CHAPTER - I

INTRODUCTION

1.0.0 Context of the Study

The outlook of education in modern days is centred around student's diverse development to adjust according to the fast changing political, social and socio-economic scenario of the country. Education therefore, has become the powerful instrument to assist the rising generations to adapt to all new changes that occur in the society. At the same time, the education system allows students initiatives, enhances creativity and promotes intellect capabilities to overcome new challenges. At present the government sector is no longer the sole employer for qualified job seekers, the private sector is playing more as an employer to skilful students but the selection is very tough or highly selective, the reason behind such selection is to offer competition with others. With the development of new information, spirit of inquiry and scientific thinking, secondary school students demand new level of complex thinking, responsibilities and decisions regarding their future security and stability. The new discoveries in science, technology, health and the advancement in printing and audio-visual media have brought tremendous alteration in the attitude, behaviour and perception of the students especially in the areas of home, school, social, economic and other spheres of life activities. It appears that the students are passing through a period of uncertainty as developments attract new adjustment.
The advancement of science and technology as well as other facets of development in the society has no doubt affected the human behaviour and perception towards all these changes. Moreover, the introduction of Black and White Television in 1982 in the capital Shillong which was later followed by coloured Television, VCR, VCP, VCD etc from 1992 onwards has a major impact on the people's behaviours. Again, the advent of Computer network system through satellite, teleconferencing and cable network has further altered the traditional concept of life style to modernity. Numerous magazines, newspapers and other printing devices with coloured photographs, news and advertisement, daily and weekly events, cartoons etc have inevitably changed the outlook and behaviours of the present day youth.

The countries are becoming interdependent under the aegis of the United Nations which has its Headquarter in New York, USA and the Assembly in Geneva, Switzerland. As India is one of the signatories of the World Trade Organisation (WTO) has opened up new avenues for the foreign multi national companies to conduct business, trade, education and other developmental works in India. The Government policy of Liberalisation, Privatisation and Globalisation has witnessed the flow of foreign cars, various packaged food, soft drinks, clothes, western life style, and other electronic devices. The availability of foreign channels in the Television network system has further advanced the pace of change. The communication gap that the older generations experienced was removed by the convenient and effective connection of road, air,
ropeway, waterways, etc. and moreover, the post and telegraph and telephone system are further modernized by cell phones making the world a smaller place.

At the brink of the last century, Borchugrey (1999) perceived that the 21st century will have all the ramifications inherited from its predecessor in addition to its own. Rise in standard of living and coupled with human rights consciousness is going to be the milestones of the coming century. Science has made tremendous progress through explosive research findings. This phenomenal progress will be the key to the unexplored riches of the new century. But such achievements are bound to have their own side effects. Globalisation leads to multi-national companies gaining control over under developed countries and unequal distribution of income is a glaring outcome.

K.C. Kant (2002) in his convocation address to the youth of North Eastern Hill University has pointed out that “The world is changing at a lightening pace. It will not wait for us to set our house in order to resume our journey of programmes and prosperity. Either we are ready to cope opportunities or we shall be by-passed by them. No one suffers this trauma more than the youth, who pay the price or loss of vital years and opportunities”.

According to Bezbaruah (2001) “society itself is dynamic, the need and ideal of society are forever changing. This calls for inducting change in all mechanisms of a society for making it relevant to absorb changes. Education should make a person fit for a
society as well as capable of planning for the future changes which might occur…. The present society, particularly of north-east India is undergoing a tremendous change. The most significant factors for this are (1) rapid globalisation is inducing consumerism and creating huge gap between the haves and have-nots, (2) the information explosion is creating islands of people having their requisite information, (3) unequal distribution of resources is giving rise to violent activities”.

Today, a wide number of courses in school system have been introduced according to the taste, aspiration, and interests of the learners. Besides the invasion of foreign schools and universities that offered with new menu of learning experiences in general, technical and professional lines have attracted students to run for admission. It seems the state run education can no longer afford the insatiable learners, although improved curriculum pedagogy and quality education are introduced. Still many students are now rushing toward Indian and Foreign qualifications.

On the other hand, after school hours, it seems that the child is fully engaged with all kinds of activities like home work, tuition, socially useful productive work (SUPW), preparation for weekly or monthly tests, hence leaving less or no scope for domestic works and plays. It also seems as a child of today experience endless pressures from all sides be it from school, home or society at large. He has to attend school five out of seven days at least seven out of ten working hours a day and has to carry on school activities more effectively.
The rush for education in today’s world is greatly felt by the present generation than ever in the past. According to Roy (2002) “most students are given so much pressure from an early age that they are tired of studying from childhood itself. On the other hand, our parents had a much easier time and less competition to face since there were also few subjects to study.... Today students have to rush for tuitions right after school for their achievements and the daily routine for students of this age means continuous running at a breathless pace”.

1.0.1 Global Education

There has been a shift from local to national and from national to global education. Truly it has made the world a smaller society.

With the changing scenario today the paradigm shift in education system and their implications outlined by Neelamegham (2000) were:

(a) From national to global education
(b) State controlled to an open market economy
(c) From general education to an open market economy
(d) Education for few to education for all
(e) From teacher centred to learner centred
(f) From one thing education to life long education

The process of globalisation is bringing in many new dimensions, one of which is the maintenance of high standards in educational materials and services, which are
expected to be comparable and competitive at national and international levels. Since knowledge is becoming the post industrial scenario, a driving force for the engine of development, no country can afford to keep its people without education. Country like India has been forced with socio-economic and regional disparities providing equity in access and success in educating people becomes an important challenge (Ram, 1996).

According to Xavier (1998), the natural consequences of globalisation of economy are the globalisation of education. And this globalisation process takes various forms. Courses of foreign university are being offered in India as correspondence courses. An accreditation system is allowed wherein students can acquire a dual degree, one from his/her parent university under certain conditions and there is yet simpler system of accreditation where the course in the parent university is simply accredited by the foreign university and the students gets a foreign degree.

1.0.2 Information Age

In this information age, the present day society can get information easily and quickly. Knowledge has thus increased considerably. The increase in the knowledge marks a shift from the past generation practices where knowledge was passed either orally or through few medium.

In the course of human civilization, Eric Ashley (1967) has noted four important revolutions. They are:
1. The first revolution occurred when societies began to differentiate adult roles and the task of educating the young was shifted, in part, from parents to teachers and from home to school.

2. The second was “the adoption of the written word as a tool of education”. Prior to that time, oral instructions prevailed and it was with reluctance that writing was permitted to coexist with the spoken word in classroom.

3. The third revolution came with the invention of printing and the subsequent wide availability of books.

4. The fourth revolution is the development in electronics, notably these involving the radio, television, tape recorder and computer. Behavioural scientists have joined the fourth revolution and have pointed out the importance of defining learning objectives and suggesting ways in which natural learning process can be utilized in the presentation of subject matter by employing these vast resources.

