5.01. Introduction

According to Good (1994) "the process of interpretation is essentially one of stating what the results (findings) show? What do they mean? What is their significance? What is the answer to the problem?. Interpretation calls for a critical examination of the results. Once the research data had been collected and the analysis has been made, the researcher can proceed to the stage of interpreting the results. Interpretation calls for a careful, logical and critical examination of the sample chosen, the tool selected and used in the study. Educational researcher had to exercise all care and caution in formulating his conclusion and arriving at generalizations on the basis of his data. Like interpretation of results, the formulation of conclusion and generalizations also demands keen observations, wide outlook and power of logical thinking.

5.02. Findings of the study

5.02.01. Deschooling Tendency

1.01. ‘ICT facilities in school’ aspect for Dechooling Tendency have 45% (450) in the level of ‘often’, 23% (230) in the level of ‘some times’, 12.6% and 8.4% in the level of ‘rarely’ and ‘not at all’ and 11% (110) in the level of ‘very often’.

1.02. The expression of reservation category higher secondary students in the ‘Job Oriented Programmes in school’ aspect for Dechooling Tendency have 43.2% (432) in the level of ‘often’, 24.6% (246) in the level of ‘some times’, 14.8% and 7.2% in the level of ‘rarely’ and ‘not at all’ and 10.2% (102) in the level of ‘very often’.

1.03. ‘Value Oriented Programmes in school’ aspect expression of reservation category higher secondary students in the Dechooling Tendency have 44.4% (432) in the level of ‘often’, 23.9% (239) in the level of ‘some times’, 14.6% and 6.4% in the level of ‘rarely’ and ‘not at all’ and 10.7% (107) in the level of ‘very often’.
1.04. ‘Life skills enrichment programmes in school’ aspect expression of reservation category higher secondary students in the Dechooling Tendency have 43.8% (438) in the level of ‘often’, 25.1% (251) in the level of ‘some times’, 14.1% and 6.1% in the level of ‘rarely’ and ‘not at all’ and 10.9% (109) in the level of ‘very often’.

1.05. ‘Library in school’ aspect expression of reservation category higher secondary students in the Dechooling Tendency have 43.8% (438) in the level of ‘often’, 25.1% (251) in the level of ‘some times’, 14.1% and 6.1% in the level of ‘rarely’ and ‘not at all’ and 10.9% (109) in the level of ‘very often’.

1.06. ‘Laboratories in school’ aspect expression of reservation category higher secondary students in the Dechooling Tendency have 43.8% (438) in the level of ‘often’, 25.1% (251) in the level of ‘some times’, 14.1% and 6.1% in the level of ‘rarely’ and ‘not at all’ and 10.9% (109) in the level of ‘very often’.

1.07. The expression of reservation category higher secondary students in the ‘School Campus’ aspect of Dechooling Tendency have 40.8% (408) in the level of ‘often’, 20.1% (201) in the level of ‘some times’, 15.2% and 11.2% in the level of ‘rarely’ and ‘not at all’ and 12.2% (127) in the level of ‘very often’.

1.08. ‘Influence of the family’ expression of reservation category higher secondary students for the Dechooling Tendency have 45.1% (451) in the level of ‘often’, 22.8% (228) in the level of ‘some times’, 13.2% and 7.8% in the level of ‘rarely’ and ‘not at all’ and 11.1% (111) in the level of ‘very often’.

1.09. The expression of reservation category higher secondary students in the ‘Influence of the peer group’ aspect for Dechooling Tendency have 44.8% (448) in the level of ‘often’, 22.2% (222) in the level of ‘some times’, 12.6% and 8.8% in the level of ‘rarely’ and ‘not at all’ and 11.6% (116) in the level of ‘very often’.
1.10. The expression of reservation category higher secondary students in the ‘Teacher’ aspect for Deschooling Tendency have 45.2% (452) in the level of ‘often’, 22% (220) in the level of ‘some times’, 12.4% and 8.6% in the level of ‘rarely’ and ‘not at all’ and 11.8% (116) in the level of ‘very often’.

1.11. The level of expression of reservation category higher secondary students in the whole sample have been highly expressed around the tendency ‘often’ and ‘sometimes’. The tendency of ‘rarely’ and ‘very often’ are more or less similar and the option ‘not at all’ is expressed at its lowest level.

1.12. 44% of boys and 46% girls are having the expression of ‘often’, 22.4% of boys and 23.6% of girls are having the expression of ‘some times’, 12.8% of boys and 12.4% of girls are having the expression of ‘rarely’, 11.6% of boys and 10.4% of girls are having the expression of ‘very often’ and 9.2% of boys and 7.6% of girls are having the expression of ‘not at all’ in the ‘ICT facilities of school’ aspect for Deschooling Tendency.

1.13. 43% of boys and 43.4% girls are having the expression of ‘often’, 24% of boys and 25.2% of girls are having the expression of ‘some times’, 15.2% of boys and 14.4% of girls are having the expression of ‘rarely’, 10.4% of boys and 10% of girls are having the expression of ‘very often’ and 7.4% of boys and 7% of girls are having the expression of ‘not at all’ in the ‘Job Oriented Programmes in school’ aspect for Deschooling Tendency.

