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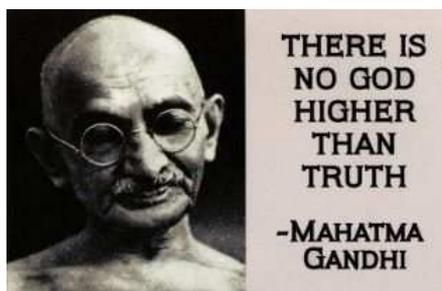
Samwaad: e - Journal

Samwaad Educational Society registered under MP society act, is happy to launch its Vol. 4 Issue 1 of its online e-Journal “**Samwaad: e-Journal**”. This journal is hosted on the “Samwaad” website <http://samwaad.in>

On this occasion, the entire team of Samwaad thanks all its board members, Site members, Technical team, Professors & Researchers for their valuable suggestions, input & guidance.

With all the very best wishes,

- Team “Samwaad”





From the Desk of Chief Editor

I am happy to present this next volume of Samwaad to facilitate learning and enhance the knowledge about recent researches in education. In the light of rapidly expanding technology of this age, Education must become significantly more effective to retain its status and should be a progression towards excellence and wisdom. Samwaad is prolonging encouragement of “digital dialogue” to set a Learning Community of educators as a tool for that. Our endeavor could be seen as wings for the progress of the educators and learning surroundings. Dialogue helps in shared learning for teacher’s to improve creation, acquisition, dissemination, and implementation of the knowledge.

I intend to have an open interaction of all esteem Educationists, Teachers, Researchers and Learners in an ongoing fashion and welcome all for collaborative, encouraging, open-minded & accessible learning.

I welcome ongoing dialogue with you and can be contacted at editor.samwaad@gmail.com

- Dr. Anshu Mathur

Index

S.No	Content	Page No.
1	<p style="text-align: center;"><u>A study of Occupational Stress of the Women Belonging to Joint and Nuclear Family in Meerut District</u></p> <p style="text-align: center;">Suresh Singh Mehta</p> <p style="text-align: center;">Assistant Professor, SRM University, NCR, Delhi</p>	<u>6</u>
2	<p style="text-align: center;"><u>Refocusing on Academic Anxiety and Achievement Motivation towards Academic Achievement of Secondary School students</u></p> <p style="text-align: center;">N.Rohen Meetei * & Dr. Sabita Prava Patnaik **</p> <p style="text-align: center;">* Research Scholar, Utkal University, Bhubaneswar, Odissa</p> <p style="text-align: center;">**Former Professor & Head Department of Education R.I.E. (NCERT), Bhubaneswar, Odissa</p>	<u>24</u>
3	<p style="text-align: center;"><u>A Comparative Analysis on the Quality of Life and Well being of Institution- based and Home-based elderly</u></p> <p style="text-align: center;">Sheeba Joseph</p> <p style="text-align: center;">Assistant Professor, Social Work Bhopal School of Social Sciences, Bhopal</p>	<u>47</u>
4	<p style="text-align: center;"><u>Changing Scenario of Education in Madhya Pradesh</u></p> <p style="text-align: center;">Dr. Rita Jaiswal</p> <p style="text-align: center;">Professor Economics Sarojini Naidu Govt. Girls P. G. College Bhopal, India</p>	<u>63</u>

S.No	Content	Page No.
5	<p><u>A Study of Cognitive Intelligence of B.Ed. College Students in Respect to Their Gender and Stream</u></p> <p>Dr. Sunil Pandya * & Dr. H.S.Singh **</p> <p>*Lecturer, Shree A.V.J. Oza B.Ed. College, Lakhtar, Dist. Surendranagar.</p> <p>** Associate. Professor, Department of Education, Mizoram University (A Central University) Aizawl (Mizoram)</p>	<u>70</u>
6	<p><u>A Study of RMSA with special reference to Implementation of ASL in the Schools of North Delhi</u></p> <p>Reena Dagar</p> <p>Lecturer, Dte. of Education, GNCT of Delhi</p>	<u>76</u>
7	<p><u>Impact of Using Subtitled Cartoons in the ELT Classroom</u></p> <p>Veena Gour</p> <p>Asst.Professor B.S.S.S College, Bhopal</p>	<u>83</u>
8	<p><i>e/; i n s k d s v k f k z l f o d k l e a i o u A t k z d k ; k x n k u</i></p> <p><i>& , d v / ; ; u</i></p> <p>n l f l r l k y a d h</p> <p>' k k N k = k</p> <p>, e - f Q y - 1 / 2 F k z k l = 1 / 2</p> <p>शास. सरोजिनी नायडू कन्या स्नातकोत्तर महाविद्यालय, भोपाल</p>	<u>88</u>

A study of Occupational Stress of the Women Belonging to Joint and Nuclear Family in Meerut District

Mr. Suresh Singh Mehta
Assistant Professor,
SRM University, NCR

Introduction:-

Stress is an inherent factor in any type of vocation or career. It is considered the best as it serves the purpose of a motivator that urges the Individual to strive for excellence. However, excess amounts of stress can lead to a lack of productivity, a loss of confidence and the inability to perform routine tasks as a result quality employees lose their enthusiasm for their work and eventually withdraw from the company.

The term 'stress' means different to different people. A Layperson may define stress in terms of pressure, tension, unpleasant external forces. Psychologists have defined stress in a variety of different ways. Stress involves a different ways. Stress involves an interaction between the stressor and distress. In simple words, stress refers to an individual's reaction to a disturbing factor in the environment.

Occupational Stress:-

According to WHO–

"Occupational or work related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope."

Stress is a common feature in our lives, especially as the pace of development increases. Work is a common term that is applied for all sorts of occupation. It is a basic condition for most people and is an important component of the atmosphere for human survival. It is also a major element for the development of the individual as well as the economy of the nation. Many adults spend half of their lives in work related activities. It is natural to experience work related stress on tension or strain in the body or the mind if there is no release or outlet for the bent-up feelings. A phrase, "stress collapses everything" has a prominent place in the minds of millions. It is a silent killer in the modern age.

Heans Lay Model

“An excess of demand made upon the adaptive capabilities of the mind and body” and is seen in the form of a physical demand, a mental demand or both.”

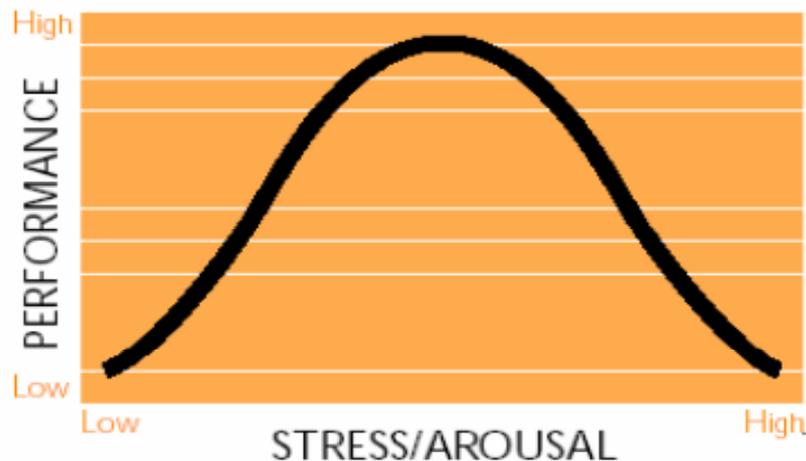


Figure 1 – Relationship between Stress and Performance

It is important to understand that while stress (see Definition 1) is necessary and positive and it can be negative and harmful. Figure 1 shows the general relationship between the level of stress and the level of performance. Whether positive or negative, physical or mental, the body's reaction to stress can be described by three stages:

1. **Alarm Reaction Stage** - the body identifies and first reacts to the stress. In this, stage the body first releases hormones that help in the defence against the stressor.
2. **Resistance Stage** - the body continues to resist the stressors as they persist. If the stressors continue and there is a consistent state of resistance, there is potential to move into the third and final stage.
3. **Exhaustion Stage** - the body and mind are no longer able to make the necessary adjustments to resist the stressors and there is physical and/or mental exhaustion.

Focus for the remainder of this report is on negative physical and mental stress and specifically reviewing the persistent stressors that push teachers into the third stage and ultimately to exhaustion.

Need & Significance of the Study:-

"A Study of Occupational Stress of the women teacher belonging to Joint and Nuclear Family in Meerut District"

Work is a central part of human life. It is the expression of the basic need to accomplish, to create, to feel satisfaction, and to feel meaningful.

The issue of occupational stress, which is closely related to the impact of new technology in the workplace, is making new demands on labour unions for creative strategies. The rapidly changing nature of work has resulted in new and far-reaching mechanisms for management control in the form of monitoring, layoffs, and changes in work rules, all of which contribute to increased levels of occupational stress. Therefore, this is the reason that we want to find out the occupational stress among working people of joint and nuclear family.

Although office work has always been stressful, several scientific studies and surveys have helped focus attention on the issue of job stress.

There are a number of working conditions that we encounter on a daily basis which contribute to making work stressful. These working conditions are called "stressors" and consist of those things that have a negative effect on a worker's physical or emotional well being.

Among the major negative effects of job stress are its impact on a person's self-image and self-esteem, which in turn, affects one's relationship with family, friends, and co-workers. The problems last far longer than the time we spend at work and are not easily left behind at the end of the day.

Occupational of job stress defined as a "mechanism whereby the human body attempts to adapt to the environment." The body has a normal mechanism for dealing with stressful situations that is known as the "flight or flight" response. As soon as the brain senses danger, it sends messages (electrical, chemical, and hormonal) that stimulate the extra energy needed to fight the danger or run away from it. The stress cycle always includes the danger stimulus, the removal of the danger, and a state of relaxation.

Statement of The Problem:-

"A study of Occupational Stress of the Women Belonging to Joint and Nuclear Family in Meerut District"

Operational Definitions of the Terms Used-**Stress:**

"Stress is much faceted process that occurs in us in response to events that disrupt or threaten to disrupt out physical or psychological functioning."

Occupational Stress:

"Occupational or work related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope."

Objectives of the Study:-

The Study has the following objectives:

- 1.5.1 To study of the occupational stress at secondary school's women teacher belonging to joint family.
- 1.5.2 To study of the occupational stress at secondary school's women teacher belonging to nuclear family.
- 1.5.3 To study and compare of occupational stress at secondary school's women teachers belonging to joint and nuclear family.

Hypotheses:-

The study has the following hypothesis:-

- 1.6.1 There is no significant difference in mean score of occupational stress at secondary school's women teacher belonging to joint and nuclear family.
- 1.6.2 There is no significant difference in mean score of role over load the women teacher on occupational stress.
- 1.6.3 There is no significant difference in mean score of role ambiguity of the women teacher on occupational stress.
- 1.6.4 There is no significant difference in mean score of role conflict of the women teacher on occupational stress.

- 1.6.5 There is no significant difference in mean score of unreasonable group and political pressure person of the women teacher on occupational stress.

Delimitations of the Study:-

The study delimited in following way–

- 1.7.1 The study is confined only to women teacher.
- 1.7.2 The study is confined only to senior secondary schools women teacher.
- 1.7.3 The study is confined only to IXth and Xth classes' women teacher.
- 1.7.4 The study is confined only to women teacher in Meerut District.

Methodology of the Study:-

Any research efforts need concentration on systematic work logically constructed design; need based tools and meaning application of statistical techniques in the analysis of data. These determine the success of a research work.

This chapter deals with the method and procedure followed in constructed the present research study. This chapter also describes the sample and sampling tools used for data collected and satisfied techniques used to analysis the data.

The research topic discussed in this research project is highly subjective in nature and needs investigation tools to acquire the desired data. The data has to be collected from a (representative) sample of women teacher (at secondary level) of joint and nuclear family.

Design of the Study:-

The purpose, objective of the study, nature of the problem, the hypotheses and the tools used in the study determine the choice of any method for collecting the data in any research study. Since the present study purported to the occupational stress of the women teacher investigator used belonging to joint and nuclear family for this purpose the “manual for occupational stress”.

Dr. A.K. Shrivastava prepares this manual and **A.P. Singh** was to administer for working person of occupational stress. The women teachers at secondary level (joint and nuclear family) are from Meerut District.

The method:-

In the present researcher to try to analysis the study of occupational stress between joint and nuclear family women teacher at secondary level. In this study, **descriptive survey method** has been used. Survey research is considered a branch of scientific research.

Plan of the study

The first task of the investigation work is to select appropriate methodology of research. The Methodology in the present study is the survey method. Survey studies are conducted to collect data of the existing phenomenon. It deals with not only merely gathering of data but also involves interpretation, comparison, measurement, and understanding of solution of significant educational problems. Mere the survey method was used to study the occupational stress of women teacher at secondary level. Four colleges was selected for sample from women teacher (25, 25, 25, 25) before conduct the test permission and co-operation of principal of the colleges were sought. The purpose of research was made clear to principal and women teacher.

Population:-

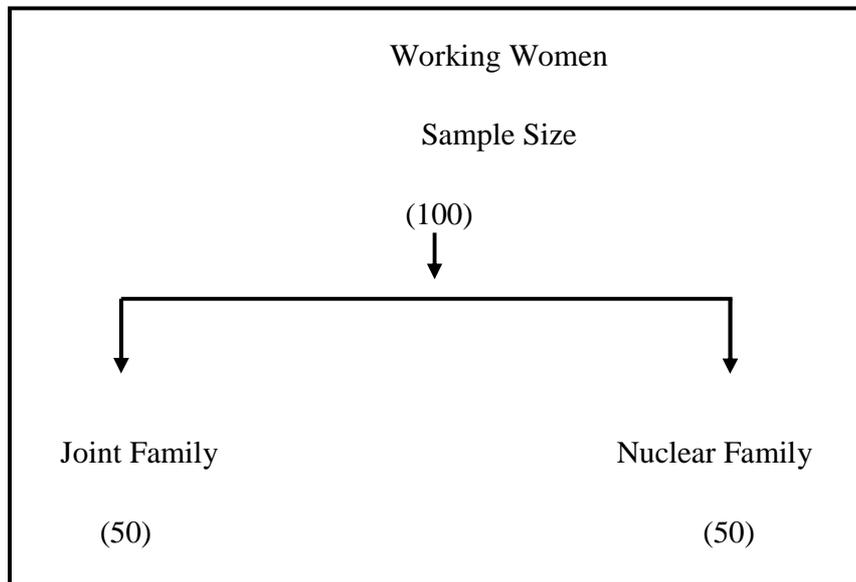
Population- The population study consists of all working people (joint and nuclear family) of Colleges of Meerut District, U.P (India).

Sample and Sample Selection:-

It is a sure quo none of research. I imply the selection or drawing of a portion from the mass or whole of something. "Sample" is a portion of population, which is selected for the purpose of study and investigation.

Random selection technique will use to collect the data by researcher.

Following table shows the details of the sample–



Procedure of the Study:-

After selection of the proper tool, it needed to administer them in proper way that the investigator may find out the appropriate result. First, the investigator went to college. She meets to the principal and asked for the permission for the data collection with the women teacher teaching in institutes. After getting, the permission investigator went to staff room, met the women teacher, and introduced them. According to previous programme the investigator, meet the women teacher. First of all the investigator told the women teacher about his work, why the data is needed and what is the purpose of the work. Before giving them the Booklet, investigator gave the appropriate instruction about the Booklet.

Instruction for administration:

The occupational stress is primary a group test although it can be used for individual testing as well. The instructions are printed on the test form. It is, however, desirable on the part of the investigator to read out the instructions loudly before the subjects and take note of the following precautions:

- While giving the scale to the subjects, it should be emphasized that it is not a test of ability and there is nothing like 'right' or 'wrong' answer. The aim is to know subject's

opinion relating certain social behaviour. (The real purpose of the test should not be revealed to the subjects).