Although human achievements have advanced immeasurably today we stand amazed at varying circumstances. According to Naisbitt (1987) there are nine mega trends in the society.

a) Information were paid in the Information Age

b) Technology influence our home and work

c) Rapid technological and social change made everything temporary

d) Educated middle class were on the increase and gaining control

e) More women were entering in the workplace
f) There was a greater variety of living arrangement

g) There was a growth in cultural and ethnic diversity

h) Values are changing

i) There was greater reliance on self help than on institutional help

According to Gandhi (1995), the present day world has witnessed the great media explosion of the last two decades of the twentieth century. Electronic broadcasting and satellite television has penetrated the insides of homes and changed the psychology and approach of the people to life and living. There is a great debate on the effect of the communication and media explosion on the minds of the younger generation. The new media have made communication more selective, effective and convenient according to the wish of the user, which was not known in the past.

According to Sharma (2002), “Today all the people in the world are being networked closely together through the information super highways. Interchange of information and data on these highways has given rise to a close knit society – The information Society”. Thus today, the types of people that are related are no longer limited through personal contact but through wires of information technology from any part of the globe assuring maximum participation in development.

According to Phukon (2000) Developing India has seen great progress in the field of media and communication towards the end of the previous century. A remarkable
facility is the Internet Service provided by VSNL (Videsh Sanchar Nigam Ltd) for the first time in the country some years back. A new global cyber community emerged with a mushrooming network of computers. More and more users started surfing, open free email accounts through different sites. The sites offer round the world information according to the surfer’s requirement ranging from music, movies and educational information to medical counselling. It offers a lot more than anybody can imagine. The dotcom frenzy rose exponentially and brought to the force remarkable rags to rich stories.

Guha (2002) also commented “Shillong is now feeling the onslaught of technology where the young and the old compete with one another to be computer savvy. Once the demand has set in them the supply automatically comes in the shape of cyber shops, courses etc”. Technology has become the lifestyle of the people especially in cities and towns and this has made a difference between the past and the present achievement and development. Thus the development of electronic system has brought immeasurable change in human history, affecting not only interpersonal relationship but also in the cultural, economic and physical life, thereby enhancing the standard or quality of life wherever it is affected.

According to Gangrade (1975) “The extent of intergenerational difference as we see it today is possible only in a modern mass society through audio visual methods”. The individual obtains knowledge in a mass society through print, cinema, television,
newspaper and radio. The youth today identify with their counterparts all over the world and not with the older generation of their own country.

The new means of acquiring knowledge through Computer Aided Education (CAE) has provided the perfect solution to both as it uses interactive multimedia packages to make learning explorative and fun. These multimedia packages interactively aid in educating students, covering key topics in various subjects like English, Mathematics, Science and Social Science and confirm to the syllabi set by various boards in different cities and states (Ghosh, 2002).

Today students can enjoy maximum learning not only through their classroom teaching but also through electronic media. In the findings of Rajasekar (2003),"The standard or the quality of future education is certainly in the e-concept. Even though e-learning involves certain practical constraints, it is certain that it will provide and promote quality education with international standards in future".

The rapid technological and social changes and the growing importance of information heighten the challenge of self direction, i.e., the need to learn more about ourselves and our world as a means of directing our life more effectively. This need is especially true for people in a democratic society. We enjoy greater personal freedom and take greater pride in personal achievement than people in more traditional societies, who
know what is expected of them and their place in society. But by the same token we are more vulnerable to insecurity, confusion and loneliness (Alwater, 1995, 7).

According to Goswami (2000) “The conflict between traditional and modernity may be considered as one of the major factors of value crisis in Indian society. People begun to think that the old Indian values are outmoded and outdated as they did not help them in acquiring material benefits. Hence, they are slowly unlearnt and no new values that are worthwhile are learnt.

In the observation of Ali (1996), “We were hoping science and technology would make us happier and better. In reality it has helped only a small minority of the elite. It has brought in its train moral degradation. People are much less humane today than they were even forty or fifty years ago. Technology has created cleavages between man and man, between employer and employee, between the consumer and the producer and between the urban and the rural folks. Concentration of wealth and resources only in the hands of a few has caused great concern to world peace and order. Men has grow become money-mad, power-mad pleasure-mad and status-mad, because moral values associated with a finer culture are not integrated with technology”.

1.0.3 Education and Work

In the complex world as it is today the education system outlined from time to time by government does not seem to suit the individual and modern requirements.
Studies revealed an emerging disparity between the stated goals of education and youth policy on the one hand, and changing priorities and choices of young people on the other.

In the finding of Malik (2002) in North East India, General education makes a person knowledgeable but not necessarily productive. Thus we find today vast ocean of educated people roaming about unemployed. In the field of human resource development in North East, the total education system, both at the college and school level need to be reorganized towards professional and job oriented education. People should be trained from class IX onwards to ensure that they learn skills to manage their own venture. Training in Entrepreneurship Development should be made compulsory at class XII level and in undergraduate programme. This way, we will be producing from schools and college a class of job creators rather than job seekers.

The choice of education has now become vocational oriented. In the finding of Guha (2002), “today education is most professionally geared. Students think about vocation and job oriented ness before choosing their areas of specialization”.

As students are busy with their own world of learning which has left no time for attending other things…. The tragedy of business education in India is that ‘what is wanted is not taught and what is taught is not wanted’ (Guha, 2002).
1.1.0 Meghalaya – the Study Setting

Meghalaya, meaning the Abode of the Cloud was carved out on the 21st January 1972 from the composite state of Assam. It lies between 25°47' - 26°10' N Latitude and 89°45' E and 92°47' E longitude with an area approximately 22,429 Sq. Km. The people inhabiting in the state are mostly tribal, of a unique identity and history.

Historically, Khasi Hills of Meghalaya as with the rest of the Indian states was not under the British Rule but the relationship was strictly on trade and commerce, i.e., Britishers were interested only in coal and limestone quarries but gradually in course of time the East India Company introduced English culture, administration, education, religion, literature, communication, etc. The East India Company in 1858 handed the administration to the Crown, Her Majesty hence the British Government gained control to all the provinces and retained their relationship with other Indian states till 1947.

There has been a continuous change in structure, organization and behaviour of the people as expressed in its laws, institutions, customs, modes and beliefs in the society. Some of the factors that led to such changes may be discussed in the following.

1.1.1 The People

The inhabitants in the State are mostly tribal, consisting of Khasi, Jaintia and Garo and follows matrilineal system, where female members inherits the ancestral property rights.
But on the other hand according to Pakem (1990), the family structure and the system of inheritance among the matrilineal people of Meghalaya have really posed problems to developmental processes. The coming of the British had made the male to struggle for his emancipation. The Jaintia family, for example, which was generally an extended family with the female as the head assisted of course by male members is now gradually becoming nuclear in nature under the male headship.

