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SECTION A
RESEARCH FINDINGS

Construction of a SES Scale for KASHMIR.

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Measurement of Socio-economic Status has been a big demand of social Science research. In most of the educational reasearches validity of certain intervention programme is most frequently checked against the beneficiries socio-economic status. It is because of this need that a number of measuring devices were constructed in India. Most important tools are those of Kuppuswamy (1962). Pareek and Trivedi (1963). Rahudkar (1960). Dhillon (1955) Kapoor (1979) and Verma (1962). These measures are reported to have worked well in the groups for which they were prepared. None of these scales, however, can be used freely in various sub-cultural setting in India, more so in Kashmir. Here we are placed in a situtation which is most distinctive from what is available in other parts of the country. Geographically Kashmir has a unique place in the subcontinent, socially we have a seperate set of traditions to govern our social behaviour, economically there are certain jobs, handicrafts, Farm occupations which are not so frequently found elsewhere. The reason being that these jobs are in several respects unique as compared with their counter positions in other parts of the country.

In social science research, particularly in education we have largely been handicapped in this respect. Students and scholars for academic research have been using such devices as mentioned above, but there has always been a persistant demand to have a local tool. The present effort is one such exercise to bring out one measurement device that holds the promise to assess the socio-economic status of the people belonging to Kashmir. The tool will have two forms, From 'A' meant for urban and form 'B' for rural population. In the following sections, we will place most relevant information concerning the constructional procedure of the both forms.

Selection of the Dimensions

The first step taken was to identify the areas which matter for assessing an individuals Socio-economic status. For this purpose a good number of tests on S. E. S. were examined and also expert people in various fields such as Economics, Sociology, Social psychology, Political Science and Education were contacted to indicate their opinion about the aspects of one's life accounting for one's socio-economic status. The suggestions of these Judges and also their proposed areas were further screutinized. This scrutiny resulted in a general concensus on 19 areas concerning one's SES. Each area was to be presented by one item and each item had to have five sub items as 'A', 'B', 'C', 'L', and 'M'. These letters were used to indicate a continuum on which an individual's status on the concerned item could be placed. In a way this was scoring arrange-

ment for the item ranging between 0 and 9 points.

The Try-out

The Nineteen item test was first given to 250 randomly selected subjects from three rural areas of Kupwara, Baramulla and Pulwama. An equal number (250) was selected from Urban populations of the same areas. The respondents were instructed to use a separate answer sheet for their answers. And finally 180 answer Sheets (rural) and 100 (urban) were subjected to the scoring procedure as under :

Table 1.00 Scoring Scheme for SES scale

Sub items	*Scores*	*Remarks*
A	9	Zero means
B	7	insignificant
C	5	but not
L	3	absence
M	0	of SES.

The respondents were instructed to use a separate answer sheet for their responses. Only 180 answer sheets were found complete and were subjected to the scoring as under :

The scoring scheme is arbitrary one. The scores range between 0 and 9. Zero (0) stands for absence of the particular information or its lowest (insignificant amount) A total SES score for each individual taking the test can be gotten by adding the score of each item checked by him. In doing so the increase in the total score for an individual would indicate high SES of the subject. A detailed scoring system and categorization will be mentioned latter.

Item Analysis

The answer sheets of 180 subjects were scored and arranged in the ascending order (on the basis of the total scores of each individual subject). Seventy (70) scripts getting the highest scores (top 27 percent) and 70 scripts obtaining the lowest scores (bottom 27 percent) were taken as upper and lower groups. The Item Analysis of the test was based on these two criterion groups. The discriminating power of each item was calculatted by "t" technique (Edwards, 1969). of course the score obtained by upper and lower groups for each item were used to find the discriminating power.

The final scale had the items only on the basis of t-values. Item with a t-value

significant at.01 level were selected for the scale. Accordingly 15 best discriminating items were included in the final draft of the scale (Rural form) 4 items appeard extremely poor and were dropped for the same reason.

Exactly the same procedure was repeated in case of the urban scale (Form A). Here the total number of items came to 11 (eleven) only. Four items viz 7, 8, 9, and 12 were dropped as not being relevant to the Urban situation. Some of the items were modified as need demanded. So final format of the Form 'A' consisted of nine items only.

The details of main items

1. Occupation :

One of the most important indicators of Socio-economic status commonly opined by Judges and experts is the occupational status of an individual. The item No 1, therefore of our scale seeks information on the father and item 2 on the mother's occupations. For scoring purpose each item is put in five sub categories. These categories were ranked according to the national classification of the occupation 1968).

2. Income

Income of the family was considered to be next factor associated with the SES position of an individual. We have formed two items to measure the income of an individual. Item 3 asks for the total income of the family. This takes care of the middle class, Small bussinessman and marginal workers. Item No. 10 gathers information on the income of the people who happen to horticulture land and some cash crops.

3. Size of the Family

Some sociologists as well as Economists are inclined to relate size of the family to one' SES. It is believed that in a poor social background like ours number of the members of a family may increase or decrease one' SES. Larger number may deteriorate the family position and small family may mean more welfare and prosperity. This may not hold good if number of earning members is also more in a bigger family. Keeping this in view we have framed two items (6&7) to take care of both these arguments.

4. Education

Almost all scales on socio-economic status include 'Education' as a major index of socio-economic status. The present scale also takes parental education (both father as well as mother) to form an important dimension of the scale. Item 4, and 5 are devoted to this information respectively.

5. Social position or participation :

In the village or a town generally people assume such positions which give them esteem and status. They can be members of some prestigeous organizations, Panchayats, Volantary groups and others. They can be MLA's or M.P's etc. This information is generally sought about the head of the family. Item No 6 of our scale is meant for this type of data.

6. Landed Possession

Three types of landed positions have been considered to matter for one's SES. First , is the agricultural land, second the horticulture land and third land used for cash crops. All the three estates generate money and status for the owner. Item No. 7, 8, and item No. 9 are devoted to this information.

7. Household Possession :

In many socio-economic status scales household possessions have not been considered as related to socio-economic status. But all the same household possession would definitely speak of one's rank and order in society. Our Judges had a great concensus among themselves to include household possession in one's SES. And, therefore, the item was included, in our villages particularly, big one's are those with large material possessions. Even cattle head and poultry would indicate one's position in a village. Item No. 11.00 and 12.00 collect this information for the scale.

8. Type of House

Finally the type of house included in the scale (item No. 13.00) is also believed to indicate wheather a person belongs to a high status or low. The very ownership of a house may indicate an individual's standing in the society. Pucca house, Kacha house, mud house, hut or no house have all their socio-economic considerations behind.

Categorization

On the basis of the scores obtained by 180 rural subjects broad categories of various socio-economic status classes can be presented here for meaningful interpretations. Also some useful 'Norms' are calculated to make more precise use of this scale. The same procedure was adopted white categorising the data on 100 urban subjects.

Tfhe categorization was done taking Model value as the central point and the standard deviation as the interval unit.

Table 2.00 Socio-Economic Status Scale Categories (Rural Sample)

Symbol	*Category*	*Score on the scale*
A	Upper Class	95.32
B	Upper Middle Class	75.11
C	Middle Class	54.90
D	Lower Middle Class	34.69
E	Lower Class	14.48

Table 3.00 Socio-Economic Status Scale Categories (Urban Sample)

Symbol	*Category*	*Score on the scale*
A	Upper Class	98.53
B	Upper Middle class	88.75
C	Middle Class	57.90
D	Lower Middle class	43.73
E	Lower Class	23.50

Norms

Percentiles were used to indicate an individuals relative position in a standardized group. They are also taken as ranks in a group of 100 subjects, begining from the bottom. This may show that lower the rank lower may be the individuals status. The table 3.00 below will present the percentile norms for the rural samples and table 5.00 will present similar information for the urban sample.

Table 4.00 Percentile norms (Rural Sample)

Percentage of persons	*Number of persons*	*Scores*	*Remarks*
1	1.8	14.67	
5	9.00	23.49	
10	18.0	28.26	
15	27.0	32.94	
20	36.0	37.44	
25 Q 1 (check)	45.0	41.94	
30	54.0	46.44	
35	63.0	50.13	
40	72.0	52.20	
45	81.0	54.27	
50	90.0	56.34	Q 2 (check)
55	99.0	58.50	
60	108.0	61.74	
65	117.0	64.98	
70	126.0	68.40	
75	135.0	72.63	Q 3 (check)
80	144.0	76.86	
85	153.0	80.55	
90	162.0	84.24	
95	171.0	91.44	
100	180.0	103.50	

Table 5.00

Percentage of persons	*Number of persons*	*Scores*	*Remarks*
1	1.00	20.00	
5	5.00	29.50	
10	10.00	36.60	
15	15.00	43.00	
20	20.00	49.50	
25	25.00	55.00	Q 1
30	30.00	58.30	
35	35.00	59.00	
40	40.00	61.40	
45	45.00	62.35	Q 2
50	50.00	66.39	
55	55.00	69.40	
60	60.00	70.40	
65	65.00	73.53	Q 3
70	70.00	75.23	
75	75.00	77.43	
80	80.00	80.21	
85	85.00	83.56	
90	90.00	92.46	
95	95.00	105.50	
100	100.00	109.43	

Stanine Scale

Normalized standard scores in the form of a stanine scale are also calculated for more specific use. For this purpose the raw scores arranged in their order of size and

then converted into 9 standard points by normal curve / percentage. Thus the stanine norms for the rural sample are placed in the table No. 6.00 below. The data for urban form (A) is given in the table No. 7.00.

Table No. 6.00 Stanine Norms (Rural Sample)

S. No.	*Normal curve percentage*	*Actual cases in the sample*	*Related Score*	*Related class-interval*	*Stanine*
1.	4	7	18	12.23	1
2.	7	13	28	23.32	2
3.	12	22	38	32.43	3
4.	17	30	49	43.54	4
5.	20	36	60	54.65	5
6.	17	30	70	65.74	6
7.	12	22	79	74.83	7
8.	7	13	89	83.94	8
9.	4	7	99	94.104	9

Table 7 Stanine Norms (Urban Sample)

S. No.	*Normal curve percentage*	*Actual cases in the sample*	*Related Score*	*Related class-interval*	*Stanine*
1.	4	4	22	19.31	1
2.	7	7	32	31.43	2
3.	12	12	42	43.55	3
4.	17	17	52	55.67	4
5.	20	20	62	67.79	5
6.	17	17	72	79.91	6
7.	12	12	82	91.103	7
8.	07	07	92	103.114	8
9.	04	04	102	102	9

Reliability of the Scale

The reliability of this test was obtained in two ways, one by applying test-retest method and two applying equivalent form on the same groups.

1. Test-retest method

The same test was repeated on the same population (n=180) after a short interval (1½ months) A high coefficient of stability (r=0.82) indicated the amount of trust that can be placed on the test. For the urban scale (Form A) it come to r=0.85.

2. Equivalent or Parrallel form reliability

An equivalent form of the scale was prepared and administered to the same samples (n=180) the date was correlated and high co-efficient of correlation (0.97) obtained. For the Urban scale the co-efficient of 0.92 was obtained between the two forms.

Validity

1. Content Validity :

Judges, experts, seasoned villagers and a set of social workers were interviewed for finding relevant items for this scale. The data thus collected was intensively checked for fairness and relevance. Here again expert opinion was sought to include various items into the scale. An inter-Judge co-efficient of corelation was sought to work out the consistancy. At co-efficient of (r=0.81) was high enough to accept the goodness of this measure.

2. Concurrent Validity

An external measure, trivedi's socio-economic status scale was administered on the same sample (n=180) together with the present scale. The Co-efficient of co-relation was high (r=0.61), but not as high as the face or content validity index mentioned earlier. This may be due to the fact that the scales constructed elsewhere do not exactly mirror the socio-economic status in our state. Even then the correlation is fairly above average.

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"A Study of Adjustment Problems of Creative and Non-creative Subjects"

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Creativity is a unique gift of nature. It is a highly valued human quality which has been known for a long time to have its influence on such spheres of human activity as scientific, technological, artistic and the like.

The importance of creativity has never been underestimated by Psychologists generally, though the special attention it deserved has not been so far given to this field. Guilford in his 1950 Presidential Address to American Psychological Association spoke about the neglect by the scientifice community of this important concept of creativity.

Having realized the unlimited value and worth of this potential, there is now indeed a creativity and giftedness movement everywhere. 'Celebration of Creativity' has become undoubtedly an international pervasive reality (Raina, 1980). In one form or the other, there is an international concern for giftendness and creativity.

We are living in an age of Science and Technology. Mountains have been dwarfed, seas have been bridged and impossible things have been made possible. We have been able to see the dawn of civilization only though the creative efforts of individuals who were endowed with this wonderful gift. So, it is the greatest need and demand of present times to promote and nurture this talent at all levels. It is essential that every nation should become concerned about the potential human resources, and the waste and less of such resources in each person (Taylor, 1978). It has been observed by man-power specialists that countries may not be able to sustain economic growth unless all the reserves of all the talent in the population are actively sought out and attracted into needed educational channels (Raina, 1985). In order to change the destiny of the nation, there is great need to identify and nurture this creative talent. Herold lyon (1976) has aptly remarked : "the planet's survival depends on how successfully the potential of the gifted and creative children is realized and integrated."

As far as India is concerned, this potential was neglected and after a decade, it was realized that in order to keep pace with the developed countries of the world, identifiction and nourishment of creative talent is essential. It would be worthwhile here to

quote the observation made in the report of Indian Education Commission (1964-66, p. 240) : ("the dearth of competent and trained manpower is now felt in nearly every branch of national life and is probably one of the biggest bottlenecks to progress. Poor as we are financially, the poverty of trained intellect is still greater". The report further recommended sustained and energetic research in talent processes as talent is the most valuable asset a country can have. Recognition and nourishment of creative talent is the demand of present times in order to avoid cultural stagnation and promote cultural vitality. Infact the creative and the talented are 'seed people, concept changers and pulse takers of the society' (Choudary, 1985). The idea of identifying and nurturing talent has, however, now been accepted in our educational system. The new educational policy (1986) is an obvious effort to help the creative potential to blossom. The entire concept of Navodaya Vidyalyas (Model Schools) is creativity based.

At present, the development and adjustment of the creative and gifted children is a matter of concern for parents, teachers and to all who are interested in the welfare of creative children and in the progress and welfare of their country in particular and mankind in general. As such creative children are a valuable resources for the country, which if nurtured carefully will benefit not only the particular nation to which they belong but to the whole mankind. History records that adjustment as an area in relation to creativity has proved both as a promoter and hinderer. In ancient times the most creative individuals like Socrates, Plato and Aristotle have emerged from obstacle dominant situations.

Research studies on creatives and their personality characteristics (Torrance 1962, Rubin 1963) show that creative individuals differ from those who are not creative. Unlike ordinary children, creatives are independent and unconventional, interested more in their own ideas than they are in popularity and acceptance; they tend to be agressive, sensitive, unstable and courious, dominant and apt to break rules and regulations, To quote Torrance (1962). "There are eighty four personality characteristics in the creative individuals which differentiate them from non-creative one's". Since creatives possess unusual characteristics, it is quite evident that such children experience unusual problems of adjustment.

