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EDITORIAL

It is unfortunate that "education" is generally treated as a subject of child study with the sole objective of "all round development" of children. This treatment has rendered education to a borrowers position to beg material from philosophy, psychology, sociology and economics, while there is no harm in looking into the allied fields of enquiry to enrich one's understanding of his own field, it should not encourage storing of knowledge for no practical use. Education, to me it seems, must answer most important questions concerning the system as a whole. We do not challenge the objective as such, but shall ask a question on the achievement of the objective. What are the ways to judge, examine or evaluate the educational achievements? What are the indicators of educational success? Why do children fail to write properly, read correctly count adequately? why do they drop out? why do they copy and cheat during examinations? Is the administrator right to have a police - frisking of the examinees? Hasn't the system of examination in itself become irrelevant? An educationist must answer these questions. Political authorities, administrators, law and order personnel have not to enter the field and set the things right. Education, therefore, should be taken as a process of decision making to facilitate the achievements of the major objectives of educational activity.

The objective of our Faculty Journal "INSIGHT" is to motivate educationists to come up with bold decisions about the working of education in this country particularly in the J&K State. We shall be glad to provide space to such articles, research accounts and practical suggestions aiming at the betterment of educational situation here and elsewhere in the country.

The present issue of the "INSIGHT" has the centre piece research account by Ruhi Jan Kanth - Reading difficulty remedial programme at elementary level - it is shown here how a counselling strategy can help poor readers, and writers at

the very beginning of their educational career. The educational system has to be responsive to the environmental question as well, Dr. M.I. Mattoo has laid down basics in his - Environmental education - concepts and contours and Mr. G.A. Bhat talks eloquently about *Global Eco-Crisis and need for Environmental Education*. Adult and non-formal education have assumed a key role in dealing with the literacy issue of our country. National Literacy Mission Authority of India (1988) and Total Literacy Campaign (1990) are determined to change the educational scenario of the country. In the State where out of 9.5 million people, 6.00 million persons are still illiterate. We have to find out ways to eradicate ignorance of masses. The total literacy campaign which is operative in the four districts of Jammu, Udhampur, Rajouri and Kathua is yet to take off satisfactorily. An article by Dr. A.R. Rather - Research base in Adult Education- must open new vistas in educational research.

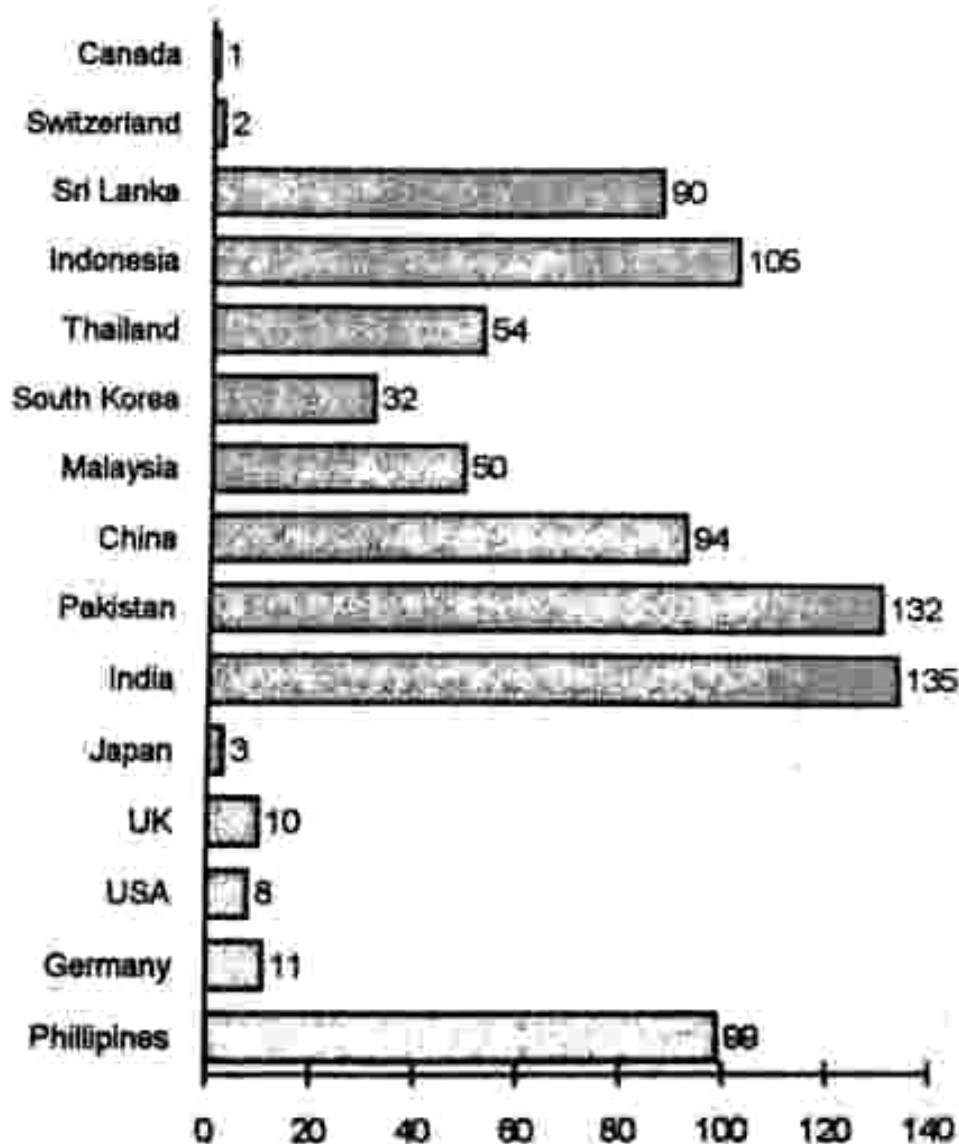
I am hopeful that the coming issues of "INSIGHT" shall address themselves to more concerned problems of early childhood care and education, environment, population education, health education, literacy and women's development.

A.G. Madhosh
Chief Editor

LITERACY AND HUMAN DEVELOPMENT INDEX - A CHALLENGE

*A.G. Madhosh**

Recently, an interesting document was released by the Confederation of Indian Industry. It revealed a ranking of 173 countries on Human Development Index. The profile is given as under:



On the Human Development Index as shown above three countries emerge as No. 1, 2 and 3. The countries are Canada, Switzerland

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and Japan. So far as India is concerned we ranked as 130th on the scale relatively below Sri Lanka, China and Malaysia. The poor profile which we share with Pakistan, Indonesia and Philippines must be grounded on some factors having significant factor-loadings or factor-variable-correlations.

Before we make an effort to workout such commonalities let us see what is common among the high-ranked countries. To begin with Canada, the country has a population of 30 million, nearly 1/4th of it (4 million) children are found in the primary schools, 3 million in the secondary and more than a million in the higher education streams. Every child that is born in Canada must go to a school from the 6th year of his age and remain there upto 16th. Nearly 50% of the enrollment of each stage of educational ladder consists of girls. The country is spending more than 32 billion dollars on education per annum. However, the major chunk of expenses goes to the Elementary and Secondary Education on which 68%, for community colleges, 9% and for trade and vocational training is 7%. On the whole 8.6% of Canada's gross national product (GNP) is spend on Education. (Canada's GNP 1992 = 3460 US dollars).

Besides, a well organised formal education/structure, Canada has a well established net work of Non-formal institutions. There are about two and half million individuals continuing their education on part-time basis. These facilities are provided by a wide range of organisations, for example, School Boards, Departments of Education, Community Colleges, Universities, Non-profit organisations, Business and Industry. The most popular open University called Athabasea University, has 7,000 adults on its roll from across the country. The residents of Canada with an age of 18 and above and with every kind of academic background can be admitted to one of its three undergraduate programmes in Arts, Administration and General Studies. With this concession, Post-graduate and multi-dimensional approach, Canada has been able to eradicate illiteracy completely from its land (Literacy 1992 ,100%).

Second on the scale stands Swiss Confederation or Switzerland. Here too, education for the early years (7 to 16 years) is compulsory. And Secondary Education includes both lower secondary education mostly general education and upper secondary level consisting of academic, general, vocational technical and teacher training. The higher education is exclusively public. Engaged in higher education are two federal institutes of technology, seven cantonal general universities. The school of Economics, Business and Public Administration at St. Gallen and a theological faculty. All the three stages cover nearly 1.5 million and pupils enrolled more

than 95% of the children/youth available for a particular stage or level of education.

A process of nonformal education called Recurrent Education is also in operation. This strategy concerns the part-time education at all levels. Since illiteracy is no problem, the nonformal education mainly supports the formal system through correspondence courses, vocational studies and part-time degree-oriented education programmes. The entire endeavour costs 8.5% of the gross national product, about eleven (11) billion franks per annum (GNP = 2,190 US Dollars).

Finally, the system of education in Germany has been emphasizing the transformation of education into a structurally unified system taking care of entire education from pre-schooling to the university education, compassing vocational, technical and professional education. More than 100 Billion German Marks are spend on education or 10% of the GNP. A formidable nonformal system particularly the adult education programme is available in 900 centres and people between 19 and 66 years are enrolled for various types of studies in those centres. Mostly a meaningful and life related education is imparted in these centres.

A comparative analysis of the three systems of education just made, brings to light four major commonalities viz:

- i. Compulsory elementary education available to all children during their formative years;
- ii. presence of strong nonformal structure of life-long education;
- iii. maximum utilization of electronic and print media for effective class-room learning; and
- iv. high rate of GNP (8% average) being spent on education.

The human development index, however, does not exclusively and functionally relate itself to the factors cited above. One important dimension is of course socio-cultural. The success of an educational effort will depend upon the way it succeeds in cultivating our character and self-reliance - the two major indexes of human development. Gandhiji once wrote:

"In my opinion what we have reason to deplore and be ashamed of is not so much illiteracy. Therefore, for adult education, I shall have an alternative programme of driving out ignorance through carefully selected syllabus according to which they would educate the adult villager's mind. This not to say that I would not give them the knowledge of the alphabet - I value it to them. Mass illiteracy is India's sin and must be liquidated. But the literacy campaign must go hand in hand with the spread of useful knowledge."

The question of useful knowledge in the Gandhian system is always related with an individual's capability to do something practical and not to end up with an empty idea irrelevant to one's existence.

The improvement of the HDI, therefore, can be realized only by combining the salient features of the above mentioned countries and the socio-cultural aspirations of our country. But the high way to the targetted combination must pass through:

- i. Early Childhood Care and Education (ECCE)
- ii. Universalization of Elementary Education (UEE);
- iii. Nonformal Education and
- iv. Adult Education

ECCE as envisaged, takes care of the total development of the young child in the age group 0-6 years. Special emphasis, however, must be laid on the children belonging to the under privileged groups and first generation learners.

About 19 to 24 million children in the age group 6-14 out of whom about 60% are girls are to be taken care adequately. This can be achieved by universalizing the elementary education, that is by providing primary schools within a kilometer's range, increasing the ratio of the primary schools to upper primary schools adequately, improving school facilities, reducing the dropout rate, and monitoring the overall progress being made.

The nonformal education meant for child centered and environment-oriented system should provide, as a major government sponsored effort, meaningful support to the elementary

education in this country. It must take care of the diverse educational needs of the deprived areas, socio-economic sections of society. It should also emphasize relevance of curriculum, as related to the needs of the learners.

And finally, a meaningful adult education programme to reach to 121.3 million adult illiterates between the ages 15-35, should be formulated. The movement led by the NLM in this direction is commendable. Therefore, the total literacy campaign (TLC) it is expected that by the end of 8th Plan our country shall be a fully literate country.

On the way to a valid goal of Education for All (EFA) two bottlenecks or negatively intervening variables need to be fully recognised and answered adequately. In the first place, it is important to understand the concept of growing population in this country. Presently, this country is housing 930 million people and we are adding atleast one Australia every year to our country (about 17 million people). The World Bank study shows that India shall have to accommodate 1.4 Billion people in the year 2030 and shall leave behind China with 1.2 Billion population in 2030 A.D. The high ranking countries of Canada, Switzerland and Japan all the three have only 153.29 million people to feed, protect and cloth and this is just 1/6 of the present population of India! If India does not control its population adequately no educational scheme shall ever realize its targets.

The second major question linked with overall educational development here or elsewhere is the amount this country is ready to spend on education. There has always been a great demand of granting more funds to education. In the British period the commissions like Macaulay's Minute (1835), Hunter commission (1882) and others stressed the need to spend more money on education and the same demand echoed in the post independence period through Secondary Commission (1952), Wood's Despatch (1854), Kotari Commission 1964, and National Policy on Education 1986. Even by now we have not been able to earmark more than 2.6% of our gross national product for education (GNP 310, US Dollars). With at least 350 million people living in absolute poverty we may still not be able to increase our figures and that is most unfortunate.

The only silver lining in the dark and desimal clouds is the people's involvement in the total literacy programmes. It is encouraging to note that in all TLC districts numbering more than 267, a ray of hope is emerging that illiteracy must be on its last legs. The involvement of non-governmental agencies, voluntary groups,

NCC Scouts, International Educational bodies are also a great source of inspiration and hope. It is expected that all these efforts shall lead to a brilliant, prosperous future with maximum human development, understanding, accommodation, peace and self-fulfillment.

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ATTITUDE OF STUDENTS TOWARDS SOME SOCIAL PROBLEM

G. Rasool and M. Gupta

THE PROBLEM:

Social problem represents inadequacies of the adaptive mechanism of society. They are the results of the failure-partial or total- of a society to adapt its social institution and culture to its changing structured needs. A society that strives to improve itself, must be aware of its social problems.

Social problems have been defined differently by eminent scholars (Tallman Irving and Recce McOee 1971; Herton, Paul B., and Leatio, Gerold R., 1960; Fuller, Richard C. and Myers Richard, (1941); Nordskog, John Eric, McDonagh, Edward C and Vincent, Malvin I, 1956; Walsh, Mary Elizabeth and Furfey, Paul Hanly 1958; Weimberg, S. Kirson, 1960). Taking into account the definitions given by these scholars it can be said - A social problem is a condition affecting a significant number of people in ways considered undesirable, about which it is felt some thing can be done through collective social action.

The nature of social problems in India is not very different from that in other countries, though there are certain problems peculiar to this country, because of difference in culture, social setup and certain other historical and political reasons. There is no society devoid of social problems.

Students are the architects of the nations destiny. Those who are in revolt today infringing upon the laws, maybe in office tomorrow saddled with responsibility of framing them. And there is no period better than youth in which a constructive vision can be nurtured and a creative out look is shaped.

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India is a sovereign country governed by progressive egalitarian values and democratic institutions. Socio-economic equality and secularism appear to be the main targets of social and national efforts. In the process of transition, traditional way of life comes in conflict with the modern style of thinking and living. This presents a vast spectrum of social problems in which some are overt in nature while the others are covert (Kane, 1962).

Looking to the present day situation the investigators have chosen five social problems on the basis of opinions taken from educationists, psychologists and sociologists. These five social problems are: Alcoholism, Communalism, Corruption, Dowry, Poverty.

AIMS OF PRESENT STUDY:

The objectives of the present study under report were:

1. To prepare a scale for measuring attitudes of students towards some social problem.
2. A comparative study of the attitudes of students (boys and girls) towards some social problems both at college and university levels.
3. To study dominant factors of attitude of boys and girls towards some social problems.

SAMPLING:

In the present study random sampling method was followed. The total sample comprised of 400 students of both the sexes of which 200 were from various colleges and 200 from the different Post graduate Departments of the University of Jammu.

PREPARATION OF ATTITUDE SCALE- QUESTIONNAIRE:

The central theme of the present investigation was to prepare the Attitude Scale - Questionnaire for the five selected social problems. The investigators selected the summated rating method for measuring attitude. The initial draft contained 30 items in each area. On the basis of discriminative values 20 items were retained for the final draft for each section (Table -1).

Table - 1
Showing cut-points for Retention of items

Sections	Cut-points
1. Alcoholism	.83
2. Communalism	.71
3. Corruption	.76
4. Dowry	.73
5. Poverty	.82

In order to estimate the reliability co-efficient of each test the split-half technique was used. Composite reliability of the five tests was also estimated by Masier (1943) formula (Table-2).

Table - 2
Reliabilities of Half And Full Tests and Composite Reliability

Sections	rh	rt	Composite Reliability
1. Alcoholism	.55	.71	
2. Communalism	.57	.73	
3. Corruption	.66	.80	0.89
4. Dowry	.60	.75	
5. Poverty	.43	.60	

RESULTS AND DISCUSSION:

Different statistical techniques were used for analysing the data.

(A) FREQUENCY DISTRIBUTION SKEWNESS AND KURTOSIS:

The values for skewness and kurtosis for college and university students of both the sexes are given in Table -3.

Table - 3
Skewness and Kurtosis of Boys and Girls

Areas	Groups	Skewness	Kurtosis	Remarks
1. Alcoholism	College Boys	-1.33	237	Leptokurtic
	College Girls	-0.18	225	Leptokurtic
	University Boys	-3.83	279	Platykurtic
	University Girls	-0.93	240	Leptokurtic
2. Communalism	College Boys	1.16	224	Leptokurtic
	College Girls	-1.06	275	Platykurtic
	University Boys	1.09	244	Leptokurtic
	University Girls	1.06	263	Normal
3. Corruption	College Boys	1.96	279	Platykurtic
	College Girls	0.26	284	Platykurtic
	University Boys	.914	296	Platykurtic
	University Girls	.97	295	Platykurtic
4. Dowry	College Boys	.598	276	Platykurtic
	College Girls	.041	272	Platykurtic
	University Boys	-2.567	199	Leptokurtic
	University Girls	-1.007	247	Leptokurtic
5. Poverty	College Boys	-1.073	252	Leptokurtic
	College Girls	-0.174	272	Platykurtic
	University Boys	1.725	288	Platykurtic
	University Girls	-1.599	256	Leptokurtic

The distribution of scores of all the groups of students show a lack of symmetry and have deviated from the normal. Whereas, the skewness of all the four groups have a negative value for areas-alcoholism and poverty, they have a positive value for corruption. Skewness of the four groups in areas of communalism and dowry are different.