1.14. 44.6% of boys and 44.2% girls are having the expression of ‘often’, 23% of boys and 24.8% of girls are having the expression of ‘some times’, 15% of boys and 14.2% of girls are having the expression of ‘rarely’, 11.4% of boys and 10% of girls are having the expression of ‘very often’ and 6% of boys and 6.8% of girls are having the expression of ‘not at all’ in the ‘Value Oriented Programmes in school’ aspect for Deschooling Tendency.
1.15. 44% of boys and 43.6% girls are having the expression of ‘often’, 25% of boys and 25.2% of girls are having the expression of ‘some times’, 14.2% of boys and 14% of girls are having the expression of ‘rarely’, 10.2% of boys and 11.6% of girls are having the expression of ‘very often’ and 6.6% of boys and 5.6% of girls are having the expression of ‘not at all’ in the ‘Life Skills Enrichment Programmes in school’ aspect for Deschooling Tendency.

1.16. 41% of boys and 43.8% girls are having the expression of ‘often’, 22.6% of boys and 24.4% of girls are having the expression of ‘some times’, 14.8% of boys and 13.2% of girls are having the expression of ‘rarely’, 14% of boys and 13% of girls are having the expression of ‘very often’ and 7.6% of boys and 5.6% of girls are having the expression of ‘not at all’ in the ‘Library in school’ aspect for Deschooling Tendency.

1.17. 44.4% of boys and 43.6% girls are having the expression of ‘often’, 24% of boys and 23% of girls are having the expression of ‘some times’, 13% of boys and 12.6% of girls are having the expression of ‘rarely’, 10.2% of boys and 12.8% of girls are having the expression of ‘very often’ and 8.4% of boys and 8% of girls are having the expression of ‘not at all’ in the ‘Laboratories in school’ aspect for Deschooling Tendency.

1.18. 41.8% of boys and 39.8% girls are having the expression of ‘often’, 19.6% of boys and 20.6% of girls are having the expression of ‘some times’, 15.4% of boys and 15% of girls are having the expression of ‘rarely’, 13% of boys and 12.4% of girls are having the expression of ‘very often’ and 10.2% of boys and 12.2% of girls are having the expression of ‘not at all’ in the ‘School Campus’ aspect for Deschooling Tendency.

1.19. 44.6% of boys and 45.6% girls are having the expression of ‘often’, 22.6% of boys and 23% of girls are having the expression of ‘some times’, 14% of boys and
12.4% of girls are having the expression of ‘rarely’, 11.4% of boys and 10.8% of girls are having the expression of ‘very often’ and 7.4% of boys and 8.2% of girls are having the expression of ‘not at all’ in the ‘Influence of the family’ aspect for Deschooling Tendency.

1.20. 45% of boys and 44.6% girls are having the expression of ‘often’, 22.4% of boys and 22% of girls are having the expression of ‘some times’, 11.8% of boys and 13.4% of girls are having the expression of ‘rarely’, 11.8% of boys and 11.4% of girls are having the expression of ‘very often’ and 9% of boys and 8.6% of girls are having the expression of ‘not at all’ in the ‘Influence of the peer group’ aspect for Deschooling Tendency.

1.21. 44.8% of boys and 45.6% girls are having the expression of ‘often’, 22.2% of boys and 21.8% of girls are having the expression of ‘some times’, 12.6% of boys and 12.2% of girls are having the expression of ‘rarely’, 12% of boys and 11.6% of girls are having the expression of ‘very often’ and 5.4% of boys and 8.8% of girls are having the expression of ‘not at all’ in the ‘Teacher’ aspect for Deschooling Tendency.

1.22. This shows that boys and girls are more or less similar in their level of expression towards various aspects for Deschooling Tendency. In fact the result suggests the level of Deschooling Tendency (and its dimensions) of reservation category higher secondary boys and girls are expressed more as ‘often’.

1.23. The t-value obtained is significant at 0.01 level for ICT facilities in school aspect of Deschooling Tendency (t=3.56; p<0.01). It can be seen from the table that the boys have more Deschooling tendency with ICT facilities in school than girls.

1.24. The t-value of Job Oriented Programmes in school aspect for Deschooling tendency is significant at 0.01 level (t=3.51; p<0.01). The table indicates that girls
have more Deschooling tendency with Job Oriented Programmes in schools than boys.

1.25. In the case of Value Oriented Programmes and Library in school aspects for Deschooling tendency, there is no significant difference between boys and girls.

1.26. The t-value obtained is significant at 0.05 level for Life skills enrichment programmes in school aspect of Deschooling Tendency (t=2.49; p<0.05). It can be seen from the table that the girls have more Deschooling tendency with Life skills enrichment programmes in school aspect than boys.

1.27. The t-value obtained is significant at 0.05 level for Laboratories in school aspect of Deschooling Tendency (t=2.40; p<0.05). It can be seen from the table that the boys have more Deschooling tendency with Life skills enrichment programmes in school aspect than girls.

1.28. The t-value obtained is significant at 0.01 level for school campus aspect of Deschooling Tendency (t=3.50; p<0.01). It can be seen from the table that the girls have more Deschooling tendency with school campus aspect than boys.