Creative children are usually regarded as those who are interested in vague and ambiguous ideas whereas such ideas are ignored by other children. The result is isolation and rejection. Even though creativity is a rare gift, but those who possess it are social beings and naturallly they crave for social acceptance. Hence, the feeling of being different and rejected disturbs them and they either repress their creativity or learn to cope up with tensions and frustrations. Torrance (1962) is of the opinion that "if creative needs are strong and if their repression or supression is severe or prolonged, tension

is likely to be overwhelming and Psychosis is the possible result". The other problems like Conservatism, questionable methods of upbringing, faulty methods of teaching and unsympathetic behaviour of colleagues gives rise to adjustment problems and becuase of these problems talent is crushed before it bears fruit.

As research has brought into focus the importance of adjustment with reference to creative potential, it has come to notice that only a few studies have been conducted in this area. Studies conducted by Fransworth (1938), Greenacre (1958), Geertzel and Goertzel (1962), Sinha ans Sharma (1978) and Kour (1980) reveal that creatives were less adjusted as compared to non-creatives. On the other hand, studies conducted by Gust (1964), Terman (1964), Mallapa & Upadhyay (1977) and Singh (1980) contradict the above mentioned findings. These studies show that creative subjects are better adjusted than non-creative subjects.

No conclusive results could be formulated on the basis of empirical data available with us. Some studies have shown adjustment as related to creativity whereas others have found no such relationship. But from various observations and studies, adjustment appears to be central to the promotion of creative talent. So inspite of the contradictory findings, the question of adjustment seems to be vital in the field of creativity. So it will be proper to explore to confirm, verify and validate the results of the studies conducted in the concerned area. The present investigator has a strong hunch that earlier studies have a line to offer on creativity and adjustment. The present study, therefore, reattacks the problem with the following objectives :-

1. The find out how creative and non-creative subjects stand on various areas of adjustment viz., home, health, social emotional and educational.
2. To find out if sex makes any decisive difference in the scores of creative and non-creative samples in various areas of adjustment.

Hypotheses :

1. There exists significant differences between creative and non-creative subjects in various areas of adjustment.
2. Sex differences make significant adjustment differences between creative and non-creative subjects.

Design of the Study :

Sampling :

The study was conducted in the city of Srinagar and there were seven colleges to

participate in the research programme. The sample consisted of 400 subjects (both boys and girls) selected radomly from those seven colleges. The subjects were taken from P.U.C. to B.A./B.Sc., final and this formed the main basis of distinction. The group was more or less homogeneous. The sample group both for boys and girls varies in age from 15 to 19+, the mean age of subjects is 16.5. The result in the present creativity test has shown that there exists no significant difference (1.41 at 0.01 level) in the creativity scores of various age groups. Therefore, it was accepted that the sample of varying age groups was appropriate for the investigation.

Tools Used :

In the present study, Baqer Mehdi's Verbal Test of Creative Thinking was used. From the 400 subjects, two groups (Creative and Non-Creative) were drawn on the basis of total creativity score obtained by each subject as follows :

Creative Group : The term 'creatives' in this study refers to those subjects whose score falls in or above third quartile on Baqer Mehdi's verbal test of creative thinking.

Non-creative Groups : The term 'non-creatives' in this study refers to those subjects whose score falls in or below first quartile on Baqer Mehdi's verbal test of creative thinking.

Out of 200 boys, a sample of 56 creatives and 52 non-creatives was identified. Out of 200 girls, 43 creatives and 38 non-creatives were identified. On the whole, there were 99 creative and 90 non-creative subjects.

The term 'adjustment' in this study refers "to the degree of capacity by which an individual tries to cope up with inner tensions, needs conflicts, frustrations and simultaneously is able to bring a coordination between his inner demands and those imposed by the outer world."

In order to seek information about the adjustment of the subjects, Sinha's and Singh's (1980) Adjustment Inventory for College students (AICS) was used. According to the norms of this test, "low scores indicate suitable adjustment whereas high scores indicate poor adjustment."

Results and their Interpretation :

In order to compare the adjustment problems of creative and non-creative subjects, an area to area comparison was made and in order to compare the total adjustment, the scores of all the five areas were added up.

Table-1 : Significance of difference between Creative and Non-Creative boys for adjustment problems :

Areas	Creative boys N=56 Mean	S.D.	Non-Creative boys N=52 Mean	S.D.	S.E.D.	t	Remarks
Home	8	4.24	5	2.82	0.68	4.41	Significant at .01 level
Health	7	3.27	5	2.12	0.51	3.92	"
Social	10	4.71	7	2.98	0.74	4.05	"
Emotional	14	4.28	11	4.75	0.86	3.48	"
Educational	10	4.15	8	3.75	0.75	2.68	"
Total Adjustment	49	16.59	36	11.3	2.71	4.79	"

The tabulated data on adjustment for creative and non-creative subjects reveals that creative group experiences more problems in specified areas of adjustment. The t-values obtained in all areas-home, health, social, emotional, educational and total adjustment imply that differences are significant at 0.01 level. Interpreting this result we can say that creative group experiences more problems than non-creative ones. Our findings are supported by the findings of Mackinnon (1962), Foster (1962), Sandhu (1974), Singh (1980) and Kour (1980).

Table 2 : Significance of difference between Creative and Non-Creative girls for adjustment problems

Areas	Creative Girls N=56 Mean	S.D.	Non-Creative Girls N=52 Mean	S.D.	S.E.D.	t	Remarks
Home	9	4.06	6	2.97	0.78	3.84	Significant at .01 level
Health	7	2.86	5	2.38	0.57	3.5	"
Social	13	5.7	9	2.69	0.96	4.16	"
Emotional	18	4.98	13	4.89	1.09	4.58	"
Educational	12	5.29	9	2.93	0.93	3.22	"
Total Adjustment	59	18.13	42	12.63	3.43	4.66	"

A comparison of creative girls with non-creative girls shows that the creative girls have to face more problems in all areas of adjustment. Considering all the five areas together, the mean difference between creative and non-creative female samples is significantly real. (P>0.01). Even taking each area separately, the differences remain significant. It imples that creative girls have far more difficulties in the areas of adjustment than non-creative ones. Our findings are in line with the findings of Greenacre (1958), Foster (1962), Finch (1977) Sinha and Sharm (1978).

Table - 3 : Significance of difference between Creative boys and Creative girls for adjusment problems

	Creative Boys N=56		*Creative Girls N=43*				
Areas	*Mean*	*S.D.*	*Mean*	*S.D.*	*Sed*	*t*	*Remarks*
Home	8	4.24	9	5.06	0.83	1.2	Not Insignificant
Health	7	3.27	7	2.86	0.61	0	
Social	10	4.71	13	5.7	1.06	2.83	Significant at .01 level
Emotional	14	4.28	18	4.98	0.94	3.48	"
Educational	10	4.15	12	5.29	0.97	2.06	Insignificant
Total Adjustment	49	16.59	59	18.13	3.54	2.82	Significant at .01 level

Seeking an answer to sex question, the male/female data was tabulated for comparison and it was found that on the whole creative girls seem to have more problems than creative boys (P>0.01). An area to area comparison shows that home, health and educational present no significant difference in terms of sex distribution. However, for emotional and social areas, differences are sharply significant (P>0.01). Our findings are in line with the findings of Schaefer (1970). Walia (1973) and Asha (1980).

Table - 4 : Significance of difference between non-creative boys and non-creative girls for adjustment problems

Areas	Non-Creative Boys N=52		Non-Creative Girls N=38				
	Mean	S.D.	Mean	S.D.	S.E.D.	t	Remarks
Home	5	2.82	6	2.97	0.38	1.63	Insignificant at .01 level
Health	5	2.12	5	2.38	0.46	0	"
Social	7	2.98	9	2.69	0.59	3.38	Significant at .01 level
Emotional	11	4.75	13	4.89	1.02	1.96	Insignificant
Educational	8	3.79	9	2.93	0.7	1.42	"
Total Adjustment	36	11.3	43	12.63	2.57	2.72	Significant at .01 level

Comparing non-creative boys with non-creative girls, the girls seem to have more problems than boys as far as their social and total adjustment is concerned (P>0.01).

Discussion and Conclusion :

In the light of the results obtained here, creative people seem to make a group by themselves, expierenceing more problems than the non-creatives. This observation is further supported by the literature in which we come across some profound theories of creativity. Lembrose (1985) in his 'The Man of Genius' attributed to genius a number of characteristics rooted generally in their maladjustment in the areas mostly organic. He, for instance, thought that short stature, rickets, excessive pallor, emaciation,

Stammering, left-handeness and delayed development as the most significant and characterizing features of genius. Another noted Psychologist Kretchmer (1931) wrote, "If we take the Psychopathic factor, the forment of demonic unrest and psychictension from the constitution of genius, nothing but an ordinary gifted will remain." There is a counter argument which is based on the explanation which is exclusively social. It is said that genius may become maladjusted 'in a society built up around the average man and his needs'. This is particularly noticeable in case of a very superior child placed in a class of mediocre school children. It is probably true of a superior adult also. In such a case, the maladjustment would be an indirect result rather than a cause or essential component of genius.

Even some stray cases in history confirm the validity of this result. We have in the history of original creative men some glaring examples of the suffering creatives. Alexander Pope (1688-1744) for example had experienced innumerable discomforts in life, worries in childhood troubles with church and academic institutions had made his life miserable. Samuel Taylor Coleridge (1772-1834) had no more happy events in life than Byron or Pope. Coleridge's entire life in educational institutions and finally in cambridge remained totally tense. In philosophy, we have the biographies of Socrates, Plato, Aristotle and Rousseau full of episodes not in any way normal but rather more pathetic. Even the life events of great scientists like Copernicus, Galileo, Newton, Einestien, Edison have a series of turmoils to present.

Keeping these thing in view, we have come to regard creativity as a unique gift possessed by only some individuals. Personality characteristics of a creative person include autonomy, independence, feminity of interests, resourcefulness and complexity of personality etc. Torrance is of the opinion that the expression of creative desires brings upon the individuals certain sanctions which produce tension'. A creative individual finds problems of adjustment because he challenges each and everything including the set norms of the society. As we know, that a creative individual is capable of high order of divergent thinking, has unusual ideas and is independent in his thinking, so such attributes are likely to make his adjustments in different areas different from the norms of his peers. Barron (1963) recognized creativity "as a dangerous force which can have both social assets and liabilities." It is, therefore, demand of present times to provide creative people necessary guidance so that they can cope up with their problems and still maintain their creativity. A proper guidance will help them to blossom fully and benefit the whole mankind.

As far as the role of sex is concerned, it will not be out of place to mention here that our society being male dominated gives females very few opportunitie to express their creative potential, though potentially they are in no way less than males. To quote Kneller (1965), "Creativity calls for both sensitivity and independence. Sensitivity is generally considered a feminine virtue and independenc normally considered as a masculine virtue. Thus, by encouraging boys and girls to keep their own roles, we restrict the growth of creativity."

On interviewing some talented girls who participated in the present study, it was found they are not allowed to participate in various social and cultural functions so that they could give vent to their creative ventures. It was revealed by them that they are given religious injunctions which proves a great hinderance in their creative endeavour. Hence girls in the present study have been found to have more problems particularly in the area of sociality and emotionality.

So, the present study establishes:

1. Creative boys differ from non-creative ones. They have more adjustment problems.
2. Creative girls also face a lot of problems in their adjustment as compared to non-creative girls.
3. Creative boys and creative girls who face a lot of difficulties in their adjustment differ significantly. Here creative girls have more problems in the social and emotional areas. As far as their total adjustment is concerned, they differ significantly.
4. Non-creative boys and non-creative girls differ significantly as far as their total adjustment and the area of sociability is concerned.

The investigator on the basis of the present findings feels that a congenial and conducive atmosphere be provided to students to improve their adjustment, so that the creative potential, which is the greatest asset in modern world of Science and technology, blossoms in full. Once the creative potential is identified, its channelization will help us to guide philosophers, poets, educationists, leaders and inventors of tommorrow to sow the seeds of peace, progress and prosperity of mankind. A negligence on the part of parents and teachers in the identification of creative talent can prove fatal for the society. The inconsistencies and inconclusiveness of many other studies leaves much more room for further investigation. Hence the results of the present study cannot be generalized.

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Rural Gifted Achievers and Underachievers — Their Need Achievement

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As far the nature of individual differences no two persons can have an identical type of cognitive and scholastic aptitude even though they might have been brought up under similar family, socio-economic and teaching learning conditions. Not only that two persons possessing almost same intelligence are not achieving upto the level of their cognitive ability. One achieving and other undereachieving, with the result under-reachievement becomes a priority issue for educationists and psychologists to ponder cover. And a galore of studies have been conducted in the field. Authors like Sinha (1970); Mohan and Nehru (1972); Iyer (1977); Patel and Joshi (1977); Koul (1978); Mohan and Khera (1978); Tlwari and Rai (1978), D. Lima (1979), Josph (1979); Nagpal (1979); Rai (1980), Saun (1980), Somasundaran (1980); Sharma (1981), Rai (1982), Singh (1983); Jyothi (1984), Singh (1986), Sontakay (1986); Kapoor (1987); Natesan and Devi (1987); Puri (1987); Sahoo (1987), Sethi (1990) and many others have banked upon non-intellectual factors as predictors of academic achievement, and over and underachievement. Keeping in view the number of studies addressed to the factors associated with under and over achievement, it is felt that gifted children must be taken well care before their giftedness is executed for scholastic purposes. There are chances that they may continue with thier inadequacies without realising their gifted potential. What are those factors to be taken care to is yet a debatable issue.

Despite the increasing interest in gifted education, stimulated by the growing need to meet the scientific and technological changes of the space era very little attention has been directed to the gifted underachivers (Waddington and O'Brien, 1979; Freeman, 1979; Davis and Rimm, 1985; Gallagher 1985; Khan, 1987). The reason for this neglect lies in the difficulties encountered by the concerned, parents and teachers in recognising this ability of the young children. Keeping this consideration in view it was decided to investigate the characteristics which go with gifted achievers and underachievers.

Objectives

01. To identify gifted achievers and underachievers.

02. To study the need achievement of gifted achievers and underreachievers - composite score and factor wise.

Hypotheses :

01. Gifted achievers are characterised by 'Hope of Success', 'High Ego ideal', Perserverance', Realistic attitutde', Internal Control of Fate', while as reverse is true in favour of gifted underachievers.

02. Gifted underachievers have high tendency to keep things incomplte in comparison to gifted achievers.

03. In comparison to gifted underachievers gifted achievers possess decidedly high need achieverment (composite score).

Methodology and Procedure

Initial Sample : All the male subjects (N=1200) studying in class 9th and 10th were contacted from the Government High and Higher Secondary Schools of two tehsils (Pahalgam and Bijbehara) of district Anatnag. Selection of two tehisils was randomly done after dropping tehsil Anantnag because of its semi-urban nature. Govt. Higher Seoncdary School Bijbehara was also dropped from being a sample unit because of its semi urban bias. Private schools were not considered as sample units becuase (i) they do not follow the same curriculum; (ii) their teacher recruitment is guided by their own recuritment policy: (iii) the conducting of examination is governed by their own rules and regulations; (iv) the students reading in these institutions decidedly possess a high socio-economic status which would have affected the criterion variables (academic achievement). Students of 9th and 10th class were selected with this understanding that they are mature to take decisions for themselves.

