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FROM THE VICE CHANCELLOR'S DESK

If we dare analyze the present scenario of academia with an objective insight, we may come to face a very harsh reality of it. In our contemporary educational set-up, our students are bored with their studies and the teachers are indifferent in their treatment of teaching. On the other hand, for the class of parents, getting their child educated is just to achieve a good economic and social status. As far as the governing academic administrators are concerned, their sole motive revolves around the brand values of their respective institutions, whereas the founders are greatly interested in monetary gain only.



Since the last few decades, we have observed that a revolutionary shift of technological evolution has transformed and continuously been transforming the everyday lives of human beings. Though such technological advancement enhances the quality of life, providing number of material comforts, it has augmented various psychological and social problems alongside. For instance, the advent of the internet has turned the world into a global village, but its virtual world does affect the real world, depriving human beings of the experiences being felt and touched only through the human senses. The present generation of children has got stuck to cell phones and computers. Their immersion into virtual world has led to us to a number of psychological problems such as restlessness, frustration, anxiety, untimely anger, feelings of hatred and as a collective result of these all, a gradual hike in the suicidal tendency. Very often, it is observed that our children and teenagers seldom, get a chance and environment to express their personal woes. Such problems call forth a great immediate concern. Our current education set-up does not provide any solution to them. It doesn't avail them a way to live happy and wholesome life.

In order to create a world, wherein children can be nurtured with the qualities such as creativity, cooperation, compassion towards others, empathy and harmony, it is required to treat and educate them with a holistic perspective. Broadly speaking, we need an education set-up that helps children understand themselves and thereby teach them the formula of living life harmoniously within the frame of modern society. For that, it is essential to provide an education leading our generations to come to the wholesome development. Our education requires to add changes pertaining to holistic paradigms. It should be inclusive and virtue- inspiring propelling every child to undertake an existential journey.

To me, a prime need of the present era is to conduct the researches in such areas that help the children grow wholesomely and lay an emphasize on the holistic development. To conclude, I express my optimism in terms of our research journal hoping that it will certainly provide the background to such research endeavors.

Prof. K.S. Likhia
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FROM THE CHIEF EDITOR'S DESK.....

The Children's University works persistently and sedulously to flourish and protect some of the distinct features of childhood such as curiosity, blissfulness and uniqueness. The university also keeps its attempt in force to help and care today's child, reducing the level of imposed social and psychological pressure. As a result of it, the generations to come will get a healthy environment to grow and enrich themselves in all ways of life and their skills and efforts may bring greater change to the society and, as a whole, to the nation as well.



In order to achieve such higher goals, the research is the foundation. Centering this as its core, the Children's University works and undertakes the researches on the topics related to the child- development. The prime aim behind the publication of this journal is to encourage the novel traditions of the researches adhering to the holistic development of the would-be citizens. In order to motivate the young scholars we would like to provide the list pertaining to the areas of research that may suit the goals of our university. It is as follows;

1. Prenatal care, including care and protection of pregnancy, health and psychological and other aspects of knowledge regarding prenatal care among parents;
2. Growth and development of a happy childhood, involving constant progress of the child in respect of various tender faculties of the child under protective and helpful environment, atmosphere and facilities ;
3. Studies and their practical applications in respect of the development and formation of habits, manners and capacities relevant to early childhood ;
4. Studies and their practical applications relating to special gifts in early childhood and the methods by which these gifts can be nourished and developed : similar studies in respect of Children who need special help for physical and psychological growth ;
5. Studies and their practical applications in respect of creating clean, hygienic and beautiful atmosphere and environment in the home and various areas of children's activities ;
6. Studies and their practical applications in respect of developing, discovering and inventing various tools, objects, dolls, pictures, and other suitable instruments that would enhance child's growth in directions that are most conducive to the sustenance of the child ;
7. Studies and their practical applications of child's psychology at the most advanced levels, which would also include pools, scrutiny and utilization of the traditional knowledge contained in the vast cultural and spiritual heritage of Indian and other countries;

We wholeheartedly invite the research papers and articles adhering to the subjects mentioned above since such research endeavors will not only add to the knowledge tradition but also help us direct and enrich our ways of researching.

Following the tradition of maverick approach, this issue consists of five papers wherein the four of them are on novel researches of educational field while the remaining one is in the form of a case study. It also includes a scholarly book review on one of our ancient texts. Moreover, we are very happy to acknowledge you with the heartening news that current issue includes a list of the revised editorial board comprising the names of esteemed scholars and eminent academicians whose erudite guidance will beacon us to better the quality of our research journal.

इति शुभम् ।

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A STUDY OF PSYCHOLOGICAL PROBLEMS OF ADOLESCENTS OF GANDHINAGAR DISTRICT

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ABSTRACT

The study was undertaken to find out psychological problems in relation to gender, intelligence, area, level of Education of Parents. Further the correlation between social skill and psychological problems was also measured. The study revealed that there was a significant difference of mean in all variables except gender. Moreover, significant negative correlation found between social skills and psychological problems of adolescents. The adolescents having high levels of social skill can be successfully coped up with psychological problems. The detail analysis has emerged pairs of closely related and less closely related sub-elements of psychological problems. It is also found that the sub-elements of psychological problems were significantly related with each other. The study has tried to generate profile of adolescents on which guidance and remedial work may develop.

Keywords : *Psychological Problems, adolescence, adolescents, social skills*

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INTRODUCTION

Adolescence is a period of transition when the individual changes- physically and psychologically-from a child to an adult. It is a period when rapid physiological and psychological changes in demand for new social roles to take place. The adolescents, due to these changes often face a number of crises and dilemmas. It is the period when the child moves from dependency to autonomy. It demands significant adjustment to the physical and social changes. The adolescence period in the Indian social system comes under Brahmacharya (apprenticeship). This is the first ashram (stage of life) of developmental stages. In this stage, the child learns the basic skills in relation to his future role as a responsible adult. It is a fact that

all living beings pass through specific stages or phases of development. Erikson believed that each stage of life is marked by a specific crisis or conflict between the competing tendencies. Only if individuals negotiate each of these hurdles successfully they can develop in a normal and healthy manner. During this phase adolescents must integrate various roles into a consistent self- identity. If they fail to do so, they may experience confusion over who they are.

Significance of the Study

The results of this study can help parents and academicians to handle behavioral problems of students of this age group. The pattern of problems and its interrelation help us to find out real and basic causes for society and family related issues. This study can help the parents

and teachers in dealing with student of this age group. In this study the psychological problems and social skill of adolescent students are analyzed in relation to area, IQ, gender and level of education of parents so it will help to customize the guidance and counseling program according to variables.

Theoretical Background

Hall & Elliman (2003) define psychological, emotional and behavioral problems as 'behaviors or distressed emotions, which are common or normal in children at some stage of development, but become abnormal by virtue of their frequency or severity, or their inappropriateness for a particular child's age compared to the majority of ordinary children'.

The spectrum of behaviors can therefore vary from very mild to clinically problematic, and their definition and nature often expands beyond the term 'behavioral problems' itself to incorporate mental and emotional health problems. Often the behavioral problem is a manifestation of a deeper emotional/mental health problem. This paper will focus on the psychological problems amongst adolescents.

Adolescence is a key stage of life development when children require an understanding of the life and its related challenges they face and, need to develop basic skills to cope with difficult emotions. It is a time of increased risk of poor mental health with anxiety, depression, psychosis, eating disorders, and substance misuse becoming more prevalent, as well as an increasing risk of deliberate self harm and suicidal behavior (Department of Health & Children, 2006).

Some young people begin to exhibit problem behaviors during early adolescence. In such cases, entry into conduct problems generally occurs through associations with peers. Externalizing behavior problems can intensify

during this period when peer influences can lead to rule breaking behavior such as delinquent and antisocial behaviors. (Hann & Borek, 2001).

The problems of most adolescents as arising from a "tension between self and society" from a lack of fit between who they feel they are and what they feel society wants them to be. Hence, the support and understanding of parents and society during the adolescence phase is critical in enabling them to meet new challenges (WHO 1997).

Significance with regard to the percentage of adolescents when compared with the total population was explained by national youth policy as, globally adolescents account for one-fifth of the population, and in India adolescents constitute approximately 21 percent of the population (national youth policy 2000). According to central statistical organization (1998) percentage distribution of adolescents by age group and sex shows that, in 10-14 years, both male and female are 12.1 percent. In 15-19 years, male are 11 percent and females are 10.5 percent. Since adolescence is a crucial period for emotional life, because frontal lobes, which are important for regulating limbic impulse, mature during this period and since it's the time of exploration (of their own bodies, of one's capabilities and potential).

According to United Nations Child Rights Convention (1991) children should enjoy right to survival, education, good health, to free expression, to be heard, to enjoy their own language. The children, whose needs are not met, have the risk of normal social, emotional and cognitive developmental processes. There is a substantial increase in the rate of mental health problems in children who are unwanted, who experience rejection and hostility, who are recipients of markedly inconsistent patterns of punishment or growing up in families with

serious family discord. Many teachers, parents underestimate the potentials of children in promoting positive values and ignore the process of their involvement is important for the well being of children.

Review of Past Researches

Research generally suggests two key entry points in the development of behavioral problems – early childhood and early adolescence with potentially different risk factors associated with each others. Conduct disorder is more common amongst adolescents. Several international longitudinal studies have provided a picture of the changing forms of behavioral problems from early childhood through to adolescence. Richman and his colleagues (1982) found that 67% of children who displayed externalizing behavioral problems (e.g. Non compliance, oppositional behaviors and overt physical and verbal aggression) at age 3 were still aggressive at age 8 (Richman, Stevenson, & Graham, 1982). Similarly, a study found that 60% of three year olds with conduct disorders still exhibit problems at the age of eight if left untreated and predict that many problems will persist into adolescence and adulthood (National Institute for Health and Clinical Excellence, 2006). A number of studies have documented that boys who reach the criteria for ADHD in childhood are at increased risk for conduct disorder and antisocial behavior in adolescence and early adulthood (Hann, D., Borek, N., 2001).

The study related to behavioral problems of adolescents is also an eye-opener. (Dhoundiyal, V. 1984). This study analyzed the effect of home environment on the emotional disturbance of adolescents. A maximum number of problems were observed in social, school, and emotional areas, and there was a positive correlation between the different areas of adjustment. The

only area in which early and late adolescent girls differed significantly was the personal-psychological relation.

Gupta, M., and Gupta, P. (1980) find out that the disturbed group of children had no significant age and gender differences, and a high- percentage amongst them (67.44%) exhibited antisocial behavior. Further, they also find out that there was a significant relationship between poor educational performance and psychological disturbances of children.

Sood, N., and Misra, G. (1995) assessed the relationship of problem behavior in children with three components of home environment; physical, affective, and intellectual. Problem behavior such as somatic complaints, obsessive compulsive behavior pattern, and lower levels of warmth were more than 62 prevalent among children living in poor physical conditions and poor intellectual climates. Results also indicate that depression is more likely among children from lower socio-economic status families, joint/extended families, families where fathers are absent, and families where parents have a discordant relationship. Further research is suggested in the area of interaction variables that cause problem behavior in children.

