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Ms.Pramila D Thokle

Chief-Editor

Mr.Ubale Amol Baban

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A STUDY OF CONSUMER SHOPPING BEHAVIOUR IN INDIAN RETAIL INDUSTRY

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&

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Abstract

With the start of liberalization in 1991, Foreign Direct Investment (FDI) was limited to only a few sectors like manufacturing, infrastructure etc. But change in FDI policy of India in 2012, allowing investment in multi-brand retail stores, aviation sector and pension plan sectors, may bring revolutionary changes in these sectors. For companies in the consumer products and retail industry, the pace of change is breakneck, global volatility is guaranteed, and fierce competition comes at every turn. FDI acts as a major catalyst in the development of a country through up-gradation of technology, managerial skills and capabilities in various sectors. Rise in purchasing power, growing consumerism and brand proliferation has led to retail modernization in India. The growing Indian market has attracted a number of foreign retailers and domestic corporate to invest in this sector. FDI in the retail can expand markets by reducing transaction and transformation costs of business through adoption of advanced supply chain and benefit consumers and suppliers (farmers). Oppositions have raised concerns about employment losses, promotion of unhealthy competition among organized domestic retailers resulting in exit of small domestic retailers from the market and distortion of urban cultural development. The present paper focuses on the overview of the Indian retail sector along with the survey to understand and compare consumer shopping behaviours and the use of different retail channels in Chandigarh, Mohali and Panchkula (India).

Key Words: FDI, Indian retail sector, consumer shopping behaviours.

Introduction

The retail sector includes all the shops that sell goods to the ultimate customer, who buys them for personal and not business use. It encompasses all kinds of shops, from kiosks and small groceries to supermarket chains and large department stores. In addition to traditional bricks-and-mortar shops, the retail sector includes mail-order and online businesses. The Indian retail industry is one of the fastest growing in the world. Retail industry in India is expected to grow to US\$ 1.3 trillion by 2020, registering a Compound Annual Growth Rate (CAGR) of 16.7 per cent over 2015-20. Since the past few years, retail vertical continued to witness the fastest growth rate as compared to other verticals. Globally, retail organisations are increasing enterprise IT spending budgets to focus on enhancing operational efficiencies including multi-channel integration analytics, e-commerce and mobile applications.

Objectives of the Study

The main objectives of our study are delineated below as:

- To focus on the overview of the Indian retail sector.
- To understand and compare consumer shopping behaviours and the use of different retail channels in Chandigarh, Mohali and Panchkula (India).

Research Methodology

The research is descriptive study regarding measurement of customer shopping behaviours. In order to meet the objectives of the study, primary data is collected using the questionnaire method. The

questionnaire which consisted of two parts: Part – I consisted of the questions related Demographics and Parts II of the questionnaire consisted of variables i.e. to understand and compare consumer shopping behaviours and the use of different retail channels in Chandigarh, Mohali and Panchkula (India). The sample size taken for the study constituted of 200 respondents from Chandigarh city, Mohali and Panchkula. Convenience sampling technique has been used for data collection wherein the sample is chosen from the population in random proportion of the various age groups present in the population.

Growth of Indian Retail Industry

India is the fifth largest preferred retail destination globally. The country is among the highest in the world in terms of per capita retail store availability. India's retail sector is experiencing exponential growth, with retail development taking place not just in major cities and metros, but also in Tier-II and Tier-III cities. Healthy economic growth, changing demographic profile, increasing disposable incomes, urbanisation, changing consumer tastes and preferences are the other factors driving growth in the organised retail market in India.

The Government of India has introduced reforms to attract Foreign Direct Investment (FDI) in retail industry. The government has approved 51 per cent FDI in multi-brand retail and increased FDI limit to 100 per cent (from 51 per cent) in single brand retail.

Significant scope for expansion in organised retail

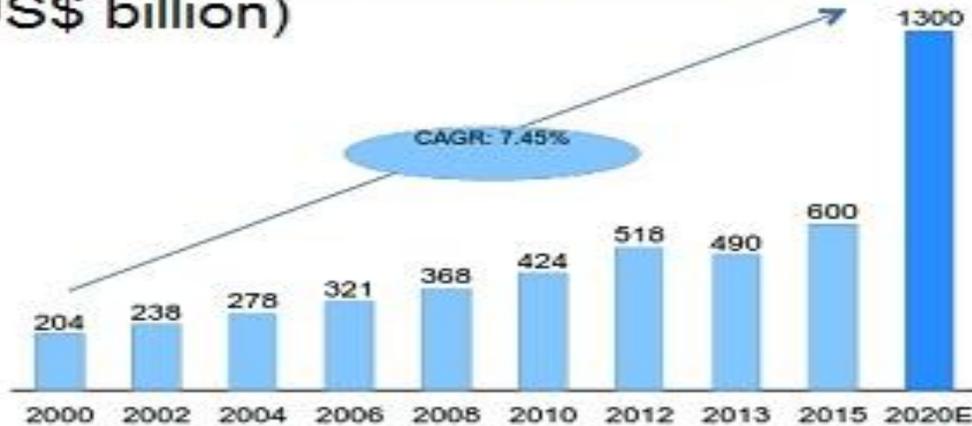


Source: BCG, KPMG-indiaretailing.com, Deloitte Report, Winning in India's Retail Sector, TechSci Research Notes: 'Mom-and-pop' stores are small stores that are typically owned and run by members of a family, E- Estimate

Modern trade includes supermarkets, hypermarkets and other organized retail outlets, while much smaller grocery stores are classified under traditional channels. Modern trade is expected to grow three times to \$180 billion in 2020 from \$60 billion in 2015 and e-commerce at an even faster clip to quadruple in the same time to become a \$60-70 billion market. By 2020, average household income will increase three times to \$18,448 from \$6393 in 2010. Moreover, urbanisation will increase to 40% from 31% and over 200 million households will be nuclear, representing a 25-50% higher consumption per capita spend. Also, attitudinal shifts will be seen. Additionally, digital is also shaping the way consumers buy. There are currently 35 million people buying online and this will increase to 100 million in the next two years, said Gaurav Kapur, head of industry for retail and automotive, Google India at the Retailers Association of India's Retail Leadership Summit 2015 in Mumbai Consumers are buying everything online; even big-ticket items like houses, cars and two wheelers, said Kapur. The rapid growth of e-commerce has retailers thinking of their multi-channel strategy. "E-commerce cannot be ignored," said Neville Noronha, chief

executive officer, Avenue Supermarts Ltd, which runs the D’Mart retail chain, adding his company is evaluating its e-commerce strategy.

Market size over the past few years (US\$ billion)



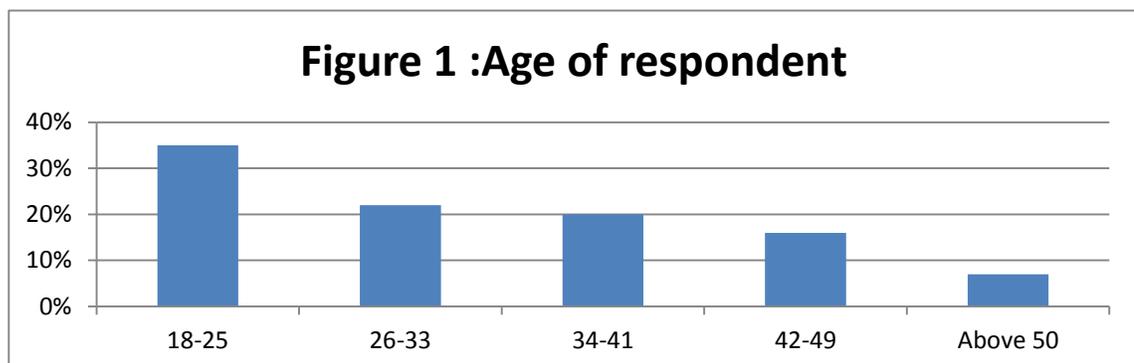
Source: BCG Retail 2020, Ernst & Young, Deloitte, indiaretailing.com, Economist Intelligence Unit, Euro monitor, TechSci Research
 Notes: CAGR - Compound Annual Growth Rate, E - Estimated

Even the Dubai-based Landmark Group which runs department store chain Lifestyle and Max in India is looking at leveraging different channels. “We want to invest in omni-channel,” said Ramanathan Hariharan, chief executive officer, Landmark Group. In 2013-14 most brick and mortar retailers Croma, Future Group which runs chains like Central and Big Bazaar and brands like Nike, Puma, Catwalk, Mango and Vero Moda have established their presence online through marketplaces like Flipkart, Amazon and Snapdeal. Currently, most brick and mortar companies don’t have a good multichannel offering and hence, in the short term, pure play e-commerce companies are winning, said Abheek Singhi, senior partner and director, BCG Mumbai. For instance, the sales per square foot at Indian retail stores at Rs.1,500-2,000 per square foot is much lower than the international average of Rs.8,000-12,000 per sq. ft. Even the gross margins are lower in India by 7-8% than the international standards and the rentals are higher by 1.5-3% on an average.

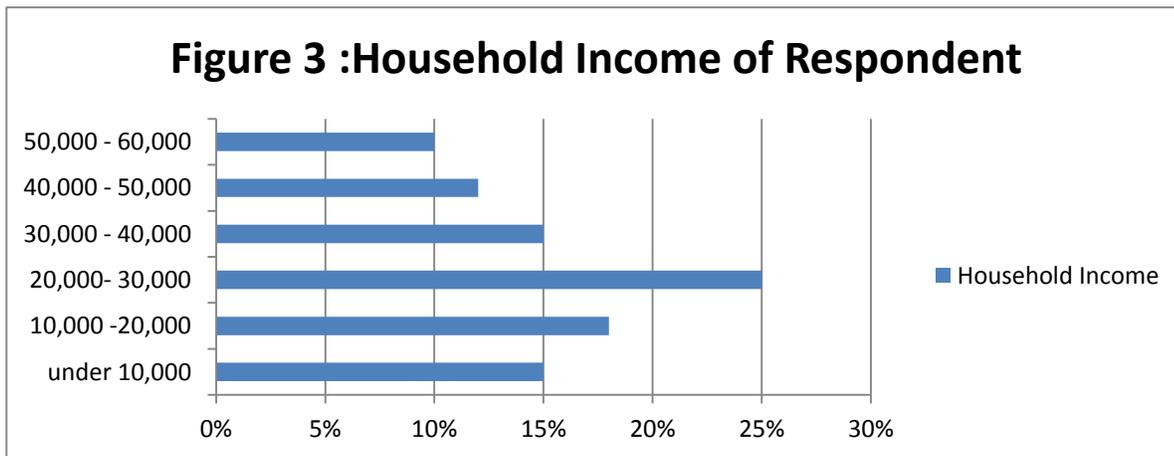
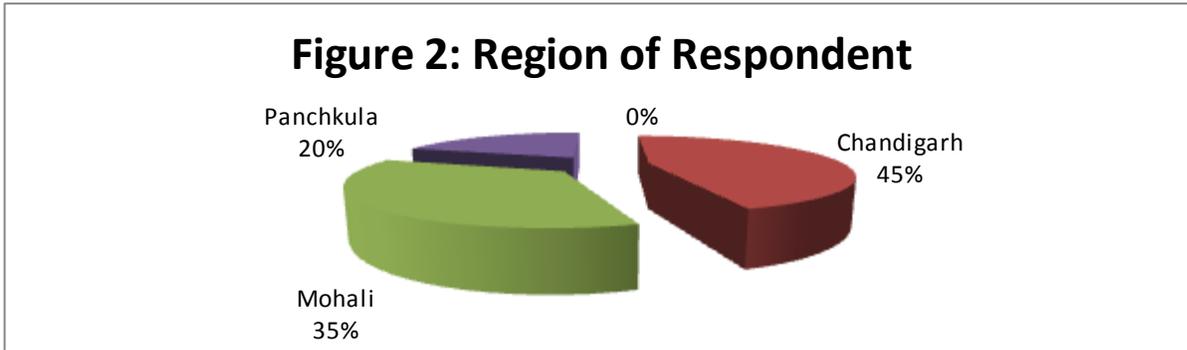
Data Analysis, Findings and Discussion

A. Demographic Profile of Respondents

According to survey, the demographic variables age, region and household income on monthly basis pattern is as below:



The figure shows that 35% of the sample is from age group 18-25, 22% from 26-33, 20% from 34-41, 16% from 42-49 and 7% above 50 years old.



As it is clear from Figure 2 that 45% of respondents were surveyed from Chandigarh, 35% from Mohali and 20% from Panchkula. Figure 3 represents that respondents surveyed from all these regions fall under different income groups i.e. 15% below 10,000 monthly income, 18% between 10,000 – 20,000; 25% between 20,000 -30,000; 15% between 30,000 – 40,000; 12% between 40,000 – 50,000; 10% between 50,000 – 60,000; and 5% earns above 60,000 monthly income.

B. Consumer Shopping Behaviours and the use of different Retail Channels in Chandigarh, Mohali and Panchkula (India)

To understand and compare consumer shopping behaviours and the use of different retail channels in Chandigarh, Mohali and Panchkula (India) the following variables were studied:

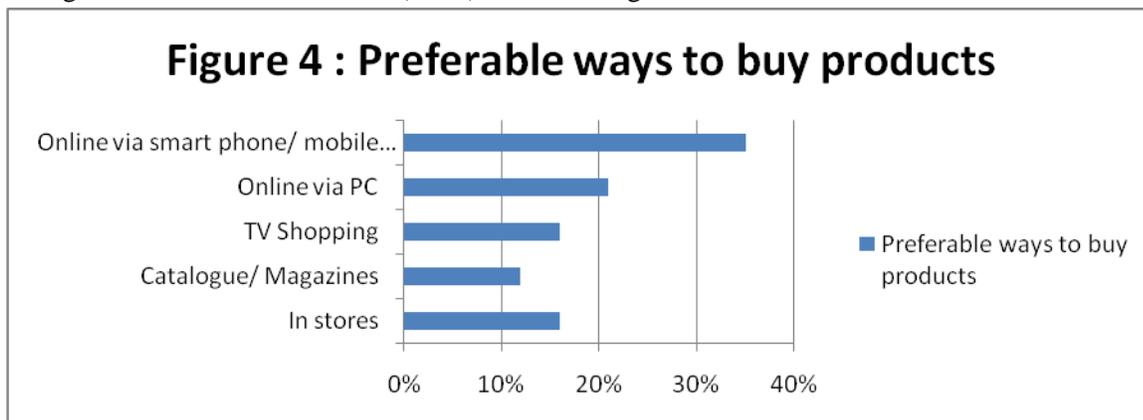
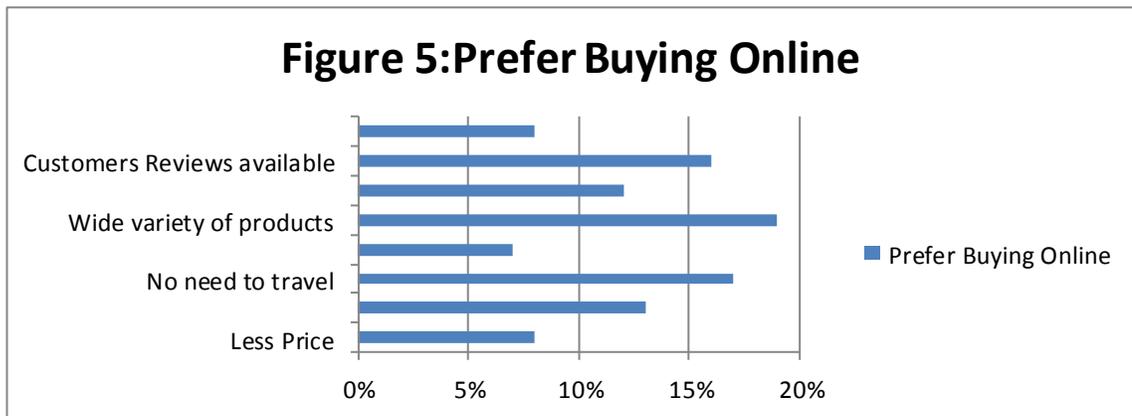
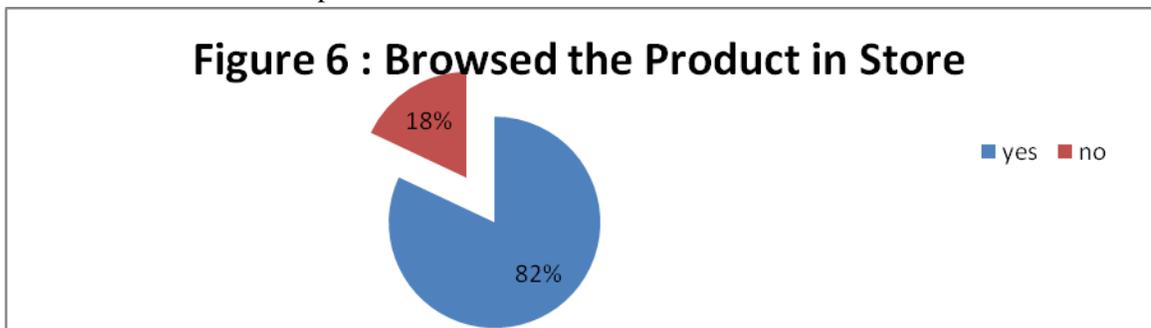


Figure 4 represents that 16% consumers prefer to purchase goods/ products from stores, 12% from catalogues or magazines, 16% from TV shopping, 21% do online purchase via PC and 35% from online purchase via smart phone or mobile phone.

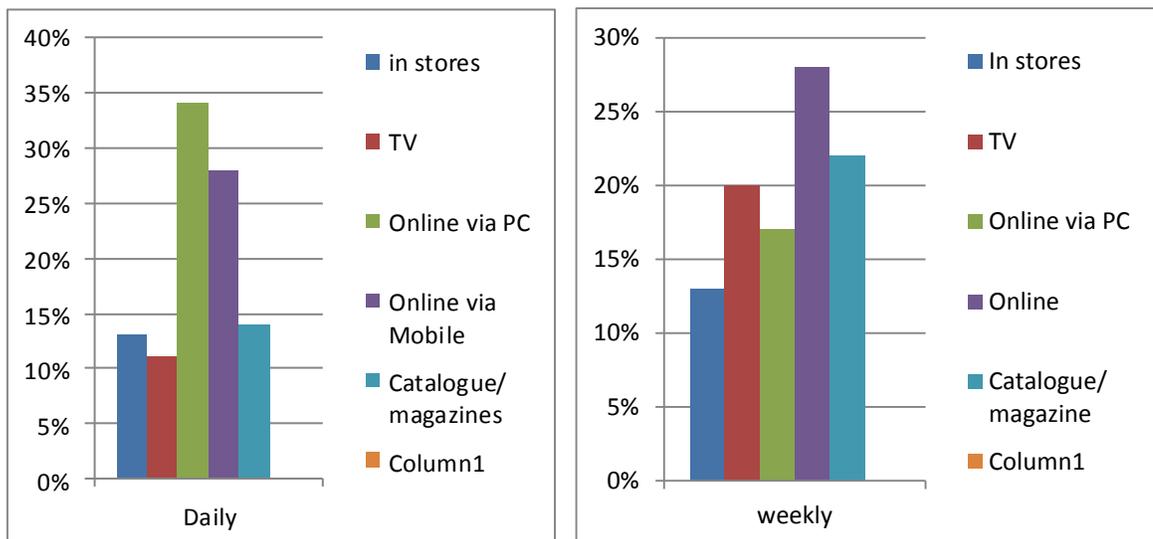


As it is clear from table 5, 8% consumers buy online because of less price, 13% due to 24 x 7 online purchase, 17% due to no need to travel, 7% because of easy comparison, 19% because of wide variety of products, 12% thought better product information available, 16% considers customers reviews available, and 8% looks for the particular brand.



82% of the customers intentionally browsed the products at a store but decided to purchase online and rest 18% directly online purchase.

Figure 7: How often buy product using different channels



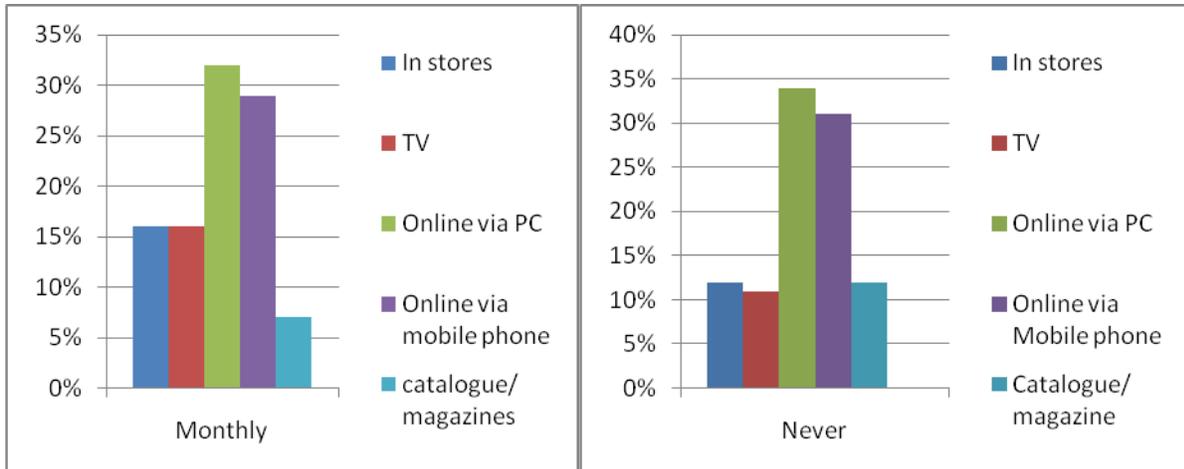


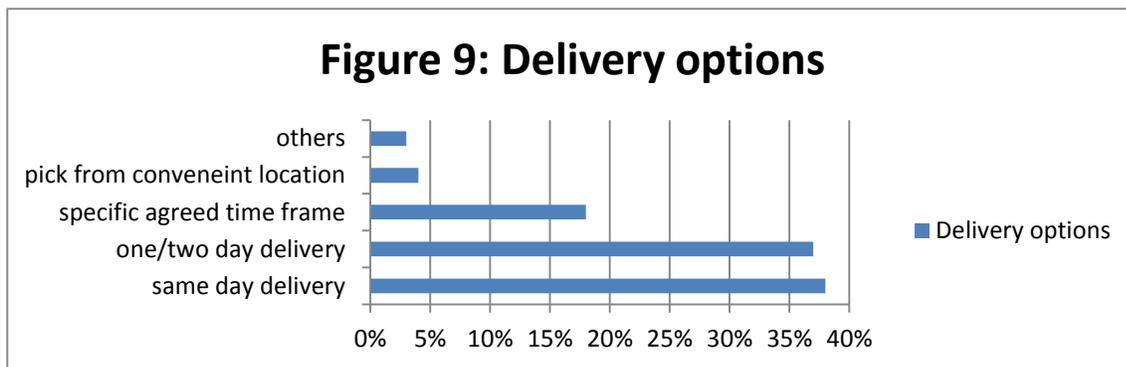
Figure 7 depicts that consumers buy products online either via PC or Mobile/ smart phone oftenly on daily, weekly, monthly and never basis.

Figure 8: Type of Product shop online



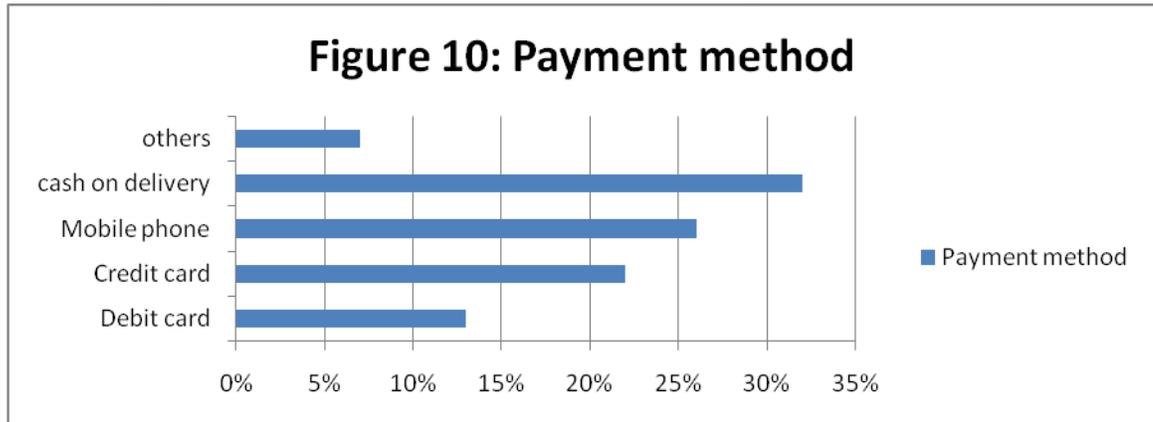
Figure 8 depicts that consumers purchase almost all kinds of products like electronics, clothing, footwear, toys, jewellery, health and beauty, grocery and miscellaneous.

Figure 9: Delivery options



Different delivery options of products at your place will be available and at their preferable time. As it is clear from figure 9, 38% consumers are willing to pay for same day delivery of goods, 37% consumers

for one/two day delivery, 18% agreed for specific time frame, 4% consumers pick the goods from their preferable location and rest of consumers according to their own wishes.



13% consumers prefer payment of products through debit card, 22% through credit card, 26% through mobile phones, 32% prefer cash on delivery and 7% prefer any other method as it is clear from figure 10.



Most of the consumers prefer to buy products from stores instead of online on the basis that they get product immediately, suitable for them and supportive staff as it is clear from figure 11.

CONCLUSION

India's retail sector is experiencing exponential growth, with retail development taking place not just in major cities and metros, but also in Tier-II and Tier-III cities. Healthy economic growth, changing demographic profile, increasing disposable incomes, urbanisation, changing consumer tastes and preferences are the other factors driving growth in the organised retail market in India. An increasing number of customers now prefer shopping online either through personal computers or on their smart phones/ mobile phones.

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GUIDANCE AND COUNSELING SERVICES FOR THE ADOLESCENCE: AN ANALYSIS OF THE INNOVATIVE PRACTICES OF THE SCHOOL COUNSELLORS

Dr. Anil Kumar K,
Associate Professor in Education,
Regional Institute of Education (NCERT), Mysore-570006.

Adolescence stage is a crucial period in one's life. It starts from the age of 10-11 and continues up to 18-19 years of age. This is a stage where rapid physiological and psychological changes/development occurs. Many a times the individuals are in a state of stress, confusion and dilemma. Adolescence students at this stage require a lot of help. They require help in knowing the issues related to the physiological development, emotions, dealing with their own peers and elders, and issues related to their education and future career. Adolescence education becomes inevitable for empowering young individuals to face the life with bold and confidence.

The objectives of adolescence education could be achieved to a large extent by organizing regular guidance and counselling services/programmes effectively in schools. Guidance and counselling is one of the students support services in schools. It is considered as a helping profession and which is an integral part of education. The present paper focuses on the practices followed by the professional school counsellors in helping the adolescence. A meta-analysis of the couple of papers on the best practices in guidance and counselling presented by the practitioners for the regional seminar on 'current practices in school guidance programme' is made and the results are systematically presented in this paper. This paper concludes with the extent of support rendered by the professional counsellors through the guidance and counselling services for the well-being of adolescence.

Key words: *Guidance and Counselling, Adolescence Education.*

Introduction

The purpose of education is to develop the human potential within the individual. It is for the holistic development of the total individual. Individual requires help in all stages of life. During the adolescence stage, the help required is crucial for their later life. Adolescence stage is a period of high stress in one's life. It starts from the age of 10-11 and continues up to 18-19 years of age. This is a stage where rapid physiological and psychological changes/development occurs. Many a times the individuals are in a state of stress, confusion and dilemma. Adolescence students at this stage require a lot of help. They require help in knowing the issues related to the physiological development, emotions, dealing with their own peers and elders, and issues related to their education and future career. Adolescence education becomes inevitable for empowering young individuals to face the life with bold and confidence.

The Government of India has taken a decision to implement the Adolescence Education Programme (AEP) in all secondary and higher secondary schools. According to the new guidelines issued by the MHRD, the 'Adolescence Education Programme' (2005) aims to: (i) Reinforce/support development of behaviours that will empower adolescents to make healthy choices. (ii) Provide opportunities for the reinforcement of existing positive behaviour and strengthening of life skills that enable young people to protect themselves from and to cope with risky situations they encounter in their lives. (NACO/MHRD), 2005). Further, it has been pointed out that adolescence education must be able to do far more than explaining about the physiological changes and the process of reproduction. The wider expectation of an adolescence education is to help pupils develop a mature and well –balanced personality with a capacity to deal with his/her feelings and inter-personal relationships problems and the internalization of personal needs to avoid extreme attitudes (RIEM, 2000).

National Curriculum Framework (NCF, 2005) provided guidelines for facilitating healthy growth and development of students across are school stages and scope for guidance /counselling at each of these school stages from elementary through secondary and higher secondary stages. Further focusing on Higher Secondary stage NCF states: “Given the developmental nature of this stage, guidance and counselling by trained professionals must be made available to children. Interventions to enhance self/career awareness, career exploration and planning are also essential. Besides, this stage coincides with adolescence, a period in an individual’s life that is marked by personal, social and emotional crises created due to the demands of adjustment required in family, peer group and school situations. The provision of these services in schools would help create the support system required to cope with increasing academic and social pressures” (p.70).

Thus, one could see that the major goals of guidance and Counselling and adolescence education are focusing on the wellbeing of the Individual with specific areas of intervention. Many of the objectives of the Adolescence Education Programme (AEP) could be better achieved through an effective school guidance and counselling programme.