1.1.2 Population Explosion

The population growth rate is shown in Table 1.01 below

<table>
<thead>
<tr>
<th>Year</th>
<th>Population (in 000)</th>
<th>Decadal Variation (%)</th>
<th>Sex Ratio (Female per 1000 Male)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>341</td>
<td></td>
<td>1036</td>
</tr>
<tr>
<td>1911</td>
<td>394</td>
<td>15.71</td>
<td>1013</td>
</tr>
<tr>
<td>1921</td>
<td>422</td>
<td>7.21</td>
<td>1000</td>
</tr>
<tr>
<td>1931</td>
<td>491</td>
<td>13.83</td>
<td>971</td>
</tr>
<tr>
<td>1941</td>
<td>556</td>
<td>15.59</td>
<td>966</td>
</tr>
<tr>
<td>1951</td>
<td>606</td>
<td>8.97</td>
<td>949</td>
</tr>
<tr>
<td>1961</td>
<td>769</td>
<td>27.03</td>
<td>937</td>
</tr>
<tr>
<td>1971</td>
<td>1012</td>
<td>31.50</td>
<td>942</td>
</tr>
<tr>
<td>1981</td>
<td>1336</td>
<td>32.04</td>
<td>954</td>
</tr>
<tr>
<td>1991</td>
<td>1775</td>
<td>32.86</td>
<td>955</td>
</tr>
<tr>
<td>2001</td>
<td>2306</td>
<td>29.94</td>
<td>975</td>
</tr>
</tbody>
</table>

Source – Census of India, Provisional population totals of Meghalaya, 2001.

The growth of population in the state has been one of the major factors in originating change in Society. It is found that the density of population per sq kilometer has risen from 79 in 1991 to 103 in 2001, and the sex ration has also increase from the year 1971 onwards. The increasing number of people has created a vast gap between the
rich and the poor, educated and illiterate and has increased the number of child-labour and prostitute, poverty and juvenile delinquency, etc.

1.1.3 Urbanisation

Due to influx of foreigner, inter-state immigration and migration from rural areas to towns has increased the urban population with cosmopolitan looks. At present there are seven towns in Meghalaya. It is illustrated in Table 4.2 below. Shillong remained in class I town from 1981 – 1991, Tura and Cherrapunjee too in classes III and V respectively over the period. Nongstion was raised from VI to IV. Baghmara and Williamnagar have shifted from VI to V whereas Jowai from IV to class III status (Table 1.02).

### Table 1.02: Urbanisation - Population and Growth Rate in Urban Areas of Meghalaya

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shillong</td>
<td>I</td>
<td>174703</td>
<td>+42.32</td>
<td>I</td>
<td>223366</td>
<td>27.85</td>
<td>I</td>
<td>267632</td>
<td>19.82</td>
</tr>
<tr>
<td>Cherrapunjee</td>
<td>V</td>
<td>6097</td>
<td></td>
<td>V</td>
<td>7777</td>
<td>77.55</td>
<td>IV</td>
<td>10086</td>
<td>29.69</td>
</tr>
<tr>
<td>Nongstion</td>
<td>VI</td>
<td>3880</td>
<td></td>
<td>IV</td>
<td>14339</td>
<td>269.56</td>
<td>III</td>
<td>23106</td>
<td>61.14</td>
</tr>
<tr>
<td>Tura</td>
<td>III</td>
<td>35257</td>
<td>+127.63</td>
<td>III</td>
<td>46066</td>
<td>30.66</td>
<td>II</td>
<td>58978</td>
<td>28.03</td>
</tr>
<tr>
<td>Baghmara</td>
<td>VI</td>
<td>4183</td>
<td></td>
<td>V</td>
<td>5894</td>
<td>40.90</td>
<td>V</td>
<td>8643</td>
<td>46.64</td>
</tr>
<tr>
<td>Williamnagar</td>
<td>VI</td>
<td>4290</td>
<td></td>
<td>IV</td>
<td>12004</td>
<td>179.81</td>
<td>IV</td>
<td>18247</td>
<td>52.01</td>
</tr>
<tr>
<td>Jowai</td>
<td>IV</td>
<td>11923</td>
<td>+44.73</td>
<td>III</td>
<td>20601</td>
<td>59.41</td>
<td>III</td>
<td>25057</td>
<td>21.63</td>
</tr>
</tbody>
</table>


Urbanisation has changed the family institutions and outlooks of the people. Each town represents diversity of people’s custom, and culture besides the assimilation and...
acculturalisation have make life more complex and rootless. The population of towns ranges from 8643 in Baghmara to 267632 in Shillong conglomeration.

According to Lyngdoh (2002), 452612 people of the state settled in the urban areas as against 147170 in 1972. This shows that population increases three-folds in the state during the last three decades (1972-73 to 2001-2002). Simultaneously the number of towns has increase from 6 to 16 during the same period in the state.

1.1.4 Mass Communication

The increase in the audio and visual means of communication in the state has been significant over a period of time. The Table 1.03 below shows the amenities possessed by the households in the state.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Availability of Assets</th>
<th>Rural</th>
<th>%</th>
<th>Urban</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Radio Transistor</td>
<td>95421</td>
<td>28.9</td>
<td>38902</td>
<td>43.0</td>
<td>134323</td>
<td>32.5</td>
</tr>
<tr>
<td>2</td>
<td>Television</td>
<td>34760</td>
<td>10.5</td>
<td>53025</td>
<td>58.5</td>
<td>87785</td>
<td>20.9</td>
</tr>
<tr>
<td>3</td>
<td>Telephone</td>
<td>5176</td>
<td>1.6</td>
<td>19924</td>
<td>22.0</td>
<td>25100</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Source: Table H – 13, Census of India, 2001

(a) Radio

With the humble beginning in the 1966, Shillong All India Ration (AIR) station was established. But as on 1998, there were four All India Radio Stations. High Power Transmission (HPT) was located in Shillong for Shillong region and another, for North
East Service. The second High Power Transmission (HPT) was installed in Tura. FM was situated in Jowai station to serve the respective district (NEPFI Guwahati, 1998).

It is reported that as on 31st December 1974 there were 14,457 broadcast receivers’ licenses but in 2001, there were 134323 households (Census India 2001) in the state which had radio transistor set. In other words, there has been an increase of about 119866 radio transistor sets during these 27 years.

(b) Telephone

It is reported that there were 3,662 telephone connections in the state but as in 2001 it has increased by about 25,100 (registered telephone) connections (source: Divisional Engineer Telegraphs, Shillong). This shows a remarkable increase by 21,438 during these twenty seven years. Telephone is also a common and effective means for communication all over India and the world.

