUCTION

Inclusive education means all people with or without disabilities being able to learn together in ordinary school and community educational setting with appropriate network of support services in inclusive education the needs of all learners was addressed so that good education could be provided to all. Inclusive education means learning by all type of peers in the same environment. In the process of inclusion, in a school, which adapts its policies and facilities according to need and requirements of all type of child? The focus of inclusion was not merely on academic literacy but also on emotional and functional literacy for all children. Inclusion represents the belief that students with special educational need should be fully integrated into general education classrooms and school and that their instruction be based on their abilities, not their

abilities an emphasis that becoming more prevalent. Through prominent approach to prepare teachers for inclusive education mainly focused on higher level facilities. It helped to prepare new teacher for inclusive teaching. If pre-service teachers developed inclusive practices in real conditions, then these practices would be maintained throughout this teaching career. The main aim of introductory inclusive education to increase the confidence and positive attitude of among teacher which helped to increase the abilities and also affect the students positively. By the inclusive educational programmers a teacher would provide the restrictive environment to educate students with disabilities in general education setting. It also helped to the teacher adjust the curriculum to meet the individual needs of students and have a more positive approach to inclusion. It also helped the needs of all students.

INCLUSIVE EDUCATION

Inclusive education means children with and without disabilities participate and learn together in the same classes. It is based on the idea to develop and design such classroom, programs and activities in which all students learn and participate together. Inclusive involves particular emphases on the educational rights to those groups of learners who may be vulnerable or at risk of exclusion or underachievement. It emphasizes the need for opportunities for equal participation for any student's whit disabilities or special needs in the education system.

SOCIAL ADJUSTMENT

Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process. It involves coping with new standard and value. In the technical language of psychology "getting along with the members of society as best one can" is called adjustment .As Plato says 'Man is a social animal.' We live in a society and form opinion about others and others have opinions about us. We try to behave according to the norms of the society so that we can adjust with others. But it is not an easy talk because the personality of each individual is a unique organization. This organization has to make special efforts to adjust with other unique organization. Social adjustment is the direction the teacher try to instill adjustment skill in our students: Teacher should

emphasis on the adjustment of the student in the school. They should help the student cope with the existing situations of the school. They should contribute to improving the social environment of the school. Psychologists use the term adjustment of varying conditions of social and interpersonal relation in the society. Thus adjustment can be called the reaction to the demands and pressures of the social environment imposed upon the individual.

ATTITUDE

Attitudes reflect a tendency to classify objects and events and to react to them with some consistency. Attitudes are not directly observable but rather are inferred from the objective, evaluative responses a person makes. Thus, investigators depend heavily on behavioural indicators of attitudes what people say, how they respond to questionnaires, or such physiological signs as changes in heart rate. Attitude research is employed by social psychologists, advertising professionals, and political scientists, among others. Public-opinion researchers often attempt to distinguish attitudes from related concepts such as values, opinions, and knowledge. An attitude is a predisposition or a tendency to respond positive or negatively towards a certain idea, object, person, or situation. Attitude influences an individual's choice of action, and responses to challenges, incentives, and rewards (together called stimuli).

REVIEW OF LITERATURE

Costello Christopher Boyle Shane (2013): The attitudes held by pre-service teachers have been shown to affect their willingness and ability to implement an inclusive approach to education. A sample consisting of 193 pre-service secondary teachers enrolled in secondary education courses at an Australian university were surveyed to determine their attitudes towards inclusive education, with a particular focus on attitudinal changes across the years of study. Results indicated that pre-service secondary teachers held positive attitudes towards inclusive education; however there was a significant decline in positive attitudes through the years of study. Pre-service secondary teachers enrolled in postgraduate programs were more inclusive than those enrolled in undergraduate courses. Attitudes towards training and perceived competence were less positive than other attitude scales for all participants, suggesting

a concern regarding training effectiveness. Replication of the study is recommended across additional Australian and international universities to determine differences in training content and experiences which may impact on attitudes towards training and perceived competence.