Guidance and Counselling

Guidance and counselling is one of the students support services in schools. Student support services are non-instructional activities that are conducted in school for the whole development of the students. It is considered as a helping profession and which is an integral part of education. The three major areas of guidance are: (i) Educational Guidance (ii) Vocational/Career Guidance and (iii) Socio-Personal guidance. Much of the components of the adolescence education are also a part of the socio-personal guidance. According to the guidelines issued by the RMSA (NCERT, 2015) stipulates the following as the major goals of socio-personal guidance. The goals of socio-personal guidance are to:

- Help students understand the various physical and socio-emotional development that take place in the concerned stage of life.
- Help students to know and appreciate themselves
- Guide how to relate effectively with others
- Help to overcome the fear, anxiety, tension, etc which hinder their well being and personal adjustment.

The following table provides the various aspects that are covered under the socio-personal guidance.

Personal-Social	<ul style="list-style-type: none"> • Developing/ facilitating self-understanding • Enhancing self-esteem • Developing self- confidence • Self-discipline • Promoting adjustment to school • Developing Healthy peer relationships • Communication skills • Understanding society’s requirements from adolescents • Understanding expected social behaviour • Understanding peer pressure & coping with it • Assertiveness training • Coping skills to deal with problems/ways to approach problems of life • Managing stress and conflict • Bullying : reasons, consequences, control • Minimising violent behavior • Substance abuse and its prevention
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In the absence of the trained counsellors' availability in most of our schools, to provide the guidance and counselling services, it has been recommended that the existing teachers could be empowered to take up the role of counsellors also.

Innovative Practices of School Counsellors

The following paragraphs provide a gist of the activities carried out as a part of the guidance and counselling services by the professionally trained counsellors.

Kalyani Kenneth (2014) presented a paper titled 'Stressing demand for school guidance: Experience sharing' reported that she has come across students with dyslexic, hyper active, attention deficit hyper active disorder, behavior problems, slow writer, slow learner and so forth. Counselling services for the secondary school students, she has addressed psychological, social and academic issues that can range from problems with school work, to bullying, to health concerns like depression. She has observed that there is a growing gap in the relationship and communication gap between adolescence and family members. Influence of mass media or social network also played a pivotal role in influencing the behavior of adolescence lot of change are observed in the behaviour of students at this stage and the role of guidance counselor or paramount in bring about desirable behavior among the adolescence.

Chrisia Laura Pinto (2014) in her paper titled 'Guidance and counselling to adolescence-an initiate by Ursuline Franciscan Educational Society (UFES)' reported that the major aim of the society is to "experience fullness of life" by the individual as adolescence. The areas focused on adolescence counselling are for their physiological, biological, psychological and social changes. The problems faced by students from broken families, single parent, children with domestic violence background and sexual abuse, loss parents at early childhood, poverty, fear of failure and teachers, attitude of parents towards children's behavior, school violence, Identity create and obstruction to leading towards "fullness of life". According to them caring for the adolescence is a challenge and an opportunity. As school counsellors, there is a lot can be done for the fullness of life of an individual which is the ultimate vision of UFES.

Smita A Desai and others (2014) in their paper titled 'Best Practices in School Counselling: The Dristi Model' which is implemented in schools across Mumbai, Navi Mumbai and Bengaluru focused on providing counselling and remedial education services for the adolescence. The programme comprises of identification of behavior/learning/social difficulties and providing guidance and counselling and also providing crises intervention. The interventions made are of more preventive in nature. The problems handled are behavioral difficulties (hyper activity, in attention, ride and disturbing the class etc.) and emotional difficulties (anger management, loss of self-esteem and social skill).

Pratibha R and N Ramkumar (2014) highlighted the life skill programme of Prema Vidya titled "Voices from the Field" which is a case study of 10 children in the urban schools of Bengaluru where Prema Vidya programs have been implemented. The skills program of Prema Vidya comprised of aspects like self-awareness, empathy, communication, interpersonal skills, coping with emotions, creative thinking, critical thinking, decision making, problem solving and coping with stress. The life skill content designs and delivered 8th grade focuses on the personal transformation process, 9th grade on the empowerment view point and 10th grade entirely focuses on the study skill areas.

Malini Ayyer (2014) and her paper titled 'School Guidance Programme: Best Practice' focused the activities under taken by her in an International school of Andhra Pradesh where she is working as a Counsellor. She has pointed out that personal counselling is done on a regular basis every year to the entire adolescence group (grade 7th to 12th) of students in her school. The personal counselling helps to make the students feel that there is somebody to listen there woes, worries and concerns and they do not or shy away from going to a psychologist/counselling. According to her during the past five years there was a drastic improvement in children coming to her and opening up their fields. In overcoming the difficulties of each student's in his/ her growing years and gives confidence to face the situation. According to her the school

guidance practices, if made regular, helps in improving behavioral changes, closing achievement gap, equal educational opportunities and support access to every student. The personality development workshops organized as a part of guidance activity creates awareness on topics such as adolescent, assertiveness and many more. Along with this she has also used music therapy to eliminate stress and induce concentration among all the adolescents.

Pabitra Kumar Das (2014) in his paper titled ‘Teacher counselors are better for students developmental need: A case study of Kalinga Institute of Social Sciences (KISS)’, KIIT University Bhubaneswar reported that in the institute among 22500 students, nearly 8000 are belonging to adolescence period and especially this period is known for optimum developmental face of an individual. 10 to teen boys as well as girls under go physical, social and psychological transformation and these transformations considerably influence the rest for the individual life. He pointed out that guidance and counselling prior to development and need of adolescence is acknowledged worldwide and the same has been put into practice in the institute KISS. Institute use a question box approach in identifying the counselling needs which are kept in the school, college and the hostels at every students reach. Weekly, the questions are collected and they are sorted as areas pertaining to health including reproductive health and personal hygiene, behavioral problems, careers and academic concerns etc. Appropriate measures are taken after counselling which include, follow up sessions, making referrals, informing the respective stake holders for taking corrective measures. The teacher counsellors are involved in the school and college provided behavioral plan for promoting positive and helpful behavior of students in the campus, which focuses more on prevention rather than remediation.

Indira Ramani (2014) in her paper titled ‘students support services in a tribal school’ of excellence through the guidance and counselling in Khamam district of Telangana state reported that for the tribal children physiological changes during adolescence have ramification in the psychological and social aspect of life. Most of the tribal students deal with the changes without fulfilling the required knowledge and proper understanding due to lack of awareness, ignorance of illiterate parents and poor home environmental condition. Teachers of this school provided guidance and counselling service round the clock as these schools are residential type.

Visalakshmi Sridhar and Maxim Pereiri (2014) presented the paper titled ‘SPEAR: A mental health promotion programme for urban high school adolescence’ which is being implemented in the school in Bengaluru. The SPEAR programme incorporated mainly WHO’s life skills framework. This was conceived and developed by a group of mental health professionals for the high school urban students in India. It is a multi-year programme for adolescence beginning with class 8th and continuing into class 9th and class 10th. The outcomes of the project shows there is a improvement in adolescent wellbeing and assertiveness

Conclusion

The above cited practices of the school counsellors reveal that most the socio-personal problems of the adolescent students are the major focus in their guidance activity. Much of these are handed through personal counselling. The areas of interventions in the socio-personal guidance are: Health related adolescence problems, bullying, behavioral problems, enhancing self-esteem, developing self-confidence, coping with peer pressure, understanding good social behaviour etc. The analysis of the practices of the school counsellors shows that much of the activities included as a part of the adolescents education programme are being attended by the school counsellors. Similarly, the other programmes like Life Skill Education Programme (LSEP) organized in the school are also focusing on development of the ‘Whole Individual’. Thus, there is a need for convergence of various programmes in the school for the adolescents to face the life with bold and confidence.

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**SURVEY OF INFRASTRUCTURE FOR ART EDUCATION IN SECONDARY
SCHOOLS OF AMRITSAR DISTRICT**

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Abstract

This present study deals with the survey of infrastructure for art education in secondary schools of Amritsar district. A Sample was consisted of hundred students from government and private schools and twelve teachers of art from selected schools with purposive random sampling technique. Two self made questionnaires for students and teachers were used to collect the data .The findings of present research revealed that more stress was laid on theoretical and practical sides were ignored. In Majority of schools the art funds were used for other purpose.

Introduction

“Art is the thought of the spirit, so the outer form of the man is alive only when his inner self is living.”

- Mahatma Gandhi

“Art is the expression of feeling which can influence the human mind with intensity”

-French Critic

Education deals with human nature which has its own potential and pace of growth. Art is an expression of feelings and emotions. It is a communication of man’s deepest instincts and ideas reconciled with the social and cultural heritage. In the words of Tagore “Art is response of an individual’s creative soul to the call of the real.”

Art Education is the area of learning that is based upon the visual, tangible Arts Drawing, Painting, Sculpture and Design in Jewelry Pottery, Weaving, and Fabrics etc. Art is the personal feeling of a person and every person is unique .He has his own likings, disliking and views. So every person defines art according to his own interest .Time to time artists and intellectuals have given their views about art. Mostly the word ‘Kala’ has been used for the Fine arts and shilpa (Craft) for the arts of utility Panini used the Word ‘Shilpa’ for both Fine arts and Utility arts. The special activity which is used to make an object beautiful is known as ‘Kala’.

The main purpose of Art Education is to develop creativity, individuality and expression through art activities. Art Education fosters cultural awareness and promotes cultural practices and is the means by which knowledge and appreciation of the arts and culture are transmitted from one generation to the next.

Definitions of Art given by different Artists:

“Man expressed himself through art” - Tagore

“Art is imitation of truth” - Plato

“Art is imitable”- Aristotle

In the field of Education art occupies a significant place in the educational curriculum of a country. Today the educationists have fully realized the importance of art, physical and psychological aspects or in other words in the harmonious development of a learner. Art is essential like air and water for human life without it man would not have gained any culture and civilization near his mind trained and educated properly for the appreciation of beauty in all its manifestations. Art gives pleasure and develop self movement in child .As child grows and makes fields for self expression and self realization it improves the

power of observation and accuracy power of invention proportion harmony and makes honesty in workmanship .Art gives the visible from the ideas feelings and emotional of man which will give satisfaction to a person's mind. Art is everywhere. We are surrounded by art. Art is a mirror through which one can see gradual and constant development of his own personality.

Justification Of The Problem

In the field of Education Art occupies a significant place in the educational curriculum of a country. There is a need to progressively expand facilities of Art Education in school particular at Secondary level. At the present status of Art Education provided in School is not up to the mark that the students feel satisfied with it. Students are compelled to join private hobby classes which are double economic burden on the parents. They are paying in school as well as at private centers. This position involves the researcher take present study for further investigation.

Key Terms Described

Art: The Word 'Art' is derived from the Greek word 'ar' which means to create to make or to fit. "Art is a Creation of beauty which gives pleasure"

Education: Education is an all round development and drawing out of the best in child and man body mind and spirit.

Art Education: Art education is education of Art, which is creative impulse, pure and conscience talented upsurge in mind, nascent ideas, find susceptibilities and instinctive heritage of a man and drawing is the self expressive subtle expanance and on essence of all desires of wind exhibited methodically. It is like giving an ordinary object a new space in a special way.

According to dictionary of education, Art education means, "Instruction and practice in the visual and space arts as carried on in the schools, frequently recognized major areas are fine industrial graphic, advertising on commercial ,domestic or household, civic and theatre arts, minor subdivisions include drawing design, color, construction, history of art and art appreciation.

Infrastructure: The word infrastructure has been used in English since at least 1927, originally meaning "The installations that form the basis for an operation or system."

Infrastructure in relation to school is basic supporting structure needed for the operation of a school or the services and facilities necessary for a school to function.

Objectives

1. To study the facilities, provided for Art education in Government and Private Schools.
2. To study the Qualification and Experience of Teacher Teaching Art.
3. To study Co-curricular activities provided in Government and Private Schools for the promotion of Art Education.
4. To study the Problems faced by the Teachers and Students of Government and Private Schools.

Plan And Procedure

The investigator collected data from schools affiliated with PSEB and CBSE. She visited both Govt. and Private Schools and selected the sample of 100 students from Govt. and Private schools and 12 teachers' of Art from randomly selected schools with purposive random sampling technique. Data collected will be analyzed with the help of percentage in order to verify the various objectives framed from the present study.

$$\text{Percentage (\%)} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

Major Findings

Hypothesis I

There is a no difference in the facilities provided for Art Education in Government and Private Schools stands accepted.

Table 1. shows the responses given by Teachers regarding facilities, provided for Art education in Government and Private Schools.

Table .1

Showing Responses of question related to the facilities provided for Art education by Teachers

S.No	Statement	% of Response by Teachers
1.	Is there Art room in your school?	100%
2.	Do you allow students in Art room for practical work?	42%
3.	Do you have essel in your Art room?	75%
4.	Do you have different types of Artist books in library?	42%
5.	Does your Art room have proper infrastructure?	75%
6.	Have you arranged proper desks for the students in the Art room?	92%
7.	Are there flannel boards in the Art room?	75%
8.	Do you have almirahs/displays board to store the practical work of students?	75%

It can be concluded that besides having Art room in schools with proper desks arrangement only few teachers allow students in art room for practical work. Students perform Art work in their class room only.

Table 2

Showing Responses of questions related to the facilities provided for Art education by students.

S. No	Statements	% of Response by students
1.	Does your Art teacher take your class daily?	50% (yes) 50% (no)
2.	Is their Art room in school having different charts, models etc?	75% (yes) 25% (no)
3.	How much time do you get in Art room for practical work?	58% (1 period in a week) 30% (Twice a week) 36% (Daily)

From the above data it can be concluded that teachers they don't take their art class daily and moreover there is no regular period of art in school as students get one period in a week or twice a week time for art practical and only few schools provide daily provision of art practical in art room.

So, The Hypothesis I that, " There is a no difference in the facilities provided for Art Education in Government and Private Schools stands accepted.

Hypothesis 2

There is no difference in Qualification and Teaching experience of Teachers in Government and Private schools

Teacher occupies a very important position in teaching learning process. Teacher should have mastery over the subject matter. Space was provided in the questionnaire and on the basis of data made available with the help of questionnaire to get information regarding their qualification.

Table 4.6 and 4.7 shows the qualification and experience of teachers.

Table 3
Showing the qualification of teachers

Qualifications	Number of Teachers	% of Teachers
10+2 Diploma in Art & Craft	5	42%
B.A, B.Ed with Art	1	8%
B.A, Diploma in Art & Craft	1	8%
M.A Fine Art, B.Ed	5	42%

42% of Teachers have 10+2 Diploma in Art & Craft ,8% of Teachers teaching art have B.A, B.Ed with Art and 8% of B.A, Diploma in Art & Craft. 42% of Teachers have Master’s Degree. Thus the hypothesis “There is no difference in Qualification and Teaching experience of Teachers in Government and Private schools” stands rejected.

Table 4
Showing Responses of questions regarding teachers qualifications and experience

S. No	Statement	% of Responses by teachers
1.	Do you have teaching experience of more than 5 years?	92%
2.	Have you ever attended any seminars/Workshops on Visual Art?	42%
3.	Are you a member of any association?	100%
4.	Do you have master degree in Art Education?	42%
5.	Do you often held Art exhibition and competition available to students in schools?	92%

Findings Of Results

From the discussion it can be concluded:

- There is Art room in schools with proper desks arrangement but only few Teachers allow students in art room for practical work and the students perform Art work in their class room only.
- Teachers they don’t take their art class daily and moreover there is no regular period of art in school as students get one period in a week or twice a week time for art practical and only few schools provide daily provision of art practical in art room.
- More stress was laid on theoretical and practical sides were ignored.
- There was lack of book on component course in the library.
- Basic Qualification of Government School Teacher’s is 10+2 and Diploma in Art and Craft. Private Schools prefer Master in Education and Bachelor in Education. So Both of Teachers fulfills their required Basic qualification. So can say that majority of teachers are well qualified with rich teaching experience.
- Majority of the students do take part in co-curricular activities like art exhibitions but not to that extent in art competition held in schools. Few students are not at all interested in taking part in art competition and exhibition.
- In Majority of schools the art funds were used for other purpose.

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ATTITUDE OF TEACHER TOWARDS WORKSHOP AND SEMINAR

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Objective:

- To find out the Attitude of teachers towards workshop and Seminar.
- To study the Attitude of teachers toward workshop and seminar in relation to Aided and Non-Aided school.

Hypothesis:

There is significant difference between Aided and Non aided teachers of secondary schools with respect to their attitude towards workshop and seminar.

Design of the Study

The design of the study is a descriptive survey which attempts to collect data from members of a population in order to determine the current status of the population.

Sample And Sampling Techniques

The sample consisted of 120 teachers from aided and non aided schools in Mumbai. The schools are selected by simple random technique.

Tools for Data Collection

A questionnaire was used with a three-points rating scale in order to collect the views of teachers about the Attitude towards workshop and seminar. The tool used for data collection consisted of 16 items which is developed by the researcher and validated by experts.

Procedure of the Study:

In order to get data from the respondents with the help of a tool, the researcher visited the sample schools personally and administered the questionnaires to the sample teachers. The respondents were requested to record their free, frank and independent responses. An assurance was given to the respondents that their responses shall be kept confidential and information collected will be used only for the purpose for which it is collected. The collected data was analyzed by using percentage; mean, SD, T-test.

Table1- Responses of Teachers

Sr	Statements		Agree	undecided	Disagree
1	Have you attend any seminar and workshop.	Response	52	-	08
		Percentage	86.6	-	13.4
2	Do you find them useful?	Response	53	4	3
		Percentage	88.3	6.6	5.1
3	Should these training be held regularly?	Response	52	3	5
		Percentage	86.6	5.1	8.3
4	Does the training have any impact on the student?	Response	45	8	7
		Percentage	75	13.3	11.6
5	Do you need training in any subject?	Response	48	6	6
		Percentage	80	10	10

6	Do you find any change in your skills/technique?	Response	50	4	6
		Percentage	83.3	6.6	10
7	Do you find any gain in any knowledge, subject matter?	Response	52	2	6
		Percentage	86.6	3.3	10
8	Do you refer library books?	Response	47	3	10
		Percentage	78.3	5.1	16
9	Do you share the knowledge of seminar /workshop?	Response	55	1	4
		Percentage	91.6	1.6	6.6
10	Does your head of institution send you regularly for the training?	Response	50	2	8
		Percentage	83.3	3.3	13.4
11	Do you think there is any other alternate for the training?	Response	42	6	12
		Percentage	70	10	20.2
12	Is hand book is sufficient for proper guidance?	Response	52	3	5
		Percentage	86.6	5.1	8.3
13	Have you ever arrange any workshop/seminar?	Response	42	6	10
		Percentage	70	10	16
14	Was the response of seminar is positive?	Response	35	8	17
		Percentage	58.3	13.4	28.3
15	Does the headmaster appreciate your teaching after attending the seminar and workshop?	Response	44	5	11
		Percentage	73.3	8.3	18.3
16	Do you think training centre should be nearest to school?	Response	54	2	4
		Percentage	90	3.3	6.6

Table2- Showing the test of significance of difference between the Mean score of Aided and non Aided school teachers

Sr. NO	Teacher's Attitude	N	Mean	S.D	CR	Sig/insignificant
1	Aided	60	59.12	6.4	0.97	Significant at 0.05 level
2	Non-Aided	60	57.08	7.1		

Results

- In this study one of the objectives was to determine the percentage of teachers attitude towards workshop and seminar, data illustrate that 88% of teachers attitude towards seminar and workshop was that it is useful for improving their teaching skills and techniques.
- 91.6% of teachers opined that, they share the knowledge of seminar and workshop to their colleagues.
- 90% of teachers opined that training centres should be nearest to schools otherwise school should provide travelling facility to the training centre.

- 83% of teachers attained the workshop and seminar from aided school because it is a norm for the teachers to participate. On the contrary only 35% of the teachers belonging to non-aided schools are allowed to participate.
- 75% of teacher thinks that training have an impact on the students.

Testing of Hypothesis:

The significant difference between the Attitude of aided and non aided high school teachers is accepted because Mean scores of aided teachers is greater than non aided and table-2 reveal that t-value is 0.97 which is less than the table value 1.98 at both the level of significance(df=118) hence differences of Mean is significant. It could be inferred that aided & non aided school teachers differ with attitude towards attending of workshop and seminar.

DISCUSSION:

The summary Table 1 shows that in the opinions of teachers 13 items were accepted out of 16 and only 3 items were rejected. It means that the generally Attitude of teachers was positive towards workshop and seminar.

The majority of teachers agreed that the teachers used different motivational techniques, different teaching techniques to make teaching effective after attending the workshop and seminar. Finally, this study shows that Attitude of school teachers of Mumbai have been found favorable towards the workshop and seminar.

**COMPARISON OF CAREER CONFLICT IN DECISION MAKING
AMONG ADOLESCENTS**

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Abstract

The present study was aimed to analyse the difference in the career conflict of rural-urban adolescents and adolescents studying in government and private schools. It is assumed that the career conflict of rural and urban adolescents and adolescents studying in government and private schools does not differ significantly. Career-conflict scale by Kumar and Rekha (2015) was used for the data collection from 200 adolescents of 14-18 years. The findings of the study revealed that 24% urban adolescents shown low career conflict, 64% adolescents have average level of career conflict and 12% urban adolescents have showed high career conflict. 20% rural adolescents shown low career conflict, 56% adolescents have average level of career conflict and 24% rural adolescents have shown high career conflict. 23% adolescents studying in private schools shown low career conflict, 64% adolescents have average level of career conflict and 13% adolescents studying in private schools shown high career conflict. 21% adolescents studying in government schools shown low career conflict, 55% adolescents have shown average level of career conflict and 24% adolescents studying in government schools have shown high career conflict. The t-ratio of the career conflict scores of the adolescents belonging to urban and rural areas has not been found to be significant at 0.05 level of confidence and 0.01 level of confidence. Similarly the t-ratio of the career conflict scores of the adolescents studying in private and government schools has not been found to be significant at 0.05 level of confidence and 0.01 level of confidence.

Introduction

Career choice is one of the supreme significant decisions in an individual's life but, there are countable factors that put an influence on the career choice of the adolescents. These factors may include personal (self) and environmental factors, gender roles, academic background, peer pressure, parental influences, interest and many more which create conflicts for an adolescent to choose best suitable career. Amir & Gati (2006) explored that making career decisions is not an easy task. Indeed, career decision-making difficulties are among the most prevalent vocational problems of individuals.

Adolescence is that period of life when a student has to take fair decision of his/her vocational choices. It is a period of major turning in the life. The career will depend upon the subjects selected at this level. Choice of career is the most crucial stage for adolescents. Decision about career which is wrongly taken may badly effect the future life (physically and mentally) of adolescent.

In Chinese communities, the influence of family in career decision and career development is critical and career choices as well as work related issues are inseparable from relationships, especially in Asian communities (Young et. al., 2003). Abundant influences of family which consists of expectations of family, family support, family responsibilities and commitments, family as a safe in-group and friction between family on career decision making and shaping the values (Fouad et. al., 2008). These may come across in the way of career decision of adolescents.

The students studying in affluent schools are given advance training about their future career decision and to enter vocational college whereas in lower income school, career indecision is the norm (Ferry, 2006). According to Osakinle and Adegroye (2008), there are certain factors that influence adolescents' choice of career. These factors may include femininity and masculinity role, location and living conditions of adolescent, environment, school influence (peer, curricular content and school), religious affiliation, child rearing, and family values.

Studies have consistently revealed that high school and college students perceive a substantial number of barriers to career goal attainment, including ethnic and sex discrimination, financial problems, family attitudes, social support, perceived lack of ability, lack of fit, and lack of interest (Brown, et. al., 2012). Adolescents believe that the career-related barriers currently exist or that may be encountered in the future are not necessarily grounded in reality or based on factual information.

A number of social science scholars have investigated the influence of socio-economic status on the occupational/career decision of the youth. These studies consistently found that the socio-economic status of family has small but significant (Marjoribanks, 2002) to a large (Schoon & Parsons, 2002) effect on the career choices of the adolescents. These results have been found among the adolescents of Australia, diverse U.S. and British adolescents. Career decision making self-efficacy and choice anxiety do not differ significantly in relation to gender. Women reported to take more interest in taking requisite steps in order to achieve future goals and lower lack of readiness as compared to their counterparts (Walker & Tracey, 2012). There is a need to consider the role of future time perspective in adolescents' career development by psychologists, counsellors and teachers.

Career choice of adolescents involve the pursuit of rewards to be achieved in distant future such as being able to enter in a desirable career, earn a good livelihood, achieve independence and improve one's own competencies (Saunders & Fogarty, 2001). The decisions college students make invariably lead to important future vocational outcomes. However, some students tend to be more prepared to make career decisions than other students. Career choice of adolescents is influenced by many factors including personal, social and environmental factors which create conflicts for an adolescent to choose best suitable career.

Objectives of the Study

1. To explore the level of career conflict among adolescents belonging to rural and urban areas.
2. To explore the level of career conflict among adolescents studying in private and government schools.
3. To compare the career conflict among adolescents belonging to rural and urban areas.
4. To compare the career conflict among adolescents studying in private and government schools.

Hypotheses of the Study

1. No significance difference exists in the career conflict among adolescents belonging to rural and urban areas.
2. There is no significant difference in career conflict among adolescents studying in private and government schools.

Method and Procedure

The sample of the present study comprised of the adolescents who are in the age group of 14 to 18 years of Jalandhar, Kapurthala, Hoshiarpur and Nawanshehr districts of Punjab state of India. 200 adolescents from urban and rural background studying in government and private schools in the four districts were selected using stratified random sampling technique. 50 adolescents from each district were selected randomly. The present study was delimited to adolescents in the age group of 14-18 years of Jalandhar, Kapurthala, Nawanshahr and Hoshiarpur district of Punjab only.

Investigator used career-conflict scale (Kumar & Rekha, 2015) for the data collection. The scale consisted of 62 items. It was constructed and standardized by the investigators on 1024 adolescents and reliability of the scale was found to be 0.85. After the collection and tabulation of the data, the data was analyzed by applying mean, standard deviation, Significance of difference of statistics methods of statistics.

Results and Interpretation

1. Level of Career Conflict among Adolescents belonging to Rural and Urban areas

The first objective of the study was to explore the level of career conflict among urban and rural adolescents. The scores obtained from the 200 subjects on Career Conflict scale were calculated and compared with the z-score values provided in Career Conflict Scale (Kumar & Rekha, 2015). The results have been presented in the table 1

**Table 1
Level of Career Conflict among Adolescents belonging to Rural and Urban Areas**

Level of Career Conflict	Urban		Rural	
	N	Percentage	N	Percentage
Low Career Conflict	24	24%	20	20%
Average Career Conflict	64	64%	56	56%
High Career Conflict	12	12%	24	24%

It has been found that out of total sample of 100 urban adolescents 24% adolescents shown low level of career conflict, 64% adolescents have shown average level of career conflict, 12% adolescents showed high level of career conflict. Similarly, out of total sample of 100 rural adolescents 20% adolescents shown low level of career conflict, 56% adolescents have shown average level of career conflict and 24% rural adolescents have shown high level of career conflict.

2. Level of career conflict of adolescents Studying in Private and Government Schools

The second objective of the study was to explore the level of career conflict among adolescents studying in private and government schools. The scores obtained from the 200 subjects on Career Conflict scale were calculated and compared with the z-score values provided in Career Conflict Scale (Kumar & Rekha, 2015). The results have been presented in the table 1

**Table 2
Level of Career Conflict among Adolescents Studying in Private and Government Schools**

Level of Career Conflict	Pvt. Schools		Govt. Schools	
	N	Percentage	N	Percentage
Low Career Conflict	23	23	21	
Average Career Conflict	64	64	55	
High Career Conflict	13	13	24	

It has been found that out of total sample of 100 adolescents studying in private schools 23% adolescents have shown low level of career conflict, 64% adolescents have shown average level of career conflict and 13% adolescents studying in private schools have shown high level of career conflict. Similarly, out of total sample of 100 adolescents 21% adolescents shown low level of career conflict, 55% adolescents have shown average level of career conflict and 24% adolescents studying in government schools have shown high level of career conflict.

3. Difference in the Career Conflict of Adolescents belonging to Urban and Rural Areas

The third objective of the study was to compare the career conflict of adolescents belonging to rural and urban areas. To achieve this objective, the scores of Career Conflict Scale of adolescents belonging to rural and urban residential background were obtained and tabulated. Mean and SD values were calculated on the scores of their Career Conflict Scale which were found to be 227.84, 23.18 and 222.40, 18.15 respectively.

In order to analyse the significance of difference in the career conflict of adolescents belonging to rural and urban residential background, their career conflict scale scores were subjected to the calculation of t-ratio and the results have been presented in the table 3.

Table 3
Difference in the Career Conflict of Adolescents Belonging to Urban and Rural Areas

Sr. No.	Area	Mean	SD	df		t-ratio
1	Urban	$M_1=222.40$	18.15	100-1	198	1.84
2	Rural	$M_2=227.84$	23.18	100-1		

The results of the table 3 revealed that the t-ratio for the career conflict scores of the adolescents belonging to urban and rural areas has not been found significant at 0.05 level of confidence and 0.01 level of confidence. Thus, the hypothesis of the study which stated that no significance difference exists in the career conflict of adolescents belonging to rural and urban areas has been accepted. It could be interpreted from above discussion that there does not exist any significance differences in the career conflict of adolescents whether they are living in rural areas or in urban areas. To the best knowledge of the investigator, no study has been conducted on this variable. According to investigator, reason for no difference in the career conflict of rural and urban adolescents may be due to that the people in rural areas were now also getting latest information about different careers. Parents were providing full support to their children to pursue a career in their desired field. Facilities and guidance were being provided by the media, government and other organisations for higher studies and selection of appropriate career in rural areas as in the line of urban areas.

4. Difference in the Career Conflict of Adolescents Studying in Private and Government Schools

The fourth objective of the study was to compare the career conflict of adolescents studying in private and government schools. To achieve this objective, the scores of career conflict scale of adolescents studying in private and government schools were tabulated. Mean and SD values were calculated on the scores of Career Conflict Scale of adolescents studying in private and government schools which were found to be 223.72, 17.55 and 226.63, 23.95 respectively.