(c) Television

As on March 1999 the HPT Relaying centres were stationed in Shillong and Tura. Low Power Transmission (LPT) was found in Williamnagar and Jowai and Very Low Power Transmission (VLPT) was in Nongstoin and Baghmara (source: NEDFI and Doordarshan Guwahati). In 2001, the total number of households in the state having Television set is 87,785 (source: census 2001). Watching television no doubt has helped in the expanding of knowledge and also in the adoption of new behaviours and
perception. Young people followed the role models appeared on the TV screen. About 30 percent of the high school students said that television helped them in their school work because it provided education program related to their studies and it also opened up new interest. On the other hand 70 percent of the high school students said that television tempted them to neglect homework as well as sports and games (Himmelwert 1958).

(d) Newspapers

The number of Newspaper is increasing day by day to cater the need of information seekers. The growth in the number of Newspaper is presented in Table 1.04.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Tri-Weekly</td>
<td>4</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Bi-Weekly</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Weekly</td>
<td>25</td>
<td>31</td>
<td>32</td>
</tr>
<tr>
<td>Fortnightly</td>
<td>2</td>
<td>1+1*</td>
<td>5</td>
</tr>
<tr>
<td>Monthly</td>
<td>6</td>
<td>2+6*</td>
<td>15</td>
</tr>
<tr>
<td>Bi-Monthly</td>
<td>1</td>
<td>1*</td>
<td></td>
</tr>
<tr>
<td>Quarterly</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Annually</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>45</td>
<td>70</td>
</tr>
</tbody>
</table>

* means religious newspaper/magazine

Source: 1. Directorate of Information and Public Relations, Meghalaya
2. Registrar of Newspaper for India and Ministry of Information and Broadcasting

As per record shown above, the total number of newspapers has increased from 42 in 1976-77 to 70 in 1996. This indicates the rise in the number of writers as well as
readers. Newspapers make functionally literate as well as raising the knowledge of the people.

1.1.5 Houses

The increase in the number of houses is presented in Table 1.05 below.

<table>
<thead>
<tr>
<th>Type</th>
<th>Number</th>
<th>Decadal Growth Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Houses</td>
<td>224538</td>
<td>255826</td>
</tr>
<tr>
<td>Households</td>
<td>201123</td>
<td>255131</td>
</tr>
</tbody>
</table>

Source: Census of India 2001 (Meghalaya) series 18 paper 1 of 2003

It is observed from the above table that there was a substantial increase of 56.52% of Census houses during the period from 1981-1991. However, the growth of Census Household has been steadily increased in Meghalaya since it attained statehood. The total number of households in the state was 420,246 as on March 2001, out of which 329,678 were in the rural areas and 90,568 in urban areas.

Condition of Houses: Table 1.06 presents the condition of houses in the state.
Table 1.06: Condition of Houses

1. Condition of census houses

<table>
<thead>
<tr>
<th>Condition</th>
<th>Rural (%)</th>
<th>Urban (%)</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Good</td>
<td>36.0</td>
<td>60.8</td>
<td>41.3</td>
</tr>
<tr>
<td>Livable</td>
<td>58.1</td>
<td>34.7</td>
<td>53.1</td>
</tr>
<tr>
<td>Dilapidated</td>
<td>5.9</td>
<td>4.5</td>
<td>5.6</td>
</tr>
</tbody>
</table>

2. Distribution of household type of structure of the census houses occupied

<table>
<thead>
<tr>
<th>Type of Structure</th>
<th>Absolute</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Permanent</td>
<td>93389</td>
<td>22.22</td>
</tr>
<tr>
<td>(ii) Semi permanent</td>
<td>157122</td>
<td>37.39</td>
</tr>
<tr>
<td>(iii) Temporary</td>
<td>169150</td>
<td>40.25</td>
</tr>
<tr>
<td>(iv) Unclassified</td>
<td>585</td>
<td>0.14</td>
</tr>
</tbody>
</table>

3. Total number of household having electricity facility: 179597 (42.70%)
4. Total number of household availing banking facility: 87497 (20.80%)


From Table 1.06, the frequency of temporary houses was slightly higher than those semi permanent (40.25% as against 37.39%) and that of semi permanent houses were greater than permanent house (37.39% as against 22.22%). Thus, the majority of people in the state lived in semi-permanent and temporary houses. The other assets of the house are

(a) In electrical facilities, the number of houses without electricity was more (57.3%) than those having electricity (National Sample Survey Organisation July 93 – June 94). The condition in the rural and poorer section is worse.
(b) On banking facility 20.8% of the households in the state availed banking facility and as many as 79.2% availed no banking facilities (source: census 2001).

During 2001 more houses have opted for electricity and it is seen that as many as 42.74% of the households in Meghalaya are having electricity compared to 20.53% and 16.85% during 1991 and 1981 respectively. Likewise 51.20% of the households are having latrine within their premises during 2001 whereas during 1991 it was found to be only 31.11% (Census 2001).

1.1.6 Vehicles

As on 31.3 1977 there were 1.2 thousands two wheelers, 1.6 thousand private motor cars, 0.8 thousand jeep and 0.4 thousand taxis whereas in 2000 there were 12150 households having scooters, motor cycles, 11308 households having cars, jeeps, vans in the state (Source: DTO statistical handbook Meghalaya 1975 and census 2001). The state is known as one of the fast growing state in the number of vehicles. The number of houses having is shown in Table 1.07 below

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Rural</th>
<th>%</th>
<th>Urban</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bicycle</td>
<td>39009</td>
<td>11.8</td>
<td>7051</td>
<td>7.8</td>
<td>46060</td>
<td>11.0</td>
</tr>
<tr>
<td>Motor Cycle, Scooter</td>
<td>5024</td>
<td>1.5</td>
<td>7126</td>
<td>7.9</td>
<td>12308</td>
<td>2.9</td>
</tr>
<tr>
<td>Car, Jeep, Van,</td>
<td>4250</td>
<td>1.3</td>
<td>7058</td>
<td>7.8</td>
<td>11308</td>
<td>2.7</td>
</tr>
</tbody>
</table>

Source: Table H-13 India, Census of India, 2001
From Table 1.07, the household having vehicles were more in the urban areas than that of the rural area except on Bicycle where rural households outnumbered the urban households.

1.1.7 Poverty

As mentioned earlier, the rise in population has also led to acute poverty and school drop out. According to Lyngdoh (2003) as many as 5870 villages and 163962 families are living below the poverty line. The table hereunder shows the poverty ratio in the state (Meghalaya) and the country.

<table>
<thead>
<tr>
<th></th>
<th>Meghalaya</th>
<th>India</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>40.04</td>
<td>27.09</td>
</tr>
<tr>
<td>Urban</td>
<td>7.47</td>
<td>23.62</td>
</tr>
<tr>
<td>Total</td>
<td>33.67</td>
<td>26.10</td>
</tr>
</tbody>
</table>

Source: Economic Survey India, 2001-02 (India 2003).

The table 1.08 shows that the poverty ratio in Meghalaya is greater than that of National average. The poverty ratio in the state indicates the unavailability the poor people to access to the mass media, education, dwelling in temporary liveable sheds makes them ignorant most.