On the basis of above researches it is observed that the atmosphere of home and educational institution are closely related to problems among adolescents. Intelligence and health are also dominating factors for problem behavior in adolescents. On this ground very useful insight achieved for development of research tools for the present study. It is also observed that the effect of social skill on psychological problems and its relation with each other was still remained thrust area for research. On the basis of a review of various researches it is found that home, family, peer, school are the most significant factors affecting

psychological problems of adolescents. The relation between social skill and psychological problems were not taken into consideration in past researches. The level of education of parents is also very important factor in this modern era. The level of education of parents was also one of the neglected factors in past researches. The present study has tried to fill the gap of past researches. On the basis of reviews of past researches following factors were taken into consideration in the present study.

- Emotions
- Appearance
- Health
- Parents
- Hobbies
- Behavior

Variables

Independent Variables

- | | | |
|----------------------------------|----------------|--|
| 1. Gender | Boys and Girls | |
| 2. Intelligence | High | - 110 and more |
| | Low | - 109 and less |
| 3. Area | Urban | - population above fifty thousands |
| | Rural | - population less than fifty thousands |
| 4. Level of Education of Parents | High | - More than graduate |
| | Low | - Graduate and Less than graduate |
| 5. Social Skill | High level | - 2/3 rd of total score (240) - 160 and above |
| | Low level | - 1/3 rd of total score (240) - 159 and less |

Dependent Variable

1. Psychological Problem Score

Hypothesis

1. There will be no significant difference between mean scores of Psychological problem score of girl and boy adolescents.
2. There will be no significant difference between mean scores of Psychological problem score of adolescents having low

- Friends
- School
- Home
- Thought

Objectives of the Present Study

1. To study the psychological problems of adolescent students in relation to Gender, IQ, area, Level of Education of parents and social skills.
2. To find out the correlation between psychological problems and social skills of the adolescents.
3. To study the correlation between various factors pertaining to psychological problems of the adolescents.

IQ and high IQ.

3. There will be no significant difference between mean scores of Psychological Problem Score of rural and urban adolescents.
4. There will be no significant difference between mean scores of Psychological Problem Score of adolescents who have low and high level of education of parents.

5. There will be no significant difference between mean scores of Psychological Problem Score of low social skill group and high social skill group.
6. There will be close significant correlation between psychological problems and social skills of the adolescents.

Research Question

1. Is there any significant correlation between various sub-elements of psychological problems inventory for adolescents?
2. Which are the most prominent sub-elements of psychological Problems among adolescents?
2. Which are the most intensive sub-elements of psychological problems inventory for adolescents in relation to gender?

Research Method

The present study was survey in which the students of Gandhinagar district were covered.

Population

In present study higher secondary students of the Gandhinagar district were the population of study.

Sample

In this study students of five schools were covered as a sample. The five schools were selected through randomized sampling method. All students who were studying in class XI and XII were selected for sample. The table no : 1 shows the sample of this study

Table-1 : Sample of the study

Boys	Girls	Total
105	91	196

Tools for the Study

The following tools were used for data collection

1. Psychological Problems Inventory for Adolescents

The Tool was prepared by the researcher for this study which consists of 10 elements of psychological problems. Each element has 12 statements.

2. Intelligence test

3. Social Skill Inventory

The inventory was developed by Mr. Justin Macwan as part of M.Ed research study. The 5 point rating scale consists of 60 statements.

Delimitation of the Study

1. The tool used for data collection of Psychological problems Inventory for adolescents was not standardized.

Data Collection

The students of selected five schools were given tools for data collection, personally by the researcher. The students were instructed and given proper time to give their responses.

Psychological Problems Inventory for Adolescents was contained 10 elements of Psychological problems. Each element contained 12 items so the inventory consist total 120 items. The students were instructed to give their responses for each item in three point scale i.e.1 to 3 where 1 for always appropriate, 2 for sometimes appropriate and 3 for hardly appropriate. Social skill Inventory was contained 60 statements related to social skill. There were 33 positive statements and 27 negative statements. The students were instructed to give their responses for each item

in five point scale, i.e. For positive statement 4 for always, 3 for many often, 2 for not sure, 1 for sometimes and 0 for never mark were given.

Data Analysis

The data analysis was done through an excel program of a computer. To test null hypothesis t-test was calculated. The mean score for each

sub-element was also calculated to find out highest and lowest area of psychological problems. The correlation was calculated by Karl Pearson method.

Table-2 shows result of data analysis to test null hypothesis. Table-2 indicates statistical details for various independent variables.

Table-2 : Effect of Various Independent Variables on Psychological Problems of Higher Secondary Students

Independent Variable	Level of Independent Variable	Dependent Variable (Psychological Problems)			t-value
		No	Mean	SD	
Gender	Girls	92	54.74	27.04	0.53+
	Boys	104	57.06	34.67	
Intelligence	High	41	35.54	20.97	6.10**
	Low	155	60.48	31.95	
Area	Rural	134	50.88	33.76	3.42**
	Urban	62	64.13	20.38	
Level of Education of Parents	More than Graduate	74	45.86	26.92	3.50**
	Graduate and less	122	60.79	32.68	
Social Skill	High Level	90	49.4	31.45	3.58**
	Low Level	106	60.57	30.60	

+ Not Significant

**Significant at 0.01 level

Table No-2 reveals statistical analysis for various independent variables. For df-194 the t-value is 2.58 at 0.01 levels. The t-value for gender is less than the table value at 0.01 levels. It shows no significant difference between mean scores of psychological problems in relation to gender. Thus, the null hypothesis no-1 "There will be no significant difference between mean scores of Psychological problem score of adolescents in relation to gender." was accepted. It means that gender is not that much of an effective variable so far psychological problems are concerned.

For df-194 table value for independent variables i.e. Intelligence, Area, Education of Parents and Level of Social Skill is 2.58 at 0.01 levels. The t-value for Intelligence, Area, Education of Parents and Level of Social Skill is greater than the table value at 0.01 levels which shows the significant difference. Table No-2 also reveals a significant difference between mean scores of psychological problems in relation to intelligence. Thus, the null hypotheses no 2 "There will be no significant difference between mean scores of Psychological problem score of adolescents having low IQ and high IQ." was not accepted. It can be said that higher secondary students with low level of intelligence have more psychological problems than students having a high level of intelligence.

Table No-2 reveals a significant difference between mean scores of psychological problems in relation to area. The null hypothesis no-3 "There will be no significant difference between mean scores of Psychological Problem Score of

rural and urban adolescents." was also not accepted. The average mean score of rural area students is higher than urban area students. So it can be said that adolescents residing in rural area must be facing more psychological problems.

Table No-2 shows the mean scores of psychological problems in relation to the level of education of parents. The null hypothesis no-4 "There will be no significant difference between mean scores of Psychological Problem Score of adolescents whose parents have low and high level of education." Level of education of parents is also found determining factor in relation to psychological problems. It can be said that the parents of adolescents whose education is up to graduation have more psychological problems as compared to highly educated parents.

Table No-2 reveals that there was a significant difference between mean scores of psychological problems in relation to the level of social skill of adolescents. The null hypothesis no-5 "There will be no significant difference between mean scores of Psychological Problem Score of the low social skill group and high social skill group." was not accepted. Adolescents having higher levels of social skill have less psychological problems.

Table-3 indicates the correlation between psychological problems and social skill of higher secondary students. The correlation was calculated through Karl Pearson method. Further testing the hypothesis t-value was calculated. So the interpretation was done in terms of strength and significance of the relationship.

Table-3 : Correlation between Psychological problems and Social skills of Adolescents

Variable	Correlation	t-value
Psychological Problems	-0.25	3.69
Social Skills		

$$p=-0.25<0.01$$

Table No.3 shows the correlation between Psychological problems and social skills of adolescents. The correlation was -0.25. It shows moderate negative correlation between two variables. The t-value is 3.69. The t-value is greater than table value at 0.01 levels. So, the directional hypothesis, no-6 “There will be a close correlation between psychological problems and social skills of the adolescents.” was accepted. It can be said that there is negative and significant correlation between psychological problems and social skills of adolescents. It means that adolescents having

higher psychological problems have lower levels of social skill and vice versa.

Table-4 shows the correlation between various sub elements of psychological factors covered through psychological problems Inventory for adolescents. The inventory covered 10 elements and correlations of each element with others had been calculated through Karl Pearson Method. Table-14 indicates top five correlations. The t-value was calculated for each correlation. Interpretation was done in terms of strength and significance of the relationship.

Table-4 : Elements having High Positive Correlation (0.59 & above)

Sr. No.	Elements	Correlation	t-value
1	Emotions & Health	0.63	11.19**
2	Family & Schoo	10.62	11.01**
3	Family & Home	0.62	10.92**
4	Health & Thought	0.60	10.36**
5	Home & Thought	0.59	10.20**

** Significant at 0.01 level

Table No-4 shows correlation between various psychological elements covered in psychological problems inventory. Table-4 indicates the psychological factors which have highest positive correlation. The interpretation of analysis was done in terms of strength and significance of the relationship.

It could be seen that emotions and health are closely related factors. Moreover, family, home and thought related factors are interconnected and have developed patterns of psychological problems. It can be said that family, school, health and emotions are very important and sensitive area for adolescents. Further, it can

also be said that adolescent having emotional problems have greater chances to be suffering from health problems and vice versa. Likewise adolescents having thought related issues have more chance to have health and home related problems.

Further, table also indicates the t-value for each correlation. The table value for df-194 at

0.01 levels is 2.58. The t-value for each correlation is higher than table value. It can be said that various elements had significantly close positive correlation with each other.

Table No-5 shows lowest five correlations between various psychological factors covered in psychological problems inventory.

Table-5 : Factors having Low Positive Correlation

Sr.No.	Factors	Correlation	t-value
1	Parents & Behavior	0.38	5.87**
2	Appearance & Home	0.38	5.81**
3	Hobbies & Thought	0.36	5.50**
4	Hobbies & Behavior	0.35	5.32**
5	Emotions & Behavior	0.28	4.23**

** Significant at 0.01 level

Table No-5 shows correlation between various psychological elements covered in psychological problems inventory. Table-5 indicates the psychological factors which have lowest positive correlation. The interpretation of analysis was done in terms of strength and significance of the relationship.

It could be seen that emotions and behavior are not closely related factors. Moreover, behavior is not closely related with parents, hobbies and appearance as well. It can be said that behavior related problems has least concern with hobbies, emotions, parents and appearance related problems.

Further, table also indicates the t-value for each correlation. The table value for df-194 at 0.01 levels is 2.58. The t-value for each correlation is higher than table value. It can be said that various sub-elements were significantly correlated with each other. The table-5 revealed that the strength of the relationship between such sub-elements was less but there was a significant relationship between sub-elements.

Table-6 shows the mean score of sub-elements for psychological problems.