In order to analyse the significance of difference in the career conflict of adolescents studying in private and government schools, the scores of the career conflict scale of adolescents studying in private and government schools were subjected to the calculation of t-ratio and the results have been presented in the table 4.

Table 4

Difference in the Career Conflict of Adolescents Studying in Private and Government Schools

Type of School	Mean	SD	df		t-ratio
Private	$M_1=223.72$	17.55	100-1	198	0.97
Government	$M_2=226.63$	23.95	100-1		

The results of the table 4 revealed that the t-ratio for the career conflict scores of the adolescents studying in private and government schools has not been found to be significant at 0.05 level of confidence and 0.01 level of confidence. Thus, fourth hypothesis of the study which stated that ‘There exists no significant difference in the level of career conflict of adolescents of government and private schools’ has been accepted. It could be interpreted from the above discussion that there does not exist any difference in the career conflicts of adolescents whether they are studying in government schools or private schools. To the best knowledge of the investigator, no study has been conducted on this variable According to the investigator; the reason behind this may be that the adolescents studying in private as well government schools are well aware about the different careers. Parents of adolescents are also aware of the different type of careers and they support their children to pursue a career of their own interest. Teachers also provide guidance to the students about different careers and motivate them to choose suitable career for them.

Conclusion

1. 24% urban adolescents shown low career conflict, 64% adolescents have average level of career conflict and 12% urban adolescents have showed high career conflict.
2. 20% rural adolescents shown low career conflict, 56% adolescents have average level of career conflict and 24% rural adolescents have shown high career conflict.
3. 23% adolescents studying in private schools shown low career conflict, 64% adolescents have average level of career conflict and 13% adolescents studying in private schools shown high career conflict.
4. 21% adolescents studying in government schools shown low career conflict, 55% adolescents have shown average level of career conflict and 24% adolescents studying in government schools have shown high career conflict.
5. The t-ratio for the career conflict scores of the adolescents belonging to urban and rural areas has not been found significant at 0.05 level of confidence and 0.01 level of confidence.
6. The t-ratio for the career conflict of scores of the adolescents studying in private and government schools has not been found significant at 0.05 level of confidence and 0.01 level of confidence.

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**PERCEPTIONS OF PROSPECTIVE TEACHERS TOWARDS THE
EVALUATION SYSTEM**

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Abstract:

The objective of a good evaluation system must be development of students as well as teachers. Evaluation therefore must be considered as a serious activity. Most teachers consider that their jobs are over when they finish teaching. This is not so. Teachers must follow through the students during and after evaluation and provide constructive feedback for their improvement.

With these positive thoughts towards the evaluation system the researcher embarked into a study of the attitude of prospective teachers towards the evaluation system. The education system has three sets of people who must effectively interact to achieve the objectives. The paper highlights the attitudes of the prospective teachers as they see projected by teachers, students and parents.

The paper also highlights certain suggestions to make evaluation comprehensive, long lasting and transformative.

Key words: Evaluation, attitude, communication, reporting.

Introduction: Evaluation is a means to instill love for education. This is a broad minded thinking of a handful of teachers. Most teachers show aversion to the task of evaluation or consider it as an added appendage to the teaching profession. Most of the time evaluation work is taken with a feeling that it is a burden on teachers. How much joy should the teacher have in her heart when she sees the product of her work? This is the question that most teachers must reflect and find out. The generic goal of evaluation is to provide valuable feedback which will lead to growth. Moreover evaluation also leads to feedback to the teacher, appropriate decision making and policy formulation for the benefit of the students.

Rationale for the study: Teachers at the formation stage in the B.Ed. colleges are trained in evaluation in the theory papers as well as in a practical way in their internship program. During the theory classes discussions are held on effective manner of evaluation and how the attitude of the teacher must be towards the evaluation system. In spite of all this when the teachers join schools they automatically develop negative attitude. Teachers are seen talking ill about the evaluation work assigned to them and most often the focus is on the workload. It is a common feature in most educational institutions to see that teachers complain about the kind of answers that students have written in the answer papers but they do not realize that it is the reflection of their own teaching. It is with this concern in mind that the study was undertaken to find out the perceptions of the prospective teachers towards evaluation.

Scope and Delimitations of the study: The study is delimited to the B.Ed. students of one particular B.Ed. college only. The perceptions of the prospective teachers were studied before providing them any input of the theoretical background on evaluation. Thus the data collected is the true representation of their background knowledge of evaluation and the projection of their true attitude towards it.

Statement of the problem: Perceptions of prospective teachers towards evaluation system .

Operational definitions:

Perceptions: This would refer to the feelings attached to the evaluation system or evaluation work assigned to teachers in school, as well as the projected feelings of parents and school students as felt by the B.Ed. students.

Prospective teachers are the B.Ed. students included in this study.

Evaluation means all the tasks which lead to providing students the marks, feedback and reporting of their performance. It also means the entire system of evaluation existing in the school.

Aim of the study:

To study the perceptions of prospective teachers towards evaluation.

Objectives of the study:

- To classify the prospective teachers according to the levels of attitudes towards evaluation.
- To study the perceptions of the prospective teachers on projected reactions of parents towards evaluation
- To study the perceptions of the prospective teachers on projected reactions of teachers towards evaluation
- To study the perceptions of the prospective teachers on projected reactions of students towards evaluation

Significance of the study: The study will reveal the attitude of prospective teachers towards evaluation. The study is important as it would reveal all the negative aspects of the perceptions which need to be worked upon. If prospective teachers go to the schools with a negative attitude then the objectives of evaluation will not be achieved. The study would be of great help to B.Ed. colleges as it would bring out the importance of moulding prospective teachers towards positive aspects of evaluation. The tool used in the study could be used by B.Ed. colleges to understand the perceptions of B.Ed. trainees before and after the course.

Methodology used: The descriptive method was used for the study.

Tool for the study: The researcher conducted an informal interview with the B.Ed. students as a pilot run to understand the general perceptions towards evaluation and framed the statements of the tool which contained 25 statements. The statements were considered to understand the projected reactions of the teachers, students and parents as was perceived by the B.Ed. trainee through their own experience or through hearsay. This paper consists of the detailed qualitative analysis of 7 statements only. The rating scale had four options strongly agree, agree, disagree and strongly disagree.

Sample and Sampling technique: A purposive sampling was done considering the prospective teachers only B.Ed. students of one particular college were selected for this study. The final number of students who participated in the study was 94 students.

Data collection: The data were collected in a class session by properly explaining the details of the rating scale. Time was provided and students were asked to read, understand the statement and then mention their option against each statement.

Analysis of data: The data were converted to the quantitative form and a qualitative analysis was carried out with the help of percentage analysis.

The analysis of the objectives were done as follows:

- **To classify the prospective teachers according to the levels of attitudes towards evaluation.**

The calculated mean was 68. The observation of the scores states that 40% of the teachers have scored below the mean that shows a negative attitude towards evaluation. It is seen that around 30% of the teachers have scored around the mean and 30% of the teachers have very positive attitude towards evaluation.

- **To study the perceptions of the prospective teachers on projected reactions of parents towards evaluation.**

Two statements were analysed in this paper to find out the perceptions of parents towards evaluation.

The statements are as follows:

- Parents are upset with the way the teachers mark students

- Parents cannot understand the standards of the school when it comes to the evaluation system.

On analysis of these two statements it is seen that 65% of prospective teachers agree that parents are upset with the way that teachers mark the students.

It is observed that 57% of the parents according to the prospective teachers do not understand the standards of evaluation.

- **To study the perceptions of the prospective teachers on projected reactions of teachers towards evaluation.**

Three statements were analysed in this paper to find out the perceptions of teachers towards the evaluation system. The statements are as follows:

- Teachers use the evaluation system as a whip against the students.
- Teachers always grumble about corrections.
- Evaluation is the most difficult job of a teacher.

25% of prospective teachers feel that the evaluation system is used as a whip against the students.

66% of the prospective teachers find that teachers always grumble about corrections.

50% of the teachers find evaluation as the most difficult job of a teacher.

- **To study the perceptions of the prospective teachers on projected reactions of students towards evaluation.**

Two statements were analysed in this paper to understand the projected reactions of students as perceived by prospective teachers. The statements are as follows:

- The report day is a day which most students want to miss.
- Evaluation makes or breaks students.

79% of prospective teachers agree that the report day is a dreadful day for students and students want to miss it.

73% of prospective teachers think that students consider evaluation makes or breaks students.

Findings and conclusions of the study:

1. Most teachers have either average or poor attitude towards evaluation. This shows that the prospective teachers have come in with a negative attitude towards evaluation.
2. The results show that parents are not very happy, informed or involved in the evaluation system.
3. Teachers do consider evaluation as an unwelcome activity as shown in the results, which shows that most teachers grumble about evaluation and half of the prospective teachers feel that evaluation is a difficult job.
4. The projected reactions of students as perceived by prospective teachers show that students also consider the evaluation as an unpleasant activity and it will lead to either building a student or causing harm.

Suggestions arising from the study:

The results show that the projected feelings towards the activity, of evaluation on the whole do not seem very positive in nature. The B.Ed. colleges have to provide a number of experiences in order to improve the situation. A discussion on the broad objectives of evaluation and the specific objectives of each activity could provide appropriate direction to teachers towards this activity. A well designed rubric could bring clarity to teachers, students and parents on what to evaluate and how to evaluate.

Most of the time, it is inadequate communication between teachers and students that leads to the negative attitude towards evaluation. The negative attitudes are passed on from students to parents. Before any evaluative activity it is important that teachers communicate all details of testing, marking and reporting to students and parents so that they are mentally prepared for the evaluation. Teachers must be patient to clarify all doubts.

The colleges of education must train prospective teachers on effective reporting of results. Reporting of results is a responsibility that all teachers must deliver seriously. How do we report effectively in written and oral form must be a school policy to be adhered to. All teachers must be cordial in reporting. Teachers must show hope for every student be it a gifted student or a slow learner, this must be the target of all teachers in the school.

Parents are always anxious about their child. A session on how to deal with parents need to be conducted for teachers from time to time. Most of the time, the parents are not receptive to feedback. In this case parent interactions must be conducted to communicate the nuances of an effective feedback. Teachers must be open to students' point of view when it comes to feedback. Feedback as understood must not be one way but a two way channel. It is important to work on the feedback given and make changes for the student's improvement. Most evaluation stops with corrections and reporting of results but it is the follow up after evaluation that makes it effective.

Remedial instruction must be the responsibility of every school. An institution with a good backup of remedial instruction could be considered as a good institution. Teachers must not focus more on the work load but the student load after evaluation, that is more the number of students lagging behind means the teacher is lagging behind. In some schools teachers openly declare that students must go for tuitions. This is against professional ethics of a teacher.

Evaluation must also bring in a lot of self improvement in teachers. Reflective assessment is what we must aim for. Teachers must reflect on the results and work towards progress of their students. Parents are partners in the evaluation. Teachers must realize that a lot of improvement in the results can happen with parental co operation. Teachers have to consider students and parents in the journey of evaluation in order to get the best out of this activity.

A positive attitude towards evaluation leads to positive involvement of the teacher in the evaluation process. It is therefore an urgent task of all B.Ed. colleges to instill in the prospective teachers a positive attitude and openness to the task of evaluation.

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**UNDERSTANDING THE DIFFERENCE IN THE THOUGHT PROCESS
AND FEELINGS ABOUT CONCEPTS IN DAY TO DAY LIFE –
GENDER PERSPECTIVE**

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Abstract:

Thoughts and Emotions are the basic functions of the human brain. From the time one is made till he/she dies & maybe beyond one thinks & feels. This job of the brain is on for 365 days, 24/7. Yet behaviorists have pondered about the individual differences in the thought process of Humans. Some are extreme thinkers while some are cognitive misers. Some are highly emotional while some are blunt in spite of normal brain functioning. Psychologists & Neuro scientists have identified multiple factors like age, culture, experience, nature & nurture amongst other things for this difference.

Gender has emerged as an important factor that influences thoughts & feelings. Research has shown that men & women think & feel differently. Often people believe that men are logical thinkers while women are emotional thinkers. They attribute this difference to the net working of a man's & women's brain. The present study makes an attempt to make a scientific attempt to understand the thought process & feelings towards day to day concepts. This we feel will help in way to understand the complexities of the brain function. To evaluate the above relationship the researchers plan to do a scientific ex post facto design with a sample size of 100 women & 100 men in age group of 25-45, both educated and uneducated sample will be considered for the study.

Key words: *Gender, Thought process, Feelings, Concepts, Age & Education.*

Introduction

Gender is a compilation of biological sex of the individual, social roles surrounding it and the gender identity. It was in 1955, when the terms biological sex and gender as an identity were differentiated. Social sciences study gender related differences in various areas. This study particularly attempts to understand how the male and female brains function differently with respect to the everyday concepts. The authors have tried to study the differences between the thought process and the feelings with regards to the abstract concepts viz. love, freedom, responsibility, mother, and sleep.

Love, as defined, consists of variety of different feelings, attitudes, and states. These are either towards a person or an event. In this study we have operationally defined love as, "the feeling of compassion in an interpersonal relationship, the thoughts of trust and lifelong commitment in any given relationship." While referring to the 'feeling' part in the study, the authors consider the emotional state and sense of pleasure or displeasure with respect to the concepts being studied.

Freedom as defined in the Merriam- Webster dictionary is the "quality or state of being free from any constraint of choice or action. It is a state of being exempt from any coercion or restriction". The authors in the research consider freedom as any state of emotion that allows him/her to express them in a social set up. It is phenomenon that underlies the thought of being able to put forth the idea, feelings about a situation or event.

The other concept being studied here is responsibility. It means a state or fact of having a duty to deal with something or having a control over someone. The authors have tried to use responsibility as a concept of being accountable for something. It includes thoughts and feelings revolving around the situations in life that give all of us a chance of being in-charge of events in our lives. It also includes how a person thinks about holding this power with them for their everyday interactions with people at their work place, family, and any other social set up for that matter.

While trying to study what respondents think and feel about mother, the authors have considered the following aspects related to mother. This being one of the abstract concepts to define in watertight compartments, the authors have still tried to use some defining terms revolving around mother as a concept. Mother has been understood as a woman figure in the family holding an important stand in nurturing, care giving and guiding her children. The authors have tried to touch upon various aspects of thoughts and feelings related to mother.

While studying abstract concepts like love, freedom, responsibility and mother, the authors have also tried to study how males and females think and feel differently about a concept like sleep. Sleep, while defining, is a naturally recurring state of mind. It has a state of altered consciousness. There is a relative inhibition in sensory activities, voluntary muscle movements, etc. The authors here have tried to understand if there is a difference in the thoughts and feelings behind sleep and sleeping patterns.

While studying the responses of males and females of different age groups, the authors have tried to identify the factors affecting the difference, if any in their thought process and feelings in these areas.

Literature Review

The scientific studies since more than 5-6 decades have shown how men and women think differently with respect to several aspects in a human life. Social sciences try to find out the reasons why. Studying human behaviour has been one of the most interesting and equally exhausting research area till date. Although, due to advancement in technology, several psycho-physiological methods of measuring brain activity has made it easier to understand and find evidences for these differences in structure and functioning. The current study tries to examine how men and women of different age group think and feel about everyday life concepts, which in general do not have strict definitions.

Research has shown how the maps of neural circuitry are different for both the genders. Along with this, the study also tries to understand how education level and age of men and women influence the thinking process and emotional well-being in context with abstract concepts like – love, freedom, responsibility, mother and sleep. The assumption by the research authors of the current study have been supported by scientific experiments across the globe. Ragini Verma, a researcher at the University of Pennsylvania, said the greatest surprise was how much the findings supported old stereotypes, with men's brains apparently wired more for perception and co-ordinated actions, and women's for social skills and memory, making them better equipped for multitasking. Fine, who wrote 2011's *Delusions of Gender*, a book that seeks to counter propositions that sex-based differences are biologically hardwired, explained that larger brains must be organized differently to deal with increased energy demands, decrease communication times, and minimize wiring costs. A recent study by Israeli researchers that examined male and female brains found distinct differences in the developing fetus at just 26 weeks of pregnancy. The disparities could be seen when using an ultrasound scanner. The corpus callosum -- the bridge of nerve tissue that connects the right and left sides of the brain -- had a thicker measurement in female fetuses than in male foetuses (Kennedy Krieger Institute, 2015). Researchers, using brain imaging technology that captures blood flow to "working" parts of the brain, analyzed how men and women process language. All subjects listened to a novel. When males listened, only the left hemisphere of their brains was activated. The brains of female subjects, however, showed activity on both the left and right hemispheres.

Research has also tried to understand if these differences that are visible prominently since teen age, then what makes them mellow down by the age of 25 and further. Is it, that education level influences an individual to shape his/ her concepts or does it makes these concepts even stronger than before, undeterred by anything. Male and female brains showed few differences in connectivity up to the age of 13, but became more differentiated in 14- to 17-year-olds.

"It's quite striking how complementary the brains of women. Ruben Gur, a co-author on the study, said in a statement. "Detailed connective maps of the brain will not only help us better understand the differences between how men and women think, but it will also give us more insight into the roots of neurological disorders, which are often sex-related."

To all these studies, a point of limitation is mentioned by a social and developmental psychologist from the University of Melbourne, Cordelia Fine. She said that, "Male brains are, on average, larger than females and a large brain is not simply a smaller brain scaled up". She explains her argument by saying that larger brains may have different type of organisation within. It may have different ways of dealing with energy demands, communication, etc.

This argument has been supported by another research by Geary. "Women pause more, allow the other friend to speak more, offer facilitative gestures". "Women use the cerebral cortex for solving problems that require navigational skills. Men use an entirely different area, mainly the left hippocampus -- a nucleus deep inside the brain that's not activated in the women's brains during navigational tasks". He also says how the hippocampus has a different way of coding information. For example, a female may navigate a person towards a desired destination, by using landmarks like shops, historical structures and so on. However, men may use directions like east, west for navigating someone to a desired location.

Along with these everyday life situations, women are also able to show superiority in identifying emotions faster and accurately in others as compared to males who may be a bit slower in this. (Ruben Gur, PhD, a neurologist at the University of Pennsylvania). Emotional intelligence, as defined, "is the ability to recognise, one's own emotions and others' emotions. It also involves management and regulation of one's emotions." Recent research shows how women tend to regulate their emotions better than men. This is due to the larger brain area which controls the aggression and anger responses.

Differences in gender at the spatial ability also can be reasoned out due to lesser exploration by girls during middle childhood for outdoor game and activities that involve using visual-spatial ability. Partly, the environmental influences do play a role in defining or polishing or reducing the abilities in an individual. Here again, the nature versus nurture debate takes an interactionist approach to explain the difference between the two genders, not just for biological reasons, but due to psychosocial reasons too.

Methodology:

Problem:

Objectives:

1. To find out if there is a difference in the way men and women think about day – to – day concepts.
2. To understand how men and women differ in their feelings about concepts like – love, freedom, responsibility, mother and sleep.
3. To study the relationship of intermediate variables like – age, education level on the thought process and feelings of men and women about these concepts.

Hypothesis:

1. There will be a significant difference between men and women in their thoughts about day- to – day concepts.
2. There will be a significant difference between men and women in their feelings about day – to - day concepts.

3. Education and age will have a significant impact on how men and women think and feel about these concepts.
4. There will be a high correlation ship between gender, thoughts, feelings and age and education.

Sample:

The sample size used for the study was 100. The no. of female respondents was 49 and male respondents were 51. The no. of respondents from age group 17 years to 25 years was 68. This sample consisted of undergraduates. The number of respondents from the age group 25 to 60 was 32. This sample consisted of graduates and undergraduates.

Tool: The Gender Concept Questionnaire used for collecting the data was developed by the authors. It was a 20-item questionnaire with dichotomous response pattern. It consists of questions on thought process and feelings based on the five concepts. There are 4 questions for each concept – two on the thinking and two on feelings about the concept.

A pilot study was conducted with a sample of 42 with 16 no. of male respondents and 27no. of female respondents. Split-half reliability was used to determine the reliability of the test. The reliability coefficient was 0.811544. This is a highly significant value.

A panellist was appointed to establish the content validity for the 20-items questionnaire. The rating by the panel and the authors showed that all the 20 items in the test were high on content validity. Thus the test was standardized using a pilot study.

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GITA¹ : THE SOLUTION

Haresh.Ashar

“Gita”, the Glorious Song sung @ the battlefield of Kurukshetra by none other than Lord Krishna Himself, for whom Veda VyAsa aptly said “कृष्णास्तु भगवान स्वयं |” that Krishna Himself is God.

Preached to disciple warrior Arjuna during wartime; “The Song Divine”, the world’s only philosophy in singing fashion reminds us of the phrase –

“Nero playing Flute, while Rome was burning”

Almighty is cool, quiet, calm and tranquil. In His eyes¹, there is nothing like problem!! Therefore He says: “नेहाभिक्रमनाशोऽस्ति प्रत्यवायो न विध्यते |” [2, 40]

However, even if He sees from our eyes; then also Gita has the solution for mankind. Be it @ individual level or @ the levels of family, society or Nation. Be it of the nature of Political, Economic, Social or Psychological. Or be it of the type of Ancient or Modern, contemporary or traditional. There is one for everyone! One size fits all!! Gita gives The solution. How? Let us have a glance...

Sr.	Our Problem	Sr.	Gita’s Solution	Ch.	St.
1	I am too young, what can I do?	1	ममैवांशो जीवलोके जीवभूत सनातनः No, you are my son; Lion’s son is always Lion. So, don’t worry.	15	07
2	But I am a woman. अबला	2	स्त्रियो वैश्यास्तथा शूद्रास्तेऽपि यान्ति परां गतिम् You still are eligible for the liberation. [मुक्ति]	09	32
3	I am confused. Depressed. In dilemma...	3	सर्वधर्मान्परित्यज्य मामेकं शरणं व्रज Just come to My surrender.	18	66

¹ i.e. from His perspective

4	I am an atheist निरीश्वरवादी	4	ये यथा मां प्रपद्यन्ते तांसतथैव भजाम्यहं। You still will come to me only	04	11
5	I am too old now, All my time has gone away, I don't see any hope in me.	5	बहूनां जन्मनामन्ते ज्ञानवान् मां प्रपद्यते। Even though, we lose hope from ourselves, He never!	07	19
6	I am not going to give my everything	6	स्वल्पमप्यस्य धर्मस्य त्रायते महतो भयात्। You sacrifice just a little	02	40
7	Why bad things happen with good people only?	7	... गहना कर्मणो गतिः ॥ “Law of Karma” is very subtle	04	17
8	I am not a Hindu, nor am I born in India.	8	कर्मण्येवाधिकारस्ते मा फलेषु कदाचन। U do your best... He'll do the rest	02	47
9	I am a poor person. I have no money for performing rituals	9	पत्रं पुष्पं फलं तोयं यो मे भक्त्या प्रयच्छति। I see intentions behind action	09	26
10	What if I die midway? Will all my efforts go in vein?	10	शुचीनांश्रीमतांगेहे योगभ्रष्टोऽभिजायते।	06	41

	You will continue... ... from where you have stopped				
11	Is there a solution to terrorism?	11	अहिंसा परमो धर्म [महाभारत] ... नायं हन्ति न हन्यते अधर्म धर्ममिति या ... Misrepresenting doctrines instead of their right spirit	02 18	19 31
12	सर्वारंभो हि दोषेण ... If every action is associated with दोष, why at all should one do any action?	12	a. You can't remain w/o action b. Do it for the sack of society न मे पार्थास्ति कर्तव्यं त्रिषु लोकेषु किञ्चन	03	22
13	How can I get the true peace of mind?	13	... स शान्तिमधिगच्छति Through self-control	02	71
14	How to sustain with the pace of this competitive world?	14	... योगः कर्मषु कौशलम् You completion is with you only. Practice more & be skilful..	02	50
15	We feel, our efforts are not enough for fighting against the evil forces of this world	15	यदा यदा हि धर्मस्य... ...संभवामि युगेयुगे Time and again, I'll come 4 sure	04	07

16	Is there any environmental solution including that of 'Global Warming'?	16	यद्यद्विभूतिमत्सत्त्वं श्रीमदूर्जितमेव वा Use, but do not exploit resources	10	41
17	How to manage 'Work-Life Balance'?	17	अभ्यासेन तु कौन्तेय वैराग्येण च ... By regular practice and renunciation	03	35
18	How to secure my future	18	तद्विद्धि प्रणिपातेन परिप्रश्नेन सेवया As such, time is non-divisible	04	34

Due to the limitation of resources, especially the time @ our disposal; only few questions are taken. Consider them as the representative. However, it is certain that –

- As there is no end to human problems...
So too there is no end to the solution offered by Shrimad Bhagawad Gita
- One can overcome these problems by implementing religiously, the solution as preached by Bhagawad Gita
- In subtler thinking, everything is illusion [माया]. This life is a big dream and there is, as such no problem at all.

We all are potentially divine and came here on this earth just to enjoy.

So, DON'T worry, just be HAPPY; simply by following the Gita's way of life.

ॐ तत् सत् |

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**VOCATIONAL INTEREST OF STUDENTS IN RELATION TO SCHOOL
ENVIRONMENT AND PERSONAL VALUES**

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Rationale of the Study

One of the most important decisions high school students make is career choice. Choice in the discipline of study defines further education and consequently what young people will do in the rest of their lives. It determines their earning capacity and often their social and economic class as well. While many other countries allow students to defer hard choices to later in their lives – mostly until the final year of college and sometimes even later – the choice made by high school students in India is more rigid than it is elsewhere.

There are good structural reasons for the rigidity. Offering students flexibility further on requires greater flexibility in the higher education system. College would have to find a way to increase the number of admitted students in one discipline over another based on the delayed choice. This kind of flexibility is expensive and in societies where capital is short, it is hard to make the necessary investment. This means that the choice students make in their study in high school has enormous and snowballing impact. Since students cannot easily change their area of study in the future, they have to make good choice early on. The importance of career counseling has only increased in recent years as the Indian economy has grown and new opportunities have emerged. These opportunities arose not only in technology fields, where learning investment may be high but also in low-investment learning areas such as in the retail and real estate industries. For students coming from lower-income Households, these industries are indeed great opportunities for advancement, but students have to learn to make necessary choices.

Yet it is hard to expect that the teenagers are sufficiently mature or have developed a sufficient complete world view to make wise decisions about what they want to do for the rest of their lives. The challenge, therefore, lies in families and schools helping young people make these choices in the most thoughtful manner possible. Formal career counseling plays an important role in determining the choices. However, what principles should guide career counselors or even parents as they dispense advice? This paper attempts to understand the origins of vocational interest among students.

Specifically, it compares vocational interest in relation to personal values and school environment. The results of this study should enable better dispensation of career advice.

Statement of the Problem

The problem of the study has been entitled and stated as under: “**VOCATIONAL INTEREST OF HIGH SCHOOL STUDENTS IN RELATION TO THEIR SCHOOL ENVIRONMENT AND PERSONAL VALUES.**”

Objectives

The main objectives of the study are as follow:

- (a) To study the vocational interests of girls and boys.
- (b) To compare the school environment of single sex and co- educational school.
- (c) To compare the personal values of girls and boys belonging to single sex and co- Educational schools.
- (d) To study the vocational interests of students with regard to their school environment.
- (e) To study the vocational interests of students with regard to their personal values.

Research Methodology

In the present investigation ex- post fact research method has been adopted. All the recognized Private, English Medium High Schools of Lucknow city, constitute the population of the study. The sampling was done in two stages (i) Selection of the schools were randomly selected and 120 students 30 were from single sex boy's schools (30 boys, 30 girls). Data Collection was done seeking prior permission from the principal of the selected schools. The tools used in the study were:

- a. S.P. Kulshrestha : Vocational Interest Record (VIR)
- b. Karuna Shanker Misra, School Environment Inventory (SEI)
- c. G.P. Sherry, R.P. Verma, Personal Values Questionnaire (PVQ)

The tools were administered in the free periods. Analyses of the data and interpretation of results were done section wise. Non- parametric statistics were used as the data was on nominal and ordinal scale.

For finding the significance of difference between vocational interests of girls and boys belonging to single sex and co- educational schools, the data was organized and categorized at nominal scale, frequency counts for the respective categories was calculated and X² test (2 X 2 four fold table) was applied.

Similarly, significance of difference between school environment of co-educational and single sex schools as well as significance of the difference between personal values of co- educational and single sex schools were found by using X² test (2 X 2 four fold table).

Relationship between vocational interest and school environment as well as vocational interest and student's personal values was found using tetra choric coefficient of correlation. The significance of the result was observed at 0.05 levels as well as 0.01 levels.

Results and Conclusions

- Girls of co- educational schools differ significantly to the girls of single sex schools on executive area of vocational interest.
- Boys of co- educational and single sex schools differ significantly on scientific area of vocational interest. This shows that boys belonging to co- educational schools exhibit scientific temperament.
- There is significant difference between the girls belonging to single sex and co- educational schools on creative stimulation, cognitive encouragement and permissiveness dimension of school environment.
- There is significant difference between the boys belonging to single sex and co- educational schools on creative stimulation, cognitive encouragement, acceptance rejection and control dimension of school environment. This depicts that the school environment as perceived by the boys of co- educational schools is creative, encouraging controlling as well as rejecting.
- The girls and boys belonging to single sex schools differ significantly on dimension of school environment such as creative stimulation, acceptance, rejection and control.
- The girls belonging to single sex girl's schools differ significantly from the girls of co- educational schools on dimension of personal values like religious, economic, hedonistic and family prestige. This reflects religious tendency of girls of co- educational schools in comparison to girls of single sex girls school. These girls also value family prestige higher.
- The boys belonging to single sex boy's schools differ significantly from the boys of co- educational schools on economic value. This indicates that the boys of single sex school are guided by considerations of money and material gains in the choice of their jobs as compared to their counterparts in co- educational schools.
- There exists significant difference between the personal values of girls and boys belonging to co – educational schools on family prestige value dimension.