1.29. The t-value obtained is significant at 0.01 level for Influence of the family aspect of Deschooling Tendency (t=3.55; p<0.01). It can be seen from the table that the girls have more Deschooling tendency with Influence of the family aspect than boys.

1.30. The t-value obtained is significant at 0.01 level for Influence of the peer group aspect of Deschooling Tendency (t=3.49; p<0.01). It can be seen from the table that the girls have more Deschooling tendency with Influence of the peer group aspect than boys.
1.31. The t-value obtained is significant at 0.01 level for Influence of the peer group aspect of Deschooling Tendency \(t=3.49; \ p<0.01\). It can be seen from the table that the girls have more Deschooling tendency with Influence of the peer group aspect than boys.

1.32. The t-value obtained is significant at 0.05 level for Teacher aspect of Deschooling Tendency \(t=2.48; \ p<0.05\). It can be seen from the table that the girls have more Deschooling tendency with Teacher aspect than boys.

1.33. In fact the t-value of Deschooling Tendency is significant at 0.01 level \(t=3.50; \ p<0.01\). Girls have more Deschooling Tendency than boys.

1.34. The t-value obtained is significant at 0.01 level for ICT facilities in school aspect of Deschooling Tendency \(t=3.54; \ p<0.01\). It can be seen from the table that the Class XI have more Deschooling tendency with ICT facilities in school than Class XII.

1.35. The t-value of Job Oriented Programmes in school aspect for Deschooling tendency is significant at 0.01 level \(t=3.50; \ p<0.01\). The table indicates that Class XII have more Deschooling tendency with Job Oriented Programmes in schools than Class XI.

1.36. In the case of Value Oriented Programmes in school aspects for Deschooling tendency, there is no significant difference between Class XI and Class XII.

1.37. The t-value obtained is significant at 0.05 level for Life skills enrichment programmes in school aspect of Deschooling Tendency \(t=2.39; \ p<0.05\). It can be seen from the table that the Class XII have more Deschooling tendency with Life skills enrichment programmes in school aspect than Class XI.
1.38. The t-value obtained is significant at 0.05 level for Library in school aspect of Deschooling Tendency \( t=2.22; p<0.05 \). It can be seen from the table that the Class XI have more Deschooling tendency with Library in school aspect than Class XII.

1.39. The t-value obtained is significant at 0.05 level for Laboratories in school aspect of Deschooling Tendency \( t=2.45; p<0.05 \). It can be seen from the table that the Class XI have more Deschooling tendency with Laboratories in school aspect than Class XII.

1.40. The t-value obtained is significant at 0.01 level for school campus aspect of Deschooling Tendency \( t=3.51; p<0.01 \). It can be seen from the table that the Class XII have more Deschooling tendency with school campus aspect than Class XI.

1.41. The t-value obtained is significant at 0.01 level for Influence of the family aspect of Deschooling Tendency \( t=3.56; p<0.01 \). It can be seen from the table that the Class XII have more Deschooling tendency with Influence of the family aspect than Class XI.

1.42. The t-value obtained is significant at 0.01 level for Influence of the peer group aspect of Deschooling Tendency \( t=3.51; p<0.01 \). It can be seen from the table that the Class XII have more Deschooling tendency with Influence of the peer group aspect than Class XI.

1.43. The t-value obtained is significant at 0.05 level for Teacher aspect of Deschooling Tendency \( t=2.44; p<0.05 \). It can be seen from the table that the Class XII have more Deschooling tendency with Teacher aspect than Class XI.

1.44. In fact the t-value of Deschooling Tendency is significant at 0.01 level \( t=3.51; p<0.01 \). Class XII have more Deschooling Tendency than Class XI.
1.45. The t-value obtained is significant at 0.01 level for ICT facilities in school aspect of Deschooling Tendency (t=3.54; p<0.01). It can be seen from the table that the Rural students have more Deschooling tendency with ICT facilities in school than Urban students.

1.46. The t-value of Job Oriented Programmes in school aspect for Deschooling tendency is significant at 0.01 level (t=3.52; p<0.01). The table indicates that Urban students have more Deschooling tendency with Job Oriented Programmes in schools than Rural students.

1.47. In the case of Value Oriented Programmes and Library in school aspects for Deschooling tendency, there is no significant difference between Urban and Rural students.

1.48. The t-value obtained is significant at 0.05 level for Life skills enrichment programmes in school aspect of Deschooling Tendency (t=2.45; p<0.05). It can be seen from the table that the Urban students have more Deschooling tendency with Life skills enrichment programmes in school aspect than Rural students.

1.49. The t-value obtained is significant at 0.05 level for Laboratories in school aspect of Deschooling Tendency (t=2.42; p<0.05). It can be seen from the table that the Rural students have more Deschooling tendency with Laboratories in school aspect than Urban students.

1.50. The t-value obtained is significant at 0.01 level for school campus aspect of Deschooling Tendency (t=3.48; p<0.01). It can be seen from the table that the Urban students have more Deschooling tendency with school campus aspect than Rural students.

1.51. The t-value obtained is significant at 0.01 level for Influence of the family aspect of Deschooling Tendency (t=3.51; p<0.01). It can be seen from the table that
the Urban students have more Deschooling tendency with Influence of the family aspect than Rural students.

