CHAPTER - I

INTRODUCTION
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1.0.0 Background

The revolutionary changes are taking place in the realm of science and technology at an amazing pace one can hardly imagine the shape of things in future. Be it the revolution in the information technology in terms of the internet, e-comm. etc. bio-technology where cloning has been achieved, space engineering where we are thinking in terms of landing/establishing at Mars, are going to affect the human life in all its aspects—physical, material, social, vocational, political etc. Many agencies, formal and informal, are always at work to meet the challenge of time and also to bring about the desired changes. Education is the only agency which can help us in bringing out the desired result. The pivotal role of education as an instrument of social change and national reconstruction has been aptly highlighted in the national document “Challenge of Education 1985”. To quote, “In the history of mankind, education has formed a continuum and a basis for the development of human society, through development of attitudes, values, abilities, capabilities both of knowledge and skills, education provides strength and resilience to people to respond to changing situations and enables them to cause and contribute to development of the present society. History has established beyond doubt the crucial role played by human resources
in the development of any nation. And the development of human resources is the main function of education. The question which naturally comes to one's mind is that where we as a nation stand in case of such an environment.

An efficient system of education is essential for the very survival of an individual society and nation in this age of science, high technology and competition. This is recognized by every nation and today every country is investigating as never before, its precious resources in the field of education. The man power engaged in this huge endeavour is perhaps the largest work force in every present day society. The makers of our constitution were well aware of the importance of the educational system as a means to sustain and promote cultural, social, political, economical and scientific achievement of our nation in the rapidly changing world of today, enshrined in the directive principles of the constitution that the state has to provide free and compulsory education to all children up to the age of 14. Since our independence in 1948, serious efforts have been made by the government and other agencies to meet the requirements of free and compulsory education though with limited success.

Over the last fifty six years many attempts through committees and commissions have been made to identify the weaknesses and problems besetting the Indian educational system and to recommend ways and means to reform and recast the system with a view to make it serve as an effective instrument of national reconstruction and development. Educational policies brought out by the government
first in 1968 and second in 1986, express and underline the national will to review the present system. They seek to visualize the further aspirations and requirements of our society to consolidate and vitalize the existing progressive trends and to recommend the strategies of implementation so that the national objectives are attained.

1.1.0 Educational achievement and related problems

On the critical analysis of the present educational scenario in India two prominent features of the system have emerged: firstly, it is vast in size and secondly, it is nearly dysfunctional. The enormity of its size is clear from the fact that today India possesses the third largest education network in the present day world. The number of universities and deemed universities have increased enormously to more than 200 and the number of colleges has already crossed to over 7000, accounting for a total enrollment of over 50 lakhs and an annual expenditure of more than 1000 crores. Enrolment in higher education accounts for nearly 40 percent of the enrolment in the developing countries. Every 8th student enrolled in higher education in the world is an Indian. (University News, Feb., 1992). Likewise school education has also witnessed vast expansion. In 1989, the number of primary schools was 548,49 with an enrolment of 957.3 lakh students. The number of middle and high/higher secondary schools (including intermediates/predegree/junior college/ 10+2 higher secondary and high schools) had reached 1,44,145 lakhs and 7,33,654 with an enrolment of 309.4 lakhs and 185.24 lakhs respectively. As per the available data, the number of teachers involved in imparting school
education had crossed 3871000 in 1989 (Ministry of Information and Broadcasting, Government of India, 1992). These figures showing vast expansion in the number of schools, teachers and students as well as in terms of the expenses involved in the entire system raises certain questions, which call for objective answers. One is surely prompted to ask whether the goal of universal enrolment envisaged by the planners has been achieved. Whether the students enrolled stay in the schools to acquire the maximum expected standard of education by the age of 14? Are the students able to develop and utilize their abilities and potentials to the optimum level? Are the students being imparted the knowledge, efficiency and competence suitable to meet the challenges of the next millennium? And whether the facilities in the schools, methods of teaching, motivations of teachers and pupils are adequate for acquiring the best results. In what manner the gaps, imbalances and inadequacies present in the system be modified? These are some of the questions which require an immediate and critical attention followed by the remedial action. The reality that the educational setup has not been able to meet the targeted aims and national requirements becomes obvious to a close observer of the system. Although the literacy rate has gone up from 18.33 in 1951 to 52.11 in 1991 (Ministry of Information and Broadcasting, government of India, 1992) we are far from achieving the goal of universal literacy. The fifth All India Educational Survey (1986) has reported that there are still about 6% large habitations without the school facility. Out of a total number of 9,79,065 habitations only 51.36%
are provided with primary schools within the habitations and 84.85% are served with the facility either within the habitation or within a distance of one kilometer. The dismal state of physical facilities provided in these schools is reflected by the fact that 27.25% of these primary schools have no pucca buildings, 39.72% are without blackboard facility and 59.5% have to do without any facility for drinking water, 27.96% schools have a single teacher to teach 3 or 4 different classes. In the schools located in rural India teacher absenteeism/casual attitude is also a very serious problem to be tackled. It is really unfortunate that even after so many years of independence, as a consequence of poor physical facilities/infrastructure and also other socio-psychological factors even the target of enrolling all the children in the age group 6-14 years has not been achieved. It is estimated that about 95% children in the age group 6-11 and 50% in the age group of 11-14 years are enrolled in the schools, with a corresponding figure of enrollment for girls being 77% and 36% respectively in the above mentioned age groups. However, nearly 60% of the children of the above drop out between I-V standard and 75% between classes I-VIII (National policy on education, 1986).