- Creative stimulation dimension in school environment bears a positive relationship with scientific and agricultural scale of vocational interest.
- Cognitive encouragement dimension in school environment bears a positive relationship with scientific and agricultural dimension of vocational interest.
- Cognitive encouragement dimension of school environment bears negative correlation with social area vocational interest.
- Acceptance dimension in school environment bears a positive relationship with agricultural area of vocational interest. Acceptance means teachers unconditional love and recognition for his / her students encourages students to opt for professions in agricultural sphere.
- Acceptance dimension in school environment possesses negative correlation with literary and social area of vocational interest. Acceptance in a negative way reflects teacher's attitude and desire not to reform, modify changes or improve.
- Permissiveness dimension in school environment exhibits positive correlation with literary, executive, artistic and household area of vocational interest.
- Rejection dimension in school environment has a positive correlation with household area of vocational interest. By rejecting student's uniqueness, teachers build student interest in the household professions.
- Rejection dimension in school environment exhibits negative correlation with scientific and agricultural area of vocational interest.
- Control dimension of school environment bears a positive correlation with artistic and social area of vocational interest.
- Social as personal value bears a positive correlation with social and household domain of vocational interest.
- Democratic dimension of personal values has a positive correlation with executive scale of vocational interest. Democratic outlook encourages executive professions.
- Democratic values do not correlate positively with artistic choice professions.
- Aesthetic as personal value bears a negative correlation with literary, agricultural and household dimension of vocational interest.
- Aesthetic as personal value bears a negative correlation with persuasive dimension of vocational interest.
- Economic as personal value bears a positive correlation with literary scale of vocational interest. Students having materialistic bent of mind opt more for job in the literary sector.
- Economic as personal value bears a negatively correlated with constructive and persuasive dimension of vocational interest.
- Knowledge as personal value bears a positive correlation with constructive and household area of vocational interest.
- Power as personal value is positively correlated with persuasive area of vocational interest. Students having power values opt for jobs of persuasive bent as both demand a command of ruling over others mindsets.
- Power as personal value is negatively correlated with agricultural area of vocational interest.
- Hedonistic as personal value is negatively correlated with literary, persuasive and social dimension vocational interest
- Family prestige as personal value is positively correlated with persuasive and social dimension of vocational interest.

- Family prestige as personal value is negatively correlated with scientific and executive dimension of vocational interest.
- Health as personal value bears a positive correlation with executive, constructive, agricultural, persuasive and household dimension of vocational interest.

Educational Implications

The major educational implications of the present research finding are:

1. To promote literary vocations among students, there needs to be an element of non- acceptance of student by the teachers.
2. To enhance and hone literary skills among students, a permissive school environment has an important role as it allows student to express freely and fearlessly, with conviction and authority: a requisite for literary expressions.
3. To provide students with scientific bent of mind, the school environment needs to promote and stimulate student's creativity. Teachers should provide activities like brainstorming (creative problem – solving) and use divergent questioning skills to promote creativity amongst students, which will in turn promote scientific choice of vocations.
4. To provide students with the correct aptitude for sciences, the school environment must provide correct cognitive encouragement to the students.
5. To provide students with an interest for scientific professions, rejection at school level must be avoided at all costs.
6. To develop interest in executive professions, The school environment needs to be permissive type.
7. To have artistic aptitude and attitude among students, the needed school environment must be permissive type.
8. A controlled school environment is also required for interest in artistic professions.
9. Agricultural professions are encouraged when the school environment stimulates creativity and encourages cognition.
10. To increase interest in social jobs, a controlled school environment is none conducive than an environment which fosters acceptance of student's uniqueness.
11. To Enhance interest of students in household jobs, the school environment must not directly eject students, rather proper guidance & counseling must be given to those needing it.
12. To encourage students to take up executive jobs: Democratic attitude in them must be fostered. Formation of democratic values helps in creating a desire for executive jobs.
13. To enhance interest level in the constructive jobs, knowledge must be encouraged, increased and value by students for them to opt for constructive jobs.
14. Students having an interest in household jobs hold social values dear. To encourage such jobs of the household domain, imbibing values like charity, kindness, love and sympathy is a must.
15. Aesthetic values of beauty, system and order must be developed in students for them to choose social jobs in their vocational career.
16. To improve vocational interest in the literary sphere, desire for money and material gains is a needed attribute or value to developed among students. But an increase of economic value diminishes the desire constructive jobs.
17. For increase in the vocational interest is the agricultural fields, values such as system, order, neatness must be clubbed with values of self- preservation of health.
18. Students valuing family prestige opt more for jobs in the social field. To inculcate in students' desire for social jobs, they must the inculcate social values.
19. To develop interest in aesthetic jobs, value of inculcate power value increases desire for aesthetic jobs.

- Family prestige as personal value is positively correlated with persuasive and social dimension of vocational interest.
- Family prestige as personal value is negatively correlated with scientific and executive dimension of vocational interest.
- Health as personal value bears a positive correlation with executive, constructive, agricultural, persuasive and household dimension of vocational interest.

Educational Implications

The major educational implication of the present research finding are:

1. To promote literary vocations among students, there needs to be an element of non-acceptance of students by the teachers.
2. To enhance and hone literary skills among students, a permissive school environment has an important role as it allows student to express freely and fearlessly, with conviction and authority: a requisite for literary expressions.
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4. To provide student with the correct aptitude for sciences, the school environment must provide correct cognitive encouragement to the students.
5. To provide students with an interest for scientific professions, rejection at school level must be avoided at all costs.
6. To develop interest in executive professions, the school environment needs to be permissive nature.
7. To have artistic and attitude among students, the needed school environment must be permissive type.
8. A controlled school environment is also required for interest in artistic professions.
9. Agricultural professions are encouraged when the school environment stimulates creativity and encourages cognition.

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A STUDY OF THE STUDY HABITS OF STUDENTS OF STD IX

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“To acquire knowledge, one must study; but to acquire wisdom, one must observe.”

Marilyn Vos Savant.

Education is a multifaceted course of action consciously planned to impart knowledge and developmental skills. Tutoring is imperative and essential for every person. It is only through teaching and learning that an individual develops one's thoughts, way of interpretation, resourcefulness, expertise, problem solving, morals and ethics and most important one's attitude. Education is the need of the hour for developed as well as developing societies.

As, Dr J S Dhillon states that, “To make the best, the young minds need to be provided opportunities for accessing quality education. Only quality human resources will ensure emergence of a true knowledge society which will ultimately enhance the country's competitiveness in the global economy”.

In this age of competition, study habits have become an important aspect for development and growth in personal, professional, educational, and societal lives of individuals. Educational organizations intend at generating qualitative results, and well educated students who would be prospective nation builders. In order to produce good learners who will excel in various fields Good Study Habits need to be inculcated in the students which will definitely determine one's achievement.

Habits are an everyday practice of behavior that are repeated constantly and tend to take place subconsciously. It is very essential to assist children to build good study habits. If good study habits are accompanied with hard work, focus in the right direction, motivation, enthusiasm and passion for learning, and then this will definitely contribute towards enriching academic skills in students.

According to Garrett, “A habit is the name given to behavior so often repeated as to be automatic.” Burt has aptly stated that, “Habit is an accomplishment form of behavior when things are done quickly, accurately and automatically with little voluntary attention”.

Learning has a vital role in the acquisition of knowledge. Study habits are very important to all human beings who are being educated and are educated. Study habits have a long and lasting and effect on the life of individuals, and it also its effect on the society. Good study habits are a boon it boosts the competency level and saves time and energy as well, it also enhances the confidence level of the students while dealing with others; This enables them to use their spare time for other hobbies and thus see the progress and pleasure in work. On the other hand lack of good study habits affects the students in many ways.

The word study habits comprise of two words - Study and Habits. Study literally means using the intellect to gain knowledge, to be in a state of rapt attention to be enthusiastic and to be conscientious. Habit can best be acquired as it is automatic and mechanical. Study Habits can be described as the actions such as taking notes, holding study groups or even reading that we perform regularly and habitually in order to achieve the long term task of learning. Thus study habits are considered as a medium of learning.

Emphasizing the need to develop in children proper study habits, Locke once remarked that as the child advances in age, he or she frees himself/herself more and more from external restraints and, hence, the best guide and mentor, who can always be at his or her side is the one created in the student's own mind by sound principles and study habits; these habits will decide the destiny of the individual.

Technology has advanced and excellence is the hallmark which every person strives for to obtain success. But unfortunately, there is a major problem in the field of education, as there are a number of failures at the school level. Researchers have conducted researches in the area of study habits. Most of the studies clearly bring out the importance of study habits. Academic institutions set definite principles for the learners, therefore the learners are bound to perform well and rise up to the expected benchmark.

Students need proper guidance for the management of their time and efforts for better prospects. The study habits individually cultivated by them are likely to determine the level of their success. Therefore, in this study, an attempt has been made to find out the study habits of std IX.

Statement of the problem:

A study of the study habits of students of std. IX

Aim of the study:

To study the study habits of students of std IX.

Objective of the study:

To check the study habits of students of std IX.

Design of the study:

The researcher has used the survey method of descriptive type. A Study Habit Questionnaire was used to collect the required data wherein there were seven dimensions:

- Time Management
- Study Environment
- Test Taking/Preparation Skills
- Note taking Skills
- Reading Skills
- Writing Skills
- Math Skills

Sample, sample size and its nature:

The investigator collected data from the students of std IX. The total sample comprised of 70 students. The sample was limited to English medium students. Convenient sampling technique was used to study the study habits of the students of std IX. The sample consisted only of female students.

Analysis technique used for the study:

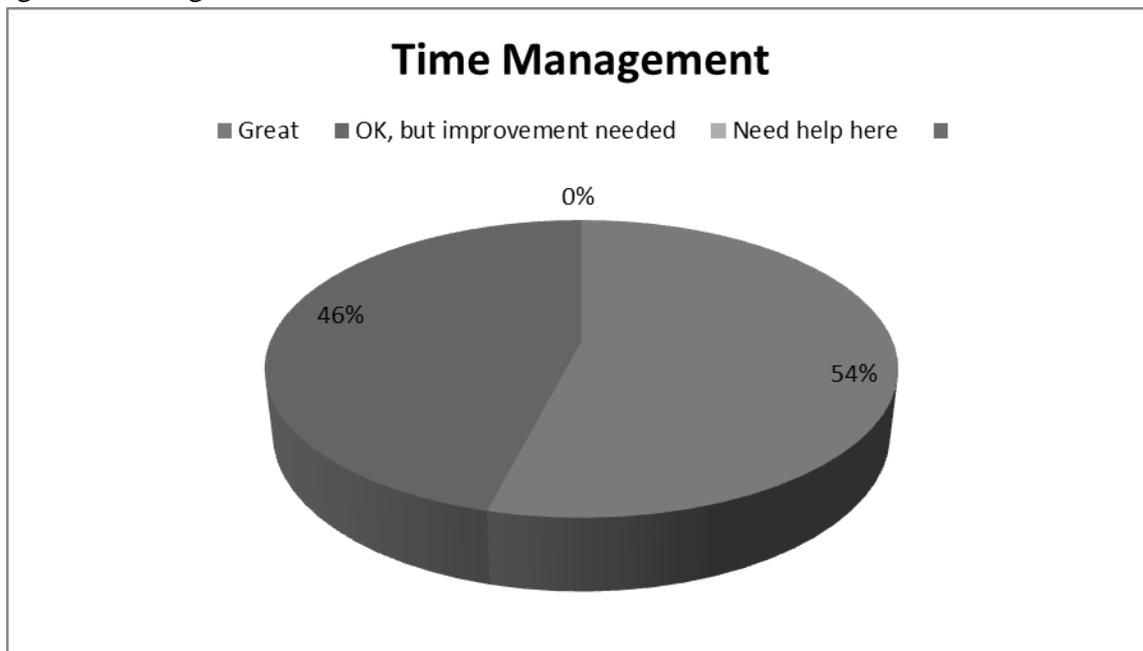
The investigator made use of descriptive analysis technique to analyse the obtained data. The data has been given a graphical representation.

The table below shows the response of the students to every aspect of the study habits and their position according to their responses

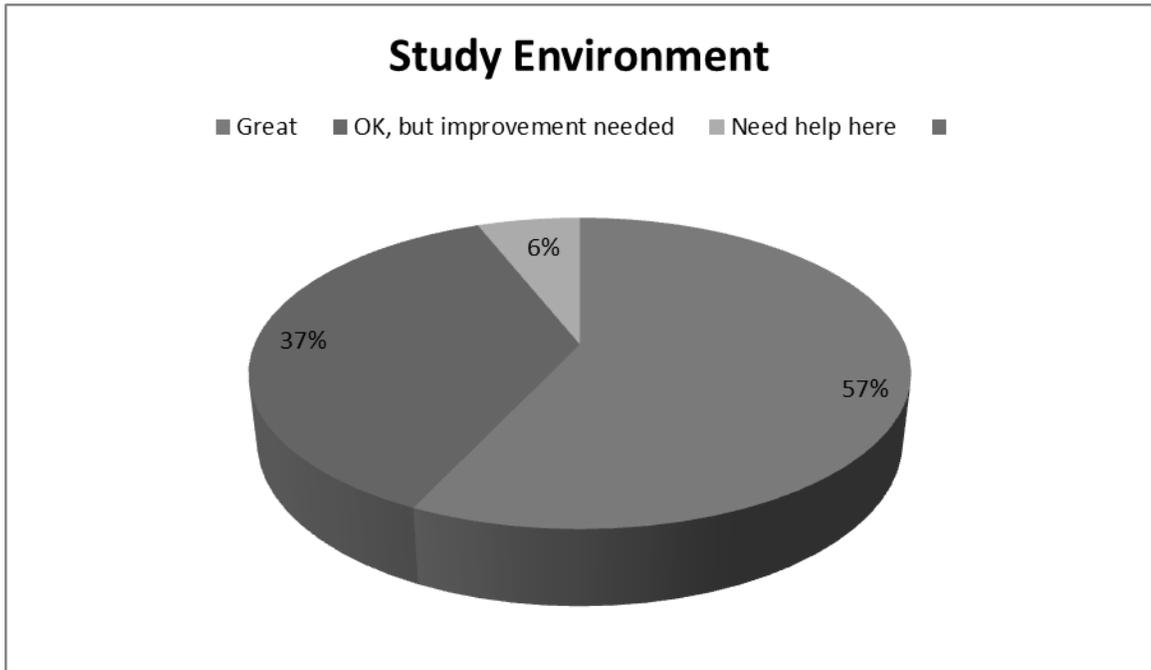
	Great (6-8)	Ok, but improvement needed (3-5)	Needs help here (0-2)
Time Management	38	32	Nil
Study Environment	40	26	4
Test Taking/ Preparation Skills	41	28	1
Note Taking Skills	48	18	4
Reading Skills	33	29	8
Writing Skills	45	23	2
Mathematics	36	23	11

Findings of the study:

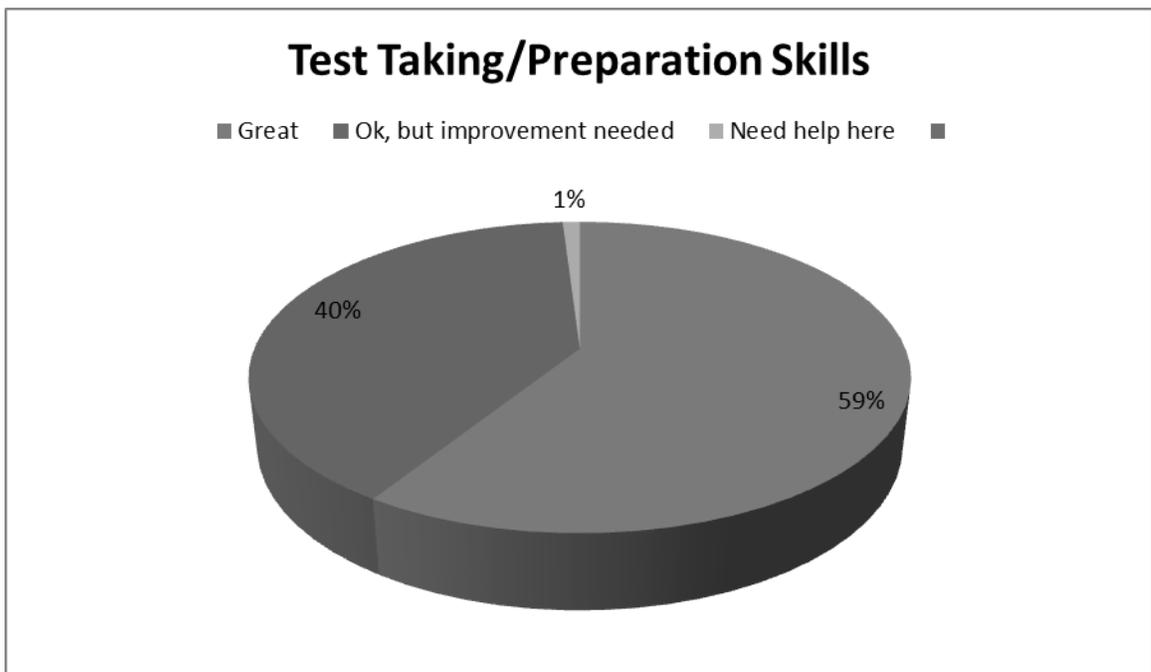
It was found that 54% students possess good time management skill and 46% students possess average time management skill.



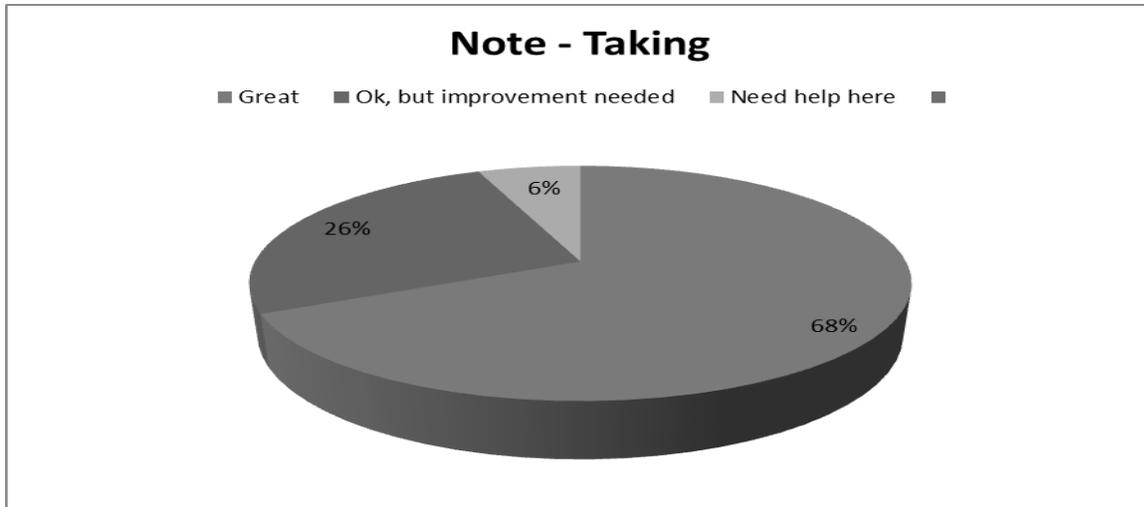
It was found that 57% students possess good study environment, 37% students possess average study environment and 6% possess poor study environment.



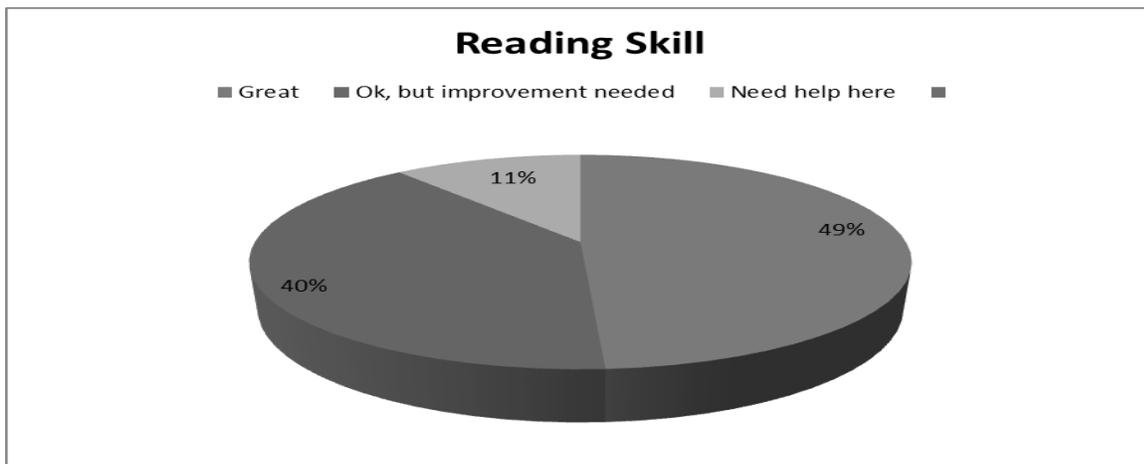
It was found that 59% students possess good test taking/preparation skills, 40% students possess average test taking/preparation skills whereas 1% students possess poor test taking/preparation skills.



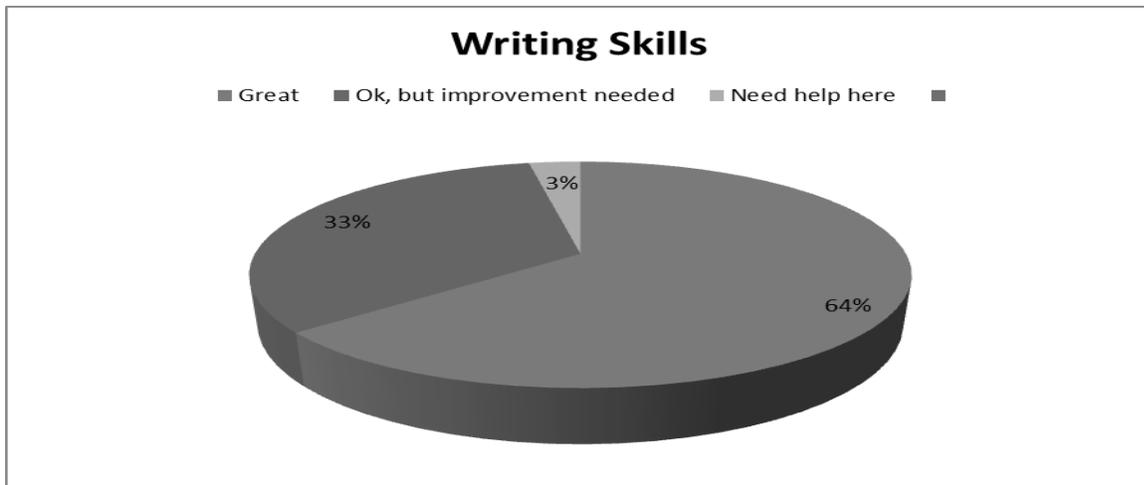
It was found that 68% students possess good note taking skills, 26% students needed improvement and 6% students needed help.



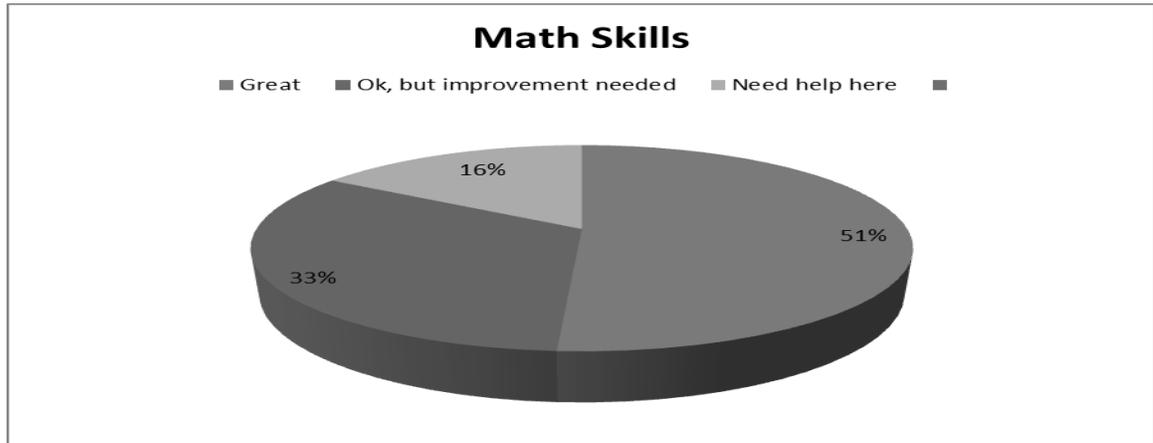
It was found that 49% students possess good reading skill, 40% students possess average reading skill whereas 11% students possess poor reading skills.



It was found that 64% students possess good writing skill, 33% students possess average writing skill and 3% students possess poor writing skill.



It was found that 51% students possess good math skill, 33% possess average math skill and 16% possess poor math skill.



Conclusion:

The researcher has come to the following conclusion:

- ❖ 68% students excelled in note taking skills, 26% students needed improvement and 6% were poor.
- ❖ More than half the number had good time management skill; a little less than half the number had average time management.
- ❖ In study environment, test taking and writing skills the students were above 40%, nearly 25% students needed improvement and about 4% needed help.
- ❖ 51% students had good Math skill, 33% were Ok but needed improvement. This was the only skill which had 16% students who were poor and needed help.

The findings of the study revealed the fact that study habits being an important aspect of teaching learning is neglected by both teachers and students. It is the responsibility of the teachers as well as the students to see that they improve their study habits which in turn will help them in their all round development. Therefore it is a must to build up good study habits because, “Motivation is what gets you started. Habit is what keeps you going”. Jim Ryon.

Here are a few tips for cultivating good study habits:

- Chalk out a plan to study with proper time management and follow it sincerely.
- Allot fixed hours for exercise and socializing with friends.
- Select a comfortable area with avoidance of noise and distractions.
- Prepare yourself for different types of tests.
- Form a study group and study for each class everyday.
- Develop an efficient system of note taking.
- Improve your reading habit by selecting good books and read daily with concentration.
- Practise English grammar excercises, punctuation and spellings on a regular basis.

The present investigation will help nation builders with the importance of good study habits. Educational authorities, parents and teachers can play a very important role in improving the study habits among the students.

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IMPACT OF INTERVENTION PROGRAMME REB (RESPONSIBLE ENVIRONMENTAL BEHAVIOUR) ON ENVIRONMENTAL AWARENESS AND ATTITUDE TOWARDS ENVIRONMENT OF ELEMENTARY SCHOOL STUDENTS

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Abstract

The campaigns such as Swachh Bharat Abhiyan would be successful only if the students get the practical skills and awareness required to maintain hygiene and cleanliness in their surroundings. The present investigation is an attempt to inculcate the environmental awareness and attitude towards environment among the elementary students in order to aware the students about the environmental pollution and its health hazards. In the present study the researcher provided intervention on REB (responsible environmental behaviour) to the students. Pre test Post Test Control group design was employed. ANOVA was employed to arrive at generalizations. The study revealed that REB had significant impact on environmental awareness as well attitude towards environment of the elementary school students.

INTRODUCTION

India is a developing nation with most of its population recognized as youth. In order to run in the race of developed nations India has to strive for excellence in all the endeavours. Today the entire globe is facing common issues such as global warming and its serious impact on human health. The increasing pollution be it man made or natural disasters the earth is being affected at large. By changing the attitude of its youth we can bring a change that can last for years. The project aims at providing an intervention to students about the environmental awareness and the hazardous effects and diseases that spread because of polluted environment. The last 20 years saw a number of significant changes in perceptions about the environment and the impact of human activity on it. Suggestions that a more ecologically sound worldview is emerging, have gained tremendous credibility over especially the last 10 years (Dunlap, Van Liere, Mertig & Jones, 2000). Much research went into how people view the environment. Although many efforts have been initiated by people time to time but it is high time that now everyone should raise up to save the planet earth for their survival.

The recently launched programme by the Indian government has a similar aim of cleanliness of the nation. Within this new paradigm, the earth's resources are seen as limited and the ecological balance is seen as fragile and easily disrupted by human behaviour (Schultz, 2001). Other research showed similar results and in each case, human behaviour was identified as the root cause of all environmental problems (Gigliotti, 1992; Newhouse, 1990).

People have finally realised that environment is the major determinant of the quality of life in any community. This led ordinary people and governments alike to realise the serious threat environmental degradation poses for earth and resulted in concerted efforts on a global scale curb this threat (Harris & Blackwell, 1995). Despite increased international attention governmental interventions however most local and global efforts are not sufficient at present. The World Wide Fund's (WWF) (2000) 'Living Planet Report', found that the state of the earth's natural ecosystems have declined by about 33% in the last 30 years, while the ecological pressure of humanity on earth has increased by 50% (Lotz-Sisitka, 2002; WWF, 2000).

All of this led to the realisation that the current behaviour of people towards their environment needs to change, implying that people need to learn how to behave in an environmentally responsible way.

As the ultimate aim of education is to shape human behaviour (Hungerford & Volk, 1990), education and particularly environmental education was identified as a method for promoting environmentally responsible behaviour. A vision of schools leading society was envisaged. South African education experts share this vision. Various projects and initiatives such as the Environmental Education Curriculum Initiative (EECI), the Learning for Sustainable Pilot Project and the National Environmental Education Project for General Education and Training (NEEP-GET) have been launched in order to address this particular void in the South African education arena (Lotz-Sisitka, 2002).

Environmental education however is not a new concept. It has been defined in many ways by various people and has been implemented in the school syllabi of many countries for years, albeit with mixed success. There are various reasons why implementation has not met with more success; for example, there is no consensus of views regarding the nature and purpose of environmental education. It was also realised that existing environmental education programmes have to be revised and new ones developed that are more holistic and learner-centred. This is because one of the more recent definitions of environmental education sees it as ‘...a holistic, lifelong process of becoming aware of, appreciating, valuing and contributing to the creation and development of the kind of environment that is healthy and sustainable’ (Little, 1998, p. 103). It was also realised that environmental education programmes should not only address awareness of environmental issues, but should be geared toward changing learners perceptions and attitudes towards their environment lead them to engage in more environmentally responsible behaviour. In order to do this, learners also need to be equipped with the necessary skills (action strategies) to address environmental problems.