Table-6 : Most prominent sub-elements of psychological problemsa

Adolescents	Mean Score	Girls	Mean Score	Boys	Mean Score
Emotions	7.95	Emotions	8.42	Emotions	7.56
Appearance	7.43	Appearance	7.52	Appearance	7.36
Schoo	16.49	Health	6.21	Schoo	17.27
Health	6.35	Schoo	15.58	Health	6.47
Friends	5.02	Friends	4.32	Friends	5.62

Table-6 shows the mean score for various sub-elements of psychological problems for adolescents and also in relation to gender. It can be seen from the table that emotions and appearance are most intense element for adolescents. Health, School and friends are less intense sub-element of psychological problems of adolescents. It can be said that adolescents are most sensitive towards their emotions. It is also observed that the pattern of intensity was found almost same for boy and girl adolescents.

Major Findings

1. There was no significant difference in mean scores of boy and girl adolescents of Gandhinagar district. It means that gender is not that much of an effective factor in psychological problems.
2. IQ of adolescents is significantly effective variable for the score of the psychological problems. Adolescents having a high level of intelligence have low psychological problems.
3. There was a significant difference found in rural and urban adolescents so far

psychological problems are concerned. Statistical analysis has shown that rural adolescents have more and intensive psychological problems as compared to urban.

4. Level of education of parents is an effective factor so far psychological problem of adolescent are concerned. The adolescents whose parents' education level is up to graduation have shown more psychological problems compared to the students having higher educated parents.
5. The social skill of adolescents found effective factor in psychological problems. The adolescents having low level social skill have more psychological problems compared to high level of social skill group.
6. The correlation between psychological problems and social skills of adolescents was found negative. It means that adolescents having low level of social skills have more psychological problems compared to adolescents having high level social skills.

7. There was positive significant relation between all sub-elements of psychological problems. It means that sub-elements are very closely related to each other and create psychological factors. Further, it is also observed that emotions, health, family, school, home and thought have strong correlation. Parents, behavior, appearance, home, hobby are those sub-elements which have low correlation as compared to others.
8. Girl and boy adolescents have more psychological problems regarding emotions and appearance. Whereas emotions, appearance and school are most sensitive area for all adolescents so far psychological problems are concerned. So, emotions and appearance are most common triggering factors for psychological problems of adolescents.

Conclusions

The present study can provide very useful link for further investigation in this direction. It was revealed that the psychological and sociological problems are significantly affected by area, IQ, level of education of parents. On that basis, different counseling strategies may adopt for different strata. The analysis of areas of psychological problems also provides very useful finding to resolve the issue. The present study does not intend to solve the problems, but it is indeed intended to find out various areas on which the academicians can work more to handle the situation. By this way we can reduce the intensity of problems among adolescents.

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AN INDEPTH ANALYSIS OF POLITICAL SCIENCE LESSONS OF STANDARD VI OF GCERT AND NCERT TEXTBOOKS

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ABSTRACT

India is a country which not only has diversity in its culture and heritage but it also has diversity in terms of schools and school systems. Whichever board/textbooks the schools may follow, in order to achieve the curriculum objectives especially with reference to social science, it should reflect our core national and constitutional values and needs etc. It is these values which are expected to promote unity and integration of our people. Here, the role of social science textbooks becomes very important. The present study reveals that the content presented in political science lessons in both the textbooks are in line with the objectives of teaching social science as given in NCF(2005) social science position paper. The content in majority of the political science lessons is informative, situation based, activity based and real examples are used to explain various aspects. This approach can be found in various activities mentioned, questions raised in between the content, in the questions of practice exercises etc. The inclusion of real pictures in the lessons increases the impact of the content. Both the textbooks have given more weightage to subjective type higher level thinking questions and have ignored objective type questions. The teacher edition developed by GCERT gives very good guidance to the teachers.

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INTRODUCTION

It is an accepted fact that, elementary education is considered to be the best stage to develop values and attitudes in children. Hence, the scholastic subjects introduced in the elementary education stage are of great importance. At elementary stage of education, Social science as a subject is much broader when compared to other subjects. Apart from this, social science has the biggest responsibility of educating the generations for citizenship.

The NCF (2005) reiterates that, textbooks are dominating the classroom practices and they have acquired an aura of supremacy. In such a scenario it becomes highly essential to study the content given in the textbooks.

Moving on to another side, in Indian school system we have Kendriya Vidyalayas (KVs) affiliated to the CBSE and following NCERT textbooks and also almost in all the states, majority of children study in schools run by the State government and they use textbooks

prescribed and developed by their own state bodies. Apart from this, there are large numbers of textbooks published by the private sector.

Whichever textbook the schools may follow, the content in it should be in such a way that it helps to achieve the objectives of teaching social science at elementary stage. It is here that the role of social science textbooks becomes very important. Are the textbooks reflecting these core curricular areas? Keeping all these aspects in mind, the following objectives are developed for the study

Objectives of the Study

1. To study the nature and presentation of the content in the political science lessons of state board and NCERT Std 6th textbooks with reference to various aspects like its appropriateness, language, balance between local/national/global perspectives, visuals used, examples etc.
2. To study the aspects like linking to the life, normative responsibility, sensitizing towards various contemporary issues, approaches, methods and techniques used in political science lessons of state board and NCERT Std 6th textbooks.

Delimitations of the Study

The aspects studied are limited to Political Science content of Social Science textbook of Class 6th published by GCERT, Gujarat and NCERT, New Delhi in year 2011-12 and 2006 respectively.

Design of the Study

The Social Science textbooks of standard VI published by GCERT (2011-12) and NCERT (2006) were selected for the study. Political

Science lessons present in Social Science textbooks of standard 6 published by GCERT and NCERT act as data source for the study. The study compares the Political Science lessons of two textbooks with respect to comprehensiveness of topics covered and similarities and differences in approach to topics keeping in mind the recommendations of NCF (2005). It covered curriculum aspects and pedagogical aspects. In order to achieve the objectives of the study, the I.K. Davies matrix method of content analysis was adopted.

Procedure for Data Analysis

Data was collected by analyzing the political science lessons of both the textbooks of the grade taken in hand. The chief methodology used, includes the content analysis of Political Science lessons of the VI standard Social Science textbooks of GCERT and NCERT. This analysis was made lesson wise. For this purpose according to the essence of study, different tables were devised to analyze aspects like themes and sub-themes, nature of content, examples, syntactical and printing aspects, pictures/diagrams, practice exercises, pedagogical aspects etc. The formats of the tables that were used to analyze various aspects are attached as appendix I to VIII. In case of the lessons which were common in both the textbooks a comparative analysis is also done.

Analysis and Interpretation with reference to the Objectives of the Study

In the political science section of standard-6, some of the lessons are same in both GCERT and NCERT textbooks while some units are stand alone.

Table 1: Titles of political science lessons present in state board and NCERT textbook.

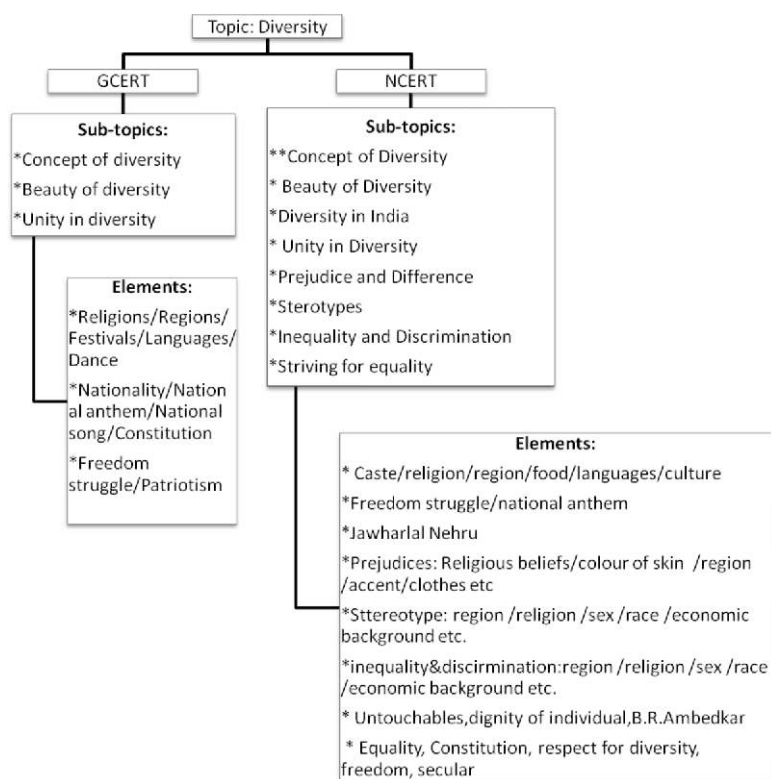
Political Science lessons in state board text book.	Political Science lessons in NCERT text book.
Unity In Diversity	Understanding Diversity Diversity and Discrimination
Local self government (Rural) Local self government (Urban)	Panchayati Raj Rural Administration Urban Administration
	Rural Livelihoods Urban Livelihoods Citizenship
Rights and duties	What is government Key Elements of a Democratic Government

Topics like “Diversity”, “Local Government and Administration” are present in both the textbooks while topics like “Citizenship”, “Rights and Duties” are present only in GCERT

textbooks and topics like “Livelihoods”, “Government” are present only in NCERT textbook.