Final Sample : A non-verbal mental measurement test - Ravens Advanced Progressive Matrices (1962) was administered to all the 1200 sample subjects in different sitting after developing a rapport with subjects, and the concerned principles and teachers of respective schools. The subjects scoring 80th percentile and above (14.95=15) on the I.Q. test were termed as gifted (N=267). Out of 267 subjects 07 subjects were screened out because their academic achievement was not available in their respective schools where they had read previously, as the schools were burnt due to disturbed conditions in the valley. Another 32 subjects were also dropped-out because of the incomplete or fictitious responses to the tests administered to them. Therefore, in the final analysis the investigator was left with 228 subjects who served as the sample for the study. The mean of the previous two examinationr results (7th and 8th for 9th class students, and 8th and 9th for 10th class students), was considered as a criterian for academic achievement. Subjects whose academic achievement scores where minus 10 percentile and above their intelligence percentile scores were considered as gifted achievers and the subjects whose academic achievements scores were 10 percentile or more below their Intelligence

Percentile scores were considered as gifted and the subjects whose academic achievement scores were 10 percent or more below their intelligence percentile scores were considered as gifted underachievers. Following the same criterion model there were 128 subjects out of 228 who were termed as gifted achievers and the rest (n = 100) were designated as gifted underachievers. In order to make it further sure that the two gifted groups - achievers and underachievers differ significantly so far as their scholarlistic achievement is concerned 't' test was used was the mean difference between the two groups - gifted achievers and underachievers was found statistically significant.

Tools

Follwing tools were administered to the subjects in order to collect the required data

1. Ravens Advanced Progressive Matrics (1962) for the Measurement of intelligence.
2. For the measurement of need achievement urdu adoptation of Mukherjee's Incomplete Sentences Blank (1988), by the present investigator.

Statistical Analysis :

The data was subjected to statistical analysis by employing 't' test in order to get an understanding of the need achievement of both gifted achievers and underachievers (Table I), Line graph and Bar diagram (Fig. I & II) were used to make the results transparent.

Table - I

Significance of mean difference between gifted achievers (N = 128) & under achievers (N = 100) on 06 Factors and composite score of Need Achievement.

Need Achievement Factor	*Gifted*	$\bar{X}$	*S.D.*	*S.E.D.*	*'t' value*
A. Hope of Success	*Achievers*	2.10	1.63	0.20	6.15**
	Underachievers	0.87	1.40		
B. High Ego Ideal	Achievers	12.66	4-58	0.69	2.94**
	Underachievers	10.63	5 .68		
C. Perseverance	Achievers	4.96	2.49	0.34	3.59**
	Underachievers	3.74	2.55		

D. Realistic Attitude.	Achievers	18.97	5.75	0.77	7.78**
	Under-achievers.	12.98	5.85		
E. Internal control of Fate.	Achievers	12.08	1.36	0.20	2.0*
	Under-achievers.	1.68	1.64		
G. Incomplete	Achievrs	0.91	0.29	0.03	2.66**
	Under-achievers	0.99	0.10		
Composte Score of Need Achievement.	Achievers	41.73	7.58	1.21	9.03**
	Under-achievers	30.80	10.11		

Note : ** Probability less than 0.01
* Probability less than 0.05.

Results :

The persual of Table I makes it obvious that Gifted Achievers and Underachievers differ significantly on Factor 'A' (Hope of Success) of need Achievement (N. Ach). The obtained 't' value is 6.15 which is far greater than table 't' value at 0.01 level. The mean difference favours Gifted Achievers. Indicating thereby that gifted achievers are high on hope of success than gifted underachievers are high on hope of success than gifted unachievers. The results support the contention that gifted achievers achieve because they are optimistic whatever task they would take for completion they would do it. They identify themselves with a successful authority. And as obvious strive for success keeping the worthy personality and his line of action into mind. Besides, they perfer intrinsic rewards when successful, that gives them boosting for further action. On the other hand, gifted underachievers, underachieve because they have fear of failure. They are pessimistic in order to achieve success. It provides negative feed back for the gifted underachievers to achieve upto their potential. They hardly identify themselves with any successful authority that would have provided a motivating force for their success. They usually prefer external rewards for their success, denial of such rewards, becomes a negative force against the struggle for achievement. The results are in the expected direction, that gifted achievers possess hope of success while as gifted under achievers have fear of failure.

FIG I : COMPARISION BETWEEN GIFTED ACHIEVERS (N=128) AND UNDERACHIEVERS (N=100) ON NEED ACHIEVEMENT (FACTOR-WISE)

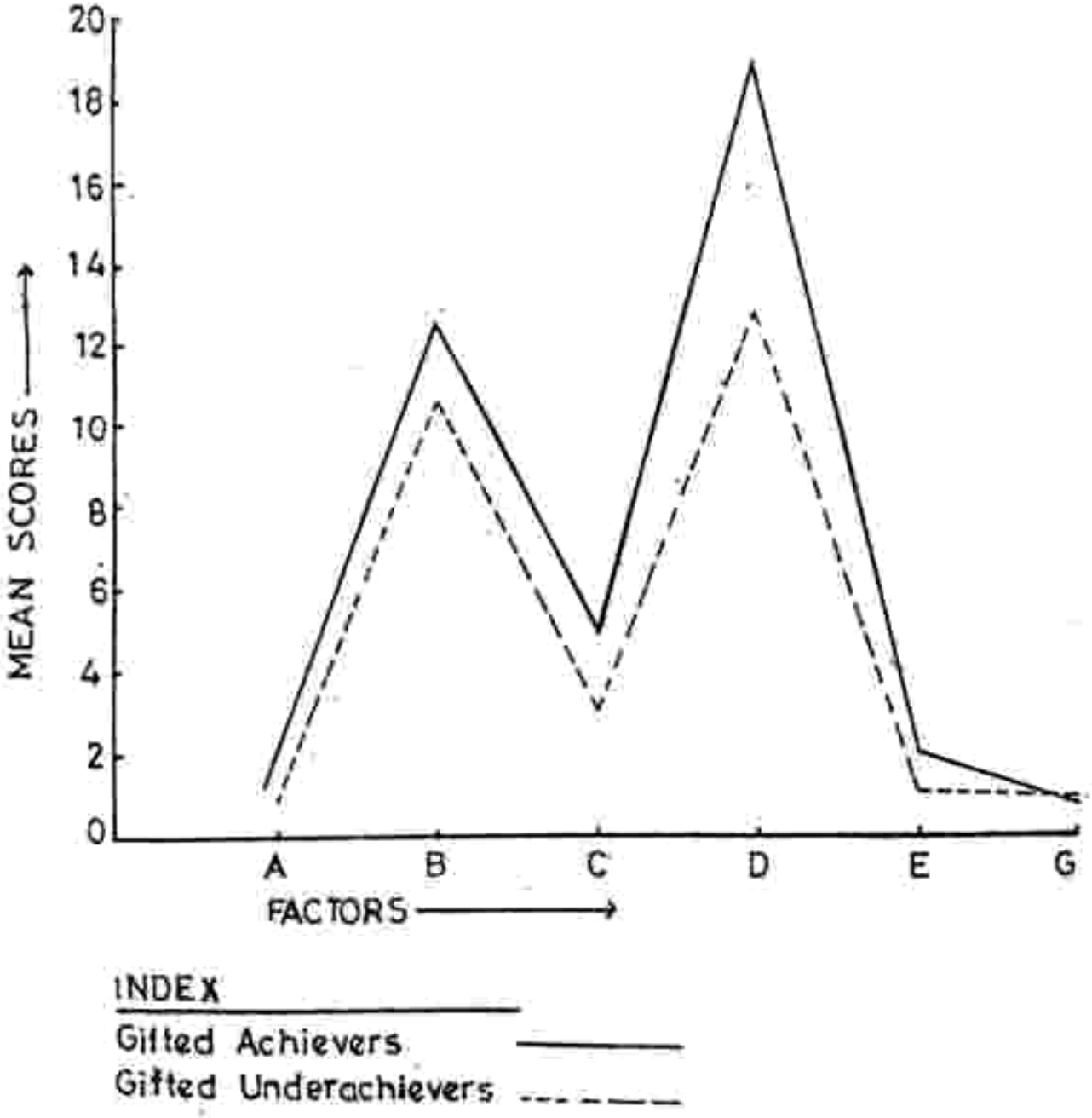
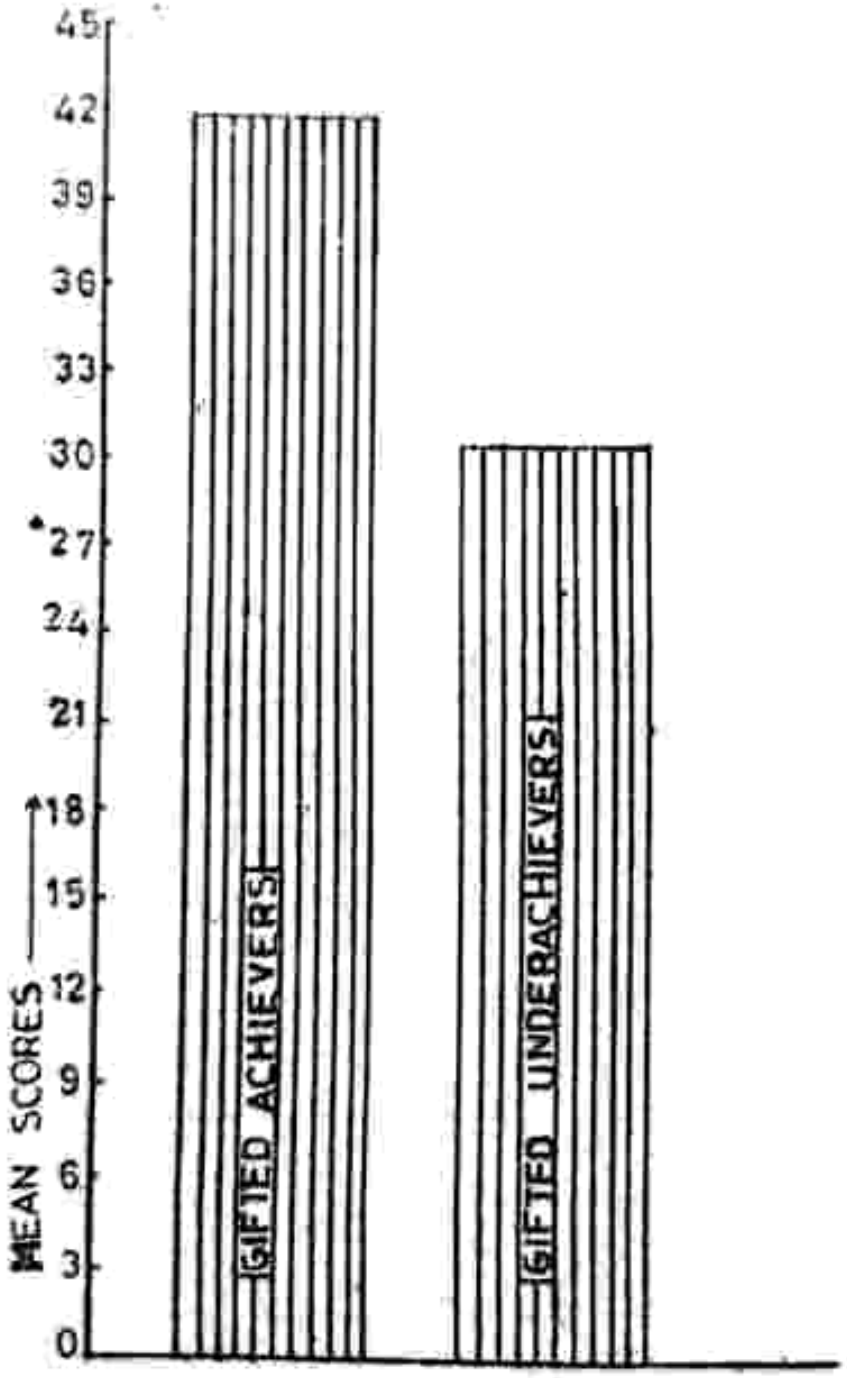


FIG II : COMPARISION BETWEEN GIFTED ACHIEVERS (N=120) AND UNDERACHIEVERS (N=100) ON COMPOSITE SCORE OF NEED ACHIEVEMENT



On Factor 'B' (Ego Ideal), table depicts that the mean of gifted achievers (12.66), is decidely superior than the mean of gifted under-achievers (10.63). The mean difference is significant beyond 01% (P'<0.01) level. The results confirm that gifted achievers have high ego-ideal than gifted underachievers. Gifted achivers posses high level of aspiration that is why they achieve success. They have high level of self-confidence, confidently work on the task in hand. They have a sense of striving to achieve a high position or status in the society, therefore, keep no stone unturned to achieve that status. Competitiveness and maintenance of self respect enables them to look forward for success. While as on the other hand gifted underachievers lack self-confidence and competitiveness, with the result pull a long with the average achievement. They hardly have a sense of striving to achieve a status in the society. Therefore, they are not endowed with the characteristics that would have served as a motivating force for achieving upto their inborn capability and thus prove to be underachievers.

The results of the present study that gifted achievers have high ego-ideal while as gifted underachievers possess low ego-ideal also appeals to the logic in the sense that high ego-ideal serves as a positive feed back, while as low ego-ideal negative feed back for success.

The mean difference (1.22), between gifted achievers and underachievers on factor 'C' perseverance is statistically significant ($p < .01$). The results confirm that gifted achievers are persistant, prefer for difficult and challenging tasks, have a sense of devotion to work, get satisfaction in completing an assigned task, have a long term involvement with future carrier and dislike idleness while as reverse is true for gifted underachievers group. The results signify that gifted underachievers underacheive because they have less perservence capacity, do not have more devotion to work, usually shirk to work on difficult and challenging tasks and only work for immediate gains. As a matter of fact gifted underachievement is expected. Perservence enables a person to achieve strides in ones life. Unless a student will not persistently work throughout the year, he cannot get through the examination. Gifted underachievers though pass the examination but with 2nd or 3rd division, when it is expected that their achievement should be commensurate with their intellectual potential - Ist division at least. Therefore gifted achievers have high perseverance whileas low persevarance is the characteristic feature of gifted underachievers, is justified.

Gifted achievers and underachievers differ significantly on Factor D - Realistic Attitude. The obtained 't' value is 7.78 which is decidedly greater than table 't' value (2.60) with 226 df at .01 level. The results reveal that gifted achievers are having realistic attitude, they take immediate risks in life, plan in advance for doing something. And that is the fact they achieve upto their optimum level. It is their realistic aspiration that they are in a position to fulfil their objectives and do not become perturbed due to failure. On the other hand gifted underachievers have unrealistic attitude indicating thereby that they take high risks in their life and possess unrealistic aspirations in life, hardly plan before hand in order to complete a particular task. Gifted who do not follow the sequential

order - realistic aspiration, advance, planning so as to perform a task become under-achievers, on the other hand, gifted who follow the orderly scheme prove to be achievers. The results that gifted achievers have realistic attitude and gifted underachievers unrealistic attitude also appeals to the logic.