The Census report 2001 reveal that as many as 231746 households (55.1%) had no radio transistor or TV or telephone or Bicycle or Scooter or Motor cycle or Moped or Car or Jeep or Van.
1.1.8 Literacy

Literacy has brought quantitative and qualitative change in the society as it liberates people from ignorance. The growth in literacy indicates the freedom from illiteracy and ignorance in the society and its rate is presented in Table 1.09.

<table>
<thead>
<tr>
<th>Year</th>
<th>Meghalaya</th>
<th>India</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1951</td>
<td>24.95</td>
<td>7.93</td>
</tr>
<tr>
<td>1961</td>
<td>32.32</td>
<td>21.15</td>
</tr>
<tr>
<td>1971</td>
<td>34.12</td>
<td>24.56</td>
</tr>
<tr>
<td>1981</td>
<td>47.75</td>
<td>38.30</td>
</tr>
<tr>
<td>1991</td>
<td>53.12</td>
<td>44.85</td>
</tr>
<tr>
<td>2001</td>
<td>66.14</td>
<td>60.41</td>
</tr>
</tbody>
</table>

Source: 1. Mahendra 1991
2. Selected Educational Statistics 1996-97, Ministry of HRD
3. Census of India (Provisional) Total of Meghalaya, 2001

According to Srivastava (1965) literacy has helped in the introduction and proper implementation of developmental programme. Hence, brings development and progress wherever it is affected.

According to Parkash (1978) functional literacy programme has been instrumental in bringing about a positive and significant change in the knowledge, status, attitudinal level and adoption behaviour with respect to high yielding varieties programme of participating farmers, functionally, literate farmers made effective utilization of high yielding varieties.
1.1.9 Educational Institutions

According to Lyngdoh (2002), "A number of educational institutions in the state increased from 3,101 to 6,298 during the thirty years after attaining statehood (1972-2001) whereas the number of educational institutions at the college and university level has risen from 14 to 35 during the same period". The total number of recognized educational institution in the state is give below.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Educational Institutions</th>
<th>1973-74</th>
<th>2002-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Primary/Junior Basic Schools</td>
<td>2852</td>
<td>5646</td>
</tr>
<tr>
<td>2</td>
<td>Middle/Senior Basic Schools</td>
<td>341</td>
<td>1041</td>
</tr>
<tr>
<td>3</td>
<td>High Schools/Higher Secondary (pre-degree for college)</td>
<td>132</td>
<td>643</td>
</tr>
<tr>
<td>4</td>
<td>Colleges for General Education</td>
<td>14</td>
<td>33</td>
</tr>
<tr>
<td>5</td>
<td>Institution of National Importance</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Colleges for Professional Education</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Scheme of vocational Education of Secondary Education</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>


1.1.10 Enrolment

The number of students during the period (1972-73 to 2000-2001) has risen from 206000 to 626521 at the school level whereas in the college/university level from 9,000 to 21,975 during the same period (Lyngdoh 2002). The number of students in educational institutions in the state is given under the Table 1.11 below.
Table 1.11: Number of students in Educational Institutions of Meghalaya

<table>
<thead>
<tr>
<th></th>
<th>1973-74</th>
<th>2001-02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary School Stage</td>
<td>1,67,750</td>
<td>3,29,132</td>
</tr>
<tr>
<td>Middle</td>
<td>22,948</td>
<td>96,110</td>
</tr>
<tr>
<td>High School</td>
<td>31,222</td>
<td></td>
</tr>
<tr>
<td>Multipurpose Higher Secondary</td>
<td>1,875</td>
<td>33,097</td>
</tr>
<tr>
<td>College/ Higher Education</td>
<td>11,443</td>
<td>17,738</td>
</tr>
</tbody>
</table>

Source 1: Director of Public Instruction, Meghalaya 1973-74 (Selected)
2: Annual Report 2002-03 (selected)
Ministry of Human Resource Development Govt. of India

During the twenty-eight years (1973-74 – 2001-02), the number of enrolment in secondary and higher secondary school stage has increase by 23,474 persons.

1.1.11 Secondary School Education

The term secondary school is being used in the state for about ten years. Before 1993 it was called as High School which included classes VII, VIII, IX and X. At the end of class X a Public Examination is conducted by Meghalaya Board of School Education (MBOSE) and certificate for successful candidates was awarded as High School Leaving Certificate (HSLC). The last and final HSCL examination was held in the year 1998 which covered the whole High School course VII – X.

The first Examination for Secondary School Leaving Certificate (SSLC) conducted by MBOSE was in the year 1993. It covered the courses studied in classes IX and X for Public Examination. The total mark was 1100.
As the organizational system keeps on changing from time to time the preparation and upgradation of the course was incorporated in order to fulfill the standard of education. Commensurate to meet the challenges of time and in line with Central Board of School Education, Examining the present need, the Government on its Annual Report (2002-2003) of Human Resource Development declared "during this year, in the secondary education sector, various schemes as well as institutional programmes continued to be implemented in the light of national curriculum framework of school education, vocational education, education for group with special needs..., technology and value education.

Under the India Council of School Education the course of study includes general education, Socially Useful Productive Work (SUPW), diversification of courses, sports and games etc. It aims for maintaining standard of excellence in education.

Under the system Navodaya Vidyalaya Samiti, the learning aspects includes those of good quality modern education have strong component of cultural values, environmental awareness and physical education to talented children in rural areas without regard to their family’s socio economic condition.

The National Institute of Open School ensures in its curricular for the physically, mentally and visually challenged children. It includes programmes like child labour project, open vocational education programme, life enrichment courses, education of the
disabled, media, population, development education, evaluation etc., National Institute of Open School (NIOS) attempts to put education system on a sound pedestal.

In order to meet the uninterrupted need of children of Central Government/Defence employees, the Kendriya Vidyalaya Sangathan organizes courses for secondary and higher secondary education. Besides general courses, the KVS organizes activities like Youth Parliament, Associated School Project on National Integration and International Understanding, science exhibition, scouting and guiding adventure activities etc.

Further, the Annual Report 2002-03 of the Government of India also provided that in order to enable the youth to enter the world of work or pursue technical/higher education, as per the existing education policy, the vocationalisation of educational opportunities should enhance individual employability, reduce the mismatch between demand and supply of skilled man power and offer an alternative for those pursuing higher education.

The Annual Report (2002-2003) also declared that the scheme of access with equity has been formulated under some new components. The two schemes of Computer Literacy and studies in school (CLASS) and Educational Technology are being merged in order to increase the effectiveness of the activities covered in both. The composite
scheme is likely to increase exposure of children utility and application of computers and improve utilisation of media and television for increased access to education.

The Meghalaya Board of School Education (MBOSE) had its latest restructured pattern of secondary course introduced in 2001 with the motto “knowledge for service”. The curriculum also covered work experience, creative expression, language, mathematics, science, social science, health/computer education.