The distribution of scores of college boys and girls for alcoholism are both leptokurtic, however, the distribution for university boys is platykurtic and that of university girls leptokurtic. In

the area of communalism the distribution of scores of university and college boys is of one type (leptokurtic) and that of University and College girls of another type (platykurtic). Distribution of scores of all groups in the area of corruption are platykurtic. In the case of dowry, scores of college boys and girls are all dispersed about the mean (platykurtic), whereas those of university boys and girls are heavily concentrated about the mean (leptokurtic). So far as poverty is concerned, there is no similarity in the distribution of scores of the two sexes at University and College levels.

(B) MEAN, STANDARD DEVIATION AND CRITICAL RATIO:

The value of mean, standard deviation and critical ratio for college boys and girls are give in table-4 and of University boys and girls in table-5.

Table - 4
Mean, Standard Deviation and Critical Ratio
for College Boys and Girls. (N=100 each group)

Areas	Groups	Mean	S.D.	C.R.	Significance level.
1. Alcoholism	Boys	68.57	10.85	3.202	Significant at 0.01
	Girls	73.19	9.51		
2. Communalism	Boys	66.60	8.16	.421	Insignificant
	Girls	66.14	7.28		
3. Corruption	Boys	69.18	8.73	.947	Insignificant
	Girls	70.55	8.27		
4. Dowry	Boys	68.06	11.96	5.936	Significant at .01
	Girls	76.48	8.15		
5. Poverty	Boys	65.55	7.50	2.98	Significant at 0.01
	Girls	70.06	8.985		

Table - 5
Mean, Standard Deviation and Critical Ratio
for university Boys and Girls (N=100 each group).

Areas	Groups	Mean	S.D.	C.R.	Significance level
1. Alcoholism	Boys	67.44	10.86	2.530	Significant at .05
	Girls	71.03	9.13		
2. Communalism	Boys	68.69	8.45	.06	Insignificant
	Girls	68.75	9.34		
3. Corruption	Boys	70.63	0.76	.849	Insignificant
	Girls	72.15	9.68		
4. Dowry	Boys	73.33	11.67	2.269	Significant at .05
	Girls	77.96	10.34		
5. Poverty	Boys	67.70	9.80	1.838	Insignificant
	Girls	70.42	8.53		

On the basis of these statistical results it was found that both University and College girls consider alcoholism to be a greater social evil than boys. All of them have, however, the same opinion about communalism and corruption. All the girls consider dowry as a social evil of higher magnitude than boys. There is greater difference in the attitude of college boys and girls between poverty as a social problem than between University boys and girls. In both the cases however, girls feel more strongly about poverty than boys.

(c) INTER-CORRELATIONS:

Co-efficients of Correlation between the five scales were calculated separately for the groups of boys and girls. These are shown in Table-6 and 7 respectively.

Table - 6
Inter-Correlation Matrix for Boys

Tests	1	2	3	4	5
1.	-				
2.	.580	-			
3.	.457	.206	-		
4.	.382	.447	.615	-	
5.	.088	.245	.331	.527	-

Table - 7
Inter-Correlation Matrix for Girls

Tests	1	2	3	4	5
1.	-				
2.	.507	-			
3.	.837	.359	-		
4.	.399	.288	.558	-	
5.	.242	.278	.480	.392	-

Inter-correctional study of the five scales for boys disclosed three types of interrelationships.

- (a) The first scale (alcoholism) is highly linked with the second (communalism) and the third (corruption). A correlation also exists between scales three (corruption) and five (poverty).
- (b) The third scale (corruption) occupies the central position here. It is highly interlinked with the fourth scale (dowry). Inter-correlation also exists between corruption, alcoholism, poverty.
- (c) The fourth scale (dowry) is highly interrelated with the third scale (corruption), fifth scale (poverty), and the second scale (communalism).

In the case of girls the inter-correlational study leads to the following conclusions:

- (a) The first scale (alcoholism) is highly correlated with the third scale (corruption) It is also interrelated with the second scale (communalism) and the fourth scale (dowry).
- (b) The third scale (corruption) is highly correlated with the first scale (alcoholism) and the fourth scale (dowry). It is also related with the fifth scale (poverty) and the second scale (communalism).
- (c) The fourth scale (dowry) is interlinked with the third scale (corruption), first scale (alcoholism) and fifth scale (poverty).

(D) FACTOR ANALYSIS:**Boys:**

The factor matrix (Table-8) shows highest rotated first loading against the area 5 namely poverty (0.7148) and the highest second factor loading against the area 1 i.e. alcoholism (0.8514).

Table - 8
Factor Loadings and Communalities for Boys

Tests	Unrotated Loadings			Rotated Loading		
	I_0	II_0	h^2	I_1	II_1	h^2
1. Alcoholism	.6413	.5802	.7251	.0000	.8514	.7249
2. Communalism	.6293	.2114	.4407	.2547	.6130	.4406
3. Corruption	.6832	-.0121	.4669	.4585	.5065	.4668
4. Dowry	.7908	-.2204	.6775	.6922	.4453	.6774
5. Poverty	.5253	-.4904	.5164	.7148	.8730	.5163

Poverty is one of the causes of our fellow countrymen and more than forty percent of the people are still lying below the poverty line. It appears that poverty has become an incurable economic disease and as such the students have expressed their concern over this issue. The problem of dowry showing high first factor loading (.6922), near to poverty, is closely associated with it. Majority of people falling in the middle and lower socio-economic strata face miserable situation while finding suitable matches for their daughters and sisters. The demand of high amount of dowry makes them realise that they committed sin by giving birth to female children. The first factor can be named as the factor of 'Economic Deprivation'.

The second factor alcoholism is looked down by puritans. There can be no denying the fact that in our Indian culture alcohol is considered to be the source of all evils. The effect of alcoholism paralyses the function of human brain and ultimately makes a person devil's disciple. Communalism showing factor loading (.6130), close to alcoholism, is linked with it. Communalism is now a menace to the social harmony and people of all walks of life have realised its destructive role. An alcoholic person loses his rationale and indulges himself in communal acts which are really detrimental to the society. The second factor can be named as 'alcoholism based on communalism' or 'communalism based on alcoholism'.

GIRLS:

The factor matrix for the group of girls (Table-9) shows highest related first factor loading (.5820) against the area 5 (poverty). Close to this area is the area 4 (dowry) which shows the factor loading (.5797). The results of the group of girls are similar to those of their counterparts. It means that girls too, view poverty and dowry in the same fashion as boys do. Both boys and girls treat these two social problems as very grave. The present results depict the economic hardship in our country. This factor too can be named as the factor of 'Economic Deprivation'.

Table - 9
Factor Loadings and Communalities for Girls

Tests	Unrotated Loadings			Rotated Loadings		
	I ₀	II ₀	h ²	I _r	II _r	h ²
1. Alcoholism	.8181	.4975	.9168	.0000	.9574	.9167
2. Communalism	.5621	.1413	.3359	.1713	.5536	.3359
3. Corruption	.8903	.8889	.8003	.3375	.8063	.8003
4. Dowry	.6363	-.2916	.4899	.5797	.3921	.4898
5. Poverty	.5427	-.3512	.4178	.5820	.2812	.4178

The highest second factor loading came against areas 1 and 3 i.e. alcoholism (.9754) and corruption (.8063) respectively. One can infer from these results that alcoholism and corruption are inter-lined. Alcoholism leads one to mental disequilibrium and is the root cause of all troubles and corruption in our social set-up. An intoxicated person loses control over his senses and can involve himself in doing anything how-so-ever bad. He can commit even worst types of social crimes. Girls would have witnessed heinous crimes committed by their baculine lovers. Majority of our Indian social thinkers and reformers consider alcoholism as the root cause of all social evils and that is why they advocated and still propagate for the total prohibition throughout the country. Alcoholism and corruption can be named as 'alcoholism based on Corruption' or 'Corruption based on alcoholism'. One factor leads to the other. They are more or less bracketed because alcoholism and corruption go hand in hand. Brutality, sadistic pleasures, mis-appropriation of public funds are the result of these two deadly evils.

Social scientists differ amongst themselves about the relative gravity of the various social problems existing in the country. The present study based on factor analysis, however, provides a definite answer to the question. Both boys and girls have attached significant importance to poverty, dowry and alcoholism and have felt seriously their negative influence over the health of the society. Taking into account the global picture of the findings of the present study, it can be safely said that modern society produces more social problems than do simpler societies. In the end, it may be said that our Indian youth, both male and female, do not held conflicting views as far as social problems in our country are concerned.

All the members of both the sexes agree that action is needed to alter the present situation for achieving a brighter and happier future.

EDUCATIONAL IMPLICATIONS:

The system of education prevailing in the country is ill suited for attaining the desired goals of the society and is responsible for many a social problems. It must, therefore, be suitably modified to achieve three instructional goals namely, the social goals, the moral and cultural goals and the scientific goals.

1. Social Goals:

- (a) To provide synthetic education;
- (b) To develop healthy humanism and same discrimination; and
- (c) To provide instructions for citizenship and create a sense of involvement in national affairs.

2. Moral and Cultural Goals:

- (a) To make students conversant with the ethical base of human life;
- (b) To provide scientific and rational religious instructions;
- (c) To teach the 'Workshpp of Truth'; and
- (d) To provide knowledge about the great heritage and culture of our country.

3. Scientific Goals:

- (a) To inculcate a scientific temper;
- (b) To provide a basic scientific training so as to develop scientific methodology in the students; and
- (c) To provide job oriented education based on scientific and technological advancements.

In order to combat the social evils of alcoholism, communalism, corruption, dowry and poverty, the following educational plan of action may be suggested, which may be taken up at different levels of education.

1. Alcoholism:

- (a) An awareness must be created through text book courses, lectures, group discussions and audio-visual aids about the physiological, psychological, economic and sociological implications of education.
- (b) Rational moral education should be made an integral part of school education.
- (c) Research work may be initiated in universities for a complete appraisal of effects of alcoholism.

2. Communalism:

- (a) Emotional development of the students should be given a due emphasis.
- (b) Common prayers, observance of religious festivals and symposia, debates and group discussions etc. on topics of secular nature should become regular activities of educational institutions.
- (c) Causes of group prejudices and communal tension must be systematically studied at university level.

3. Corruption:

- (a) Text books lessons should be suitably designed and lectures organised to familiarise students with evil effects of corruption.

- (b) Moral education should be imparted to inculcate sense of duty, consciousness and dignity of labour in the students.

4. Dowry:

- (a) Girls should be made self-reliant and self-sufficient by providing formal and informal education; training in crafts and technical skills and more job opportunities.
- (b) Co-educational system should be encouraged.
- (c) Both boys and girls should be enlightened about their equal status in social life and the evil effects of dowry.

5. Poverty:

- (a) Job-oriented education should be given.
- (b) Meaningful and functional content on population education must become an integral part of education.
- (c) Research work in universities, aimed at devising schemes, for greater self-employment and a balanced economic growth of the country should be encouraged.

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JOB - SATISFACTION AMONG TEACHERS - A STUDY

*A.H. Zargar**
*Jozfeen Afzal***

Job-satisfaction is a very complex and comprehensive phenomenon. It can hardly be seen in isolation from life situations. It is a widely accepted psychological aspect of functioning in any profession. The credit of bringing this term into currently goes to Hoppock (1935). He reviewed a little over 30 contemporary studies and concluded that though there was much opinion about job-satisfaction yet there was not much factual work done in the field. The summum-bonum of the opinions is that job-satisfaction is a favourableness with which workers view their job. In other words it expresses the extent of match between workers expectations and the rewards the job provides and the values it creates and get cherished.

In short job-satisfaction identifies a person with his profession and dissatisfaction keeps him in ever-readiness to get out of it at the earliest available opportunity.

Now-a-days, there is a general feeling that teachers do not have satisfaction in their job. There seems to be a growing discontent on the part of teachers towards their job as a result of which standards of education are falling. In a creative work like teaching, job-satisfaction remains 'Sine-qua-non' and plays a very significant role in attracting and retaining the right type of persons in the profession. With this background the present study was designed with the following three main objectives:-

- a) To measure the job-satisfaction of elementary, secondary and college teachers;
- b) To compare the job-satisfaction of elementary, secondary and college teachers;

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- c) To compare the job-satisfaction of elementary, secondary and college teachers with respect of their length of service and different educational backgrounds.

S.P. Anand's job-satisfaction scale (JSS) was administered on 486 male teachers comprising of 169 Elementary teachers from 15 middle schools, 177 High and Higher Secondary teachers from 19 High/Higher Secondary Schools and 140 college teachers from 6 colleges of district Srinagar. The length of service of the teachers ranged from 11 to 15 years. Elementary teachers were mostly undergraduates & graduates; Secondary School teachers were graduates, trained-graduates and post-graduates, whereas college teachers were trained - post graduates and post-graduates with research degrees.

The technique of Analysis of Variance (ANOVA) was used in order to determine the significance of difference among the means of the three groups.

't' test was also used to determine the significance of difference between the means of two groups.

The study has arrived at many very interesting findings. The main findings are presented as under:-

1. The level of teaching (Elementary, Secondary and College) has an impact on the job-satisfaction of teachers. Elementary school teachers were found less satisfied with their job when compared with secondary and college teachers.
2. The length of service has no impact on the job-satisfaction of elementary, secondary and college teachers.
3. The educational back-ground has an impact on the job-satisfaction of college teachers whereas it has no effect on the job-satisfaction of elementary and secondary school teachers.

SELF - ESTEEM AND ACHIEVEMENT MOTIVATION OF PARENTALLY ACCEPTED AND REJECTED BOYS.

*N.A.Nadeem**

*G.M.Puju***

INTRODUCTION:

It is a glaring fact that parent child relationship is one of the most overwhelming, meaningful and powerful relationship out of the interpersonal relations. A new born baby who is like a small tiny creature is reared in a family environment under immediate parental care. The quality of interaction within the home or family environment essentially determine the quality of emotional state of the youngster. Generally speaking, parental care is characterised by love, affection, warmth, acceptance etc. However, in certain cases where the home environment is not that conducive, parental care may take an ugly shape in the form of hatred, hostility, aggression, repression and finally rejection of the child. It is worthy to note that researchers in the field of interpersonal relationships are attempting to study the possible consequences of acceptance or rejection of the child by their parents.

A number of studies have been conducted to show the effect of directed hostility or warmth upon children (Symonds, 1970; Erikson, 1950; McClland 1953; Anthonyy, 1970; Rohner, 1980; Sekhar 1980; and Singh 1984). The researchers have shown that the behaviour disorders of children find their roots in parental rejection. It has also been found that if one or both parents strongly resort of truancy, lying and stealing. Cervantes (1965) and Setharama (1981) have found that communication between parents and children and mutual acceptance and understanding among family members were all significantly poorer in families of drop outs than of graduates. Sears (1961) found that accepted children appear friendly, creative and lacking in hostility. On the other hand, rejection may lead to shyness and social withdrawal, difficulties in relat-

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ing to peers and little confidence in adult role taking . Cooper (1950) and Kengan et. al (1962) consider inadequate affection in the home and difference of parents concerning the social, emotional and moral development of children as being the conditions most likely to lead to delinquency. Desauza (1970) and Nijhawan (1975) have found that the attitude and behaviour which parents hold happen to be an important correlate of child's success in the world, be it education, job or fame in society. The more acceptance a parent has for his child, the more he is apt to attribute his own positive characteristic to his child but not his negative ones. The rejecting parent, on the other hand, may be prone to project his own negative qualities to his child to a greater extent than his positive attitude.

Parental attitude and child's success in different spheres of life are closely related. On the other hand, self-esteem is an essential condition for effective functioning both in the child as well as in the adult. The review of literature has revealed that only few studies have been conducted on Parentally accepted and rejected boys and girls. (Harlow & Harlow, 1962; Rohner, 1975; 1978; Nagar, 1973; Rohner & Rohner, 1980; Kitsharow, 1987; Crook, Raskin & Eliot, 1988 Sandhu, and Bhargava, 1988; Sengar, Srivasthava, 1990; Sinha, Mathur, and Singh, (1990). However, no study on parental acceptance - rejection in relation to socio-economic status (SES) self-esteem and achievement motivation have been reported so far. It is against this background that the entitled "Self-Esteem, Achievement Motivation of Parentally Accepted and Rejected Boys" was selected for investigation".

METHODOLOGY & PROCEDURE:

A) Sample:

The sample for the present investigation was drawn from the following Leading English Medium Schools of the Valley;

1. Bum Hall School
2. Tyndale Bisco School (CMS)
3. Minto Circle School
4. New Era School;
5. Woodland Public School.

The initial sample consisted of 582, 10th class students reading in the above mentioned schools during the season 1996. The final sample for the study consisted of 156 boys each in parentally accepted and rejected group. These groups were identified on the basis of their score as on Rohner's Parentally Accepted Rejected Questionnaire (PARQ), after applying the extreme group technique of 27% above and 27% below. The breakup of the sample with respect to socio-economic status (SES) is reported here as under:

Socio-Economic Level	Parentally Accepted	Parentally Rejected	Total
Upper Class	57	44	101
Middle Class	62	53	115
Lower Class	37	59	96
Total	156	156	312

B) Tools:

The following tools were administered for the purpose of collection of data:

1. Socio-economic status scale by Madhosh and Rafique was administered for determining the socio-economic status (SES) of the subjects.
2. Rohner's parental acceptance- rejection questionnaire (PARQ) was used for identification of parentally accepted and rejected subjects.
3. Coopersmith's self - esteem inventory (SEI) was administered for the measurement of self - esteem of the subjects.
4. Mukherjee's incomplete sentence blank (ISB) was administered on the subjects for finding out their achievement motivation (in - ach).

C) Procedure:

For the accomplishment of the objectives set -forth for the present investigation , Rohner's PARQ was administered on these 582 students in order to identify the two groups of PA & PR. The extreme group technique of 27% above and 27% below was applied and as a result of that 156 boys each in upper and lower group were identified as Parentally Accepted and Parentally Rejected boys. These two groups with 156 subjects each served as the final sample. Coopersmith's Self-Esteem Inventory (SEI) Madhosh & Rafiqui's Socio-economic Status Scale (SES) and Mukherjee's incomplete sentence blank (I.S.B) were administered on these 156 accepted and 156 Rejected boys in a perfect testing situation and strictly in accordance with the instructions provided in the respective manuals.

The scoring of the inventories provided raw score for each individual student. the hypotheses formulated for the present study were tested by "t" test in order to find characteristic difference between parentally accepted and parentally rejected boys with respect to their socio-economic status self-esteem and achievement motivation.

DISCUSSION OF THE RESULTS:

The major objective for the present investigation was to identify parentally accepted and parentally rejected 10th class boys belonging to three socio-economic status levels and compare them on self- esteem and achievement motivation. For this purpose reliable and valid tools were selected and administered on the sample of 582 10th class boys. The data was analysed statistically to interpret the results.