O'Toole Catriona & Burke Niamh (2013): In this current study, a cohort of second-level pre-service teachers completed the attitudes toward inclusive education scale, the concerns about inclusive education scale, the teacher efficacy scale and a school climate (SC) survey. Results showed that the student-teachers were generally positive about inclusion, and were only a little concerned about the implementation of inclusive practices in their classrooms. The participants were least positive about including students with behavioural difficulties. A more positive School climate was associated with higher levels of personal efficacy, and lower levels of concern. Results are discussed in terms of the construal of behavioural difficulties within Ireland, the influence of the placement school and the implications for initial teacher education.

JUSTIFICATION OF THE STUDY

Education is very effective tool for making a good life of every one. May be the human is normal or disable. Every human has right to get equal education but sometimes physically disable children cannot take the benefits of education because of their disabilities. Some people thinks that disable children need special requirements. So according to their requirements the facilities should be provided and only those educationists who were expert in special education gave attention towards such students. Every teacher play major role in the life of students but for inclusive education we need those teachers who understand both type of students (Normal and Disable) means same plate form for all. So there should such type of educational program who give equal opportunities for get equal education. As we know the number of special teacher are very less and general teacher come to teach such students who disable their attention and dedication not up to that level which was required at that time. They normally feel uncomfortable in that situation. At the time of training of Pre-Service teacher if we try to focus on such issue then it may be helpful for all. In the present study researcher focus on aim of pre-service teacher training to consider the

attitudes beliefs and concerns provide the most appropriate preparation for inclusive education.

OBJECTIVES OF THE STUDY

1. To find out the relationship of social adjustment and attitude towards inclusive education of pre-service teachers.
2. Find out the relationship of social adjustment and attitude toward inclusive education of pre-service special teacher.

HYPOTHESES OF THE STUDY

1. There exists no significant relationship between social adjustment and attitude towards inclusive education of per-service teachers.
2. There exists no significant relationship between social adjustment and attitude toward inclusive education of pre-service special teachers.

DELIMITATIONS

Keeping in view the shortage of time, money and energy, the present study was delimited in term of area and selection of sample. The study was delimited to special educational colleges which are affiliated from RCI and Colleges of affiliated from Panjab University.

SAMPLE OF THE STUDY

A Sample of 120 teacher (60 general and 60 special teacher)was collected with the help of random sampling techniques

TOOLS USED

- Social adjustment inventory by: R.C Dev. (HINDI).
- Teacher attitude towards inclusive education by: Vishal Shrof Arti Anand (HINDI)

STATSTICAL TECHNIQUES USED

- Mean, SD, and
- T-test, Correlation was used by investigator for analysis of data.

RESULT

HYPOTHESES:-1

There exist no significant relationship between social adjustment and attitude towards inclusive education of per-service teachers.

Table No.4.1 Showing relationship between Social adjustment and Attitude of Pre-service General Male and Female

Sr. No.	Variables	Number	Mean	S.D.	r
1	SAI	60	85.83	14.17	0.068144
2	TASTIE	60	107.3	10.11	

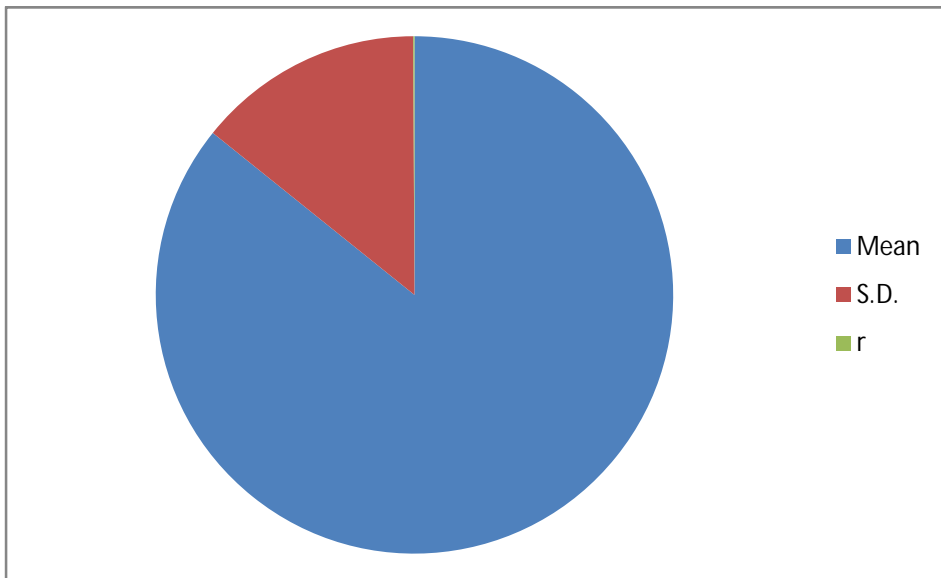


Figure-4.1.1: Pie diagram showing significance of difference between social adjustment and attitude towards inclusive education of pre-service general teachers.