The perusal of the table makes it obvious that there is a significant mean difference between gifted achievers and underachievers on factor 'E' - Internal control of Fate of need achievement. The obtained 't' value on the said factor is 2.0 which is greater than table 't' value at .05 level. Therefore the difference is statistically significant. The results confirm that gifted achievers have reliance on their own effort for doing anything in life, they deny the role of some superior unknown force in shaping their destiny and strong determination is their characteristic feature. On the other hand gifted underachievers do not rely on self effort. They are in favour of some unknown superior force in shaping their fate and have weak determination for doing anything in life. The characteristic features of gifted underachievers, themselves, provide a platform for any person that their underachievement is but natural. A person who is not determined to do anything and does not make use of his own effort, how can it be accepted that he can reach to the potential, he is bestowed with. Under these circumstances he has to continue with his underachievement and prove to be an average student in the classroom. The gifted achievers will continue to be achievers as they rely on their own effort and work with strong determination. The results have not reached to the significance level of 0.01% because Internal Control of Fate ('E' factor) factor under discussion is denying the role of some superior unknown force in shaping one's destiny. And as, almost all the sample subjects were believers of God and they believe that despite their hard work it is He who can bestow success on them. He shapes the fate of humanity, the human beings have only to struggle their best and energise their effort for success. Because of this faith gifted achievers also scores low on this dimension of Internal Control of fate. Therefore, as obvious it affected the results on Internal Control of Fate. However, the results are significant ($P < .05$). And we can justify that gifted achievers have high Internal Control of Fate than gifted underachievers.

Factor 'G' - Incomplete, as depicted on the table, shows high mean of gifted under-achievers (0.99), while as achievers have a mean of (0.91). The mean difference is in favour of gifted under achievers and statistically significant ($P < .01$). The results indicate that gifted achievers have a tendency to keep things incomplete while as gifted under-achievers complete their work on their own. The results are commensurate with the common thinking pattern in public either. It is the result of incomplete nature of home assignment, reading and writing that a child though with gifted potential underachieves while as an average student with average of I.Q. who exhibits deligence in his life career excelles and achieves to the optimum level of his cognitive ability. Therefore, the results are in expected direction.

The results as presented in Table I on all the factors of need achievement are further substantiated by Fig I. The difference between gifted achievers and underachievers is

rampant on all the factors of need achievement A, B, C, E and G. The perusal of the figure indicates that gifted achievers have high hope of success, ego-ideal, perseverance, realistic attitude, internal control of fate and tendency to complete the assigned work while as reverse is true about gifted underachievers.

When gifted achievers and underachievers were compared on composite score of n Ach., the mean difference was found to be significant. The gifted achievers had a mean score of 41.73 and gifted underachievers exhibited a mean n. Ach. score of 30.80, the obtained 't' value is 9.03 which is far beyond the table 't' value at 0.01 level (2.60). Therefore it can be accepted with suretly that gifted achievers are decidedly better than gifted underachievers on n.Ach. commen sense of a person also rationalises one's psyche that gifted underachievers have very low desire to excell that is why they lag behind and gifted underachieves are aspiring more, strive for that, reach their destination, and as obvious they become achievers.

For a common man the results of the table on composite score of need achievement have been presented in Fig. II. The figure substantiated the results discussed above already that there is a remarkable difference between gifted achievers and underachievers on composite score of need achievement. Gifted achievers are characterised by high need achievement in comparison to gifted underachievers.

The results of Table I and figure I and II, analysed and discussed factorwise and on composite score of need achievement in the above cited paragraphs, are in line with (Terman and Oden, 1947; Morgan, 1952; Gowan, 1957; Pierce, 1959; Pierce and Bown, 1960; McClland, 1961; Mehdi, 1965; Hildreth, 1966; Zilli, 1971; Chaudhari, 1975; Havingurst 1976; Whitmore, 1980; Francoys, 1985; Chhaya, 1988; Maitra, 1991).

Terman and Oden (1947) have found that high achievers had significantly more drive to achieve than low achievers. Morgan (1952) while comparing a group of college achievers and underachievers of high ability has revealed that achievers were self confident and had more motivation to achieve than non-achievers. Gowan (1957) while summarising some of the studies conducted on gifted underachievers concludes that lack of self-confidence is related to under achievement. Pierce (1959), on the characteristics of desire to achieve has found that boys and girls of high achieving category valued achievement more than low achieving students. On a study conducted on high intelligent high/low achievers. Pierce and Bown (1960) have made it clear that high achievers showed a higher achievement motivation than the low achievers. High achievers had greater expectancy for academic success than the low achievers. Those with strong achievement motivation generally do well in school and are self reliant (McClland, 1961). Hilderth (1966), while identifying the major causes of underachievement among bright subjects gave top most priority to lack of effort to achieve. Zilli (1971), summarising the literature attributed underachievement to major five causes and inadequate motivation is the first one. Chaudhari (1975), has found that achievement motivation of bright achievers was higher than the bright underachievers. Havingrust (1976), has given a list

of some characteristics for able underachievers and the 2nd in priority is low aspiration level of underachievers. Whitmore (1980), while summarising some of the characteristics of gifted underachievers enlists the four characteristics, as attributes of gifted underachievers, which are related to need achievement - tendencies to continually set goals and standards too high, lack of self confidence, tendency to attribute success or failure to external control; and lack of academic innitiative. Several factors that can act as catalysts for actualization of giftedness in specific talents are discussed particularlyy motivation and environmental quality (Francoys, 1985). Chhaya (1988), has found that lack of self confidence is the characteristic feature of gifted underachievers. There is a significant relationship between academic underachievement and achievement motivation for gifted underachievers (Maitra, 1991).

Keeping in view the results of all the studies menntioned above, it can be accepted with confidence that gifted achievers differ from gifted underachievers on all the factors, and composite score of need achievement. And the results of the present investigation are in expected direction. Therefore, Hypotheses No. 01, 02, and 03 are confirmed.

Inferential Suggestions

(I) The concern towards the giftedness means the concern towards gifted achievers and underachievers so as to spell out the static and alterable variables representing both the groups.

(II) Need achievement of gifted achievers should be strengthened and that of underachievers increased.

(III) Individual counselling making use of appropriate Intervention techniques should be used in order to strenghthen the factors associated with gifted achievement and alter the factors related to gifted underachievement.

(IV) In service teacher preparation should be facilitated for understanding the educational needs of the gifted, their personal characteristics, methods of teachings them and curriculum content recommended for them so that the gifted underachievement will hardly appear.

(V) The co-ordination of pupils, teachers, principal, parents should be made by the guidance and counselling worker in order to plan intervention programmes for gifted underachievers. This co-ordination can go a long way in helping this precious human resource - the gifted to come forward and man various departments as leaders so that the nation can achieve the strides and on the other hand the underachieving phenomena will go on decreasing.

(VI) In the absence of the guidance and counselling worker the teacher should act as "go between" for the family and the school so as to bring about desired changes in the behaviour of gifted underachievers.

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Impact of Directive Conselling Upon Writing Skills

Ruhi Jan Kanth

The educational activities of the elementary grade children consist largely in 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.

Writing happen to be the most important facilitative conditions of comprehension. As a matter of fact for elementary grades, writing must be taken as the centre of the entire learning activities. But this is also a fact that fairly a large number of children lag behind and show a very poor performance on writing.

Adequate and poor writing consists largely of the mistakes as under :

(i) Words crowded
(ii) Words broken
(iii) Re-writing
(iv) Loops long
(v) Dot misplaced
(vi) Too angular
(vii) Dot omitted

Such mistakes are not however incorrigible but are generally overlooked. This negligence is later on, heavily paid by the students when they learn how communicative powers fail to realise themselves because of bad handwriting.

Considering the centrality of writing skill, the present investigator addressed herself to the identification of common mistakes and wrongs done by poor writers and took upon herself to develop a counselling programme helpful in remedying such difficulties.

A survey of the related literature was not discouraging in anyway. We have been able to lay down our hands upon some formidable pieces of research which show a significant effect of remedying programmes on writing skill development and improvement. James (1985), Fitzgerald and Teasley (1986), Ziviani & Elkins (1984), Maribeth (1985) Turner & Elizabeth (1986), Taylor (1985) , Klein & Schneider (1968) are some of the studies showing amply the effectivity of some of the corrective measures.

Counselling as a remedial measure has been highly promising in facilitative and ameliorative activities, beginning with appraisal services and ending with an observa-

tional change in behaviour. The entire process is however, based on a fundamental hypothesis that each individual possesses a capability toward change. The point under emphasis is to understand the human individual. It has been found that almost all individuals go unnoticed and uncared so far as their basic guidance needs are concerned.

Elementary school education is a situation where need for continuous help is most obvious. Most of the difficulties or problems not attended here continue in the life to come. Problems at the elementary stage can be adjustive, emotional and related with beginner's learning. A programme of assistance at this stage is, therefore, not only desirable but a primary condition for academic growth. Children helped on minor learning difficulties initially do better through out their academic career. Despite the tremendous need for counselling much attention has not been devoted to the elementary school counselling especially the reading, writing and numerical skills. Although good study habits & ability to write legibly are fundamental educational skills, yet they have received relatively little attention in current research literature. At a particular stage in development if they are not formulated well there is no guarantee that any latter stage will foster or promote them. It is generally seen that pupils are not properly attended or guided to develop adequate writing skills and study habits. And this negligence precipitates a developmental lag which will not be set right beyond the elementary stage where its physical components like neuro-muscular co-ordination is most helpful because of its flexibility and hardens when the children reach higher age ranges.

PROCEDURE

Sampling : This piece of investigation needed a sample of subjects selected with total care. For this purpose a criterion related handwriting test was evolved by comparing the obtained views of various judges who were directly concerned with the basic skills in writing or reading. An inter-correlation matrix was prepared, first to find out agreement on a particular set of suggestions or criterion and second, comparing each such criterion with the total number of items as characteristic of adequate writing. This correlation was done with respect to each such item and also as a whole. A final selection of most frequently occurring characteristics of adequate writing were adopted. Most prominent characteristics of appropriate writing were :

(i) Clearity
(ii) legibility
(iii) Straight line and upward writing
(iv) aesthetic expression and
(v) spelling.

The way in which the criterion for adequate writing was evolved helped in drawing an appropriate sample for this study. Besides the expert opinion, teachers of various classes were asked to identify pupils with improper handwriting and finally situation

tests were arranged to check on spot the writings of the students who would later on serve as subjects for the present investigation. The writing scripts of the subjects were compared with criterion evolved and teacher's ratings and a number of 80 students with poor handwriting were listed as the subjects of this study.

EXPERIMENTAL DESIGN

80 subjects selected for this project were divided into two groups — experimental and control. In each group 40 students were randomly placed. The experimental group was exposed to experimental variable (Directive Counselling) for a period of 270 days. The experimental variable consisted in :

(1) Writing in the first grade

(a) Use cursive writing book
- (i) Head paper in correct form
- (ii) Make letters clear and neat
- (iii) Leave a space between two words

(b) Use capitalization correctly
- (i) Form capitals & small letters correctly
- (ii) Capitalize the first word in a sentence
- (iii) Capitalize special names
- (iv) Capitalize Mr. Miss, Dr. Mrs.

(c) Use correct punctuation
- (i) Use a period at the end of sentence
- (ii) Use a question mark at the end of sentence
- (iii) Use exclamation mark.

(2) Writing in the second grade
- (i) Leave prescribed margins
- (ii) Copying from blackboard
- (iii) Spell correctly with teacher's help
- (iv) Capitalize titles of books, stories & pictures.

(3) Writing in the third grade —
- (i) Writing on blackboard
- (ii) Writing dictation
- (iii) Writing essays, stories and letters

Since the entire plan of action was based on directive counselling, learning situation was to be taken into consideration more imediately than the learner. yet the investigator took utmost cape to give an impression to each individual child that she is being taken as the centre of all remedial programme.

Besides, many other points were kept in view while appropriating the experimental variable. These stand already mentioned in our introduction about problem.

RESULTS

Pre-Counselling data

Before any experimental treatment was made, the two groups — experimental and control were compared in terms of their obtained position on writing skills. It was found that on all components there was no striking difference between the groups ($M_{exp.}$=2.95, $M_{cont.}$ = 2.92). The means were statistically not significant (P<.05)

For the purpose of this paper, a selection of three scripts each for experimental and control group has been made and the same is placed herein.

See Appendix I

An observation of all these figures shows no significant difference between the two groups in terms of handwriting. Both are equally inadequate. This corresponds to the numerical position given earlier.

Post — Counselling data

The counselling strategy applied to the experimental group resulted in enhancing their scores on handwriting or in other words improving their handwriting skill. A position that was raised with the help of counselling, made the experimental group significantly different from the control. Table 1 below draws a comparison between the results of experimental group before counselling and after counselling was made.

Table 1 : Comparison of obtained results.

Pre-counselling	Post counselling
M_1 = 2.95	M_2 = 8.5
σ = 1.96	σ = 6.37
n = 40	n = 40
t = 5.28	

As is shown in the table, the pre-counselling mean of 2.95 is raised to 8.5 which is significantly higher than the pre-counselling mean (P <.01).

At the end of the period of counselling programme, again a test of handwriting was given to the control group and no remarkable change was found. The control group pre-

counselling mean of 2.92 was as good in size as after the lapse of two months - counselling period (M_{pre} = 2.92 , M_{post} = 2.96).

The table 2. makes a comparison between the two groups - experimental and control on both pre-and post counselling situation.

Table 2. Experimental Group vs Control Group

Groups	*Pre-counselling*	*Post counselling*
Experimental	M = 2.95	M = 8.5
Group	σ = 1.96	σ = 6.37
	n = 40	n = 40
	t = 5.28	
Control	M = 2.92	M = 2.96
Group	σ = 2.19	σ = 2.22
	n = 40	n = 40
	t =.081	

For the purpose of appropriate representation again a set of samples of handwriting for post counselling comparison has been made and presented here.

See Appendix 2

Discussion

Directive counselling involves itself in a highly personalised 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 problem can become most effective and fully functiong 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 'self data in the best possible product in 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 & Bernard (1972 a) 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 become part of him and can be utilised in his problem solving behaviour".

In elementary education, counselling should come as a kind of friendship. The children at this stage happen to crave for such situation in which they are accepted as worthy individuals. The society looks at children as small wrong doers who cannot be right at all. And this type of thinking about children is easily traceable in a household. Small children are always taught what they must do. The same treatment continue in schools. There again children are blank slates without any understanding or knowledge. They must always learn to depend upon their teachers for right answers. Adult superiority at home and teacher high handedness at school make child to feel inferior and even nonsense entity. Most of the elementary school problems associated with children are rooted in this type of thinking.

An elementary school counsellor, therefore , has to approach children as their friend , in whom they can trust and confide, who understands rather scorns, who guides rather teaches. The work of a school counsellor thus can be modelled after Fullmer & Bernard's (1972 b) basic principles which read as under:-

(i) Principle of autonomy and security
(ii) Principle of resistence
(iii) Principle of selective attention
(iv) Principle of sequential development
(v) Principle of behaviour modification.