Unit wise Findings and Discussion

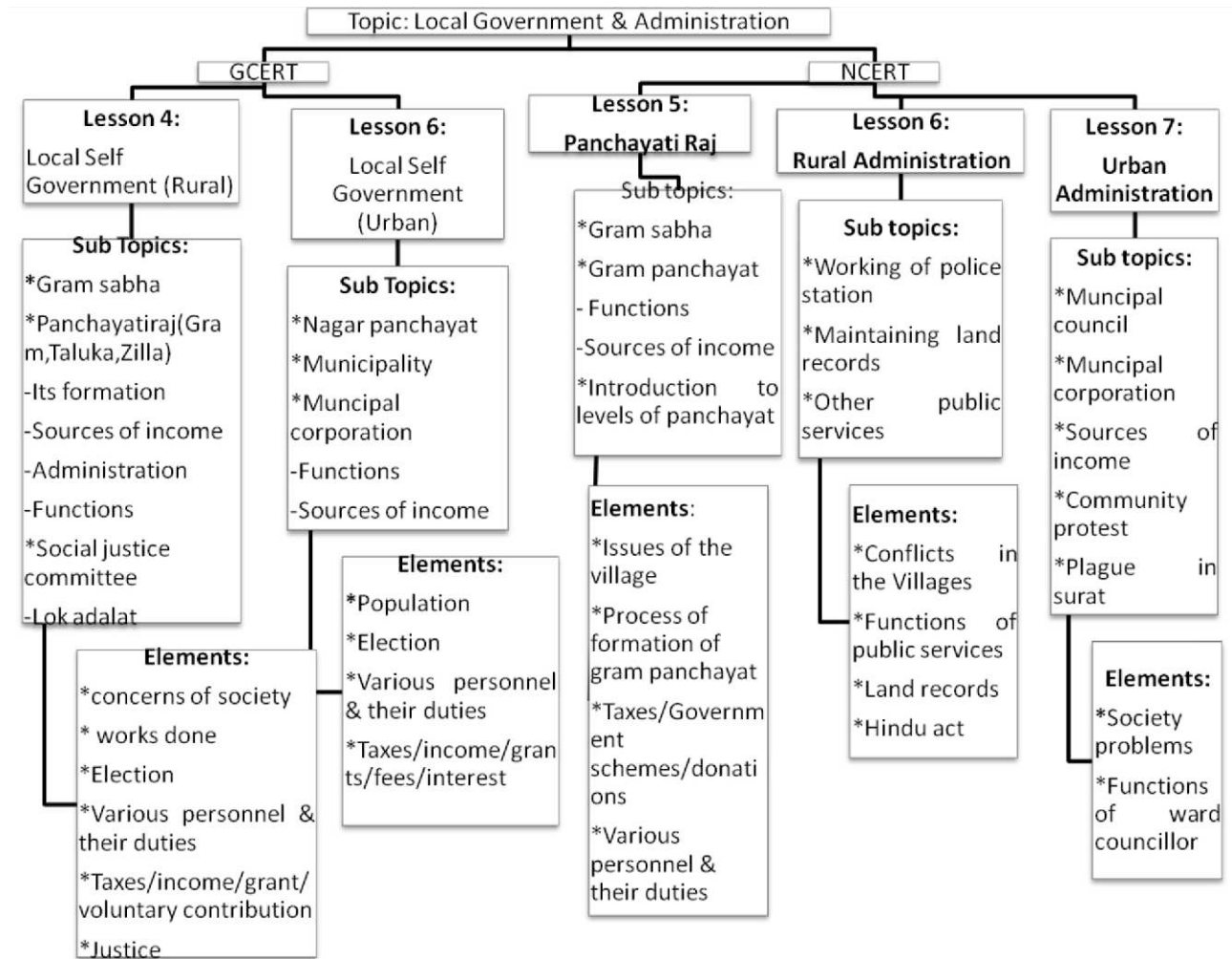
Figure 1: “Diversity” topic as given in Lesson 8 (sem-I) and Unit I (Social and Political Life-I) of Standard VI textbooks of GCERT and NCERT textbooks respectively.



The topic of “diversity” as shown above exists in both the textbooks. The content present in these lessons not only addresses various concerns of the society but also talks about values like freedom, mutual respect, respect for diversity, unity and integrity etc. It equally has the scope to develop various skills among the students like critical understanding, creativity, scientific inquiry, independent thinking, observation, identification and classification. It also deals with local and national level perspectives. The “Diversity” lesson in state board textbook covers 3 sub-topics and discusses about various elements like religion, region, languages, festivals, freedom struggle, patriotism etc while the same topic in NCERT book discusses more sub-topics. The content in NCERT books also deals with the problems faced in our country due to these diversities and talks about the prejudices and stereotypes existing in the society and thus links the content to the real day to day life problems. It also highlights the efforts of Dr.B.R.Ambedkar to solve various social issues. Highlighting the

efforts of such people would act as an inspiration to the students. The song that is included in the GCERT text book to narrate the theme of diversity is good. When it comes to examples, the entire lesson content in the NCERT textbook is presented in narrative form while in GCERT textbook, the presentation of content is informative, situation based, activity based and real examples are used to explain the aspects. However, the impact of situations and evidences given in the NCERT textbook appears to be better. A good aspect about the items given in the practice exercise is that they include items which attempt to achieve the higher level objectives like synthesis, evaluation. Some of the questions raised even try to target the affective domain of the students. In all, more weightage is given to higher order level of thinking skills. However, in the both the textbooks, objective type items are missing. The idea of using color blocks which are used either to pose some thought level questions or to provide some information is good in both the textbooks.

Figure 2: “Local Government and Administration” topic as given in Lesson 4 & 6 (sem-II) and Unit III (Social and Political Life-I) of Standard VI textbooks of GCERT and NCERT respectively.



In the GCERT books, the topic of “Government” is presented as two lessons i.e., Local Self Government (Rural) and Local Self Government (Urban). The content presented tries to refer to some extent regarding the injustice happening in the society. It also talks about values like justice, freedom, equality, fraternity etc. The content reflects about the local practices that exist and also talks about the rights, duties and social responsibilities of individuals, social/political institutions. The nature of content is informative and has scope to develop the critical understanding, independent

thinking, observation etc skills of students. However, the extent of content presented is very less and gives very narrow information.

When it comes to NCERT textbook, it presents the topic of “Government” in three lessons i.e., Panchayati Raj, Rural Administration and Urban Administration. The content is presented in a narrative form and it presents glimpses about the inequalities, poverty and injustice existing in the society. It also takes the chance to inculcate values like liberty, equality, fraternity etc. The content is presented very nicely highlighting the rights,

duties and social responsibility of social and political institutions. It is presented in such a way that it can develop the skills like critical understanding, creativity, scientific inquiry, observation etc among the students.

Both the textbooks cover more or less same sub-topics. However, the elements covered and the extent and style of coverage is good in NCERT books. The functions of various personnel and the source of income for these various social institutions are narrated very nicely with the help of real life examples in NCERT textbooks. The style of presentation and the language used is lucid and to the level of students. The flow of the content is also good and all the points are well organized. In the state board textbooks content in all three lessons is presented in the form of various situations and real incidents. The use of dialogue form of presentation brings more realistic look to the content.

Regarding the pictures/diagrams, the pictorial flow diagram given in state textbook for giving information about the sources of income and its flow into various heads of expenditure is good. However, the state textbook does not contain any real photographs. The NCERT textbooks not only have real photographs but they are followed with the questions that students need to answer.

With respect to the items in the practice exercise, the state textbook has given more weightage to knowledge based questions than other levels of questions. However, they have also included a few understanding, application, analysis and synthesis level questions. The items included in the practice exercises of NCERT textbooks have questions of higher level thinking. Even though sufficient weightage is given to knowledge type questions, the higher thinking level questions asked are also very good.

Some of the questions given in the think blocks of state textbooks are very good and can arouse sensitivity in students towards the society. The inclusion of information about the well performing gram sabhas helps in linking the content easily to the real life. The project work that is given looks feasible.

When it comes to pedagogical aspects, the NCERT textbooks guide the teachers to hold discussions and debates in the classroom. However, the teacher edition developed by GCERT clearly gives direction to the teacher on which personnel to be invited to the class, what home work needs to be given to them etc. Even though the description about the content and the project work is very less in the textbook, the teacher edition gives complete detailed guidance regarding it. Teacher edition also gives extra information which a teacher can use during the teaching learning process.

Thus, in both the textbooks we find the lessons on topics of “Diversity” and “Local Self Government”. However, GCERT textbook has topics like “Citizenship” and “Rights and Duties” which is missing in the NCERT textbooks and NCERT textbook has topics like “Livelihood” and “Government” which are missing in the GCERT textbooks. Following are some of the findings regarding these lessons:

Pedagogical Aspects of the Textbooks

When it comes to the pedagogical aspects of the textbooks following are some of the major findings:

- Both the textbooks are designed on the basis of constructive philosophy. The content of the both the textbooks gives ample situations to the students where they need to explore on their own and find the solutions.
- Majority of the aspects presented in the GCERT textbooks fit in the cycle of ERAC (Experience, Reflection, Application and Consolidation)

- Use of the local resources is nicely highlighted in GCERT textbooks. Wherever the local resources can be used, the teacher edition gives clear directions about it. It also gives guidance regarding various personnel who can be invited into the schools etc. Even though, there is equal scope in the NCERT textbooks to use the local resources, indication/guidance about that is missing.
- Where ever possible, the teacher edition gives the instructions to the teachers to link the maps present in the geography lessons with the content of the political science lessons. Even though such linkages are not mentioned in the NCERT lessons, interdisciplinary approach is followed to some extent.

Suggestions for Textbook Writers

- Some issues and concerns about the inequalities and differences existing in the society can be included in the political science lessons like Diversity, Rights and Duties (in the state board textbook).
- Appropriate care should be taken to ensure that the visuals included in the lessons are linked to the content of the lesson (in NCERT textbooks).
- An attempt can be made to include some objective questions at the end of each lesson in both the state board and NCERT textbooks.
- To make the content more effective, textbook writers can include references to other sources like stories, books, movies etc (in state board textbooks). In the content of NCERT textbooks, attempt was made to make reference to other sources of information like stories, books etc.
- Textbook writers should also give information about the further references/ websites for each lesson (in state board textbooks).
- An attempt can also be made to present a short summary of the lesson at end of each lesson. This is missing in both board textbooks.
- In the state board textbooks, if the case studies of well performing panchayats are given, it would make the lesson more interesting and relevant. Further, only an outer level of information about the local level governments is given in the lessons. As these topics are not covered in higher standards more detailed information about these political systems should have been given.
- The case studies of good performing gram sabhas and gram panchayats existing in our country can be included in the lessons to help students to link the content to their day to day life.
- In “Government” lesson given in state board text book, use of hierarchy chart in place of target diagram to show the linkage among gram, taluka and zilla panchayats could have been more appropriate.
- Glossary of terms is missing in both the textbooks. Inclusion of glossary would be of good help to the students and teachers.
- State board textbooks are supplemented with teacher edition which give very informative, useful directions to the teachers. As teacher edition is missing with NCERT textbooks, an attempt can be made by the textbook writers to provide necessary guidance to the teachers where ever required.

Suggestions for Teachers

- In both the textbooks the questions included at the end of the lessons provide an ample scope to develop the higher order thinking skills among the students. Teachers should make optimum use of it.
- The content in majority of the political

science lessons is informative, situation based, activity based and real examples are used to explain various aspects. Hence, teachers can make the best use of it.

- The maxims of linking to the life, moving from known to unknown are followed very nicely in both the textbooks so teachers can keep this point in mind while transacting the content.
- The think blocks/color side bars provide a lot of useful and interesting information. Teachers can make a proper use of this information.
- The style of introduction of each and every lesson is very good. In both the textbooks, the lesson is introduced either with a question or a situation which is closely linked to our day to day life. Also every lesson begins with a visual which is in the form of a picture or new paper clippings or cartoons etc. The lessons begin in the context of this introductory visual.
- The state board textbooks' teacher edition gives very extensive and detailed information to the teachers regarding the methods/techniques/resources that can be used while teaching a particular lesson. Teachers need to take maximum advantage of the teacher edition.

Conclusion

The following are some of the conclusions that emerged from the present study:

- As both the textbooks are developed in the guidelines of NCF (2005), they are mostly dominated by the constructive approach. This approach can be found in various activities mentioned, questions raised in between the content, in the questions of practice exercises etc.
- The inclusion of real pictures in the political

science lessons can increase the impact of the content. Hence, the GCERT also needs to take some measures to include more and more real pictures.