Forming Environmental Attitudes

According to Newhouse (1990), there is relatively little research about how environmental attitudes are formed and changed. Most research, according to her, focused on the more tangible question of impact of specific educational programmes despite the fact that most environmental attitudes are formed as a result of life experiences and not necessarily because of specific educational programmes designed to change attitudes. Brackney and McAndrew (2001) add that one needs to understand a person’s environmental worldview before one can even attempt to understand and thus influence his or her attitudes towards the environment. Newhouse (1990) goes further and suggests that these life experiences that include initial predisposition to certain behaviour together with further activities concerning that behaviour interrelate to form attitudes. Other forms of life experiences, such as the environment in which a person grew up in, have been found to correlate with environmental attitudes (Newhouse, 1990). Newhouse refers to Kostka’s (1976) research, which found that urban Grade 6 learners in the US scored much lower on an environmental attitude assessment than did their suburban counterparts. Kostka postulates that this may be due to a vast combination of factors, for example, the influence of peers and family and the physical environment (e.g. Zajonc, 1968) found evidence of this. She also cites studies by Morgan and Gramann (1988), which support this view point. They however caution that the level of exposure should be high and occur over a period of time. Another suggestion is that high levels of exposure be combined with hands-on contact with the object as this was found to promote attitudinal change. Information is another important factor that may contribute to attitudinal change. Newhouse (1990) warns that the value of pure information in changing attitudes is difficult to assess as there are too many factors involved, such as the source of message, message content, and the characteristics of the recipients.

Authors such as Morgan and Gramann (1988 in Newhouse, 1990) and Bell et al. (2001) found that modelling is also an effective way of producing attitude change. Morgan and Gramann (1988) believe that modelling relies on associating objects with people who are respected or liked.

Effective modelling according to them should meet at least three criteria: 1. Subjects must believe that the rewards observed for the model will be the same if they perform the behaviour. 2. The benefits of the behaviour must appear to outweigh the costs. 3. The model must be viewed in an emotionally positive way (In Newhouse, 1990). However, it has also been argued (Newhouse, 1990) that modelling, despite its effectiveness in encouraging the adoption of appropriate values and attitudes, has at least three shortcomings when it comes to the complex issue of forming positive environmental attitudes. These shortcomings are: 1. Modelling stresses persuasion, not true education. 2. Modelling views the learner as an object to be manipulated rather than taught. 3. Modelling fails to provide the learner with the skills to make future decisions. Kauchak et al. (1978 in Newhouse, 1990) therefore suggest that environmental attitudes to be formed by teaching environmental issues as moral dilemmas in order for learners to analyse and draw inferences from their own 15 personal perspectives. Baines (1988) in Newhouse, 1990) agrees. He adds that teachers should be prepared to introduce children to controversial topics. This will give them the opportunity to assess the value of the information (data) they gather. It will also help them recognise the motivations of different interest groups and critically assess information from a variety of sources, hence allowing them to draw their own conclusions and make their own value judgements.

Environmentally Responsible Behaviour

Various studies on environmentally on environmentally responsible behaviour have been undertaken over past 20 years. Some of these studies showed that the process is complex and the prediction of responsible behaviour depends on various factors that interact (Bell et al., 2001; Hungerford & Volk, 1990). Research focused mainly on identifying the demographic and personality characteristics of those most likely to engage in environmentally responsible behaviour (e.g. Hines et al., 1986/7) and on the effects of behavioural interventions on environmental behaviour. The most enduring avenue of research this area, however has been to examine how cognitive and psychological variables influence environmental behaviour. 24 Variables studied have included the influence of perceived costs and benefits of the behaviour (e.g. De Young, 1990); inconvenience of performing the behaviour (e.g. Humphrey, Bord, Hammond & Mann, 1977); barriers and facilitating conditions to performing the behaviour (e.g. Derksen & Gartrell, 1993); knowledge or difficulty of the behaviour (e.g. De Young, 1989);

Perceived effectiveness or control required to perform the behaviour (e.g. Hines et al., 1986/87); attitudes towards the behaviour (e.g. Hines et al., 1986/87) and social influences on the individual performing the behaviour (in Taylor & Todd, 1995).

Taylor and Todd (1995) believe that people generally seem to be sensitive to environmental issues, and may have a positive attitude toward environmental programmes. Yet, despite these positive attitudes, participation in environmental programmes such as waste management programmes for exale, varies widely (Bell et al., 2001). Little is known about how an individual's beliefs and attitudes are related to behaviour. Hopper and Nielson (1991) suggest that this is because the literature lacks an integrated theoretically based model to understand the relationships between environmental beliefs, attitudes and behaviour. Schultz (2000) concurs. He adds that this may be because most of the research on environmental issues has been based on traditional social psychological theories of attitudes, resulting in most of the research on environmental concerns, motives and behaviours, being fragmented and hence difficult to integrate into an organised theory.

SIGNIFICANCE OF THE STUDY

Seeing the importance of environment in our life its becoming our duty to protect the environment from getting polluted. If not taken care of it will certainly produce the dangerous results which everyone will have to face. As I got the opportunity to have the investigation I chose the responsible environmental behaviour which tells about our responsibility towards environment through our behaviour. There may be certain difficulties in seeing the impact of responsible environmental behaviour on environmental

awareness and attitude towards environment of elementary school students but with proper help and guidance of my guides I will be able to investigate it correctly. As the elementary school students are the roots of our community we need to see their awareness and attitude towards environment through responsible environmental behaviour. Thus today being our first need that is environment protection there must be our responsible behaviour towards environment through environmental awareness and positive attitude towards environment.

STATEMENT OF THE PROBLEM

Impact Of Intervention Programme Reb (Responsible Environmental Behaviour) On Environmental Awareness And Attitude Towards Environment Of Elementary School Students

II. OBJECTIVES OF THE STUDY

1. To create awareness about the environmental pollution and its hazards.
2. To study the impact of intervention programme REB (Responsible Environmental Behaviour) on environmental awareness of elementary school students.
3. To study the impact of intervention programme REB (Responsible Environmental Behaviour) on the attitude towards environment of elementary school students.

III. RESEARCH METHODOLOGY

Pre test post test control group method was used in present investigation. Two groups namely experimental and control group of 45 students each were equated on environmental awareness and attitude towards environment and were later subjected to intervention REB (responsible environmental behaviour) and conventional strategies respectively. The design of the study can be discussed under following heads:

1. One way ANOVA was used to find the effect of REB strategy on environmental awareness and attitude towards environment of 200 elementary school students of Amritsar City.

IV. MAJOR FINDINGS

1. The students of experimental group given REB scored more on environmental awareness as compared to control group taught by Traditional method.
2. There was a significant gain on mean scores of attitude towards environment of students of experimental group as compared to control group taught by Traditional method.

V. CONCLUSION

REB is an intervention programme to inculcate the attitude and awareness required to maintain cleanliness in surroundings. The intervention provides practical knowledge which can help us tackle with the problems such as global warming. The intervention can be a component of the study at elementary level and can be beneficial for improving the cleanliness of our country.

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UNDERSTANDING COLLABORATIVE LANGUAGE LEARNING THROUGH GROUP WORK

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Abstract:

Group work as an element of modern pedagogy has its foundation in the Constructivist Approach. We are social beings and group work, if executed suitably, for instance, in consonance with Vygotsky's concept of 'Social Scaffolding' can be a very effective methodology for joyful and natural learning in English Language Teaching (ELT) classes. Group work enables learners to develop, elaborate, question and support each other's ideas through communication. As we are aware, communication using language is a fundamental means of learning the language. Moreover, group work ensue Collaborative Learning which is yet another vital tenet in classrooms as well as society at large. Proficiency in the English language is an asset when the learner becomes a productive member of the society via his/her profession. Nevertheless, group work is not a fool proof methodology for ELT classes; it has its own challenges. This paper sheds light on the intricate nature of group work and its reliance on effective execution.

Key words:

Group work, English language, methodology, communication, collaborative learning, scaffolding

Introduction: Before Commencing Group Work

Group work in English Language classes is a viable and feasible means of teaching-learning of English. In order to learn English, learners must be provided with ample opportunities of its use in a non-intimidating milieu. This sharing with each other through the use of the four language skills of listening, speaking, reading and writing will led to further development of their command and proficiency of English.

This, inevitably, thrusts a substantial amount of managerial challenges on the teacher. Group work can also be beset by issues in many nuanced forms such as subtle intellectual bullying; or the encouragement of mediocrity or merely by disorderly behaviour. Henceforth, the English teacher must be acquainted with certain fundamental principles of group work before commencing with it in her class. These principles are stated below:

- * The teacher must have perceptibly demarcated tasks principally with regard to its objectives and timeframe. The learners need to be made cognizant of the same.
- * The teacher must provide clarity in the role and contribution of each member in the given group work. Mature learners can be spurred to allocate the group work required in the task aptly among each other.
- * The teacher must set and implement stringent rules to curtail unnecessary talk and wastage of time. A learner in each group can take up this responsibility to assist the teacher.
- * The teacher must offer her support and arbitrate if required in the advancement of the group work; nonetheless, she should kindle interdependent learning.
- * The teacher must be amply equipped to handle any disorderly conduct of the learners.

Four "S" Activities

Group works in ELT classrooms must be perceived as "application" activities. These are integral to Team-Based Learning (TBL), a standard practice of *collaborative learning* in education. TBL associates and augments learners' social and cognitive experience of the classroom unlike any other mode of group work. Michael Sweet has provided the following four principles based on which these activities are to be implemented in such classrooms:

1. Significant Problem

Learners should work on a problem or 'topic' as a group which should enable them to understand its implications. The teacher should provide a 'framework' in order to enhance learning. For instance, the teacher can provide the structural components of a "play or drama" prior to dividing to learners into groups for roleplaying in an English play from literature.

2. Specific Choice

When dealing with a topic in English language, learners in their groups should be required to make certain 'decisions', for instance, 'the character sketch of various roles in roleplaying'. Groups can be told to come up with written rationales to justify their decisions.

3. Same Problem

All the learners should work on the same problem or topic so that they will communicate and understand intergroup similarities and differences in viewpoints. As stated in the above example, each group must make own character sketches for a given play in English.

4. Simultaneous Reporting

Whenever feasible, learners should report their decisions within the same class period so that differences in group decisions can be explored. This will spur intra-group as well as inter-group discussions. The teacher's task is then to expedite conversation among the groups. Thus 'sharing' of their opinions and ideas would occur in a natural way using English language for the conversation or even written communication.

Classroom Organisation for Group Work

Group work is indispensable for a communicative classroom. In contemporary classes, it is indubitably the fundamental means through which teachers can provide learners the opportunities to practise what they had learnt earlier or to simply communicate to understand new topics. The classroom needs to be organised in suitable ways for executing group work.

✚ Open Groups

Teacher-Group

Teacher-Group is a form where the teacher monitors groups at work and can talk to a particular group about the way they are working or question about the group work they have been set. The group might also request the teacher to elucidate something they are unable to comprehend about the work, or to report to the teacher their outcomes when they have completed their work.

Group-Group

Group-Group is a form that is adopted as constituent of the feedback from a group work. Here the teacher asks two groups to share their outcomes with each other. Alternatively, all the groups in the class can be provided an open forum regarding their outcomes. In such situations, the teacher plays the role of a facilitator rather than as a participant.

✚ Closed Groups

Closed group work is deliberated a customary part of communicative ELT methodology. It encompasses 'information gap' and 'opinion gap' tasks and often implicates cooperative discussions and problem-solving, sometimes comprising role-playing, for instance as a board making a decision. Several benefits ensue for both learners and teachers. The shortcoming is the specific problem of 'social loafing' (Woodward, 1995: 8-9) where one of the group decide that they are not going to bother, leaving the others to do all the work.

The teacher can also employ a combination of pair and group formats.

✚ Groups into Pairs

This is conducted in two stages. It can be used to discuss an issue and/or the language required to tackle the issue in groups before they move on to do the task in pairs. For instance, role-play of brother and sister

fighting over a television programme. In the first stage, the ‘brothers’ assemble in groups of four to discuss about what they might say in this particular situation and the ‘sisters’ do the same. In the second stage, the learners are paired as brother and sister for the role-play. Consequently, the learners feel more confident and now have a repertoire of likely conversational content to say. This is a particularly beneficial methodology in larger classes with a wide range of ability.

✚ **Pairs into groups**

This is also a two stage propagative methodology of working, predominantly in discussions. In its protracted arrangement it is called ‘pyramiding’. In the first stage, the learners are paired to discuss a problem and its solutions. The pairs are now paired into groups of four to arrive at a group solution. The fours are then paired into groups of eight to execute the same work.

Strategies for Group work in ELT Classes

English classes like any other language class provide a plethora of opportunities for collaborative learning through group work. The following are some strategies that can be employed by the English teacher:

- ❖ **Debating**
- ❖ **Group Presentations**
- ❖ **Socratic Talk**
- ❖ **Talking Triads**
- ❖ **‘Think-pair-share and ‘Think-pair-square’**
- ❖ **Snowballing**
- ❖ **Jigsaw method**
- ❖ **Project Based Learning**
- ❖ **Problem Based Learning**
- ❖ **Devise the Display**
- ❖ **Gallery Critique**
- ❖ **Mastery Modelling**
- ❖ **Debating**

The Oxford Rules Model is an important model for any ELT classroom. It offers a lucid structure and even a level of decorum which is significant; deliver rationality and greater intelligibility to the debate. The basic rules are as follows:

- Four speakers are chosen for each team (for and against the issue)
- First speaker presents all the ideas that team has engendered
- Second speaker summaries two or three supplementary ideas in some depth
- Third speaker summaries two or three ideas in some depth
- Fourth speaker critiques the ideas presented by the opponent team
- Each individual speaker has a specific time period (e.g. two minutes) to speak, with buffer time of thirty seconds at the commencement or the culmination
- The remaining of the class is the ‘Floor’ and can interject at any time via a ‘Point of Information’.

The speaker may assent or decline an interjection.

The teacher may also make other groups work as ‘feedback observers’ for the ongoing debate. This is advantageous as it engages the whole class and makes them participate through active listening.

❖ **Group Presentations**

The strategy of ‘Group Presentations’ encompasses creating and modelling a culture of enquiry by asking learners questions about a given topic, instead of didactically proving them the answer. The teacher commences with a ‘big question’; then it is taken on by groups who are provided materials, such as books, magazines, essays, or access to the library or an ICT set. They have to cross-examine the question, creating

their personal sub-set of questions about the question or topic. They then engage in research work, before concluding to agree to the answers to the questions they had created themselves earlier. Roles such as leader, secretary, designer, scribe and so on can be allocated.

❖ **Socratic Talk**

The strategy of ‘Socratic Talk’ is also based upon the rules of ‘Debating’, hence, there is a well-delineated structure. This is achieved with the formation of ‘Socratic Circles’ that engender debate and feedback in a continuous manner. It may be noted that teacher need to be skilled to teach learners to constructively talk in this way, however, once they get a hold of it, this skill can serve as a vital tool in their repertoire. It has been observed that the most profound insights have burgeoned from this strategy. Moreover, the listening skills fortified are paramount and impart an ongoing progressive impact. This correspondingly ensures that each learner is entrusted with a role and quality feedback becomes a positive outcome.

❖ **Talking Triads**

The strategy of ‘Talking Triads’ consists of a triad of ‘a speaker, a questioner and recorder or analyst’. This strategy offers the learners an opportunity to meticulously analyse ideas and views from a chosen topic. The teacher can prepare questions, or preferably encourage the questioner and the analyst to prepare questions whilst the speaker reflects upon potential answers. This can be done in front of the class or all triads can work concurrently. Worthwhile listening opportunities can be created while they work concurrently. For this the teacher may raise her hand while standing next to a certain triad to signal the other groups to pause and listen whilst that particular triad carries on.

❖ **‘Think-pair-share and ‘Think-pair-square’**

Learners are first divided into pairs and asked to talk to each with each other and share their ideas about a topic relevant to the English class. Then two pairs are linked together and further communication and sharing takes place with the use of English. This is a very simple strategy and can be used on a regular basis to spurs *scaffolded* learning as learners give voice to their notions and receive prompt feedback from their classmates. It also stimulates debate and collaborative learning among the groups.

❖ **Snowballing**

Learners are first divided into small groups and then the groups are expanded in a structured way. For instance, they can be asked a question as a whole class; followed by pairing them; then expanding to groups of four and so on. This methodology is effective for building upon ideas, shaping viewpoints and resolving a challenge in a constructive manner.

❖ **Jigsaw method**

The ‘jigsaw method’ is similar to ‘Snowballing’ however; it is slightly more intricate and needs careful planning. The same number of groups are formed as the number of learners known as the ‘Home Group’. One learner from each group is the ‘Expert’ for the same topic that is provided to them. Each ‘expert’ from each group gathers together and furthers their ‘expertise’ of the same topic that has been assigned to them. Then each ‘expert’ returns to their ‘home’ group and share their findings. It is an adept methodology of varying group dynamics in addition to scaffolded learning.

❖ **Project Based Learning**

The factors of Project Based Learning include ascertaining actual audiences and objectives for learner work which also functions as a motivating factor; encouraging inter-reliant learner work, often subtly guided by the teacher whenever required; allowing learners assume roles and handle the ensuing challenges that arise; an integrated form of learning occurs; and the questions and knowledge are constructed by learners construct themselves.

❖ Problem Based Learning

Problem Based Learning is related to the above strategy of group work; however, it explicitly deals with a problem to be resolved. It is suggested that the teacher, or learners in collaboration, find a particular local or class based problem in English language and approach it systematically in a scientific manner. However, this strategy is criticised as it burdens the learners with the ‘cognitive load’. This required explicit lucid instructions by the teacher and teacher led examples to ensure that learners have effective models to work with.

❖ Devise the Display

The traditional form of ‘display’ of learner’s work needs to be replaced with what is called a ‘working wall’, that can be regularly changed or updated ;or function as a ‘learning continuum’ for an entire topic when can be periodically added to each lesson (Quigley, 2013). Such an arrangement can offer a tangible highly worthwhile learning potential in the process of learners devising as well as creating wall displays. It is a remarkable formative feedback to devise a wall display once the learners are mid-way through a topic. It makes the learners identify and prioritise the key elements of their knowledge in addition to the four language skills of listening, speaking, reading and writing they are honing.

❖ Gallery Critique

The strategy of employing a ‘Gallery Critique’ in classrooms was put forward by Berger. It encompasses certain explicit protocols learners should follow. The whole of the group work must be displayed in a gallery style for an adequate period of time. Learners are instructed to initially undertake a short silent viewing and making notes to reflect later. The learners make notes and remarks on the work. This is followed by a group discussion of ‘what they noticed’ specifically, along with constructive debate and discussion. Then there is a discussion and conversation regarding ‘what they liked’, while evaluating the work. During the last stage, the teacher synthesises various viewpoints and ensures that learners make notes. They are encouraged to reflect upon useful observations to assist in making improvements in their work.

❖ Mastery Modelling

The strategy of ‘Mastery modelling’ comprises a system of formative assessment from learners, wherein the teacher provides a group a series of models including both ideal models and certain imperfect models such as with common errors that learners can prospectively detect. The learners in a group are required to perform a critical appraisal of these models and ascertain their summary assessment of the models at the outset, prior to devising and presenting a ‘mastery model’ that is a composite prototype model of work. This strategy works well for writing an essay. The presentation of the group work must consist of an explicit focus upon the steps taken that lead to the design and conception of the ‘mastery model’ in the course of the feedback.

Benefits and Challenges of Group Work

Some may comment that the methodology of Group work is easier said than done! There is an element of truism in this statement; however, a skilled teacher would find ways of overcoming any ensuing challenges as the benefits of Group work are indubitable.

➤ Talk

Group work provides the learners plenty of opportunities to speak in English in the classroom. It also enables the learners to actively participate in the class as they are engaged in talking to their friends or classmates exchanging viewpoints, practising newly learnt words rather than silently listening to the teacher speaking. This is important in our Indian schools where English classes are held on a daily basis during a week. However, more often than not in a substantial number of Indian schools teachers focus on too much tangible written work or mechanical ‘reading’ practise. Speaking or talk as a language skill is commonly overlooked in favour of a ‘silent’ classroom. Nonetheless, English teachers can devote just ten to fifteen

minutes of each period for the learners to engage in 'productive and meaningful talk'. This can be achieved by dividing the class into groups and to give the learners prospect to actually use the language to converse with one another.

➤ **Time**

In the beginning, organising and implementing group work may be time consuming and entails extra effort from the learner. Nevertheless, by employing this methodology on regular basis learners become more proficient and skilled at using the language even outside the classroom. The teacher may have to prepare diverse activities taking into consideration learners' capabilities and potentials. It is beneficial to employ group work with mixed ability classes wherein both able and less able learners may feel a sense of accomplishment on completion of an activity. She must decide about the level of the learners and prepare appropriate activities so as to impart a higher level of contentment and inspiration for the learners. The greatest benefit is that in the long run group work actually cultivates learners' independence.

➤ **Skills other than language proficiency**

Group work also contributes towards integration of the class. Learners learn how to collaborate with one another, make conciliations, negotiate as well as respect other learners with diverse capabilities and opinions which is significant for the class environment and relationship with each other and the teacher. The learners can help each other through peer-learning Instead of struggling alone trying to figure out something challenging.

Conclusion

Group work is in reality an age-old methodology that has been a significant element in daily lives of people. In our society people get a substantial amount of their work done through group work. The premise of 'Man is a social animal' holds true here. Hence, a kind of natural learning occurs via effective implementation of group work through various strategies. Teaching-learning of English by employing group work in Indian classrooms is a sure means of developing English language proficiency in our learners.

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**GLOBAL MINDEDNESS OF THE PROFESSIONAL COLLEGE TEACHERS:
A COMPARATIVE PERSPECTIVE**

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Introduction

The issues of globalization and cultural diversity have gained increasing attention in higher education. As the international community moves toward greater interdependence, globalization is driving a revolution in educational institutions. Higher educational institutions have stepped up to the challenge by internationalizing their curriculum and offering education abroad opportunities for their students. The metamorphic change has been a challenge for educators and researchers to measure this cadre of globalization among higher education. The understanding that the India must play a key role in this global competitive market is felt throughout policymakers and the public. Therefore, it is imperative that the educational sector take the lead in this initiative. The workforce of tomorrow must be globally aware and culturally sensitive to create the culture of interconnectedness.

Students of today and tomorrow need to be prepared to be responsible citizens of the world, to both engage in and at the same time be critical of globalization. The promotion of global mindedness in students is one important way that they will be prepared to be responsible citizens in an era of globalization. To help students become internationally minded, we need to help teachers also become internationally minded, and we need to prepare them to teach in a way that supports their students' international-mindedness development.

Global mindedness is a touchy term that is conceptualized differently by different scholars, depending on their turned. It means seeing oneself as being interconnected with world community and feeling a sense of responsibility for members of that community. This is reflected in the individual's attitudes, beliefs, and behaviors. According to Hett (1993), the term global-mindedness denote a worldview in which an individual perceives his or herself as connected to the world community and is aware of his or her responsibility for its member responsibility for its members.

Significance of the Study

Teacher and teaching programs require attention to the rapid changes in the world, in part because populations are becoming increasingly diverse. The rapidly changing classroom environments have prompted a need to train teachers who can communicate with and teach students from increasingly diverse backgrounds.

The primary goal of education is to prepare students for work and citizenship, a goal that requires a global perspective more encompassing than that provided in a 20th century education. A growing amount of research indicates that the decisions teachers make and work that they do is based on their perspectives and thinking; therefore, the present research was conducted to examine those who do perceive that they are globally aware to what they attribute their development of a global mind is warranted to contribute to the body of knowledge in global education

In today's increasingly interconnected world, it has never been more imperative for Indian Education Systems to incorporate global education into their curriculum. As we prepare students for their future roles as global citizens who must confront a whole host of new challenges, it is critical that our students understand other cultures and people and respect and acknowledge divergent perspectives. We

need teachers who are global minded in true sense who can transact the curriculum effectively so that we can meet the objectives of becoming world citizens.

This study will be significant for the teachers of different professions to realize their own mind set about the world and how they can prepare their students to possess world minds. It might help the teachers to develop a relationship with international scholars. It also will help the educational authorities to understand the current status of global mindedness of teachers and provide with the enormous opportunities to the teachers of different professions to enhance their global perspectives and to keep healthy attitudes towards the planet earth.

The results from this study will provide the researchers a more conclusive overview of the global mindedness of teachers of different professions and the possible implications that impact this view. The participants' perspectives will have implications on professional education programs and future research. Lastly, the educational authorities and policy makers can also utilize this data to implement pedagogies in Higher education Systems to enhance global mindedness in teachers.

Objectives of the Study

The present study was designed with a view to fulfilling the following objectives based on the major research questions:

1. To study and compare the global mindedness of teachers of the following professions –
 - a) Teacher Education, and b) Management Studies
2. To study and compare the global mindedness of teachers of the following professions, on the basis of their gender.
 - a) Teacher Education, and b) Management Studies
3. To study and compare the global mindedness of teachers of the following professions, on the basis of teaching experience.
 - a) Teacher Education, and b) Management Studies
4. To study and compare the global mindedness amongst the teachers of the following professions, on the basis of the nation visited.
 - a) Teacher Education, and b) Management Studies

Operational Definitions of the Terms

The following terms used in the present study have been defined operationally.

a) Global Mindedness: In the present study global mindedness has been viewed from the following five dimensions specified by Hett (1993).

(i) **Responsibility:** A deep personal concern for people in all parts of the world which surfaces as a sense of moral responsibility to try and improve conditions in some way.

(ii) **Cultural Pluralism:** An appreciation of the diversity of cultures in the world a belief that all have something of value to offer. This is accompanied by taking pleasure in exploring and trying to understand other cultural frameworks.

(iii) **Efficacy:** A belief that an individual's actions can make a difference and that involvement in national and international issues is important.

(iv) **Global centrism:** Thinking in terms of what is good for the global community, not just what will benefit one's own country. A willingness to make judgments based on global, not ethnocentric, standards.

(v) **Interconnectedness:** An awareness and appreciation of the interrelatedness of all peoples and nations which results in a sense of global belonging or kinship with the "human family."

b) Profession: It is a paid occupation involving prolonged training and formal qualification of the individual who practices it. In the present research the teaching professions: the management studies such as business management, hotel management etc and teacher education viz. M.Ed., B.Ed., D.Ed. are taken into consideration.

c) Teacher Education: It is a teaching profession meant for preparing teachers for different levels. The teachers who prepare teachers or teach at different levels are known as teacher educators. For the present research the D.Ed., B.Ed. and M.Ed. teachers are considered.

d) Management Studies: This is defined as the professional courses such as business management, hotel management etc the individuals pursues to get into a profession in future based upon these courses.

e) Gender: It refers to biological, physiological and social characteristics that define human being as men or women.

f) Teaching Experience: The period of teaching served by each individual teacher has been considered as teaching experience. The teaching experience of the teachers in both the professional institutions divided into three categories such as 1 to 5 years, 6 to 10 years and above 10 years.

g) Nation(s) Visited: It is defined as the teachers who have been to one or more nations on accounts of vacation, study tours, cultural exchange programmes, higher studies or research. The comparison among the teachers in their global mindedness has been done on the basis of the teachers who have been and who have never been to different nations.

Hypotheses of the Study

Based on the objectives stated above for the study, the following hypotheses were formulated.

1. There exists no statistically significant difference between teacher educators and management teachers in their global mindedness.
2. There exists no statistically significant difference between male and female teachers of the following teaching professions in their global mindedness-
 - a) Teacher Education, and b) Management Studies
3. There exist no statistically significant differences among the teachers with various levels of teaching experience of the following teaching professions in their global mindedness -
 - a) Teacher Education, and b) Management Studies
4. There exists no statistically significant difference between the teachers who have visited nations and who have not visited of the following teaching professions in their global mindedness-
 - a) Teacher Education, and b) Management Studies

Delimitations of the Study

The study on global mindedness was delimited to teachers from management studies and teacher education institutions affiliated to university of Mumbai. The study was also delimited to Navi Mumbai, Maharashtra.

Review of Literature

It was observed through the reviews of literature that overall; the literature is newly emerging with several unresolved issues. Literature devoted to the development of international-mindedness is exceptionally scarce. As Haywood (2007) argues, 'The literature is scanty as regards research to identify hard learning outcomes'. Surprisingly, there are hardly any research has conducted to measure the global mindedness of teachers or students.

Many scholars contributing to the literature base lack empirical evidence to support their proposals. Specifically, more research is necessary that focuses on developing curricula and assessment practices of which international mindedness is an intrinsic part - even if this just means clearly underscoring the difficulties in providing answers. More empirical research could also work towards validating, contesting or extending existing theories on international-mindedness. It would enable some of the unresolved debates on international-mindedness to become constructive ideas that can encourage social consensus in the field of international education and our global thinking.

It was observed that most of the researches on global mindedness have been conducted on students viz Guffey (2012), DeMello (2011), Gail Zahn, Elizabeth Sandell, and Caryn Lindsay(2004), Sleeter,

Zeichner., Park., Hoban, & Sorensen (2011), Deng and Boatler (1993) and Hinrichs (2002, 2003). Studies carried out by Nancy Gallavan (2008), Golay (2006), and Acolatse(2002) were conducted on student teachers and study abroad students with other variables. No study was found to be conducted on teachers of different professions. Thus, researches on global mindedness of teachers need to be conducted to explore it as the teachers play a pivotal role in the preparation of students to face the world and in developing in them the right kind of attitude towards the world.