- It should be emphasized that no answer to any statement is good or bad, desirable or undesirable. Therefore, a subject should give any answer, which according to him, represents his opinion most correctly.
- There is no time limit for the test, although subjects, in general, take about 30 minutes to finish. To keep them involved they should be asked to give their answer quickly but after going through each statement carefully.
- It should be emphasized that the subjects must answer every item and at the end, they should check up so that no item is left unanswered.

Tool Used -

"A Study of Occupational Stress of the Women Teacher Belonging to Joint and Nuclear Family in Meerut District"

Tools used in the test-

- The occupational stress index constructed by Dr. A.K. Shrivastava and A.P. Singh.
- Investigator used "Manual for occupational stress".

Analysis and Interpretation:-

Table No. - 4.1

Mean score, S.D. and 't' value of occupational stress of women teacher of joint and nuclear family

Sr. No.	Family Type	Number of women teacher (N)	Mean	S.D.	't' value	d.f.
1.	Joint family	50	556.3	240.44	0.05	98
2.	Nuclear family	50	665.5	224.24		

* No significant difference at 0.05 levels.

It is clear from the table no. 4.1 that 665.5 mean scores of women teacher of nuclear family is higher than 556.3 mean scores of women teacher of joint family.

Here calculated value of 't' is 0.05 which is lesser than the 't' value given in the table. Hence the null hypothesis is that "There is no significant difference in mean score of occupational stress at secondary school's women teacher belonging to joint and nuclear family" is accepted. It may be interpreted that there is no significant difference between occupational stress women teacher of joint and nuclear family.

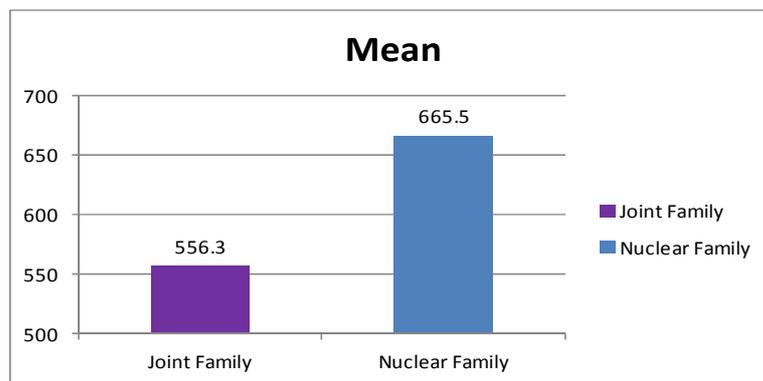


Figure-no 4.1

Table No.- 4.2

Mean score, S.D. and 't' value of occupational stress (role over load) of women teacher of joint and nuclear family

Sr. No.	Family Type	Number of women teacher (N)	Mean	S.D.	't' value	d.f.
1.	Joint family	50	3.84	3.25	9.60	98
2.	Nuclear family	50	18.92	10.66		

** Significant difference at both level (0.01, 0.05 level)

It is clear from the table no. 4.2 that 18.92 mean scores of role over load of women teacher of nuclear family is higher than 3.84 mean scores of women teacher of joint family.

Here calculated value of 't' is 9.60 which is higher than the 't' value given in the table. Hence, the null hypothesis is that "There is no significant difference in mean score of role over load the women teacher on occupational stress" is rejected. It may be interpreted that there is significant difference between role over load of occupational stress of women teacher of joint and nuclear family.

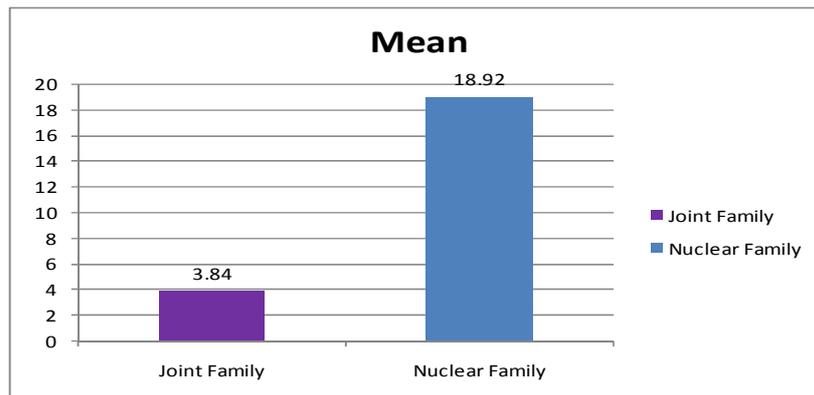


Figure-no 4.2

Table No. - 4.3

Mean score, S.D. and 't' value of occupational stress (role ambiguity) of women teacher of joint and nuclear family

Sr. No.	Family Type	Number of women teacher (N)	Mean	S.D.	't' value	d.f.
1.	Joint family	50	10.38	2.29	.62	98
2.	Nuclear family	50	10.66	2.42		

* No Significant difference at both level (0.01, 0.05 level)

It is clear from the table no. 4.3 that 10.66 mean scores of role ambiguity of women teacher of the nuclear family is higher than 10.38 mean scores of women teacher of joint family.

Here calculated value of 't' is .62 which is lesser than the 't' value given in the table. Hence the null hypothesis is that "There is no significant difference in mean score of role ambiguity of the women teacher on occupational stress" is accepted. It may be interpreted that there is no significant difference between role ambiguity of occupational stress of women teacher of joint and nuclear family.

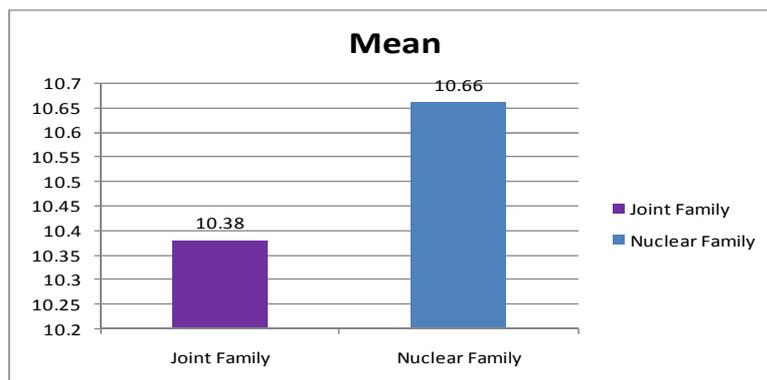


Figure-no 4.3

Table No.- 4.4

Mean score, S.D. and 't' value of occupational stress (role conflict) of women teacher of joint and nuclear family

Sr. No.	Family Type	Number of women teacher (N)	Mean	S.D.	't' value	d.f.
1.	Joint family	50	15.12	2.38	.18	98
2.	Nuclear family	50	14.6	3.05		

* No Significant difference at both level (0.01, 0.05 level)

It is clear from the table no. 4.4 that 15.12 mean scores of role conflict of women teacher of the joint family is higher than 14.6 mean scores of women teacher of nuclear family.

Here calculated value of 't' is .18 which is lesser than the 't' value given in the table. Hence the null hypothesis is that "There is no significant difference in mean score of role conflict of the women teacher on occupational stress" is accepted. It may be interpreted that there is no significant difference between role conflict of occupational stress of women teacher of joint and nuclear family.

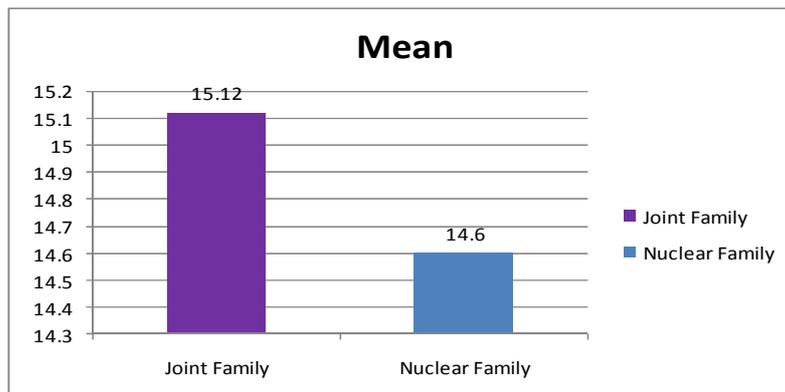


Figure-no 4.4

Table No. - 4.5

Mean score, S.D. and 't' value of occupational stress (unreasonable group and political pressure) of women teacher of joint and nuclear family

Sr. No.	Family Type	Number of women teacher (N)	Mean	S.D.	't' value	d.f.
1.	Joint family	50	20.94	3.50	0.43	98
2.	Nuclear family	50	21.34	5.08		

* No Significant difference at both level (0.01, 0.05 level)

It is clear from the table no. 4.5 those 21.34 mean scores of unreasonable group and political pressure of women teacher of the nuclear family is higher than 20.94 mean scores of women teacher of joint family.

Here calculated value of 't' is 0.43 which is lesser than the 't' value given in the table. Hence the null hypothesis is that *"There is no significant difference in mean score of unreasonable group and political pressure person of the women teacher on occupational stress"* is accepted. It may be interpreted that there is no significant difference between unreasonable group and political pressure of occupational stress of women teacher of joint and nuclear family.

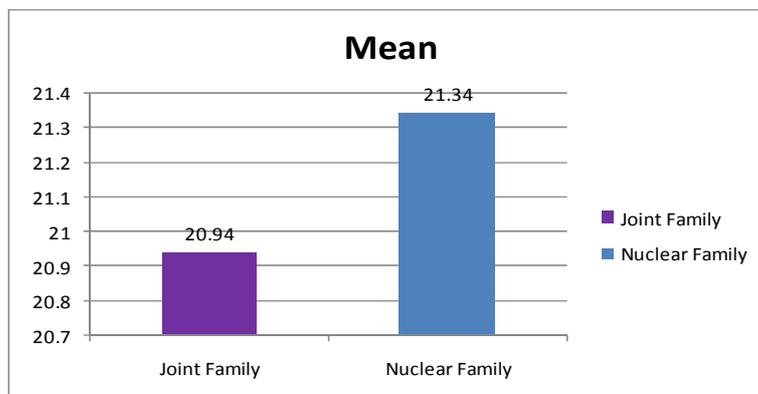


Figure-no 4.5

Result and Discussion:

H₀1. *"There is no significant difference in mean score of occupational stress at secondary school's women teacher belonging to joint and nuclear family"*.

In the area of occupational stress, significant difference was not found between women teachers belonging to joint and nuclear family. They were found same value in relation to their occupational stress. It means both group have same amount of occupational stress.

H₀2. *"There is no significant difference in mean score of role over load the women teacher on occupational stress"*

Significant difference was found between *women teacher* in relation to their *role over load the women teacher on occupational stress*. It means Nuclear family female teachers are found more *occupational stress* than Joint family female teachers.

Ho3. *"There is no significant difference in mean score of role ambiguity of the women teacher on occupational stress."*

In the area of occupational stress, significant difference was not found between women teachers belonging to role ambiguity of the women teacher on occupational stress of joint and nuclear family. They were found same value in relation to their occupational stress. It means both group have same amount of ambiguity of occupational stress.

Ho4. *"There is no significant difference in mean score of role conflict of the women teacher on occupational stress"*

In the area of role conflict of the women teacher on occupational stress, significant difference was not found between women teachers belonging to role ambiguity of the women teacher on occupational stress of joint and nuclear family. They were found same value in relation to their occupational stress. It means both group have same amount of conflict of occupational stress.

Ho5. *"There is no significant difference in mean score of unreasonable group and political pressure person of the women teacher on occupational stress."*

In the area of unreasonable, group and political pressure person of the women teacher on occupational stress. Significant difference was not found between women teachers belonging to unreasonable group and political pressure person of the women teacher of joint and nuclear family. They were found same value in relation to their occupational stress. It means both group have same amount of occupational stress.

Ho6. *"There is no significant difference in mean score of under participation of the women teacher on occupational stress."*

Significant difference was found between women teacher in relation to their under participation of the women teacher on occupational stress. It means Nuclear family female teachers are found more under participation of the women teacher on occupational stress then Joint family female teachers.

Finding and Conclusion:

This study confined to study of occupational stress of women teacher at secondary level (joint and nuclear family).

Based on the analysis of data presented in the fore going pages the findings are systematically arranged here in accordance with the hypothesis as mentioned below:

- Ho-1** There is no significant difference in mean score of occupational stress at secondary school's women teacher belonging to joint and nuclear family.
- Ho-2** There is significant difference in mean score of role over load the women teacher on occupational stress.
- Ho-3** There is no significant difference in mean score of role ambiguity of the women teacher on occupational stress.
- Ho-4** There is no significant difference in mean score of role conflict of the women teacher on occupational stress.
- Ho-5** There is no significant difference in mean score of unreasonable group and political pressure person of the women teacher on occupational stress.

According to my study, found that significant differences between occupational stress (dimensions) working teachers of Joint and Nuclear families- **Role over load, Under participation,**

And not significant differences between occupational stress of working teachers of joint and nuclear family and dimensions of occupational stress differences between- **role ambiguity, role conflict, unreasonable group and political pressure.**

Suggestions:-

- The similar study may be conducted on the women teacher at primary or higher level.
- Study may be conducted on male teacher.

- Similar study may be conducted a comparison between teaching and clerical department.
- Study may be conducted on private and government teacher.
- A similar study can be conducted by taking teacher of Rural and Urban area.

Educational Implications:-

Test preparation to reduce anxiety:

- **Approach the exam with confidence:** Use whatever strategies you can to personalize success: visualization, logic, talking to yourself, practice, teamwork, journaling, etc. View the exam as an opportunity to show how much you've studied and to receive a reward for the studying you've done
- **Be prepared!** Learn your material thoroughly and organize what materials you will need for the test. Use a checklist
- **Choose a comfortable location for taking the test** with good lighting and minimal distractions
- **Allow yourself plenty of time**, especially to do things you need to do before the test and still get there a little early
- **Avoid thinking you need to cram just before**
- **Strive for a relaxed state of concentration**
Avoid speaking with any fellow students who have not prepared, who express negativity, who will distract your preparation
- **A program of exercise** is said to sharpen the mind
- **Get a good night's sleep** the night before the exam
- **Do not go to the exam with an empty stomach**
Fresh fruits and vegetables are often recommended to reduce stress.
- **Take a small snack, or some other nourishment**
to help take your mind off your anxiety.
Avoid high sugar content (candy) which may aggravate your condition.

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Refocusing on Academic Anxiety and Achievement Motivation towards Academic Achievement of Secondary School students

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Abstract

The purpose of the current investigation was to make a comparative study of the level of academic anxiety and achievement motivation towards academic achievement of the secondary level students of Manipur. For the study, a sample of 300 urban CBSE ninth grade students belonging to various attributes were studied where 151 boys and 149 girls, three level of socioeconomic status and education qualification of parents have been taken. The study was conducted with a question to know the relationship and differences between the variables along with its attributes as independent variables. For this survey study, Academic anxiety scale (AASSS) by Sing and Sengupta, Achievement Motivation (AVAI) by Mehata (), and Academic achievement from school records have been adopted as tools. In case of academic anxiety, girls had a slightly higher level though there was no significant difference among the boys and girls. The results but revealed that significant differences in the socio-economic and education qualification of parents groups in achievement motivation and academic achievement. It can be concluded that there still exists the negative effects of social strata due to SES and EQ but not in case of Gender. Proper awareness and strategies can minimize these gaps.

Key words: Academic anxiety, Achievement motivation, Academic achievement.