1.1.12 Other Agencies

In order to realize the objective of secondary education, some agencies in the society are involve directly or indirectly in imparting, equipping and developing students for future demands. These agencies are extending assistance in various fields to enhance students learning. For instance,

1. NCERT – The National Council of Educational Research and Training is rendering valuable advice to the Central and State government relating academic matters to school education. It relays educational broadcasts through AIR, Gyan Vani and Gyan Darshan, Tarang and Limang in Doordarshan for school students. It also set up a website software packages for secondary school children.

2. DERT – The Directorate of Education Research and Training is organizing evening coaching classes for tribal students at the secondary stage. It also organise Talent Search Examination for tribal and general students from time to
time. Regarding guidance and career programme the DERT organizes career conference for secondary school students regularly

3. SCSTE – The State Council for Science Technology and Education follows schemes on various aspects of science and technology. The important programme for secondary schools is popularization of science and students project programme in the state.

4. NEC – The North Eastern Council played an active role in organizing information technology and school education programme. Besides the infrastructure and training of computer education is popularized at the secondary school level and adopts the syllabi of the Board of School Education or CBSE. Altogether, ninety six schools in the state and 621 schools in the North East India are benefiting from the NEC Computer Education Scheme.

5. A vocational unit of Employment and Craftsman Training of the Government of Meghalaya under the Ministry of Labour is carrying a short duration programme in different trades for students below class X. The programme is mainly to identity talents and to equip students to take up a proper vocation.

6. The Creative Arts Department of North Eastern Hill University also organizes different programme for students at the secondary school levels. Example Debate, Quiz, Extempore etc. The aim of the programme is to create awareness for students on the latest issues and to help them realize their own potentials and solving current problems.
1.1.13 Grants and Scholarships

The government offers some incentives for students of secondary stage incentives towards education as

1. Award of Merit Scholarship
2. The National Merit Scholarship Scheme and Scheme of Scholarship at the secondary stage for talented students from rural areas from classes VI up to class XII.
3. Border Area Scholarship to students coming from or studying in border area of the state.
4. Hostel Grants especially for SC/ST and other educationally backward minorities
5. Reservation of seats for ST/SC in central institutions of higher education.
6. Increasing of budgeted expenditure on Education.

1.1.14 Budget Expenditure on Education

Budget expenditure on education is given in table 1.12 below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Per capita Budgeted Expenditure (Rupees)</th>
<th>Percentage of Budgeted Expenditure in Education to Total Budget (Revenue)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985-86</td>
<td>143.00</td>
<td>14.90</td>
</tr>
<tr>
<td>1989-90</td>
<td>316.77</td>
<td>19.35</td>
</tr>
<tr>
<td>1995-96</td>
<td>667.12</td>
<td>22.68</td>
</tr>
<tr>
<td>2002-03</td>
<td>1016.02</td>
<td>26.31</td>
</tr>
</tbody>
</table>

Thus, Table 1.12 indicates that there has been an increase in the percentage of budgeted expenditure on education.

1.2.0 Perception

As seen from the foregoing discussion the child’s mind as a ‘tabularasa’ records the impression of their environment. At the same time the changes in the society affect the youth more greatly. The adolescents seem to be more receptive to new changes around, the process of modernity and they anticipate new social order to cope with.

According to English and English (1952), Perception is the process of becoming aware of objects or relations or qualities, frequently by mean of sensory process and under the influence of set prior experience, needs, conditioning.

When one perceive it is more than what is seen in a physical sense. It is the distinctive effects of experience. It also has a responsive aspect: it entails discriminative, selective responses to the stimuli in the immediate environment (Mueller, 1974).

According to Howe (1972) human behaviour is largely determined by human needs... Behaviour that does not have rewarding consequences is likely to diminish or extinguish. Thus, what is being learned is perceived by the learner as relating to his needs.
According the Shaw and Pittenger (1977), "The act of picking up perceptual information is the act of experience it, the information abstracted from the objects, complexes and events of the world are intrinsically valuable to the perceiving agent since, by definition such information specifies the nature of its source and the active relationship the human perceiver might enter into with respect to that source".

Younis (1978) is of the view that "perception is formed when the child moves from a realisation of a dependent relationship of social and relational development to an interdependence and mutual reciprocation in relationship".

According to the Corsin (1987), "We perceive those objects or event that would most normally be responsible for the sensory stimulation we receive. This requires the viewer to do something such as make perceptual inferences about the world, inference that usually are right, but sometimes are wrong".

Every individual at different moments in his life introspect about his action. He analyses his own activities and passes judgment on his own actions. Making an observation of his individual self does all this. Perception may seem to be a simple process involving only the act of seeking what is there to be seen. But the person sees is influenced by his own personality and motivation (Tripathy 1990. 23).

Altwater (1995) outlined change in three phase cycle as
1. Acknowledging some changes within ourselves or our surroundings
2. Sense of dissonance or dissatisfaction within, which in turn leads us to
3. Reorganise our experience in some way such as adopting a new attitude towards ourselves or others.

In the words of Manasse (1965) the individual perception is influenced by the specific environments in which the child finds himself. Different surroundings create standards by which people evaluate themselves. An environment that demands little of the marginal individual will enable him to maintain a relatively positive self image. On the other hand, an environment that demands a great deal of the same individual will lead to a relatively negative self image.

Some of the characteristics of perception are:

1. The need and values of the individual structure has perception of the environment (Garner 1966 11-19)
2. Perception is the open combination of all social and personal experience that we have had (Shovelson 1976)
3. It helps the individual to have some vision of what he actually is and some provision of what he may become in future (Nunn, 1970).
1.3.0 Achievement Motivation

There are people who show high need to achieve and work continuously and vigorously to be successful in their task to achieve their goals which they set before themselves. They have faith in themselves and taken their own decisions and actions.

The word achievement Motivation (n.Ach) is sometimes called the need for achievement, need for independence, competence of performance, positive social reinforcement, mastery, curiosity, manipulation drive and so on.

Mc Clelland et al. (1953) defined as a concern for excellence in performance as reflected in competition with the standard set by others or by oneself. Good (1959) defined achievement motivation as a combination of psychological forces, which initiate, direct, and sustains behaviour toward attainment of some goals which provides a sense of significance.

The specific environment in which a person finds himself influences his thinking about him. Different environment create standards by which people evaluate themselves. An environment that demands little of the marginal individual will enable him to maintain a relatively positive self image; on the other hand, an environment that demands a great deal of the same individual will lead to a relatively negative self image (Manesse 1965).
Heckhansen (1967) defined "the striving to increase or keep as high as possible one’s own capabilities in all the activities in which a standard of excellence is thought to apply and where the execution of such activities can further succeed.