The basic thread and core of these principles is selectivity in attention. It is therefore that the counsellor chooses to attend individual rather than the skill related with rewriting and this creates an atmosphere of trust and confidence. It is obvious that a threatless situation is highly conducive to learning environment. Studies like Carkheriff and Berenson (1967) have abunduntly shown that learning is more stronger and achievement oriented in the situations of mutual trust and confidence , teacher-turned counsellor is more effective than teacher trained in skill. Besides this a counsellor may produce and create situation in which children can understand themselves better and also perceive their problems in a realistic perspective. With this objective in mind , a process of social learning can be set in action (Hansen & Stevic 1969).

The exact problem attended by the present study concerned the writing illegibilities of the elementary school children. A meaningful academic activity at the elementary level has to take ca of children's writing difficulties. We have identified such difficulties and devised a counselling strategy to approach them. Our study has shown that 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 similiar situation , Kranzler (1968) has found that continued education may give gains to both groups (experimental and control) yet the members of the experimental group "were able to maintain their gains in a new situation while non-counselled group did not". Studies of Lehman & Pressey (1928) , "The effectiveness of drill in handwriting to remove specific illegibilities", Guiler (1930), "Improving handwriting ability", James (1927) "The effect of handwriting upon grading english" have evidenced beyond all doubts that drilling, continuous exercise and committed interest improves handwriting. A number of fresh and decent studies have also shown impact of close care and individualised attention on improvement in handwriting.

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EXPERIMENTAL GROUP

NELOFAR

Class — 6th A

R. No. — 9

School. — Govt. Girls High School, Khanyar

This is a class room Miss Shah is teaching John and his Fiends are in this class. The teacher is Peaking Thay are look at Those are Pictures ~~Jonn and his Fiends~~ are on vill Miss. Shah look at this Pictures it is the Jot MAHAL it is a with it's big and b.

Hand writing at Pre-Counselling

This is a classroom. Miss Shah is teaching. John and his friends are in this class. They are Miss Shah & pupils. The teacher is Speaking. They are looking at those pictures. It are on the wall. Miss Shah! look boys look at this picture. It is the Taj Mahal. It is white It is big and beautiful. It is in Agra.

Hand writing at Post-Counselling

EXPERIMENTAL GROUP

FANCY

Clags — 6th A

R. No. — 30

School. — Govt. Girls High School, Khanyar

today is a holiday. MR Prasad and the boys of Class VI
are going for a picnic they are
going in a bus.
The boys are standing near the
bus. The Headmaster is
also there. The Conductor is
putting their bags on the bus.
MR PRasad is speaking to the boys.
MR

Hand writing at Pre-Counselling

today is a holiday. Mr Prasad and the boys
of class VI are going for a picnic. They
are going in a bus. The boys are
standing near the bus. The Headmaster is
also there. The Conductor is putting their
bags on the bus. Mr Prasad is speaking
to the boys. Mr Prasad Thirty boys gave
their names on birthday. Are they all here