The problem can be accounted for many reasons. According to Chandra (1975), lack of learning material, proper co-ordination and also the lack of good support are the causes of low achievement. Upadhyaya (1984) revealed that each of the three aspects of classroom environment namely interpersonal relationship, goal orientation,
system maintenance and change was significantly related to the academic achievement of the learner. Trivedi (1987) observed that the students belonging to the upper socio-economic strata of the society showed better academic achievement than the students of the lower socio-economic status group. Besides the studies of the sociological factors there are many other researches that reveal how the variables like intelligence, interest, aptitude, anxiety etc. and the various teaching methods/techniques influences the achievement of the students. These studies on achievement of students indicate the achievement in a student is caused, promoted and affected by a number of variables such as those arising out of the subject of the study, classroom climate and so on. Each one of these is a cluster of variables with individually or on interaction with others have their influence on the achievement.

Aubusel (1963) viewed teaching-learning and curriculum simultaneously in one gestalt. The main focus of his thinking is on meaningful learning by a student. He believes that the meaningful learning is acquiring new knowledge which is intellectually linked to the students cognitive structure and refers to “person’s knowledge of a particular subject at any given time”. Learning to learn is not just a slogan. It denotes a specific pedagogic approach that experiences to the requirements of the learner at a particular time. If the teacher is to adopt and restructure the learning experiences to meet observations, interests, abilities, attitudes and capabilities of the learner, his
approach to teaching should be in relation to the objectives of teaching, nature of learner and nature of the contents to be taught.

The process of learning begins with the birth of a child and continues till death. As soon he comes into contact with the environment, he starts reacting and in the process of interaction of the individual and his environment, the foundation of learning is laid down. All this requires training for effective teaching as a prerequisite condition. Therefore, training for effective teaching has become a fundamental goal underlying teacher education programme. Measure of effective teaching strategy is the teaching-learning outcome, which in turn is the function of interaction between teacher, content and the learner. Here teaching is not taking or giving alone and learning is not listening or receiving alone. Teacher and learner must be actively engrossed in manipulating the system of objects and organism of interest so that inherent regulation in the experience can be discovered.

A lot of research and a good deal of discussion has been going on in recent years to revitalize classroom teaching in our schools. The Secondary Education Commission emphasized the need of dynamic methods of teaching in educational institutions. The Education Commission too recommended to improve upon the methods of teaching in educational institutions at different levels. The N.C.E.R.T and the state level bodies such as DIET and SCERT have also made many efforts to improve upon the competence of teachers as regards methodology of teaching-learning process.
The search for good teaching models has agitated the minds of Bruce Joyce and Weil Marsha (1992). A model of teaching is a plan or a pattern that can be used to shape curriculum, to design instructional materials and to guide instructions in the objective related teaching. Some have been invented by the class room practitioners, others are the work or substantial research in psychology and training. A number of them came from the therapists and great many from philosophers. Thus educators, psychologists, sociologists, system analysts, psychiatrists and many others have all developed theoretical positions about teaching-learning process.