1.52. The t-value obtained is significant at 0.01 level for Influence of the peer group aspect of Deschooling Tendency \( t = 3.46; p < 0.01 \). It can be seen from the table that the Urban students have more Deschooling tendency with Influence of the peer group aspect than Rural students.

1.53. The t-value obtained is significant at 0.05 level for Teacher aspect of Deschooling Tendency \( t = 2.38; p < 0.05 \). It can be seen from the table that the Urban students have more Deschooling tendency with Teacher aspect than Rural students.

1.54. In fact the t-value of Deschooling Tendency is significant at 0.01 level \( t = 3.49; p < 0.01 \). Urban students have more Deschooling Tendency than Rural students.

1.55. There is significant difference among government, aided and unaided reservation category higher secondary students in their Deschooling Tendency for all the aspects expect in value oriented programmes in school. Even though value oriented programmes in school didn’t have significant difference, all the other dimensions and Deschooling Tendency comprehensively \( F = 5.61 \) and (Table value is \( F = 3.035 \)) have significant relationship.

1.56. There is significant difference among boys, girls and co-education reservation category higher secondary students in their Deschooling Tendency for all the aspects expect in value oriented programmes in school. Even though value oriented programmes in school didn’t have significant difference, all the other dimensions and Deschooling Tendency comprehensively \( F = 5.59 \) and (Table value is \( F = 3.035 \)) have significant relationship.
1.57. There is significant difference among Christian, Hindu and Muslim reservation category higher secondary students in their Deschooling Tendency for all the aspects expect in value oriented programmes in school. Even though value oriented programmes in school didn’t have significant difference, all the other dimensions and Deschooling Tendency comprehensively \( (F=5.62) \) and \( (\text{Table value is } F=3.035) \) have significant relationship.

1.58. While comparing the mean scores of various Deschooling Tendency of reservation category higher secondary students, Teacher (75.36) is the major aspect for Deschooling Tendency and Life skills enrichment programmes in school (48.06) is the least one.

1.59. The ascending order of various Deschooling Tendency of reservation category higher secondary students are Laboratories in school (49.12), Value Oriented Programmes in school (50.29), Job Oriented Programmes in school (56.23), Library in school (59.36), Influence of the peer group (62.03), School Campus (69.01), ICT facilities in school (70.22) and Influence of the family (72.11).

1.60. While comparing the mean scores of district wise results of various aspects for Deschooling Tendency of reservation category higher secondary students, Kanyakumari district (50.29) is better than Thoothukudi (49.12) and Tirunelveli (48.06).

5.02.02. Active Learning Activities

2.01. The expression of reservation category higher secondary students in the ‘Reaction to Video’ Aspect of Active Learning Activities have 44.9\% (449) in the level of ‘agree’, 23.1\% (231) in the level of ‘strongly agree’, 11.1\% and 8.2\% in the level of ‘Disagree’ and ‘Strongly Disagree’ and 12.7\% (127) in the level of ‘No Comments’.

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2.02. The expression of reservation category higher secondary students in the ‘Think Pair Share’ Aspect of Active Learning Activities have 44.2% (442) in the level of ‘agree’, 23.6% (236) in the level of ‘strongly agree’, 10.1% and 7.1% in the level of ‘Disagree’ and ‘Strongly Disagree’ and 15% (150) in the level of ‘No Comments’.

2.03. The expression of reservation category higher secondary students in the ‘Paper Presentation’ aspect of Active Learning Activities have 44.2% (442) in the level of ‘agree’, 24% (240) in the level of ‘strongly agree’, 10.6% and 6.2% in the level of ‘Disagree’ and ‘Strongly Disagree’ and 14.8% (148) in the level of ‘No Comments’.

2.04. The expression of reservation category higher secondary students in the ‘Group Activity’ Aspect of Active Learning Activities have 43.6% (436) in the level of ‘agree’, 25.2% (252) in the level of ‘strongly agree’, 11% and 6% in the level of ‘Disagree’ and ‘Strongly Disagree’ and 14.2% (142) in the level of ‘No Comments’.

2.05. The expression of reservation category higher secondary students in the ‘Role Play’ Aspect of Active Learning Activities have 42.7% (427) in the level of ‘agree’, 23.4% (234) in the level of ‘strongly agree’, 13.4% and 6.3% in the level of ‘Disagree’ and ‘Strongly Disagree’ and 14.2% (142) in the level of ‘No Comments’.

2.06. The expression of reservation category higher secondary students in the ‘Debates’ aspect of Active Learning Activities have 45.1% (451) in the level of ‘agree’, 22.5% (225) in the level of ‘strongly agree’, 11.4% and 8.1% in the level of ‘Disagree’ and ‘Strongly Disagree’ and 12.9% (129) in the level of ‘No Comments’.

2.07. The expression of reservation category higher secondary students in the ‘Peer Teaching’ aspect of Active Learning Activities have 40.6% (406) in the level of ‘agree’, 20.2% (202) in the level of ‘strongly agree’, 12.8% and 11.1% in the level of ‘Disagree’ and ‘Strongly Disagree’ and 15.3% (153) in the level of ‘No Comments’.
2.08. 45.2% of boys and 44.6% girls are having the expression of ‘agree’, 23.2% of boys and 23% of girls are having the expression of ‘strongly agree’, 10.8% of boys and 11.4% of girls are having the expression of ‘disagree’, 7.6% of boys and 8.8% of girls are having the expression of ‘strongly disagree’ and 13% of boys and 12.4% of girls are having the expression of ‘no comments’ in the ‘reaction to video’ aspect of Active Learning Activities.