- Both the textbooks have given more weightage in the political science lessons to subjective type higher level thinking questions and have ignored objective type questions. Hence, some changes can be made in this direction.
- Regarding the extent of the content covered in the political science lessons, the NCERT textbook covers more sub-topics than the GCERT books. However, the extra information that a teacher may need to teach on a particular topic are found in teacher edition.
- The teacher edition developed by GCERT gives very good guidance to the teachers. It clearly gives information about the objective, outcomes, pre-preparation, local resources, activities etc which is very useful to the teachers.
- The NCERT textbooks use narrative form of presentation of content which makes the content look lively. Although this practice is followed in GCERT textbooks, this needs to be improvised.
- With regard to gender perspective, the language used in the NCERT textbooks allows differentiation between men and women. It also presents both males and females in the position of power or responsibilities. Visuals used in the NCERT books also reflect men and women in a balanced way. When it comes to the state books, the visuals reflect both men and women in a balanced way however, the content does not allow the language differentiation between men and women.

ATTITUDES OF SOCIETY TOWARDS WOMEN

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ABSTRACT

The study of attitudes is useful to understand the behaviors of human beings and society because our action is dependent on our thought and our thought is dependent on our attitude. In some societies, a woman's value was measured in her ability to bear children, and raising children became the focus of many women's lives. Gradually, there came a shift in attitude where women were viewed as an integral part of the workforce and began to gain equality with men. Women have gained substantial respect in the workforce and increased participation in education in the last decades of the 20th century. With the progress of civilization, many things have got changed. Now women are coming forward in every walk of the life. But here comes the questions: what is the attitude of the society towards women? Has it got changed according to the certain variables such as area, gender, age, category, educational qualification and occupation? This paper is a quest to find out the answers of these knobby questions.

The study was conducted in the Taluka of Patan by survey method and the sample of 352 people was selected by multi-stage sampling method. A self made five point rating scale having 35 items was used as a tool. The chi – square test, sigma score and 't' test were used to analyze the data. The general trends of the attitude towards women are also decided. From the present study, it is clear that we need to develop more positive trends of attitude towards women. That is required to achieve among the people of female members of the society. The class of open category as well as the people who are having the educational qualifications up to graduation is also needed to be taken care to develop positive attitude towards women.

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INTRODUCTION

Since, our action is the direct result of our thought-process and our thought-process qualifies our attitude, it is required to study the attitude to understand the behavior. Generally people use the word 'attitude' in a very common fashion. However, as J.P. Guildford defines,

“By attitudes we mean the tendency (of an individual) to favor or not to favor some type of object or situation” (Sharma, 2003, p. 55) Skinner explains attitude as a psychological process exerting a motivational influence upon the individual's responsible behavior in situations directly or indirectly related to it. In

short our action is consciously or unconsciously affected by our attitude. The study of attitudes is useful to understand the behaviors of human beings and society.

In some societies, a woman's value was measured on the basis of her ability to bear children, and raising children became the focus of many women's lives. Gradually, there came a shift in the attitude of the society where women were viewed as an integral part of the workforce and began to gain equality with men. Women have gained substantial respect in the workforce and increased participation in education in the last decades of the 20th century. With the progress of civilization, many things are changed. Now women are coming forward in every walk of the life. But here comes the questions: what is the attitude of the society towards women? Has it got changed according to the certain variables such as area, gender, age, category, educational qualification and occupation? This study is an attempt to find the answers of such questions.

By present study, the attitudes of the society towards women with reference to the variables such as area, gender, age, category, educational qualification and occupation would be studied. As the area is stratified in urban and rural area, the study answers the question wherein the urbanization affects the attitude towards women in society or it is as in the rural area. In our society it is said 'A woman is the enemy of a woman' By studying the difference between the attitude of the two gender i.e. male and female, we can get the idea whether the gender affects variable or not and the most important thing is that we will conclude from the result whether the attitude of the women towards women is positive or negative in comparison to male members of the society. It is generally believed that the higher education liberates our mind. So,

investigator included the variable such as educational qualification in the study. As the women can be found in all the works but still it is observed that women prefer to do jobs more than business, the investigator included to study the occupation as one of the variables. The other variables such as category and age group are also included in the study. On the basis of the findings of the study, the proper guidance to the society shall be provided.

Title of the Study

Title of the study was worded as follows.

"ATTITUDES OF SOCIETY TOWARDS
WOMEN"

Statement of the Study

In present study, the attitudes towards women of the society were studied. In this study area, gender, age, category, educational qualification and occupation were included as independent variables where as the attitude of the society towards women was included as dependent variable.

Objectives of the Study

Objectives of the study are as follows.

1. To construct an attitude scale to measure the attitude of the society towards women by Likert method.
2. To study trend of attitudes of the society towards women.
3. To study the effect of area, gender, age, category, educational qualification and occupation on the attitude of the society towards women.

Null Hypothesis of the Study

In present study, null hypothesis were formulated. They were as follows.

1. There will be no significant difference between the mean scores on attitude scale of the urban and rural people of the society towards women.

2. There will be no significant difference between the mean scores on attitude scale of the male and female people of the society towards women.
3. There will be no significant difference between the mean scores on attitude scale of people of the society up to 25 years age and more than 25 years age towards women.
4. There will be no significant difference between the mean scores on attitude scale of the people of open category and reserved category towards the women.
5. There will be no significant difference between the mean scores on attitude scale of the people of the society having educational qualification up to graduation and more than graduation towards women.
6. There will be no significant difference between the mean scores on attitude scale of the people of the society doing business and the people who do jobs towards the women.

Explanation of the Important Terms

The following terms are used in present study.

Attitude : According to Woodworth, “Attitudes are more or less stable set or disposition of opinion, interest or purpose involving expectancy of certain kind of previous experience and readiness with an appropriate.” (Edward., 1957, P. 48). In present study, the score gained on the attitude towards women scale is considered as the attitude of the society. The higher score on the scale means positive attitude towards women and visa versa.

Attitude towards Women Scale : In present study, attitude towards women scale means the

self made attitude scale constructed to measure the attitude towards women of the society. The scale was constructed with reference to the various facets of the attitude measurement such as direction of the attitude, its force, clarity and relevance. On the bases of these facets, the scale was constructed containing the components such as participation in politics, decision making, household work as well as the social and household responsibility. Seven items were constructed for each facet. Thus the scale was containing 35 sentences. Responses on the scale were collected on the five point rating scale. The higher score on the scale means positive attitude towards women and visa versa.

Society : Here the word society is used for the people who lived in the particular region without any kind of marginalization of age, category, gender, area, educational qualification or occupation. All the adult human beings who lived in the town of Patan become the people of society in this study.

Attitude towards Women : In present study, the phrase, attitude towards women is used for the score gained on the basis of the responses of the people collected on the attitude towards women scale.

Delimitation of the Study

Present study was limited to the people of Patan Takuka and the attitude scale was prepared by Likert method. 352 people from Patan Takuka were selected in the sample of the study by stratified random sampling method, attitude scale was self made were the limitations of the study.

Variables of the Study

Table 1 presents the information regarding dependent and independent variables of the study.

Table -1 : Variables of the Study

No.	Variable	Type	Level	Which Level?	Tool of Measurement
1	Area	Independent	2	1. Rural	Primary Information
				2. Urban	
2	Gender	Independent	2	1. Female	Primary Information
				2. Male	
3	Educational Qualifications	Independent	2	1. Up to Graduation	Primary Information
				2. More than Graduation	
4	Age Group	Independent	2	1. Up to 25 years	Primary Information
				2. More than 25 years	
5	Category	Independent	2	1. Open	Primary Information
				2. Reserved	
6	Occupation	Independent	2	1. Business	Primary Information
				2. Job	
7	Attitudes towards women of the society	Dependent	--	--	Self made attitude Scale

Area, Type and Method of the Study

The main objective of the present study was to measure the attitude of the society towards women. So, it was related to the area of 'psychological testing'.

Present study can be also classified as an applied research as it was related to the

measurement of the attitudes of the society towards women. The data collected on the scale was in form of interval scale and analyzed by statistical methods. So, it is a quantitative study too.

Present study was conducted through survey method.

Population and Sample of the Study

The People of Patan Taluka were the population of the present study. In Present study, the sample of 352 people was selected by Multistage sampling technique. For sample selection, Patan taluka was stratified in urban and rural area. Patan city was considered as urban area and all the villages were considered as rural area. Then the city area was also stratified in five zones such as north, east, west, south and middle. From each zone about 35 people were selected randomly. Thus, 171 persons were selected from urban area. In the same way, rural area i.e. the villages were also stratified in the four zones i.e. north, east, west and south according to their location from Patan city. Then about 45 people were selected from each zone randomly. From rural area, 181 persons were selected.

Tool Construction

In present study, the attitude scale was used to measure the attitude of the society towards women. The attitude scale was prepared by Likert method. First of all the sentences were collected. Various facets of the attitude measurement such as the direction of the attitude, its force, clarity and relevance were taken into consideration for the collection of items. On the bases of these facets, the scale was constructed containing the components such as participation in politics, decision making, household work as well as the social and

household responsibility. Seven items were constructed for each facet. 35 items were constructed. In the scale the five point rating scale was used such as “Totally Disagree”, “Disagree”, “Neutral”, “Agree” and “Totally Agree. For the positive items of the scale 1, 2, 3, 4 and 5 marks were given sequentially for the “totally disagree”, “Disagree”, “Neutral”, “Agree” and “Totally Agree” and visa-versa. Experts' opinions were collected for the scale and the scale was modified according to the suggestions of the experts. The reliability of the scale was established by split-half method and it was 0.86. As, the calculated value is more than 0.60, it shows high reliability. Present scale was bearing face validity as well as content validity. Thus, the attitude towards women scale was valid as well as reliable.

Collection, Analysis and Interpretations of the Data

According to the scheme of sampling, from each zone, investigator selected streets or society randomly. From these areas, the proper quota of the data was collected on the scale. For answering the scale, a respondent was taking about five minutes. Then Responses of the people were evaluated on the bases of the scoring key and given them a score. On the basis of the scores collected on the attitude scale, trend of the attitude of the society towards women was decided by applying sigma score and chi square analysis. It is presented in table 2.

Table- 2 : Tend of Attitude towards Women

Tend of Attitude Towards Women	Score	Frequen cy	Percenta ge	Chi – square Value	Level of Significa nce
Highly positive	153 or more than that	5	1.42%	200.78	0.01
Positive	136-152	99	28.13%		
Neutral	119-135	147	41.76%		
Less Positive	104 – 118	85	24.15%		
Least Positive	103 or less than that	16	4.55%		

Interpretation

Table 2 shows that the calculated chi – square value is significant at 0.01 level. From table 2 it is clear that there is positive trend of attitude towards women in the society. 29.55%

people in the society are holding highest of high positive trend of attitude towards women whereas 28.70% people in the society are holding less of least positive trend of attitude towards women. The 't' test was applied on the data as presented in table 3.