Table-4.1.1 Shows that the Mean score of social adjustment and teacher attitude scale towards inclusive education of male and female pre-service teachers as SAI=85.83 and TASTIE=107.3 respectively and their standard scores is SAI= 28.27 and TASTIE=10.11 respectively. The calculated co-relation value is 0.06814421. There will be significant relationship between them.

Therefore Hypotheses 1 “There exist no significant relationship between social adjustment and attitude towards inclusive education of per-service general teachers is rejected.

HYPOTHESES:-2

There exist no significant relationship between social adjustment and attitude toward inclusive education of pre-service special teachers.

Table no. 4.2 Showing relationship between Social adjustment and Attitude of Pre-service Special male and female.

Sr. No.	Variables	Number	Mean	S.D.	r
1	SAI	60	115.4	25.13	0.74233
2	TASTIE	60	104.18	11.27	

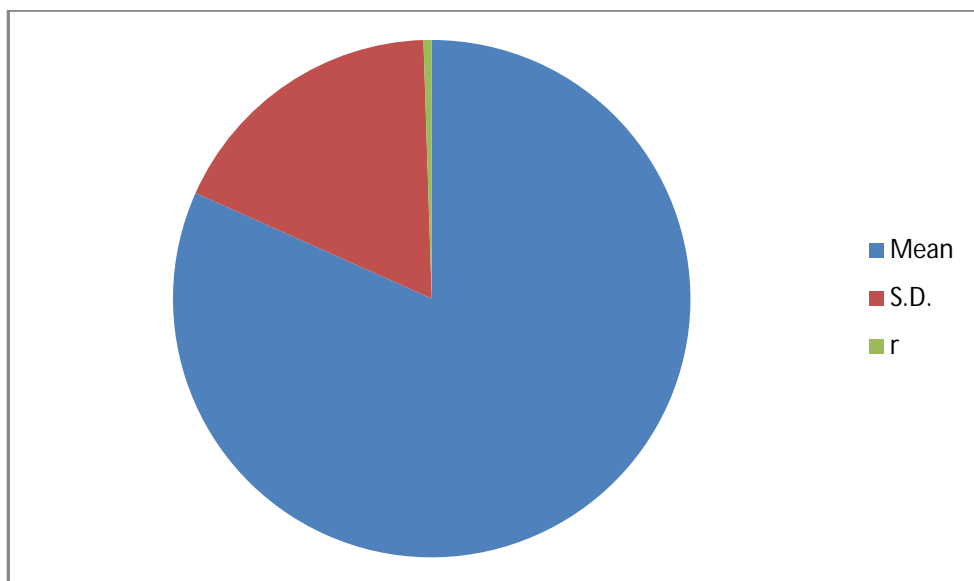


Figure-4.2 Pie diagram showing relationship and significance of difference between social adjustment and attitude towards inclusive education of pre-service special teachers.

Table. 4.2 reveals that high difference was observed between the values of mean SAI=115 and mean TASTIE=104 for the social adjustment and attitude of pre-service teachers and their standard scores is 25.13 and 11.27 respectively. Social adjustment

scores of pre-service special teachers is more than attitude of pre-service special teachers and their co-relation value is 0.7423298. Hence therefore Hypotheses 2 “There exist no significant relationship between social adjustment and attitude toward inclusive education of pre-service special teachers is rejected.

CONCLUSION

The present study was conducted on the attitude of pre-service teachers towards inclusive education in relation to social adjustment. The investigator starts the investigation with null hypotheses. The following conclusions have been drawn. There exist no significant relationship between social adjustment and attitude towards inclusive education of pre-service general teachers. There exist no significant relationship between social adjustment and attitude toward inclusive education of pre-service special teachers.

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