1.2.0 Models of Teaching

For the past few decades there have been attempts to define the teacher competencies which would lead to teacher effectiveness and to develop methods which could reliably be based upon the development of systems for analyzing the transaction of teaching in specific behavioural terms. Joyce and Weil (1980) have described twenty two models of teaching which constitute an educational repertoire. These models have been grouped into four categories, which are given below in table 1.1.
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Category of Model</th>
<th>Name of Model</th>
</tr>
</thead>
</table>
| 1.    | Information Processing Models | 1. Inquiry Training Model  
2. Inductive Thinking Model  
3. Concept Attainment Model  
4. Cognitive Growth Model  
5. Advance Organizer Model  
6. Memory Model |
2. Social Inquiry Model  
3. Lab Method  
4. Jurisprudential Inquiry  
5. Training Model  
6. Role Playing Model  
7. Value Discussion Model  
8. Social Simulation Model |
| 3.    | Personal Models | 1. Non-directive Teaching Model  
2. Awareness Model  
3. Synetics Model  
4. Conceptual Systems Model  
5. Classroom Meeting Model |
| 4.    | Behaviour Modification Models | 1. Programmed Instruction Model  
2. Managing Behaviour Model  
3. Relaxation Model  
4. Anxiety Reduction Model |
1.3.0 Information Processing Models of Teaching

The models of this family help the student to develop his information processing capability and the ways of improving his ability to master information. Some of these models are concerned with the ability of the learner to solve problems and thus emphasize productive thinking whereas others are concerned with general intellects and information development from the academic disciplines. These models are concerned with social relationship and development of integrated and functioning self. The main purpose, however, is the development of intellectual functioning of the student.

Seven models of teaching have been grouped under the family of information processing models. Each has a specific goal. The name of each model with its goals and name of the theorist on whose work the model was developed are given in table 1.2.
<table>
<thead>
<tr>
<th>S. No.</th>
<th>Model</th>
<th>Major Theorist</th>
<th>Mission or Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inductive Thinking</td>
<td>Hilda Taba</td>
<td>Designed Primarily for the development of inductive mental processes and academic reasoning or theory building, but these capacities are useful for personal and social goals as well.</td>
</tr>
<tr>
<td>2</td>
<td>Inquiry Training</td>
<td>Rechard Suchman</td>
<td>Designed primarily for development of inductive mental processes and academic reasoning or theory building, but these capacities are useful for personal and social goals as well.</td>
</tr>
</tbody>
</table>
3. Scientific Inquiry Model Designed to teach the research system of a discipline but also expected to have effect in other domain

4. Cognitive Growth Model Designed to increase general domains intellectual development, especially, logical reasoning but can be applied to social and moral development as well.

5. Concept Model Designed primarily to develop inductive reasoning but also for concept development and analysis.

6. Advance Organizer Model Designed to increase the efficiency of information processing capacities or absorb in related bodies of knowledge.

7. Memory Model Designed to increase capacity to memorize.

1.4.0 Social Inquiry Model

The concept of inquiry has been considered important for child development. 'Inquiry' is considered to be related to the child
centered learning as it is the natural instinct of the child to inquire. Hilda Taba has utilized this academic feature of the inquiry in order to develop the inductive thinking model of teaching. Richard Suchman used the concept of inquiry in the development of the 'Inquiry Training Model' to teach the science subjects to the students. These concepts have been further used by Oliver and Shaver in the context of the inquiry and reflections on the nature of social life with some operational modifications. Massialas and Cox (1966) also used the Inquiry Training Model for teaching of social sciences. Their primary aim in this regard is to seek solutions of social problems leading to the improvement of the society. They assert that the "important goal of education should be the reflective examination of values and issues of current importance". This hypothesis constructs school to be an active participant in the creative reconstruction of the culture. It is argued that school is not supposed to represent only one set of values which may only reflect a single segment of the society, it cannot ignore the value controversies and social conflicts necessarily present in a pluralistic democracy, nor can it avoid consideration of any difficulties and problems of multi-cultural society which require a systematic analysis. It is the observation of Massialas and Cox that representative school must actively deal with such critical areas of public controversies as will be required to make a solid effort to teach citizens as to enable them to reflect on social and cultural values leading to the best possible solution to the socio-cultural problem.
under reference. For this they recommended a method of inquiry popularly known as social inquiry model of teaching.

Massialas and Cox have stressed three characteristics of a reflective classroom namely, i) Open climate of discussion is the first requirement. All points of view and statements solicited are accepted as propositions that merit examination. ii) hypotheses as the focus of inquiry is the second characteristic of the reflective classroom. Here the discussion revolves around hypothetical solutions of the problem situation as well as the nature of the hypotheses. Knowledge is regarded as hypotheses which are continuously examined and tested and the results further incorporated into the framework of the hypotheses. In other words the hypotheses are subject to negotiations. (iii) The third distinguishing aspect of the reflective classroom is the use of facts as main evidence. In the classroom the validity and reliability of main facts are considered in the testing of the hypothesis. The validity of facts is considered the most important aspect.