In the light of results it is safe to conclude that the maximum parental acceptance (i.e. 39.74%) has been found in the middle class and the minimum acceptance (i.e. 23.71%) in lower class. The maximum parental rejection (i.e.37.82) has been evidenced in lower class and the minimum parental rejection (i.e. 28.20%) has been found in upper class.

It has been found that parentally accepted and parentally rejected boys differ significantly in their self-esteem. The sub-group analysis has also confirmed the same. Upper class parentally accepted boys have been found to differ significantly from upper class parentally rejected boys in their self-esteem. In the same way middle class paren-

tally accepted boys have been found to differ significantly from middle class rejected boys. However, lower class parentally accepted boys were found to have no significant difference with lower class parentally rejected boys in their self esteem. It will be pertinent to mention here that Saaydra (1980) has also arrived at some what similar findings. He has found that adolescents perceptions of self-esteem and self-adequacy varied directly with their perception of both Maternal and Parental warmth.

Within the group of Parental Accepted boys, it has been found that upper class, middle class and lower class boys differ significantly from each other in respect of their self-esteem. Upper class parentally accepted boys have been found to possess lower self-esteem. Within the group of parentally rejected boys, it has been found that upper class, middle and lower class differ significantly from each other in their self-esteem. Middle class parentally rejected boys have been found to possess higher self-esteem whereas upper class rejected boys have been found to possess lower self-esteem. However, Reddy (1966) has found that students from lower classes were high on self-esteem when compared to students in the upper classes.

It has further been revealed that Parentally accepted (PA) and Parentally rejected (PR) boys are significantly different in their achievement motivation. the sub-group analysis has also confirmed the same. it has also been found that upper class parentally accepted boys differ significantly from upper class Parentally rejected boys in their achievement motivation. Middle class Parentally accepted boys were found to have no significant difference when compared with middle class parentally rejected boys while as lower class parentally accepted boys have been found to differ significantly from lower class parentally rejected in their achievement motivation. In a similar attempt of McClelland et al, (1953) has found that sons who perceived their fathers as having rejected them had higher n-achievement scores than the sons whose fathers loved and accepted them.

The present study has further revealed that upper class parentally accepted boys differ significantly from middle class accepted boys. Middle class accepted boys differed from lower class accepted boys in their achievement motivation. However, the difference between upper class and lower class boys on achievement motivation failed to arrive at any level of significance. In case of parentally rejected group, it has

been found that upper class, middle class and lower class differ significantly from each other in their achievement motivation. However, mean score favours lower class rejected boys in their achievement motivation. This means that lower class rejected boys are higher on achievement motivation as compared to upper class and middle class boys in their achievement motivation. It will not be out of place to mention here that Sahoo & Panda (1982) did not find any relationship between socio-economic status and achievement motivation.

A RESEARCH BASE FOR ADULT EDUCATION

*A.R. Rather**

"We should be on our guard not to overestimate the science and scientific methods when it is a question of human problems; and we should not assume that experts are the only ones who have a right to express themselves on questions affecting the organisation of society"

Albert Einstein.

INTRODUCTION:

Problems have been existing since the establishment of social life. The problems have multiplied since then. New problems have risen due to certain changes and upheavals in the social system that affected the behavioural patterns as well as the socio-economic scenario. To answer these problems, sociologists and anthropologists attempted to study these changes in the light of shift of society from traditional to modern one; psychologists attempted to study these changes in the context of human behaviour; the educationists, economists and historians tried to answer these changes through developing different models of change within their uni-disciplinary system. Of late the discipline of Extension Education emerged as a dynamic force which utilized the best tools and techniques of research of various behavioural science disciplines in solving the intricacies of behavioural components in relation to adoption, diffusion, and communication of innovations.

In spite of these efforts, the researchers could not provide adequate analytical and predictive data on relevant behavioural aspects of people, communities, and society that may provide the bases for planned and sustainable development. Generation of such data, however, require that the concerned behavioural researchers

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employ an appropriate research methodology, tools, and techniques for the measurement, analysis and prediction of the behavioural components of human personality in the target groups.

No doubt, the approach and methodology for research in physical, life and behavioural sciences are similar and human happiness is their common objective but there are basic differences between the concerns of the two. The pure and physical science mostly make use of the laboratory, materials, equipments and mechanical devices whereas the basis for research in behavioural and social sciences lies in the real world, their laboratory for research is in the social organisations like schools, community centres, Adult Education Centres., families, villages, factories and polity.

RESEARCH METHODOLOGY IN THE SOCIAL CONTEXT:

The term methodology refers to the process, principles, and procedures by which we approach problems and seek answers. In social science and Education, the term applies to how one conducts research. The methodological procedures we choose are greatly influenced by our assumptions, interests, and goals. In the 19th and early 20th centuries there have been two major theoretical perspectives that have dominated the social science scene, one positivism and the another phenomenological approach. Auguste Comte and Emile Durkheim, the proponents of positivism consider "social facts" or social phenomena as "things" that exercise an external and coercive influence on human behaviour. The positivist emphasizes social facts thereby attempting to trace the causes from the social phenomena with little regard for the subjective states of individuals. On the contrary, the phenomenological perspective propounded by Max Weber lays more emphasis in understanding human behaviour from the actor's own frame of reference. The phenomenological theorists attempt to trace the causes from the internal forces. For them, the forces that move human beings, as human beings rather than simply as human bodies are meaningful stuff. They are internal ideas, feelings, and motives. The phenomenologist examines how the world is experienced. For him, the important reality is what people imagine it to be.

Since the positivists and the phenomenologists approach different problems and seek different answers, their research will typically demand different methodologies. The positivist searches for facts and causes through methods such as survey questionnaires, inventories, and demographic analysis which produce quantitative data and which allow him to statistically prove relationships between

operationally defined variables. The phenomenologist, on the other hand, seeks understanding through methods such as, participant observation, open-ended interviewing, and personal documents which produce qualitative data which enable the phenomenologist to see the world as subjects see it. The positivists can also make use of qualitative methods to address their own interests, for example, they can use descriptive data as indicators of group norms or values and other social forces which cause; or determine human behaviour.

QUALITATIVE APPROACH:

Qualitative approach is referred to that type of research procedure which produces descriptive data, i.e. people's own written or spoken words and observable behaviour. This approach directs itself at settings and the individuals within those settings holistically; that is, the subject of the study, be it an organisation or an individual, is not reduced to an isolated variable or to an hypothesis, but is viewed instead as part of a whole. The methods by which we study people affects how we view them. When we reduce them to statistical aggregates, we lose sight of the subjective nature of human behaviour. Qualitative methods enable us to know people personally and to see them as they are developing their own definitions of the world. We experience what they experience in their daily life struggles with their society. In ultimate analysis, qualitative methods enable us to explore concepts whose essence is lost in other research approaches. Such concepts as suffering, pain frustration, hope can be studied as they are defined and experienced by real people in their daily lives.

METHODICAL ISSUES IN ADULT EDUCATION:

Since the very objective of Adult Education centres around the adult learner it becomes imperative to know the adult psychologically and sociologically in real life situations. He is different from a young learner; he has different and multifarious needs; he is used to different interactional processes; his desires, motives, values are also different. If we want to change him, i.e. bringing him out of the clutches of illiteracy and resultant poverty, then to motivate him to learning means to understand him, his behaviour, his motives, his interests and his values remains one important issue to be dealt with appropriate methodology.

While dealing with other related aspects like planning, administration, evaluation, material production, training and teaching in the field of Adult Education, it is not worth of one single technique that would serve the purpose instead different problems typically

demand different procedures as it is the nature of the problem that defines a particular research approach. Besides, fundamental research which adds to the existing body of knowledge, there are immediate as well as life-oriented problems, some of them can best be answered by experimental approach, some by ex post facto method whereas still some problems may ask for historical or survey-type treatment.

The immediate and local problems being faced by practitioners and field functionaries demand action-type research approach as they have local and immediate application. This can be carried out on the utility of teaching-learning materials, teaching techniques, reading interests of neoliterates, motivational factors, attitudinal and behavioural changes among adult learners, suitability of neoliterate literature, reasons for dropping out, etc. Researches of an applied nature are equally important and long standing. They provide findings which have transfer value hence are of great utility.

The methodical issues in Adult Education point up to the fact that the data required need to be gathered through such research techniques wherein the researcher should essentially be sensitive to: i) the ways in which adults differ from children; ii) the conditions under which the study of adults is conducted; and iii) the complex socio-psychological field of adult world, then alone the data so gathered can be termed objective and valid. To realise this objective, the Adult Education researchers of developed and developing countries emphatically advocate for a shift from orthodox, static, and traditional methodologies to that of flexible and participatory methodologies in Adult Education.

PARTICIPATORY METHODOLOGY:

Since the objectives and procedures of research in Adult Education are basic in nature and exploratory, to start with, the intimate involvement of researchers with the people is imperative. It is difficult to obtain objective facts from the people because the facts that the people give are highly subjective. Thus, the meaning and significance attached to the facts by the people may not be the same as understood by the researchers. So, it requires on the part of the researchers almost to go to the people, live with them, and share their life experiences so that they understand each others language, meanings, concepts, etc. The same procedure has been there with the anthropologists to understand the primary and primitive cultures. This type of approach assumes significance when we deal with the type of target groups with which we are concerned in Adult Education.

This method involves a community of population in the entire research project from the formulation of the problem to discussion, on how to seek solutions and interpretation of the findings. This method evolved when contradictions were detected in the traditional research methodology and Adult Education philosophy when the adult educators began to examine the problems related to the reality in which they were situating their practice of Adult Education; when they began to evaluate the impact of their adult education effort; and when they began to study the learning process of adults they realised that their research methodology was alien to the adult learners and unilaterally controlled by these adult educators as researchers treating their learners as objects of manipulation in the research process. Second, the social science research methodology became an elitist and dominant methodology after the second world war. This methodology had borrowed heavily from the natural sciences and was based on myths of objectivity, neutrality and scientificism. Under the guise of these tenets of natural science research methodology, the social science research methodology became heavily dependent on behaviourism and empiricism as the basic defining paradigm of research. Professional trained Adult Educators were no exception to this historical trend.

These inherent weaknesses in the classical research methodology led to the rise of the participatory research as an alternative research methodology. History reveals that this system was there but has been unrecognised, neglected, and deligitimised due to the reason that there was elite control over both knowledge and the production of knowledge which tended to serve the interests of the elites in perpetuating the status quo. The elites used to control the knowledge and the production of knowledge as one of the means to control poor and oppressed people. On the contrary, participatory research emphasizes the use of knowledge as one of the major bases for power and control in the present day world.

The methodology of 'dominant system' of knowledge production emphasizes the concepts of neutrality, objectivity and distance from the subjects and methods of data collection which exercise unilateral control over the process of inquiry. In contrast, participatory research methodology as a representation of an alternative system of knowledge production emphasizes the principles of subjectivity, involvement, insertion, and consensual validation in order to develop its methods of data collection and analysis to provide answers to the questions of daily survival and providing insights into the daily struggle for life and living of common people in struggle.

The dominant system advocates the use of trained and exclusive personnel as the sole pursuers of knowledge production. In contemporary terms, these are the trained professionals and researchers, like their historical counterparts of the Brahminical origin. In contrast, participatory research attempts to present people as researchers themselves in pursuit of answers to the questions of their daily struggle and survival. Though it recognizes the need for an occasional special input of expertise but it rejects the myth of professionally trained experts as the only legitimate pursuers of knowledge.

The participatory research, thus, attempts to strengthen the forces of re-legitimizing people's knowledge by valuing their knowledge. By involving people to conduct their own researches it aims to helping them in reinstating their self confidence in their capacities. It aims at reassuring the people about their analytical and critical faculties that they are able to analyze their situations and can develop solutions which have been undermined and undervalued. It does not reject the knowledge produced by dominant system rather it provides the assistance to common people in appropriating and interpreting knowledge produced by the dominant system especially about various socio-economic phenomena and processes and conditions of the poor.

CONCLUSION:

Both the methodologies of research i.e. quantitative as well as qualitative have their place in education and Adult Education. Both have their own languages. The language of qualitative research is in stages of development, as compared to the vocabulary which describes the more familiar quantitative approach to research. Qualitative approach especially accounts for socio-cultural factors. It is essentially non-prescriptive, focussing on the process of awareness and reacting to the question 'How?' The analysis is interpretative, grounded in human experience, and in the words of the respondent. It encourages discovering from personal experience one to investigate further by oneself.

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PSYCHO- SOCIAL PROBLEMS OF DISABLED READERS - AN OVERVIEW

*M.A. Khan**

The learning results from new understanding. Reading is a matter of constructing new understanding through interaction between the learner and the material that is read. The two major problems in the educational set up are the learning disability and reading disability. The grass-root level problem is the reading disability which hinders the learning process and ultimate result is the learning disability. Causes for reading disability are to be found out in order to develop an intervention model for the disabled readers and help them to come out of the problems he is facing through counselling. There are three factors that influence the reader and he turns to be a disabled reader-psychological, Social and physical. Presently only psychological and social factors have been reviewed viz. Disabled readers.

The disabled readers are those who are reading below the level of most students in the class. These are the students who have a discrepancy between their reading ability and their reading potential.

PSYCHOLOGICAL FACTORS:

A number of studies have been conducted on psychological factors that influence readers and make them disabled readers. But mostly the factors studied are emotional problems and self concept. The factors are not isolated they are interrelated and interdependent.

Gates (1941), found that seventy five percent of the students who came to remedial reading were likely to have a concomitant personality mal-adjustment. Out of these only 18.75% had developed reading disability as a result of personality mal-adjustment. Robinson (1946) in her study reported that 49% of her disabled readers were emotionally mal-adjusted. Robinson believed that it was a main

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contributory factor in 31.8% of the cases. Malmquist (1967) while working on Swedish children pointed out that 23% of the disabled readers had nervous traits. Krippner (1968), while working on disabled readers found that almost all children with reading disabilities had some degree of emotional disturbance, generally as a result of their academic frustration. Hamis and Sipay (1980), have reported in their study that about 100% of disabled readers showed some kind of mal-adjustment.

Personality traits of poor readers are passivity, aggression, excitability, impulsivity, (Bell, 1969). In-effective readers possess personality characteristics like sound followers, passivity (Brunkan and Shen, 1966). Chronister (1964) correlated reading and personality variables and found that there is a positive relationship between reading and self reliance, personal freedom, feeling of belonging, freedom from withdrawal tendencies, freedom from nervous symptoms and integrity. In the same vein Spache (1957) has concluded that disabled readers were more hostile, aggressive, did not accept blame, were unable to handle conflict and possessed defensive attitude.

Another major factor that contributes to reading disability is the self concept. Some of the researchers like Loomy (1962), Wattenberg and Clare (1964), Fadelford (1969), Cohan and Komelley (1970) Thomson and Hartley (1980), Ekwall and Shanker (1983) are of the opinion that self concept has direct relationship with reading ability. Lamy (1962) found that self concept of kindergarten children correlated as highly with their success in beginning reading as did their I.Q. Scores. Wattenberg and Clare (1964) found that self concept is predictive of reading achievement. Thomson and Hartley (1980) are of the opinion that there is a strong relationship between self concept and reading achievement. Smith (1974) has given first priority to low self-concept out of three characteristics of disadvantaged readers that are basic to the reading disability. According to her the other two qualities of disadvantaged readers are improvised environment and poor health.

The above cited studies confirm that poor self concept of a person is a contributory factor for reading disability. A person with low self-concept will necessarily face reading disability problem.

The most common characteristic features of disabled readers are that they refuse to read orally, lack initiative, skip unknown words while reading, bite nails, cannot sit quietly, are dependent, have fear of failure, possess withdrawal tendencies, are hostile towards adults, fail

to sustain interest and effort, have strong desire for attention from parents and teachers, prepare routine assignments, are nervous, have low self esteem and do not work well with their peer group.

SOCIAL FACTORS:

Social factors are of primary concern while dealing with students with reading disability. Broken homes, low economic level of the family, absence of books or stimulating reading materials in the home, unhealthy sibling relationship and least parental contact are the factors responsible for failure in reading among students. Robinson (1946) in her study points out that the students with reading disability studied by her, only 54.5 percent were from mal-adjusted homes and had poor inter-family relationships. Deutsch et al (1967) has found that broken homes are the contributory factors for reading disability among students. Smith (1974) has given second priority to impoverished home environment which causes reading disability. Ekwali & Shankar (1983) are of the opinion that low socio-economic status of the parents is responsible for failure in reading among students. Thurston et al (1969) while studying the differences between abled and disabled readers have found that able readers came from families with more than one car; more able than disabled readers liked to read poetry, felt close to their friends, got a daily newspaper other than local paper, had an encyclopedia set in their homes, had been to more than one town to do their shopping.

It is obvious from the above cited studies that reading ability is affected by various culture and socio-economic factors. Sometimes the casual factor can be only one but mostly various factors interact and collectively result into reading disability of a person. However, the main contributing factor is the home environment, interaction in the home, facilitates in the home and parental personal interest in child's education.

The students who perceive their parents and teachers as authority figures and are not free to discuss their likes, dislikes and opinions, are producing a feeding ground for reading disability. Many students with reading disability come from homes where they receive verbal / non-verbal or physical punishment on one day for behaviours that is tolerable for another day. When parents or teachers use double standards for acceptance of a behaviour among their children / students, the unfavourably treated, develop reading disability. Some children

receive negative feedback from their parents / teachers who improve their reading ability but the pace is very slow. This approach makes the child antagonistic and adds to the reading disability problem in the child.

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PERSONALITY CHARACTERISTICS OF SPORTSMEN AND NON-SPORTSMEN

M. Y. Ganaie*

INTRODUCTION:

Biological scientists emphasise that hereditary factors play a great role in determining what personality characteristics one is likely to have. Such traits as height, intelligence, speed, agility, physiological functioning are directly inherited by individual and cannot be modified or substituted (Kamlesh, 1983). The behaviour of a person at school, at athletic track and in general public is greatly influenced by these heredity factors. The inherited tendencies like aggression, self preservation, pugnacity have far reaching consequences on the individuals personality.