Hand writing at Post-Counselling

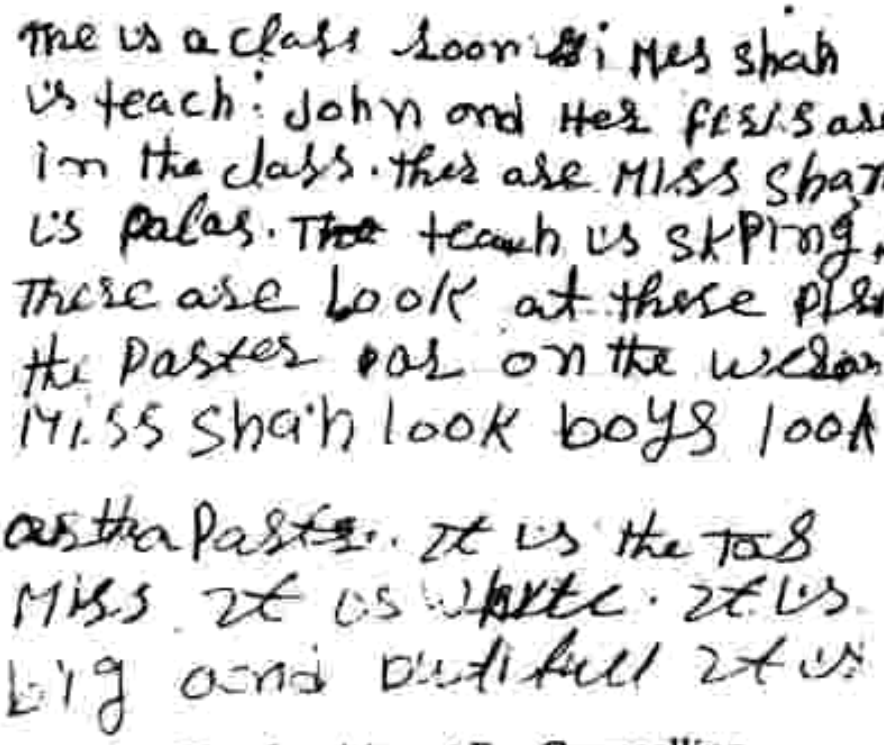
EXPERIMENTAL GROUP

ASMAT

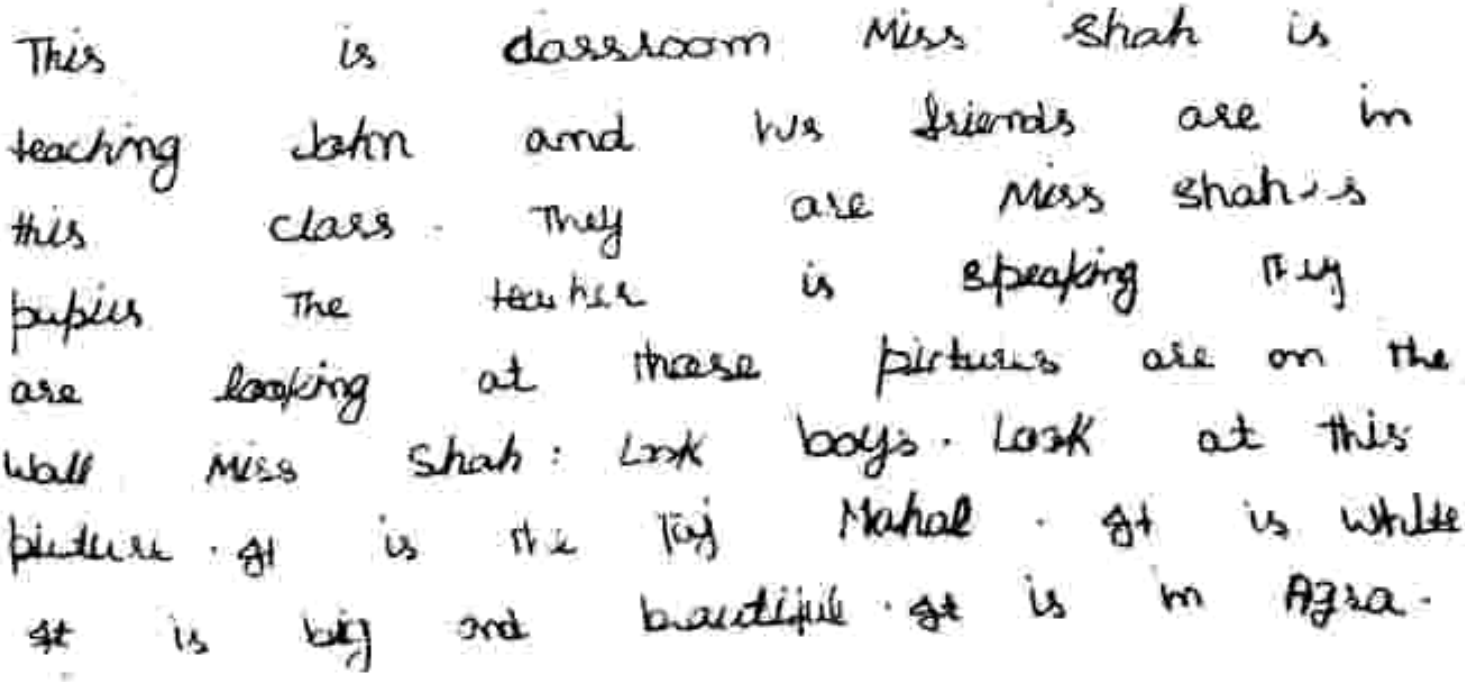
Class — 6th B

R. No. — 33

School. — Govt. High School, Khanyar



Hand writing at Pre-Counselling



Hand writing at Post-Counselling

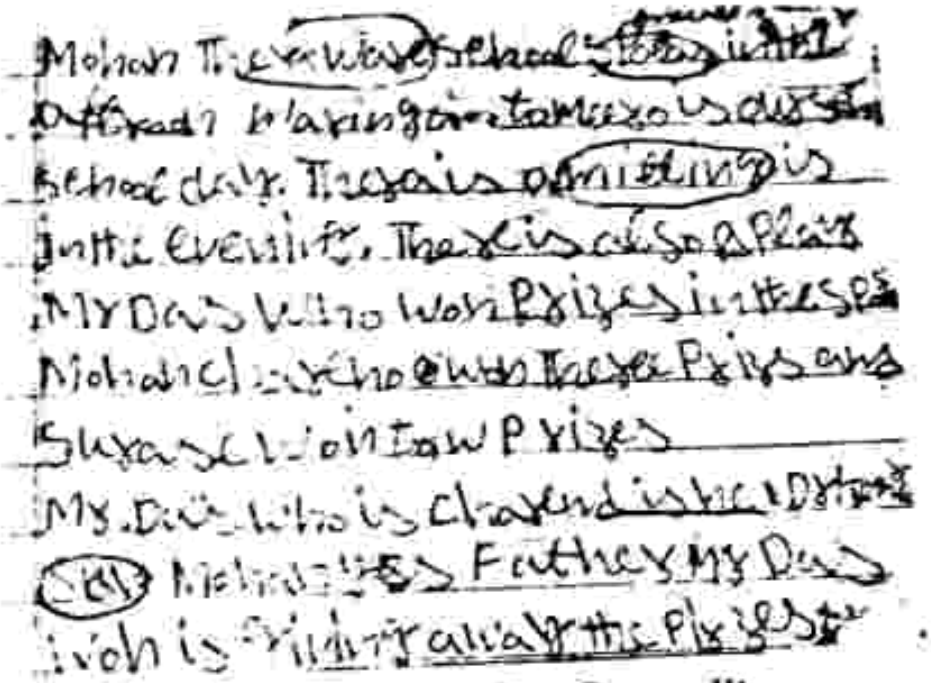
CONTROL GROUP

ZARINA AKHTAR

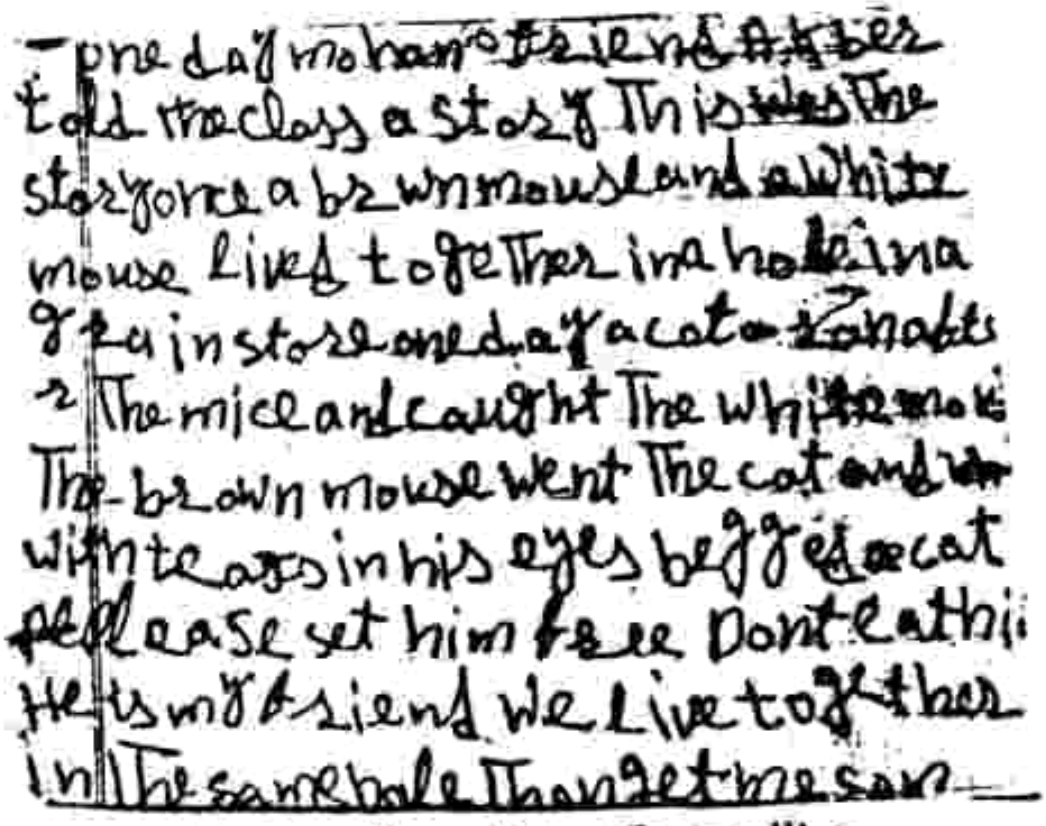
Class — 6th B & 7th B

R. No. — 8

School. — Govt. Girls High School, Khanyar



Hand writing at Pre-Counselling



Hand writing at Post-Counselling

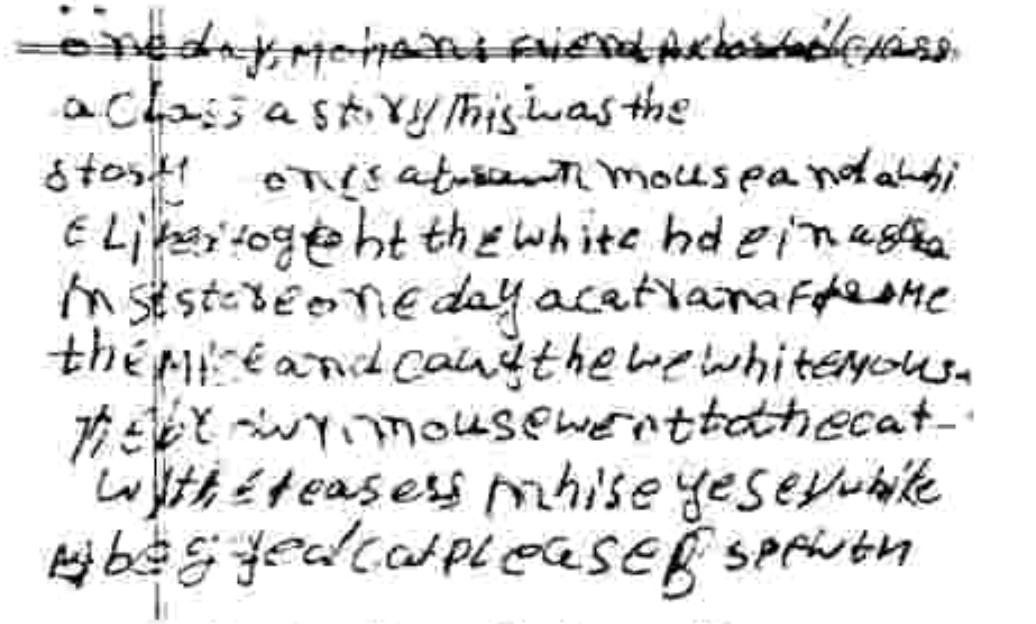
CONTROLL GROUP

MASOODA

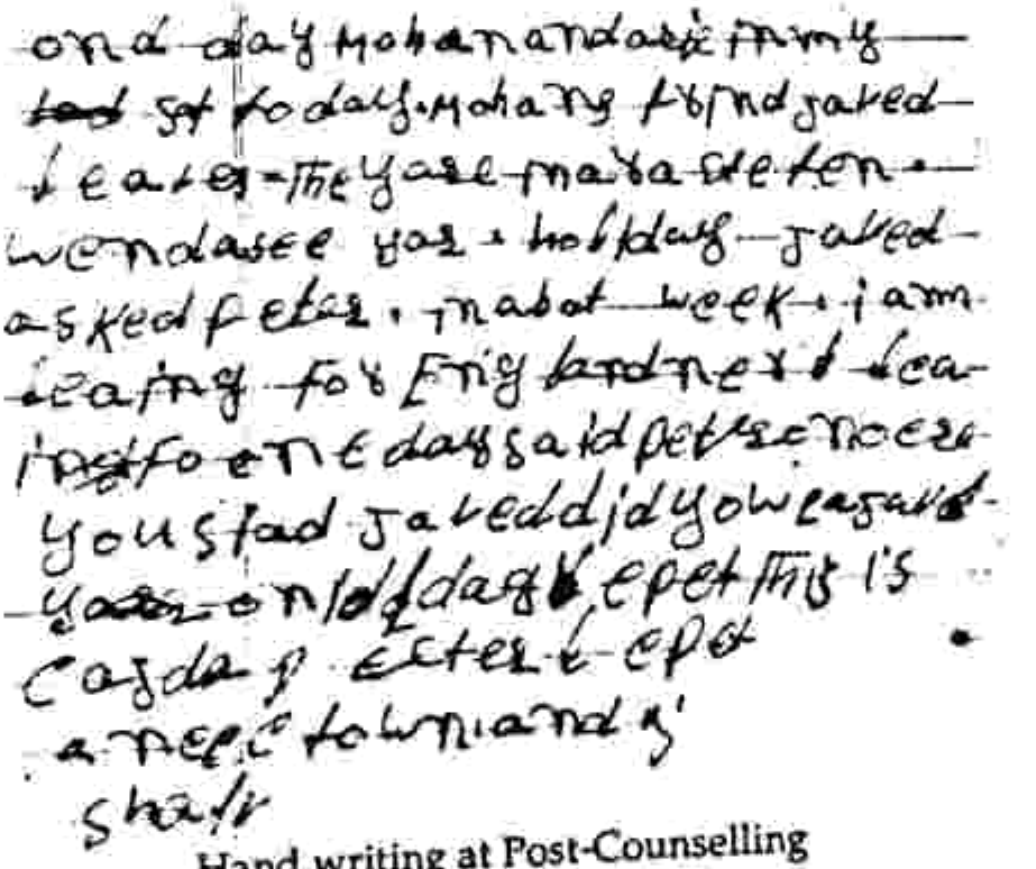
Class — 6th

R. No. — 41

School. — Govt. Girls High School, Khanyar



Hand writing at Pre-Counselling



Hand writing at Post-Counselling

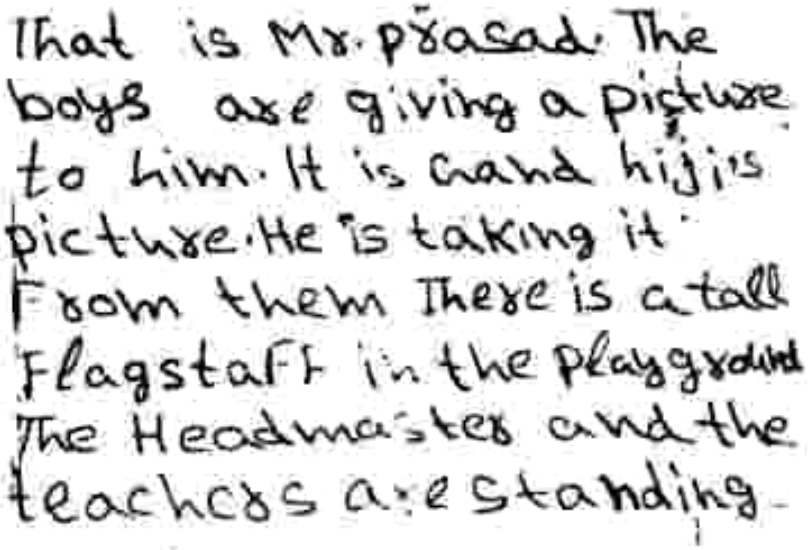
CONTROLL GROUP

TAHIRA

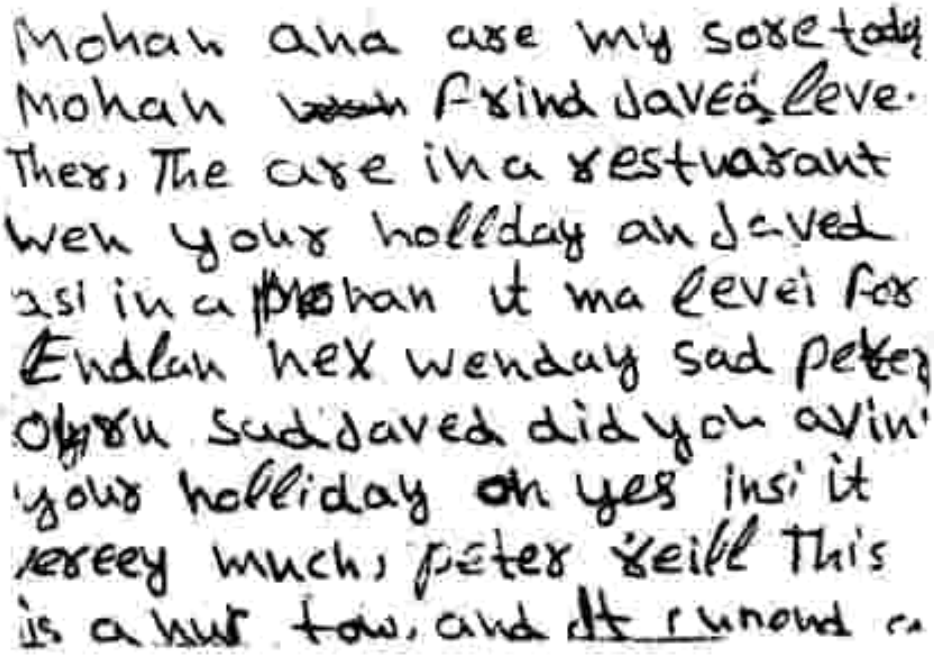
Class — 6th A & 7th B

R. No. — 24

School. — Govt. Girls High School, Khanyar


That is Mr. prasad. The
boys are giving a picture
to him. It is Gand hiji's
picture. He is taking it
From them There is a tall
Flagstaff in the playground
The Headmasters and the
teachers are standing.

Hand writing at Pre-Counselling


Mohan ana are my sore tody
Mohan ~~wen~~ Frind javed, leve.
Ther, The are in a restuarant
wen your holiday an javed
asi in a Mohan it ma level for
Endian nex wenday sad peter
Ofter Sud javed did you avin'
your holliday on yes insi it
vereey much, peter veill This
is a nus tow, and it runond a

Hand writing at Post-Counselling

CREATIVITY AND SCHOLASTIC ACHIEVEMENT : AN ANALYSIS

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University of Kashmir

ABSTRACT

The present studey was designed to find out the (i) relationship between Scholastic achievement and the different components of creativity; (ii) mean differences of the sample subjects on the basis of high and low achievement; and (iii) sex differences. A sample of 350 students (200 boys and 150 girls) was randomly drawn from the 15 higher secondary schools of Ananinag district (J&K). The data were collected with the help of Baqur Mehdi's Verbal Test of creative thinking. High and Low achievers were identified in the basis of 80th and 20th percentiles respectively. Pearson's 'r' and 't' test were applied. The results revealed that (i) Scholastic achievement and the components of creativity go together; (ii) high achievers differ significantly from low achievers in the fluency component of creativity, and males as well as families, have the creative thinking capacity to an equal extent.

Introduction :

Creativity is regarded as the highest and the greatest talent of the human being. It is this talent which influences every human activity in almost all spheres of life. For the survival of human civilization, proper conservation and nurturance of this potential is essential: "To give a fair chance to potential, creativity is a matter of life and death for any society" (Tonybee, 1964). According to Taylor (1964)"..... creativity at its highest, has been as important as any human quality in changing the history and reshaping the world". The history of human progress and development, in a variety of directions, is the history of human creativity itself.

A plethora of studies has been conducted by various researchers for the understanding of creativity. These researchers have studies creativity in relation to cognitive and non-cognitive variables. A host of studies on cognitive variables i.e. intelligence and scholastic achievement have been conducted and divergent results have been obtained. A positive and significant relationship between creativity and scholastic achievement has been reported by a number of researchers (Jarial, 1981; Ashia, 1980; Singh, 1978; Mehdi, 1977; Pandit, 1977; Jain, 1975; Bedi, 1974; Passi, 1972; Khire, 1971; Raina, 1968; Yamamoto, 1964; Getzels and Jackson, 1963 and Torrance, 1960), where as no relationship has been reported by some of the researchers (Badrinath and Satinarayan, 1979; Singh, 1977; Flescher, 1963; Pathak, 1961).

A review of the above mentioned studies reveals that the results are not univocal. It is against this background that the present study has been initiated with the following objectives :-

(1) To find out the degree of relationship between scholastic achievement and different components of creativity viz., fluency, flexibility and originality.

(2) To compare high and low achievers on different components of creativity.

(3) To compare male and female students on different components of creativity.

Hypotheses :

H_1 Scholastic achievement and creativity are positively related.

H_2 High and low achievers differ significantly on the different components of creativity.

H_3 Male and female students differ significantly on the components of creativity.

Design of the Study :

Sample :

The sample of the present investigation consists of 350 (three hundred and fifty) 10th grade students (200 boys and 150 girls). These students were randomly chosen from fifteen higher secondary schools of Anantnag district in Kashmir. The age of the subjects was 16+

Tools Used :

The present investigators used the following tools to collect the relevant data :

(I) Baqir Mehdi's Verbal Test of Creative Thinking (1973).

(II) Scholastic Achievement was assessed in terms of the aggregate marks obtained by each subject in his/her previous two years annual examinations.

Scoring and Criterion for Classifying High and Low Achievers :

The investigators administered the Verbal Test of Creative Thinking according to the instructions prescribed in the respective manual. Further, high and low achievers were dichotomised according to the following procedure :-

Students whose scores were on and above the 80th percentile in scholastic achievement were labelled as high achievers and students scoring on and below the 20th percentile were labelled as low achievers. This differentiation procedure gave 71 subjects as high achievers and 83 as low achievers. The sex-wise distribution of these two groups

is shown in the following table along with the cut points.

Table 1.00
Score and sex-wise distribution of students

Group	*Cut-point*	*Boys*	*Girls*	*Total*
High Achievers	68 and Above	39	32	71
Low Achievers.	43 and below	48	35	83

Statistical Analysis :

The data were analysed by computing co-efficient of correlation. Besides, 't' test was applied to find out the significant differences between the mean scores of high and low achievers on all the components of creativity. The information thus obtained is shown in the following tables :-

Table No. 2.00
Correlation between creativity and Scholastic Achievement (N = 350)

Components of Creativity	'r'
Fluency	.362*
Flexibility	.401*
Originality	.150*

*Significant at 0.01 level

From table 2.00 it is clear that the relationship between scholastic achievement and different components of creativity viz., fluency and flexibility is positive and significant ($P < .01$). Further, the scholastic achievement and originality have been found to be positively related but the relationship is insignificant. It can be inferred that scholastic achievement and different components of creativity go together. Again, if a student shows a good cognitive performance, he is likely to have a better understanding with regard to fluency and flexibility components and vice-versa. He may have the capacity to problem put to solution. From the same table it can be inferred that so far as originality of ideas is concerned, an individual can have this thinking even if he does not exhibit a good academic performance. A co-efficient correlation refer table 2.00 clearly shows that originality and performance are related but not significantly. This can be said that originality of ideas and performance do not increase in the same order. Some earlier findings are also in line with these findings (Jarial, 1981; Vijaylakshmi, 1980; Gupta, 1979; Awasthy, 1979; Mathur and Saxena, 1977; Bagga, 1973; Paramesh, 1973; Khaire, 1971 and

pareek, 1966). Paramesh (1973) has found a significant and positive relationship between creativity components and scholastic achievement. Although Dhaliwal and Saini (1976) reported zero relationship between creativity and scholastic achievement, yet the components of creativity viz., fluency and flexibility were found to be significantly related.

Table No. 3.00

Significance of difference between the mean scores of high and low achievers on the components of creativity.

Components of creativity	*High Achievers*		*Low Achievers*		*SEd*	*'t'*
	Mean	*S.D.* N = 71	*Mean*	*S.D.* N = 83		
Fluency	42.37	8.11	33.71	9.07	1.38	6.28*
Flexibility	41.32	7.98	40.89	8.99	1.36	.316
Originality	20.54	7.61	18.21	7.52	1.22	.191

*Significant at 0.01 level.

Table 3.00 reveals that high achievers are higher on all the components of creativity than low ones. After applying the test of significance it appears that high achievers are significantly different from low ones on fluency. The 't' value being 6.28 which is significant at 0.01 level. However, in the remaining two components viz., flexibility and originality the mean differences failed to arive at any level of significance. From the results, it is inferred that high achievers have a good expression with regard to fluency of ideas. Both the categories have equal capacity on flexibility and originality components. The findings of some other researchers are also partly in line with the findings of the present investigation (Tuli, 1985; Jhaj, 1983; Asha, 1980; Huzodik, 1975; Bal, 1972; Cropley, 1967 and Torrance, 1962). These researchers have revealed that high achievers are more creative, have more resistance towards fluency and originality than low ones. The present investigators also conclude that high achievers do exhibit better creative talent.

Table No. 4.00

Significance of difference between the mean scores of Male and Female students on the components of creativity.

Components	*Male (N=200)*		*Female (N=150)*		*SED*	*'t' Value*
	Mean	*SD*	*Mean*	*SD*		
Fluency	51.33	14.33	50.03	14.63	1.56	.83**
Flexibility	35.55	11.34	35.53	12.01	1.27	.15**
Originality	19.20	7.21	18.98	7.33	.79	.279**

**Not significant

A perusal of table 4.00 reveals that male and female students do not differ on the components creativity viz., fluency, flexibility and originality. The obtained 't' values are insignificant. This can be inferred that there is no superiority of either sex with regard to the different components of creativity. The results are supported by other researchers (Sharma, 1981, Pandey, 1980; vijay lakshmi, 1980; Sandhu, 1979; Gupta, 1979, Hussain and Hussain, 1975 and Gakhar, 1974).