2.09. 44% of boys and 44.4% girls are having the expression of ‘agree’, 23.8% of boys and 23.4% of girls are having the expression of ‘strongly agree’, 9.8% of boys and 10.4% of girls are having the expression of ‘disagree’, 7% of boys and 7.2% of girls are having the expression of ‘strongly disagree’ and 15.6% of boys and 14.4% of girls are having the expression of ‘no comments’ in the ‘think pair share’ aspect of Active Learning Activities.

2.10. 43.6% of boys and 44.8% girls are having the expression of ‘agree’, 24.8% of boys and 23.2% of girls are having the expression of ‘strongly agree’, 11.4% of boys and 10.2% of girls are having the expression of ‘disagree’, 6.8% of boys and 5.6% of girls are having the expression of ‘strongly disagree’ and 15% of boys and 14.6% of girls are having the expression of ‘no comments’ in the ‘paper presentation’ aspect of Active Learning Activities.

2.11. 43.8% of boys and 43.4% girls are having the expression of ‘agree’, 24.8% of boys and 25.6% of girls are having the expression of ‘strongly agree’, 11.2% of boys and 10.8% of girls are having the expression of ‘disagree’, 5.8% of boys and 6.2% of girls are having the expression of ‘strongly disagree’ and 13.4% of boys and 15% of girls are having the expression of ‘no comments’ in the ‘group activity’ aspect of Active Learning Activities.

2.12. 43% of boys and 42.4% girls are having the expression of ‘agree’, 23.6% of boys and 23.2% of girls are having the expression of ‘strongly agree’, 12.8% of boys and
14% of girls are having the expression of ‘disagree’, 7% of boys and 5.6% of girls are having the expression of ‘strongly disagree’ and 23.6% of boys and 23.2% of girls are having the expression of ‘no comments’ in the ‘role play’ aspect of Active Learning Activities.

2.13. 44.8% of boys and 45.4% girls are having the expression of ‘agree’, 22.8% of boys and 22.2% of girls are having the expression of ‘strongly agree’, 11.8% of boys and 11% of girls are having the expression of ‘disagree’, 9% of boys and 7.2% of girls are having the expression of ‘strongly disagree’ and 22.8% of boys and 22.2% of girls are having the expression of ‘no comments’ in the ‘debates’ aspect of Active Learning Activities.

2.14. 41.4% of boys and 39.8% girls are having the expression of ‘agree’, 19.6% of boys and 20.8% of girls are having the expression of ‘strongly agree’, 13% of boys and 12.6% of girls are having the expression of ‘disagree’, 11.2% of boys and 11% of girls are having the expression of ‘strongly disagree’ and 15.6% of boys and 15% of girls are having the expression of ‘no comments’ in the ‘peer teaching’ aspect of Active Learning Activities.

2.15. The t-value obtained is significant at 0.01 level for ‘reaction to video’ aspect of active learning activities (t=3.53; p<0.01). It can be seen from the table that the boys have more interest towards ‘Reaction to Video’ aspect of Active Learning Activities than girls.

2.16. The t-value obtained is significant at 0.01 level for ‘think pair share’ aspect of active learning activities (t=3.50; p<0.01). It can be seen from the table that the girls have more interest towards ‘think pair share’ aspect of Active Learning Activities than boys.
2.17. In the case of ‘paper presentation’ and ‘role play’ aspects of Active Learning Activities, there is no significant difference between boys and girls.

2.18. The t-value obtained is significant at 0.05 level for ‘group activity’ aspect of active learning activities \( (t=2.45; p<0.05) \). It can be seen from the table that the girls have more interest towards ‘group activity’ aspect of Active Learning Activities than boys.

2.19. The t-value obtained is significant at 0.05 level for ‘debates’ aspect of active learning activities \( (t=2.42; p<0.05) \). It can be seen from the table that the boys have more interest towards ‘debates’ aspect of Active Learning Activities than girls.

2.20. The t-value obtained is significant at 0.01 level for ‘peer teaching’ aspect of active learning activities \( (t=3.31; p<0.01) \). It can be seen from the table that the girls have more interest towards ‘peer teaching’ aspect of Active Learning Activities than boys.

2.21. The t-value obtained is significant at 0.01 level for Active Learning Activities \( (t=3.49; p<0.01) \). In short the girls have more interest towards Active Learning Activities than boys.

2.22. The t-value obtained is significant at 0.01 level for ‘reaction to video’ aspect of active learning activities \( (t=3.60; p<0.01) \). It can be seen from the table that the Class XI students have more interest towards ‘Reaction to Video’ aspect of Active Learning Activities than Class XII students.