Kretschmer (1925) has classified personality into four types, *Asthenic*: lean narrowly built individual, looks taller than he is, with a skin poor inscription and blood, narrow shoulders, lean arms with thin muscles, long narrow and flat — chest on which we can count the ribs; *Athletic*: a middle sized tall man with wide projecting shoulders, a firm stomach, magnificent legs, almost graceful and strong muscles; *Pyknic*: middle height, rounded figure, pronounced peripheral development of the body cavities (head, breast, and stomach); *Dysplastic*: includes the small group of cases where there are strong deviant aspects to the individual build. The athletic type of personality is attributed to the sportsman.

Influenced by Kretschmers ideas, but finding the theoretical approach inadequate. Sheldon evolved a new concept. Sheldon (1940,1942) proposed physical type is a matter of relationship within the individual physique, tendencies towards under or over development of certain physical components. These components are designated as endomorphy, mesomorphy and ectomorphy. When endomorphy predominates in an individual he shows highly developed viscera, while somatic structures (bones, muscles) are relatively weak and under

developed. When mesomorphy predominates, the structure is hard, firm, upright and relatively strong and tough. This is the athletic appearing individual. Ectomorphy is associated with limited developed either of viscera or somatic structures. Sheldons theory of classification of physique takes into account biological inheritance of traits and qualities which are less modifiable.

Recent research confirms that a sportsman has a more complete personality structure (Kamlesh 1983). Certain personality traits have been identified which predominate in an athletic personality. Social intercourse and inter-personal relationship will generally determine the degree of manipulation and manifestation of a particular trait in sportsman. Sociability dominance, emotional stability, self-concept, conventionality mental toughness etc. are some of the traits which have been identified in the personality of sports-men in general (Kamlesh 1983, Dhillon 1979). Authors like Booth (1958), LaPlace (1954), Kane (1969), Merriman (1960), Oglevie (1958), Thune (1959) and many others have confirmed a close relationship between "physical prowess" and "unique character and personality traits". The existence of an athletic personality has been proved beyond doubt. Commenting on this issue Kroll and Cranshaw (1968) state that "there is a possibility that some discrete set of personality factors exists which is related to causing some people to select and participate in sport.... perhaps those possessing the strongest and most fortuitous combination of salient personality factors tend to persist in sport and become successful as outstanding athletes."

The sports field has gained now a paramount importance and consequently the physical education is being given importance in the world. The new education policy (1986) lays stress on games and sports and recommended the identification of talented minds in sports and nurturing them. It has recommended the separate allocation of funds for sports and games. On the importance of sports and games in country like India and also in the world, the present investigation was carried on a sample of sportsmen at higher education level in the Valley of Kashmir, so that their personality dispositions can be identified which will help the guidance workers and the physical education teachers to identify the sportsmen who can excel in a particular game due to their inborn sports aptitude. Unearthing the personality characteristics of the athletes can make India in a position to identify talented athletes who can lead a nation in the sports competition, and the position of the nation in front of other nations can be elevated.

OBJECTIVES OF THE STUDY:

The following objectives were formulated for the purpose of the present study.

1. To compare sportsmen and non- sportsmen on their personality.
2. To make a profile similarity comparison of sportsmen and non-sportsmen on their personality.

HYPOTHESES:

1. The sportsmen and non-sportsmen differ significantly so far as their personality characteristics are concerned.
2. A significant profile similarity difference may be found in the personality of sportsmen and non-sportsmen.

METHOD AND PROCEDURE:

Sample:

60 sportsmen and 60 non - sportsmen served the sample for the present study. The subjects were in the age range of 22-25 years. The sportsmen were considered those who had taken part in physical activities, on the other hand non -sportsmen had not taken part in any physical activity. The sportsmen were identified on the basis of the recommendations of the Director of Sports of the University of Kashmir. The Director organizes inter-University tournaments and maintains the record of the same. The game which was identified from the Directorate office was cricket. Students who demonstrated their capability and skill in the above mentioned game were included as sportsmen in the present investigation. The group of Non-sportsmen was drawn randomly from the available population studying in various departments in the University of Kashmir and some other affiliated colleges. To select 60 students from various departments of the university of Kashmir and other affiliated colleges a systematic random sampling technique was employed.

Tools:

The main tool employed for the purpose of collection of data urdu translated form of Cattell's 16 Personality Factor Questionnaire (Form A) which was developed by the investigator and was administered to the sample subjects.

Procedure:

The two groups (sportsmen and non-sportsmen) were administered urdu translated form of Cattell's 16 Personality Factor Questionnaire (Form A). The test was administered strictly in accordance with the direction given in the manual of the test. The sportsmen were administered the test in the campus of the University of Kashmir and also at certain selected play grounds of various colleges where they had come to participate in the tournaments. The non-sportsmen were contacted from their respective departments and were administered the personality test.

Statistical treatment:

The statistical analysis of the data was done by applying Mean, S.D 't' test for testing the significance of mean differences between the sportsmen and non-sportsmen. A group comparison was also undertaken by applying profile similarity coefficient (rp) as recommended by Cattell.

Table - 1.0

Comparison between Sportsmen and Non-sportsmen on 16 Personality Factors (N= 60 in each group)

Personality Factors	Groups	Mean/SD	't' Value	Remarks
A	SM* NSM **	5.17/ 1.89 2.93/ 1.09	8.0	Significant at .01 level
B	SM NSM	5.49/1.99 5.45/2.24	0.10	Not Significant
C	SM NSM	6.61/2.42 3.66/1.97	7.37	Significant at .01 level
E	SM NSM	6.16/2.23 4.83/2.41	6.70	Significant at .01 level
F	SM NSM	5.58/1.16 2.67/1.87	10.39	Significant at .01 level

G	SM NSM	5.64/1.87 3.02/1.69	8.19	Significant at .01 level
H	SM NSM	5.94/1.94 3.14/1.57	9.03	Significant at .01 level
I	SM NSM	5.03/1.88 6.80/2.64	4.21	Significant at .01 level
L	SM NSM	6.21/2.19 7.25/2.05	2.68	Significant at .01 level
M	SM NSM	5.40/1.60 7.64/2.30	6.40	Significant at .01 level
N	SM NSM	4.74/1.75 4.76/1.73	0.06	Not Significant
O	SM NSM	6.14/2.35 8.12/2.60	4.40	Significant at .01 level
Q ₁	SM NSM	6.59/2.84 3.78/1.16	7.20	Significant at .01 level
Q ₂	SM NSM	5.61/1.79 6.75/2.64	2.85	Significant at .01 level
Q ₃	SM NSM	5.50/1.99 5.46/2.24	0.15	Not Significant
Q ₄	SM NSM	3.83/1.23 6.24/2.96	6.02	Significant at .01 level

Index

*SM - Sportsmen

** NSM - Non-sportsmen

Table 1.0 shows the comparison of sportsmen (N=60) with non-sportsmen (N=60) on 16 personality factors. The factors on which the two groups of students (Sportsmen and non-sportsmen) stand poles apart from each other are A, C, E, F, G, H, I, L, M, O, Q₁, Q₂, and Q₄. Both the groups differ significantly at .01 level. No significant differences have been found between the two groups on factors B, N and Q₃. The Sportsmen in comparison to non-sportsmen have been found to be outgoing (A+) emotionally stable (C+) aggressive (E+) happy-go-lucky (F+) conscientious (G+) venturesome (H+) tough-minded (I-) trusting (L-) practical (M-) self-assured (O-) experimenting (Q₁+) group dependent (Q₂-) and relaxed (Q₄-). The Non-sportsmen on the other hand have been found to be reserved (A-), emotionally less stable (C-) humble (E-) sober (F-) expedient (G-), Shy (H-) tender-minded (i+) imaginative

Table 2.0 c

Profile similarity comparison of sportsmen and non-sportsmen (N = 60 in each group)

Groups	PERSONALITY FACTORS															
	A	B	C	E	F	G	H	I	L	M	N	O	Q ₁	Q ₂	Q ₃	Q ₄
Sportsmen (Mean in Stens)	5.17	5.49	6.61	6.16	5.58	5.64	5.94	5.03	6.21	5.40	4.74	6.14	6.59	5.61	5.50	3.83
Non- sportsmen (Mean in Stens)																
d	2.93	5.45	3.66	4.83	2.67	3.02	3.14	6.80	7.25	7.64	4.76	8.12	3.78	6.75	5.46	6.24
d ²	2.24	0.04	2.95	1.33	2.91	2.62	2.80	1.77	1.04	2.24	0.02	1.98	2.61	1.14	0.04	2.41
Wd ²	5.01	0.00	8.70	1.77	8.47	6.86	7.84	3.13	1.08	5.01	0.00	3.92	7.89	1.29	0.00	5.90
	5.01	0.00	8.70	1.77	8.47	13.73	15.68	3.13	3.24	20.07	0.00	3.92	15.75	2.56	0.00	17.42

'rP' Results.

ϵwd^2	Coefficient	df	Remarks
119.50	-.34	16	Significant at .05 level

(M+) socially apprehensive (O+) conservative (Q₁ -) self sufficient (Q₂ +) and tense (Q₄ +). No significant differences have been found between these two groups (sportsmen and non-sportsmen) on factors B (low intelligent Vs high intelligent), N (Socially aware Vs Socially clumsy) and Q₃ (undisciplined vs Controlled).

Table 2.0 reveals a profile similarity comparison of sportsmen and non-sportsmen; the value of ϵwd^2 is 119.5 and 'p' coefficient is -.34 which is significant at .05 level. It indicates that there is a significant dissimilarity in the personality profiles of sportsmen and non-sportsmen. It means that any change in the personality profile of sportsmen is not the correspondence change of the personality profiles of non-sportsmen.

It is appropriate to make a mention of some of the studies conducted earlier. The findings of these studies support with the findings of the present investigation (Ganai 1994; Daino, 1985; Evans and Quarterman 1983; Mahamood, 1981; Talwar 1981; Bird, 1970 and Werner and Gottheil 1966). The findings of these studies have shown that sportsmen in comparison to non-sportsmen were outgoing, emotionally stable, happy-go-lucky, conscientious, lower in neuroticism, dominant, venturesome, tough-minded, practical, group dependent and relaxed. These findings fall in line with the findings of the present investigation. The researchers like Brunner, (1969), Singer, (1969), Johnson (1966), and Merriman (1960), found that outstanding sportsmen to be more extrovert, dominant, sociable, self-esteemed and tough-minded. No significant difference was found between the sportsmen and non-sportsmen on intelligence. This is supported by the findings of other similar studies, Sharma and Toor, 1986; Cratty, 1972, and Fahrner, 1960). These investigators found that athletic performance does not seem to have any relationship with intellectual performance.

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FAIR USE AND MODERN TECHNIQUES OF INFORMATICS : STUDY OF COPYRIGHT MISUSE IN EDUCATIONAL INSTITUTIONS

F.A. Rafiqi*

1. INTRODUCTION

Technological development create new methods of communication and infinite possibilities for the dissemination of information. Technology has given today's educators a wide range of instructional material with which to work.¹ However, the same technology has also given them the ability to reproduce, store and transmit these materials. Copyright-law which is enjoined to protect the use and flow of information, is profoundly affected by advances in communication and information technologies. It has to adjust itself with change to accomplish, accentuate and accommodate, the galloping strides of technological vicissitudes. The US Congress while assessing the impact of technology on intellectual property in an age of electronics observed:²

Although Congress has always had to reckon with technological change, the new information and communications technologies available today are challenging the intellectual property systems; in ways that may only be resolvable with substantial changes in the system or with new mechanisms to allocate both rights and rewards. Once a relatively slow and ponderous process, technological change is now outpacing the legal structure that governs the system and is creating pressures on Congress to adjust the law to accommodate these changes.

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The author is indebted to Prof. A S Bhat, Dean and Head, Faculty of Law, University of Kashmir, for his inspiring stimulus to write on inter-disciplinary subjects of current relevance.
- 1 Easter R Sinofsky, Off-AIR Videotaping in Education Copyright issues, Decisions, Implications, 1 ed (1984) at p.17.
 - 2 See U.S. Congress Office of Technology Assessment Intellectual property Rights in An Age of Electronics and Information 19 (1985) p. 34-36

The copyright law primarily gives an exclusive right to an owner to use, assign, sell or license the copyright material. However, the fair use provision is designed to balance the needs of copyright owner with certain equitable considerations that favour the user. But such user must not obliterate the genuine economic incentives of the creator of such work. Prof. Nimmer while elucidating the thrust of economic concern of a copyright owner observed:³

One who creates a work for educational or scientific purpose may not suffer greatly by an occasional unauthorized reproduction. But if every school or library may be purchasing one or two copies of a particular work, supply a demand for a numerous copies through (reprography), the market for educational and scientific materials would be almost completely obliterated. This could well discourage authors from creating works of an educational or scientific nature.

The technological upheaval in dissemination of knowledge and information actuated by digitization, off-air taping and interactive multimedia, imply a reorientation of educational use of copyright works. In this paper an endeavour will be made to discuss the limit of fair-use of copyright material by educational institutions given the super-highway relay of informatics.

II. FAIR-USE : A HISTORICAL RETROSPECT

The concept of fair use or educational use of copyright works started with the enactment of Anne's Copyright Act, 1709 itself but it was mainly elucidated and formalized by the courts in England and followed by other common law countries of the world.⁴ The doctrine represented the tension between stimulation of intellectual pursuits and the property interests of the copyright owner during the development, implementation and interpretation of copyright law.⁵ Various approaches have been adopted to interpret the fair-use doctrine. It has been held by courts that the doctrine of fair-use enables to bypass an inflexible application of copyright law, when in certain circumstances it would impeded the creative activity that the

3 Nimmer, M.B. Photocopying and Record Piracy of Dred Scott and Alice in wonder-land. UCLA Law Review (1975) 22 P. 1054

4 Supra note 1 at 16-17

5 See U.S. Congress, Office of Technology Assessment, Finding a Balance: Computer Software, Intellectual Property, and the Challenge of Technological change. OTA-TCT-527 (Washington DC) (1992) P. 35-36

copyright law was supposed to stimulate.⁶ But some commentators view the flexibility of the doctrine as the 'safety valve' of copyright-law, especially in times of rapid technological change. The fact is there has never been a definite measuring rod to galvanize the contours of fair-use/misuse of copyright material which is evinced by the prophetic words of Lord Ellenborough in *Cary v. Koarsley*:⁷

That part of the work of one author is found in another is not of itself piracy, or sufficient to support an action, a man may fairly adopt part of the work of another: he may so make use of another's labours for the promotion of science, and the benefit of the public; but having done so, the question will be, was the matter so taken used fairly with that view.

Similarly Justice Story enunciated this doctrine as follows:⁸

In short, we must often, in deciding questions of this sort, look to the nature and object of the selections made, the quantity and value of the materials used, and the degree in which the use may prejudice the sale, or diminish the profits, or supersede the object, of the original work.

Since the doctrine of fair-use is an equitable rule of reason, no generally applicable definition is possible and each case raising the question ought to be decided on its own facts. The ambiguity in this concept was nevertheless justified by the U.S. Senate keeping in view the peculiar characteristic of technological change:⁹

The bill endorses the purpose and general scope of the judicial doctrine of fair-use, but there is no disposition to freeze the doctrine especially during a period of rapid technological change. It is intended to restate the present judicial use, not to change, narrow or enlarge it in any way.

6 *Id* at 62

7 *Cary V. Koarsley* (1882) p.680

8 *Supra* note 1 at 53

9 See U.S. Senate Reports on the applicability of doctrine of Fair use in the statute of 1976 Copyright Act H.R. 94 -1476 and H.R. 94-473 (1976) at 65 Unlike U.S.A in India the fair use has statutory recognition under section 52 of the Copyright Act, 1957. Fair-use and educational use of copyright material is interchangeably used in the copyright jurisprudence.

III. INFORMATICS TECHNOLOGY AND COPYRIGHT LAW

New technologies incessantly cause numerous problems in existing copyright law, especially in the area of information and communication field. Dramatic changes have been witnessed in the past few decades, in the means and methods of dissemination of knowledge and information, with the resultant increase in the accessibility of such knowledge to the public.¹⁰ Haunting the discussion of copyright is the key question of, whether the public's interest in maximum information dissemination is best served by protecting intellectual property, rather than permitting free access to copyright materials.¹¹ This state of affairs is further confounded by the technological boost in the transmission of information which may in turn diametrically change and refocus our perception about use/misuse of copyright flora and fauna. Some of the most significant strides in communication and information technology which have that impending result may be briefly discussed here:

(a) Digital Dissemination

The digital information¹² has facilitated the exchange of knowledge over a wide spectrum as compared to the printed version of knowledge. People are becoming increasingly familiar with digital information and the software to manage it, word processing, spread sheet, database and graphics programme are among the most popular types of software used on personal computers. Word processing software helps a person create and manipulate text information, store it for future retrieval, or print it out on paper. Spread sheets help people to manipulate numbers and perform calculation.¹³ Digital information and computer technology has thus revolutionized the publishing industry. In the book publishing arena materials can be customized 'on demand'.¹⁴

The most obvious example in digital dissemination is the advent of on-line information retrieval. A retrospective research

10 Everett M. Rogers, *Communication Technology, The New Media in Society* 2 (1986) at 10.

11 Jennifer D. Choe, *Interactive Multimedia. A New Technology Tests the Limits of Copyright Law* Vol. 18 *Rutgers Law Review* (1994) at 931.

12 *Supra* note 5 at 161; Digital dissemination can have various forms like, electronic publishing, on - line transmission, CD-ROM, Hypertext, Mixed Media, data bases etc. For details see Mary LU Carnevale and Julie Amperano Lopez: *In Electronic Publishing, All Eyes are fixed on AT & T*, *the Wall Street Journal*, Aug, (1989)

13 *Ibid*.