Table -3 : Testing the Null Hypothesis

No.	Variable	Which Level?	Number	Mean	SD	S _{ED}	't' value	Level of Significance
1.	Area	Rural	181	128.89	14.21	1.47	1.63	N.S.
		Urban	171	126.49	13.33			
2.	Gender	Female	143	123.16	13.27	1.44	5.34	0.01
		Male	209	130.85	13.27			
3.	Educational Qualifications	Up to Graduation	152	123.34	13.37	1.43	5.39	0.01
		More than Graduation	200	131.06	13.24			
4.	Age Group	Up to 25 years	170	128.68	15.92	1.49	1.25	N.S.
		More than 25 years	182	126.82	11.50			
5.	Category	Open	204	125.38	13.23	1.48	3.77	0.01
		Reserved	148	130.95	14.02			
6.	Occupation	Business	224	126.69	12.30	1.64	1.73	N.S.
		Job	128	129.52	16.04			

Interpretation

1. From the above table, it is clear that the 't' values of the variables such as Gender, Educational Qualifications and Category are higher than 2.58 and they all are significant at 0.01 level. It means area, Gender, Educational Qualifications and Category are affecting variable on the attitudes of the society towards women.
2. From the above table, it is clear that the 't' values of the variables such as area, age

Group and Occupation are lower than 1.96 and they are not significant at 0.05 level. It means age Group and Occupation are not affecting variable on the attitudes of the society towards women.

3. There is a significant difference between the attitudes towards male and female of the society. As, the mean score of attitude of male is higher than that of female, it can be concluded that male persons are holding positive trend of attitude towards women than that of the female persons.

4. There is a significant difference between the attitudes towards women of the people having educational qualifications up to graduation and more than graduation. As, the mean score of attitude of people having educational qualifications more than graduation is higher than that of people having educational qualifications up to graduation, it can be concluded that the people having educational qualifications more than graduation are holding positive trend of attitude towards women than that of the people having educational qualifications up to graduation.
5. There is a significant difference between the attitudes towards women of the people of open category and reserved category. As, the mean score of attitude of people of reserved category is higher than that of people of open, it can be concluded that the people of reserved category are holding positive trend of attitude towards women than that of the female persons.

Conclusions

From the present study, it is clear that we need to develop more positive trend of attitude among the female members of the society, persons of open category as well as among the people who are having the educational qualifications up to graduation towards women is needed. Respect for women and accepting them in totality of their virtues and beauty should be ingrained in every individual by the means of education. Also right education and creating good role models has to be promoted. Women should be promoted to develop more and more positive attitude towards women so that they can enforce this attitude in the child

bearing and during their interaction with the society.

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EFFECTIVENESS OF INPUTS REGARDING BHARTIYA LIFE SKILLS ON B.ED. STUDENTS

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ABSTRACT

A balanced and holistic development of a personality can be achieved through education, which makes it possible to live one's life qualitatively and successfully. But looking at the life of today's educated person, the question arises is : Has education succeeded in such type of development of an individual ? A part of the solution of this problem, the attempt has been made to develop learning inputs based on Life skills centering on the Bharatiya Philosophy in this paper. The study was also focused to measure its effectiveness on quality of life and its internalization in B.Ed. students . Five major life skills were included, i.e.,: स्व-जागृति (Self awareness), निरीक्षण (Self observation), एकात्मता (Oneness with beings), संयम (Self-restrain), विवेक (Discrimination) in inputs. This is an experimental study with quantitative methods of interpretations. In this paper researcher has tried to discuss the effects of inputs on quality of life and internalization of life skills in B.Ed. students in the light of statistical analysis. The researcher has successfully developed inputs and it is also found effective on dependant variables.

Key-words: *Bhartiya Life-skills, Inputs*

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INTRODUCTION

Education means a skill of living life.

This statement ascertains relation between life and education. Education is the process of enhancement and development of human life. Each experience of life can be called Education. Education expands the horizon of the knowledge of human being, deepens the vision, refines the responses and triggers emotions and actions.

Today, Education has become synonym of information. Because of this, information is being dumped in the mind of the students. In reality, education should be life moldings , maker of human being and internalizes of thinking, feelings and skills.

Emphasizing the need for Indian Philosophy,

University Education Commission(1948-49) has said "Philosophy of Education is the sum total of Philosophical beliefs which activates education for developing holistic personality of students. If this is not done, students, after completing schooling of higher education, would feel like carrying the burden of their self, aimlessly in the ocean of life."It has been emphasized that Indian Philosophy points to the Qualitative ways in the 21st Century for the entire human race.

Thus, the Present society demands that through Education, students acquire skills for living life and hereby live their lives qualitatively.

This demand encouraged the researcher to undertake a study in this area.

Theoretical background

Life-skills education is no more a new venue of study and research. WHO (1997) defines Life skills as “ those skills/competences and abilities which enable a person to efficiently fulfill his/her daily needs and take on real life challenges with a positive spirit". It came out with a list of 10 life-skills for 21st century life.

1) Self-awareness 2) Empathy 3) Problem solving 4) Decision making 5) Effective communication 6) Interpersonal relationship 7) Creative thinking 8) Critical thinking 9) Coping with emotions 10) Coping with stress

Since then a lot of educational activities and material production has taken place in this area. Even GCERT has conducted workshops and prepared two handbooks for life-skills education. In all these activities, the western world view is maintained and intensified.

There was a need to think of Indian life-which is strongly embedded in our spiritualism and philosophy. We thought of deriving Indian life-skills from our own philosophical deliberation broadly includes: Upanishads, Six Darshans, Bhagvat Geeta, Jainism, Buddhism and some 20th century thinkers' philosophy i.e. Aurobindo, Osho, J.Krishnamurti S. Radha krishna, Gandhi and swami Vivekanand etc.

According to Bhartiya Darshan there are many life skills that enable a person to achieve the highest goal of life that is *Atmasakshatkar*.

Some skills are for earning livelihood and to build up self-reliance : Psychomotor skills, Professional skills

Some skills are for quality living : जिज्ञासा, मधुरभाषिता, अनुशासन, समस्या समाधान, स्वावलंबन, निरीक्षण, एकाग्रता, विवेक, स्व-जागृति, वैचारिक संतुलन, संवेदनशीलता, उत्तेजनारहितता, समादर, अपरिग्रह, त्याग, तितिक्षा, योग, ज्ञान, एकात्मता

Thereafter, it was planned that these Indian virtues be defined as 'life-skills', components are enlisted and inputs were developed to teach these skills to B.Ed. students . This was the work worthy of a good research project.

Explanation of the Important Terms

The following terms are used in the present study.

Effectiveness

Effectiveness is the sum total of measured and reported effect. In this research, effectiveness would mean the difference of scores on the post tests on experimental and control group on Life skills internalization and quality of life inventory.

Bhartiya Life-skills (BLS)

Life skills means- "Those skills / competences and abilities which enable a person to efficiently fulfill his/her daily needs take on real life challenges with a positive spirit" (WHO:1997)

In this research, LS have been framed and defined from major ideas, concepts, principles and values innate in Bhartiya Darshan and some 20th century thinkers' philosophy i.e. Aurobindo, Osho, J.Krishnamurti S. Radha krishna, Gandhi, etc.. These are : स्व-जागृति (Self awareness), निरीक्षण (Self observation), एकात्मता (Oneness with beings), संयम (Self- restrain), विवेक (Discrimination)

Inputs

Inputs means various activities, especially, learning oriented, where in the learner has to take initiative and strain to understand the idea underlying that practical task.

Inputs, in this research, included teaching-learning activities done through pair work, group-work, discussions, short assignments, outdoor activities, watching movies, reading comprehension and other strategies applied for intensive and extensive understanding of the

selected LS. The duration of learning through these inputs were 40 hours.

Objectives of the Study

1. To develop the inputs regarding Bhartiya Life skills
2. To validate the inputs through expert-opinions and piloting
3. To study the effect of inputs on B.Ed. students regarding internalization of Life skills and Quality of Life

Main Hypothesis

1. The post-test mean scores of the experimental group on LSII will be significantly higher as compared to those of the controlled group.
2. The post-test mean scores of the experimental group on QoLI will be significantly higher as compared to those of the controlled group.

Variables

- 1 Independent variables :
 - 1.1 Life skills inputs
- 2 Dependent variables :
 - 2.1 Internalization of life-skills.
 - 2.2 Perceptions regarding quality of life.

Research Methodology

This is an experimental study with quantitative methods of interpretations.

The two groups pretest-posttest design was accepted for this study. There were pre-test, treatment and post-test for the experimental group, whereas there were no treatment and post test for the controlled group. In this paper quantitative data analysis & interpretation of both groups are given.

Population

All the students studying in various B.Ed. Colleges of Gujarat in the year 2013-14 was the population for this study.

Sample

A group of 43 B.Ed. students, studying in

R.G.T. B.Ed. College of Porbandar was selected as the experimental group. A similar group of 43 B.Ed. students of Dr. V.R. Godhaniya B.Ed. College of Porbandar was selected as controlled group. Thus the total sample size was of 86 B.Ed. students. The sample was selected by 'convenient sampling' method. The researcher is working as a Sr. Lecturer in DIET-Porbandar. DIET-Porbandar and R.G.T. B.Ed. College, Porbandar both are on one campus & both are conducted by G.C.E.R.T., Gandhinagar. So the B.Ed. students of Shree R.G.T. B.Ed. College, Porbandar was selected as convenient sample. The groups have been equalized on the basis of their merits for admission at B.Ed.

Tools for the Study

The data collection was made for two depended variables, Internalization of Life skills and perception regarding Quality of life in this study.

Life Skills Internalization Inventory (LSII) was developed by the researcher for the measurement of internalization of life skills. The statements of inventory were constructed on theoretical and practical aspects of five life skills : स्व-जागृति (*Self awareness*), निरीक्षण (*Self observation*), एकात्मता (*Oneness with beings*), संयम (*Self-restrain*), विवेक (*Discrimination*) There were 50 statements included in it and total marks were 250 in which 25 statements were based on theoretical aspect and 25 statements were based on practical aspect of understanding regarding life skills. Positive and negative both types of statements are drawn into it. In the inventory two type of the five point rating scale was used one of "Evety time", "Most of time", "Sometimes", "Rare time" and "Never" and second was "Totally Agree", "Agree" "Neutral", "Disagree", and "Totally Disagree". For the positive items of the inventory 5, 4, 3, 2 and 1 marks were given sequentially for the

“Totally Agree”, “Agree” “Neutral”, “Disagree”, and “Totally Disagree” and visa-versa. The inventory was modified according to the suggestions of the experts and piloting. It was a self made inventory. Quality of Life Inventory (QoLI) was developed by Dr.Mahendra Chotalia for the Measurement of perception regarding quality of life. There were 30 statements included in it and total marks were 150. Positive and negative both types of statements are drawn into it.

Development of Inputs regarding Bhartiya Life Skills

The concept of Bhartiya Life skills in research has been new. The perfect model for development of it is not available. So the development of inputs were done through Borg & Gall(1983:773) suggested Educational Research and Development of a model and discussed with the guide. Inputs were developed meticulously and carefully to make students understand life –skills in perspectives. They consisted worksheets, exercises, pair work, group work activities, observation sheets, discussion plans and questions, Picnic, pictures, video clippings, songs, games, role play, motivational incidents, stories. They were based on the practical aspects of selected skill components at conscious cognitive and affective

level. The inputs included print, audio-visual and multimedia materials. They were validated by experts and a sample testing in the classroom.