Methodology

a) Research Method

In order to assure the smooth functioning and properly carrying out of a particular research project, a researcher is required to select an appropriate research method. Selection of a research method depends upon the nature of research, the objectives and hypotheses of the study. Keeping these in mind the researcher used Descriptive Comparative Survey method in conducting the present study.

b) Population and Selection of Sample

The accessible population of the study considered of all the teacher educators (M.Ed., B.Ed., & D.Ed.) and teachers at various management studies in Navi Mumbai, Maharashtra.

The sample for the study was selected using stratified random sampling technique. The teachers from both the teaching professions were classified on the basis of their gender, teaching experience and different nations visited and not visited by them.

The data producing sample of teachers from both the teaching professions consists of 335. However, out of 335 teachers had 34 teachers had returned the data sheet incomplete. Hence, the actual data producing sample was reduced to 301. Out of 301 teachers 150 were male (99 teachers from management institutions and 51 from teacher education institutions) and 151 were females (72 teachers from management institutions and 79 from teacher education institutions).

c) The Tools and Techniques Used For the Present Study

The Global Minded Scale was employed to collect the necessary data for the study. The tool was developed by the researcher based on Hett's 'Global Minded Scale'. It was updated/modified keeping Indian scenario in mind. The detail description of the tool and techniques used are given in the following paragraphs.

The Global Mindedness Scale was developed, validated and used by the researcher in order to understand clearly the global mindedness of teachers belonging to the teaching professions of management studies and teacher education. For the present study the tool has been validated as is evident from the manner it was developed by the investigator and examined by the experts.

The reliability of the tool was established by split-half method. The reliability co-efficient of the global minded scale was 0.85, which means it was a highly reliable tool. In the way the final forms of the tool prepared ready.

The five point Likert Scale such as Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) and Strongly Disagree (SD) was used. The respondents were asked to put (√) against each statement. There were around 35 statements in the Global Minded Scale. Mostly the statements were positive. The example of the statements is; the world is generally a fair place (global justice and disparities), I think in terms of giving back to the global society (global interconnectedness and personal responsibility) etc.

d) Data Collection Procedure

The researcher had to visit different colleges for the purpose of data collection. The data collection procedure was exciting as well as challenging. On the given dates, the researcher approached the teachers in a group and individually also, explained the purpose of the research, the nature of tools and requested the respondents to fill the tools sincerely and honestly. The teachers took around 30 to 40 minutes to furnish the data sheet. The researcher had approached around 335 teachers to obtain data. However, some of the

teachers returned the data sheet incomplete and a few of them did not return the same showing various reasons and time constraint. The incomplete tools were rejected.

e) Scoring and Tabulation of the Tools

The scoring was done based on the type of statement; a positive one was scored from 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree' as 5, 4, 3, 2, 1 and the negative statement was scored as 1, 2, 3, 4, and 5.

3.7 Data Analysis

The obtained data was analyzed by employing statistical techniques such as Mean, Standard Deviation, Standard error of Mean, t-test and, ANOVA (One-way Analysis of Variance)

Major Findings

The major findings of the study are as follows:

1. The statistical analysis of the data revealed that the teachers from both the teaching professions - management studies and teacher education are moderately global minded.
2. Though teacher educators scored little higher than the management teachers in global mindedness but the teachers from both the teaching profession did not differ significantly in their global mindedness.
3. The female teachers from both the teaching professions found to be more global minded than the male teachers.
4. Male and female teachers from both the teaching professions (management studies and teacher education) differed significantly in their global mindedness.
5. The teachers from management studies within the teaching experience of 1 to 5 years found to be more globally minded than the teachers within 6 to 10 and above 10 years of teaching experiences.
6. The teachers from management studies with more than 10 years of teaching experience found to be less globally minded than their counterparts with 1 to 5 and 6 to 10 yrs of teaching experiences.
7. The differences among the teachers of management studies within the teaching experiences of 1 to 5, 6 to 10 and above 10 years of experiences were found not significant.
8. The teacher educators with more than 10 years teaching experiences found to be more global minded than the teacher educators with less than 10 years and within 1 to 5 years of teaching experiences.
9. There existed significant difference among the teacher educators within the 1 to 5, 6 to 10 and above 10 years of teaching experiences.
10. It was observed that the teachers from management studies who have visited different nations were little more global minded than those teachers who have not visited any nation(s). Whereas, the teachers from teacher education fields those who have visited different nations were found less global minded than their counterparts those who have not visited any nation(s)
11. There existed no significant difference between teachers (from both the teaching professions management studies and teacher education) those who have visited and those who have not visited any nation(s) in their global mindedness.

Conclusions

Based on the findings of the study the following conclusions were drawn.

1. The teachers irrespective of their type of teaching professions are global minded to a moderate level.
2. The area or types of teaching profession is not a factor associated with the global mindedness of teachers. Teachers from both the teaching professions (management studies and teacher education) are equal in their global mindedness.

3. Gender is a factor associated with the global mindedness of the teachers. Female teachers are more global minded than the male teachers irrespective of their area of teaching professions.
4. The years or certain periods of teaching experience is not an aspect connected with the global mindedness of teachers from management studies. The teachers within any range of years of teaching experiences are identical in their global mindedness.
5. The years or certain period of teaching experiences is influencing the global mindedness of teacher educators. Higher the years of teaching experience of a teacher higher is his or her level of global mindedness.
6. Visiting different nations or countries is not necessarily connected with the global mindedness of teachers from both the teaching professions. Teachers, those who have and those who have not visited different nation(s) are equal in their global mindedness irrespective of their area or field of teaching professions.

Implications of the Present Study

As we embark upon the twenty-first century, we realize that the world is becoming increasingly interconnected. Economic, social, and technological transformations are linking us in unprecedented ways. Yet, despite of increasing globalization, educational systems are not reflecting this phenomenon. Only a few teachers today are well prepared to educate students for this new global context. Today's students will need extensive knowledge of the world and the skills and dispositions to engage with people from many cultures and countries. They will need these to be responsible citizens and effective participants in the global marketplace of the 21st century. Hence, more researches on global mindedness of teachers need to be conducted at various levels as well as on teachers of various courses.

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**POLITICS OF DEVELOPMENT IN KOKAN REGION
IN MAHARASHTRA**

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Introduction –

Since many years; the concept related with development is being studied from many dimensions. After the period of 1950, many eminent are taking preview of positivity created by social changes through many various developments, oriented programs. After 1990, India has accepted globalization, liberalization & policy of privatization. Through this, India market exposed to multinational companies & global capitalism. All fields like agriculture, finance, education, health, energy production, insurance & last but not least fishery experiences its effects. Cultural life & social principals can't remain unaffected from the influence of globalization. In short, effects of developmental policies leave an impression on various sectors. Especially in the Industrial field the effects are obvious a strong fillip for industrialization, & ensuing pollution in environment, displacement, rehabilitation struggle becomes regular routine. Through this, a developmental dilemma is being created.

Which concept of development has been intended by politicians, rulers & beurocracy implementing developmental plans, is mostly denied by the leaders & supporters of environmental movement. Because (it cause) through these developmental projects if the questions of various variety of species & displacement are arising then it can't be development. On the contrary, peoples are displacing & for that reason developmental projects shouldn't be implemented is defined by supporters of development. In short, what is to be achieved from development? These objects, view behind accepting these objects & life values entangled with each-other. Hence, state power is determining the developmental policies. On the governmental level the decision has been taken about which objects should be achieved? From where, the equipment may make available? & which programs should be implemented with great priority? Etc. People agree with government. In short, decision mechanism should be transparent is an ideal situation. The situation is different in reality. The question, are local people taken into confidence in developmental policy's implementation? Becomes noteworthy, In recent period, in this process many question arise like land acquisition, project planning, compensation, pollution, displacement & rehabilitation etc. Supporters & advocates have their own views (obvious). Through these clashes developmental politics takes shape.

Social Movement

The scope of social movement is quaintly speedy, complex & extensive. In the beginning of 20th century, social process, & changes, inspite of this as soon as realization of this process got acquired by scholars & observers, it came to light that movements are as old (ancient) as humans social life. Hence, scholars agree on the fact that social movements are regular & indivisible part of human life & (this social movements are) exceptional becomes as outdated opinion. In recent time, "Social movement" named study branch make new entry in various universities. It becomes very necessary to study the relation between social changes & their processes. In short the field of social movements pushes the boundaries to the possible extends. Not only scholars but also common man's daily life is mesmerized by the social movements. Because of the concepts of developmental projects / capitalized developments rehabilitation movements laid their foundation through the issues of common people's rehabilitation & land acquisition. Maximum movements result from the feeling of iniquity & being deceived by a state / political parties. Common man participates in the social movements through the feeling of finding out the solutions for their problems. He participates in the movements to voice out iniquity & to curb oppressive government.

While considering pervasive nature of social movements, to interpret it properly becomes impossible. Appearance & structure of social movements differ from region to region & so exact per part

can be arranged. In spite of this social movement's pervasion reaches to the extent of "United action done for the change transformation". In 20th century, social movements may be seen as "Social intervention of groups." But people's movements are not just social interventions but people's objectiveness, an intentional & discriminational action. Not only this but the object is to x- arrange the social structure. Social movement's importance has raised because positivity in views. Not only this but they get reputation also. In short, social movements are proving their objectives through the structural, developmental & sometimes through struggle some appearances. Through this efforts, different forms of movements has been created as constructive, rebellion, self-reliant, caring, political, without the sense of politics a common interest etc.

Environmental questions of India & social movements

The concept "Social movement" has been studied on different layers. Consequently, about their theorems similarity in opinion doesn't exist. Eminent have seen social movements as essential alternative to the way of representation / the prime political foundation. So the pervasiveness of social movements is somehow extentional, somehow informal than united political parties & special in attitude than common social streams. Desapotra, Diana & Dohetri have thrown the flood of light on the aspects of transitional side of social movements. GhanashyamShaha is looking at the social movements as an intentional united direction for the fulfillment of objectives. Some scholars think social movements as different / distinct from the political parties & liberal politics is a soul of social movements. In spite of this, questions in front of environmental movements related movements always remain the subject of discussion for -

It's not so that every environmental movement puts forth the thought of freedom from exploitation. According to Roots,"an environmental question is a social responsibility of the environmental movements. But while thinking about Indian environmental movements it's not enough to be socially responsible the most important is their action against state level structure & a thinkfull view." In short, Indian environmental movements are not just limited to the environmental / cleanness / nurtural but also fighting for the existence of local poor people.

To India environmental movements RamchandraGuha has given likeness an umbrella, In this local struggle, prominently for rights fought for self-existence, Chipko movements, campaign against silent valley dam of Kerala, Narmada's Bachaomovement etc. & all these movements are indicator of above aspect. After 1980, capital centered developmental policies cause strong fights against the biggest dams & projects of India. People builded the strong movements against many projects like Singrouli (U.P.), KoyalKaro, Suvernrekha (Zarkhand), Ukai, Mahi-kadana (Gujrat), Chilika (Orissa), Koyna (Maharashtra) etc. In all this matter, rehabilitation always remains an important issue. In short in India environmental movement the issues like rights of rehabilitants, distributive justice, rehabilitation, right to verify ,the claim of public interest being of project prove essential.

Politics of development in Maharashtra

In decade 1970's the environmental movements acquired a special recognition. Maharashtra was not exception to this serious questions related with established development got Voice but (how may be development?) established political parties & unions have similarity in opinion about development. Our political leaders dream to make India like New York, Bangkok, Hong Kong, California. On local level movements built up because of the movement's capital oriented developmental concept on expense of maximum exploitation of natural resources To the government by planning the huge dams. Couldn't solve the question of Koyana dam's rehabilitant became the reality. Koyana project's affected committee built up a social movement to sort out the questions like an environmental balance, destructive development, proper rehabilitation, etc. In the movement of dam affected, the contribution of Dr. Baba Adav&Dr, Bharat Patankar becomes noteworthy.

Many businessmen get attracted to Konkan because of its geographical situation. Thane & Raigad like district comes into light because of their juxtaposition to Mumbai Konkan becomes a golden land for chemical plants & power production plants because of many reasons like plenty water required for power plants, sea shower for disposal of polluted water, availability of sea ports for export – import of required raw material, transport facility for being connected with the rest of India by means of Konkan railway.

In Maharashtra, social movements built up because of power plants also. In 1990, the struggle against Enron became well known. In Enron Virodhi Kruti Sangharsh Samiti (Enron opposing action committee's) Right the issues an environmental balance, rehabilitation of affected, extended rate for power, sea-pollution & question of fishermen as well as the role of government in process of globalization- prove important. In 1992, starlight project had to move in Tamilnadu because of the oppose shown by local people of Ratnagiri. In recent year, the same issues came forth in case of social movement against "Jaitapur atomic energy plant" in Rajpur district of Konkan. The government wanted to oppress this movement by using its power. Instead of this in Konkan 14 energy plants are scheduled. Mahagencoscheduled coal energy plant becomes, controversial before land acquisition process intended to open in Dhopave, Guhagar. Local people are against it. The special thing to note down is the government has permitted to open 4 energy plants in the circumference of 40 km. Consequently people have grudge against government. In addition to this grudge, "Gail Company has started to lay down gas pipeline from Mumbai to Bangalore local people have a strong oppose to land acquisition on local level as well as dominance of company over local people. Local people have shown their oppose to Finolex & Jindal energy plants. But these two projects are taking effort for pushing themselves forth.

While discussing about Konkan, the government has permitted Dempo mining project in Kalane situated district Sindhudurg. In this project Local MLAS, ministers & political leaders lie their interest. Local people are struggling for last 5 years. But the government has given blind eye to this movement. Local people of village Velas situated in district Ratnagiri has started the same styled struggle against Ashapura mining company. In the legislative assembly of Maharashtra state government gives the orders against illegal excavation context. But in which way Goa is showing an open oppose to mining projects unitedly, Maharashtra lacks zeal. In this field in which way we can see the contribution of civil society conspicuously, in Maharashtra it is not happening. By doing the classical study civil society organization become successful in giving defeat to the lobby of mining companies.

In the decade of 80's a struggle prevailed in Konkan means fight against pollution. After the period of 1980, industries got expanded in Konkan. Industries got establishment through the medium of MIDC in Raigarh, Ratnagiri & minor margin in Sindhudurg. Majority of industries were chemical & because of this movements aroused about the pollution created by these industries. "Shramik Sahayog & Dabhol Char Gav Sangharsh Samiti" raised peoples movement against pollution created by MIDC Lote Parshuram nearby Chiplun. This pollution caused water-pollution. Local fishermen became jobless. Instead of this, main crops like mango & cashew nut got severely affected. Today also in this region HPCL project is being scheduled Government has started land acquisition. Kruti Samiti (Action committee) is formed as a prerequisite of social movement to show a strong oppose.

Raigad district is nearby Mumbai so the process of Industrialization starts earlier. Peasant's movements under the leadership of P.W.P.'s N.N. Patil became famous. Peasants of SEZ's announcement by the government in recent period Raigad district can be explained as a district affected by flood of SEZ in Maharashtra. In Raigad district 11 SEZ projects are intended. For that reason 50,000 Acre land acquisition will be done, the same land which is used by local people for the purpose of agriculture, salt (beds) pans, meadows for animals. SEZ project of Reliance Industry Ltd. Was intended to be being executed in 45 villages of three districts- Panvel, Pen & Uran. For that reason 14,000 hector lands had been acquired. To this project affected people of 45 villages showed oppose unitedly. Under the banner of civil society

organization project affected people opposed by forming committees like Mahamumbai SEZ against struggle committee, Action committee against globalization, Peasant workers party, National Alliance of people movement, 24 villages SEZ against struggle committee. LokShasanAndolan, KhetiBchaoSamiti etc. In 2006, Peasant Workers Party's leader MadanPatil showed his support to the movement. Consequently, P. L. Party gained victory in 2006's Z.P. election by winning 42 seats from 61. Further Z.P. sanctioned agreement against SEZ. By practicing means of rallies, discussions, Dharanas, picketing, Fasting, Mochas people showed their grudge to the government against SEZ project. Finally after the decision of Supreme Court, government had to scrap SEZ project. But still the government doesn't move back completely. Because the government plans land acquisition for small scale project. To this date also the government keeps buying the land through the medium of private brokers. Recently, newspapers publish the breaking news of 1875 hector land acquisition by Mahamumbai SEZ Company for the same purpose. Hence we can address this as a foundation for future people's movement.

Nine villages, Shahapur-Dherand village of district- Raigad including the struggle between the government versus peasant continues since two years. Land acquisition in this village will be done for electricity project. The required land would be being acquired from the local peasant so they show strong oppose to it. "Nine villages struggle committee" has built up a pervading social movement. In case of Balganga, Varsai dam project affected people; private developers have trodden all ethical laws by practicing oppression of local people. In this region dams will be constructed to satisfy raising quest for water of MMRDA. For second time, the villagers have to face the problem of migration.

After the period of 1990's, through the both aspects- support for developmental projects & oppose for the same- politics of development of Maharashtra began to shape up. Enron opposing movement & movements continue on the question of Jaitapur project are two fine examples of above mentioned. It's not necessary that the question what should be the concept of development? Should be discussed. The local groups in favor of project advocacy are related with the ruling parties. These groups forget advertantly to discussions should be started on the local levels first in the political conferences. While implementing particular projects in specific areas the related governing bodies like village administration, town administration & Z.P. members have been never taken in confidence. Considerably, project planning being charted in Mumbai / Delhi so local people do not included in it. Hence decision mechanism doesn't implemented in the democratic ways. As political power is decentralized in panchayat form relevantly it becomes necessary to decentralize decision mechanism. If it happens so then the oppose for such projects would be less. While implementing development projects to include local people in it becomes important. For implementing development projects systematically to consider issues of development oppose become pre-requisite. These projects are being opposed till today for the reasons like for local people are not taken into confidence by private / government sector, reasonable rate for land is not paid, beneficiary determined by rehabilitation act keep out of reach of the project affected, exploitation of arable land instead of arid's & an ignorance to the development of arid lands. Local people have been bluffed by showing a snare of job etc.

No one can deny development. But by taking into account the above issues, it becomes essential to think over policy leveled development for the government. The oppose for such developmental projects would be less by giving assurance of inclusion of local people in developmental projects & their proper rehabilitation. While thinking about Konkan in politics of development supporters & opponents have played a huge role. Because supporters claim about social-well-being caused by developmental projects but they are not taking a least mention also about verifying societal nature of social well fax of such developmental projects. Project opposing groups also take solace in the movements by not involving in such issues. Through that complexities the dilemmas about development get created. To break this

dilemmas a strong will-power is needed. This will-power has not been shown by both sides. So an entanglement of development process will keep continue.....

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A RESEARCH PAPER ON “3M: CULTIVATING CORE COMPETENCY”**Dr. Mahesh U. Mangaonkar**

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Abstract:

The 3M Company is one of the largest manufacturers in the U.S which has been well known for its innovation and R&D. The 3M Corporation is a multinational conglomerate with six distinct operation segments: display and graphics, health care, safety, electro and communications, industrial and transportation, and consumer and office. Annual sales of these combined units for 2006 were approximately \$23 billion, with net income of \$3.851 billion. About 67% of 3M sales are generated outside the United States. Like many multi-national companies, 3M has been challenged to develop strategies that leverage their unique core competencies that will allow them to seize opportunities within the global market. However, 3M executives face a somewhat paradoxical challenge in that their unique corporate culture, which stresses sideways innovation where corporate entrepreneurship and informal collegial cooperation between departments, is embraced as a core value (Krames, 2005). Strategic initiatives, therefore, must complement this unique core competency.

Key words: 3M Company, strategies, core competencies, global market, core value.

1.1 INTRODUCTION:

Strategic analysis is important for every company working in this dynamic market and it has four parts, including key success factors, strategies, core competency-resources, and summary whether the case which is studying has sustainable competitive advantage or not.

From this analysis and by applying creativity will come a number of options and opportunities that can be used to build and implement a solid strategic plan for new or existing markets. Investigating strategies being used as well as core competency (s) gives the company a very good insight for future to take timely action and recover from those mistakes with which company has been in troubles

1.2 OBJECTIVES OF THE STUDY:

- 1) To do the SWOT analysis of 3M company.
- 2) To analyze the business level and corporate level strategies of 3M Company.
- 3) To know the core competencies and key success factors of 3M Company.

1.3 RESEARCH METHODOLOGY:

This is an exploratory research. The researcher has collected the information by using the secondary data source. The data is collected by referring books, newspapers, and websites.

1.4 SCOPE OF THE STUDY:

The present study uses the SWOT analysis technique to study the internal and external environment of the 3M Company. The functional scope of the study is related to understand the business level and corporate level strategies used by 3M to get competitive advantage in the market.

1.5 SWOT ANALYSIS OF 3M:

SWOT is a basic, straightforward model that assesses what an organization can and cannot do as well as its potential opportunities and threats. The 3M Company - SWOT Analysis company profile is the essential source for top-level company data and information. 3M Company - SWOT Analysis examines the company's key business structure and operations, history and products, and provides summary analysis of its key revenue lines and strategy. The method of SWOT analysis is to take the information from an

environmental analysis and separate it into internal (strengths and weaknesses) and external issues (opportunities and threats)

- **Strengths:**

One of the most important strengths of 3M company is its diversification across so many industries and so many areas worldwide. Diversified businesses such as: industrial and transportation, healthcare, display and graphics, consumer and office, safety, security and protection services, and electro and communications. Accounts shown for around 30% of revenues grew 9.5% in 2007, and the next biggest division, Health Care, accounts for just over 16% of total sales. Each of the other four divisions account for an even lower percentage of total revenues. 3M is not slowing down in its diversification either; it acquired 16 different companies in 2007. One of 3M's strengths, its large research and development division, also represents a significant weakness for the company. 3M describes itself as a 'science' company, and as such, they must have a constant pipeline of new products coming to market to keep them on top of the most recent technological innovations. As such, this pipeline can represent significant liability for a corporation such as 3M if it turns out that one of their products that has been in development for a while does not work out another one is Solid revenue & profit growth, which has grown net income, revenue, and dividends consistently for the past five years, can do so because it is constantly developing new products and innovations. 3M employs over 7,000 researchers in its 35 different operations that have laboratories throughout the world. In the last five years, 3M spent over \$6.5 billion on research and development, with \$1.368 in 2007 alone. This huge investment into developing new products pays off because it keeps 3M at the top of the technological curve. It can and has led to the development of hugely successful new products, such as masking tape, that increase revenue for years to come. Over its century long company history, 3M has successfully filed over 500 patents. Other immediate strength of this company is the number of fantastic brand names it has license too, including such household favorites as Scotch Tape and Post-It Notes. This brand name recognition gives 3M an advantage in the stores when customers are deciding between competing products of similar quality; individuals

Will go with what they know. It also keeps customers from switching to different products. 3M is focusing on continuing to develop these enduring franchises, while at the same time focusing on emerging brand names, such as the new Filtrate brand air filters that are part of 3M's Consumer & Office business.

- **Weaknesses:**

The main weakness is high health care cost. Energy independence has the opportunity to propel growth. And other weaknesses of this company include: Low inventory turnover which impacts inventories and margins Weaker than expected performance in key segments Not as nimble as smaller, more focused competitors

- **Future Opportunities:**

The most important area for future growth of 3M is in its international operations. 3M does well internationally now, with 63% of 2007 revenue coming from areas outside the US. Even with these strong international sales, 3M is looking to expand even more outside the US, with 70% international revenue expected by 2010. 3M is focusing specifically on emerging markets, such as Latin America, Eastern Europe, and China, in which sales have been growing at an average of 20% over the last five years. In fact, nearly 30% of total revenue, or \$7 billion, comes from these emerging markets. Also another opportunity of 3M includes: Acquisitions in key operating areas, Continued global expansion, Rising healthcare spending in the US, and Security concerns with weaker economy in the US could present opportunities for 3M's security business.

- **Threats:**

The major threat is the housing crisis, which will lower growth and Rising commodity and energy prices,

Environmental regulations, other threats include 3M's susceptibility to international exchange rates. Since 63% of its revenues come from outside sources, strengthening of the US dollar against other currencies could lead to unexpected decreases in reported sales. 3M is also highly dependent on energy and raw material prices, and any unexpected changes which lead to lower supplies could raise the costs of natural resources such as oil and severely hurt 3M's future business development. Another major threat for 3M is the pollution costs it faces from litigation and cleanup. As recently as 2003, 3M was rated on the Political Economy Research Institutes list of 100 most toxic companies in the US, releasing 4.75 million pounds of air pollutants every year. Also 3M is a very diverse company, both by product and location, a large portion of revenues, 27%, still comes from the US. This is a dangerously high percentage because any major economic slowdown in the US, such as the one that happened in 2008, could have a substantial negative effect on 3M's revenue and sales.

1.6. COMPETITORS:

In the early 1920s, the corporation manufactured a line of sand papers, which it sold to several key industries. Its competitors offered similar products and sold to the same customers. In that era, 3M's strategy was straightforward: 'we will make a quality product at a fair price and sell it aggressively'. During the 1970s, a number of obstacles interfered with its growth and the company also lost the cassette tape market to two Japanese companies, TDK and Maxell, who were engaged in price cutting. 3M stuck to its traditional of banding markets where it could not set its own prices. Avery Dennison is one of the three top competitors. It's a global leader in the marketing of adhesive labels used on packaging. Second, Johnson & Johnson which is diversified health care and it is a competitor for 3M in health care segment. Third one Du Pont, one of the largest chemical companies in the world. In fact for 3M there isn't strong competitor because it is a diversified manufacturer and works in 6 segments without any conflict with competitors. 3M is first mover and innovator and the products which produce are unique and hard to imitate.

1.7. STRATEGIES USED BY 3M:

Current strategies of the Company have been mentioned in this part, including business level, competitive strategies and corporate level and been exhibited in tables of appendix in detail during the time.

1.7.1 BUSINESS LEVEL STRATEGIES OF 3M:

As the common business level strategies for staying in the market, including:

- **Differentiation:**

The 3M Company has been well known for its R&D as a result, it focuses more on the invention of brand new products to solve the problems of people. Then it turns invention to the innovation to exploit commercial goods that are different from the others. Since this company has had an innovation culture from the first few days till now so, almost all CEOs use differentiation strategy in business level.

- **Relatively Low cost:**

Another common business level strategy that the 3M Company is using is relatively cost leadership, not an absolute one. It could be asked as a controversial question why 3M has no absolute cost leadership with this big size and global presence. The answer is because the Company has a diversified business in at least six different areas and to be a cost leader in all of those markets is a big deal. Therefore, 3M has relatively low cost in any of the businesses it works.

- **Competitive strategy:**

Each company in competition with other competitors has some strategies that force them to take action or response to action of others that depend on many factors including: size, quality, being pioneer, market cycle, market dependence and so forth.

- **Big size yet flexible:**

One of the components of competitive strategy is size which specifies either a company is quick in

responses to the actions or it is rigid and inflexible. 3M is one of the biggest companies in the world since 1902 that is a globalized company with presence in more than 60 countries that verify its big size, but the Company is yet flexible because of diversified business. The company can take action very soon in any six markets which is working in because it is not that big in those businesses and the strategy has been to keep the eggs in different baskets not just in one basket.

- **Quality of product:**

Like most of Japanese Companies, 3M offers high quality products that because customers be willing to pay more on high quality products. The more quality it has, the more profit it can earn. Quality control is not enough, however it is necessary to makes a brand well known to be zero defects and it makes 3M different and is a kind of non-price competition. 3M has been solving peoples problem with innovating products with high quality that been given people durability, good performance and so on.

- **First mover (Innovation):**

To be first or second or late mover increase or decrease the likelihood of attack and response. Small firms are flexible and quick in taking action, while big Companies cannot response quickly to the actions. Being first mover in many markets has made 3M to gain the loyalty of customers as well as market share because the Company has been allocating around \$1 billion in product innovation and development, advertising and advanced research and development.

- **Positive reputation:**

Reputation is one of the negative or positive attribute ascribed by one rival to another based on past competitive behaviour. 3M again with its problem solving has a good reputation, good brand image and good positioning that out stands it from other competitors.

1.7.2 CORPORATE LEVEL STRATEGIES OF 3M:

Corporate-level strategies address the entire strategic scope of the enterprise. This is the big picture view of the organization and includes deciding in which product or service markets to compete and in which geographic regions to operate. For multi-business firms, the resource allocation process²how cash, staffing, equipment and other resources are distributed²istypically established at the corporate level.

- **Value creating diversification:**

Among three different kinds of diversification-including value creating, value neutral and value reducing diversification- 3M has value creating diversification in which it is looking for to collect profit more than average return. The level of diversification in 3M is high as well as related that means less than 70% of profit comes from the dominant business however they have share their competencies in many cases we cannot call it a related diversification because 3M is working in six completely different businesses. E.g. Pushing research staff to work more closely with marketer is due to value creating diversification.

- **Poor management of inventory:**

As mentioned in previous part, a company can have operational relatedness when they can share their activity whether it is primary or support. From the primary stage, managing the inventory for a diversified company is critical; 3M cannot have good inventory management due to unrelated diversification though.

- **Downsizing:**

With lying off 6500 of its employees, 3M did downsizing so that it can balance its R&D intellectuals however it has been more down scoping rather than downsizing to put an end on those ideas and businesses where 3M could not earn more than average return.

- **Acquisitions:**

The single biggest component of Buckley's strategy that requires attention is his acquisition strategy, primarily because it is a diversion away from the goal of tapping core competencies to achieve growth. 3M's acquisition experience is limited, and the company's competency at successfully acquiring technology

is not yet fully developed. The use of acquisitions to satisfy strategic goals is well-chosen. Acquisitions offer 3M a low-risk, cost-effective way to develop new products, build technology; rapidly access markets and meet expectations for sustainable growth. However, the success of acquisitions can be tampered by integration difficulties, excessive debt, and the inability to achieve synergy. 3M's use of strategic licensing and investments in small technology companies that readily tuck in to their existing businesses can protect the company from common problems that interfere with successful acquisitions. This cautious approach also fits with the company's conservative values. Targeting acquisitions to fill openings in geography and channel capacity is consistent with the company's other strategic efforts and should provide synergy when acquisitions are complementary to the company's core businesses and capabilities.