Introduction

The way one grows, develops and gets exposed to several complex experiences helps him or her to adjust better in future. In the environment the individual starts encountering with its complexity in a sequenced manner. This encounter strengthens the person physically, intellectually, socially and emotionally. Parents, neighbours, teachers and friends play a vital role for the development of psychological and social characteristics of the children which later affect to his/her personality. Some of the characteristics of the children are student's academic anxiety and achievement motivation which affect their learning and finally achievement. Their psychological needs also are not appreciated in proper perspective by the society. This, at times generates among them aggressive and reactionary behaviour which many a times is socially disapproved. So, they need proper guidance to achieve their emotional, social and educational needs.

Particularly adolescence is a period of transition from childhood to adulthood. The tendency to excel, to explore new avenues and also to turn vulnerable to problems is real high. The ability to cope with anxiety and to thrive to fulfil individual aims at this stage of life will have a great impact on all their future endeavors. Anxiety is an emotional state, represented by a feeling of dread, apprehension, or fear. In humans, this can be defined by description using language; in animals, it must be inferred from behavioral observations. But, an optimum anxiety always results in a better out otherwise it can lead to psychological disorders. Lazarus and Averill (1972) defined anxiety as "an emotion based on the appraisal of threat, an appraisal which entails symbolic, anticipatory, and uncertain elements. Anxiety results when cognitive systems no longer enable a person to relate meaningfully to the world". Anxiety may explain student feelings of helplessness following failure. According to Cole, Joan, Lachan, Seroczynski & Jonathan(1999) those who suffer from severe academic anxiety tend to avoid academic settings. Feelings of anxiety are not inherently abnormal, but can become severe enough to impair functioning in some individuals. When functioning is significantly impaired, one or more anxiety disorders may be diagnosed American Psychiatric Association (2000). There are many factors which are responsible in provoking academic anxiety like personal, familial, social and institutional. Personal factors include emotional disorders, health disorders, maladjustment, low self concept, low aspiration level, intelligence levels etc. (Kaur, 1991; Verma, 1992; Joshi, 1998; Gupta, 1992). Familial factors include low socio economic status, lack of guidance, indifferent attitude of parents and other family.

Satapathy (1986) explored the relationship between manifested anxiety, emotional maturity and social maturity of standard X students to their academic achievement and reported that socio economic status was significantly and positively related with all areas of achievement

Achievement motivation is another important aspect, not only for the adolescents' success but also for the growth and success of the entire society and nation as a whole. Achievement motivation can be defined as the striving to increase or keep as high as possible, one's own capability in all activities in which competition with some standard of excellence is thought to involve and where the execution of such activity can, therefore, either succeed or fail (Heckhausen, 1967). McClelland (1961) in his thesis, 'The Achieving Society', explained that society containing many people with high need achievement will surely have a rapid rate of economic and technological growth. However, contrasting research findings surface regarding the level of achievement motivation in adolescents with different socio-cultural background. Raizada (1975) studied achievement motivation in various castes of the Indian society and found that SC students possess the lowest level of achievement motivation vis-a-vis their non-backward counterparts. Moreover, social discrimination in the society also affects the values and thinking pattern of individuals belonging to different sections of the society. Individual's reaction to these stresses may either be problem-focused or emotion-focused, depending upon one's personality. Coping and associated adjustment, thus, speaks of a person's personality and his will to survive which gains strength from his social identity. Of all the above discussed factors finally correlate with Academic Achievement refers to what people have learned and focus on specific educational attainments by effort. They have proved to be highly valuable in the determination of individual differences in learning. Most of the stress, anxiety, achievement motivation, social development etc. seriously affect the student's characteristics whose development may be due to home, school and neighbourhood environment. Adolescence is a phase where all these psycho-social characters gain roots in the life of a young learner. In addition to examining psychosocial factors, most studies have shown that students' school behaviour can be helpful in the prediction of academic risk and success, as well as for planning instructional support (Balfanz et al., 2007; Brady, Tucker, Harris, & Tribble, 1992; Swift & Spivack, 1969; Yen et al., 2004). At this age of life of an individual starts developing an unique pattern of approach, the philosophy of life.

Justification of the study

The state of Manipur is one among the turmoil north eastern states and suffers from severe mobility to outside state or insurgency problems among the younger generation for a quite long time. The younger generation, who hails from families having sound financial background mostly, goes out of the states for their studies and those who can't be nurtured in a weak socio-educational system develop negative psycho-social characteristics and become victim of different problems directly or indirectly. Hence, the psycho-social aspects of adolescent learners of the state of Manipur demand an urgent attention. Keeping in mind the above, the present study is taken up which may help the students themselves, parents, teachers, educational planners and administrators of Manipur to utilize the knowledge for planning the better future of the students of Manipur.

Objectives of the study

- To know the status of Academic Anxiety, Achievement Motivation and Academic Achievement of CBSE students.
- To find out the relationship among Academic anxiety, Achievement motivation and Academic achievement.
- To compare the level of Academic anxiety, Achievement Motivation and Academic achievement of CBSE students of Manipur with regards to gender.
- To compare the level of Academic anxiety, Achievement Motivation and Academic achievement of CBSE students of Manipur with regards to SES and EQ.

Hypotheses of the study

- Students of CBSE, Manipur have similar average level of Academic anxiety, Achievement motivation and Academic achievement.
- There is no significance in the relationship among of academic anxiety Achievement motivation and Academic achievement

- There is no significant difference in *academic anxiety, achievement motivation and academic achievement* between CBSE males and females.
- There is no significant difference in effect of parents Education Qualification on CBSE students' academic anxiety, achievement motivation and academic achievement may be rejected
- There is no significant difference in effect of parents Education Qualification on CBSE students' academic anxiety, achievement motivation and academic achievement may be rejected

Method

A survey based research approach was adopted to study the variations in quality of secondary education in schools Manipur. It constitutes the blue print for the collection, measurement and analysis of data. It is the logical and systematic planning and direction in a piece of research. It provides a picture of the whole before starting the work. The main objective of the study is to refocus the Status of Academic anxiety, Achievement motivation and Academic achievement among the CBSE Students of Manipur.

Sample

This study was conducted on 300 urban adolescent IXth grade students from 10 CBSE schools of Manipur valley districts. Later on the gender distribution was also identified with 151 boys and 149 girls.

Instruments

Academic Anxiety Scale for Children (AASC) by A.K. Singh and A. Sen Gupta (1984) was adopted for this study. It has been developed for use with school students (13-16 years age group). There are 20 items which is reliable at Pearson r was .60 which was significant beyond .01 levels and validated at 0.41.

Achievement motivation: For measuring achievement motivation of subjects 'Achievement Value and Anxiety Inventory' (AVAI) developed by Mehta (1976) was used. The KR-20 reliability of the inventory is 0.67. The inventory consisted of 22 items in English. Each item was followed by six responses. Two each of the six responses were achievement related (AR), task related (TR) and

unrelated (UR) to achievement. Subjects had to choose one response for each item. The inventory yielded four types of between the groups on the basis of mean score obtained on achievement motivation, emotional adjustment, social adjustment, educational adjustment and emotional intelligence.

Academic Achievement was collected from the official record of the respective schools

Analysis

Table- 1.1
Descriptive statistics of CBSE Board Students

School	Overall CBSE		
	N	M	SD
Academic Anxiety	300	11.9933	2.99832
Achievement Motivation	300	1.1733	4.19945
Academic Achievement	300	70.1972	13.02492

Table 1.1 is just a description of the sample with their mean score and standard deviation where CBSE students are found to be with average academic anxiety ($M = 11.99$) which can be considered favorable for academic achievement ($M = 70.19$). Their achievement motivation is ($M = 1.17$) is little bit below desirable average.

Table-1.2
Description of CBSE male & female students

Variables	CBSE Male			CBSE Female		
	N	Mean	SD	N	Mean	SD
Academic Anxiety	159	11.9057	2.91177	141	12.0922	3.10046
Achievement Motivation	159	.8805	3.89151	141	.1801	3.59176
Academic Achievement	159	69.6748	12.88898	211	66.8505	10.70748

In table 1.2, males have lower average anxiety ($M = 11.9$) than female ($M = 12.02$), in contrast females

scored marginally lower achievement motivation than males but, females were more heterogeneous (SD=3) in anxiety. Comparing them with academic achievement, it was found

that males performed better (M=69.67) than females (66.85). It may be due to other factors also but for the time being it revealed that better achievement motivation have positive impact to academic achievement.

Table- 1.3

Significance difference in Academic Anxiety between CBSE male and female students

Independent Samples Test										
	Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Academic Anxiety	Equal variances assumed	.327	.568	-.537	298	.592	-.18654	.34725	-.86992	.49684
	Equal variances not assumed			-.535	288.345	.593	-.18654	.34857	-.87260	.49952

From the above **Table- 1.3** The significance of difference of academic anxiety between these two means of CBSE male and female students was analysed using t-test (2-tailed) and the difference between these two means was not found significant ($t = -.537$ at $df = 298$, $p > .05$). ***Thus the null hypothesis that there is no significant difference in academic anxiety of CBSE male and female students may be accepted.***

Table- 1.4

Significance difference of Achievement Motivation and Academic Achievement of CBSE male and female Students

Category	Gender	N	M	SD	Std. Error	Df	t (2-tailed)	p-value
Achievement Motivation	Male	159	.8805	3.89151	.30862	-	298	.200
	Female	141	1.5035	4.51288	.38005			
Academic Achievement	Male	159	69.6748	12.88898	1.02216	-.737	298	.462
	Female	141	70.7863	13.19760	1.11144			

From the above **Table- 1.4** it is also observed that the mean scores of achievement motivation of CBSE male students ($M=.881$, $SD=3.892$) are slightly higher than mean scores of CBSE female students ($M=1.504$, $SD=4.513$) this shows that CBSE male students have low level of achievement motivation than CBSE female students, and SD values of CBSE female students reflects that this group is more heterogeneous as compared to CBSE male students. Further the significance of difference in achievement motivation between two means of CBSE male and female students was analysed using t-test (2-tailed) and the difference is not found significant, $t = - 1.284$ is not significant at $df = 298$ as the p-value is .200 ($p>.05$) at .05 level of significance. ***Thus the null hypothesis that there is no significant difference in achievement motivation among CBSE male and CBSE female students may be accepted.***

Further academic achievement means of CBSE male and female students also shown in the above table. The mean scores of academic achievement of CBSE male students ($M=69.675$, $SD=12.889$) and mean scores of CBSE female students ($M=70.786$, $SD=13.198$) are widely different to each other. Though, this indicates that academic achievement of CBSE female students is slightly higher than CBSE male students. SD value of CBSE female students shows that CBSE female students are heterogeneous to some extent as compared to CBSE male

students. The significance of difference between the means of these two groups CBSE male and female students and the difference is not found significant, $t = -.737$ is not significant at $df = 298$, as p -value $.462$ ($p < .05$) at $.05$ significance level. *Thus the null hypothesis that there is no significant difference in academic achievement among CBSE male and female students may be accepted.*

Table-1.5

Description of CBSE Parents' Education Group-1, 2, 3

Schools	Group 1			Group 2			Group 3		
	N	M	SD	N	M	SD	N	M	SD
Academic Anxiety	6	12.83	2.483	32	11.81	3.3160	26	11.99	2.9756
Achievement Motivation	6	-	3.881	32	.5312	5.3640	26	1.332	4.0172
Academic Achievement	6	2.333	3	32	57.26	9.562	26	70.58	12.889
		67	70		69.46	13.736		70.58	12.889
					78	54		24	02

Table 1.5 reveals that all groups State Board EQ have similar anxiety ($M=11.7$; 11.6 ; 11.8), overall adjustment and achievement motivation but social and emotional adjustment ability differ where group 1 (below EQ) & 3 (average EQ) have equal but less than group 2, in contrast group 1 ($M=1.48$) is better in educational adjustment than group 2 ($M=2.355$) & 3 ($M=3.73$). Even though surprisingly, academic achievement is found better in group 3 ($M=70.645$) than group 1 ($M=55.48$) & 2 ($M=64.05$).

Table-1.6

Significance difference between subjects ANOVA on Academic Anxiety of CBSE students according to parents' EQ

ANOVA					
Academic Anxiety	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.282	2	2.641	.292	.747
Within Groups	2682.705	297	9.033		
Total	2687.987	299			

In Table-1.6 one-way between subjects ANOVA was conducted to compare the effect of parents' EQ on students' academic anxiety in three groups, i.e. below metric, metric to graduation and graduation and above EQ. There is no significant effect of EQ on academic anxiety of CBSE students at the $p > .05$ level among these three groups $F(2, 297) = .292, p = .747$. *It is observed that there is no significant difference among these three groups according to parents EQ.*

Table-1.7

Significance difference between subjects ANOVA on Achievement Motivation of CBSE students according to Parents' Education Qualification

Achievement Motivation					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	93.574	2	46.787	2.683	.070
Within Groups	5179.413	297	17.439		
Total	5272.987	299			

Table-1.7 A one way between subjects ANOVA was conducted to compare the effect of parents EQ on CBSE students' achievement motivation in below Metric, Metric to Graduation and above Graduation EQ categories. Results from above table reveals that there is no significant difference in effect of parents' EQ on CBSE students achievement motivation, $F(2, 297) = 2.683$, $p = .070$, which is greater than .05 ($p > .05$) at .05 significance level. *Thus the null hypotheses that there is no significant difference in effect of parents EQ on CBSE students' achievement motivation may be accepted.*

Table-1.8

Significance difference between subjects ANOVA on Academic Achievement of CBSE students according to Parents' Education Qualification

Academic Achievement					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1059.100	2	529.550	3.167	.044
Within Groups	49665.825	297	167.225		
Total	50724.925	299			

A one way between subjects ANOVA **Table-1.8** was carried out to test the effect of parents EQ on CBSE students' academic achievement in below Metric, Metric to Graduation and above Graduation EQ categories. It is found that there is significant difference in effect of parents' EQ on CBSE students achievement motivation among three EQ categories of CBSE students, $F(2, 297) = 3.167$, $p = .044$ ($p > .05$) at .05 significance level. *Thus the null hypotheses that there is no significant difference in effect of parents EQ on CBSE students' academic achievement may be rejected*

Table-1.9

Summary of Multiple Comparison ANOVA on Academic Achievement of CBSE Students according to Parents' EQ

Post Hoc Test

Multiple Comparisons						
Academic Achievement						
Scheffe						
(I) Education Qualification	(J) Education Qualification	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Below Metric	Metric to Graduation	-12.20115	5.75297	.107	-26.3543	1.9520
	Above Graduation	13.31578*	5.33939	.046	-26.4514	-.1801
Metric to Graduation	Below Metric	12.20115	5.75297	.107	-1.9520	26.3543
	Above Graduation	-1.11463	2.42158	.900	-7.0721	4.8428
Above Graduation	Below Metric	13.31578*	5.33939	.046	.1801	26.4514
	Metric to Graduation	1.11463	2.42158	.900	-4.8428	7.0721
*. The mean difference is significant at the 0.05 level.						

A Scheffe post hoc test Table-1.9 shows that the significance of difference among three parents EQ categories of CBSE students. The difference in academic achievement of CBSE students from below Metric EQ as compared to students from above Graduation EQ is found significant or vice-versa, as the p-value for this mean difference is .046 ($p < .05$) at $\alpha = .05$. However, the difference in academic achievement of CBSE students from average SES as compared to students from below Metric EQ group and above Graduation is not found significant, as the p-values for these mean differences are .107 and .900 ($p > .05$) at $\alpha = .05$.