**Phases of Social Inquiry Model**

The Social inquiry Model for teaching social sciences class has six phases which constitute the syntax of the model and are given in table 1.3.
Table 1.3
Phases of Social Inquiry Model

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Orientation</th>
<th>Phase 2</th>
<th>Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>Orientation</td>
<td>Develop</td>
<td>hypotheses from which</td>
</tr>
<tr>
<td>and clarify</td>
<td>puzzling</td>
<td>to explore or solve</td>
<td></td>
</tr>
<tr>
<td>situation</td>
<td></td>
<td>problem</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 3</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define and clarify hypothesis</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Phase 4</th>
<th>Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore hypothesis in terms of the</td>
<td></td>
</tr>
<tr>
<td>assumptions, implications and</td>
<td></td>
</tr>
<tr>
<td>logical validity</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Phase 5</th>
<th>Evidencing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather facts and evidences to</td>
<td></td>
</tr>
<tr>
<td>support hypothesis</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase 6</th>
<th>Generalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form generalized expression or</td>
<td></td>
</tr>
<tr>
<td>solution</td>
<td></td>
</tr>
</tbody>
</table>

**Phase –1 Orientation**

It is simply the sensitization of the investigation and the students to a problem in a social area. It arise from, the real contemporary situation, from reflection on reading, from the conflict within the classroom itself or from any number of other relevant sources. The important criterion is that all concerned really consider it a problem. Which can be considered as a genuine problem. The teacher should work to help the class to develop a general statement of the problem that defines its elements and can be accepted by all as a starting point for inquiry in order to find its solution.
Phase –II Hypothesis

The second phase of the inquiry model is the development of hypotheses that expresses clearly the antecedents and consequents of the proposed explanation to the phenomenon. The hypothesis will serve as key to the inquiry that follows, where the students verify the elements of the given problem. They also see whether these elements do indeed relate to the proposed solution, and to determine whether the solution hold up or other needs to be generated for the explanation of the phenomenon.

Phase –III Definition

In this phase the terms of the hypotheses are further clarified and defined until all members/students of the class are able to communicate about the problem, situation and the language that each one of them uses in relation to the problem and is made clear to all the students.

Phase-IV Exploration

In this phase the hypothesis is further extended to its assumptions, implication and the deductions that can be made from it. It is examined for internal consistency and logical validity.

Phase –V Evidencing

In this phase the facts and evidences needed to support the hypotheses are gathered in terms of the conditions that have been hypothesized and defined related to the phenomenon.
Phase -VI Generalization

The last phase of inquiry is an expression of the solution of the problem in simple language.

Social System

The social system is moderately structured. The teacher initiates the inquiry and observes that it moves from phase to phase. Students, depending on their inquiry abilities took major responsibility for the inquiry. This norm of the inquiry call for free and open discussion among all students considered equals.

Principal of reaction

During all phases the teacher is a counselor and helps the students in clarifying their position, improving the process of study and working out their plans. At the same time helps the students to clear their language, improve their logic, become more objective, understand their assumptions and communicate more effectively with each other in the class. Consequently the teacher’s role is a reflective one. As he helps the students to understand themselves and find their own way. More precisely the teacher worked merely as a sharper, focuser, counselor rather than the instructor or trainer.

1.5.0 Memory Model

Orientation to the Model

The objective of this model is that the capacity to take information, to integrate it meaningfully, and later to retrieve it at will
is the product of successful memory learning. Most important, individuals can improve this capacity to memorize material so that they can recall it later when needed.

In order to improve the ability to memorise the individual has to increase learning power, save time, and lead to a better storehouse of information. There are various methods for increasing this memorization. Some of them are discussed below:

The Link Word Method

Over the last one decade an important line of research has been conducted on what is termed the link word method. The result is a considerable advance in knowledge about memorisation as well as the development of a system for memorization that has practical implications for the design of instructional materials, for classroom teaching and tutoring, and for students at large.

The method has two major components, assuming that the learning task is to master unfamiliar material. The first component provides the students with familiar material to link with the unfamiliar items. The second provides an association to establish the meaning of new material.

Principles and techniques for enhancing memory

The following concepts are essentially principles and techniques for enhancing our memory of learning material.
Awareness

Before an individual can remember any thing he must give attention to, or concentrate on, the things or idea to be remembered. “Observation is essential to original awareness.” According to Lorayne and Lucas (1974), anything of which individual is originally aware can not be forgotten.

Association

According to Lorayne and Lucas (1974) the fundamental memory rule is, “You can remember any new piece of information if it is associated to something you already know or remember”.