Implementation of Inputs

The study was conducted under two major parts. The first was the development of the inputs and the second was its implementation. The implementation also intended for quality improvement of the inputs. The execution of a whole inputs consumed 40 hours. The inputs were implemented by the researcher herself. The experimental group consisted of male and female B.Ed. students. There were five major life-skills : स्व-जागृति (*Self awareness*), निरीक्षण (*Self observation*), एकात्मता (*Oneness with beings*), संयम (*Self-restrain*), विवेक (*Discrimination*) included in the inputs. The inputs contained 51 tasks in total.

Data Collection

Multiple techniques were used for data collection to catch a wider view of the reality. The data collection work was done throughout the study, i.e. before, during and after implementation of inputs in the experimental group whereas only post test in the control group. Various tools and techniques were used for data collection. They are as under:

1. Life-skills internalization inventory
2. Personal information sheet
3. Inventory on quality of life perceptions
4. Researcher's observation

Table-1 : Impact of inputs on scores of LSII & QoLI

Dependent Variable	Groups	Test	N	Mean	SD	t-value
Life skill internalization (LSII)	Exp.	post-test	43	169.41	21.55	6.12 **
	control	post-test	43	143.18	17.34	
Quality of Life (QoLI)	Exp.	post-test	43	113.3	7.98	5.82**
	control	post-test	43	101	11.32	

** 0.01 level significant

Data analysis and Interpretation

The hypothesis were tested with the help of the t-test.

Table No-1 shows the mean score of post test, the value of SD & t-value regarding LSII in experimental and control groups. The t-value for the mean score of post test of LSII in the experimental group is higher than table value. It shows significant difference at 0.01 level. It means the mean score of post test in the experimental group on LSII is significantly higher than that of post test of the control group. Hence directive hypothesis No.1 “The post-test mean scores of the experimental group on LSII will be significantly higher as compared to those of the controlled group” is accepted. It can be said that inputs were found effective on B.Ed. students and B.Ed. students have conceived life skills through inputs.

It also shows the mean score of post test, the value of SD & t-value regarding QoLI in experimental and control groups. The t-value for the mean score of post test of QoLI in the experimental group is higher than table value. It shows significant difference at 0.01 level. It suggests that the mean score of post test on QoLI is significantly higher than that of post test of the control group. Hence directive hypothesis No.2 “The post-test mean scores of the experimental group on inventory of quality of life will be significantly higher as compared to those of the controlled group” is accepted. It can be said that the concept and understanding of quality of life of B.Ed. Students are improved by learning through inputs.

Findings of the Study

Findings on the basis of statistical data analysis.

- 1 The post-test mean scores of the experimental group on LSII was significantly higher than that of post test of the control group.
- 2 The post test mean scores of the experimental group on QoLI was significantly higher than that of post-test of the control group.

In former research Shah, S.H.(1991), Hingalajia, P.T. (1991), Pathak, S.P.(2002), Prasantkumar, N.(2012), Murugesan, A.(1988) shows significant effect of Life skills programme.

Researcher's Observations

1. All the B.Ed.students had a general opinion that they learnt new skills necessary for quality of life, i.e. *Akatmatabhav, Nirikshan, Self-awareness, Vivek, Sanyam* and also became inclined to develop it.
2. The researcher observed during classroom activities that the discussions, experiences and understanding during inputs were very much motivational for the B.Ed. students. The B.Ed.students started judging their past and present experiences with a new insight.
3. It can be said on the basis of the motivational statements heard by the researcher during the inputs that the B.Ed.students accepted the inputs and the students had a very positive feedback on every skill and majority of tasks.

Recommendations

1. This study will be useful in establishing the strength of Bhartiya thinking in perceiving quality of life.
2. The life-skills might enable the B.Ed. students to take up challenges with a positive frame of being.

3. The study will help teacher educators in understanding life-skills within Bhartiya Darshan, Inputs might be a model for implementing value education in the class.
4. These inputs will help teacher educators during the teaching learning process of curriculum's sub points of quality of life based on Bhartiya Darshan
5. The text book writer can be benefited by the explication of life-skill dimensions. These descriptions of Indian life-skills may form an integral part of the curriculum for languages and social science subjects.

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SCHOOL ADOPTION PROGRAMME AT CENTRAL UNIVERSITY OF GUJARAT : ROLE OF HIGHER EDUCATION INSTITUTES IN IMPROVING THE QUALITY OF EDUCATION IN THE COUNTRY - A CASE-STUDY

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ABSTRACT

Holistic education is the need of the hour for the growth engine of India. Education authorities in India have invested huge amounts and efforts to provide quality education to the people in the country since independence. Despite of these concentrated efforts there have been major lacunae in terms of infrastructure, delivery and other processes. There are many problems like schools being under equipped, underfunded, under staffed and over-crowded (PROBE report, 1998) apart from other general problems of poverty, population and discrimination in India which lead to non-attainment of desired results on implementation of the education programmes. There are many higher education institutions in India which are doing extremely well with good infrastructure, trained teachers and students and a considerable amount of disposable funds. This prompted the president of India and the Ministry of Human Resource Development, Government of India to come up with schemes so that these higher education institutions adopt government schools which needed some external support to achieve their objectives.

Adopting a school and thereby extending support to Government's initiatives in providing meaningful education to every child is moving one step forward towards building an inclusive society. University-school collaboration can provide a successful model for this as that would link research with practical experience. There have been many successful initiatives across the country in this regard like that of the IITs and few other universities. Central University of Gujarat, a prominent educational institution in Gujarat, has a huge presence of programmes in Social Science and Humanities whose students' need to understand the needs of the marginalized and act for them. Also for the students of Sciences it is important that they bring innovations that benefit the people at the grass root. Therefore, the University took up this initiative gladly to adopt a municipal school and work towards the betterment of the wards of the school.

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INTRODUCTION

It is well known that Government schools in India face several problems like lack of infrastructure in terms of books, class rooms, toilets, computers, play-ground etc., dearth of capable, qualified and devoted teachers, high

drop-out ratio, discrimination among students, lack of; interest among the students etc. But the most significant one is a very high drop-out ratio in higher classes especially girls. With the belief that CUG faculty and students could contribute by going and discussing issues with the parents

Second Phase

Section II. Those which require funding

- 1) Improving reading skills. This requires funds for purchase of books and creating a school library. Initially we can also start with donated books.
- 2) Training them art activities like drawing, painting, sketching etc. This will require us to provide for sketch books, drawing sheets, colours etc.
- 3) Training them in cultural activities folk dances, folk songs etc. This requires a few musical instruments and a music system.
- 4) Training them in sports activities including fun games which make up a very cherishing learning experience. This will require funds to purchase balls, bats, improving the playground into a good sports ground for outdoor games.
- 5) Gradually there could be a movie club established in which discussions could be carried on with students after showing them movies based on social issues and reformations (to be done by experts only).

Third Phase

Vocational programmes

- 1) Training can be imparted to all the students for developing computer skills. Initially it could be with our own laptops and then gradually a few desktop computers could be purchased for the school.
- 2) Majority of the girl students are from the nearby slum areas which are dominantly from the Muslim community and the principal opines that they are gifted artists. If we could train them in applying henna (mehendi) or in some other handicrafts it could be a good livelihood for them in future. This activity will also require funds and professional trainers in future.

- 3) Gradually in the third phase it is proposed to take up an '**Earn While You Learn**' programme which can be remunerative for the students and the drop out ratio could be kept in a check. Activities like sewing, creating greeting cards, greeting envelopes and other paper works (modelling on the lines of Manav Sadhna, an NGO that functions in the Gandhi Ashram premise, Ahmedabad) which could be non-hazardous for the children and the end products could be sold either through an outlet in the University or at the school itself. This and many other activities could get support from the Corporates under their Corporate Social Responsibility funding.

Expected Programme Outcomes

1. The students of the University understand the issues faced at the grass root of the Indian society and develop social and scientific solutions to solve these issues.
2. The students of the adopted school get benefitted by developing interest in curricular as well as co-curricular activities.
3. The students of the adopted school learn various vocational skills that may help them to create livelihood opportunities for them in future.
4. The drop out ratio of the adopted school falls as a result of the interest of the students being meaningfully captured by our programme.
5. The University linkages develop gradually by associating with various NGOs and Government agencies working in these areas.

The activities were initiated by February, 2015 with the above mentioned plan approved by the University. Volunteers were invited to join the programme through a notice to contribute as per their skills. Many student

volunteers enthusiastically joined in to further the objectives of the programme.

Results of Implementation of first Phase of the Programme

The first phase of school adoption programme started around February, 2015 with a study of basic requirements from the school's end which was understood through various rounds of discussions with the principal and teaching staff of the school. Accordingly, the programme commenced with only two basic objectives:

1. To teach basics of English language to the class III to class V students
2. To throw light on some general knowledge topics and discuss them with class VI to Class VIII students.

The first round of intervention and activities began in March, 2015. The volunteers from the University were mainly students of MA programme in Social Management, Centre for Studies in Social Management. They were trained by Dr. Ishmeet Kaur and her team of Ph.D. students of CUG to teach English to the students of primary school. Dr. Litty Denis gave them some tips on how to interact with such young students while teaching them. These students then went on to teach some topics of general knowledge and English language to students of primary school class III to class VIII. The students were divided into 2 groups; one which taught various topics of general knowledge in Gujarati to different classes and the other to teach English. Each class was about an hour's time, from 4 p.m. to 5 p.m.

The first group taught sentences in English language to class III to V of the primary school. But it was soon realised that the students were not familiar with either words or pronunciation in English. Therefore, the volunteers were instructed by the co-ordinators to make the

students comfortable with the alphabets in English language and their sounds. So for the next few days only Alphabets and some words were taught to them in this class. Another exercise taken up was identification of primary colours and their names in English. Occasionally, at the end of day chocolates were distributed to all the students at the school.

Every day the CUG volunteers took along note books and pencils for the school students and distributed them to class III and IV students so that their work could be monitored properly.

The second group of volunteers discussed general knowledge in Gujarati to class V to VIII. The volunteers prepared a list of general knowledge questions each day and distributed the photocopies to the students in each of their sessions for discussion. The student who answered maximum correctly was rewarded. The students showed great interest & enthusiasm to learn to these topics. Controlling these young students who were full of excitement was quite a herculean task for the young student volunteers of CUG. An additional learning for the volunteers was that they had to do their homework properly so that they were able to answer to all related questions that were asked by the students.

While these activities went on, the co-ordinators along with the principal conducted a check for those students who could drop out after their class VIII exam. Shockingly some of the brightest female students were planning to drop out. When asked for the reason they said there were social reasons. Some of them added that in case the same school offered class IX and X then they could continue while some of the male students wanted to drop out but had no concrete reasons. Taking into account this situation it was decided to call for a parents' meeting of all students of class VIII so that a

counselling session could be held for them. But as apprehended by the principal, none of the parents came over to meet. Hence, it was important to plan to go to the slum areas where these students reside and create some awareness regarding continuing education. Also there was a felt need of commencing some 'Earn While You Learn' programme along with the school. Fortunately later it was told by the principal that few female students who were to drop out have changed their minds and would take admission in some high school nearby.