14 *Id.* at 164.

which might have taken several days can now be done in a matter of minutes.¹⁵ In a fast changing telecommunication phenomena even the present internet system is considered outdated. Oliver McBroyon alongwith other researchers have created VBSN, 21,000 times superior to any other average modem. The network will be able to transmit the entire contents of the library of Congress twice a day, a task that would take an entire month on the internet.¹⁶ New media are not just new gadgets to be employed for what we are already doing with other less efficient gadgets. They are part of a shift which is inexorably affecting our very notion of what communication itself is. In the changing scenario where new media provides with a window to the world, the limits on copyright by way of fair-use become almost obfuscated and the fair-use is relegated to the general use in utter disregard of copyright therein.¹⁷

(b) Interactive multimedia:

Interactive multimedia is an emerging technology that promises to revolutionize communication.¹⁸ It generally combines music, text, still images, full motion video and graphics in digital display on personal computers, television screens or stand alone kiosks. In the near future interactive multimedia networks will accommodate multiple users and services within integrated, digital net work, which will work as the magic wand to superimpose copyright material wherever available and in whatever form available to satiate the greed of information superhigh way.¹⁹

Interactive multimedia will shift the balance of rights between authors and the public, by significantly increasing the means available to disseminate information, to create works of authorship and to allow public access to intellectual property. Information will become widely available to the public. Reproduction and alteration of protected works of authorship will become decentralized, and copyright owners will face increasing difficulty in monitoring, licensing and collecting compensation for the use of their work.²⁰ Because the new technology of interactive multimedia will

15 Dina Laurt Lard, *Interactive Multimedia: Working Methods and Practical Applications*, 148-50 (1987).

16 Matt Kelley, *Internet's Successor is all set to storm the wonder-world of science*, Times of India dt 12.2.1997.

17 Anthony L. Clapes, *Software, Copyright and Competition*, 14-15 (1989) C.F. Vol 96 Rutgers Law Review (1984) at 960

18 *Supra* note 11 at 930

19 *Supra* note 15 at 149

20 W.R. Cornish, *The International Relation of Intellectual Property*, Cambridge Law Journal 1994 at 47

render old methods of protecting intellectual property rights ineffective, the limits of copyright law will truly be tested by interactive multimedia.²¹

(c) Off-Air Video Taping

The juggernaut of technology has provided us with decision making with improved tools and new frontiers to challenge the intellect. Television, Radio, Computers and other media, are generating fresh interactions and new permutations.²² The new emphasis on multimedia in schools and libraries has created a non-print material duplication phenomenon that has become the centre of the latest skirmish between educational institutions and copyright owners.²³

Those opposing class room uses of copyright material point-out that most of the literature has regarded off-air video tape recording as illegal and without permission, because fair-use does not include copying a whole work, as it has the dangerous tendency to be misused.²⁴

The key question for both educational and home off-air video taping are where do the copyright owner's rights end and those of the user begin? How are the public interests defined in light of those of the copyright owner?

The development and extensive availability of easily operated copying machines in technically advanced countries has made possible piracy at personal level. Thus reprographic revolution has in many ways facilitated piracy of copyright material. In a post script to his *Williams and Wilkins Co. V. United States* decision, commissioner Davis Commented:²⁵

The issue raised by this case are but part of a larger problem which continue to plague our institutions with ever increasing complexity-how best to reconcile, on the one hand, the rights of authors and

21 Supra note 11 at 926.

22 Samuel Israel, Copyright in India: National and International, Eco. & Pol. Weekly 1983 at 1984.

23 Supra note 1 at 47.

24 Id at 45.

25 *Williams and Wilkins Company v. United States* (1972) formed the base of adjusting copyright problems to the present technological change.

publishers under the copyright laws with, on the other hand, the technological improvements in copying techniques and the legitimate public need for rapid dissemination of scientific and technical literature, the conflict is real, the solution not simple.

Similarly, Leonard Feist noted:²⁶

In our contemporary society plagiarism is a crime upon which society frowns, copyright infringement, however, is something like speeding. It is considered by many to be quite all right as long as you don't get caught.

In U.S.A. different surveys were conducted to see the extent of televised instructions and their off-the air video taping. The study estimated that out of 2,275,000 teachers and 46 million students, 9,50,000 teachers used T.V., 15 million received a regular portion of their instructions via T.V. during the study. Of the 90,000 school buildings, 63,500 received instructions through off-the-air recording. Similarly, out of 25,000 building containing video tape recorder, 80% used off-the-air taping, thus over 5,00,000 teachers teaching almost 11 million students with television programmes taped of-the-air.

Despite this rampant piracy courts are still hesitant to indict such practices which provide sufficient leeway to pirates to plunder the labours of others.

In *Betamax Sony's*²⁷ case the U.S. Supreme Court held that off-the-air video taping for non-commercial uses did not amount to copyright infringement.²⁸ But in India the Bombay High Court held that off-the-air video-taping did infringe copyrights of those owners whose works were transmitted through a cable network.²⁹

Thus it becomes abundantly clear that fast changing information technology necessitate a rethinking about the copyright laws in their application in the present day world. But it is also essentially true that despite the changing technology there are some exempted areas where copyright material can be used, without

²⁶ See supra note 1 at 138.

²⁷ U.S. Congress, House Committee on the Judiciary, *Off-air taping for educational use* (1979) p.56.

²⁸ *Sony Corporation of America V Disney and Universal Products*, 1984 U.S. Supreme Court 7112 p. 231-30

²⁹ *Garaware Plastics and Polyesters Ltd., V. M/S Tele-Link AIR 1989, Bom.331.*

abrogating the exclusive right of the copyright owner. The most vital use of this nature is the educational use of copyright material. But does the concept of fair use change, in view of the change in techniques of education influenced by technological development?

IV. TECHNOLOGY AND EDUCATIONAL INSTITUTIONS

Education and Technology are related in two ways. On the one hand, educators have used technology to improve instruction, on the other hand they have used it to cope with the growing demands a changing society has placed upon them.³⁰

Burgeoning technologies have enhanced instructions with a dazzling array of options not available from traditional methods. That is offering a reason for a more interesting presentation of material, for individualizing studies, for inducting information, the printed word or spoken word cannot convey and for freeing instruction from space and time limitation.³¹

The constantly increasing demand for knowledge has correspondingly created an increased need to use copyrighted work in the schools. From the educators point of view, this means a need for open access to a wide variety of materials, books, periodicals, audio recording, telecast etc. Besides the new inexpensive duplication methods available for almost all media have made it easier for educators to expose students to more experiences.³² This leads us to the hypothesis, that increased use of copyright material through improved methods of technology means more access to the knowledge by the public at the cost of individual intellectual endeavour. But the blanket use of the doctrine of fair-use cannot be allowed to constrict effort, deflect initiative and maul motivation for intellectual ascendancy.

Technological interaction in the arena of education often out-plays its negative effects and this tendency positively provides another vintage point wherefrom valuable application of technology, especially interactive multimedia is made possible. Some commentators predict that interactive multimedia not only will revolutionize and expand educational opportunities but will challenge conventional teaching methods and curricula. On-line classes may be more

30 Miller J.K. Applying the new copyright Law. A guide for Educators and Libraries. Chicago : ALA 1979 at 332.

31 Palmer, S.E. Court delays ruling in video taping case that concern Educators and Libraries . The chronicle of Higher Education, July 13, 1983 at 13.

32 Supra note . 1

efficient than conventional classes because the technology saves costs of tuition and hiring faculty and cases/problems of overburdened admissions. Besides improved educational resources may include an interactive multimedia encyclopedia, speaking dictionary, thesaurus, quotation reference, atlas or almanac, to broaden the canvas of educational instructions.³³

The broader vistas of knowledge and information, however, does not always encourage the bonafide use of copyright material. In the garb of notes by both teachers and students, resort to copying of long extracts from a variety of standard books, often in utter disregard of both law and propriety, create an atmosphere of piracy tirade. This has become a general phenomena especially in the industrialised countries.³⁴ In *Basic Books Inc. V. Kinko Graphics Corporation*³⁵ (1991) the U.S. Supreme Court had to reckon with such a typical example of fair-use vis-à-vis the duplication of educational materials by commercial printers. This case raised many questions but the important question that it raised was whether the copied work obtained by reprography was in competition in the open market with the copyrighted work.³⁶ This case had a far reaching effect on the interse relationship of fair use and educational use in the rubric of commercial piracy to efface the possibility of rewarding the actual creator of the copyright material.

In this case the respondents offered a service called 'Professor Publishing' whereby photocopies were made at the request of College professor and then sold to the students for use in the class rooms. However, the material thus published would contain full chapters from copyrighted books. In some cases it was found that some of the copies contained upto 100 pages from the same source, the plaintiffs sought to restrain them for violating their copyrights in the works thus published. The respondents sought protection of the fair-use Doctrine and contented that an injunction and damages would pose a serious threat to education.³⁷

The court held that the respondents preparation of the twelve packets violated fair-use, since the packets were multiple

33 Supra note 1 at 901.

34 In India piracy of copyright material is increasing at tremendous speed with the spurt of digitization and reprography. For details see, Kamesh Nagarajan, public performance Rights in sound Recordings and the threat of Digitization, JP TOS (Sep) 1995 at 721-7

35 *Basic Books Inc. V. Kinko Graphics Corporation* 758 F. Supp. 1522 (S.D. N.Y. 1991)

36 *Ibid.*

37 *Ibid.*

copies of the materials, the copy was whole-sale, rather than selective and the copy was a commercial endeavour and not for non-profit-academic purposes. The court further found that two respondents had intentionally violated the copyrights and awarded a substantial judgment in the sum of \$ 5,10,000.00 plus attorney's and court fees.³⁸

V. FAIR USE AND ETHICAL CONCERN

It has been clearly laid down by the dicta of *Basic Book's Case* that fair use can never mean whole sale use of copyright material. But the hardest reality of such use is the ethical concern underlying it. The respondents in this case established beyond any doubt that it were the professor and students that promoted it to go for 'Professor Publishing'. But the fact is that the ethical concern of such copyright-violation leads to plagiarism as both relate to wrongful copying.³⁹ The stigma attached to these violations may be harmful in the longrun for the intelligentsia - as well. That is why Professor Roger D. Staton warned the academicians against the ill effects of plagiarism in these words:⁴⁰

Plagiarism proclaims no, majestic flaw of character but a trait, pathetic ; that makes you turn aside in embarrassment. It belongs to the same run-down neighbourhood as obscene phone calls or shop-lifting.

As against this fair-use may extend to 'fair quotation', legitimate use, justifiable use' or fair and reasonable criticism.⁴¹ Fair-use is warranted to reconcile public access and economic incentives for authors and inventors, especially where educational use of copyright materials is involved. The question what is or what is not fair-use or misuse is an equitable doctrine and must be construed in a way best suited to the interest of educational proliferation and dissemination of knowledge. The educational institutions including the teachers and students must not resort to rampant copying, as it may discourage intellectual endeavour of authors to the detriment of enrichment of culture and society.⁴²

38 Roger D. Staton, A Discussion on the Legal, Academic and Ethical Concerns under copyright Fair Use Vol. 12, Journal of Business Ethics (1993) at 861.

39 Id. at 865.

40 Ibid.

41 Seth, E. Upner & Stephen Kalman, Computer Law, Cases and Materials (1989) p. 65-68.

42 Geoffrey Robertson & Andrew G.L. Nicol Media Law, The Rights of Journalists, Broadcasters and Publishers, Sage Publication, London 1 (1985) at 146-148.

VI. CONCLUSION AND SUGGESTIONS

The technological development has made the duplication of copyright material easier and hence vulnerable to piracy. The new methods of dissemination make the traditional concept of fair-use seemingly irrelevant but because of the multi-dimensional aspect of dissemination, it has to continue and adjust itself to the changing scenario. Educational instruction is wrought with technological upgradation, as such, new focus is required to be placed on the doctrine of fair-use. A global approach is needed to prevent on-line and digital piracy. Educational institutions must be guided properly to utilize the copy-righted material only to enrich and encourage intellectual endeavour and not to stifle it by wholesale piracy actuated by quicker reprographic mechanism.

The doctrine of fair-use needs to be fine-tuned to accentuate the cybersonic transmission of knowledge and information. Through the mechanism of fair-use, the inflexible rules of intellectual property could be smoothened to lead us to and to compete with the most advanced countries of the world. To achieve this following suggestions may be adhered to:

- i) copyright laws need to be regularly fine-tuned to answer the onslaught of technological invasion;
- ii) guidelines in higher education curriculum to be provided to ensure the best use of copy-right materials;
- iii) provide the limits of fair-use in the changing technological scenario;
- iv) provide stringent measures for violation of copyright rules and regulations and
- v) harmonise the copyright laws under the new global order.

STUDY OF SOCIAL ATTITUDES AND VALUES OF COLLEGE STUDENTS IN A SOCIO-EDUCATIONAL PERSPECTIVE

*Sirajul Islam***

*M.A. Sudhir**

Modern world is revolutionized by the explosion of knowledge caused by education, which in turn has challenged the traditional customs and values. There is a constant change in the society with respect to values, norms, ideals, as well as the attitude of the individual which make the society more complex and integrated. Education is viewed in the modern society, as an organized effort of imparting skills, attitudes and activities that make up the blueprint of the society. It prepares the people to tolerate and accept changes by widening their outlooks. Education as an agency of social change reflects and transmits the emerging nature of culture. It also brings in modification and transformation of culture. Education is the process by which society transmits its cultural heritage from one generation to another and also modifies and transforms, the existing culture. Hence, education is considered the best potential power for reconstruction of a society.

The modernizing affect of education in facilitating changes in attitudes and values of people has attracted attention of scholars from various parts of the world. Some of the scholars studied the modernization of individual with respect to values and attitudes (Krichner and Hogan 1968; Inkles 1969; Roy 1980, Kundu, 1982; Doob, 1966; Verma, 1993) while others analysed the modernization of society from religious, political, economic and educational viewpoints (Michel 1974; Shipman 1971; Ermer 1958; Srinivas 1966; and Singer 1966). In either case, the hallmarks of modernization as identified by scholars include rationality, scientific outlook, liberalism, equality, democratic orientation, utilitarianism, secularism and emphasis on individualism. Again, modernity at the individual level has been conceptualised by emphasizing orientation of the

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above ideologies in the attitudes and values of the people (Lerner 1958; Inkie and Smith 1969; Dube 1971; Sethi 1975). The role of education as an effective means for modification of attitudes and values has been highlighted in a number of studies (Inkie and Smith 1969; Michel 1974; Chitlaka 1987; Bhatnagar 1972).

NEED AND SIGNIFICANCE OF THE STUDY:

The aim of education is to modify the behaviour of the child according to the needs and acceptance of the society. Behaviour is composed of many attributes. One of the important attributes of the behaviour is the attitudes and values. The behaviour of an individual to a great extent depends upon his values and attitudes towards the issues, ideas, persons or objects in his environment. Learning of a subject and acquisition of habits, interests and other psychophysical dispositions are all affected to a large extent by these values and attitudes. Hence, it is important for everyone to understand the nature of attitudes and values and to identify the factors responsible for their formation and development. For the positive and progressive development of the society, it is earnestly desired to develop the right types of attitudes and values among the individuals. The development of desirable attitudes and values is a gigantic task. The formation and disposition of attitudes and values are influenced by a number of social and personal factors. Sex, age, self-education, parental education, family background, the media exposure are factors which formulate the individuals' attitudes and values. It needs co-operation of parents, teachers, members of the society, and authorities of educational institutions, in order to mould appropriate attitude and values among the college students. There are very few studies undertaken in this regard and the present study is a humble attempt to examine the values and attitudes among the college students and the factors fostering them.

THE PROBLEM:

The present study is designed with a view to investigate the social attitudes and values of college students in Nagaon district of Assam. Besides, the influence of a host of personal and socio-educational variables, such as sex, course variation, socio-economic status, media exposure, religion and library participation on the student's attitude and values is also examined in the study.

The study had the following direction:

1. To find out the social attitudes and values of college students. (Both male and female).

HYPOTHESES:

1. There is no significant gender difference in social attitudes and values of the college students.
2. There is no significant difference in social attitudes and values of college students from different religious backgrounds.
3. There is no significant difference in social attitudes and values of college students with varying socio-economic status, media exposure, course of study and use of library.

DESIGN OF THE STUDY:

Sample:

The sample of the study consisted of 300 subjects selected from six colleges, three each from Hojai and Nagaon sub-division of Nagaon district. Multi-state cluster sampling techniques was followed and the colleges were chosen at random from the total number of 25 colleges in the district. The sample break-up in terms of the courses of study revealed that there were 219 arts (B.A.), 50 science (B.Sc.) and 31 commerce (B.Com) students. Again, on the basis of religion, the sample consisted of 186 Hindus, 113 Muslims and one Jain. There were 202 male and 98 female students in the sample.

Tools used:

The tools used in the study to gather data were:

1. Modernity Attitude Scale (Anand and Sudhir 1982)
2. Value Orientation Scale (Ansari, 1964)
3. Questionnaire (Developed by investigator for the study).

Data Collection:

Data were collected by administering the tools namely Modernity Attitude Scale (MAS), Value Orientation Scale (VOS) and Questionnaire developed for the study from the selected sample.

The investigator visited the colleges selected for the study and collected the requisite data by the tools with the help of the teachers.

Mode of Analysis:

The scores obtained by the subjects on the Modernity Attitude Scale (MAS) and Value Orientation Scale (VOS) were subjected to statistical treatment after classifying the subjects on the basis of the socio-educational variables. Percentage distribution has been worked out to identify the values and social attitudes among the students. The details of analysis are presented as follows.

- I. The research revealed the acceptance of modern values and social attitudes by the college students. On social values of conservatism-liberalism 73.11% reflected liberal continuum; on fatalistic-scientific values 72.11% accepted the scientific continuum and on authoritarian-non authoritarian continuum 71.34% projected non-authoritarian continuum.

Again on the five social attitudes, the study observed that 71.89% were progressive in their attitude towards religion, 74.03 % towards marriage, 74.35 % towards family, 75.27% towards status of women in the society and 75.02% towards education. Further investigation revealed that 92% college students were against the dowry system, and stated that it is a social evil to be eradicated. The other social issues stated by the students as significant (75% of respondents or more) were presented in the order of priority below:

- (i) Illiteracy has been a major cause for retarded progress in our country (91%).
- (ii) Education for girls is as important as that of boys (91%).
- (iii) Expenses towards marriage should be minimized (88%).
- (iv) In all social dealings there should be equality between men and women (88%).
- (v) Women should take part in various activities of the community (84%).
- (vi) Evils of joint family outweigh the benefits (84%).

- (vii) Corporal punishment should be avoided in the schools (82%).
 - (viii) All religions should be respected (81%).
 - (ix) Mother and father should have equal responsibilities in family matters (81%).
 - (x) A women is capable of political leaderships man (78%).
 - (xi) Co-education helps healthy social relations among pupils (77%).
 - (xii) A man should not be permitted more than one wife at a time (77%).
 - (xiii) Family planning is not anti-religious (76%).
 - (xiv) Widows should be given permission to marry if they want to do so (75%).
 - (xv) Marriages between persons of different caste/ religions should be socially acceptable (75%).
 - (xvi) Sex education should be introduced in the secondary school curriculum (75%).
- II. In the present study, it was found that females were more modern in their out-look than males. This finding is in lieu with those of Wannaker and Tennyson (1970), Reddy (1979) and Lalrinkimi(1986). However, the finding differed from the finds of Kundu (1982), Sharma (1979) and Laba and Lal Singh (1993). Nagaon being a backward region, where women are given equal status and opportunities for education and employment, the freedom enjoyed by women and the sense of autonomy achieved through education must be effective to achieve a more modern and progressive out-look for female college students.