Link System

The main source of the memory procedure is connecting two ideas, with the second idea triggering yet another one, and so on. Although generally we only spend energy to learn meaningful material, an illustration with material that is not potentially useful helps us see how the method works. Suppose, for example you want to remember the following five words in order: home, glove, table, tube, plant. (There is no earthly reason why you would want to.) You should imagine an unusual picture, first with a home and a glove, then with a glove and a table. For example, in the first picture you might imagine a glove opening the front door of a home, greeting a family of gloves. The second picture might be a huge glove holding a tiny table. Taking the time to concentrate making up these images and then to
visualise them will develop associations that link them in proper order.

Many memory questions deal with the association of two ideas. We often want to associate names and dates or ideas, names and ideas, word and their meaning, or a fact that establishes a relationship between two ideas.

**Ridiculous Association**

Even though it is true that the association is the basis of memory, the strength of association is enhanced if the image is vivid and ridiculous, impossible, or illogical. A huge tree laden with gloves and a family of gloves are example of ridiculous association.

There are several ways to make an association ridiculous. The first is to apply the rule of substitution. If you have motorcycle and a glove, picture the glove riding along driving the motorcycle. Second you can apply the out-of-proportion rule- make small things gigantic or large things miniature.- for example a gigantic baseball glove driving along.

**Substitute-Word System**

The substitute-word system is a way of making “an intangible, tangible and meaningful”. It is quite simple. Merely take any word or phrase that seems abstract and “think of any work ....... that sounds like, or reminds you of, the abstract material can be pictured in your mind.”.
Key Word

The key word system is to select one word to represent a longer thought or several subordinate thoughts at a time.

The Syntax of the Memory Model

The Syntax of Memory Model developed on the basis of the work of Pressley, Levin, and their associates includes four phases: attention to the material, developing connections, expanding sensory images, and practising recall.

**SYNTAX OF MEMORY MODEL**

<table>
<thead>
<tr>
<th>Phase One: Attending to the Material</th>
<th>Phase Two: Developing Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use techniques of Underlining, listing, reflecting.</td>
<td>Make material familiar and develop Connections using key word, substitute word, and link word system techniques</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phase Three: Expanding Sensory Images</th>
<th>Phase Four: Practicing Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use technique of ridiculous association and exaggeration.</td>
<td>Practice recalling the material until it is completely learned.</td>
</tr>
<tr>
<td>Revise images.</td>
<td></td>
</tr>
</tbody>
</table>
Phases

Phase one calls for activities that require the learner to concentrate on the learning material and place it in a way that helps that learner remember it. Generally, this includes focusing on what needs to be remembered - the major ideas and examples. Once the material to be learned has been clarified and evaluated several memory techniques should be used to develop connections with what is to be learnt by the student.

Phase two includes using such techniques as the link words, substitute words and key words for long or complex passages. The notion is to connect the new material to familiar words, pictures, or ideas, or to link images or words together for the learner.

Phase three when the initial associations have been identified, the images can be enhanced by asking the learner to associate with more than one sense and by generating humorous role playing through ridiculous association and exaggeration. At this time the images can be revised for greater recall power.

Phase four the learner is asked to practice recall of the material learnt by him.

Social System

The social system is cooperative one; the students and teacher act as a team to shape the new material for commitment to memory.
Support System

Pictures, concrete aids, films, slides and other audio­visual materials are especially useful for increasing the sensory richness for the associations. However, no particular support system is required for this model.

Application

The memory model is applicable to all the curriculum areas where material needs to be memorized by the learner. It can be used with groups or individuals.

1.6.0 Self Concept

The inner image of the man is known as “self”, it is defined as the perception by the individual of his own inner feelings. Eysenck (1972) has stated that the self may be understood as the perception, which the individual has of himself. Self-concept is one of most popular ideas in psychological literature. The ERIC database includes over 6000 entries under the “self concept” descriptor. Unfortunately, self-concept is also and illusive and often poorly defined construct. Reviews of literature have found at least 15 different “self” terms used by various authors (Strein, 1993). Terms such as “self-concept,” “self-esteem,” “self-worth,” “self-acceptance,” and so on are often used interchangeably and inconsistently, when they may relate to different ideas about how people view themselves. Accordingly, definition is the first consideration in the assessment of self-concept. Before attempting to assess self-concept, counselling practitioners or
researchers must first clarify for themselves what they mean by "self-concept" and then choose a method or instrument consistent with that definition.

In the modern psychology "self-concept" has been related with the individuals identities. Horrocks (1976) has emphasized the importance of self in these words: "It is not an exaggeration to say that the process of self and identity building is the chief developmental task in the psychic or affective-cognitive area of human organism." "Self is a process by means of which the organism derives and constructs self-products, which takes together represent the organism's interpretation and meaning of itself. In this relationship, the organism is the entity and self is the process that evolves representation of its own entity and it is related with mental behavioural activities.