Since the final exams were nearing the teachers requested to get a revision conducted for each class at least for the course on English. This request was also gladly taken up by the volunteers. The programme of the first phase continued till 1st of April as they had their final exams after that and then the school broke for summer vacation till June.

The school required some computers as they do not have enough in the school for the students to learn the quintessential computer skills and hence requested the University if they could do so. This was immediately agreed upon by the Vice Chancellor of the University and after some assessment donation of 12 computers was approved for the programme. This pumped in more enthusiasm among the co-ordinators of the programme. Not limited to this the much needed motivation came by appointing a dedicated office staff for the assisting the programme for all its extension and outreach activities. In addition, an office was created to manage the programme with the necessary infrastructure to support like the laptop, printer, cupboard and other requirements of conducting the programme was instantly taken care of by the University.

Talks were held for awareness on various issues like career options, health and sanitation,

role of leaders in democracy, environment among others. This activity is aimed to create aspirations among children and also to give them exposure about various issues. Eminent people from various sectors were invited like the personnel from Crime Branch of Central Investigation Department (CID) excited the students the most as they relate them with a very popular television series.

After the summer break of the school the programme again resumed with renewed enthusiasm of volunteers and co-ordinators of the programme. This time every one was much more confident of what needed to be done in the programme and the learning curve for delivering the programme was already visible.

Additionally, sports activities were started and the sports in-charge of the University herself trained the school students with a team of dedicated volunteers in athletics, kho-kho and other games like volleyball. The available play ground in the school is being converted in to a sports ground and it will be possible to train students in cricket, football and other games after that.

Few discussions are going on with an NGO who is also associated with the school to develop an 'Earn While You Learn' programme in the interest of the school students.

Considering the experiences from the first phase of implementation, the following activities are proposed to be taken up in the next academic session:

1. Continuing the English Language teaching with a more need-based approach.
2. Installing computers donated by the University and delivering the requisite basic computer skills.
3. Developing and sponsoring an 'Earn While You Learn' programme.

Critical inputs for the future sustainability of the programme**Support from Management**

A very critical input of such extension activities is an enthusiastic support of the Management of both school and the University. Until this is found it is difficult to further the objectives of the programme and such programmes will die early as the co-ordinators lose interest. But in this case the management of both stake holders have been forthcoming and a lot of support financially and otherwise along with autonomy helps to make a programme successful.

Maintaining the right balance between Curricular and Co-curricular Activities

Such programmes have to maintain a balance between curricular, co-curricular and extracurricular activities of the students.

Compulsory credit for students

Though student volunteers did come and contribute but there was still a need of many more numbers to improve the efficiency. It is proposed that the activities of the School Adoption Programme it is suggested that students may be asked to opt for compulsory credits from such extension activities so that more students contribute regularly for the sustainability of the programme in line with the vision of the University by involving volunteers from across the University.

Conclusion

Though it may be a little premature to conclude that it is an extremely successful programme but it is significant such initiatives are documented and modelled. It is pertinent that many institutions initiate such programmes in small and big scales depending on the constraints under which it functions.

TAITTRIYA UPANISHAD : AN ANCIENT CLASSIC OF PERENNIAL MODERNITY - A BOOK REVIEW

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A human nature is not altogether unchanging, but it does remain sufficiently constant. This post modernist approach calls forth the study of ancient classics in the context of their present relevance. Though, the evolution of science and technology is at its peak, the psychological and social problems of mankind remain the same. The ancient texts are of vital significance in terms of their solution-based approach. The *Upanishad* is one of the most ancient textual traditions of Bharatvarsha. Though it is remote in terms of its time and age, it represents the wisdom that is of perennial relevance. Broadly speaking, the *Upanishads* illustrate and illuminate the basic spiritual experiences which form the bases of almost all the religions in different degree and exposition.

The total number of *Upanishads* is believed to be 108 and many of them are now extinct. However, among the existing ones, 18 *Upanishads* are classified as principal *Upanishads*. The text on hand, *Taittiriya Upanishad* stands the seventh one amongst these 18 *Upanishads*.

“Taittiriya” has its etymological root in the word “Tittiri” which signifies two meanings: (1) The Vedic sage Tittiri who was the disciple of Yask and (2) The mythical students who became “partridges” (a type of birds) in order to gain knowledge. The second meaning seems to be appropriate as the verses in this *Upanishad* are of the confusing variety like different grain particles of the same grist said to have been collected by this mythical group of disciples turned into birds. These verses are not in coherence, but, instead, each of them stands in isolation.

(Many of the verses of) The *Taittiriya Upanishad* belongs to the *Yajurveda*, to be precise, *Krisna-Yajurveda*-a latter part. It consists of three main chapters known as “Vallies” –these being the seventh, eighth and ninth chapters of “Taittiriya Aranyaka”. These chapters are known as “Shiksha Valli”, “Bhrugu Valli” and “Anand Valli”. Further, these chapters are divided into subchapters, namely “Anuvaks”. The language being employed here is very simple and lucid. This part contains the verses of prayers and blessings, instructions on phonetics, ethical advice and morals given to a group of the graduating students in the form of convocation address. It defines “Brahman” as a basic principle of the universe. It further illustrates the path of penance and righteousness to realize that Absolute Reality. In totality, it contains only 77 descriptive, but rhythmic verses. Thus, it is a small text containing a variety of verses in a highly lucid manner. Hence, the formation of the *Taittiriya Upanishad* dates back to the former half of the first millennium BCE. The name ‘taittiriya’ as mentioned before is derived from the word “Tittiri” i.e. a group of birds. There is one more etymological surmises suggesting its origin in the name of Sage Tittiri who is said to be the propagator of the Taittiriya school of *Yajurveda*.

The first chapter of this matchless text is entitled as “Shiksha Valli.” It is basically on the importance of instructions as it rightly points out:

“Now comes the meditation with regard to knowledge. The teacher is the first letter; the student is the last letter. Knowledge is their meeting place (and) Instruction is the link”.

(Translated by: Swami Gambhiranand)

Following it, there are other four verses of the same pattern. Though they reveal different meanings and contexts, one common principle they endorse, is the principle of connectedness of the universe. These verses suggest that this very universe, with all its contents is interconnected. Each and every part is so deeply interlinked with the remaining ones that all of them together exhibit divine unison.

Another principle that the *Taittiriya Upanishad* presents is the principle of Parallelism. In the fifth ‘Anuvak’ of the first chapter, this parallelism of microcosm and macrocosm is described. In the seventh and eighth ‘Anuvaks’, a fivefold nature of the universe is unfolded. Also the syllable **Om** is defined as the Brahman, the ultimate reality. The ninth ‘Anuvak’ lays its emphasis on the importance of study; of teaching and learning. This sub-chapter suggests that every action of a human being must be propelled by the teaching and learning. It is informed that such type of system is essentially required to create a knowledge-centered society.

The eleventh ‘Anuvak’ is the famous convocation address to the graduating students by their teacher. It is in the form of advice by the great sage to his disciples regarding the practice of their gained knowledge. The Guru uncrowns the complexities of subjective truths and directs his disciples as follows, “Let there be no looseness in practicing righteousness!” It simply indicates the root of positivity by a negation of negativity. The following verse shows the open-mindedness of the Vedic teacher wherein he admits the limitation of his knowledge. He then advises his disciples to be conscious while following his trails since he too is not freed from the vitiating circle of biases. This is the culmination of humility and open-mindedness of a teacher hard to be seen in today’s academic world. The Vedic teacher puts his all emphasis on character-building and admits that the purpose of education is not just to earn money. Instead it is the byproduct of earned Gyan. In the context of the present world, this Upanishadic sage does suggest a much required paradigm shift. The following verse suggests the same in a very explicit manner:

If you find a person better in knowledge and character than us, then approach him; honour him and learn from him as well”.

This illustrates how generous and free from jealousy a teacher should be!

The chapter next to it is entitled as “Brahmanand Valli” or “Anand Valli”. After the invocation, the first two verses define Brahman and the result of knowing Brahman. Then after comes the most interesting part of the *Upanishad*, the seventh ‘Anuvak’ describing the science of Cosmogony. It narrates its famous theory of “Panchkosha” which theorizes the five-fold layers as the core of every living or non-living phenomenon. These five layers or

Koshas are described as **Annamay, Pranamay, Manomay, Vijnanamay** and **Anandmay**. Annamay means the physical or somatic body; pranamay means “Aura-body” or “field of life force”. Manomay means “mind” or the “faculty of thinking”. Vijnanamay is the “faculty of reasoning and discrimination.” Anandmay is the “field of Bliss.”

In other words, these five layers form the holistic being of the Universe. Even, as defined into the *Vedas*, every part and particle of the universe exhibits the divinity. Hence, this apparent duality of the nature is elusive. In fact, it is nothing but a play of limited consciousness. Hence, it won't be an exaggeration to state that this Upanishadic theory, apart from unfolding Indian epistemological vision, has a proto-type of cosmic psychology as well.

Following it, comes the eighth and ninth ‘Anuvaks’ together entitled as “Anand Mimasa” i.e. the philosophy of Bliss. In the second verse of the eighth ‘Anuvak’, the sage of the Upanishad defines a youth in following words:

Youth (here signifying as a young person)
is he who has a good character, who has a
favor for learning, who has a positive
conviction, who is firm and strong.

It can be observed here that the definition implies the youth in highly metaphoric sense and it is as modern and relevant as it was during the time of antiquity. “Anand Mimasa” further affirms that the highest level of bliss is attained by a person who is full of learning and void of desires. It also suggests that the fulfillment of desires brings momentary happiness; whereas being desire-less brings perpetual bliss. In the ninth ‘Anuvak’ it is stated that a person who has realized Brahman has no fear. He is free from all sins and sorrows.

The last chapter, “Bhrugu Valli” illustrates how Varuna, the father and teacher of a great sage Bhrugu, gradually leads him to the realization of Ultimate Reality-Brahman via the path of penance. Here again the objectivity of the teacher is quite admirable. In the last three subchapters of it, there are two main points, chanted by the great sage pertaining to the food chain. The sage utters the significance of the food and how food chain operates in nature stating that an eater is being eaten by and thus goes the cycle of birth and death.

The last verse of this Upanishad reveals the gratitude towards the Brahman. The whole treatise though divergent in nature, is of greater significance. The narrative gets disrupted at many points since it is oral compilation. But it does not affect its spiritual depth. There takes place a gradual evolution of ideas beginning with food and culminating into Brahman - the Ultimate Reality. There is also a confusing mixture of ethical and moral commands with the absolute nature of the Brahman. And though, visited and analyzed by many scholars from the time and antiquity to our age, its freshness remains the same. As the knowledge expressed into this text is about the essence of the nature it will remain the perennial source of spiritual guidance and illuminate the path of generations to come with equal resourcefulness.