SOCIAL SIGNIFICANCE AND EDUCATIONAL IMPLICATIONS:

The present study reflects that college students were mostly fostering modern values and attitudes. This give us room to believe that education influences the cognitive realms to broaden the mental horizon and out-look of the students. It is highly encouraging as modern values and attitudes are necessary pre-requisites for the

development of society. The study observed that the female students were more modern in their attitude and values than male students. Moving on the question of religion, it was found that college students from Hindu community were more progressive as compared to Muslims. Socio-economic status has been found as a significant factor facilitating modernity. Education should be well equipped to develop the people's position by raising economic and social aspects to make them more modern and progressive. In the case of course variation it was observed that science students were more modern. Colleges should be encouraged for the scientific activities among the students to widen their out-looks. Mass media exposure and library exposure failed to show any significant difference. It may be assumed that this must be due to the lack of proper library facilities and effective mass media communication. Steps should be taken to strengthen library of colleges and to provide effective mass media communication to bring in change in the attitudes and values of college students. For dynamic and progressive development of a society, right type of modern values and attitudes of the individual is a pre-requisite and college education is an effective means to bring in modernization and social transformation.

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READING DIFFICULTY REMEDIAL PROGRAMME AT THE ELEMENTARY LEVEL -- A DIRECT COUNSELLING APPROACH

*Ruhi Jan**

*A.G. Madhosh***

ABSTRACT

A homogeneous group of sixth grade girl students numbering 80, were divided into two groups of 40 each. Both the groups had similar reading and comprehension difficulties. The experimental group, however, received a counselling treatment based on the essentials of a directive approach of counselling. Four such techniques were prepared. The experimental groups was exposed to these counselling strategies regularly for two months. At the end of the session a post counselling test was arranged for the both groups. The results favoured the experimental group. The control group continued with the difficulties identified at the pre-counselling stage. The experimental group seemed to extend their newly developed learning techniques to new situations.

The educational activities of the elementary grade children consist largely in the helping small children to develop adequate skills of reading, writing and the use of number. Researchers have paid their attention to the identification of most disturbing difficulties at this stage. Reading difficulties and those of comprehension have drawn most of their attention.

Reading difficulties have been longitudinally studied by Gray (1960). His study has revealed not only the importance of the reading component of the elementary grade educational activity but also the structural elements of the reading activity in itself. Collaborating with Robinson (1972), Gray has suggested five

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elements of reading: (i) Word-perception, (ii) Comprehension, (iii) reaction, (iv) association with previous experience and (v) rate of reading. The difficulty with any of these elements will disturb the entire reading readiness of the learner. Poor and inadequate reading ability as a phenomenon received a continuous remedial treatment at the hands of psychologists, subject-matter specialists and remedial counsellors. The works of Fitzgerald (1986), Gettinger (1984), Mehta (1973), Linda (1985), Klumb (1976), Pal (1978), Singh (1986) have brought to the same number of such programmes like Improved-Instructions, Programming, Retelling, Teacher-Feedback system, Reading-oriented strategy and behavioural remedial programme.

DESIGN OF THE STUDY:

To measure the extent to which counselling could be effective in remedying the reading-difficulty among children, an experimental design was to be organized. As a requirement of this design, the group was initially to be equated in terms of most probable influence other than the proposed influence— counselling. Two factors were thought to be important in this respect. First, intelligence of the subjects and second the home environment in which home coaching and educationally facilitative conditions like undisturbed room, proper lighting and appropriate time distribution were taken up as probable influence. Both these conditions were controlled by dropping extreme cases on both the variables. We had finally a homogeneous group of 80 students which was divided into sub-groups of experimental and controlled subjects. The experimental group was subjected to the proposed treatment.

METHODS OF APPROACH:

The basic counselling programme designed for this study was largely directive (Williamson's approach, 1950). The main strategies used were:

- (1) Individual Appraisal Strategy: Under this programme each individual subject was screened for her personal difficulties with regard to reading and comprehension.
- (2) Individualized Instruction Strategy: In this light of the individual data, workable programme of individualized instruction or guidance programme was structured for each individual.

- (3) Feedback-Orientation: Regular schedules of guidance with a clear evaluative analysis of periodic progress of the child was brought into her notice. This helped in bringing about an effective change in students behaviour.
- (4) Follow-up programme: Finally the counsellor designed an instant follow-up programme before the session was successfully terminated.

One important point that seems obvious and common to all these strategies is that these techniques emphasize teaching environment rather than the individual subject for which the whole process of learning is either meaningful or absurd. A counselling programme holds an encouraging promise to take up another aspect of this issue. This is looking at the reading difficulties from the view point of the reader. Unfortunately there are only a few studies reported in the field of counselling which have been effectively used in teaching-learning situations, (Mitchell 1969, Mayer et al 1967, Kranzler 1968, Pattnayak et al 1972, Dave 1976, Rehman 1980, and Mahmood 1987). Even 75 percent of these studies are related not directly to the skills problems but have measured the effectiveness of counselling programme for educationally backward, educationally under-achiever, and socio-metrically poor children.

The present study is directly addressed to the question of the counselling as a strategy or facilitative service to understand the child and help him through his difficulties.

METHODOLOGY:

SAMPLE: Initially 200 students in the classes 5th and 6th were approached. Number of tests were administered upon this group to identify students with demonstrable reading difficulties. The tests used were teacher's evaluations - rating, each child as "poor, bright or average reader". An "other perception record" seeking the peer opinion on: 'a good reader', was collected with respect to each student in the group. Finally, the counsellor used his own observational techniques (a) making a constant check on reading by each individual subjects; (b) seeking explanation frequently for prescribed learning material for each student; (c) evaluating instant reading speed for each subject. All these techniques supplemented each other in screening finally 80 students with obvious reading difficulties.

RESULTS: Pre-counselling data:

Four measures of reading with profit were used. These consisted of readability (i.e. simple recognition of words or sentences and reading them out), reading speed (reading with reference to the unit of time-quick or slow), spellings (recalling or correcting spellings) and comprehension (recall of the assigned task, understanding of the assigned task, mastery of theses, mastery of spellings and grammar accuracy).

The pre-counselling data on all the four measures showed (Table 1.00) that the comparing groups were in no case different on readability from each other.

Table 1.00 Pre-counselling data on Components.

Groups	Readability	Reading	Speed	Spelling	Comprehension
Experimental	NR 20%		17.7	11.37	NR 05%
	LR 77%		2.5	3.40	LR 78%
	SR 03%				SR 05%
	GR 0%				GR 12%
Control	NR 18%		16.8	11.47	NR 04%
	LR 80%		2.4	3.00	LR 80%
	SR 02%		1.323	1.171	SR 06%
	GR 0%				GR 10%

On all the four components of readability, reading speed, spelling, comprehension no significant differences could be traced ($P > .01$). Readability and comprehension were indexed by No Response (NR), Little Response (LR), Satisfactory Response (SR) and Good Response (GR). On all these indices % statistics was counted and no difference was noted in the groups controlled and experimental.

To come over the difficulty that the subject-variation may cause some variation in the results, English and Urdu subjects were tested for all the four components of better reading. The test showed no significant difference (X English = 1.00, X Urdu = 1.10). Also no real difference was found in the post-counselling figures on subject variation. The quality-check also revealed no significant differences.

Post-counselling Results:

The application of the Directive Counselling approach (4 methods developed for this project) led to the following results:

1. That on all indexes of readability a decisive change in the learner-behaviour was found.
2. That the members of the control group did not manifest such change. Figure 1 below illustrates this comparison.

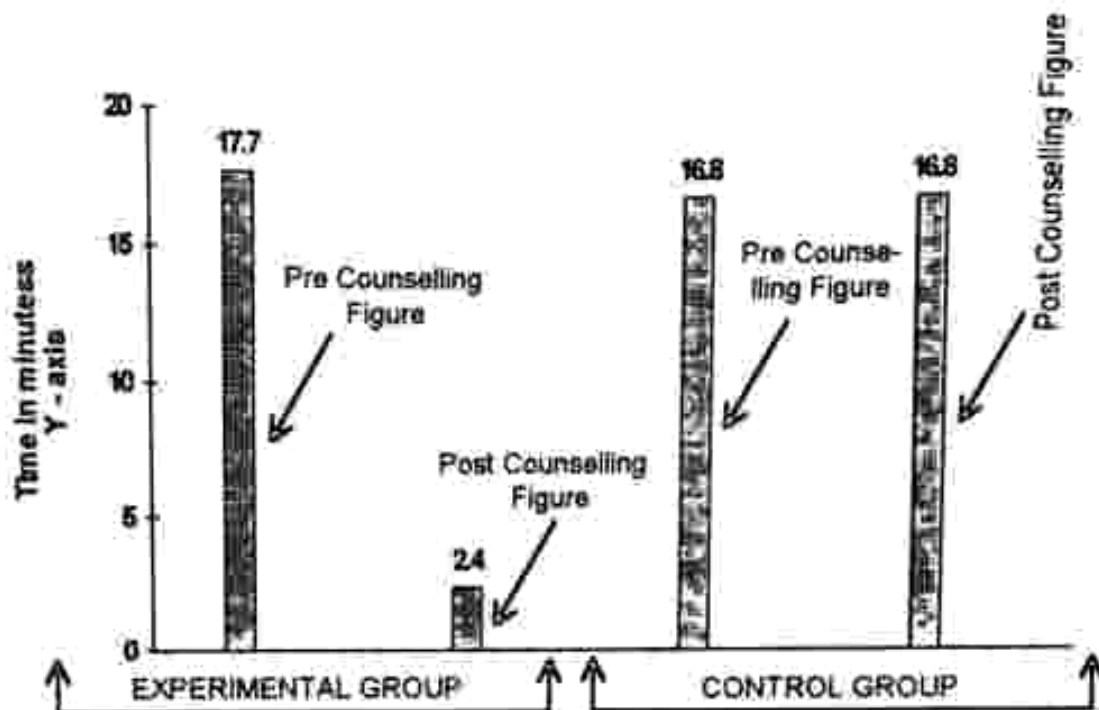


Fig.1 Learner-behaviour change Criterion: Reading speed

From the figure 1.00 it is clear that the time spent in pre-counselling session is nearly same (17.7 experimental, 16.8 control) but it is reduced down to 2.4 minutes in case of the experimental group and remains unchanged (16.8 minutes) in case of control group.

3. On 'readability' whereas experimental group changed its percentage statistics significantly, the control group stuck to its precounselling position. This is clear from the illustration (Figure 2).

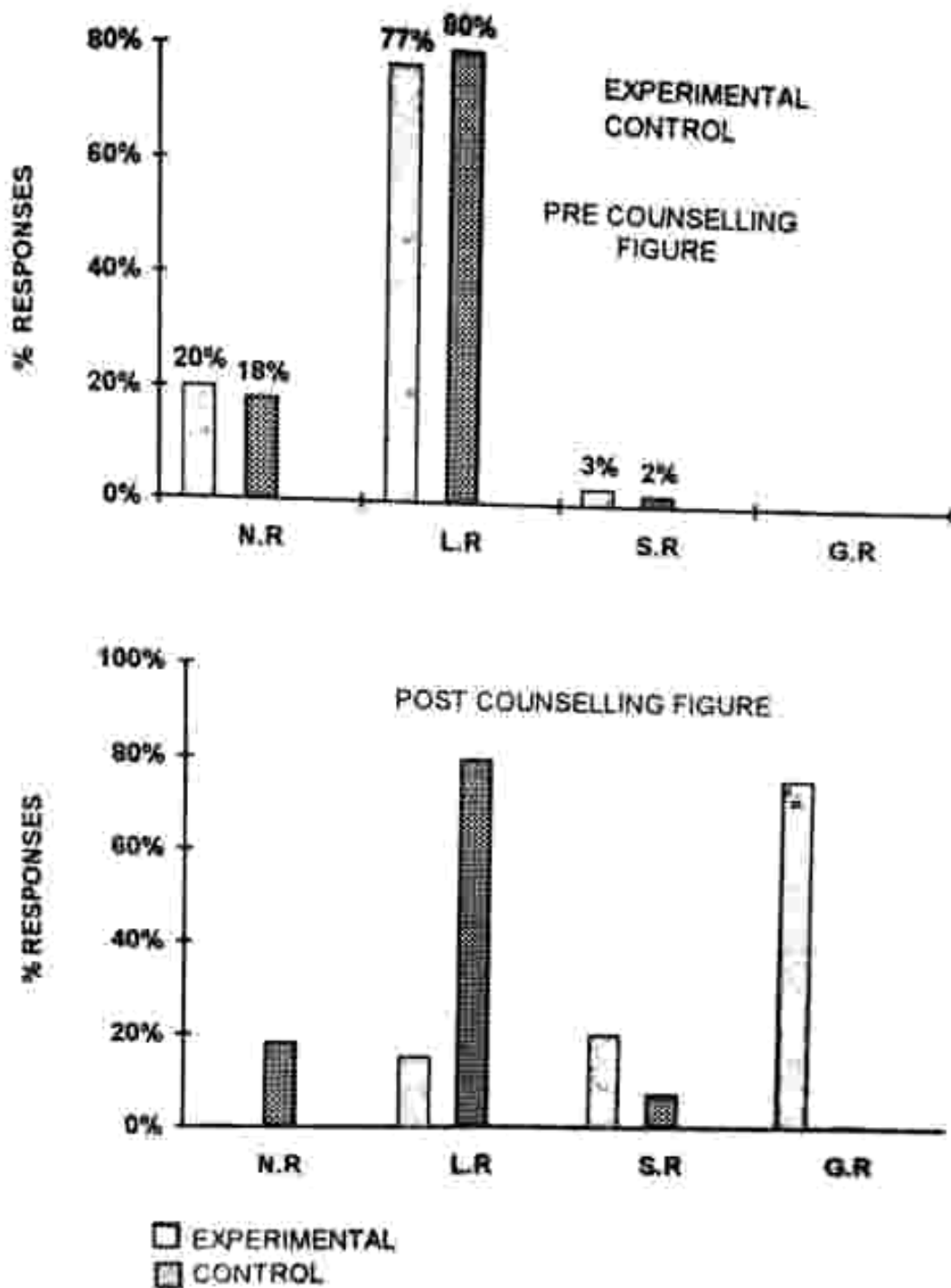


Fig. 2: Learner-behaviour change Criterion: Readability.

Using Readability Criterion, pre-counselling figures show almost same response percentage for NR, LR, SR and GR categories. But figures change dramatically for experimental group after counselling. The responses for all categories have risen for experimental group but remain unchanged for the control group.

4. Under quality-check there was a noted increase in the comprehending power of the experimental group and no change in the comprehension scores of the control group. The Figure 3 drawn this comparison vividly:

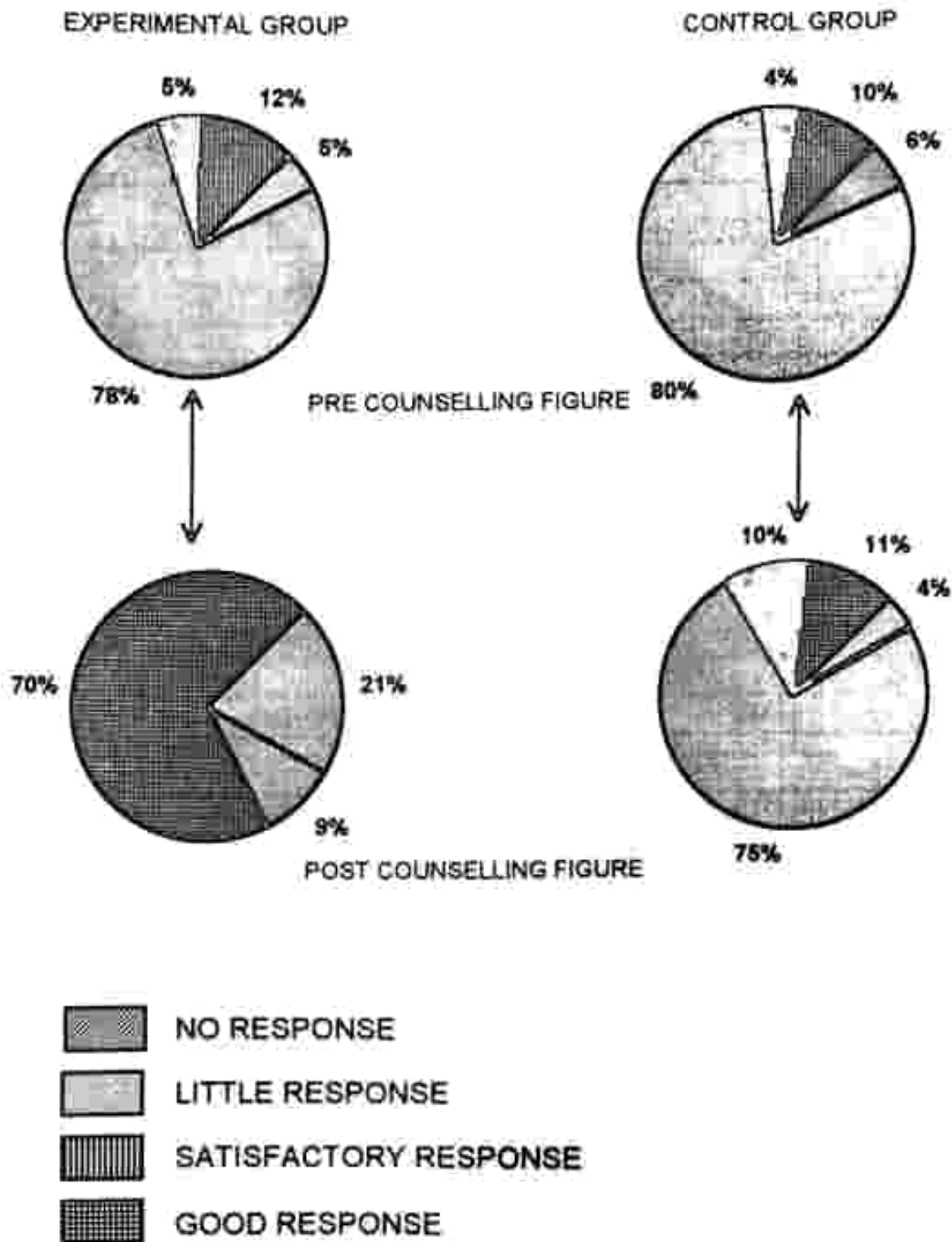


Fig. 3 : Pie-diagrams drawing differences pre and post-counselling date. Criterion: Comprehension.