Horrocks and Jackson (1972) self is the inner image of one's personality and "self-disclosure" is the capacity of the individual to express his inner feelings, ideas, deeds and reactions in the other world by receiving some inner or outer stimulates. Jourad (1958) has defined the self-disclosure as a means of taking about oneself to another persons. It is the act revealing personal information about the self. Sinha (1972) has indicated self-disclosure, as the ability to express one's real self to others. Horney (1936) has remarked that more the individuals ignore his own feelings, wishes and wants, more alienated he is from the real self. This estrangement alienation from one's real self is at the root of neurotic personality of our time. Thus
self-disclosure i.e. letting another person know what one thinks, feel or wants is the most direct means by which an individual can make himself known to another person and it is a must for healthy mental personality (Sinha, 1973) and thereby has clinical importance (Sinha, 1974 a, b). Just as thermometers, sphygmomanometers disclose information about the physical state of the body, self disclosure reveals the real nature of inner self of the man.

During the past decades there has been a greater emphasis on the study of vital component of "self", i.e. self-concept for understanding and predicting the many facets of human behaviour which is a vital component in the process of education, since it has been observed that these are intricately and closely related to each other. Self-concept is one of the most dominating factors influencing the individual behaviour, on the other hand life experiences to affect the self-concept. Success and other pleasurable events in life lead to the enhancement of self-concept while failure frustration and other denigrating experiences tend to lower the concept of oneself. Self-concept which originally by Rogers, is now taken as of major importance in the field of education also, because it is observed the self-concept has close connections with some personal aspect like learning, motivation, attitudes, perception and adjustment which determine the academic and other successes of the individual in and out of the school. Self-concept is considered to be the most significant factor in human life as everyone is continuously striving towards self-actualization, self-realization and self-enhancement and is constantly
wishing to avoid self-condemnation and overt forms, emerges as the governing component amongst the forces determining the action.

It appears that a person is not born with self-concept but gradually forms one as result of his interaction with the environment. The development of self-concept involves a slow process of differentiation in which the child gradually emerges into focus out of his total world of awareness and defines progressively more clearly just who and what is and his position in reaction to his environment. Underlying the development of self-concept are the person's assets and liabilities in relation to his environment.

The major aspects of self undertaken for studies are mainly three; the perceived self which relates to what the person thinks he is, the ideal self is what the person actually is and the social self is how the person thinks other people perceive him. All these aspects of a person's self-concept may be very similar to each other or they may vary from each other. Large discrepancies between any aspect of the self spell out a maladjusted personality, showing little insight into oneself and having no self-confidence. The discrepancy between the perceived and the ideal self-confidence, sometimes called self-acceptance or self-regard. The discrepancy between perceived and real self is a close and linear relationship between discrepancy scores and the indices of maladjustment.

Since of deprivation is defined as the feeling of deprivation caused by the non-fulfilment of needs due to the deficiency in various aspects of the home and school environment of the child. A scale
entitled “self-expression inventory” was designed to measure sense of deprivation of the high school students. It is given such a title so that the students could not decipher the real purpose of the test and fake good results.

Self-concept has been referred by Lowe (1961) as one’s attitude towards self, and by Paderson (1965) as an organized configuration of perceptions, beliefs, feelings, attitudes and values, which an individual views as a part of characteristic of himself. Rogers (1951) defined self-concept as “an organized configuration of perceptions of one’s characteristics and abilities; the precepts and concepts of the self in relation to others and to the environment, the value qualities which are perceived as having objects, and goals and ideals which are perceived as having positive or negative valence”. Saraswat and Gaur (1981) described self-concept, as “Self-concept is the individual’s way of looking at himself. It also signifies his way of thinking, feeling and behaviour”.

In our ordinary life and in much of scientific psychological discussion frequent use is made of the term self. For popular thought the most important part of consciousness and of the world as a whole is found in the ‘I’. To it practically everything is referred. It is regarded as the effective agent in most of the acts of the individual, and is the source of most of his emotions. A notion that has so large a share in our mental life must closely examined and if possible explained. We must, as psychologists take the same attitude towards it as toward the concrete experiences so far examined. We must seek to
determine how far it is open to examination as a mental state, what effect it has on behaviour, and how the idea must have developed to form that it takes at present. It is for us one phenomenon among many, in spite of the central position that it takes in popular discussion. The occasion for the development of the self comes from the practical needs for a distinction between the individuals and others, and between the individual and outside world. To represents these distinctions concepts have gradually grown up in much the same way that concepts of external things develop, and are like them in every respect. Each has some mental content and means a large number of distinctions and process not present in the idea.