Table-1.10

Description of CBSE Students' Socio-economic Status (SES) Group-1, 2, 3

Schools	Group 1 Below average			Group 2 Average			Group 3 Above Average		
	N	M	SD	N	M	SD	N	M	SD
Academic Anxiety	11	11.909	2.7369	103	12.097	3.0277	18	11.940	3.0102
Achievement Motivation	11	-	3.8800	103	1.4369	4.0864	18	1.3118	4.1289
Academic Achievement	11	55.439	7.3754	103	70.931	13.613	18	70.663	12.473
		1	2		5	89	6	4	69

Table 1.10 reveals that all groups State Board SES have similar anxiety, overall adjustment and achievement motivation but social and emotional adjustment ability differ where group 1 (below SES) & 2 (average SES) have equal but less than group 3, in contrast group 1 & 2 are better in educational adjustment. Even though surprisingly, academic achievement is found better in group 3.

Table-1.11

Significance difference between Subjects ANOVA on Academic Anxiety of CBSE Students according to SES

Academic Anxiety					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.699	2	.849	.094	.910
Within Groups	2686.288	297	9.045		
Total	2687.987	299			

Table-1.11 A one way between subjects ANOVA was used to compare the effects of SES on CBSE students' academic anxiety in Below Average, Average and Above Average SES categories. The results from above table reveals that there is no significant difference found between effect of parents' SES on CBSE students academic anxiety among three SES categories of CBSE students, $F(2, 297) = .094$, $p = .910$ ($p > .05$) at .05 significance level. *Thus the null hypotheses that there is no significant difference between effects of parents SES on CBSE students' academic anxiety is verified and may be accepted.*

Table-1.12

Significance difference between Subjects ANOVA on Achievement Motivation of CBSE students according to SES

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	265.187	2	132.594	7.864	.000
Within Groups	5007.799	297	16.861		
Total	5272.987	299			

In Table-1.12 One way between subjects ANOVA was used to compare the effects of SES on CBSE students' achievement motivation. It is found that there is significant difference between the effect of SES on CBSE students achievement motivation among three SES categories of CBSE students, $F(2,$

297) = 7.864, $p = .000$ ($p < .05$) at .05 significance level. *Thus the null hypotheses that there is no significant difference between effects of SES on CBSE students' achievement motivation may be rejected.*

Table-1.13

Summary of Post Hoc test Multiple Comparisons on Achievement Motivation of CBSE Students according to their SES

Scheffe						
(I) SES CBSE	(J) SES CBSE	Mean Differen ce (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Below Average	Average	- 5.07326*	1.30251	.001	-8.2776	-1.8689
	Above Average	- 4.94819*	1.27416	.001	-8.0828	-1.8136
Average	Below Average	5.07326*	1.30251	.001	1.8689	8.2776
	Above Average	.12507	.50433	.970	-1.1157	1.3658
Above Average	Below Average	4.94819*	1.27416	.001	1.8136	8.0828
	Average	-.12507	.50433	.970	-1.3658	1.1157
*. The mean difference is significant at the 0.05 level.						

A Scheffe post hoc test Table-1.13 also shows the significance of difference among three SES categories CBSE students. The difference in achievement motivation of CBSE students from below average SES compared to students from average SES and above average SES is found significant or vice-versa, as the p-values for these mean differences are .001 and .001 ($p < .05$). However, the difference in achievement motivation of CBSE students from average SES as compared to students from above average SES is not found significant, as the p-value for this mean difference is .970 ($p > .05$) at $\alpha = .05$.

Table-1.14

Significance difference between Subjects ANOVA on Academic Achievement of CBSE students according to their SES

ANOVA					
Academic					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2491.783	2	1245.892	7.672	.001
Within Groups	48233.142	297	162.401		
Total	50724.925	299			

Table-1.15

Summary of Post Hoc Tests Multiple Comparisons on Academic Achievement of CBSE Students according to their SES

Scheffe						
(I) SES CBSE	(J) SES CBSE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Below Average	Average	-15.49237*	4.04233	.001	-25.4371	-5.5476
	Above Average	-15.22435*	3.95435	.001	-24.9526	-5.4961
Average	Below Average	15.49237*	4.04233	.001	5.5476	25.4371
	Above Average	.26802	1.56519	.985	-3.5826	4.1186
Above Average	Below Average	15.22435*	3.95435	.001	5.4961	24.9526
	Average	-.26802	1.56519	.985	-4.1186	3.5826
*. The mean difference is significant at the 0.05 level.						

In Table-1.14 the effect of SES on CBSE students' academic achievement was compared using between subjects one way ANOVA. Scores were compared to found the significance of difference between groups. The difference between the effect of SES on CBSE students academic achievement among three SES categories is significant, $F(2, 297) = 7.672$, $p = .001$ ($p < .05$) at .05 significance level. *Thus the null hypotheses that there is no significant difference between effects of SES on CBSE students' academic achievement may be rejected.*

A Scheffe post hoc test Table-1.15 concludes the significance of difference among three SES categories CBSE students. The difference in academic achievement of CBSE students from below average SES compared to students from average SES and above average SES is found significant or vice-versa, as the p-values for these mean differences are .001 and .001 ($p < .05$). However, the difference in achievement motivation of CBSE students from average SES as compared to students from above average SES is not found significant, as the p-value for this mean difference is .985 ($p > .05$) at $\alpha = .05$.

Table-1.16

CBSE total / correlation matrix of the dependant variables

		Academic Anxiety	Achievement Motivation	Academic Achievement
Academic Anxiety	Pearson Correlation	1	.051	-.054
	Sig. (2-tailed)		.378	.355
	N		300	300
Achievement Motivation	Pearson Correlation		1	.803**
	Sig. (2-tailed)			.000
	N			300
Academic Achievement	Pearson Correlation			1
	Sig. (2-tailed)			
	N			

The result from the table 1.16 (Total CBSE samples) indicates that Academic Anxiety is positively related to Achievement Motivation. And negatively related to Academic Achievement but relation are not significant. ($r = 0.051$; -0.054 : $p > .05$). But, Achievement Motivation establishes significant positive relation with Academic Achievement ($r = 0.803^{**}$: $P < 0.05$). In brief the correlation coefficient relations above reflects that increase in Academic anxiety, positively affect the Achievement Motivation and negatively with Academic Achievement but not significant. *But, it is again very clear that positive Achievement Motivation will significantly impact to Academic Achievement positively.*

Discussion

The results revealed average score difference among male and female students where females are little higher in anxiety but achievement motivation and academic achievement are scored higher by male. But there is no significant difference in the level of academic anxiety and achievement motivation among students of different gender and students of different education qualification (EQ) of parents. But students from EQ categories were found to have significant difference in academic achievement of the students specially it is due to students with below metric parents and above graduation parents group. Apparently, students of below metric parents group were found to be lowest in the academic achievement in the three categories under study. In case of comparison among the students of parental socioeconomic status, except in academic anxiety, there observed significant difference in achievement motivation and academic achievement among the three group of below average, average, and above average income group. According to description, anxiety score averages are almost same but students of below SES parents are much below in achievement motivation and academic achievement than other two. Probably, the benefits of socio-economic reforms have ensured right to education for all but could not ensure regular attendance of students in classes and continuance of education for them. Because of the poor financial conditions and less educated parents, some students might face difficulty in continuing their studies for long hours coupled with a paucity of guided instructions at home. Parents of most of these students are daily wager. Therefore, the children have to support their parents during evening hours and that may lead to lack of attention during the classes and not faring well during the exams. Also, at times their stigmatized social identity may not be conducive to the development and maintenance of positive self-conception (Breakwell, 1986), resultantly, they might feel under-confident in asking questions from the teachers and find teachers of no avail to their inability to comprehend

instructions. Children from lower SES background are in risk of lower achievement, behavioral problems, dropping out of school, health problems, anxiety, depression and other negative outcomes (McLoyd,1998; Klerman,1991; McLoyd & shanahan, 1993). In a study of SES found that these problems do not necessarily arise directly from low SES but from the impact it has on the parents of the children, which in turn, influences the socio emotional development of the child. Children who have an adult who cares about them, are of average to above average intelligence, and can regulate their behavior and emotions are likely to succeed in life no matter what type of environment they live in (Masten & Coatsworth, 1998). These promote academic achievement (Wigfield, Rodriguez & Eccles, 1998; Masten & coastworth,1998) Hence, coping to the challenges of school life seems to be a herculean task for them though their academic anxiety reflects that they also have the same dream to enjoy the learning as fellow members. Bernstein (2000) examined the relationship between of anxiety and depression on physical symptoms. The 40 teenage students were selected the study. The result showed that some symptoms were related to specific form of anxiety.

Such socio-economic empowerment has not only improved the financial status of these sections of the society but has also changed the mindsets of its people. These families realize the importance of education and facilitate the educational practices in their children. Adolescents belonging to these categories are able to concentrate well in their studies as they do not have to bear the burden of their families as well as they are not bound by the shackles of social stigma. They feel confident in clearing their doubts from the teachers and get adequate academic resources for their exam preparation. The reasons why parental expectation has larger mediation effects on parents' education level rather than parents' income might be because: 1) highly educated parents are more likely to be believers of mathematics importance on their children lives; thus they transfer their positive feelings and attitudes to their children (Hong, You, & Wu, 2010). Once students are exposed to positive mathematics feelings and attitudes, their intrinsic motivation towards mathematics can increase (Gottfried, Gottfried, & Oliver, 2009) and they want to be more successful in mathematics, 2) students whose parents were highly educated and exposed to mathematics before in their lives tended to show more success in mathematics than their peers whose parents were less educated and not exposed to mathematics (Demir, Kilic, & Unal, 2010). Therefore, because highly educated parents knew the learning requirements and had opportunities to provide the best education environment for their children (Alomar, 2006), their children were exposed earlier to mathematics in the most effective home educational environment.

Conclusion

Socially defined categories require differential nurture of its members for their adequate psychological well-being. Though, the policy of protective discrimination has levelled certain differences, yet, it necessary to address the needs of other categories unequivocally. The socio-economic reforms in the country have nurtured a universal culture of academic anxiety and achievement motivation in the adolescents. However, still the educational and social adjustment in adolescents bear the pangs of societal discrepancies highlighting the dilemma of signifying identity or hierarchy. Adolescents belonging to both the lower income and with lower educational background need to be harnessed with better educational and social policies so that their educational anxiety can be coped and ensure the achievement of their dreams and effort. Thus, it can be concluded that appropriate psycho-social nurture be provided to all the categories that have been socio-economically demarcated. It is only then that the discrepancy between institutional as well as social levels can be streamlined.

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A Comparative Analysis on the Quality of Life and Well being of Institution- based and Home-based elderly

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Abstract

The present research is a comparative analysis of the Quality of Life and Well-being of elderly who are home-based and institution-based. Around N=255 elderly participated in the study. The data was collected from three old age homes for the institution-based aged and for the home-based the data was collected from eight wards of areas under Bhopal Municipal Corporation. PGI Quality of Life and PGI well being scales were used as measures for the study. The results evinced that home-based elderly enjoy better Quality of life and Well being than the institution-based aged. As expected, age is also found to be a factor affecting the QOL of elderly. A significant difference was found among the QOL of male and female elderly and males have a better QOL is also reported in the research. The research delves into variation of wellbeing and QOL on the marital status of elderly. The report shows that married elderly staying with their spouse enjoys better well being and QOL than others.

Key Words: Elderly, home-based, Institution-based, Quality of Life, Well being.

Introduction

In recent decades, social and economic progress has brought an unprecedented rate of growth in the numbers of older people worldwide. For the first time in the history, those who survive childhood in all countries can expect to live past 50 years. But in developing countries, where the ratio of older to younger people is increasing faster, this triumph of development is marred by the deep poverty of many older men and women. Older people remain a neglected social group largely invisible to those who promote economic development, health care, education and poverty reduction.

The contribution that older people make to their families and communities are poorly documented and subsist on only a fraction of the resources they need. Some experience discrimination, exclusion and even violence & abuse in their later years (Rai, 2003). Elderly people in India face an uncertain future. Decreasing incomes, loneliness and insecurity compound their problems. Coping with old age is becoming increasingly difficult. Young people now see senior citizens as a burden. The respect they once enjoyed in the joint family is slowly disappearing with the increasing tendency of the formation of nuclear families. Many suffer mental and physical abuse and crime against elderly are on rise.

The main requirements of old people today are social, health and financial security apart from those related to psychological and emotional support, which can only be derived by family members and friends. The declining morbidity, reduction in birth rate and increasing life expectancy has resulted in a significant increase in the population of elderly people. Changes in values, work styles and in social order have weakened traditional family and community based support system for the aged, and led to the growth of homes for the aged in India. As a result elders are likely to add on vulnerability in times to come, as far as changing Indian social fabric is concerned.

Subjective Well-Being (SWB)

Subjective well-being (SWB) is defined as '*a person's cognitive and affective evaluations of his or her life*' (Diener, Lucas, and Oishi, 2002, p. 63). The cognitive element refers to what one thinks about his or her life satisfaction in global terms (life as a whole) and in domain terms (in specific areas of life such as work, relationships, etc.) The affective element refers to emotions, moods and feelings. Affect is considered positive when the emotions, moods and feelings experienced are pleasant (e.g. joy, elation, affection etc.) Affect is deemed negative, though, when the emotions, moods and feelings experienced are unpleasant (e.g. guilt, anger, shame etc.)

A person who has a high level of satisfaction with their life, and who experiences a greater positive affect and little or less negative effect, would be deemed to have a high level of SWB (or in simpler terms, be very happy). The concept of SWB falls within the 'hedonic' perspective that defines well-being or happiness as being fundamentally about maximising pleasure and avoiding or minimizing pain. This differs from the 'eudemonic' perspective which, as Waterman (1993) stated, is where one lives in

accordance with 'true self'. This perspective places focus on meaning in life and self-realization, and the extent to which a person fully integrates this into his or her life.

When psychologists measure SWB, they are measuring how people think and feel about their lives. The three components of SWB, life satisfaction, positive affect and negative affect, are independent factors that should be measured and studied separately (Andrews and Withey, 1976, Lucas et al., 1996). Thus, the presence of positive affect does not mean the absence of negative affect and vice versa.

Quality of Life (QOL)

Quality of life is an individual's satisfaction or happiness with life. Historically known as 'life satisfaction' or subjective well-being, it is now sometimes referred to as overall quality of life or global quality of life to distinguish it from health related quality of life.

The World Health Organization defines Quality of life as "an individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns. It is a broad ranging concept affected in a complex way by the person's physical health, psychological state, personal beliefs, social relationships and their relationship to salient features of their environment"(Oort, 2005).

Quality of life is a broad concept that incorporates all aspects of life and has been used in a variety of disciplines such as: geography, philosophy, medical sciences, social sciences, health promotion, and advertising (Oort, Visser, and Sprangers: 2005). Ferrell, who has carried out a large research programme on pain and quality of life, defined quality of life as well-being covering four areas: quality of life is physical, mental, social and spiritual well-being (Ferrell, 1995).

Quality of life means on overall sense of well-being an older person. QOL improves when he or she is productive and feels that he or she is not treated a burden to the society. Some of the aspects of QOL are obvious and basic physical personal and societal well-being. They also include possession of intellectual ability the capacity to perform activities of daily living, freedom from pain or suffering, preservation of the senses and sensuality, a social support system, an adequate financial base mastery over one's life (independence, autonomy and choice), a purpose outside of oneself that offers a sense of usefulness and some degree of happiness and morale. QOL also comprises freedom, legal protection and human rights.

Today life expectancy has been increased and death can be delayed through improved medical technologies. But with longevity, individuals are at risk from a number of ageing relative diseases and disabilities. The quality of life in the elderly can be greatly improved and life can be prolonged by the intelligent use of various resources in the individual as well as in the environment. Hence it is very essential to understand the psychological, social, spiritual and physiological changes that occur due to ageing for the provision of holistic care to the elderly. Longer life is a benefit to individual and the community only if at the same time quality of life can be assured. In this section, the investigator would be describing the studies pertaining to the Quality of life of the elderly in the West as well as in India.