1.8 CORE COMPETENCIES OF 3M:

3M's core competencies including tangible and intangible and value chain are as follow:

- **Tangible:**
 - Formidable organizational culture
 - One of the first R&D departments
 - Patent purchasing in 1921
 - Multinational company
- **Intangible:**
 - Invention
 - Superior technology platforms
 - Superior manufacturing process capabilities
 - Know-how
- **Value Chain:**
 - Superior operational process
 - Rapid advancements in technology well-aligned to external environment
 - Very intellectual HR in R&D department
 - Good customer relationship (CRM) particularly in recent years
 - Poor management of inventory

1.9 KEY SUCCESS FACTORS OF 3M:

The first part of strategic analysis is investigating success factors which has made the company different from the others work in the same field; they have blind point and weaknesses though. The case that has been investigated is 3M and its success factors are existent in the case objectively. The 3M Company has a formidable strength to its unusual corporate culture that feed innovation and interdepartmental cooperation with back up of 1 billion dollar annually and as a result, it is leader in many technologies. For example, pressure sensitive tapes, sand paper, protective chemical, premium graphic and so on. Like any other successful companies in the world, 3M has many success keys that out stand it from other companies, including product development, founder and leader in many technologies, Strong knowledge, innovative products globally, Strong R&D with \$1 billion budget per year, Innovative culture, adjacency lattice, Interdepartmental cooperation, operation in multiple industries and so on that are exhibited in appendix A in detail extracted from the case study of 3M in different CEO's periods.

1.10 CONCLUSION:

The paper provides an extensive definition of 3M's core competency, which is based on its invention and manufacturing capabilities to solve and deliver unique solutions for industrial and commercial customers. The company's technology platforms hold together its diverse business activities. According to Buckley, 3M's fundamental core competency is in applying coatings to backings, processes

which were both developed internally.3M an edge over its competitors: low cost, scale and relative share, customer value chain, pristine service, and premium brands.

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**EMPOWERMENT AMONG STUDENTS:A DISCIPLINE BASED
COMPARATIVE STUDY**

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Abstract

Present study was aimed to explore the level of empowerment among engineering, management and education discipline students and to explore the difference in empowerment of engineering, management and education discipline students. It was hypothesized that there is no significance difference in empowerment of engineering, management and education discipline students. The findings of the study revealed that 08 percent students of education discipline have low level empowerment, 63 percent have average level empowerment and 29 percent students of education discipline have high level empowerment. While 30 percent students of engineering discipline have low level empowerment, 46 percent students have average level empowerment and 24 percent students of engineering discipline have high level empowerment. On the other hand 33 percent students of management discipline have low level empowerment, 44 percent students have average level empowerment and 23 percent students of management discipline have high level empowerment. The results explored that empowerment of engineering, management and education discipline students significantly vary from each other's discipline. The difference in empowerment of engineering, management and education discipline students was further analyze using t-test and all the values have been found to be significant at 0.01 level of significance.

Empowerment concept is explained and defined by various disciplines i.e. social work, psychology, education, community psychology. In addition, empowerment concept is largely used in different phenomenon, such as: student empowerment, women empowerment, teacher empowerment etc. Ashcroft (1987) described empowerment as personal power, which can exist in both personal and social spheres. Ashcroft believed that empowerment should be a philosophy of education. Empowering is not something that can be turned on and off but needs to be consistent and persuasive. Kreisberg (1992) defined empowerment as gaining control over one's own life and decisions that affect him. He suggested that empowerment is enabled by improving lives of a community and community members through dialogue and working collaboratively. Individuals can be empowered to take control over their lives and resources through the development of social skills.

At present time the term student empowerment has become an important point of discussion. It sits alongside such ideas as student participation and student engagement. Behind all of these ideas of student empowerment and participation are similar assumptions and approaches to young people. These emphasise young people as assets, rather than as potential societal problems. Therefore a student empowerment approach concentrates on building the personal strength in young people, rather than focusing on their deficits, whether real or assumed. Panitz and Panitz (2004) the empowerment of students produces an environment which fosters maturity and responsibility in their learning. The teacher becomes a facilitator instead of a director and the student becomes a willing participant instead of a passive follower. Smith, Trautman, & Schelvan (2004) there are many strategies a teacher can employ to foster student empowerment and inclusion like: Educate students about deficiencies, provide social skills, teach friendship skills, provide ample praise who are working together, structure class activities to encourage peer collaboration, teach and address stereotype, actively include the student in all classroom activities, create a classroom friendly environment for everyone. Karten(2005); Salend(2001) including students with disabilities into the regular education classroom requires

deliberate strategies that move beyond a student's physical presence in the classroom. Actual classroom attendance is not inclusion. Students with disabilities who are included with their typically developing peers should be engaged in the same classroom lessons as their peers, i.e. social inclusion is encouraged. Pearrow and Pollak (2009) examined the effect of empowerment of youth in urban settings for addressing social injustice. Houser and Frvmier (2009) investigated the effectiveness of empowered learners to perform classroom tasks and explored that students feel more competent in the classroom, find the required tasks more meaningful, and feel they have an impact on their learning process.

Youth empowerment approaches concentrate on building personal strength in young people. So we understand empowerment as process through which young people are able to increase their participation in private and public decisions. Empowerment is the development of knowledge, skills and abilities in learner to enable them to control and develop their own learning. The teacher can also help the student by telling them the value of student empowerment and will be benefitted from findings of this study. Very fewer studies were found to be on this topic till now, so to fill this gap the investigator has chosen this study.

OBJECTIVES

1. To study the level of empowerment among engineering, management and education discipline students.
2. To study the difference in empowerment of engineering, management and education discipline students.

HYPOTHESIS

1. There is no significance difference in the level of empowerment among engineering, management and education discipline students.
2. There is no significance difference in empowerment of engineering, management and education discipline students.

METHOD OF RESEARCH

All the students of engineering, management and education disciplines of Lovely Professional University, Punjab constituted the population for the study. 600 students from engineering, management and education disciplines were selected for the study. To make the data representative to the different disciplines stratified random sampling technique was used. The information about student empowerment was collected through student Empowerment Scale by *Kumar, A. and Anita (2012)* and general information about the subjects like name; address, gender and discipline were collected through information sheet. To test the significance of the variables under study, statistical techniques i.e. Mean, SD, Q1 and Q3, and t-test and percentage were be applied.

RESULTS AND DISCUSSION

The present study aimed at studying empowerment among students of engineering, management and education disciplines. To conduct this study investigator required information regarding empowerment scores, gender and the disciplines of the students (engineering, management, education). Information regarding empowerment of students was collected through empowerment scale by *Kumar and Chahal (2012)* while information regarding gender and their discipline was collected through information sheet. After collecting the required information for present study and applying appropriate statistical techniques, the results have been presented under the following heads.

1. Level of empowerment among engineering, management and education discipline students

The first objective of the present study was to know the empowerment among engineering, management and education discipline students. The scores of empowerment scale of the engineering,

management and education discipline students were calculated and the mean value and S.D. of the empowerment scores has been found to be 181 and 25 respectively. On the basis of Q_1 and Q_3 values, three groups of empowerment scores were formed i.e. low level of empowerment group (LLE) those who scores less than 159, average level of empowerment group (ALE) having scores between 159-203 and high level of empowerment group (HLE) with scores higher than 203. The results have been presented in the table 1:

The table-1 revealed that 08 percent students of education discipline has low level empowerment, 63 percent has average level empowerment and 29 percent students of education discipline has high level empowerment. Similarly 30 percent students of engineering discipline has low level empowerment, 46 percent students average level empowerment and 24 percent students of engineering discipline has high level empowerment. While the results revealed that 33 percent students of management discipline has low level empowerment, 44 percent students has average level empowerment and 23 percent students of management discipline has high level empowerment.

The first hypothesis of the study stated that there is no significance difference in level of empowerment of engineering, management and education discipline students. The results of the study have not supported the said hypothesis. Thus hypothesis stands rejected. To the best knowledge of the investigator, no such study has been conducted to study the level of empowerment of engineering, management and education discipline students.

It may be concluded from the above discussion that student of education discipline were more empowered than students from engineering and management discipline. While the students from engineering and management discipline were more or less equally empowered. The investigator feel that reason behind this may be due to fact that students from education discipline are grown up individual because they get entry in their programme after graduation while students in engineering and management discipline get entry after senior secondary school.

2. Difference in empowerment of engineering, management and education discipline students

The second objective of the present study was to know the difference in empowerment of engineering, management and education discipline students. The empowerment scores of the engineering, management and education discipline students were calculated, mean and SD of different groups has been calculated and presented in tabular form in table-2. Thereafter empowerment scores of different groups i.e. engineering, management and education discipline students were compared using ANOVA and the results have been presented in the table-3:

The table-3 revealed that values of sum of squares and mean squares between groups have been found to be 13966.63 and 6983.32 respectively and the values of sum of squares and mean squares within groups have been found to be 366112.70 and 613.25 respectively. The F-value being 11.39 has been found to be significant at 0.01 level of significance. One of the objectives of the present study was to know the difference in empowerment of engineering, management and education discipline students. The results explored that empowerment of engineering, management and education discipline students significantly vary from each other's discipline.

The second hypothesis of the study stated that there is no significance difference in empowerment of engineering, management and education discipline students. The results of the study have not supported the said hypothesis. Thus hypothesis stands rejected. To the best knowledge of the investigator, no such study has been conducted to find difference in empowerment of engineering, management and education discipline students.

To further analyze the difference in empowerment of engineering, management and education discipline students t-test was applied and results has been presented in the table-4.

The table-4 revealed that the t-value between education and engineering students has been found to be 20.27, t-value between education and management students has been found to be 37.42, while t-value between engineering and management students has been found to be 17.91. All the values have been found to be significant at 0.01 level of significance.

It may be concluded from the above discussion that student from different discipline have significant difference in their empowerment. This may be due to fact that these disciplines have different circumstances and from students' parts leading to variation in their empowerment.

CONCLUSIONS

1. 08 percent students of education discipline have low level empowerment, 63 percent has average level empowerment and 29 percent students of education discipline have high level empowerment.
2. 30 percent students of engineering discipline have low level empowerment, 46 percent students have average level empowerment and 24 percent students of engineering discipline have high level empowerment.
3. 33 percent students of management discipline have low level empowerment, 44 percent students have average level empowerment and 23 percent students of management discipline have high level empowerment.
4. The results explored that empowerment of engineering, management and education discipline students significantly vary from each other's discipline.
5. To further analyze the difference in empowerment of engineering, management and education discipline students t-test was applied and all the values have been found to be significant at 0.01 level of significance.

RECOMMENDATIONS

1. There is a need to give more emphases for empowerment of engineering and management discipline students.
2. Leaders from the society, parents and teachers have to play key role in empowerment of our young generation.

SUGGESTIONS FOR FURTHER RESEARCH

1. Student's empowerment can be studied with some other variables like emotional, cultural and psycho-social aspects of students.
2. Student's empowerment can be studied with some other demographic variables.

Table 1

EMPOWERMENT AMONG ENGINEERING, MANAGEMENT AND EDUCATION DISCIPLINE STUDENTS

Level	EDU	ENG	MGT	Range
LLE	8%	30%	33%	< 159
ALE	63%	46%	44%	159-203
HLE	29%	24%	23%	>203

Table 2

MEAN AND SD VALUES OF EMPOWERMENT SCORES OF ENGINEERING, MANAGEMENT AND EDUCATION DISCIPLINE STUDENTS

	EDU	ENG	MGT
N	150	204	246
Mean	189	180	177
SD	22.34	26.5	24.67

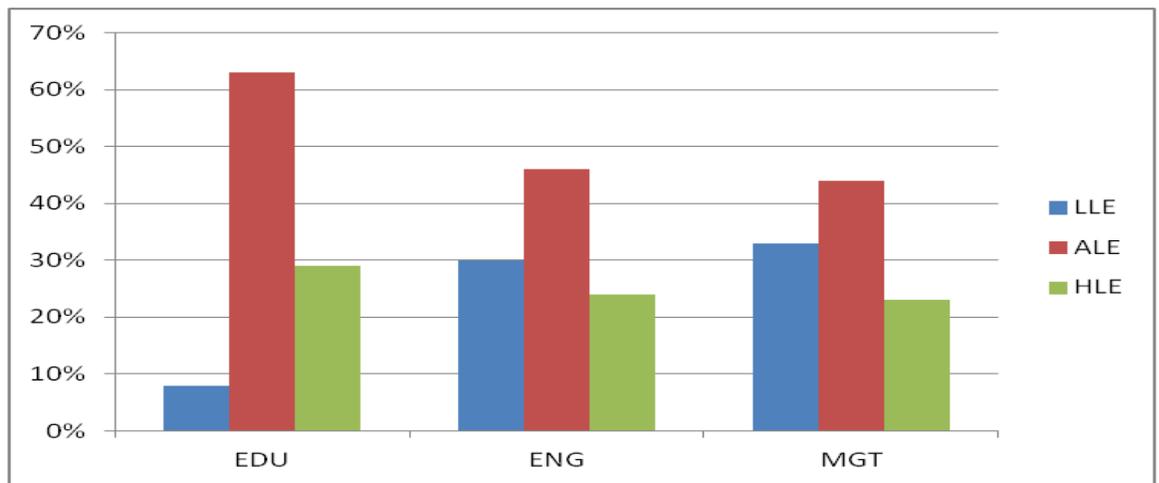
Table 3
SUMMARY OF ANOVA OF EMPOWERMENT OF ENGINEERING, MANAGEMENT AND EDUCATION DISCIPLINE STUDENTS

Groups	Sum of Squares	Df	Mean Squares	F-Value
Between Groups	13966.63	2	6983.32	11.39
Within Groups	366112.70	597	613.25	P> .01 (4.65)
Total	380079.33	599		

Table 4
DIFFERENCE IN EMPOWERMENT OF ENGINEERING, MANAGEMENT AND EDUCATION DISCIPLINE STUDENTS

S. No.	Comparison of Groups	Mean Difference	Standard Error of Difference	t- Value
1	EDU & ENG	54	2.66	20.27
2	EDU & MGT	96	2.57	37.42
3	ENG & MGT	42	2.34	17.91

Figure 1
EMPOWERMENT AMONG ENGINEERING, MANAGEMENT AND EDUCATION DISCIPLINE STUDENTS



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A STUDY OF SOCIO-ECONOMIC STATUS AND MOTIVATION OF PRE-SERVICE TEACHERS IN RELATION TO THEIR ACHIEVEMENT AND ATTITUDE TO WARDS TEACHING

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ABSTRACT:

The purpose of the present study is to investigate interrelationships amongst four variables i.e. Socio-Economic Status, Motivation, Achievement and Attitude of Pre-Service Teachers. The Researcher took 333 prospective teachers as sample from four randomly selected B.Ed. colleges affiliated to Guru Govind Singh Indraprastha University, New Delhi. The Investigator used Socio-Economic Status Scale developed by Prof. R.P.Verma, Saxena & Mishra, Motivation Analysis Test by Cattell and Horn, Teacher Attitude Inventory by Dr.S.P.Ahluwalia and the Achievement Test developed by the Investigator himself. Data interpretation and analysis was done through various statistical techniques like Mean, SD, Percentage, t-Value, Bi-Variate & Multi Variate Correlation and Regression Analysis. The major findings of the study were: 1) Majority of Pre-Service Teachers studying in the University, were of High SES. 2) Around one fourth of Pre-Service Teachers were of Very High SES. 3) Majority of them had average level of motivation. 4) SES was significantly correlated to the Achievement and Attitude of Pre-Service Teachers. 5) Very High SES Pre-Service Teachers had highest level of Motivation and Achievement. 6) No significant correlation was found between Motivation and Attitude. 7) Majority of Pre-Service Teachers had Average Achievement. 8) Regarding joint contribution, SES is more significant factor than Motivation in the prediction of Achievement as well as Teaching Attitude of Pre-Service Teachers.

Key Words: Socio-Economic Status (SES), Motivation, Pre-Service Teachers, Achievement

INTRODUCTION

For transforming a society education is the most effective instrument and the teachers are the most important agent of this transformation process. It is the education which brings knowledge, emotional integration, efficiency, prosperity, harmony and rational thinking to the society through different sources but the teacher is the most important and influencing agent of such transformations. Even in this technologically very advanced era the teachers are the real builders of the future generation in every society. The role of present teachers has become more challenging, complex and significant because today's generation is much sensitive & different from past. In such a situation it is extremely important for every society, community and nations to know about the individuals who are performing the task of shaping the future of present generation because the psycho-social characteristics of teachers have more or less impact on the learners. The quality of education in a society is a direct consequence and outcome of the quality of teachers, so the study of psycho-social traits held by them is very important and interesting. How a teacher performs his duty as a teacher is dependent to a great extent on their psycho-social traits like socio-economic status, family environment, motivation, attitude, interest, intelligence, learning abilities and finally their achievement as a professional. It is very important and interesting to know the interrelationships among various psycho-social factors contributing in making of a teacher. The physical and socio-economic environment of different communities shows very wide contrasts on teachers. The training of an individual is not limited to the places of formal education but also related to their psycho-social traits. Socio-Economic Status' dimensions contribute in their psycho-social aspects of personality. All the individuals have different levels of motivation which direct their actions and behavior towards any

goal. SES and motivation of pre-service teachers also contribute in their achievement and attitude towards the profession.

OPERATIONAL DEFINITIONS OF THE TERMS USED

Socio-Economic Status: Socio-Economic Status of an individual is his place of honor and power (economic, political, academic etc.) among the people of his society. It connotes his competence to command respect of the people around him and also his capacity to originate others that is to make others do what he likes them to do. It is a continuum which has its lower and upper ends. It also denotes his standard of living and thinking. (Manual of Socio-Economic Status Scale developed by Prof. R.P.Verma, Saxena & Mishra)

Motivation: Motivation is the arousal and influence of different ergs and sentiments on the individuals' behavior towards specific goals. (Manual of MAT by Cattell and Horn)

Pre-Service teachers: Pre-service teachers are those who enrolled for B.Ed. degree program and will enter into a long term relationship with schools so that they may contribute to the curriculum, students' learning and general life of the school.

Achievement: Overall performance of Pre-Service Teachers on a Self Constructed Test measuring specific objectives like knowledge, understanding, skill and application towards the concepts related to Core papers and Practical papers taught in B.Ed. course [2013-2014] of Guru Govind Singh Indraprastha University, Delhi.

Attitude: Attitude towards teaching is considered as the overall feelings of the pre-service teachers towards teaching profession, classroom teaching, child centered practices, educational process, students and teachers. In addition a teacher's attitudes not only affect his behavior in the classroom but also influence the behavior of his students. (Manual of TAI developed by Dr. S.P.Ahluwalia)

DELIMITATIONS

1. The study is confined to four colleges affiliated to GGSIPU, New Delhi
2. Only B.Ed. students have been taken as Pre-Service Teachers
3. No Gender difference has been taken into consideration
4. Only Core Papers and Practical papers of B.Ed. curriculum (session: 2013-14) of G.G.S.I.P.University taken for developing Achievement Test.
5. Only Total Motivation has been taken into consideration not dimensionwise.

OBJECTIVES OF THE STUDY

1. To study the Socio-Economic Status of Pre-Service Teachers
2. To study the Motivation of Pre-Service Teachers
3. To study the Achievement of Pre-Service Teachers
4. To study the Relationship between:
 - A. Socio-Economic Status and Achievement of Pre-Service Teachers
 - B. Motivation and Achievement of Pre-Service Teachers
5. To study the specific and joint contribution of SES and motivation on Achievement and attitude of Pre-Service Teachers

METHODOLOGY

Sample for the Study: The researcher used survey method to collect data randomly selected four B.Ed. colleges affiliated to Guru Govind Singh Indraprastha University; New Delhi for a sample of 333 B.Ed. students.

Tools Employed: Socio-Economic Status Scale developed by Prof. R.P.Verma, Saxena & Mishra (2009), Motivation Analysis Test by Cattell and Horn (Revised Edition), Teacher Attitude Inventory by Dr.S.P.Ahluwalia and the Achievement Test developed by the Investigator himself.

Statistical Techniques used: For analysis and interpretation of data the researcher used Mean, Median,

Mode, Standard Deviation, Percentage, t-Value, Bi-Variate, Multi Viriate Co-relation Technique & step-wise Multiple Regression Analysis. Bi-Variate correlation was established between SES & Motivation, SES & Achievement, Motivation & Achievement and measured the strength of their relationship. Step-wise Multiple Regressions was used to check the Joint Contribution of Socio-Economic Status & Motivation on the dependent variable Achievement and Attitude of Pre-Service Teachers towards teaching.

RESULT ANALYSIS & FINDINGS

A. Socio-Economic Status of Pre-Service Teachers:

For this purpose Mean, Standard Deviation and Percentage were calculated in Table no. 1 and has been depicted through Bar Diagrams in figure no. 1 and 2 respectively.

Table No. 1 (Showing Mean Value and Standard Deviation of SES in different institutions)

Institutions	Mean	Standard Deviation
College 1	82.90	18.23
College 2	71.30	14.20
College 3	73.87	16.25
College 4	76.80	18.13
Overall	77.21	17.66

The Mean Score and Standard Deviation of the respondents in college-1 is 82.90 & 18.23 is the highest in all four colleges where as overall mean and SD is 77.21 & 17.66 as shown in the above table. The overall mean value of SES is indicating that the average Socio-Economic Status of Pre service teachers falls under the category of High Socio-Economic Status as per the instructions of the manual of the tool. The result shows that most of the Pre-Service Teachers studying in Guru Govind Singh Indraprastha University had having High Socio-Economic Status. It is revealing that the majority of pre-service teachers in Delhi metro were of High economic status and able to get their teacher education training in public-private partnership owned university. They were able to afford comparatively high fee structure of privately run affiliated colleges of the university. It has been exclusively depicted through a multiple bar diagram.

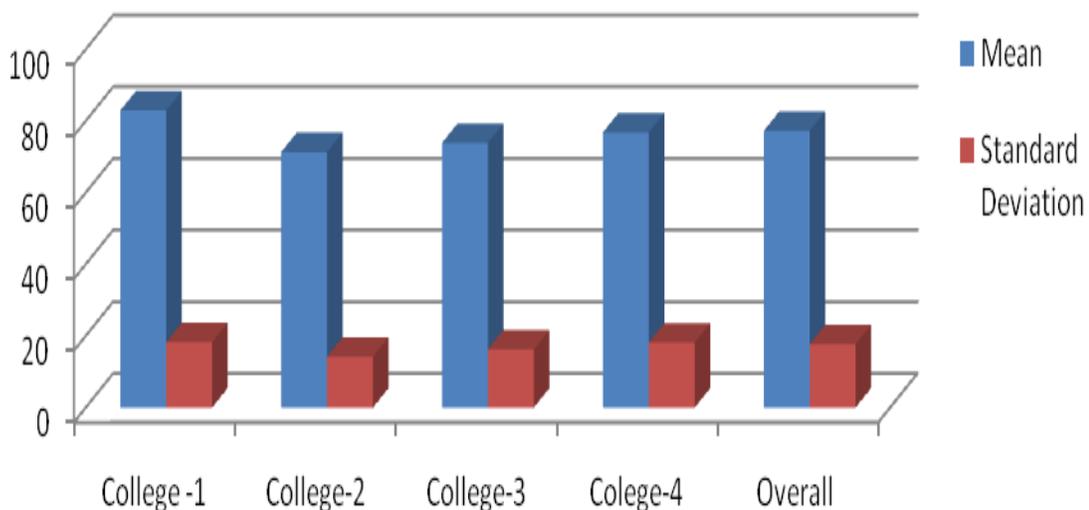


Fig. 1 (Bar Diagram showing Mean and Standard Deviation of Pre-Service Teachers' SES)
To know more exclusively about SES of Pre-Service Teachers, another table no. 2 was created on the basis of sub-dimensions of Socio-Economic Status Scale.

Table No. 2 (Showing Sub-Dimension wise SES of Pre-Service Teachers)

Sr.No.	SES (Raw Score)	Frequencies (out of 333)	Interpretation of scores	Percentage
1.	92 and above	074	Very High Status	22.22%
2.	68 - 91	153	High Status	45.95%
3.	44 - 67	102	Average Status	30.63%
4.	32 - 43	004	Low Status	01.20%
5.	20 - 31	000	Very Low Status	0

The above table is showing that High Socio-Economic Status pre-service teachers had having highest percentage (45.95%) amongst all five sub-dimensions. That means High SES Pre-Service Teachers were in maximum number, studying in the University. The table is also revealing that Average SES and Very High SES Pre-Service Teachers were following the trend in the University. Whereas Low SES and Very Low SES pre-service teachers were in outnumber. Very Low SES Pre-Service Teachers' percentage is just zero therefore this kind of sub-dimension of SES has not been taken for further discussion. All these five sub-dimensions of SES has been exclusively depicted through a multiple Bar Diagram.

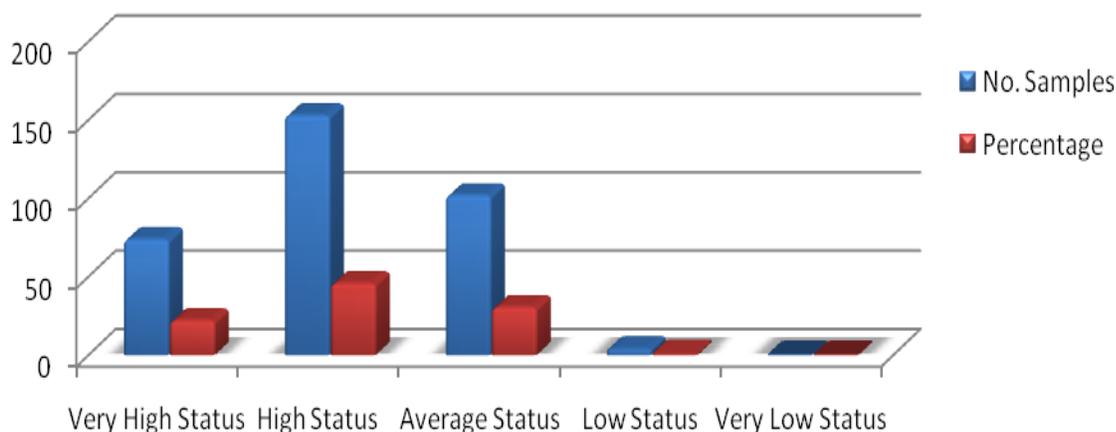


Fig. 2 (Bar Diagram showing frequencies & falling percentage of Pre-Service Teachers as per sub-dimensions of their Socio-Economic Status)

B. Motivation of Pre-Service Teachers:

To know motivation of Pre-Service Teachers Mean and SD were calculated.

Table No. 3 (Showing Mean & SD of Motivation of Pre-Service Teachers in different Institutions)

Institution	Mean	Standard Deviation
College -1	36.41	11.80
College-2	33.82	6.64
College-3	44.20	8.04
Colege-4	40.45	11.01
Overall	39.71	10.68

The Table no. 3 shows that the overall mean value of total motivation is 39.71 which depict near average motivation of the pre service teachers according to the manual of the tool. The mean and SD regarding motivation have been well depicted through the bar diagram (Fig.3)

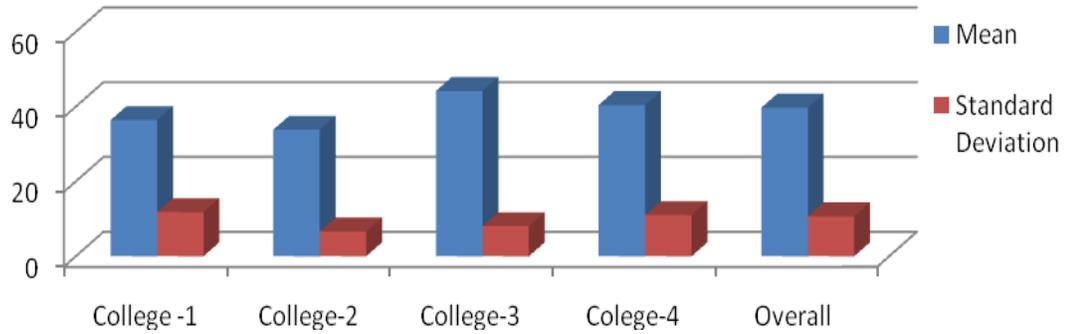


Fig. 3 (Bar Diagram showing Mean and Standard Deviation of Total Motivation)

C. Achievement of Pre-Service Teachers:

Table No. 4 (Showing Mean and SD related to Achievement of Pre-Service Teachers)

Institutions	Mean	Standard Deviation
College -1	75.42	4.73
College-2	68.79	6.85
College-3	73.64	5.51
Colege-4	72.60	5.03
Overall	73.38	5.60

Table 4. reveals the mean achievement value of pre-service teachers. The overall mean value is 73.38, which falls in the category of Average achievement on a self constructed tool. The Mean Achievement value and its standard deviation have been depicted with the help of multiple bar diagram.