Baurind (1967) found that the then need for achievement was formed during the past ten ears. All those experiences either positive or negative formed in an individual, the need to achieve or to avoid failure. Thus, the present behaviours has been shaped and formed by previous experiences in one’s own lifetime. According to Seifert (1997) in the study on Achievement goals and emotion, students recognised themselves to be the source of outcome tends to behave in adaptive and self enhancing way whereas a loss of a sense of competency and worth led students to behave in maladaptive and self protective ways. According to McClelland (1966), there are three basic motivational needs in human beings. They are (a) getting and maintaining control of the means of influencing a person (power), (b) maintaining and restoring a positive relationship (affiliation) and (c) desiring unique accomplishment in success, in invention and creation (achievement).

In a sample of 1000 Higher Secondary School students, Rai (1974) reported that the need for achievement was a pre-requisite and a drive for better achievement. Thus, student learners should develop the need for achievement for effective learning and bright future.

Some of the characteristics of Achievements Motivation are given below
(a) The more difficult it is to reach, the greater have the more strongly motivated, the aspirant is to reach it (Smith and Wing 1961).

(b) The more dissatisfied high self efficiency individuals were with their performance, the more they increased their effort for future task (Bandura and Cervone 1983).

(c) The tendency to achieve success is a multiplicative function of motive to achieve success, expectancy (probability of success) and incentive value of success (McClelland 1985)

(d) When feedback emphasizes progress, personal capabilities are highlighted and efficacy and aspiration enhanced (Bandura 1993).

Some of the factors that affect motivation in a person are listed below

1. Not being sure about one's goal.
2. Role confusion.
3. Lack of Aspiration.
4. Discontent at Home
5. When teachers expectation do not match with the students performance.
6. Excessive administration control like unnecessary interference
7. Misbehaviours of superiors.
8. Lack of incentives.
10. When there is insecurity in society.
11. Conflicts and Internal politics etc (Schmuck 1974).
Thus, students’ behaviour is greatly influenced by the experience in life. The positive perception leads to better achievement oriented behaviour, assuring success in the life of the child. In other words, positive self picture always anticipates success in one's life.

1.4.0 Adjustment

Crow and Crow (1956) described “An individual adjustment as adequate, wholesome or healthful to extend that he has established harmonious relationship between himself and the condition, situation and person who comprise his physical and social environment”.

Shaffer (1961) defined Adjustment as a process by which a living organism maintains balance between its needs and the circumstances that influence the satisfaction of that needs.

Lian Chhawni (1991) said “adjustment can be said as a person’s interaction with his environment. It is a two way process – we influence our environment as well as being influenced by it. Adjustment is the need rather than static in quality”.

Many researches have been conducted on the area of adjustment. The reason is because adjustment leads to a happy and contented life, it maintains a balance between our need and the capacity to meet these needs. It gives us strength and ability to bring
desirable changes in the process of adaptability. According to Sinha (1970) high achievement was found related to less anxiety and better achievement. Successful students were also superior in persistence, level of aspiration and positive self concept. Thus, adjustment and achievement motivation are related with each other.

An individual is an active organism. He is active with a purpose and his activity is continuous. He strives to satisfy not only his bodily needs but also all those other urges and drives that will be enable him to function as an active member of his respective social group. These drives follow other definite pattern of behaviours adjustment (Crow and Crow, 1979).

According to Singh, Sinha and Mookerjee (1982) the adjusted individual is said to be mentally sound who seems to be happy in every walk of life – on the other hand, a maladjusted individual is disturbed with marked features in life and unsatisfactory relation with others.

According to Dhawan (1982) the personality trait of persistence was found positively correlated with achievement motivation and on the other hand, anxiety was negatively correlated with the level of student achievement motivation.

Socially, it requires being social enough to live in harmony with others and feel responsibility and obligation towards his fellow being, society and country and school
adjustment, determining the influence of the school environment towards the individual overall adjustment (Mangal, 1989).

Crow and Crow (1979) had listed some Criteria of Adjustment. These are as follows:

a) Integration – A well adjusted student is free from inner conflicts and therefore is able to concentrate his energies on his goal.

b) Ego development – A well adjusted student is one who has learned to apply his intelligence to the affective solution of his problems to living.

c) Reality orientation- a well adjusted student recognizes reality particularly its limitations and capacities.

d) Responsibility- he has a certain freedom of emotional expression and self control

e) Sense of security- He is free from anxiety, depression, worry and disturbing fears.

f) Curiosity and spontaneity- A well adjusted student shows curiosity and exhibits natural and easy spontaneity in social relationship.

Thus, from the foregoing discussion, accelerated development in all spheres of life has given no rest for international, national, state or community set up and compelled an individual to cope with these changes to the fullest possible. The wonder of science and technology, effectiveness of electronic mass media, diverse types and forms of knowledge has further widened the inter-generational gap. It seems that the young
learners desired for more appropriate content, method and approach but failing to get support and cooperation from authorities, they poise themselves into various kinds of agitations and were not motivated to take responsibilities in life. Thus, for better understanding of the present day youth, a study on students perception towards change, their adjustment and achievement motivation is more apt in order to effectively handle the circumstances and for harmonious living.

1.5.0 Need of study

The need for adjustment, achievement motivation and perception has been long recognized as important indicators for success. These serve as bases for individual development and national progress, Lambert (1963) noted that the two societies, Greece from 900 to 100 BC and Spain from 1200 to 1737 AD had the highest need. It was found that the individual and social development was the highest during these periods. But by the end of these periods as the need declined, the growth of individual and social life also declined. Thus, that perception towards the need, the feeling to strive to achieve the need and adjustment to adapt to the need are related to success of the individual or society with whom it is identified.

In the studies by McClelland (1961) in his book 'Achieving Society” predicted that the future development of any country will depend upon the present level of achievement motivation of the youth at the given moment. This is so, because if the
youth of a country are highly motivated after fifteen years will occupy high positions as
decision-makers in the country and lead the country to progress.

Thus from the above discussion, a comprehensive study on the level of students’
adjustment, achievement motivation and perception towards changes in society is
important not only for the students in particular but also will guide the teachers,
administrators and other responsible persons in general to rethink about the new
approaches to youth of the modern days. Therefore, the study intends to find out the
relationship between the students’ perception according to the fast changing world and
how it relates to their adjustment and achievement motivation and hence the study looks
significant in relation to the present day life.

1.5.1 Statement of the problem

The present society has evolved certain unique features that influence students’
perception towards themselves and the world. It is also likely that the perception of
students towards changes might affect the need for achievement and adjustment. It seems
necessary to gather information regarding the achievement motivation and the way the
students perceive to adjust themselves. The study is also concentrated to the changing
perception of students toward society because what is perceived they also behave. The
study, therefore, will be able to provide some clues to the students, teachers and
educational planners etc., how to deal effectively with the fast changing scenario and how
to assist the student to adapt to such changes as well to develop a high self concept amongst the youth.