Review of Literature

A study conducted by *Sijuwade* (2003) examined the subjective well-being of Nigerian urban elderly. About 200 elderly aged 60 or older were interviewed in relation to their family structure and relations, living arrangements, daily activities, health problems and old age concern as well as demographic concern to compare the both in relation to their perception of well being and satisfaction of later life. Result indicated that males were found to be more literate ($r=0.405$), have more income ($r=0.417$) and have a spouse around ($r=0.358$) and subjective well-being was significantly related to age ($r=0.112$), marital status ($r=0.170$) and income ($r=0.248$). And the most significant finding of the study was the association between income and subjective well-being which suggest that the respondents who were economically better off were more likely to have a greater sense of well-being. This study shows that life satisfaction and well-being of the Nigerian elderly were closely associated with changes in social and family structures.

A study was conducted to assess quality of life of institution based elderly in Andhra Pradesh by *Shrimathi* (2004). About 647 elderly over 60 years were interviewed using a standardized questionnaire which included reason for joining old age homes, the level of satisfaction and general feelings regarding subjective quality of life evaluation of their relationship with staff of the institution and overall satisfaction with life at that moment. About 37% of the inmates rated their quality of life as good, 33% as average and 29% as unsatisfactory. A few expressed that (18%) instead of staying with people who did not want them, it is better to stay in old age homes, free of the teasing home environment. This study concluded that the need for improving the quality of life of elderly in old age homes.

Barua et al., (2007) A cross-sectional study on quality of life in geriatric population was conducted at Karkala in Karnataka for a period of 2 months on 70 individuals, in geriatric age group of 60 years and above. The instrument, WHOQOL-BREF was used to assess the quality of life. The baseline characteristics of the population surveyed revealed that among the participants in this study, 40% were males while 60% were females. The age specific sex ratio in the age group of 60 years and above in this study was found to be 1500 females per 1000 males. Majority 80% of the participants belonged to the age group of 60-69 years, while 75.7% of the elderly were literates. 78.6% of the individuals were married and 21.4% were either unmarried or widowed. The study concluded that the overall well-being was significantly affected for those who were in the age group of 60-69 years and the overall well-being was significantly affected for those who were singles.

A study was conducted on quality of life by *Kavitha* (2007) among Senior Citizens living in Home for the aged and family set up in Erode District. Convenience sampling technique was used to select senior citizens in both home for aged and in family setup. The sample w. Both male and female were taken as sample. The findings showed senior citizens living in home have more quality of life compared to those living in old age homes.as limited to 50 senior citizens form the home for the aged and 50 senior citizens in the family setup

Oberoi et al., (2010) conducted a cross sectional study to assess the quality of life in community dwelling geriatrics. 50 people, community dwelling above the age of 60 yrs were taken for the study and survey method was used for the study. Basic demographic data, pre-validated questionnaire tailored to Indian population was used to assess quality of life. It composed of four domains namely Physical, Psychological, Social and Environmental domains. Physical domain was most affected and 42.5% of the domain was affected. Social domain was the least affected, only about 9.33%. The component in the physical domain the need for elderly to take medical treatment to function in their daily life was affected by 76%.In psychological domain 42% of the elderly people under study had feelings like depression, anxiety or mood swings. The component of being dependent or feeling of being a burden on people is found to be the most affected in social domain and it affected about 12% of the subject under study. The feeling of not being safe in daily life was the component which was most affected, about 28%, in environmental domain. The affection of various domains increased as age advances. It was also found that because of the health problems the most affected area of life was the ability of the elderly to go for vacations and outings independently. The study concluded that the most affected component in physical

domain is the need of some medical treatment to function in daily life, psychological domain is the feelings like depression, anxiety and mood swings, in social domain is being dependent or a feeling of being a burden on society and in environmental domain is feeling safe in daily life.

Pinto and Prakash (1991) conducted a study among the elderly, aged 60 years and above in Mangalore. It was a comparative study of quality of life of elderly institutionalized with those who are living in families, using a semi-structured interview schedule. 25 inmates from old age homes and 25 from families were interviewed individually. Lack of family support, dissatisfaction with children, absence of children, death of spouse and ill health were found to be the reasons for institutionalization. The study also found that the homebound elderly were more active, more satisfied and had more social contacts and hence were in a more privileged situation.

The reviewed literatures gave an indication that home-based elderly have better quality of Life and well-being than the institution-based elderly. Age is also considered as one of the factors for the deterioration of quality of life among elderly. Marital Status was another factor which is influencing the QOL and well-being was also mentioned by researchers. With this backdrop the following objectives were formulated.

Objectives of the study

- To compare the well-being and Quality of life (QOL) of elderly home-based and institution-based elderly.
- To know the significant difference in Quality of Life and well-being of male and female elderly.
- To understand the correlation between marital status and QOL and well being of elderly.
- To understand the impact of age on Quality of life of elderly.

Hypotheses

H1: Institution based elderly experiences lower well-being and Quality of life than their home based counterparts.

Research Methods

Sample

The sample for the present study consisted of 255 numbers of senior citizens randomly drawn from Bhopal district of the state of Madhya Pradesh, India. Of these, 125(Male= 62, Female=63) participants were staying in old age homes, while the remaining 130 elderly people (Male=69, Female=61) were staying in their own homes. The institution based elderly people were chosen randomly from three homes for the elderly in the Bhopal district. The age of the respondents ranged from 60 to 90 years.

Measures Used:

PGI Quality of Life Scale (Moudgil et al., 1998)

PGI Quality of Life Scale is a five point Likert scale consists of 26 items having differential weight. All were added for total score. Higher the score, greater was the quality of life perceived by the group.

PGI General Well being Scale (Verma and Verma, 1989)

It has 20 items giving a single score. A tick (√) mark is given to the items applicable to him/her regarding how he/she felt during the month before. The score range from 0 to 20; the scoring is done by adding the total number of items ticked.

Result

Review of Objectives:

One of the objectives of the study was to analyse the quality of Life of elderly living in the institution and with the family. It was observed that elderly staying with the family (90.36, ±16.89) have better Quality of Life than their counter parts staying in old age homes (83.86±13.08). An independent sample t test was performed to analyse the variance which displayed a score of t -Value=-3.441, $p=.001$, $p<.05$, which indicated the significant difference between elderly who were home-based and who were

institution-based. In addition to that Leven's equality of variance test (F -test) was also done ($F=10.494$, $p=.01$) and a significant score was exhibited.

The study gives a clear indication that age can also influence the Quality of Life of elderly. There is a drop off in QOL after 81years. The participants between the age group of 60 and 65 were showing better Quality of Life (90.13 ± 16.57). Surprisingly those who belong to the age group of 76-80 (81.20 ± 13.32) were experiencing lower quality of Life than other age groups, even the elderly who were 81 and showed a better than the above said age group (86.79 ± 13.83). The result thus concludes that there is an eventual decrease in the quality of Life of elderly as the age increases. The reasons can be multiple such as health, decline in the social interaction, loss of spouse and so on.

The research also tries to explore the difference in Quality of life between male and female elderly. It was found that male elderly (91.28 ± 15.39) go through better Quality of Life than female elderly (82 ± 14.36). Furthermore T - test ($t=4.521$, $P=.000$) as well as Leven's equality of variance test ($F(3,251)=.617$, $p=.433$) was performed to find the significant variance between male and female elderly regarding the Quality of Life which was found to be insignificant.

An effort was also made to understand the quality of life and marital status of the elderly. Without any surprise married elderly (93.88 ± 14.97) reported to experience better quality of Life than their counterparts. There is great decline in the QOL of divorced elderly (75.80 ± 9.70) than the unmarried (81.40 ± 13.88) and widow/widower (82.27 ± 13.90) elderly. One way Anova was performed to explore the analysis of variance which is found to be significant $F(3,251)=14.917$, $P=.000$.

The present research looked into the well being of elderly living in the institution and also in the family setting. A great difference is observed in the well being of elderly in both the situations. The respondents staying with the family (13.29 ± 3.92) shows better well being than the respondents from the institution (9.07 ± 5.97). Being with the family, the elderly from family setup enjoy better well being than their counterparts. Independent Sample T -test and Leven's F - test was administered to understand the significant variance between place of stay and well being $t(3,251)=-6.641$, $p=.000$, $p<.05$, $F(3,251)=34.29$, $p=.000$. The present study is in harmony with the investigation done by Chadha (1989) in which he observed the elderly in non-institution-based setting were better on psychological well being than the institution-based. The reason for the poor well being of elderly who are institution-based may be because they don't experience a good social network whereas the home based elderly are better connected to the social world.

The study also showed a gradual decline of well being in the elderly despite of their living arrangements. Elderly belong to the age group of 60-65 enjoys better well being than the other age groups (13.05 ± 5.04). There is only marginal difference in the mean score of old age people belong to 76-80 (9.56 ± 5.90) years and 81 and above (9.54 ± 6.19). In the case of 66-70 (11.68 ± 4.83) and 71-75 (11.01 ± 5.39) the same phenomenon was noted. Multiple elements are associated with the well being of elderly. Some are family support, quality of life, health status, life satisfaction etc. The current research has also thrown light on these aspects that regardless of the living arrangement, well being during old age is affected by other factors too.

The research delves into variation of wellbeing on the marital status of elderly living in the institution as well as with the family. The support and presence of spouse is very much essential during old age as it is considered to a decline period in the life. It was found that married elderly (13.27 ± 4.26) enjoys better well being than the unmarried (9.00 ± 6.22), widower/widow (9.83 ± 5.69) and the divorcee (6.80 ± 4.86). One way ANOVA was performed to detect the variance exists between the four groups, the F test result also shows a significant variation in the scores, [$F(3,251) = 11.260, p = .000$].

Review of hypothesis

An independent sample test was run to determine if there were differences in the quality of life and well being of elderly living in institutional set up and with the family (Table No:1-a&b).

There was a significant difference in the scores of quality of life of institution-based (83.86 ± 13.08) and home based elderly (90.36 ± 16.89); T -Value is $t(1,253) = -3.441, p = 0.001$. These results suggest that quality of life of elderly is affected according to the place of stay. Specifically, the scores imply that the quality of life of elderly in the family setup will be high or in other words home based elderly experience better QOL than the institution based elderly.

There was a significant difference in the scores of well being of institution-based (9.07 ± 5.97) and home based elderly (13.29 ± 3.92); $t(253) = -6.641, p = 0.000$. These results suggest that well being of the elderly is determined by the place where they reside. Explicitly, the output put forward that elderly who stay with family enjoy better well being than the institution based elderly.

Hence, the proposed hypothesis can't be rejected i.e., Institution based elderly experience poor well-being and Quality of life than home-based elderly.

Discussion

Quality Of Life of elderly who are based in the institution and family were assessed. Quality Of Life is an overall sense of wellbeing. An older person's QOL improves when he or she is productive and feels that he/she is not treated as a burden on the society. Some of the aspects of QOL are obvious and basic: physical, personal and societal well-being. The following section of the study tried to analyse the QOL of elderly residing in old age homes and their own home. Most elderly people prefer to remain in their homes because they are able to maintain the honour of their social network, preserve environmental landmarks and enjoy a higher quality of life. Moreover, institutionalization is associated with several negative outcomes such as increased mortality, restricted quality of life as well as questionable quality of care (Wolinsky et al., 1997). Better quality of life was indicated by the family based elderly in the present study. The research conducted by *Kavitha (2007)*, *Yadidya M.S. (2003)*, *Prakash and Pinto (1996)* also reported significant difference in the quality of life of elderly residing in the family and in the institution. The present research result further propagates the information that elderly living in the family are experiencing better QOL than their counterparts.

A great difference was observed in the well being of elderly in both the situation. The respondents staying with the family show better wellbeing than the respondents from the institution. Being with the family, the elderly from family setup enjoy better wellbeing than their counterparts. The present study is in harmony with the investigation done by *Chadha (1989)* and *Chakrabarti (2009)* in which they observed the elderly in non-institution-based setting were better on psychological wellbeing than the institution-based. The reason for the poor wellbeing elderly who are institution-based may be because they do not experience a good social network whereas the home based elderly are better connected to the social world. The study is supported by a meta-analysis done by *Pinquart and Sorensen (2000)* on association of socio-economic status, social support network and competence on subjective wellbeing in elderly showed that all the above three aspects of life circumstances are positively associated with subjective well being. Quality of social contacts shows stronger association than quantity of social contact. The meta-analysis result of *Pinquart and Sorensen (2000)* again says that having friends is strongly related to subjective wellbeing than having children. There is a likelihood of attachment towards their peer group than the young generation. The reasons for this contemplation could be due to the lack of time with the young group to spend with the older people and also the elderly find the friend circle more accessible than others. During the course of the research, the investigator observed different

dimensions of social life of elderly. The researcher met a group of elderly who always meet at a specific place, spend around one hour in chatting, sharing about their past days, asking about their health status and family as well. They shared that these interaction help them to revitalize their energy and also to revive their past days.

The result of the current research shows that there is an eventual decrease in the Quality of Life of elderly as the age increases. The reasons can be multiple such as health, decline in the social interaction, loss of spouse and so on. When ageing and hopelessness among elderly was compared, a gradual increase in the feeling of hopelessness was observed as the age increases. The present research gives evident information that as age increases, taking part in the leisure activities decreases. The study also showed a gradual decline of wellbeing in the elderly in terms of age despite of their living arrangements. A meta-analysis done by *Pinquart (2001)*; *Rodin(1986)* found that with increasing age, wellbeing decreases and sometimes has negative consequences such as stress and worry. The findings of the study confirmed the predictions. Multiple elements are associated with the wellbeing of elderly. Some are family support, quality of life, health status and life satisfaction which might be missing due to the living arrangements, loss of spouse, poor family interaction, and health problems in the elderly.

Male elderly showed a better quality of life than the female. Some of the researches substantiated the present study. Research conducted by *Sharma and Chadha (2006)* is in harmony with the present investigation which showed that males have better quality of life than the females. *Prakash (1998)* studied the urban and rural elderly on their quality of life. It was reported that health is considered as a resource that makes quality of life possible and enhances life satisfaction. Urban elderly males had greater sense of wellbeing than females. Urban females have lowest wellbeing scores indicating distress and less morale.

Marital status was another factor that determines the quality of life. Married elderly living with their spouse are enjoying better quality of life than others. As mentioned in the earlier part of discussion, spouse plays a vital role in the life of every elderly as a great source of support. Marital Status is a very important variable affecting the life of old age persons as revealed in a number of studies. Presence of spouse during the lonely, isolated, and totally dependent last phase of life certainly is a source of support, companionship and solace for the elderly, especially for those rejected or abandoned by their

children. On the other hand, death of the partner adds to the worries and difficulties of the aged. So, an understanding regarding the marital status of the respondents seems very informative and useful.

Conclusion

In the present study, the researcher has made a humble attempt to find out the level of quality of life and well-being among home-based and institution-based elderly. As expected in the beginning, being with the family give a lot of support to the institution-based elderly. That might be one of the major reasons for better quality of life among the home-based. Care-givers in the geriatric setting should be given training for geriatric care.