2.23. The t-value obtained is significant at 0.01 level for ‘think pair share’ aspect of active learning activities \( (t=3.38; p<0.01) \). It can be seen from the table that the Class XI students have more interest towards ‘think pair share’ aspect of Active Learning Activities than Class XII students.
2.24. In the case of ‘paper presentation’ and ‘role play’ aspects of Active Learning Activities, there is no significant difference between Class XI and Class XII students.

2.25. The t-value obtained is significant at 0.05 level for ‘group activity’ aspect of active learning activities (t=3.41; p<0.05). It can be seen from the table that the Class XII students have more interest towards ‘group activity’ aspect of Active Learning Activities than Class XI students.

2.26. The t-value obtained is significant at 0.05 level for ‘debates’ aspect of active learning activities (t=2.51; p<0.05). It can be seen from the table that the Class XI students have more interest towards ‘debates’ aspect of Active Learning Activities than Class XII students.

2.27. The t-value obtained is significant at 0.01 level for ‘peer teaching’ aspect of active learning activities (t=3.49; p<0.01). It can be seen from the table that the Class XI students have more interest towards ‘peer teaching’ aspect of Active Learning Activities than Class XII students.

2.28. The t-value obtained is significant at 0.01 level for Active Learning Activities (t=3.54; p<0.01). In short the Class XI students have more interest towards Active Learning Activities than Class XII students.

2.29. The t-value obtained is significant at 0.01 level for ‘reaction to video’ aspect of active learning activities (t=3.52; p<0.01). It can be seen from the table that the rural students have more interest towards ‘Reaction to Video’ aspect of Active Learning Activities than urban students.

2.30. The t-value obtained is significant at 0.01 level for ‘think pair share’ aspect of active learning activities (t=3.42; p<0.01). It can be seen from the table that the rural students have more interest towards ‘think pair share’ aspect of Active Learning Activities than urban students. In the case of ‘paper presentation’ and ‘role play’
aspects of Active Learning Activities, there is no significant difference between rural and urban students.

2.31. The t-value obtained is significant at 0.05 level for ‘group activity’ aspect of active learning activities (t=2.53; p<0.05). It can be seen from the table that the urban students have more interest towards ‘group activity’ aspect of Active Learning Activities than rural students.

2.32. The t-value obtained is significant at 0.05 level for ‘debates’ aspect of active learning activities (t=2.42; p<0.05). It can be seen from the table that the urban students have more interest towards ‘debates’ aspect of Active Learning Activities than rural students.

2.33. The t-value obtained is significant at 0.01 level for ‘peer teaching’ aspect of active learning activities (t=3.46; p<0.01). It can be seen from the table that the rural students have more interest towards ‘peer teaching’ aspect of Active Learning Activities than urban students.

2.34. The t-value obtained is significant at 0.01 level for Active Learning Activities (t=3.49; p<0.01). In short the rural students have more interest towards Active Learning Activities than urban students.

2.35. There is significant difference among reservation category higher secondary students in government, aided and unaided institution in their Active Learning Activities expect in ‘paper presentation’ aspect. Active Learning Activities comprehensively (F=6.08) and (Table value=3.035) have significant difference among reservation category higher secondary students in government, aided and unaided institutions.

2.36. There is significant difference among reservation category higher secondary students in boys, girls and co-education institution in their Active Learning Activities
expect in ‘role play’ aspect. Active Learning Activities comprehensively (F=6.25) and (Table value=3.035) have significant difference among reservation category higher secondary students in boys, girls and co-education institutions.

2.37. There is significant difference among reservation category higher secondary students in Christian, Hindu and Muslim in their Active Learning Activities expect in ‘paper presentation’ aspect. Active Learning Activities comprehensively (F=6.18) and (Table value=3.035) have significant difference among reservation category higher secondary students in Christian, Hindu and Muslim.

**5.02.03. Mind Style**

3.01. The frequency of MS-1(Extroverted and Introverted) between -1 to 1 are 519 (52.79%) that indicates the reservation category higher secondary students participated in the study had the tendency to fluctuate in their opinion and deeds.

3.02. 244(24.83%) students acquired +2 &-2 score, indicates that this students will be extroverted and introverted, depending on the circumstances in which they find themselves.164(16.68%) students acquired +3 & +4 score which express that they will had definite high tendency to show extrovertedness.

3.03. 56 (5.7%)students acquired -3 score which express that ,only they had high tendency to be introverted.

3.04. In fact almost 77.62% students will be extroverted and introverted ,depending upon the circumstances in which they find themselves.

3.05. 22.38% reservation category higher secondary students are courageous enough to show their identity and mind style (MS-2: Extroverted and Introverted)in what ever the circumstances may be.
3.06. The frequency of MS-2 (Tough Minded and Tender Minded) between -1 to 1 are 527 (54.44%) that indicates the reservation category higher secondary students participated in the study had the tendency to fluctuate in their opinion and deeds.

3.07. 300 (30.99%) students acquired +2 & -2 score, indicates that this students will be Tough Minded and Tender Minded, depending on the circumstances in which they find themselves.

3.08. 56 (5.79%) students acquired +3 score which express that they will had definite high tendency to show Tough Minded.

3.09. 85 (8.78%) students acquired -3 & -4 score which express that, only they had high tendency to be Tender Minded.

3.10. In fact almost 85.43% students will be Tough Minded and Tender Minded, depending upon the circumstances in which they find themselves.