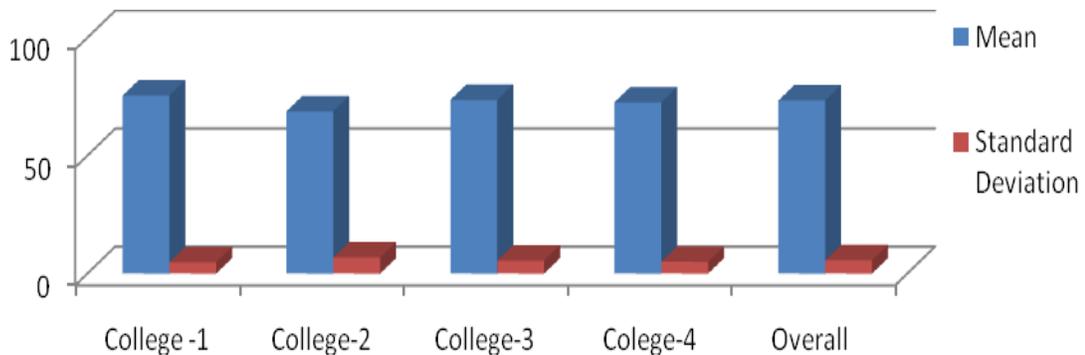


Fig. 4 (Bar Diagram showing Mean and SD of Pre-Service Teachers' Achievement)

D. (a) Relationship between Socio-Economic Status & Achievement:

Table No. 5 (Showing Correlation between SES & Achievement)

N	R	P	Significant
333	.303**	.000	YES

*. Correlation is significant at the 0.05 level (2-tailed)

**. Correlation is significant at the 0.01 level (2-tailed).

Table No. 5 reveals that there is significant correlation between SES and Achievement of pre-service teachers. It means SES of pre service teachers brings impact on achievement of Pre-Service Teachers. To check the correlation between SES and Achievement in some another statistical way, it was decided to make only two sub-dimensions of SES i.e. **Below Average SES & Above Average SES** and another table no. 6 was created to study t-Value between them.

Table No. 6 (Showing t-Value of Achievement across *Below Average & Above Average SES*)

Variable	Socio Economic Status (SES)	N	Mean	SD	t-Value
Achievement	Below Average SES	166	72.1205	5.58222	4.198**
	Above Average SES	167	74.6347	5.34627	

*Significant at 95%

** Significant at 99%

In the above table no.6 different SES sub-dimensions were divided into only two dimensions as *Below Average SES & Above Average SES*. Socio-Economic Status of pre-service teachers is significantly correlated at 99 % to their achievement. Those having above average SES does better than below average SES Pre Service Teachers because better socio-economic status provide better environment and resources to the individuals. Thus they grab the opportunities enthusiastically and bring better achievement.

D (b) Relationship between Motivation & Achievement:

Table No. 7 (Showing Correlation between Motivation and Achievement)

N	R	P	Significant
333	.206**	.000	YES

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Table No.7 reveals that correlation between Motivation and Achievement is .206 which is significant but not strong enough. It means that Motivation plays some role in getting achievement of pre service teachers. A highly motivated pre-service teacher can do well regarding their achievement.

E. Joint Contributions of SES & Motivation on Achievement:

Step-wise Regression Analysis done towards the joint contribution of SES and Motivation on independent variable Achievement.

Table

No. 8 (Showing Model Summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.348 ^a	.121	.115	5.26714

a. Predictors: (Constant), MAT, SES

As shown in the above Table no. 8, model summary has been described. Here MAT and SES are Predictor variables towards Achievement of Pre service teachers. The above table reveals that R Square =.121 refers to Pearson's r correlation coefficient and this R Square value is farther away to 1. So there is weaker association between the predictor variables i.e. MAT & SES in the contribution of Achievement. The two predictors explain that there is 12.1 % joint contribution on the achievement of pre service teachers. R value .348 is showing the significance of Joint contribution of SES and Motivation on the Achievement of pre-service Teachers.

Table No. 9 (Showing ANOVA^b regarding Multiple Regression)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1257.452	2	628.726	22.663	.000 ^a
Residual	9155.112	330	27.743		
Total	10412.565	332			

a. Predictors: (Constant), MAT, SES

b. Dependent Variable: Achievement

Table No. 9 (Showing ANOVA^b regarding Multiple Regression)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1257.452	2	628.726	22.663	.000 ^a
Residual	9155.112	330	27.743		
Total	10412.565	332			

a. Predictors: (Constant), MAT, SES

b. Dependent Variable: Achievement

Table No. 9 reveals that $P > .000$ therefore SES & MAT may significantly predict the achievement of the pre-service teachers

Table No. 10 (Showing Coefficients^a regarding Multiple Regression Analysis)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	62.908	1.593		39.483	.000
SES	.089	.016	.282	5.417	.000
MAT	.090	.027	.172	3.304	.001

a. Dependent Variable: Achievement

Table No. 10 shows that SES has greater Beta .282 than MAT .172 so Socio Economic Status can be considered as more influencing or reliable predictor than MAT towards achievement.

F. JOINT CONTRIBUTION OF SES & MOTIVATION ON ATTITUDE:

To check the joint contribution of Motivation and SES on Teaching attitude of pre-service teachers multiple regressions was analyzed.

Table No.11 (Showing Model Summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.093 ^a	.009	.003	34.50739

a. Predictors: (Constant) MAT, SES

As shown in the Table no.11 model summary has been described. Here MAT and SES are Predictor variables towards Teaching Attitude of Pre service teachers. The above table reveals that R Square = .009 refers to Pearson's r correlation coefficient and this R Square value is very much farther away to 1. So there is very weaker association between the predictor variables i.e. MAT & SES on the Teaching Attitude of Pre service teachers. The two predictors explain that there is .9 % joint contribution on the Teaching Attitude of pre service teachers.

Table No. 12 (Showing ANOVA^b regarding Multiple Regression)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3432.507	2	1716.253	1.441	.238 ^a
Residual	392950.790	330	1190.760		
Total	396383.297	332			

a. Predictors: (Constant), MAT, SES

b. Dependent Variable: TAI [Attitude]

Table No. 12 reveals that $P < .238$ therefore SES & MAT may not significantly predict the Teaching Attitude of the pre service teachers.

Table No. 13 (Showing Coefficients^a regarding Multiple Regression Analysis)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	241.017	10.438		23.090	.000
SES	.141	.108	.072	1.303	.194
MAT	-.221	.179	-.068	-1.240	.216

a. Dependent Variable: TAI

Table No. 13 shows that SES has greater Beta .72 than MAT .068 so Socio Economic Status can be considered as more influencing or reliable predictor than MAT towards Teaching Attitude of the pre service teachers.

DISCUSSION

The present study was a study of socio-economic status and motivation of pre-service teachers in relation to their achievement and attitude towards teaching in Guru Govind Singh Indraprastha University, New Delhi. The study was conducted to know about the correlation amongst socio-economic status, motivation and achievement of Pre-Service Teachers. Majority of Pre Service Teachers Studying in Guru Govind Singh Indraprastha University, Delhi, were of High Economic Status i.e.45.95 % Pre-Service Teachers were of High Economic Status. Around one fourth (22.22 %) of Pre-Service Teachers were of Very High Economic Status while Low Socio-Economic Status Pre-Service Teachers were only 1.20 % of the total samples taken for the study. None of the Pre-Service Teachers found in sub-dimension related to Very Low Economic Status. Socio-Economic Status is correlated to the Motivation of Pre-Service Teachers but not very strongly influence their total motivation. But, Very High Economic Status Pre-Service Teachers had highest level of total Motivation. Regarding total motivation of would be teachers, it was revealed that majority of Pre-Service Teachers had below Average or near Average Level of total or general Motivation. It was very interesting to see that Socio-Economic Status of Pre-Service Teachers is very significantly correlated to their Achievement. It was seen that Very High Economic Status Pre-Service Teachers had highest level of Achievement. Motivation of Pre-Service Teachers is strongly correlated to their academic achievement. Higher level of Motivation was correlated to the High Economic Status Pre-Service Teachers. Motivation Pre-Service Teachers is correlated to their Achievement. Majority of Pre-Service Teachers had Average Achievement (which is off course First Division & First Division with Distinction as per GGSIPU evaluation criterion.) Achievement and SES of Pre-Service Teachers are highly correlated to each other. Motivation and SES of Pre-Service Teachers together strongly predict their Achievement. In joint contribution of SES and Motivation towards Achievement, Socio-Economic Status is more significant / influencing than Motivation in the prediction of Achievement of Pre-Service Teachers.

CONCLUSIONS

The findings of the present study highlighted the existing psycho-social traits of Secondary level Pre-Service Teachers in Guru Govind Singh Indraprastha University, Delhi. It clearly revealed from the data analysis that majority of respondents, studying in the university, have High Socio-Economic Status. High Socio-Economic Status Pre-Service Teachers showed better level of Motivation as well as their Achievement during their course work. The study also revealed that Very High Socio-Economic Status Pre-Service Teachers had had highest level of Motivation and Achievement. Thus it can be concluded that motivation and socio-economic status both are correlated to the achievement of pre-service teachers. It was

also found that the Socio-Economic Status and Motivation are interrelated to each other. It means that the socio-economic status of a pre-service teacher influence his/her total motivation and also brings some impact on their achievement. In the joint contribution of SES and Motivation it was SES that influences the achievement of the pre-service teachers more significantly. The institutions should also indentify the Low Socio-Economic Status Pre-Service Teachers very honestly and provide all possible assistance & guidance to the needy so that they may concentrate solely on their study during the course of training. This way the effectiveness of teacher education would increase.

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WOMEN'S HEALTH IN INDIA

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Abstract:

The health of a country's population has profound implications for the health and education of children and the economic well-being of households, as well as for the women themselves. The most direct effects of poor health and nutrition among females in countries such as India are high mortality rates among young children and women of childbearing age and high morbidity rates throughout the life-cycle.

The effects of pervasive ill health extend beyond the woman herself. A woman's health and nutritional status influence her newborn's birth weight and chances of survival, her capacity to nurse and nurture her child, and her ability to provide food and care for other children and family land or for wages, income falls when ill health prevents a woman from working.

Women's health and nutritional status is inextricably bound up with social, cultural, and economic factors that influence all aspects of their lives, and it has consequences not only for the women themselves but also for the well-being of their children (particularly females), the functioning of households, and the distribution of resources.

Keyword: *Women's health*

Introduction:

Fundamental changes in the health status of Indian women will require greater opportunities for schooling and employment. But the dimensions and consequences of the health problems of Indian women also argue urgently for changes in the health system: the strengthening and expansion of existing services--public, voluntary, and private--and communication initiatives to increase the demand for services and women's ability to use them.

India has made considerable progress in social and economic development in recent decades, as improvements in indicators such as life expectancy, infant mortality, and literacy demonstrate. However, improvements in women's health, India are one of the few countries where males significantly outnumber females, and its maternal mortality rates in rural areas are among the world's highest. Infectious diseases, malnutrition, and maternal and perinatal causes account for most of the disease burden. Females experience more episodes of illness than males and are less likely to receive medical treatment before the illness is well advanced. Because the nutritional status of women and girls is compromised by unequal access to food, by heavy work demands, and by special nutritional needs (such as for iron), females are particularly susceptible to illness, particularly anemia. Women, especially poor women, are often trapped in a cycle of ill health exacerbated by childbearing and hard physical labor.

An Overview of Women's Health:

Since the turn of the century, India's sex ratio has become increasingly favorable to males. This is in contrast to the situation in most countries, where the survival chances of females have improved with increasing economic growth and declining overall mortality. In India, excess female mortality persists up to the age of 30--a symptom of a bias against females. But there are wide disparities in fertility and mortality among states and, within states, between rural and urban areas.

Occupational and Social Influences on Health:

Women in India, especially in agricultural areas, are expected to perform a variety of strenuous tasks within the household, on family lands, and, in some regions, for wages. These occupations often have serious consequences for undernourished females, including adolescents, whose bone structures is not yet fully developed and who may be required to carry heavy loads or to adopt unnatural postures for prolonged periods. Another problem is exposure to heavy smoke from kitchen fires, which causes a variety of respiratory difficulties. Women are also susceptible to unusually high rates of physical assaults such as rape, burning, and beating.

The poor health of Indian women is a concern on both national and individual levels. It affects the children who will be India's next generation of citizens and workers. It reduces productivity, not only at the household level but also in the informal and formal economic sectors. Improving women's health is integral to social and economic development. In addition, it is economically efficient, since interventions to improve women's reproductive health are among the most cost-effective available.

Nutritional Deficiencies:

In India, female infants below the age of 1 year received adequate nourishment or were only mildly malnourished. For female children ages 5-9, the percentage fell to about 30-55 percent.

Many women do not achieve full physical development. A large proportion of those surveyed in the 20-24 age groups were below the height (145cm, or about 56 in) and weight. (38 kg or 86 lbs) at which women are more likely to deliver low-birth weight babies. The percentages of young women under 20 who are under the weight and height levels required to deliver children safely are likely to be higher because these females may not have completed their adolescent growth spurt.

Education

The female disadvantage in India is also evident in education. Although significant gains have been made in female literacy since independence and the benefits of education females are widely recognized, population growth has meant that there are more illiterate females today than a decade ago. A variety of socioeconomic factors are responsible for women's lower educational attainment, including direct costs, the need for female labor, the low expected returns, and social restrictions. Because women's educational level and improvements in their health status are closely linked, increasing female education is key to improving their health.

Education and Women:

Females are clearly at a disadvantage in India with regard to education. Literacy levels give a clear picture of the educational situation of Indian girls and women. Most Indian women are illiterate, and most Indian illiterates are female. The central and state governments have recently initiated efforts to bridge the gap between the educational levels of men and women and to increase literacy overall.

Underpinning the high levels of female illiteracy in India are low rates of female school enrollment and retention.

Education in Development:

Education of women is the most essential input to improve her overall status, especially health. In recent years, the focus of planning has shifted from equipping women for their traditional roles of housewives and mothers to health, because better education and income means, better health.

Inspire of concerted efforts to improve the enrolment of girls and provide adult education for women, their educational status is still far from satisfactory. Issues in women's education are not issues only of educational sector, but they extend to issues of environment, employment, production resources, etc.

Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favor of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the

development of new values through redesigned curricula, textbooks, training and orientation of teachers, decision-makers and administrators.

Conclusion:

Education is one of the greatest forces for change in women's lives. It is also one of the areas in which, universally, women have made the greatest recent gains. Even in the poorest countries, governments have made impressive investments in education over the last several decades.

Since education influences a woman's chances of paid employment, her earning power, her age at marriage, her control over child-bearing, her exercise of legal and political rights, and even her ability to care for herself and her children, increased access to education is often the fore-runner to a host of expanded opportunities for women. Although the gender gap is beginning to close, unfortunately men still have higher literacy rates than women, and boys still outnumber girls in school.

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**A STUDY OF THE READING AND STUDY HABITS OF ENGLISH
LEARNERS OF STD VII**

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Every man who knows how to read has it in his power to magnify himself, to multiply the ways, in which he exists, to make his life full, significant and interesting.

Aldous Huxely

It is an adage that individuals are not born with innate desire to perform any action in their environment. According to philosophers human beings are like a clean slate. As soon as the child works mutually with his milieu, the experiences leave ineradicable impressions on the mind of the child. The instruction received in school enables the child to bring out the latent abilities that one has but it cannot create anything new. Teaching and learning helps one to grow from within oneself more rapidly and effortlessly and one of education's dependable and reliable servants that help in the development is 'habit'. W. James thinks that the nurturing of proper habits is the aim of edification. Habits according to him are the 'Flywheels of Society'.

Hull who is of the pure behaviouristic idea says that a habit is the blend of stimulus – response which is reinforced by some reward or punishment. When one acts in a routine manner doing a particular action daily it becomes a habit. Generally speaking there are good habits and bad habits. An individual requires to put in tremendous effort to form good habits. The parents, siblings and relations play an important part in the development of habits. These fine and superior habits come gradually and naturally they are easy to retain whereas bad habits require no labour at all. In these circumstances good habits are to be preserved and bad habits should be avoided. As the well known proverb says "Practiced in youth, accomplished in age".

The temperament of a person is usually gaged by his habits and, habits are the very essence of the soul. The skill to form habits is the most prominent and useful trait of a human being, whether we see him as a baby, youngster or a grown up person. The saying is apt "the sapling is bent – the tree is inclined".

The dwelling place of a child has great importance in the life of a child, it is here that they emulate whatever they see. The parents train the child in study habits for the growth and improvement of the child. This is further enhanced, developed and motivated in the school which is the second place of learning. Hence these two social agencies must provide ample opportunities for the child to form good habits as they exercise an immense influence on the education of a child.

Globalization and technology have had a great impact in the 21st century. In this era attainment and efficiency is the key word. For the students to scale to great heights they need to excel in their educational field. The children are influenced by the environment and especially all the new trends that have always enveloped the students. They need to keep themselves abreast by what is happening around them. It is a well known fact that what is seen is learnt better and finally studied.

The learner faces the vast ocean of knowledge and also of cut throat competition. It has been observed by the researcher that the learner puts in their best to study well, they attend classes and coaching classes but

fall short of meeting the expectations of their parents and teachers. To a great extent this reflects on the poor and incorrect study habits of the children.

Good study habits are very vital in the process of self learning. It is also important for success in school, college and higher education. Study habits should aim at nourishing the mind not on exercising it. One cannot conclude and say that good study habits mean hard work and reading hours together but it certainly means making up time for learning and revising. Many children have the capacity to work hard but lack suitable study habits.

As John Dryden has rightly said,, “ We first make our habits, and then our habits make us”.

Success is a habit. Failure and mediocrity are also habits. An individual needs to ask oneself which habits does one prefer to dominate in one’s life? The intellect is a very authoritative “answer engine”. It will always find answers to questions we ask it. If you make a commitment to search for success and make habits out of the things that work for you, you’ll be amazed at how many answers and solutions will seem to just appear in front of you.

If one really desires contentment and remarkable occasions to achieve success in life then Kaizen, constant enthusiasm and passion has the power to create that success.

Kaizen is famous as one of the foundation stones of the success of the Japanese industry. It is a principle that demands steady progress everyday. Achievement will not come at once one should commit oneself to find ways and means to improve every day. It is the amassing of these little steps that creates the biggest change. It is the unswerving application of this principle that creates lasting change.

Success becomes a habit and it keeps scaling upwards. Success with schoolwork and learning is no different. It is an exciting insight that one can learn anything and even more stimulating to prove it to oneself over and over again.

In the long run, success for students depends on the scholastic achievements. Therefore, effective study skills schematically develop a student’s personal success in studies, examination and most of all in life.

In the present research a study has been made on the study habits and reading habits with respect to the English language and to see how independent the learner is. Thus enabling the students to improve their study habits and reading habits.

Statement of the problem:

A study of the reading and study habits of English learners of std VII.

Aim of the study:

To study the reading and study habits of English learners of std VII.

Objectives of the study:

- To study the study habits of students of std VII with respect to the English language.
- To check the independent nature of students of std VII with respect to the learning of English language.
- To check the awareness of the reading habits of the students of std VII with respect to the English language.

Methodology of the study:

For the present study the researcher has used descriptive research design wherein the survey method has been used to study the reading and study habits of the students of Std. VII.

Sample size and its nature:

For the present study, the researcher collected data from the students of std VII. The total sample was 62. The sample was limited to English medium students. The sample included only girls. Convenient sampling technique was used to study the reading and study habits of the students of Std VII.

Tool used for the study:

The data was collected by using a “Questionnaire on Study and Reading Habits”. This tool had three dimensions:

- A. What kind of an English learner are you?
- B. Are you an independent English learner?
- C. What are good reading habits?

Analysis and interpretation of data:

The researcher made use of descriptive analysis technique to analyze the obtained data. It included graphical representation of the obtained data.

Data Analysis:

Objective 1: To study the study habits of students of std VII with respect to the English language.

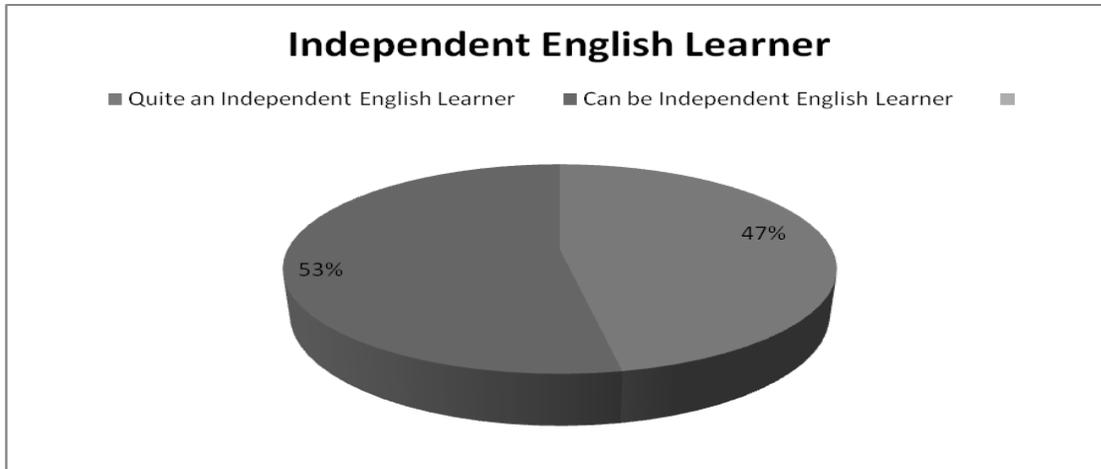
Score	Description	Responses of the students
30-40	You are an active and serious English learner. You try your best to learn English well and are willing to do extra work. Good! You are on the right track. Keep it up.	2
19-29	You are a hard working student and like to follow instruction. You can do even better if you can make better use of the other resources more! Set your study plan and work on it.	24
10-18	You are not an effective English learner. You need to form some good habits in English learning and need to spend much more time doing things in English.	34
Below 10	You are a poor English learner. You need to form good habits in English learning. Maybe you are afraid of learning English. Maybe you don't know how to learn English well. Don't worry. Set your study plan. Set a goal and start work. You can have lots of improvement.	2



It was found that 3% students possess good study habits, 39% students could do better, 55% students needed help and 3% students possess poor study habits.

Objective 2: To check the independent nature of students of std VII with respect to the learning of English language.

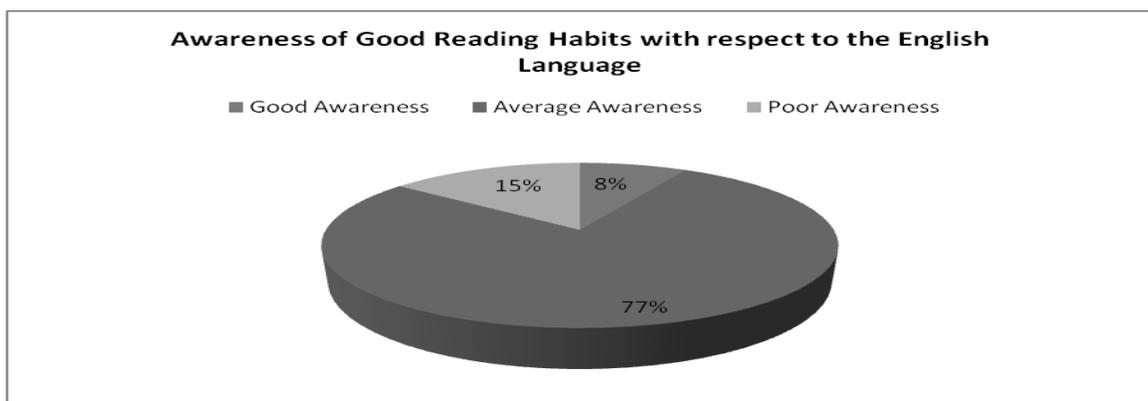
Score	Description	Response of the students
18-24	You are quite an independent English learner. You learn how to use English. Keep using English you learnt in your schoolwork and daily life. Then you can learn even better.	29
8-16	You can be an independent English learner. You have formed some good habits in learning English. Now you have to use more English references and practice all that is required to improve in English. Then work hard on them.	33
0-6	You depend on your English teacher quite a lot and want to be told what to do. If you want to learn English well, you need to use reference books and be much more active in learning English. Prepare well for the English class and spend more time on English activities. Then work hard on them.	nil



It was found that 53% students are in the category of ‘can be an independent English learner’ and 47% students fall in the category of ‘quite an independent English learner’.

Objective 3: To check the awareness of the reading habits of the students of std VII with respect to the English language.

Score	Description	Response of the students
9-12	You are well aware of good reading habits with respect to English Language	5
5-8	You have an average awareness of good reading habits with respect to English Language	48
Below 5	You lack awareness of good reading habits with respect to English Language	9



It was found that 8% students had good awareness of good reading habits with respect to English Language, 77% students had average awareness of good reading habits with respect to English Language whereas 15% students had poor awareness of good reading habits with respect to English Language.

Findings of the study:

- 3% students had good study habits, 39% students could do better, 55% of students needed help and 3% of students were poor in their study habits.
- 53% students fall in the category of ‘can be an independent English learner’ and 47% students fall in the ‘quite an independent English learner’.
- It was found that 8% students had good awareness of good reading habits with respect to English Language, 77% students had average awareness of good reading habits with respect to English Language whereas 15% students had poor awareness of good reading habits with respect to English Language.

Conclusion:

Due to the advancement of technology the use of computers and mobile have deteriorated the reading habits of the students. This is a pathetic state to see that the students studying in an English medium school need a lot of improvement in their study habits and reading habits. They need to be given coaching and special attention.

The students need to be encouraged:

- to speak only in English in the class as well as outside the classroom
- to read stories or other books in English
- to write to a pen-friend in English
- to read English newspapers
- to do extra English grammar exercises daily
- to spend at least 2 hours working on English everyday.

To top the above said points the students could be introduced to e-library.

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**ANALYTICAL STUDY OF VARIOUS STORAGE FACILITIES WITH
REFERENCE TO AGRICULTURE PRODUCE OF THE FARMERS,
RETAILERS AND COMMISSION AGENTS**

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Introduction:

Storage is a source of which increase benefit to the all types of respondents whether it is farmer, retailer or commission agent which further gives the more benefit of the high returns for the Agri produce. Hence the researcher is interested to find out the various storage facilities with reference to agriculture produce in Nanded district.

Research Methodology of the study:

In order to collect the primary data following methodology has been adopted. The investigation in economics starts with selection of appropriate numbers of respondent's preparation of scheduled selection of proper tools of analysis for the collection of data. Details regarding the plan of investigation i.e. sampling design, nature & sources of data, Statistical tools & Techniques etc. adopted for the study are presented in this paper under the following heads:

Sampling design:

Since the study has aimed at finding out the storage facilities with reference to agriculture produce in Nanded district, the sample for the study necessarily involves the selection of cultivators as well as marketing intermediaries for gathering relevant data on the above aspects of the study.

In this study for the selection of cultivators multistage sampling techniques have been followed with district as the first unit, tehsils as the second unit and villages as the third and final unit.

Selection of district:

The agro climatic conditions prevailing in Nanded district of the Marathwada region in Maharashtra state are congenial for agriculture. Similarly, there is a good network of canals in the district, which enables to increase water table of the wells in the command area of the canals. This offers good scope for agriculture development. Hence, Nanded district has been selected purposively for the present study.

Selection of tehsils:

There are sixteen tehsils in Nanded District and all the talukas are selected as samples for the present study.

Selection of villages:

In this study, five villages from each taluka are selected randomly. These total samples villages are 80 from sixteen talukas have been selected for the present study.

Selection of farmers:

20 farmers from each taluka totaling 320 have been selected randomly (purposive random selection method). The list of farmers of selected villages has been obtained from the land holding.

Selection of markets:

Agricultural Production in Nanded district is marketed either in Nanded or Hyderabad market. Hence, the researcher has been selected as market of the production area and the latter as market of the consuming area.

Selection of market functionaries:

From Nanded market 10 commission agents and 30 retailers and 2 commission agents and 10 retailers from each taluka level market have been selected randomly. The Primary cross sections data have been collected by the survey method through conducting personal interviews of head of the respondent family. The data have been gathered with the help of well-structured specially designed pre-tested schedules separately for agriculture crop cultivators and each marketing functionary involved in the problems & prospectus of agriculture.

Objective of the study:

To identify the various storage facilities with reference to agriculture produce of the farmers, retailers and commission agents in Nanded district.

Hypothesis of the study:

In-depth qualitative rather than quantitative information was used for the purpose to answer the research questions. Farmers, Retailers and the commission agents were interviewed to gather information.

Following is the hypothesis of the present study.

Farmers, retailers and commission agents of Nanded district are facing the problem of storage facilities with reference to agriculture produce.

Statistical Tools & Techniques:

The following tools are used for analysis and interpretation of the study as wherever they are suitable / applicable.

- A. Percentages
- B. Ratios
- C. Growth Rates
- D. Chi-Square Analysis
- E. Figures

Storage Facilities with the respondents:

Storage is a source of which increase benefit to the all types of respondents whether it is farmer, retailer or commission agent which further gives the more benefit of the high returns for the Agri produce.

TABLE
STORAGE FACILITIES WITH THE RESPONDENTS

Sr. No.	Storage Facilities	No. of Respondents			Total	%
		Farmers	Retailers	Commission Agents		
01	House	247	64	09	320	59.26
02	Cold Storage	12	53	08	73	13.51
03	Godowns	23	51	12	86	15.93
04	Neighbor	38	12	11	61	11.30
Total		320	180	40	540	100.00

Source: - Field Survey

($X^2=151.67$, table value @ 5% level = 12.6)

Since the immemorial time house has been the main source of storage of food grains to farmers. As presented in table, 320 respondents surveyed use own house as their storage out of which 247 are farmers, 64 retailers and 9 commission agents which aggregated 59.26%. Cold storage house has attracted a little to the farmers, retailers and commission agents where 73 respondents stores their agri produce out of which 12 farmers, 53 retailers and 8 commission agents which aggregated 13.51% of total produce. In godown 15.93% of agri produce stores wherein 23 farmers, 51 retailers and 12 commission agents are stores their agri produce. Some of farmers, retailers and commission agents use their neighboring houses; godowns etc. to store their agri produce which is small in number grossly aggregating 11.30% wherein 38 farmers, 12 retailers and 11 commission agents.

Testing of Hypothesis:

From the calculations based on the above table, calculated value of Chi-Square is worked out as 16.71 whereas Table Value at 5% degree of freedom is 12.6. Calculated value of Chi-Square is more than the table value. Therefore the hypothesis is rejected.

Conclusion:

It can be said that the farmers, retailers and commission agents of Nanded district are not facing the problem of storage facilities with reference to agriculture produce.

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