**The Occasions For The Self-Concept**

There is not one concept of the self but many, corresponding to the different occasions to the different ways, in which the outer must be opposed to the inner and to the different lines of diversion at which one may be marked off from the outer. Three fairly general lines of demarcation may be drawn. One is between the man as a whole, including the body, and the other individual in society. This is the self as considered in law and in most of the more popular objective discussions. A second line of diversion develops as the theoretical interests become dominant, between the body and the mental state or consciousness. Finally, a third notion of the self trends to mark off the more spontaneous and purposive acts, those that are foreseen and consented to, as over against the acts inducted by external forces or
even by reflexes, the acts that are intended, from those that are not intended. The first we may call the physical self, the second the subjective self, the third effective self. It must be insisted that these lines of division cannot be sharply drawn and that they are not consistent from moment to moment. At any particulars time we are many gross references and many occasions on which it is desirable to unite the three concepts into a single one, they can best be discussed separately at first and then united so far as is possible in a common notion. In considering this concept, one must, as in all cases, distinguish between the conscious element used in representing the self, and the meaning - the thing or processes represented by that concept. The three parameters of self are as under.

Perceived Self

Perceived self simply means, what a person thinks he is. This is influenced by the physical self of the person, his physical appearances, his dress and grooming, by his abilities and dispositions, by his values, by his beliefs and aspirations. Perceived self means traits of one’s nature, which have been detected and integrated into patters. It constitutes the idea or concept one form about oneself. Perceived self is after called ‘self-concept’ of an individual. Sutherland (1956) calls it, “the individual as known to the individual.” It is his ‘I’ and ‘Me’, his constant frame of reference, the proud possession, which he wants to maintain and enhance at all costs. This part of individual’s make-up determines the behaviour. Sullivan
(1953) suggests the self-concept as a unit having many facts in dynamic equilibrium.

**Social Self**

This self refers to the self as one thinks others see it. This concept may not correspond with other people's perceptions of him. But even then this self has a very major effect upon one's behaviour.

**Ideal Self**

This self means, what an individuals thinks he would like to be. Butler and Haigh (1954) observe the ideal self, "the organized conceptual patterns of characteristics and emotional states which an individual consciously holds desirable or undesirable for himself." It is also presumed that an individual is able to order his self-perception, 'what I like to be' and 'what I would least like to be.' This type of dimensional divisions of the 'self' is done only for the sake of convenience and exploration into its nature. But for all practical purposes 'self' is one single entity. This classification of the self has helped in revealing many interesting facts. The difference between the real self and perceived self is known as 'self-insight'. It is just possible that an individual’s perceived self is known as ‘self-insight’. It is just possible that an individual’s perceived self may not correspond to his ideal-self and if the difference between these two selves is less, the individual will be better adjusted and vice-versa.

**1.7.0 Need of the Study**

It is clear from the survey of researches conducted in India on the use of Social Inquiry Model and Memory Model that no
appreciable work has been done to test their effectiveness in Indian situation and to adopt them to our peculiar needs (Buch 1974, 1979, 1987, 1991, NCERT 1997). The need to test the effectiveness of Social inquiry Model in the teaching of social sciences particularly has not been attended to. It has been reported by Kumari (1992) in the study “Effects of training strategies on the teaching competence of students-teacher for teaching through Social Inquiry Model” that the willingness to use the Social Inquiry Model in schools was favourable in respect of all the three experimental groups of student teachers. Since the subject is of much importance in the school curriculum, research in use of Social inquiry Model and Memory Model to improve students' achievement in the social science needs to be conducted along with their effect on students self-concept and other relevant variables call for investigation.

1.8.0 Statement of the Problem

A COMPARATIVE STUDY OF THE EFFECTIVENESS OF SOCIAL INQUIRY MODEL AND MEMORY MODEL ON PUPILS' ACHIEVEMENT IN SOCIAL SCIENCE AND THEIR SELF CONCEPT.

1.9.0 Definitions of the Terms Used

Social Inquiry Model

‘Inquiry’ is considered to be related to the child centered learning as it is the natural instinct of the child to inquire. Some other educationists used models of inquiry of the academic disciplines as
teaching models. Hilda Taba has utilized this academic feature of the inquiry in order to develop the inductive thinking model of teaching. Richard Suchman used the concept of inquiry in the development of the ‘Inquiry Training Model’ to teach the science subjects. These concepts have been further used by Oliver and Shaver in the context of the inquiry and reflections on the nature of social life with some operational changes. Massialas and Cox (1966) assert that the “important goal of education should be the reflective examination of values and issues of current importance’. This hypothesis constructs school to be an active participant in the creative reconstruction of the culture. It is argued that school is not supposed to represent only one set of values which may only reflect a single segment of the society, it cannot ignore the value controversies and social conflicts necessarily present in a pluralistic democracy, nor can it avoid consideration of any difficulties and problems of poly-cultural society which require a systematic analysis. Their contention is that representative school must actively deal with such critical areas of public controversies as will be required to make a solid effort to teach citizens as to enable them to reflect on social and cultural values leading to the best possible solution to the social problem under study. For this they recommended a method of inquiry known as social inquiry model of teaching social sciences.