3.11. 14.57% reservation category higher secondary students are courageous enough to show their identity and mind style (MS-2: Tough Minded and Tender Minded) in whatever the circumstances may be.

3.12. The frequency of MS-3 (Conforming and Creative) between -1 to 1 are 660 (66.6%) that indicates the reservation category higher secondary students participated in the study had the tendency to fluctuate in their opinion and deeds.

3.13. 258 (26.03%) students acquired +2 & -2 score, indicates that this students will be Conforming and Creative, depending on the circumstances in which they find themselves.

3.14. 73 (7.37%) students acquired -3 score which express that they will had definite high tendency to show Conforming.
3.15. In fact almost 92.63% students will be Conforming and Creative depending upon the circumstances in which they find themselves.

3.16. 14.57% reservation category higher secondary students are courageous enough to show their identity and mind style (MS-3: Conforming and Creative) in whatever the circumstances may be.

3.17. The frequency of MS-4(High Structure and Low structure) between -1 to 1 are 543(55.07%) that indicates the reservation category higher secondary students participated in the study had the tendency to fluctuate in their opinion and deeds.

3.18. 296 (30.02%) students acquired +2 & -2 score, indicates that this students will be High Structure and Low structure, depending on the circumstances in which they find themselves.

3.19. 56 (5.68%) students acquired 3 score which express that they had definite high tendency to show High Structure.

3.20. 91(9.23%) students acquired -3 and -4 score which express that they had definite high tendency to show Low structure.

3.21. In fact almost 85.09% students will be High Structure and Low structure, depending upon the circumstances in which they find themselves.

3.22. 14.91% reservation category higher secondary students are courageous enough to show their identity and mind style (MS-4: High Structure and Low structure) in whatever the circumstances may be.

3.23. The frequency of MS-5(Confident and Emotional) between -1 to 1 are 326(32.9%) that indicates the reservation category higher secondary students participated in the study had the tendency to fluctuate in their opinion and deeds.
3.24. 258 (26.08%) students acquired +2 & -2 score, indicates that this students will be Confident and Emotional, depending on the circumstances in which they find themselves.

3.25. 51(5.158%) students acquired 3 score which express that they will had definite high tendency to show Confident.

3.26. 355 (35.87%) students acquired -3, -4 and -5 score which express that they will had definite high tendency to show Emotional.

3.27. In fact almost 58.98% students will be Confident and Emotional, depending upon the circumstances in which they find themselves.

3.28. 41.02% reservation category higher secondary students are courageous enough to show their identity and mind style (MS-5: Confident and Emotional) in what ever the circumstances may be.

3.29. The total score of all reservation category higher secondary students are below four hence they are honest with this questionnaire and all the expressions made by the reservation category higher secondary students in the tool is valid.

3.30. The t-value obtained is significant at 0.01 level for extroverted style of mind(t=3.52; p<0.01). It can be seen from the table that the boys are more extroverted mind styled than girls.

3.31. The t-value obtained is significant at 0.01 level for Introverted style of mind(t=3.46; p<0.01). It can be seen from the table that the girls are more introverted mind styled than boys.

3.32. In the case of ‘tough minded’ and ‘conforming’ mind style, there is no significant difference between boys and girls.
3.33. The t-value obtained is significant at 0.05 level for tender minded mind style (t=2.46; p<0.05). It can be seen from the table that the girls are more tender minded than boys.

3.34. The t-value obtained is significant at 0.05 level for creative mind style (t=2.42; p<0.05). It can be seen from the table that the boys are more creative than girls.

3.35. The t-value obtained is significant at 0.01 level for high structure mind style (t=3.48; p<0.01). It can be seen from the table that the boys are more high structure mind styled than girls.

3.36. The t-value obtained is significant at 0.01 level for low structure mind style (t=3.52; p<0.01). It can be seen from the table that the boys are more low structure mind styled than girls.

3.37. The t-value obtained is significant at 0.01 level for confident mind style (t=3.43; p<0.01). It can be seen from the table that the girls are more confident mind styled than boys.

3.38. The t-value obtained is significant at 0.05 level for emotional mind style (t=2.42; p<0.05). It can be seen from the table that the girls are more emotional mind styled than boys.

3.39. In fact the t-value of mind style is significant at 0.01 level(t=3.52;p<0.01). Girls have more expressive mind style than boys.

3.40. The t-value obtained is significant at 0.01 level for extroverted style of mind(t=3.51; p<0.01). It can be seen from the table that the class XI students are more extroverted mind styled than class XII students.

3.41. The t-value obtained is significant at 0.01 level for Introverted style of mind(t=3.47; p<0.01). It can be seen from the table that the class XI students are more
introverted mind styled than class XII students. In the case of ‘tough minded’, there is no significant difference between class XI and class XII students.

3.42. The t-value obtained is significant at 0.05 level for tender minded mind style (t=2.42; p<0.05). It can be seen from the table that the class XII students are more tender minded than class XI students. The t-value obtained is significant at 0.05 level for conforming mind style (t=2.31; p<0.05). It can be seen from the table that the class XII students are more conforming than class XI students.

3.43. The t-value obtained is significant at 0.05 level for creative mind style (t=2.38; p<0.05). It can be seen from the table that the class XI students are more creative than class XII students.