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Table No: 1(a) Group Statistics- Quality of Life and well being

	Residence	N	Mean	Std. Deviation	Std. Error Mean
Quality of Life	Institution-based	125	83.8640	13.08369	1.17024
	Home-based	130	90.3615	16.89824	1.48207
Well being	Institution-based	125	9.0720	5.97195	.53415
	Home-based	130	13.2923	3.92655	.34438

Table No: 1(b) Independent Samples Test- QOL & Well being of Institution and home-based Elderly

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Quality of Life	Equal variance assumed	10.496	.001	-3.424	253	.001	-6.49754	1.89772	-10.23488	-2.76020
	Equal variance not assumed			-3.441	242.09	.001	-6.49754	1.88839	-10.21730	-2.77777
Well being	Equal variance assumed	34.290	.000	-6.693	253	.000	-4.22031	.63060	-5.46220	-2.97841
	Equal variance not assumed			-6.641	213.11	.000	-4.22031	.63554	-5.47306	-2.96756

Changing Scenario of Education in Madhya Pradesh

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Introduction

Madhya Pradesh was originally the largest state in India until 1 November 2000 when the state of Chhattisgarh was carved out. Historically it is known as Malwa. M. P. is the second largest State of the country and ninth largest economy in India. Trend analysis for the newly format Madhya Pradesh indicates that the state is trying hard to lift its economy to more developing strides and to come out of the BIMARU bracket, Madhya Pradesh the seemed largest state of India is an amalgam of ethnic groups – tribes, castes and communities. Among the different states of India, Madhya Pradesh ranks 6th in terms of population and it has almost 6% share of the population in India. As per the census 2011, provisional data the total population of the state is about 72.59 million, of which 37.61 millions are males and 34.98, are females.

The decadal growth rate for 2011 census is 20.3% as against the national average of 17.6%. The sex ratio of Madhya Pradesh is 930 as against the sex ratio of 940 for India.

Education Scenario of Madhya Pradesh

Education and literacy are important indicators of social sector. Higher levels of literacy and education lead to better attainment of health and nutritional status, economic growth, population control, empowerment of the weaker sections and community as a whole. Also, higher literacy rates improve development indicators consistently. Census obtains information on literacy for every individual, as this is recognized as one of the most important social characteristics. A person who can only read but cannot write is not considered as literate. Under the constitution of India, the directive principle contained in

article 45 stipulated that the state shall endeavour to provide within a period of 10 years from the commencement of the constitution, for free and compulsory education to the children until they complete the age of 14 years. Accordingly, the first national policy on education was formed in the year 1968 education was primarily a state subject. In 1976, an amendment was done under article 42 and education was transferred from state list to central government list. As a result of which education became a concurrent subject. Thus, financial and administrative responsibilities are shared between state and central government. However, the task of providing basic education for all, with concrete plans of actions, gained greater momentum only after the national policy of education (NPE), 1986 (revised in 1992). Although education is on the concurrent list of the constitution, state government continues to play very important role particularly in the field of elementary education. At the same time, the greater responsibility of enforcing national education policy, monitoring educational requirement in regard to manpower development lies with the union government. In the last 10 years, this state has impressive achievements in education to its credit. Strengthening its existing school system and innovating for reaching the unreached, increasing enrolment and ensuring widespread adult literacy in the state have led the effort. In view of the above, we present the scenario on development in education sector of Madhya Pradesh from the aspects of access, retention, dropouts, achievements and quality for different levels of education, namely, elementary education, secondary and higher education and technical education. The scenario provides the level of progress in education as revealed.

Largely inhabited by tribal population, Madhya Pradesh rank in one of the bottom most states of India in terms of education and literacy. But, an increased trend of urbanization and awareness among the people has improved the picture in present time. As per the census 2011, the literacy percentage for the state stands at 70.6% as against 74% of the nation. Thus, the state average is not very far from the national average. But when the percentage is compared between males and females for literacy, there is a huge divide. When the literacy percentage for males is 80.5% for females it is just 60.0%. As compared with 2001, the state has registered an important of 9% but still there are miles to go in times of breaching the gap between male and female literacy. In census 2001, Madhya Pradesh stood 25th in the country in literacy whereas in 2011, it has got 28th position. In female literacy also, it is on 28th position.

Objective of the Study- The main objectives of the Study are:-

1. To know the status of literacy of the state.
2. To analyze the enrollment ratio in schools of Madhya Pradesh.
3. To discuss the dropout rates in comparison to enrollment ratio of Madhya Pradesh.

Discussion

Status of Literacy of Madhya Pradesh

Table – 1

Literacy rates in Madhya Pradesh 1991-2011			
	1991	2001	2011
Total%	44.6	63.7	70.6
Male% (M)	58.5	76.5	80.5
Female% (F)	29.4	50.6	60
(M)-(F)	29.1	25.9	20.5

(Census of India 2011)

In 2011, literacy rate Madhya Pradesh is 70.6 percent as compared to 63.7 percent in the year 2001. During the last decade the rise in literacy of Madhya Pradesh is 6.9 percentage points. Female and male literacy rates in 2011 are 60 percent and 80.5 percent respectively. In 2001, female literacy rate was 50.3 percent whereas male literacy rate was 76.1 percent. The rise in female literacy is 9.7 percentage points whereas male literacy rate has increased by 4.5 percentage points.

Literacy Rate of Rural and Urban Population

Table – 2

Literacy Rate 2001 and 2011		
	2001	2011
Total Rural Literacy Rate	58.00	65.03
Male Rural Literacy Rate	72.00	76.00
Female Rural Literacy Rate	43.00	53.20
Total Urban Literacy Rate	79.00	84.10
Male Urban Literacy Rate	88.00	90.20
Female Urban Literacy Rate	71.00	77.40

(Madhya Pradesh at a glance 2011-2012)

In 2011, total rural literacy rate of Madhya Pradesh is 65.03 percent as compared to 58 percent in the year 2001. During the last decade the rise in total rural literacy of Madhya Pradesh is 7.03 percentage points. Female and male rural literacy rates in 2011 are 53.20 percent and 76 percent respectively. In 2001, rural female literacy rate was 43 percent whereas male rural literacy rate was 72 percent. The rise in female literacy is 10.2 percentage points whereas male literacy rate has increased by 3 percentage points. The total urban literacy rate in 2011 is 84.10 and 2001 is 79.00. The rise in total urban literacy rate of Madhya Pradesh is 5.1 percentage points.

**Enrollment Ratio in Schools of Madhya Pradesh
(Primary School and Middle School)**

Table –3 (in lakhs)

Enrollment Ratio									
Description	Year 2009-2010			Year 2010-2011			Year 2011-2012		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class (1-5)	55.57	51.52	107.09	54.14	52.44	106.58	51.39	49.1	100.49
Class (6-8)	25.56	23.06	48.62	24.09	23.55	47.64	23.72	23.87	47.59
Class (1-8)	81.12	74.58	155.7	78.23	75.99	154.22	75.11	72.97	148.08

(Economic survey of Madhya Pradesh 2010-2013)

Enrollment Ratio 155.7 in the primary and middle school was the highest in the year 2009-10 which started to decline gradually. The total enrollment ratio in year 2011-12 is 148.08 of class 1-8 which is very low in comparison with the years to the 2010-11.

Primary School and Middle School

Table –4

(in percentage)

Dropout Ratio						
Description	Year 2010-2011			Year 2011-2012		
	Boys	Girls	Total	Boys	Girls	Total
Class (1-5)	9.6	10	19.6	8.6	7.7	16.3
Class (6-8)	9	9.4	18.4	7.9	6.8	14.7
Class (1-8)	18.6	19.4	38	16.5	14.5	31
Class (9-12)	26.84	24.64	26.01	26.66	23.92	25.6

(Economic survey of Madhya Pradesh 2011-2012)

Due to many reasons the students discontinue their education and do not attend classes again. To discourage dropout the government has taken many efforts and introduced many schemes so that the children can study. In the year 2011-12 the total dropout ratio from class 1-8 is 31 percent whereas in previous years it was 38 percent. So there is a decline in dropout ratio which shows programs in education sector and primary and middle school. Same is for class 9-12.

Conclusion

To achieve major gains just in literacy the challenge is to put all children into schools and get them complete at least five years of education and then to ensure that at least 80 percent of them enroll into middle schools, but the problem will lie in the large number of adults (above 18 years of age) who are illiterate – nearly 50 percent of the population and with increasing life expectancy, this will continue to keep overall literacy level low. Government of Madhya Pradesh is doing his best efforts by different educational schemes like Sarva Shiksha Abhiyan, Kasturba Gandhi Balika Vidyalaya, Free distribution of Text Books, Pratibha Kiran Yojana to improve the level of literacy in the state. There is an urgent need to introduce a skill based education system based on abilities of the individual. To improve the quality of educational system it should be exclusively job oriented. If the current push in education continues, the literacy rate could certainly achieve the required rate of 75 percent with a reduced gender gap, but ensuring five years of schooling for all children and maintaining a quality in educational teaching, seem distant targets right now, unless urgent measures are taken to upgrade and upscale infrastructure, to bring in more trained teachers, to enthruse more and more children to remain in school longer and to ensure better learning and pass percentage with at least 30 percent in Grade A level of achievement.

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A Study of Cognitive Intelligence of B.Ed. College Students in Respect to Their Gender and Stream

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Abstract

The main Aim of the present study is to study Cognitive Intelligence of B.Ed. college students in respect to their gender and stream. The 100 students of B.Ed. College were selected by special selection procedure randomly. The cognitive intelligence test of Dr. R.S.Patel was administrated to collect data from the sample by survey method. The data was analyzed by computer excel programs by using formulas of average, standard deviation and t-test. The conclusions of the research study were found that there was no significant difference in cognitive intelligence in respect to gender and stream.

Key words: Cognitive Intelligence (I.Q.), Gender and Stream.

Introduction

Human personality is the combination of cognitive, emotional and physical characteristics which differ to people with each other. Cognitive Intelligence (I.Q.) is being regarded as inadequate to explain or predict the achievement. It is necessary to check time to time, how effective some variables are to cognitive intelligence. So, in this study researcher has studied cognitive intelligence in respect to gender and the stream of study. For that, he selected the sample of 100 students of B.Ed. College.

Statement of the Problem

The problem of the present study is “The study of Cognitive Intelligence of B.Ed. college students in respect to their gender and stream.”

In this study, Cognitive Intelligence test administered on B.Ed. College students of Lakhtar. The study was conducted to find the difference in cognitive intelligence between groups in respect to gender and stream.

Review of Related Literature

Matlin, M.W. (1995) defined the cognitive abilities as psychological conditions for doing mental activities such as attention, perception, memory, learning, comprehension, conceptualization, reasoning and problem solving. Achievement, intelligence, aptitude, creativity are more common and popular terms for cognitive abilities.

Pandya Chhaya A. (2002) found significant difference in Cognitive intelligence in respect to gender and locality.

Mahida Jagdish R. (2008) found significant difference in the academic achievements of higher intelligent and lower intelligent boys and girls of primary teachers training colleges but no significant difference found between the score of intelligence quotient of boys and girls.

Gupta, Subodh Bala (2009) found the positive correlation between emotional intelligence and reasoning ability. And also significant difference found in reasoning ability in respect to gender.

Patel Manish M. (2009) found the significant difference in the student of upper primary school in respect to their gender, locality and age group.

Barot Mittal and L.R. Yagnik (2013) found the significant difference in Intelligence Quotient with the reference to locality but no significant found with reference to gender and adaptation.

Objectives

The objectives of the study are as follows:

1. To study the cognitive intelligence of B.Ed. college students in respect to gender.
2. To study the cognitive intelligence of B.Ed. college students in respect to stream.

Hypotheses

Following null hypotheses were formulated and tested:

1. There will be no significant difference between mean score of B.Ed. College students in cognitive intelligence test in respect to their gender.
2. There will be no significant difference between mean score of B.Ed. College students in cognitive intelligence test in respect to their stream.

Definition of the Term

Cognitive intelligence

The score aggregated by the student on the test of Cognitive Intelligence test constructed by DR. R.S. Patel.

Stream

The faculty of the students in which they completed their graduation. Those students who completed their graduation with science subjects, they counted in 'science stream' and rest of the students who completed their graduation other than the science subjects, they counted in 'general stream'.

Sample

There were 100 students of B.Ed. college of Lakhatar were selected as sample by the special sample selection procedure randomly. In this sample 58 students were male and rest of 42 students were female. As stream wise 28 students belong to science stream and rest of 62 students belong to general stream.

Tools

The Cognitive Intelligence Test constructed by Dr. R. S. Patel was administered on sample to collect data.

Method of Research

The research was done by the Survey method.

Data Analysis

The data was analyzed by the statistics functions of mean, standard deviation and t-test in computer excel programme.

Result and Discussion

Statistics values of Cognitive Intelligence test in respect to their gender and stream are given in the following table.

Statistics values on cognitive intelligence test respect to gender and stream

Variable	Level	N	Mean	S.D.	t-value	Signficnt level
Gender	Male	58	66.15	6.93	1.44	Not
	Female	42	66.89	6.87		Significant
Stream	Science	28	66.94	6.64	0.67	Not
	General	62	66.42	6.83		Significant

indicates that the mean value and standard deviation of male are 66.35 and 6.93. The mean values and standard deviation of female are 66.89 and 6.89. The t-ratio of the group respect to gender is 1.44 is not significant.

The mean value and standard deviation of science stream are 66.94 and 6.64. The mean value and standard deviation of general stream are 66.42 and 6.83. The t-ratio of the group respect to stream is 0.67 is not significant.

So, null hypotheses respect to gender and stream are accepted. There is no significant difference in cognitive intelligence in respect to gender and stream.

Conclusions

Conclusions of the study are as follows:

1. There is no difference in cognitive intelligence in male and female students of the B.Ed. College.
2. There is no difference in cognitive intelligence in students of science stream and general stream of the B.Ed. College.

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A Study of RMSA with special reference to Implementation of ASL in the Schools of North Delhi

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Introduction

Learning a foreign language, particularly English, is a growing social and economic necessity in many countries. This is one of the primary reasons which justify research into the improvement of second language learning. Speaking is one of the basic pillars on which self-development rests. It is through speaking that we begin to extend our learning outside the classroom and so gradually develop the capacity to learn without a teacher. This is the beginning of our independence as learners. It means that if we learn to speak fluently with accuracy, we will be able to continue to learn efficiently.

The growing need and importance of English language is well known to everyone. English has become an international link language for trade, commerce, industry, law, medical, etc. fields. Sometimes it seems that English has become a status symbol in modern days. So efforts are being made to teach proper English language to our students at school level itself. All the four skills of a language i.e. Listening, Speaking, Reading and Writing need to be taught in an integrated way but the concept of development of speaking and listening of the second language has been visualised by the CBSE and they have introduced the concept of ASL (Assessment of Speaking and Listening) in all the schools affiliated to it. In fact, we find students doing well in Reading and Writing skills but when it comes to the skill of speaking, they find it quite difficult to converse in English language. Majority of the students hesitate in making English as their communicative language.

Need and Significance of the study

The role of teachers in the present day is more of a helper or facilitator rather than a teacher in the strict sense of term. As a facilitator the teacher has to provide a conducive and congenial environment. Of all the professions, teaching alone is considered to be the noblest because it is a service rendered by the professionals. A teacher fully qualified and equipped for the profession will make every

learner achieve the objectives of instruction in each class. The marginalized children sitting in the last row with hesitation and inhibition has to receive special attention from such teachers. To achieve quality assurance, every teacher should continuously update his or her knowledge with the help of World-Wide Web and other Internet –based Collaborative tools. As far of listening and speaking of English is concerned, still a stigma exists.

The students of North Delhi schools show hesitation in listening and speaking English due to lack of previous knowledge and exposure. This attitude is being carried out to the junior students as an example. Keeping in mind the importance of English language in its usage in the current context the researcher after interacting with the students and teachers teaching them found that students don't get ample listening and are unable to speak in turn.

Scope of the study

The study is restricted to class IX-XI students who are studying in the govt schools of Nathupura in Delhi

Statement of the problem

The present study is to investigate into the ASL component for its implementation at the school level.