Memory Model

It is agreed by all that the ability to remember is fundamental to intellectual effectiveness. Far from being a passive, trivial activity,
memorizing and remembering are active pursuits. The capacity to take information, to integrate it meaningfully, and later to retrieve it at will is the product of successful memory. Most important, individuals can improve this capacity to memorize material so that they can recall it later when needed.

**Self-Concept**

It means the perceptions, beliefs, attitudes and feelings which the individual views as part of characteristic of himself. It is his own conception of his health and physique, intellectual abilities, academic status, behaviour, temperamental qualities, mental health, emotional tendencies and socio-economic status.

In this investigation the measure of self-concept will be the summative score of any student on the self-concept test developed by R.K. Saraswat.

**Achievement in Social Science**

Achievement in Social Science with respect to this study was confined to performance as indicated by their scores on the Social Science achievement Test. The test was developed by the investigator himself covering six units of class VIII syllabus of social science in Haryana schools.

**1.10.0 Objectives**

The present study purports to realize the following objectives:

1. To compare the mean scores, on the criterion achievement test in Social Science adjusted on intelligence and socio-economic
status of the three groups of students, taught Social Science with the use of SIM, MM and Conventional Method of teaching, before the experimental treatment.

2. To compare the mean scores, on the criterion achievement test in Social Science adjusted on intelligence and socio-economic status of the three groups of students, taught Social Science with the use of SIM, MM and Conventional Method of teaching, after the experimental treatment.

3. To compare the mean gain scores, on the criterion achievement test in Social Science adjusted on intelligence and socio-economic status of the three groups of students, taught Social Science with the use of SIM, MM and Conventional Method of teaching, after the experimental treatment.

4. To compare the mean scores, on the self-concept test adjusted on Intelligence and socio-economic status of the three groups of students, taught Social Science with the use of SIM, MM and Conventional Method of teaching, before the experimental treatment.

5. To compare the mean scores, on the self-concept test adjusted on Intelligence and socio-economic status, taught Social Science with the use of SIM, MM and Conventional Method of teaching, after the experimental treatment.

6. To compare the mean gain scores, on the self-concept test adjusted on Intelligence and socio-economic status, taught
Social Science with the use of SIM, MM and Conventional Method of teaching, after the experimental treatment.

1.11.0 HYPOTHESES

In order to realize the objectives of the present study, the following hypotheses were formulated for testing:

$H_1$ There is no significant difference in the mean scores, on the criterion achievement test in Social Science, of the three groups of students taught Social Science with the use of SIM, MM and Conventional Method of teaching, before the experimental treatment.

$H_2$ There is no significant difference in the mean scores, on the criterion achievement test in Social Science of the three groups of students taught Social Science with the use of SIM, MM and Conventional Method of teaching, after the experimental treatment.

$H_3$ There is no significant difference in the mean gain scores, on the criterion achievement test in Social Science, of the three groups of students taught Social Science with the use of SIM, MM and Conventional Method of teaching, after the experimental treatment.

$H_4$ There is no significant difference in the mean scores, on the test of self-concept, of the three groups of students taught Social Science with the use of SIM, MM and Conventional Method of teaching, before the experimental treatment.

$H_5$ There is no significant difference in the mean Scores, on the test of self-concept, of the three groups of students taught Social
Science with the use of SIM, MM and Conventional Method of teaching, after the experimental treatment.

H₀: There is no significant difference in the mean gain scores, on the test of self-concept, of the three groups of students taught Social Science with the use of SIM, MM and Conventional Method of teaching, after the experimental treatment.

1.12.0 Delimitations

Keeping in view the constraints of time and resources, certain delimitations need to be imposed for conducting the investigation. Following are the delimitations of the present investigation:

i.) The study was confined to Haryana Public Sr. Secondary School Gohana.

ii.) The sample was chosen from IXth class only.

iii) Only 14 chapters from Social Science syllabus of IXth class were taught for experimental treatment.

iv) IXth class was selected for the experiment because by this time a student was well entrenched into the environment of a high school and was groomed to grasp aspects of greater importance in the subject.