Conclusions

Following conclusions were emanated :-

(1) Scholastic achievement and the components of creativity go together.

(2) Better congnitive performance provide opportunity to produce creative ideas in terms of fluency, flexibility and originality.

(3) Males as well as females have the creative thinking capacity to an equal extent.

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SECTION B
CURRENT ISSUES

The ups and down of Girls Education in Jammu and Kashmir

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1.1 Universalization of elementary education was to be attained by 1960 but this target appears distant even today and is likely not to be achieved by the end of this century. Ours is the educationally backward state. Although the enrolments have shot up, the phenomena of drop out and non-attendance continue to be very high in the state. The dropout rate for girls is higher than that for boys. The situation of female education in general and rural female in particular is the worst in the state.

1.2 it is pertinent to look very briefly the historical over-view of girls education in India.

Ancient India has an early and rich tradition of education. In Rigvedic times, complete educational facilities appear to have been available to women and they attained high educational levels. Education has mainly centred in the family and girls studied alongwith family males. During the Boahmanical period there was a distinct line in the overall position of women

Altekar[1] (1956-90) describes the period between 500 A.D. to 1800 as one of progressive detoriaration in the status of women. Buddhism rose as an anti-thesis to the oppressive Brahminical social order but made small impact. Mies[2] (1980, 31) argues that in India even though the Muslims, Christians and other religious minorities have developed their own sub-cultures, but with regard to the position of women, these groups have taken over many of the values of the dominant Hindu Social Order.

The modern education began for men with the passing of East India Company Act of 1813 but the company efficials refused financial assistance to special private schools for girls. In the nineteenth century, education was seen as a necessary condition for raising the status of women. The earliest state efforts in the area of girls education dates back to 1854 with the words Despatch - but no substantial progress was noticed till 1882. The Indian Education Commission 1882 deplored the extremely backward condition of girls education. The Government of India Resolution Policy 1904 while expressing dissatisfaction with progress of girls education. A memorandum on women's education was presented to Her Majiesty's Secretary of State of India on Octrober 18, 1915. The Resolution of the Government of India October 1, 19919 rieterated the need for more finance for girls education. The First All India Women's Education Conference held in

1928 demanded the same type of education for women as men received. The Hartog Committee 1929 stated the great male female disparity. During 1901-21 education of women developed at faster pace and during 1921-47 the number of girls receiving education increased from 1.22 million to 4.28 million and number of girls per 100 boys in schools was 30.

The education of girls in post-independence period has been explained in a synoptic manner in the light of policy recommendations of various commissions and committees set up by the Government of India[3]. During the first five year plan period (1951-1955) the neglect of women's education was noted with great conern. The steps were advocated to increase girls enrolments by motivating parents and to send them to co-educational schools. The second five year plan period (1956-61) emphasized the need to provide greater education opportunities to girls. The plan recommended besides co-education, separate schools for girls.

In 1958 the Government of India appointed a National Committee on Women's Education under the chairmanship of Durgabai Deshmukh to recommend measures to bridge the gap between the education of girls and boys at the primary and secondary levels. The Union Ministry of Education set up the National Council for Women's Education in 1959 which was reconstituted in 1964. The outcome of this council was that the different states showed special interest in women's educational programmes.

During the Third Five Year Plan period (1961-66) enrolment ratio of girls went up from41.4% to 61.6% at the primary stage and from 11.3% to 16.5% at the upper primary stage. Special emphasis was laid on creating suitable conditions for encouraging parents to send their daughters to schools, educating public opinion, increasing the number of women teachers from rural areas who could take up teaching and including women from urban areas to accept posts as teachers in rural schools.

The Hansa Metha Committe (1962-64), appointed by NCWE (National Council of Women's Education) suggested co-education be adopted as the general pattern at the elementary stage. One of the major recommendations of this committee was to have common curricula for boys and girls at the elementary stage. The NCWE appointed another committee under the chairmanship of M. Bhattavatsalam in 1963 to investigate the cause for lack of public support for girls education particularly in rural area and to suggest suitable measures.

The Indian Education Commission (1964-66) reviewed Indian education in its totality. The commission gave special attention to women's education and fully endorsed the recommendations of the earlier commissions and committes on women's education.

The NPE (National Policy of Education) 1968 stated that the education of girls should receive emphasis not only on ground of social justice but also because it accelerates social transformation. Equality of educational apportunities for all sections of population was emphasised.

The country has annual plans during 1967 and 1968 instead of five year plans. During this period the enrolment ratio of girls at the primary stage reached 58.5% but was only 18.8% at the middle stage.

The Fourth Five Year Plan (1969-74) continued emphasis on women's education. By the end of the Fourth Plan, there was 64.10 million children enrolled in primary stage of whom 24.50 were girls.

During the Fifth Year Plan Period (1975-79) high priority was given to free and compulsory education for all children upto the age of 14 years in pursuance of the constitutional directive. It has also realised that the target of UPE can not be achieved without bringing back the drop-outs specially in the case of girls. Simultaneously National Adult Education Programme (NAEP) and Integrated Child Development Services (ICDS) received attention and programmes of pre-school education were given special emphasis. A major landmark of the Fifth Plan period was the adoption of the National Policy Resolution on the Child in India in 1974 which drew attention of the nation to provide adequate provision of education, health and nutrition for all children.

The Sixth Five Year Plan Period (1980-85) stressed upon women's role in development for the first time. During this period a large number of measures were undertaken, to alleviate the conditions of the poverty groups especially those living in rural area. This was the time when the major national rural development programme was launched such as Integrated Rural Development Programme (IRDP) in 1978-79 and Development of Women and Child in Rural Area (DWCRA) in 1981.

The Seventh Five Year Plan Period (1985-90) operationalised the concern for equity and empowerment articulated by the International Decade for Women. It was in 1985 the Government of India constituted a separate department in the Ministry of Human Resource Development which finds the CSWB that has developmental and welfare programmes for women. The Seventh Plan laid stress on enrolment and retention of girls at the elmentary stage.

THE NPE 1986 (National Policy on Education) was formulated and the new policy makes a radical departure from NPE 1968. Education will be used as an agent of basic change in the status of women. The removal of women's illiteracy and obstacles inhibiting their access to and retention in elementary education will receive over riding priority.

1.3 Jammu and Kashmir is a sensitive state of India being boarder state. There is an increasing concern for enhanching the educational and productive capacities of women for integrating them into the main stream of development. Eduation of girls, thus has acquired tremendous importance in J & K State the rural area are disadvanged and rural girls and women form the most deprived groups in terms of access to, and control over societal resources. Girls education is seen as the key to their own development as

well as major means to raising the equality of life of people. Below are given a few facts which serve as parameters so far as girls education are concerned :

Population :

The population[6] in Jammu and Kahsmir wa 7.71 million in 1981 out of which 4.01 and 3.70 million wer male and female respectively. The percentage of rural population (1981) was 78.95 in the state. The female mean age at marriage (1981) for rural and urban was 17.3 and 17.6 respectively.

Child Mortality and Education :

The infant mortality rate[8] 1981 of Jammu and Kashmir for both male and femal were 78 whereas for male and female in rural were 86 respecitvely and for male and female in urban were 4.6 and 4.8 respectively.

The child mortality rate by educational level of mother (1981) were for illiterate 121; literate but below 71; middle but below 54; matric but graduate 38; and graduate and above. 25.

Literacy Rate of All Age Groups 1981:

The literacy rate[5] of all age groups 1981 for all communities for male and female in Jammu & Kashmir State were 36.29 and 15.88 respectively whereas for rural male and female were 31.6 and 10.5 respectively, and for urban male and female were 56.6 and 36.4 respectively. The literacy rate of scheduled castes for male and female wee 31.38 and 10.52 and for urban male and female wee 39.66 and 20.86 respecitively.

Universal Enrolment, Drop outs and Teachers :

The Gross Enrolment Ratio[7] (GER) 1986-87 for all communities in Jammu & Kasmir State for male and female for classes I-V were 69.85 and 41.72 respectively.

The GER for the scheduled castes for male and female for classes I-V were 94.71 and 65.16 respectively, whereas for male and female for classes VI-VIII were 64.24 and 32.91 respectively.

The GER[8] in Jammu and Kashmir State for rural male and female for the classes I-V were 91 and 61 respectively and for the classes VI-VIII were 65 and 33 respectively. The GER in the state for urban male and female for the classes I-V were 92 and 98 respectively and for the classes VI-VIII were 97 and 87 respectively. The percentage of household without any literate member[9] in the family in Jammu and Kashmir (1981) state in rural and urban areas were 35.71 and 14.96 respectively.

The decades required to attain universal literacy rate[10] of 85 percent projected from

rates of change in literacy rates between 1971 and 1981 in Jammu and Kashmir State for male and female are 5.1 and 10.5 respectively, whereas for the rural and urban areas are 8.4 and 5.3 respectively.

The percentage of girls enrolment to total enrolment[11] 1986-87 for rual areas in Jammu and Kashmir for the classes I-V; VI-VIII; IX-X and XI-XII were 37.69; 30.91; 26.76; and 23.90 respectively and for urban areas for the classes IV; VI-VIII; IX-X; and XI-XII were 48.42; 44.94; 42.83; and 34.15 respectively.

The percentage of girls enrolled in NFE[12] (Non-Formal Education) centres at Primary Level in rural areas in Jammu and Kashmir State for 6-14 years and 14 years and above were 53.96 and 58.52 respectively.

The drop outs in classes I-VIII 1985-86 in Jammu and Kashmir State[13] 1985-86 for male and female for all communities were 59.99 and 63.64 respectively, whereas for the scheduled castes male and female were 51.77 and 45.91 respectively.

The percentage enrolment of girls[14] for rural and urban areas for the classes II; V; VIII; X: and XII were 77.57; 73;41; 55.91; 67.04; 63.43; 63.73; 11.91; 45.35 and 1.33; 25.22 respectively.

The percentage enrolment of girls in classes II; V; VIII; X; and XII to the total enrolment of girls 1986-87 for rural and urban areas in Jammu and Kashmir were 77.57; 73.41; 55.91; 67.04; 63.43; 63.73; 11.35; and 1.33; 25.22 respectively.

Their poercentage of female teachers[15] 1986-87 in Jammu and Kashmir for primary, middle, secondary and higher schools in rural and urban localities were 31.61, 74.82, 24.70, 57.02, 18.06, 66.52 and 10.96, 37.62 respectively.

Educational facilities and Incentive Schemes :

The educational facilites in rural areas in Jammu and Kashmir[16] 1986-87 regarding percentage of villages having Balwadi Anganwadi; NFE Centres, Adult Education Centres were 21.72; 21.72; 0.08 and 7.83 respectively.

The physical facilities in the State in rural primary schools 1986-87 in percentage have pacca building, one class room only, drinking water facilites, separate urinal for girls, separate lavatory for girls, usable black boards and adequate furniture were 28.47; 43.97; 27;61; 0.88 0.17; 57.55 and 55.70 respectively.

The various incentive schemes in rural primary schools[17] 1986-87 in Jammu and Kashmir States; the percentage of schools covered and the perecentage of students covered regarding mid-day meals, free uniforms and free text-book were 1.18; 0.06; 48.11; 2.79 and 38.29; 2.66 repectively.

Districtiwise Data

The districtwise data on provision of schooling facilities[18] 1986-87 regarding population served by a primary school in Jammu and Kashmir State upto 1 Km were: Srinagar (99.00), Pulwama (98.94), Badgam (97.77), barmulla (97.72), Kupwara (94.72), Jammu (92.69), Leh (89.14), Kargil (88.35), Kathua (83.29), Doda (81.00), Poonch (79.22), Udhampur (78.00) and Rajori (75.15).

The population served by a upper primary schools upto 1 Km were : Anantnag (74.66), Pulwama (74.56), Badgam (66.87), Baramulla (58.25), Srinagar (66.00), Kathua (53.71), Jammu (51.00), Leh (45.85), Kupwara (41.40), Kargil (36.00), Doda (36.00), Jajouri (26.30), Udhampur (26.00) and Poonch (25.42).

The population served by a upper schools upto 3 Km were : Pulwama (99.39), Anantnag (97.07), Badgam (93.76), Baramulla (92.17), Srinagar (92.00), Jammu (90.00), Kathua (85.39), Leh (80.08), Poonch (75.80), Kargil (75.00), Doda (75.00), Rajouri (64.15), Kupwara (61.88) and Udhampur (61.00).

The districtwise literacy rate (1981) for female for urban areas w ere: Udhampur (55.30), Jammu (52.20), Poonch (52.10), Rajouri (49.70), doda (44.70), kathua (44.00), Leh (31.10), Anantnag (30.20), Barmulla (29.80), Srinagar (29.60), Badgam (26.10), Pulwama (22.50), Kupwara (20.20) and kargil (18.50), Rajouri (12.50), Leh (9.60), Udhampur (9.20), Anantnag (8.50), Pulwama (7.90), Baramulla (6.40), doda (5.10, Badgam (5.10), Kupwara (4.40), Srinagar (4.30) and Kargil (2.30).

The districtwise percentage of females educated upto Primary, Matriculate and Graduate levels in Jammu and Kashmir State[19] (1981) were : *for primary* - Jammu (9.79), kathua (7.92), Srinagar (4.68), Rajouri (4.44), Udampur (4.05), Poonch (2.99), Anantnag (2.93), Leh (2.87), Pulwama (2.70), Baramulla (2.76); *for matriculate* - Jammu (4.31), Srinagar (4.04), Kathua (1.84), Leh (1.52), Udhampur (1.45), Doda (1.27), Anantnag (1.25), rajouri (1.25), Poonch (1.13), Baramulla (1.13), Pulwama (1.04), Badgam (0.93), Kupwara (0.45) and Kargil (0.43) and for *graduate* - Srinagar (2.64), Jammu (1.55), Udhampur (0.50), Badgam (0.49), Kathua (0.36), Poonch (0.30), Baramulla (0.29), Leh (0.29), Anantnag (0.25), Doda (0.17), Pulwama (0.16), Rajouri (0.16), Kargil (0.10) and Kupwara (0.06).

1.4 Epilogue :

There has been enough talk of decentralization of elementary education administration in the state. DIETS in the state were already in operation but all are not fully functional. It is time to create in the DIETS the special cells to boost enrolment and retention of girls in primary education in particular. Educating girls is not charity, it is good economics, according to recent World Bank Study (1991).

The future strategies for universalization of primary education among rural girsl in Jammu and Kahsmir are suggested below :

(i) This task should be taken up on war footings in the state for Universal Primary Education (UPE) and completed within the Eight Five Year Plan

(ii) There is need for more wholistic multi-sectional approach human development in Jammu and Kashmir.

(iii) Education of girls in general and of rural girls in particular should form a separate section in the Eight Five Year Plan with separate budgetary allocations. Every effort should be made to make primary education, health and nutrition possible for girls. These are hard choices and need courage and conviction.