Title of the study

A Study of RMSA with special reference to Implementation of ASL in the Schools of North Delhi

Definition of key terms in the title

- RMSA: A flagship programme of the Govt of India for universalisation of secondary education.
- ASL: the concept of the CBSE to assess the level of listening and speaking
- Implementation means the execution of a policy at the ground level

Operational definition of key terms

- RMSA: Rashtriya Madhyamik Shiksha Abhiyan
- ASL: Assessment of Speaking and Listening
- Implementation means the execution of a policy at the ground level

Assumptions of the study

- Students have problems in speaking English Language.
- It is possible that the speaking ability of the students can be improved.

Hypothesis

- There exists significant lack of listening environment in the schools of North Delhi.
- There exists high positive correlation between listening and speaking skills.

Objectives of the study

- To find out the actual performance of students in ASL.
- To find out the reasons for poor performance of students in ASL.
- To devise effective strategies to improve listening and speaking skills.

Methodology of the study**Method of the research**

Survey method will be adopted for the above study.

Group interaction and individual interaction with students and teachers will be conducted.

Population

- The population of this study will be students and teachers of class IX-XI **Sample for the study**

The study was conducted with 300 students studying in IX-XI classes and 20 teachers teaching them. Participants were randomly selected.

Tool for the study

- ASL assessment scale – I & II for students and teachers respectively

The reliability and validity of these research tools were established through relevant techniques.

Process of Research

The study was conducted in two phases

- Phase I: Assessing the listening and speaking ability of students.
- Phase II: Diagnosing the causes for poor performance.

Phase:I

- The researcher went to the schools and interacted with the students and teachers to get an idea about what is actual scenario of ASL. To form a more accurate opinion the researcher administered ASL assessment scale – I & II to the students and teachers respectively.

Phase:II:

On getting the raw scores from the sample of the study, the researcher analysed the scores to diagnose the actual causes for the performance of the students.

Analysis and findings of the Data

Table-I

Responses of Students

S.No	Item	Always	Often	Sometimes	Rarely	Never
1	Concept of ASL clearly explained	17	18	40	44	179
2	Teachers speak English in the class	00	26	80	75	119
3	You are motivated to speak in English	06	14	102	70	100
4	Your parents speak English at homes	00	00	06	12	282
5	You want to speak in English	36	206	50	08	00

From the above table it is evident that the students feel that the concept of asl is neither clear to them nor they are prone to ample listening of English language. The teachers do not speak English in the class and the they parents are also unable to do so. However majority of students is eager to learn how to speak correct and fluent English.

Table-II

Responses of Teachers

S.No	Item	Always	Often	Sometimes	Rarely	Never
1	Concept of ASL clearly explained in INSET	01	06	03	05	05
2	Students are capable of speaking English	05	06	06	03	00
3	Students are eager to learn how to speak English	02	08	08	02	00
4	HoS provides required support	05	04	07	02	02
5	Quality training for conduct of ASL is provided	02	06	06	01	05

From the above table it is evident that the teachers are not provided with quality training and sometimes they do not get required support from their Head of school. Some of them feel that students are not able to learn

Conclusion

Speaking is the gift of listening. Speaking becomes meaningless without listening. Speaking involves accuracy, fluency, rhyme, rhythm, stress, intonation and several other elements. For this purpose the teachers should be trained properly and should be motivated to speak English in the class room as well as school campus. If provided with ample listening, then surely students can speak good English. The concept of ASL will be more effective after such exercise.

Impact of Using Subtitled Cartoons in the ELT Classroom

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Abstract:

This study is aimed at finding out the significance of subtitled cartoons in incidental vocabulary learning. Audiovisual method helps language learner not only understand what they hear but also improve their vocabulary as well as pronunciation. Cartoons and comic strips are powerful teaching tools. They can be used from beginner to advanced level for variety of language and discussion activities. To encourage the development of students' listening comprehension audio-visual materials with subtitles were supposed a powerful pedagogical tool which can help improve the vocabulary learning of second language. The main purpose of this paper is to investigate the effect of cartoons in the acquisition of English as a second language

Keywords: *Subtitled cartoons, audiovisual method, incidental vocabulary learning*

Among the modern educator and academia there is a general agreement on the fact that to participate successfully and effectively in this ever changing and competitive world communicative skills in English has become vital both for business and in private life. One of the foremost responsibilities of language teacher, from across the globe, in the present time to create and implement speaking assessment methods that actually measure oral proficiency in action. The rationale outlines the unique benefits of simulation as a mode to help students to acquire language and see things from multiple perspectives. However, sometimes language learners have difficulty in following and understanding audio-video materials in the targets language. Therefore such visual materials have been enhanced with subtitles either in the mother tongue or the target language in order to facilitate the comprehensibility of these materials.

Cartoons are an animated visual format with sound. These audio visuals materials when enhanced with captions or subtitles functions as a powerful educational tool in many ways. They improve listening comprehension skills of second / foreign language learner. It facilitates language learning by helping students to visualize what they hear and increases language comprehension and leads to additional

cognitive benefits such as greater depth of processing. In watching audiovisual material, there are three channels of information available to the viewer: the auditory channel (sound), the verbal visual channel (subtitles), and the non verbal visual channel (visuals). These three channels combine together creates a better environment for learning than the exposure to video or written text which just has visual information.

Now-a-days the variety of educational technology offers language teachers more opportunities when they select materials as multimedia or electronic to teach students the target language in the classroom. Cartoon videos with subtitles are very functional and imperative audiovisual materials in teaching/ learning the second language. Furthermore, cartoons have a potential to contribute significantly in teaching and they instantly have their impact on all students without discrimination of age or background. Certainly, Cartoon videos with subtitles are kind of useful and important audiovisual materials in teaching/ learning the second language.

When subtitles was first introduced for use in foreign language classrooms it was thought to be a way to increase learners' attention, reduce anxiety, give students instant confirmation of their understanding of what was heard, and increase motivation. Subtitling enjoys many advantages; it motivates learners and makes them secure and self-confident. Besides, it can help language learners to monitor their speech' develop their listening skill and find new vocabulary. The purpose of cartoons with sutitles is to make student understand what good listening comprehension entails and understand meaning of the dialogue and thus gives supreme importance to vocabulary learning. The importance of subtitle in vocabulary acquisition and improve listening skill through watching cartoon videos/ audiovisual material is recommended by many teachers. The acquisition of various types of language properties may be acquired by watching subtitled cartoons such as improvement in the ability to discern separate words in the flow of spoken language, word pronunciation, and proficiency in constructing correct sentences. EFL teacher have begun to use movies in their classes at different levels. But the teachers of English are sometimes in a dilemma whether they should show a film with or without subtitles and in what language and, above all, which way will benefit their students most in relation to listening comprehension. This means that the vocabulary plays role as language subtitles are very important in development of listening skill.

Some positive features of subtitled cartoons are as follows:

Easy adaptability: Comics and Cartoons can be easily adapted for use in an EFL or foreign language learning classroom setting. As the language in comics and cartoons is generally very simple, it can be used in a variety of ways, such as to demonstrate high-frequency vocabulary in milieu, to illustrate idioms and expressions, to provide a basis for oral discourse and writing activities, to teach verbs and other parts of speech as examples of connected speech, to illustrate culture and values and to simulate dialogues to inject humor into class sessions

Appeal to the Child in Us: Cartoons are appealing to both children and adults alike. We feel we are entering a dream, a fantasy world, and that we are escaping from everyday reality. Cartoons are colorful and amusing. They are pure pleasure. Although there can be differences in liking of older and modern folks but still cartoons are just entertainment that we enjoy. Therefore, if we teachers want to use a cartoon or part of one as a stimulus for some language activity in the classroom, then we already have the students' willing attention. Even with students whose native language is English, using animated versions of well-known stories can give the more unwilling students their first exposure to literary classics and perhaps even stimulate them to pick up the book.

Story Line: Cartoons usually tell a simple story that is easy to follow. Often the good character is pitted against the bad character of the forces of evil, and the good always conquers the bad. Because of the span of the usual cartoon is short the story cannot get too complicated. Even the 20 - 25 minute cartoon story usually has a simple plot that can be exploited for classroom use, particularly if it is broken down into scenes. The full-length is too long to show at one sitting; our job is not to entertain students but to give them opportunities to use and improve their English. If we have a cartoon film we especially like, we can use our favorite scene or two to spark some language activities in class, and then let the students watch the rest on their own time in the lab if they are interested. We could really get their interest if we ended on a cliff-hanger, a point of suspense.

Culture: Many cartoons are particularly rich in cultural content. For example, we may see children considering whether to do something that their parents or teachers would not approve of; the children already know what is and is not permitted in their culture. Or we may see children interacting in school

and compare whether they behave the same way as in our students' native culture. Better quality cartoons have a moral or teach a lesson, such as "cheating on a test is wrong" or "if you cheat you will not only be punished, but you will hurt others, too." Programs like The Simpsons, aimed at adults, deal with social and moral issues in a humorous yet thought-provoking way.

Theme: The most obvious reason for using a cartoon in class is our desire to utilize its content to teach about a topic. Good cartoons tell a story and have a moral or lesson to teach. Therefore the theme of the cartoons should be such which provides some moral to the learner. A pointless cartoon or the usual mouse-outsmarts-cat variety probably does not have enough intelligence to come to school.

Language: Despite silent viewing for prediction or dialogue activities, we usually use a video for its language to provide students with listening input. Some cartoons contain mostly action and have very little dialogue. Others contain too many strange voices combined with sound effects that further obscure clarity. Therefore it is wise to choose the more simple, old-fashioned type of cartoon, the kind that portrays small children (or animals) talking with one another. Because the story is usually calmer (few, if any, fights or chases), the characters talk more slowly and without the quality of excited voice (the use of an unusually high pitch). It is also more likely that in this type of cartoon, the characters will be made to speak more like the way ordinary children do speak to one another. The Charlie Brown/Peanuts cartoons are very good examples of this. As an added benefit, these stories have very little violence and are so cute and innocent that they offend no one. They use contractions, elisions, children's vocabulary, and slang terms. These features, in addition to the strange voices, add to the language learner's burden, but they also provide an excellent opportunity for exposure to slang, ordinary street terms, and children's language.

According to the obtained results, it can be concluded that the present study support the general idea that the students can acquire elements of a foreign language, including vocabulary, through watching subtitled cartoons or movies. As mentioned earlier, the outcome of the current research shows that employing subtitled videos as a teaching material in language teaching environments can assist learners to receive the language through multisensory channels. Using subtitled videos would also help language learners develop their knowledge of vocabulary. The role of captioned cartoons or movies in developing vocabulary and listening comprehension has not been considered seriously in English language teaching.

The findings of this study can be beneficial to all people, engaged in language program including curriculum and course designers, teachers and students. These findings might encourage learners to devote more time to watching subtitled TV programs including movies, cartoons and news in order to improve their overall language understandings.

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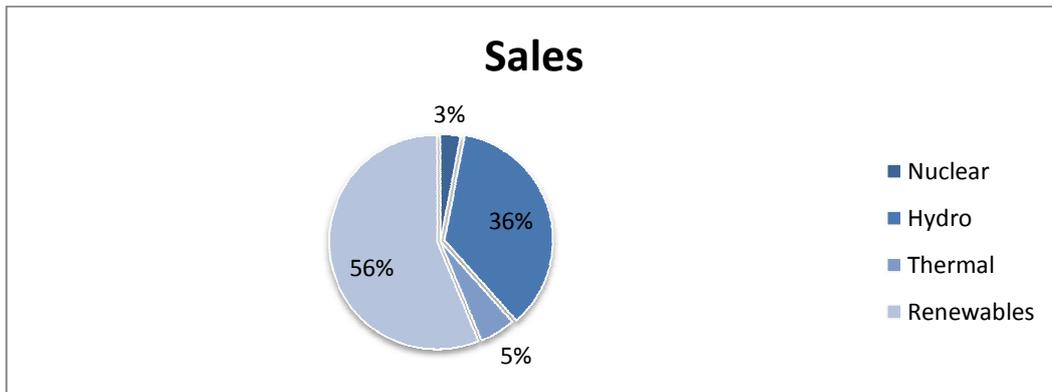
स्नातकोत्तर महाविद्यालय, भोपाल

i Z r q ' h s k i = e a e / ; i n s k d s v k f k z l f o d k l e a i o u A t k z d s ; k s n k u d k v / ; ; u f d ; k x ; k g a v k / k u d i z f r ' h y ; q e a m | k s | l p k j | N f ' k r f k t h o u d s v U { k s e a A t k z , d e g r o i w z r f k v f u o k Z ? W d g a l k o u A t k z , d f u j a j A t k z l k r g s t k s o r z k u e a v R f / k d e g r o i w z g a r f k e / ; i n s k d h H s k s y d l j p u k i o u A t k z d s f y , v h ' k z e d g a ; g , d f o d y i g s f d l j d k j v l s t u r k b l { k s d l s c y i n k u d j u s d s f y ; s f u o s k d s d s v u d y u l f r ; k y k ; D ; k d b l { k s e a b z k u d h y k r u g h a g s ; g x e h k v f k z o l f k } k j k p k y r g s v l s v f / k d l a k f u o s k f u t h { k s l s g s t k s c k t k j d l s p y k j g k g a



Energy &

ऊर्जा वह स्वर्णिम सूत्र है जो आर्थिक विकास, बढ़ी हुई सामाजिक समानता और एक ऐसे पर्यावरण को जोड़ती है जिससे विश्व को फलने फूलने की शक्ति प्राप्त होती है चारों ओर व्याप्त ऊर्जा के अभाव से खराब लोग अंधेरे, खराब स्वास्थ्य तथा शिक्षा और समृद्धि के अवसरों की अनुपलब्धता की समस्याओं से जूझने को अभिशप्त है जीवाश्म ईंधन के उपयोग के प्रतिकूल प्रभावों से पर्यावरण के संरक्षण और सतत ऊर्जा के अक्षय स्रोतों का बड़ा महत्व है। आर्थिक विकास और जनसंख्या वृद्धि के कारण ऊर्जा की खपत और बढ़ती ऊर्जा आवश्यकताओं की वर्तमान पद्धति मूल रूप से सतत नहीं है। तेल निर्यात के बोझ में आश्चर्यजनक वृद्धि, विद्युत की कमी के बिगड़ते प्रभाव और पर्यावरणीय गुणवत्ता में गिरावट जैसे कुछ महत्वपूर्ण मुद्दे हैं। जिनका भारत आज सामना कर रहा है। इसलिए ऊर्जा का यह अभाव समाप्त होना ही चाहिए और नवीकरणीय ऊर्जा ही इसके लिए एक मात्र विकल्प है। नवीकरणीय ऊर्जा से आशय जिनका पुनर्नवीकरण किया जा सके इसके अर्न्तगत – सौर ऊर्जा, पवन ऊर्जा, लघुजल और बायोमास ऊर्जा आदि आते हैं। पवन ऊर्जा जो नवीकरणीय ऊर्जा का एक प्रमुख स्रोत है। पवन ऊर्जा से आशय वायु से गतिज ऊर्जा लेकर उसे उपयोगी यांत्रिकी अथवा विद्युत ऊर्जा के रूप में परिवर्तित करना है। अर्थात् पवन ऊर्जा बहती वायु से उत्पन्न की गई ऊर्जा को कहते हैं। वायु एक नवीकरणीय ऊर्जा स्रोत है। पवन ऊर्जा बनाने के लिए हवादार जगहों पर पवन चक्कियों को लगाया जाता है। जिनके द्वारा वायु की गतिज ऊर्जा यांत्रिक ऊर्जा में परिवर्तित हो जाती है। इस यांत्रिक ऊर्जा को जनरेटर की मदद से विद्युत ऊर्जा में परिवर्तित किया जा सकता है। मध्यप्रदेश में नवीकरणीय ऊर्जा की अधिष्ठापित क्षमता 473 मेगावॉट है।