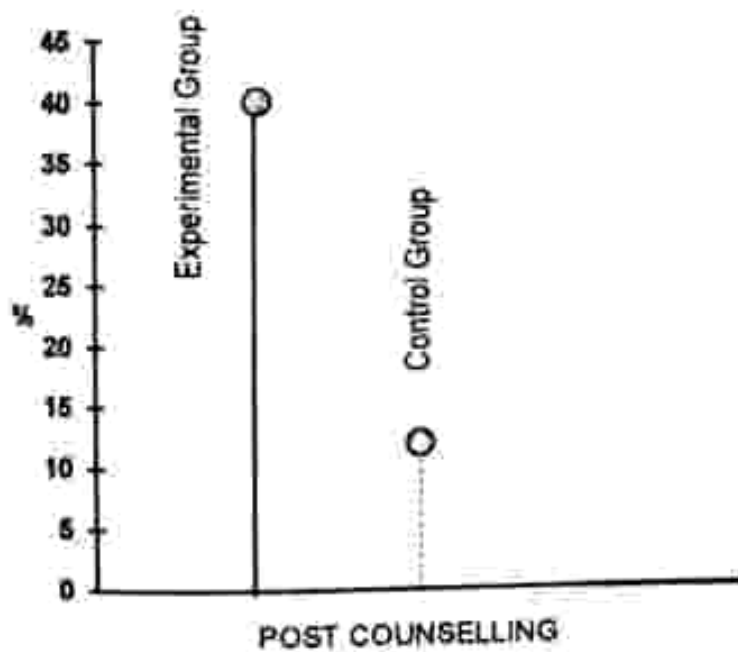
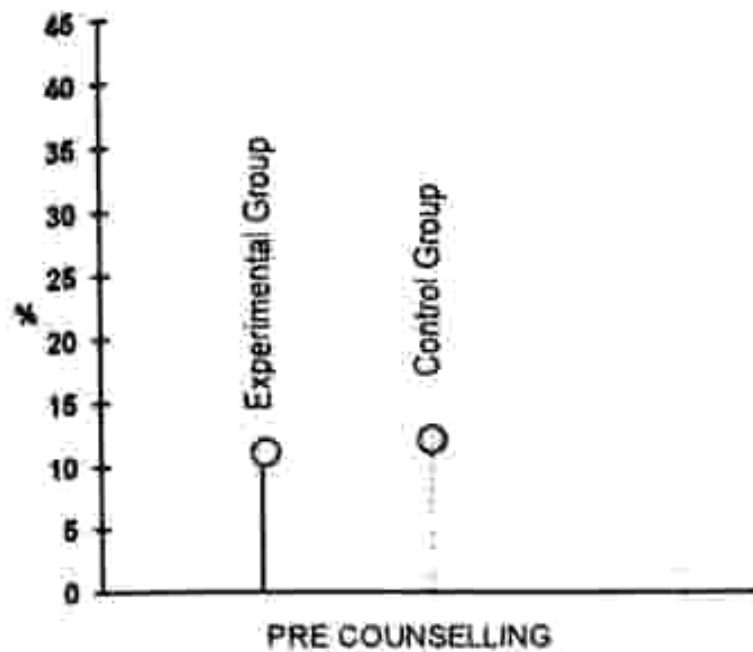


Fig.4: Spelling test scores pre and post-counselling statistics.

The percentage of correct spelling for experimental group changes from 11% to 49% because of counselling and in its absence the control group did slightly change from 11.5% to 12%.

And finally a remarkable progress was noted in the rate of reading from week to week as counselling progressed. Figure 5.00 shows that for all response categories whereas the experimental group shows considerable progress the control group does not change from the pre-counselling position. The experimental group "No Response" (NR) changes from 5% to 21%. However, a striking change was recorded in the category of "Little Response" (LR), in the pre-counselling session, the experimental group could make only 12% response and the post-counselling data shows 70% responses made by the same group. For the control group figures remain practically the same. Also for the spelling test (Figure 4).

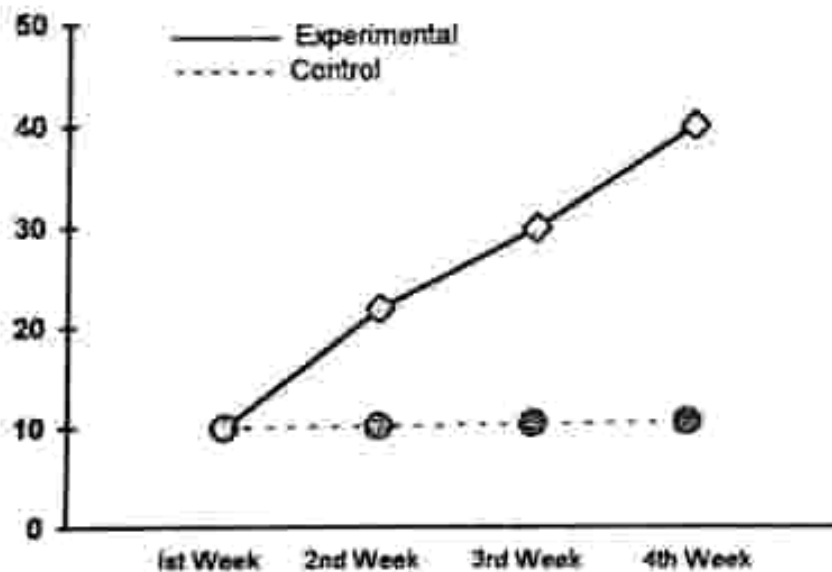


Fig.5 : Weekly progress in the Reading rate.

The experimental group increases its reading rate from 5% in the first week to 40% in the fourth week, whereas the control group remains constant at 5% as it recorded no counselling.

DISCUSSION:

Directive counselling involves itself in a highly personalized manner. Each individual child is geared to understand himself more meaningfully than without any guidance. This active understanding of self is thought to be an essential component of a counselling process. A client with better understanding of his interests, aptitudes, needs and problems can become most effective and fully functioning individual with a little persuasive help (Rogers 1954).

The central idea running through this project was how a careful counselling programme can modify the learner behaviour,

simply because, he/she has been assisted to understand and explore himself/herself properly and also deal with the (self-date", in the best possible productive manner). We have seen how this process helped each student to become a self-directing individual. Each student in the sample group has been capable of handling her learning difficulties independently. This is really what counselling should do. Fullmer and Bernard have aptly remarked: " ... The central problem in counselling seems to be to find ways for individual to relate outside knowledge to himself in such a way that this knowledge becomes part of him and can be utilized in his problem solving behaviour".

The exact problem attended by the present study concerned reading and comprehension difficulties of the elementary school children. A meaningful academic activity at the elementary level has to take care of children's reading and understanding difficulties. We have identified such difficulties and devised a counselling strategy to approach them. Our study has shown that the experimental group made definite and measurable progress as the counselling proceeded, whereas the control group who got no assistance continued to experience the identified difficulties. In a similar situation, Kranzler (1968) has found the continued education may give gains to both groups (control and experimental) yet the members of the experimental group " were able to maintain their gains in new situations while the non-counselled group did not". Thompson and others (1967) on the cases of their reinforcement techniques during counselling could increase the attending behaviour in the first graders. Mitchel (1969) has concluded his elementary grade study by: "This small study implies that a coordinate programme between the school counsellor and the remedial reading teachers could be effective in the complete education of those students whose reading difficulties are emotional in nature". Patnayak (1972), Dave (1978) have shown how the use of mother tongue during the remedial help can increase the students' confidence and improve their educational behaviour. Taylor (1985) has pointed out that the students who received reading instructions which focussed on the main ideas and the important details, generally had better recall of the textbook, materially they read than the students who did not receive reading instructions. Linda and others (1985) have shown that retelling is a highly potent generative learning strategy and that retelling has direct beneficial consequences for the children to process subsequent text books. Rehman (1980) has found that counselling of the socio-metrically poor students has helped not only in raising their socio-metric position in the class but also benefited them on their academic growth. Mahmood (1987) has won the influence of counselling up on

the bright under-achievers who reach to their maximum academic potential because of the directive counselling programme worked out for the study. There are, however, some studies to show meagre or insignificant effects of counselling on students study behaviour. For instance, Mayer (1987) and Kranzler and Leventhal (1968) could not find any reasonable difference as between the experimental and control groups when both were tested finally for academic excellence. This does not, however, shadow what has been abundantly proven only a more careful programming is needed to visualize concrete results.

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GLOBAL ECOCRISIS AND NEED FOR ENVIRONMENTAL EDUCATION

*G.A. Bhat **

The ongoing pace of deterioration of our paradisaical planet's biosphere has now only attracted the attention of scientists but is also a growing public concern throughout the world. The many reasons for this include : enormous growth in human population, massive techno-industrial civilization, deforestation, overgrazing, desertification, soil erosion, pollution of various components of biosphere, global lukewarming, stratospheric ozonal depletion, over-exploitation of natural resources, mass scale extinction of living species, return and spread of epidemic diseases, acid air, pesticide pollution, nuclear fallout, radioactive pollution, supersonic transportation etc.

Recent records for some of the basic parameters of our planet's environment and biosphere show deterioration. Climatologically 1995 appeared to be the warmest year and the ten warmest years in the last 130 years of record keeping have all been in 1980s and 1990s. The overall effect of green house gases at the currently going on rates would mean doubling of CO₂ content probably by 2030's and increase in CO₂ content would double the mean tropospheric temperature of the entire earth.

The stratospheric ozone depletion is resulting in penetration of ultraviolet radiation and appearance of skin cancers in human whole antropogenic increase in tropospheric ozone is no less harmful to biosphere. The tropospheric ozone, in combination with acid rain, has been the main contributory factor for the death and decline of forests across the central Europe. Besides, the ozone concentration of 50 ppb of air has been observed to be damaging the most sensitive plants. World Health Organisation permits the hourly tropospheric ozone

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levels below 75-100 ppb to protect the human health, but the hourly ozone concentration of 258 ppb were detected during the heat wave of 1997 (Eiseworth, 1990)

Large scale and world over deforestation is resulting in reduction in the water-retaining capacity of the soil and vegetation and also run off and extreme kinds of soil erosion. on the whole the forests are known to be absorbing a net total of about 1.5 billion tonnes of carbon while currently about 5 billion tonnes of carbon are injected into the troposphere annually as a consequence of burning of fossil fuels etc. in industry which equals to 18 billion tonnes of CO₂. It is estimated that there has been an increase of 25% CO₂ content in the atmosphere over the last 100 years. As a result of this increase, an increase of 0.3° - 0.7° temperature has occurred. Besides, CO₂ the other gases accumulating in the atmosphere include nitrous oxide, methane, chlorofluorocarbons and ozone.

Acid rain, generated by almost all countries, is one of the biggest hazardous threats to the forests of the world. This increase in acidity of rain waters is certainly due to anthropogenic emissions (normal pH value of rain is 5.00). Acid fogs of California have been recorded with a pH of 1.6 and the Great London fog of 1952, which killed over 4000 humans, had a pH value of 1.7, nearly, the strength of a battery acid.

Bhopal tragedy and Chernobyl leakage are almost worst and grave environmental/biospheric disasters of the late 20th century. Quoting David Weir and Hugh Cronew, Eiseworth (1991) describes methyl isocyanate (MIC) as a particularly dangerous chemical and an extremely lethal gas similar to phosgene of World War I. Mic has a characteristic of remaining very close to the ground.

The accident at Chernobyl nuclear power station in Ukraine, USSR, which has been described as worst-ever disaster in the world, polluted more than 20 countries upto 2,000 km away and the estimated human casualties ranged between few thousand to hundreds of thousands costing USSR over £200 billion (Eiseworth, 1990). Dr. Robert Gale the American Scientist who assisted in treating casualties of the Chernobyl syndrome estimated that there would be upto 60,000 more cancer related deaths, 5000 cases of genetic abnormalities and over 1000 birth defects as a result of this accident.

According to Duming and Brough (1992) the livestock animals now outnumber humans by 3:1, grazing half of the earth's land area, there are records of cases of decline in biospheric quality springing from this industry.

The natural resource of biological diversity of the earth is seen to be collapsing at an increasing high rate and we may not practically believe but mass extinction stands already begun. A minimum of 50,000 species annually and about 140 species per day suffer extinction by the forest clearing in tropical areas only. Creatures are vanishing like anything and at least one species of a plant, a bird or a mammal suffers extinction daily (Rayan, 1992). This depletion in bio-diversity which is occurring all over the globe is no less sufficient to express the extend of prevailing negative relations between the man and biosphere. Thus the problem of environmental and biospheric degradation particularly in its present dimensions has emerged as a major issue for survival of life on earth. Every conscientious citizen of the world shares the distress of drastically deteriorating environment of the planet earth and in fact this is the right time to begin to use technology and resources to repair the damage that our environment has suffered. It is here that the role of environmental education, which is the process of developing attitudes and skills in society for formulating the code of behaviour about issues concerning environmental quality, becomes necessary. In this context the most relevant extracts of the popular statements of some distinguished authorities are present so as to serve as useful references.

Commenting on the various proposals put forward by various scientists belonging to different schools of thought, Vernadsky (1965) admits that human society is a part and parcel of the biosphere and human technology too is not something alien to it but a qualitatively new stage in the latter's development. But being a part of the biosphere human technology must to maximum extent observe the laws of the biosphere and laws of human society can be valid to the extent they do not clash with the laws of biosphere.

The optimistic and encouraging commentary by renowned scientist-philosopher Asimov (1972) on the future of mankind in his own words seems to be of extraordinary relevant and worth mentioning over here: "the fact that we are facing global problems declining sources, rising population, pollution and so on- has mad it very clear that no nation is an independent unit, it has made it very clear that war is impossible not only nuclear but also ordinary war. Remember, too that mankind has found ways to overcome catastrophes in the past..... if we

do not recklessly and needlessly commit suicide we will almost certainly reach a point where nothing else can hurt us expect the overall end of the universe".

The famous Russian biologist Kamshilov (1976) while discussing the problems of the interaction of man and biosphere in an innocent, noble and sincere statement emphasised it as the first and foremost duty of every human individual to impress upon every child that by destroying the trees and shrubs, by ravaging nests of birds and ant-hills, by idly killing animals and plants surrounding us we are actually digging our own grave. Every human being must be concerned about enriching nature instead of breaking relations of millions of years with her. A feeling of responsibility for future of mankind should be inculcated by fostering in children certain forms of behaviour which have mostly hitherto never been attended to during the entire conscious period of human evolutionary history. The physical and aesthetic up-bringing of the rising generation requires to be given priority to ensure a harmonious development for those who will live after us. Every child needs to be educated to protect living nature, never damage trees, not to tread out grass, to observe insects only to see whether they are harmful or beneficial etc. From an early age, the child must get the habit of assessing the present in the light of future. With this kind of educational nourishment of the young generation the beautiful dream will become a beautiful reality and the future of both men and the biosphere of his inhabiting planet will be in safe hands.

In his address to the United Nations Conference on the Human Environment in 1997, Rene Maheu, Director General of UNESCO Proclaimed: "For long, the subjects of separate, even of rival, study and devotion nature and culture (in other words, science and spirituality) now appear to be simultaneously threatened with death if they remain separated and alongwith them man himself who can exist only when the two are combined. Unesco's constitution proclaims that wars begin in the minds of men. Environmental problems also begin in the minds of men, and it is in the minds of men that we must lay foundation, primarily intellectual and moral of a truly human environment."

Hillary (1984) expresses his deep concern not only about the deterioration of environment in the affluent developed countries but also in the poorer countries as well – those that simply lack finance to help themselves. This world - travelled man also expresses his worry about the pollution of our great cities, water ways and the potential dangers to the great remote continent of Antarctica.

Burke (1984) on the future of mankind critically states that the path of wisdom, foresight, cooperation and restraint has always been "less travelled by." If there is one central message, it is that we have a choice how each one of us chooses to live our life, how we choose to teach our children. A sustainable world in which the economy is in equilibrium with the ecology, in which mankind is in harmony with nature. It is within our power to do every thing necessary to reach that world if each one of us so chooses.

The famous Indian environmentalist Desh Bandhu (1977) in brief and with little modifications recognizes the following basic aims and principles for promoting environmental education programmes in India and accordingly environmental education programmes should be aimed at:

1. Promoting an understanding of the harmony of natural system and awareness of man's action on the environment.
2. Inculcation of an understanding of utilization of natural resources in accordance with ecological principles.
3. Awareness of the rights and responsibilities of the public and responsibilities of industries to environmental deterioration.
4. The population problem must receive priority.
5. Importance be given to study of various types of ecosystems and problems of environmental degradation identified.
6. Public awareness of the misuse of western technology with no relevance to Indian context.
7. Awareness of the consequences of rural migration to cities and vice-versa.

The recommendations of the author for implementation of such programmes include:

1. Extension of environmental education through mass media.
2. Demonstrations with the aid of posters, charts, slides etc.
3. Relevant documentaries to be screened regularly in rural areas, tribal colonies and slums.
4. Inclusion of environmental education in the existing school curriculum.
5. Environmental education to be made as a compulsory interdisciplinary subject.
6. Encouraging such extra school activities as:
 - i. tree planting demonstrations
 - ii. Schools tree-planting festivals.
 - iii. School garden competition
 - iv. mobile forestry exhibitions.
 - v. Involvement of students in such campaigns as "KEEP YOUR AREA CLEAN", "CLEANING VEGETATION FOR PATHS AND PICNIC SPOT" "PREVENTING FOREST FIRES" etc.
 - vi. School forestry work camps
 - vii. Flower exhibitions
 - viii. Picnics and excursions to wild areas etc.
7. Inclusion of formal environmental education at colleges & University level.
8. Imparting environmental conservation education training to teachers.
9. Organisation of camps, seminars and workshops for exchange of information and experiences.