(iv) Primary education in Jammu and kashmir should be viewed as a fundamental right and not as a moral commitment.

(v) Rural underdevelopment in general and the lag in provision of educational facilities need to be removed.

(vi) The neglect of primary education in jammu and Kahsmir State is seen from the lowest increase of primary teachers and specially there is acute shortage of women teachers. A few innovative steps be taken by the authorities such as Shiksha Karmi Yojna which prepares local teachers sensitive to local needs and a scheme for Preparation Rural Women Teachers.

(vii) The problems of heavy drop out and low enrolment among girls be tackled on war footing in Jammu and Kashmir State. Madhya Pradesh's scheme of "Earn while your lear" be implemented which will leave its impact on enrolment and retention. SUPW be implemented in the state effectively and with more emphasis.

(viii) Involvement of community and mobilisation of women will definitely create a favourable climate for girls education. Apart from it the authorities should adopt effective measures to raise the status of women. The mass media be utilized by the authorities in the state to spread the message, maltreatment of widows, mother and child health care, and to treat boys and girls equally.

There is a million dollar question - why to educate girls ? The obvious answer - because:

- This their basic right and primary need.
- This will make them aware of their rights and duties and will thereby promote immense possibilites for their growth and development.
- This will make them self-reliant, productive and self-confident.
- This will promote the education, health and nutrition of their children.

It is hoped that the educational planners, administrators and academics of the state will formulate the future strategies for realising the wonder ful dream and education will definitely lead us from darkness to light. At least one is reminded of Chinese proverb - if you are thinking a year's planning then sow seeds, if for a decade then plant trees, but if for a century then educate masses.

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COMPERHENSIVE EVALUATION IN HIGHER EDUCATION

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MAKING EVALUATION COMPREHENSIVE IN HIGHER EDUCATION

1. INTRODUCTION :

In higher education, there is essentially a community of teachers and students who in some way strive to learn from one another. The purpose of establishing the institution of higher education (Colleges and Universities) is to deepen man's understanding of the universe and of himself in body, mind and spirit, to dissiminate this understanding throughout society and to apply in the service of mankind. These institutes are the dwelling places of ideas and idealism and expect high standards of conduct and integrity from all its members. In view of the rapidly changing contemporary world, the objectives of higher education have undergone a change. Besides, the traditional functions of teaching and advancement of knowledge, higher education has the following important functions :

a) To engage vigorously and fearlessly in the pursuit of truth and to interpret old knowledge and beliefs in the light of new needs and discoveries;

b) To provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full by cultivating physical fitness, developing the powers of the mind and cultivating right interests, attitudes and moral and intellectual values;

c) To provide society with competent men and women trained in agriculture, arts, medicine, science and technology and various other profession who will be cultivated individuals, imbued with a sense of social purpose;

d) To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education; &

e) To foster in the teachers and students and through them in society generally, the attitudes and values needed for developing the 'good life' in individuals and society.

A close look at the above mentioned objectives reveal that a students after having successfully completed three to five years of 'higher education' must :

i) be an individual who seeks the truth;

ii) have developed powers of the mind;

iii) have developed right kind of interests and attitudes;

iv) have developed moral values;

v) have a firm belief in equality and social justice;

vi) have acquired sufficient knowledge and skills in his particular field;

vii) be well equipped to face the challenges of the life and also must be capable of transforming the society along desirable lines.

How many of these purposes are satisfied by higher education? Perhaps the number is negligible. This is because we have failed to inculcate desirable attitudes, values and habits in our students through our academic and traning programme. We have been focussing our attention on only cognitive development of students. Affective and psychomotor domains of learner's personality are totally ignored.Even in the scholastic area, only level abilities are developed. Higher abilities such as application of knowledge, analysis and synthesis are totally ignored both at the instructional and evaluation levels. The goal of hermonious and all-around development can not be realized under the given conditions.

It has been rightly observed, "Most education systems do not help youngsters to understnad the components of their conscious and unconscions personalities, the machnism of the brain, the operation of the intelligence, the laws governing their physical development, the meaning of their dreams and aspirations, the nature of their relations with one another and with the community at large. Education thus neglects its basic duty of teaching men the art of living and working in a society which they must create as an embodiment of their ideal". Thus a good educational system should lay a balanced emphasis on all the three aspects, viz. cognitive, affective and psychomotor of learner's development. In other words the two aspects of learner's personality i.e. scholastic and non-scholastic aspect should be assigned an equal weightage within the overall academic and training programme. By doing so, we expect to produce students who can function efficiently and effectively in their personal and community life.

2. PROGRAMME OF ACTION :

Making evaluation in higher education more comprehensive and objective-based, it is important to chalk out a programme of action bearing the details of scholastic and non-scholastic aspects, weightage given to each and the techniques of assessment.

2.1 Scholastic Aspect :

In the prevailing system, the marks obtained by a student do not give an actual estimate of the academic success or scholarship of the student. This is because of several

reasons. One, that higher objectives of learning are not emphasized. The student as such are required to memorize the facts and reproduce the same at the time of examination without understanding what has been memorized and what has been reproduced? Two, the teaching is by and large defective. Third, the evaluation techniques used are full with flaws.

Teaching should be planned in accordance with the higher objectives. Appropriate learning experiences or strategies should be provided to the students so that they develop a proper comprehension and understanding of what has been taught and thus develop the abilities of solving unknown problems, analysing and syntherizing knowledge and communicating the same effectively. Objective-based instruction is thus directed towards the achievement pre-determined objectives. One of the instructional strategies is preparing a year's plan. In this plan the content Units are given on one side and the objectives to be achieved through particular content Unit on the other. The time required to complete each content Unit is also shown in the plan. After formulating a year's plan, a Unit plan is to be prepared. The Unit plan is an overall guide to teaching. A Unit is a series of related learning experiences built around one central topic or problem area. It is an organization of many learning experiences all realted to some unifying purpose. Unit planning facilitates the job of the teacher vis-a-vis effective teaching and efficient learning. The methodology should range from large group teaching to medium group teaching. Lecturing, demonstration, laboratory instruction, panel discussion, buzz group, brainstorming, seminars, field trips and community study are the appropriate instructional techniques to be employed for the purpose of realizing instructional objectives.

Written, oral and practical examinations should be improved. Efforts should be undertaken to overcome the major limitations of the written examination like emphasis on memorization, subjectivity and poor content coverage. In order to raise the credibility of the prevalent system of examination, it is desirable to prepare mixed question papers consisting of essay type questions, short answer questions and objective type questions.

22. Non-Scholastic Aspect :

Non-Scholastic or non-cognitive aspect of student growth covers the overall personality of the students. Attitudes, interests and values are also covered in this aspect. to start with, a decision is to be taken with regard to the quality/qualities to be developed and assessed in the non-scholastic area. Since the nature of these qualities is different from that of scholastic ability, therefore, defining objectives, providing learning experiences and assessing student growth has to be different. The qualities can be selected on the basis of the objectives laid down for higher education. On the other hands, teachers may be requested to give a list of desirable characteristics that they think are important. By doing so, an underlying pattern of qualities can be identified. Dockrell & Black (1979) after undertaking similar exercise found two facts which they labelled as 'perservance' and 'confidence'.

In the first instance, we may focuss our attention on the below mentioned qualities

a) Perserverance;
b) Confidence;
c) Leadership;
d) Creativity;
e) Efficiency;
f) Honesty;
g) Sincerity;
h) Favourable attitude;
i) Interest in literary activities.

Objectives with reference to each of these qualities can be formulated precisely in behavioural terms and learning experiences can be provided accordingly. However, it is important to see that these learning strategies or experiences cut accross the curricular and co-curricular activities. These activities should also include the following:

a) Seminars, symposia, Debates & discussions,
b) Games and sports;
c) N.C.C.
d) Scouting and guiding;
e) Social service;
f) Work experience, socially useful productive work;
g) civil defence, first aid;
h) Project work.

3. WEIGHTAGE:

Since non-scholastic aspect is an important and crucial for student's growth as scholastic aspect, therefore, it should be given equal weightage. The weightage at the undergraduate and post-graduate levels should be:

Undergraduate	*Scholastic Aspect*	*Non-scholastic Aspect*
(3 year programme)	1200	1200
Post-graduate		
(2 year programme)	800	800

4. EVALUATION PROGRAMME :

The evaluation of non-scholastic/noncognitive aspect demands a comprehensive testing programme. The testing programme should be undertaken along two lines :

a) Pretesting and Post-testing;

b) Periodical assessment.

4.1 **Pretesting and Post-testing Programme :**

Pretesting may be undertaken at the time of admitting students to the 3 year undergraduate programme and 2 year post graduate programme. Pretesting shall serve two purposes. One, it may help to screen the condidates for the purpose of admission to the 3 year or 2 year programme and make the admission procedures more sound and objective. Two, it may help to determine the entrant behaviour of the learners in scholastic and non-scholastic areas. The data thus collected may help the teachers to construct learning experiences according to the specific needs of the learners.

The post-test undertaken after the completion of three year programme and two year programme shall enable us to judge the effectiveness of the programme with reference to the objectives.

4.2 **Periodical Assessment :**

The qualities included in the non-scholastic area may be assessed periodically (say twice in one academic session). The evaluation should be institutional, involving the concerned faculty members and the Principal/H.O.D. the evaluation of the student may be done through the following procedures :

i) Observing student as he performs and then describing and judging his behaviour;

ii) Observing and judging the quality of the product resulting from his performance;

iii) Asking his peers about him (evaluating social relationship).

iv) Questioning him directly.

Different tools that may be employed for the purpose of evaluation are briefly discussed below:

a) **Check list :** It is a prepared list of items that may relate to a person. Check lists involve a simple 'yes' or 'No' judgment. It is a method of recording whether a characteristic is present or absent. The evaluator has to make a tick mark. A check lists is easy to make and easy to use. By using checklist, the teacher will have more accurate record of child's behaviour than his recollection could otherwise provide.

b) **Rating Scale :** A checklist records the presence of a particular behaviour in an subject whereas a rating scale shows how much or how well of this behaviour. A rating scale consists of a list of traits or description of behaviours.

Each statement of traits is headed by quantitative terms like, 'always', 'sometime', 'never', 'much', 'less', 'good', 'Average', 'poor' etc.

c) **Attitude scales :** The attitude scales are self-report inventories designed to measure the extent to which an individual has favourable or unfavourable feeling towrds some person, group, objects, institutions or ideas.

d) **Anecdotal Records :** It is a written description of specific incident which a teacher has observed. Such a description is helpful in making the judgment about the student. The description should be written very accurately and objectively. The record should have two columns, one for the description of the incident and the other for interpretation of the incident.

e) **Commulative Record :** Commulative record is the educational history of the student. The record is updated by the institution. The record includes information about achievement, attendance, health, test scores etc.

f) **Invetories :** These inventories are designed to gather the information concerning students attitudes, habits, interests and other personality traits. There are no right or wrong answers to the items of the inventory.

g) **Interview :** This is a technique of obtaining information directly from a student. The face to face contact provided by the interview gives it several advantages as a self-report procedure.

The tools discussed above may be used individually or in combination depending on the quality to be assessed & the feasibility of the tool.

The evalution should be done after assigning appropriate weightage to all the qualities identified for the purpose of assessment. The continuous assessment done by the teachers at their individual levels, should, however, from the basis of the institutional evaluation. The institutional evaluation as expected shall enable us to consolidate the assessment position of the student, make this assessment more objective and also increase the inter-rater reliability.

4.3 Reporting the Assessment :

The final certificate of achievement should clearly indicate the assessment made in the scholastic and non-scholastic aspects of the student. The certificate may be prepared as per the following format :

Name of the Student : _____ Residence _____

Parentage _____ Class/Year _____

College/Deptt. _____

A. Scholastic Aspect

	Grade
Paper I	_____
Paper II	_____
Paper III	_____
Paper IV	_____
(Including optionals)	

Quality	Grade
1. Perseverance	____
2. Confidence	____
3. Leadership	____
4. Attitude	____
5. Literacy interests	_____
6. Values	_____
7. Creativity	_____
8. etc.	_____

B. Non-Scholastic Aspect

Activity	Grade
Debating	_____
Sports	_____
Social service	____
Adventure	_____
Etc.	_____

SECTION C
RESEARCH ABSTRACT

RESEARCH ABSTRACT

1. **Author :**
   Neelofar Khan

2. **Title :**
   Effectivity of Distance Education programme with reference to the teachers training course Kashmir University.

3. **Organisations where document originated**
   University of Kashmir.

4. **Type of Ducument :**
   P. HD.

5. **Faculty/Department to which submitted :**
   Education

6. **Nature of study :**
   survey type

7. **Date of submission :**
   Sep : 1990

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   Dec. 1991

9. **Publications/Presentation :**
   Nil

10. **Language of the Document :**
    English

11. **Name of the major guide, with designation :**
    Dr. A.G. Madhosh,
    Prof. Dean and Head, Department of Education,
    University of Kashmir.

12. **A brief statement of the problem :**
    The study is adressed towards the effectivity of training programme leading to B.Ed. degree through disrance education.

13. Objectives :

to assess ;

a. the opportunity of technical and professional training with regard to practice of teaching.

b. the benefits of Distance system (student enrolment).

c. the access to Distance Education system.

d. the sex-wise coverage.

II. Prepration and comparison of the achievement profiles of both the sexes (formal/ Non formal).

III. Cost effectiveness of the course.

14. Method and procedure :

Sample :

For the initial analysis all the enrolled teacher trainees of the Distance Education Department, from 1978-1989 were taken in to consideration. For the detailed analysis 800 teacher trainees of session 1988-89, 400 representing each fromal Government College of education and Gandhi College of Education and non formal system (Department of Distance Education) becames the sample of the study. The sample was stated randomly from the total group of the enrolled students during the said years.

15. Tools :

In order to collect the required data the tools used were :

I. Proforma for collecting data from the official records and publications.

II. the Questionaire for the students (teacher trainees) and

III. the General teaching competancy scale by passi and Lalithe (1975)

16. Statistical Design :

In order to arrive at a particular conclusion 'T' test and percentage statistics was used.

17. Results :

The availability of practice of teaching centres is increasing year after year in order to keep the interests of the pupil teachers into consideration. There is a yearwise increase in the enrolment system from the year 1977-78 to 1988-89 and also shows an increase in the number of enrolment when compared with the formal system of Education. An

access to the Department of Distance Education is more than the formal system. The male and female ratio shows a substantial increase in the Department of Distance Education (DDE). In the DDE there is a high rate of state-wise enrolment of the students and the coverage of the states within the country when compared with the formal system. So far as the pass percentage of the results from the year 1977-78 to 1988-89 is concerned, it goes hand in hand to the formal system of Education during 1977-78, the pass percentage ratio between Non-formal and formal system was 60:63.5 and during 1988-89 it was 62:65. The teaching competancy of teachers trained through DDE. 'T' value 2.90. The mean difference on teaching competancy is significant at .01 level of favours fromal system. The duration of contact programmes with the pupil teachers in order to have face to face learning with the tutors is three months. The rate of delivering the general and criticism lessons in the DDE is longer than needed in the formal system. The per capita cost in the DDE is less than in the College of Education run by Government.