स्रोत- नवीन और नवीकरणीय ऊर्जा विभाग

पिछले दशक के प्रारंभ से आर्थिक नीतियों में बदलाव आया है इसके फलस्वरूप ऐसी परियोजनाओं के वित्तपोषण में भी कई परिवर्तन आए हैं। सार्वजनिक परियोजनाओं में निजी निवेश को बढ़ावा देने हेतु अधिनियमों में भी संशोधन किये गये हैं। केन्द्र सरकार ने ऐसी परियोजनाओं को सहयोग देने के लिए विशेष स्कीम बनाई हैं

जिसका उद्देश्य अधोसंरचना को बेहतर ढंग से विकसित करना है। इसके तहत सरकार दिशानिर्देश तथा मूल ढांचा उपलब्ध कराती है, जबकि निजी क्षेत्र वित्तीय सहायता उपलब्ध कराता है। मध्यप्रदेश सरकार ने भी ऐसी परियोजनाओं में 20 प्रतिशत तक अनुदान राशि उपलब्ध कराने का निर्णय लिया है। ऐसा होने से वित्तीय रूप से सम्भवतः कम लाभप्रद परियोजनाएँ भी निजी निवेश के लिए लाभप्रद तथा आकर्षक हो जाती हैं।

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1/4 1/2 मध्यप्रदेश में पवन ऊर्जा उत्पादन को ज्ञात करना ।

1/2 1/2 मध्यप्रदेश में पवन ऊर्जा से सम्बन्धित उपलब्धियाँ को जानना ।

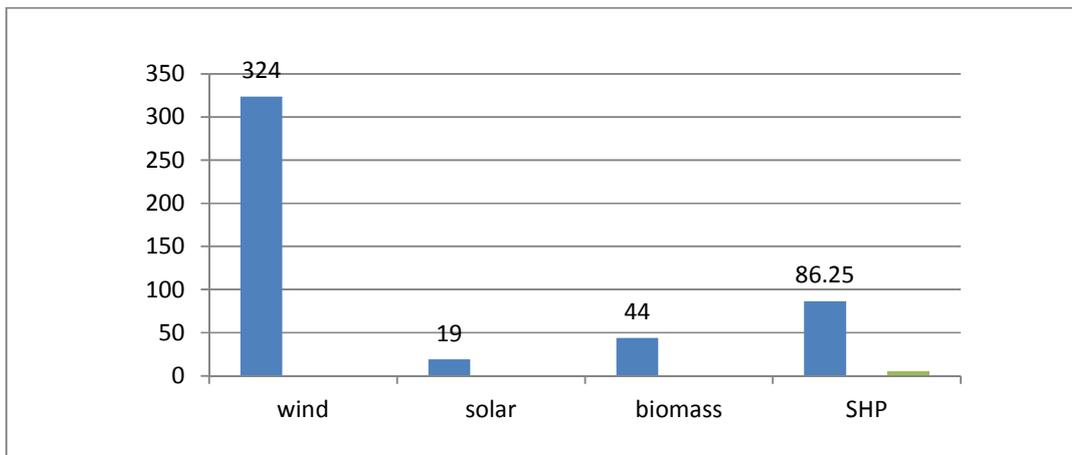
1/8 1/2 भविष्य में पवन ऊर्जा के विकास की सम्भावनाओं को जानना ।

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प्रस्तुत शोध प्रपत्र के लिए द्वितीयक सामग्री का प्रयोग किया गया है। इसके लिए विभिन्न पत्र पत्रिकाओं एवं शासन के द्वारा प्रकाशित विषय सामग्री का संकलन कर उचित विधि द्वारा उनका प्रयोग किया गया है।

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मध्यप्रदेश की भौगोलिक संरचना पवन ऊर्जा के लिए आदर्शात्मक है। निगम को संयुक्त कम्पनी एवं निजी क्षेत्र द्वारा लगभग 160 मेगावाट के संयंत्र स्थापित किये हैं। जिनसे 54 करोड़ यूनिट बिजली का उत्पादन कर विद्युत मण्डल की ग्रिड में प्रवाहित की जा चुकी है। राज्य में नई पवन ऊर्जा परियोजना नीति –2012 को मंजूरी दी गई। यह नीति लागू हो जाने से देश में तकनीकी रूप से संभावित 1200 मेगावाट क्षमता की पवन ऊर्जा परियोजनाओं की स्थापना को गति मिलेगी। नीति में परियोजना आवंटन एवं विकास के प्रावधानों को सरल बनाया गया है। नीति के तहत विकास के द्वारा लगभग 7200 करोड़ रुपये का निवेश किया जा सकेगा। नीति में लघु स्तर के पवन ऊर्जा संयंत्रों की स्थापना को विशेष रूप से प्रोत्साहित किया गया है। मध्यप्रदेश में नवकरणीय ऊर्जा की अधिष्ठापित क्षमता (मेगावाट में) निम्न है।



स्रोत- नवीन और नवकरणीय ऊर्जा विभाग

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मध्यप्रदेश में अपारम्परिक ऊर्जा स्रोतों से विद्युत उत्पादन को बढ़ावा देने के लिए पवन ऊर्जा एवं बायोमास आदि योजनाओं में व्यापक निवेश के लिए मध्यप्रदेश शासन द्वारा एक आकर्षक ऊर्जा नीति घोषित की है जिसके अंतर्गत निवेशको को कई सुविधाएं जैसे पावर बैंकिंग की सुविधा ,इलेक्ट्रानिक ड्यूटी में पाँच वर्ष की छूट , शासकीय भूमि उपलब्ध होने पर परियोजना हेतु उपलब्ध ,मध्यप्रदेश विद्युत नियामक द्वारा 20 वर्षों हेतु आकर्षक क्रय दरें घोषित , दो प्रतिशत व्हीलिंग चार्ज , ओवन एक्सेस से छूट , परियोजना को उद्योग का दर्जा बायोमास परियोजना हेतु 25 किलोमीटर की दूरी तक का आरक्षण , एवं 25 प्रतिशत पारम्परिक ईंधन से हीट रेट की सुविधा आदि। पवन ऊर्जा के कार्यक्रम में ऐसे स्थलों का चयन किया जाता है जहाँ न्यूनतम औसत वार्षिक वायुवेग 18 किलोमीटर प्रतिघंटा एवं विंड पावर डेंसिटी 200 w/m होती है। प्रदेश में पवन ऊर्जा से विद्युत उत्पादन की कुल आंकलित क्षमता 5500 मेगावाट है एवं तकनीकी क्षमता लगभग 1200 मेगावाट है। वर्तमान में प्रदेश में 9 स्थल पवन ऊर्जा के चिन्हित हैं ।

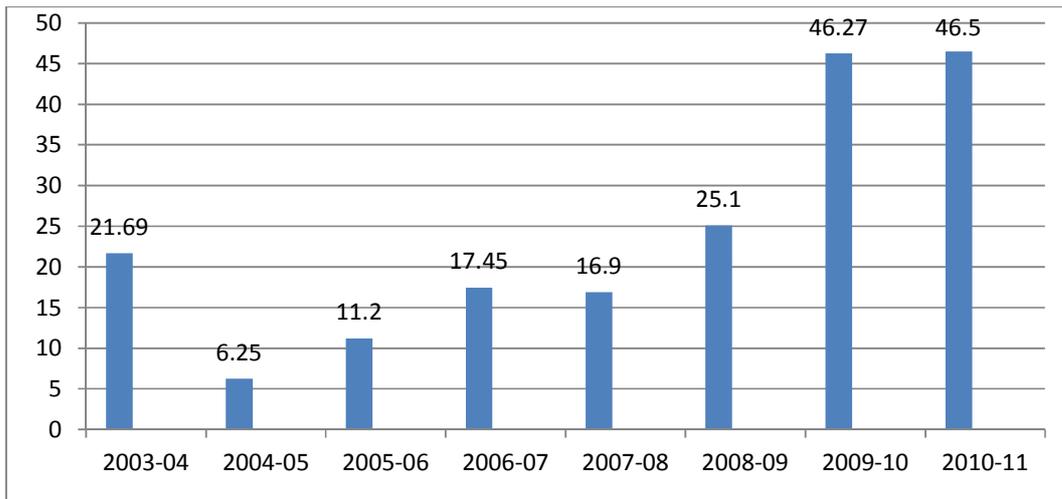
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1	जामगोदरानी	देवास
2	कुकरू	बेतूल
3	महोरिया	शाजापुर
4	मामतखेड़ा	रतलाम
5	नागदा	देवास
6	सेंधवा	बड़बानी
7	वरलियापानी	बड़बानी
8	खेड़ा	धार
9	गोपालपुर	रतलाम

मध्यप्रदेश अगले दो वर्षों में नवकरणीय ऊर्जा उत्पादन में राज्यों में सबसे आगे होगा । इन ऊर्जा के स्रोतों के विकास हेतु मध्यप्रदेश ऊर्जा विकास निगम की स्थापना 1982 को की गई । इन स्रोतों से 176 ग्रामों का विद्युतीकरण किया जिससे 15 हजार ग्रामीण लाभान्वित हुये । 2012 तक 315 मेगावाट के पवन ऊर्जा संयंत्र स्थापित कर इससे 78 करोड़ यूनिट विद्युत का उत्पादन किया जायेगा । देवास के निकट जमगोदरानी में निजी

क्षेत्र के साथ देश में पहली ज्वाइंट सेक्टर कंपनी मध्यप्रदेश विण्ड फार्म लिमिटेड गठित की गई हैं। इस पवन ऊर्जा संयंत्र में तीन भागीदारी –25% मध्यप्रदेश ऊर्जा विकास निगम , 24% इण्डियन टिव्यूनल एनर्जी डेवलपमेन्ट एजेन्सी दिल्ली और 51% कन्सालिमिटेड एनर्जी कन्सलटेन्ट प्राइवेट लिमिटेड हैं। मध्यप्रदेश में सर्वाधिक पवन चक्कियाँ इंदौर जिले में है। मध्यप्रदेश में वर्ष बार पवन ऊर्जा का उत्पादित क्षमता निम्न हैं।

वर्ष	क्षमता (प्रतिशत)
2003-04	21.69
2004-05	6.25
2005-06	11.2
2006-07	17.45
2007-08	16.9
2008-09	25.1
2009-10	46.27
2010-11	46.5

उपरोक्त तालिका से यह स्पष्ट है कि मध्यप्रदेश में पवन ऊर्जा की उत्पादित क्षमता वर्ष 2003–2004 में 21.69 प्रतिशत थी जो सन् 2004–05 में कम होकर 6.25 प्रतिशत हो गई तथा 2009–10 में बढ़कर 46.27 हो गई और सन् 2010–11 में पवन ऊर्जा की उत्पादित क्षमता 46.5 प्रतिशत हो गई इस प्रकार मध्यप्रदेश में पवन ऊर्जा के उत्पादन में निरन्तर वृद्धि हुई है। आशा की जाती है कि दिसम्बर 2014 तक लगभग 1300 मेघा बॉट तक पवन ऊर्जा से विद्युत उत्पादन किया जा सकता है।



स्रोत— नवीन और नवकरणीय ऊर्जा विभाग

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- पवन ऊर्जा परियोजनाओं को 10 वर्षों तक आयकर में छूट ।
- पवन विद्युत जनित्र के कुछ घटकों पर रियायती आयात शुल्क ।
- उत्पाद शुल्क से मुक्ति ।
- राज्य सरकारों की फीड-इन शुल्कदर या अधिमान्य शुल्कदर : विद्युत अधिनियम की धारा 61(एच) के अधीन कई राज्य विनियामकों ने फीड-इन शुल्कदरों का आदेश जारी किया है। राज्य विद्युत सेवाएं विनियामक द्वारा नियम दरों पर नवीकरणीय विद्युत खरीदनें को बाध्य हैं।
- विद्युत अंतरण एवं बैंकिंग सुविधा
- बिक्री कर रियायत /लाभ
- विद्युत कर से मुक्ति

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- 1 पवन ऊर्जा संयंत्र अत्यन्त महंगे होते हैं अतः यह उन राज्यों के लिए संभव नहीं हो पाता जहां पूंजी की कमी हो । अतः मध्यप्रदेश इतना अधिक सम्पन्न राज्य नहीं है जहां पवन संयंत्रों को आसानी से स्थापित किया जा सके ।
- 2 ये संयंत्र वही स्थापित किये जा सकते हैं जहां आवश्यकता अनुरूप वायु उपलब्ध हो लेकिन मध्यप्रदेश में उच्च पवन गति वाले क्षेत्र पहुँच से बाहर है जहां पवन संयंत्रों की स्थापना से अधिक लाभ प्राप्त नहीं होता है।
- 3 पवन ऊर्जा का उपयोग जल विद्युत ऊर्जा यंत्रों के साथ करना अधिक लाभप्रद होता है क्योंकि जल का उपयोग ऊर्जा भंडारण के स्रोत के रूप में प्रयुक्त किया जा सकता है।लेकिन मध्यप्रदेश भारत के मध्य में स्थित है अतः यहां समुद्र जैसे विशाल जल भंडारों का अभाव है जो पवन विद्युत उत्पादन पर प्रतिकूल प्रभाव डालती हैं।
- 4 अनेक क्षेत्रों में शोर की समस्या के कारण भी पवन ऊर्जा के विकास के विरुद्ध हथियार के रूप में प्रस्तुत किया गया है।

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नवीकरणीय ऊर्जा और खासकर पवन ऊर्जा एक निरंतर ऊर्जा स्रोत है जो इस तथ्य के मद्देनजर कि हम हासोन्मुख जीवाश्म ईंधनों की चुनौती से जूझ रहे हैं , आज अतिशय महत्वपूर्ण है। जहां कुल नवीकरणीय क्षमता तथा उत्पादन के रूप में पवन क्षेत्र ने अब तक अधिकतम योगदान दिया है वहीं आम धारणा है कि सरकार द्वारा

इसके साथ सौतेला व्यवहार किया जा रहा है। जहाँ सौर एक महत्वपूर्ण क्षेत्र है जिसे प्रोत्साहित किया जा रहा है वहीं पवन क्षेत्र भी महत्वपूर्ण है यह एक विकल्प है कि सरकार और जनता इस क्षेत्र को बल प्रदान करने के लिए निवेशको के अनुकूल नीतियाँ लाएं क्योंकि इस क्षेत्र में ईंधन की लागत नहीं है , यह ग्रामीण अर्थव्यवस्था द्वारा चालित है और अधिकांश निवेश निजी क्षेत्र से हैं जो बाजार को चला रहा हैं ।

1. अक्षय ऊर्जा –अप्रैल 2012। 2. भूगोल और आप सितम्बर–अक्टूबर 2012। 3.भूगोल और आप नवम्बर–दिसम्बर 2012। 4. मध्यप्रदेश ऊर्जा विकास निगम लिमिटेड। 5.मध्यप्रदेश संदेश फरवरी 2012। 6. मध्यप्रदेश सामान्य ज्ञान। 7. नवीन एवं नवकरणीय ऊर्जा विभाग। 8. ऊर्जा दृष्टि ऊर्जा शिक्षा अभियान एक प्रयास।

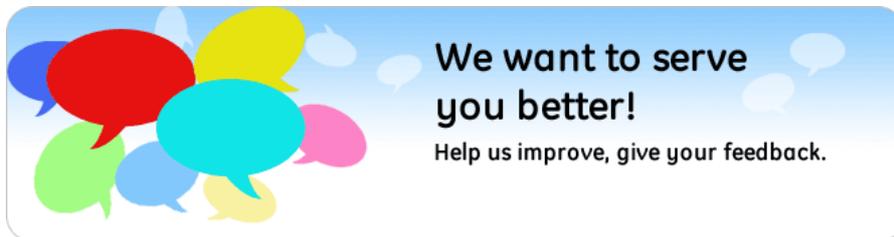


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