1.5.2 Operational Definition of the Terms Used

(a) Adjustment

An adjustment is a state of satisfaction when emotional, social and educational needs are satisfied and to continue it (Gates, 1954, 614-615; Strang, 1990, 319; Singh and Sinha, 1963).

(b) Achievement Motivation

A disposition to strive for success in competition with others with some standard of excellence set by individual (De Charms, 1968; Deo and Mohan, 1985).

(c) Perception

The interpretation of the environmental condition and situation that are constructed from the data obtained through senses (Shaver, 1981; Inkeles, 1974; Ahluwalia and Kalia, 1985).

(d) Secondary School Students

Secondary school students are those students who are preparing and equipping for secondary school examination, formerly known as high school students (Meghalaya Education Code 2000).
1.5.3 Objectives

1. To find out the level of perception of secondary school students towards changes in society.
2. To find out the level of achievement motivation of secondary school students.
3. To find out the level of Adjustment of secondary school students.
4. To find out how the perception towards changes in society affects the achievement motivation.
5. To compare the achievement motivation and adjustment and perception towards changes of boys and girls.
6. To find out the factors responsible for bringing about changes of behaviour of the secondary school students.

1.5.4 Hypotheses

The following hypotheses have been constructed for the study.

1. There is no significant correlation between perception towards change in society and achievement motivation of secondary school students.
2. There is no significant correlation between perception towards change in society and achievement motivation of secondary school boys.
3. There is no significant correlation between perception towards change in society and achievement motivation of secondary school girls.
4. There is no significant correlation between perception towards Home and Academic Need for Achievement of Secondary School Students.
5. There is no significant correlation between perception towards Home and Educational Need for Achievement of Secondary School Students

6. There is no significant correlation between perception towards Home and Interpersonal Need for Achievement of Secondary School Students

7. There is no significant correlation between perception towards Home and General Need for Achievement of Secondary School Students.

8. There exists no significant correlation between perception towards School and Academic need for Achievement of Secondary School Students

9. There exists no significant correlation between perception towards School and Educational need for Achievement of Secondary School Students

10. There exists no significant correlation between perception towards School and Interpersonal need for Achievement of Secondary School Students

11. There exists no significant correlation between perception towards School and General need for Achievement of Secondary School Students

12. There exists no significant correlation between perception towards Socio-economic change and Academic need for Achievement of Secondary School Students

13. There exists no significant correlation between perception towards Socio-economic change and Educational need for Achievement of Secondary School Students
14. There exists no significant correlation between perception towards Socio-economic change and Interpersonal need for Achievement of Secondary School Students

15. There exists no significant correlation between perception towards Socio-economic change and General need for Achievement of Secondary School Students

16. There exists no significant correlation between perception towards Socio-cultural change and Academic need for Achievement of Secondary School Students

17. There exists no significant correlation between perception towards Socio-cultural change and Educational need for Achievement of Secondary School Students

18. There exists no significant correlation between perception towards Socio-cultural change and Interpersonal need for Achievement of Secondary School Students

19. There exists no significant correlation between perception towards Socio-cultural change and General need for Achievement of Secondary School Students

20. There exists no significant difference on perception towards change between secondary school boys and girls.

21. There exists no significant difference on perception towards Home between secondary school boys and girls.
22. There exists no significant difference on perception towards School between secondary school boys and girls.

23. There exists no significant difference on perception towards Socio-economic between secondary school boys and girls.

24. There exists no significant difference on perception towards Socio-cultural between secondary school boys and girls.

25. There exists no significant difference on Achievement Motivation between secondary school boys and girls.

26. There exists no significant difference on Academic need for Achievement between secondary school boys and girls.

27. There exists no significant difference on Educational need for Achievement between secondary school boys and girls.

28. There exists no significant difference on Interpersonal need for Achievement between secondary school boys and girls.

29. There exists no significant difference on General need for Achievement between secondary school boys and girls.

30. There exists no significant difference on Adjustment between secondary school boys and girls.

31. There exists no significant difference on Emotional Adjustment between secondary school boys and girls.

32. There exists no significant difference on Social Adjustment between secondary school boys and girls.
33. There exists no significant difference on Educational Adjustment between secondary school boys and girls.

1.5.5 Scope of the study

The scope of the study is comprehensive as it covers three important areas like Adjustment, Achievement Motivation and Perception towards change in society.

The study on Perception towards changes in society is examined from four dimensions viz. Home, School, Socio Economic and Socio Cultural Condition.

The study on Achievement Motivation includes four important components viz. Academic, Educational, Interpersonal and General Need for Achievement of Secondary School students.

The study on Adjustment probes the students experiences in the areas of Emotional, Social and Educational life.

Perception toward changes in society

The study will examine the Perception towards Home which includes student’s views on parental authority.
The study on Perception towards Schools examines the student’s views on teachers, the school system and organizational climate.

The study on Perception towards socio economic changes cover aspects like importance of saving, rich poor divide, corruption, theft, robbery and killing.

The study on Perception towards socio cultural change deals with technical progress, science and technology, mass media, work culture, modernisation and social problems.

**On Achievement Motivation**

The study on Academic need for achievement is studied from various aspects like academic motivation, need for achievement, academic challenge and academic anxiety.

The study on Educational need for achievement is directed on the importance of grades/marks, meaningfulness of task, relevance of School to future goals, attitude towards education and work methods.

The study on the Interpersonal need for achievement is studied on student’s attitude towards teachers and the interpersonal relationship besides the study on The General need for achievement comprises aspects like individual concern, general interests, dramatics etc.
On Adjustment

The study on Emotional adjustment is studied from different emotional expressions ranging from stable to unstable.

The study on Social Adjustment is studied from aspects like interpersonal relationship with teachers and fellow School mates ranging from submissive to aggressive behaviour.

The study on Educational adjustment is studied from the point of student’s interest in School’s programmes to the lack of interest in educational programmes.

Therefore, it seems that the scope of the study covering the aspects of students perception, their adjustment and their striving to achieve unique accomplishment in one’s life.

1.5.6 Limitation of the study

The present study is subjected to certain limitations

1. The present study was limited to the availability of relevant records and documents pertaining to the changes that are taking place in the society.

2. The number of Schools is delimited to four districts in the state namely East Khasi Hills, Jaintia Hills, Ri Bhoi District and West Garo Hill District.
3. It did not include East and South Garo Hills Districts and West Khasi Hills District as relevant statistics was not ready in the office of Directorate of Public Instruction (2002-03).

4. It includes students studying in classes VIII, IX and X from these schools.

5. It is delimited to eighteen secondary schools in the state.

In this chapter, context of the study has been highlighted followed by the need and importance, its objectives, scope and its limitation. In the second chapter, a review of literature both foreign and Indian have been presented.
References


Henia, Ashiko (2000): “Youth and Peace Education in North East India”, Proceedings of the NEIES.