10. Attempts to reduce the gap between the poor and rich (Imbalanced society) should be encouraged as this is believed to be one of the root causes of ecocrisis.
11. Research projects for studying ecosystems be undertaken, problems identified and appropriate solutions sought.
12. Reservation and establishment of special areas in the form of sanctuaries, protected areas, national parks etc. be given priority and frequent trips of students to these areas be encouraged.

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ENVIRONMENTAL EDUCATION: CONCEPTS & CONTOURS

*M.I. Mattoo**

Environmental education implies ecological equilibrium which denotes appropriate use and conservation of resources and also control of environmental pollution. It is a process of recognizing values and clarifying concepts relating to environment and its problems. It has been described as education for environment, education about the environment, and education through environment. It is one of the main issues that has attracted world-wide attention and generated a lot of discussion in recent years. Environmental protection and management have become one of the items of state expenditure in most of the developed and under developed nations. Even some socialist countries also feel concerned in the awareness of the environment. In this connection China merits attention as it has considered environmental protection an integral part of their strategy of development ever since its revolution. This country has augmented programmes for wide scale afforestation, recycling waste material and adoption of environmental safe guards for developmental projects.

It is beyond any shadow of doubt that before the spark of civilization, air, water and other essential elements of life were free and plentiful, but with the advent of industrial and technological progress, the whole process, of keeping environment free, has tremendously been affected and it has foiled our air, and water supplies with dangerous pollutants and encouraged the destruction of forests leading to floods and draughts. Worst of all, it has altered our ways of thinking, sweeping us far away from nature, of which we are a part into a world that has become increasingly artificial and harmful.

A number of seminars, conferences and workshops have been conducted in India and abroad on environmental education. Some of them are United Nations Conference on Human Environment (Stockholm, 1972). International Workshop on

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Environmental Education (Belgrade, 1975), UNESCO Conference on Environmental Education (Tbilisi, 1977), National seminar on Higher Environmental Education (New Delhi, 1979) and five day global Forum on Environmental Education for sustainable development (New Delhi 1993). These agencies have explored the possibilities to the protection of environment.

The problems encountered in the field of environment in India arise due to conditions of rampant poverty and under-development, supplemented by the negative effects of badly planned development. The initial planning process was aimed at development and the removal of poverty with out adequate attention to environmental impacts. Realisation concerning these aspects came only about little more than a decade ago. However, the damage done by this time needs urgent remedial measure through proper environmental education. Environmental damage has one to one correspondence with resource exploitation. The contribution of less developed countries to environmental pollution has been through the nature of activities, extraction crop production, deforestation, erosion of soil and loss of fragile eco- system.

The social aspects of environmental problems are pollution of drinking water, mal-nutrition, squalid housing, depletion of fuel and fodder, inadequate sanitation and spread of epidemics, poverty in the third world countries and even in some of the developed countries which linked to ecological degradation. Environmental issues look like a question of finding scientific means for disposal of hazardous waste, introduce recycling measures, provide adequate checks for the use of natural resources, prevent deforestation, preserve bio-forms, introduce birth control measures and take immediate measures for alleviating poverty. These issues can be tackled if environmental education is properly planned and introduced in schools. Because these institutions are the only means to ensure the well implementation of the scheme.

OBJECTIVES OF ENVIRONMENTAL EDUCATION :

A SYNOPTIC VIEW:

- (a) Awareness: to help social groups acquire an awareness of the total environment and its associated problems.
- (b) Knowledge: to help individual and social groups acquire basic understanding of the total environment and its associated problems.

- (c) Attitude: to help individuals and social groups acquire social values, strong feelings of concern for the environment and the motivation for actively participating in its protection and improvement.
- (d) Skills: to help social groups and individuals acquire skills for identifying and solving environmental problems.
- (e) Evaluation ability: to help individuals and social groups evaluate environmental measures and educational programmes in terms of ecological, political, economic, social, aesthetic and educational factors.
- (f) Participation: to help individuals and social groups develop a sense of responsibility and urgency regarding environmental problems to ensure appropriate action to solve those problems.

NEED FOR ENVIRONMENTALLY TRAINED TEACHERS:

Before embarking into the voyage of introducing the environmental education, it is essential to think of teaching personnel who can really make this programme effective and practical. This will definitely lead us to achieve the ultimate goals of environmental education. In this context Yogmoorthy (1992) has opined, "that teachers should be competent in applying the knowledge of ecological foundations among its basic concepts to the analysis of environmental issues and identify key ecological principles by using appropriate strategies to allow learners to recognize the role of values in environmental decision making".

- Teacher should also develop similar competencies in learners to take individual group decisions and actions.
- He apply current theories of knowledge or behaviour relationship so as to maximise the probability decided changes in learners.
- The teacher should have knowledge and experience in giving a wide range of alternatives to curb or stop environmental deterioration and also to predict the ecological consequences of such chosen alternative solutions.

- He should give environmental problem - solving exercise relating to the prevailing potential environmental issues in and around the region.

Thus, the teacher should have functional competencies in professional education, and competencies in environmental concerns as R. N. Tagore has rightly remarked, "a lamp can never light another lamp unless it continues to burn its own flame."

ROLE OF NON- GOVERNMENTAL ORGANIZATIONS:

Eversince the inception of environmental problems, the environmentalists have sought the possibilities from various agencies to contain environmental deterioration. NGO's are worth to be mentioned here keeping in view their endless efforts to up-grade ecological imbalances. Generally, there are four categories of environmental NGO's (i) nature loving groups (ii) professional organizations (iii) hobby groups and (iv) conservancy development organizations both in rural and urban areas. The department of environment should provide a nodal point for NGO's activities and work together on environmental education, action and programmes. In turn, the NGO's should catalyse public involvement, create awareness, begin consumer and environmental education, harmonize their activities with Govt. bodies, undertake environment based adult education programmes, and publish of newsletters, pamphlets, periodicals, books etc., (Rajendran, 1992).

The self -governing environmental organizations, such as, Indian Environmental Society, Environmental Protection Society of Malaysia, Sri Lanka Environment Society, Society for Conservation of Nature and Environment of Bangladesh, Hongkong Conservancy Association etc. organise study campus, seminars, produce educational materials like publications, slides, charts, and demonstrators. The University Student Organisations of Malaysia, Sri Lanka, Hongkong, Philippines and China organise discussions, seminars and lectures by experts. These organisations have worked endlessly with regard to curb the environmental problems and have to some extent succeeded in their noble mission.

In India, there are various voluntary organisations which have taken long strides as well as stupendous efforts to make people aware with regard to environmental problems. Chipko Movement in Himalayan region launched by S. L. Bahuguna gave greater attention in providing environmental education. It raised protest against the indiscriminate felling of trees and construction of dams at the cost of environmental safety. Bombay Bachao Committee has

also launched many programmes for environmental protection. There are other voluntary agencies which have endeavoured about environmental protection but because of certain constraints like lack of funds, inadequate infrastructure and shortage of trained personnel etc. the revamping of E.E. has not been properly geared up. The following suggestions are given for making the environmental education programme successful:-

- 1) Environmental education should result in the development of an ecological ethics - a change in attitude of man towards man, society and nature in realization of man as a part of nature, not alien to it.
- 2) The environmental education should be so designed as to integrate the environmental concepts with ensuing course.
- 3) The University Grants Commission should accord high priority in establishing courses in colleges and universities on environmental education.
- 4) The instructional materials on environmental education should be produced according to the local needs. The text books and teaching aids should be developed to supplement instructions. Writing of text books on environmental education should be encouraged.
- 5) Trained teachers should be appointed in schools.
- 6) There should be close co-operation between different University Institutes with specific objective of training experts in environmental education.
- 7) Adequate funds should be provided by the University Grants Commission, Department of Science and Technology, Central and State Governments for effective implementation of environmental programme.
- 8) Teachers, parents, public, doctors, engineers, planners, administrators and scientists should be involved in environmental education programme.
- 9) The inter-disciplinary research projects on environmental problems should be undertaken.

- 10) The Govt. should establish environmental Research Centres in every state.
- 11) A data bank and eco-systems informations base / systems should be developed so that the required information are available at a central place.
- 12) Seminars, conferences and workshops should be organised from time to time on environmental education.
- 13) The Individual trained in environmental sciences should be given priority in recruitment at all levels.
- 14) The general public should be educated about the environmental degradation and improvement of the environmental quality through mass media by incorporating them through regular programmes of A.I.R , T.V and Visual aids etc. Documentary films should be prepared on these themes and exhibited for the benefit of the people.
- 15) A committee including the students, teachers and administrators should be appointed to establish and evaluate the environmental education programme, and
- 16) A fundamental re-orientation of the human consciousness , accompanied by action that is born out of inner commitment, is very much needed. To fulfill this, we should recreate basic values of religions and cultures and propagate them through national and international education programmes.

Research Abstracts

I

NAME OF THE INVESTIGATOR	Gulshan Akhter
TITLE	A comparative study of the children of the working and non-working women in respect of their adjustment, SES and academic achievement .
ORGANIZATION WHERE DOCUMENT ORIGINATED	P.G. Department of Education, Kashmir University, Srinagar.
TYPE OF DOCUMENT	M.Phil.
DISCIPLINE	Education
DATE OF SUBMISSION	July, 1997
LANGUAGE OF THE DOCUMENT	English
NAME OF THE GUIDE	Malik, Dr. G.M.

STATEMENT OF THE PROBLEM:

'A comparative study of the children of the working and non-working women in respect of their adjustment, socio-economic status and academic achievement'.

OBJECTIVES:

The present study was undertaken with the objective of identifying the children of working and non working women and comparing them on home, health, social, emotional (adjustment areas), academic achievement and socio-economic status.

SAMPLE:

100 children belonging to working and non-working women group served as the sample for the present study. Out of these 50 were belonging to be as working mothers and 50 were belonging to non-working mothers.

DATA GATHERING TOOLS:

The data was collected with the help of SES scale (prepared by Madhosh and Rafiqui), Jameel A. Qadri's Adjustment Inventory. Besides, a self constructed questionnaire was administered to identify the two groups of children belonging to working and non-working women.

STATISTICAL ANALYSIS:

The data collected was subjected to statistical treatment. For testing the hypotheses formulated for the present study 'Chi-square' test was employed.

MAJOR FINDINGS:

The analysis has revealed the following findings:

- 1) The study has revealed that the children of working and non-working women differ significantly in their emotional adjustment. The children of working women tend to be emotionally mal-adjusted.
- 2) The children of working and non-working women have been found to be similar on health adjustment.
- 3) It has been found that the children of working and non-working women are not significantly different so far as their social adjustment is concerned.
- 4) The study has further revealed that the children of working and non-working women do not differ significantly in their home adjustment.
- 5) It has been revealed that the academic achievement of the children of working and non-working women is similar.
- 6) The children of working and non-working women have been found to be similar on socio-economic status.

II

1. NAME OF THE INVESTIGATOR	Bhat, Nazir Ahmad
2. TITLE	Incidence of Dropout Among Students in Relation to Their Personal and Social Adjustment
3. ORGANIZATION WHERE DOCUMENT ORIGINATED	P.G. Department of Education, Kashmir University, Srinagar.
4. TYPE OF DOCUMENT	M.Phil. Dissertation
5. DISCIPLINE	Education
6. DATE OF SUBMISSION	13-1-1997
7. LANGUAGE OF THE DOCUMENT	English
8. NAME OF THE GUIDE	Rather, Dr. A.R.
9. STATEMENT OF THE PROBLEM:	Incidence of Dropout Among Students in Relation to Their Personal and Social Adjustment.

10. OBJECTIVES:

1. To study the difference, if any, between stayins and would-be Dropouts in their personal adjustment;
2. To study the difference, if any, between Stayins and would-be Dropouts in their social adjustment;
3. To study the difference, if any, between stayin and would-be Dropouts in their total adjustment;
4. To study the sex-wise difference, if any, between Stayins and would be Dropouts in their personal, social and total adjustment.
5. To study the nature of relationship between Dropout Incidence and Adjustment (Personal, Social and Total)

11. HYPOTHESES:

1. Stayin's and Dropouts differ significantly in their personal adjustment.
2. Stayin's and Dropouts differ significantly in their social adjustment.
3. Stayin's and dropout's differ significantly in their total adjustment.
4. Stayins and Dropouts (Sex-wise) differ significantly in their social, and total adjustment.
5. Dropout incidence and adjustment (Personal, Social and Total) are positively related to each other.

12. METHOD AND PROCEDURE:

- a) The main focus of the study was to ascertain the Personal, Social and Total Adjustment of stayins and would-be dropouts. This has been facilitated by making a comparison between the groups viz., total dropouts and total stayins of two districts i.e. Budgam and Srinagar. These groups have differentiated on the variables, i.e. Personal Adjustment, Social Adjustment and Total Adjustment.
- b) The sample of the study comprised of 280 students both boys and girls studying in grade VI, ranging in the age group of 11-12 years from Govt. Schools of Srinagar and Budgam districts. The random stratified sampling method was used to select schools as well as students.

TOOLS USED:

The California Test of Personality developed by Louis P. Thrope and others (1953) was used to collect the data on personal and social adjustment of the students and Dropout Scale developed by Rather (1994) was used to collect the data on Dropout incidence.

STATISTICAL TECHNIQUE:

Mean, S.D., t-test and product moment method of the correlation were used.

13. MAJOR FINDINGS:

After tabulating, organizing and using various statistical methods, the researcher obtained the following results:-

1. The total dropout incidence rate was found 39.64 percent and total stayin rate was found 60.35 percent in both the districts, i.e. Budgam and Srinagar.
2. In district Budgam, the total dropout incidence rate was found 39.29 percent and stayin rate was found 60.71 percent whileas in district Srinagar, the dropout incidence rate was found 40 percent and stayin rate was found 60 percent.
3. In both the districts, i.e. Budgam, and Srinagar, the total dropout incidence rate for boys and girls was found 28.02 percent and 54.47 percent respectively, whileas the total stayin rate for boys and girls was found 71.97 percent and 69.56 percent respectively.
4. In district Budgam the total dropout incidence rate was found 69.56 percent in girls and 24.46 percent in boys while as the stayin rate was found 30.43 percent in girls and 75.53 percent in boys.
5. In district Srinagar the dropout incidence rate was found 45.45 percent in girls and 33.33 percent in boys while as the stayin rate was found 54.54 percent in girls and 66.66 percent in boys.
6. Stayin and Potential dropout groups of both the districts, i.e. Budgam and Srinagar differ significantly in their personal, social and total adjustment.
7. Stayin boys group and dropout girls group of district Budgam differ significantly in their personal, social and total adjustment.
8. Dropout boys and Stayin girls group of district Budgam differ significantly in their personal, social and total adjustment.
9. Stayin boys and dropout girls of district Srinagar differ significantly in their social and total adjustment. However, no significant difference in their personal adjustment was detected.

10. Dropout boys and Stayin girls of district Srinagar differ significantly in their personal and total adjustment. However, there was no significant difference in their social adjustment.
11. Stayin boys and girls of both the districts i.e Budgam and Srinagar do not differ significantly in their personal and total adjustment.
12. Dropout boys and girls of both the districts i.e. Budgam and Srinagar do not differ significantly in personal and total adjustment.
13. Dropout incidence was found positively related to adjustment (personal, social and total). However, in case of district Srinagar, social adjustment was not found significantly related to dropout incidence.

CONCLUSIONS:

The main conclusions of the study are given as under :-

- i) The total dropout incidence rate was found 39.64 percent whileas total stayin rate was found 60.35 percent in both the districts i.e. Budgam and Srinagar.
- ii) Findings of the present study reveal that high dropout incidence was found in girls as compared to boys.
- iii) Stayins and Dropouts significantly differ in their personal adjustment, social adjustment and total adjustment.
- iv) Stayin and dropout boys and girls differ significant in their total adjustment.
- v) Dropout incidence and adjustment (personal and total) were positively related to each other.

III

NAME OF THE INVESTIGATOR	Muneer Ahmad Mir
TITLE	Vocational Preferences of Secondary School Students with Special Reference to Locality, Sex and SES.
ORGANIZATION WHERE DOCUMENT ORIGINATED	P.G. Department of Education, Kashmir University, Srinagar.
TYPE OF DOCUMENT	M.Phil. Dissertation
DISCIPLINE	Education
DATE OF SUBMISSION	December, 1996
LANGUAGE OF THE DOCUMENT	English
NAME OF THE GUIDE	Malik, Dr. G.M.
STATEMENT OF THE PROBLEM	Vocational Preferences of Secondary School Students with Special Reference to Locality, Sex and SES.

OBJECTIVES:

1. To find and compare the vocational preferences of students on the rural and urban background;
2. To find and compare the vocational preferences of students on the basis of gender ; and
3. To find and compare the vocational preferences of students belonging to different SES groups.

HYPOTHESES:

1. Rural and Urban students differ significantly in their vocational preferences;
2. Boys and Girls differ significantly in their vocational preferences; and

3. SES has a significant effect on the vocational preferences of students.

SAMPLE:

The sample of the study consisted of 600 students (300 boys and 300 girls) from class 10th of High/Higher Secondary Schools of District Srinagar. The students were within the age range of 16-17 years.

TOOLS USED:

1. Chatterji's Non-Language Preference Record for measuring vocational preferences.
2. Socio-Economic Status Scale (Madhosh and Rafiqui) for the measurement of SES of the selected sample.

RESULTS:

1. Rural group of subjects as compared to urban ones has shown inclination towards fine arts, agriculture, crafts, outdoor, sports and household activities.
2. Urban group of subjects has been found to have the greater tendency in the interest areas like scientific, medical and technical areas.
3. Urban boys showed more leaning towards outdoor and sports activities whileas urban girls have shown greater tendency in household activities than urban boys.
4. Literary, fine arts, scientific, medical, agriculture, technical and craft interests have been found to be similar in both the groups i.e. urban boys as well as urban girls.
5. The pattern of vocational preferences of boys emerged to be as sports, scientific, fine arts, literary, outdoor, agriculture, household, medical, technical and craft activities.
6. The pattern of vocational preferences of girls has emerged to be different than boys. The vocational preferences of girls are sports, household, fine arts, agriculture, scientific, medical, outdoor, literary, technical and craft activities.

7. The pattern of vocational preferences in case of upper class students came out to be as sports, scientific, literary, fine arts, medical and household activities. Upper class students were found to have tendency towards sports, household and agricultural vocations.
8. Upper class and middle class groups have also been found equally interested in the vocational preferences like fine arts, literary, scientific, medical, technical, crafts and outdoor activities.
9. The subjects belonging to the lower income group have exhibited their preferences in scientific, technical and craft activities.