3.44. The t-value obtained is significant at 0.01 level for high structure mind style (t=3.49; p<0.01). It can be seen from the table that the class XII students are more high structure mind styled than class XI students.

3.45. The t-value obtained is significant at 0.01 level for low structure mind style (t=3.52; p<0.01). It can be seen from the table that the class XII students are more low structure mind styled than class XI students.

3.46. The t-value obtained is significant at 0.01 level for confident mind style (t=3.50; p<0.01). It can be seen from the table that the class XII students are more confident mind styled than class XI students.

3.47. The t-value obtained is significant at 0.05 level for emotional mind style (t=2.46; p<0.05). It can be seen from the table that the class XII students are more emotional mind styled than class XI students.

3.48. In fact the t-value of mind style is significant at 0.01 level (t=3.50; p<0.01). Class XII students have more expressive mind style than class XI students.
3.49. The t-value obtained is significant at 0.01 level for extroverted style of mind (t=3.48; p<0.01). It can be seen from the table that the rural students are more extroverted mind styled than urban students.

3.50. The t-value obtained is significant at 0.01 level for Introverted style of mind (t=3.21; p<0.01). It can be seen from the table that the urban students are more introverted mind styled than rural students.

3.51. In the case of ‘tough minded’ and ‘conforming’, there is no significant difference between rural and urban students.

3.52. The t-value obtained is significant at 0.05 level for tender minded mind style (t=2.53; p<0.05). It can be seen from the table that the urban students are more tender minded than rural students.

3.53. The t-value obtained is significant at 0.05 level for creative mind style (t=2.49; p<0.05). It can be seen from the table that the rural students are more creative than urban students.

3.54. The t-value obtained is significant at 0.01 level for high structure mind style (t=3.43; p<0.01). It can be seen from the table that the urban students are more high structure mind styled than rural students.

3.55. The t-value obtained is significant at 0.01 level for low structure mind style (t=3.42; p<0.01). It can be seen from the table that the urban students are more low structure mind styled than rural students.

3.56. The t-value obtained is significant at 0.01 level for confident mind style (t=3.41; p<0.01). It can be seen from the table that the urban students are more confident mind styled than rural students.
3.57. The t-value obtained is significant at 0.05 level for emotional mind style (t=2.33; p<0.05). It can be seen from the table that the urban students are more emotional mind styled than rural students.

3.58. In fact the t-value of mind style is significant at 0.01 level(t=3.43;p<0.01). Urban students have more expressive mind style than rural students.

3.59. There is significant difference among reservation category higher secondary students in government, aided and unaided institution in their mind style expect in ‘tough minded’ aspect. Mind Style comprehensively (F=5.52) and (Table value=3.035) have significant difference among high school students in government, aided and unaided institutions.

3.60. There is significant difference among reservation category higher secondary students in boys, girls and co-education institution in their mind style expect in ‘tough minded’ aspect. Mind Style comprehensively (F=5.53) and (Table value=3.035) have significant difference among reservation category higher secondary students in boys, girls and co-education institutions.

3.61. There is significant difference among reservation category higher secondary students in Christian, Hindu and Muslim in their mind style expect in ‘tough minded’ aspect. Mind Style comprehensively (F=5.55) and (Table value=3.035) have significant difference among reservation category higher secondary students in Christian, Hindu and Muslim dimensions.

3.62. While comparing the mean scores (Table 4.04.09) of mind style of reservation category higher secondary students, emotional (75.56) is the major mind style dimension and extroverted (48.01) is the least one.

3.63. The ascending order of various Active Learning Activities of reservation category higher secondary students are confident (49.04), tough minded (50.14), high
structure (56.34), conforming (59.45), tender minded (62.13), creative (69.97), low structure (70.19), introverted (72.04).

3.64. While comparing the mean scores of district wise results of various aspects for Deschooling Tendency of reservation category higher secondary students, Kanyakumari district (51.13) is better than Thoothukudi (49.69) and Tirunelveli (48.43).

5.02.04. Deschooling Tendency and Active Learning Activities

4.01. The Value Oriented Programmes in school and Library in school Deschooling Tendency have no significant relation with reaction to video aspect of active learning activities.

4.02. The Deschooling Tendency like Life skills enrichment programmes in school (0.078; p<0.05), Laboratories in school (0.075; p<0.05) and School Campus (0.073; p<0.05) are having 0.05 level of significance with reaction to video aspect of active learning activities.

4.03. The Deschooling Tendency like ICT facilities in school (0.149; p<0.01), Job Oriented Programmes in school (0.144; p<0.01), Influence of the family (0.186; p<0.01), Influence of the peer group (0.106; p<0.01), Teacher (0.178; p<0.01), are having 0.01 level of significance with reaction to video aspect of active learning activities.

4.04. In fact the Deschooling Tendency (0.110; p<0.01) have 0.01 level of significance with the reaction to video aspect of active learning activities.

4.05. The table 4.05.02 that Value Oriented Programmes in school and Library in school Deschooling Tendency have no significant relation with think pair share aspect of active learning activities.
4.06. The Deschooling Tendency like Life skills enrichment programmes in school (0.077; p<0.05), Laboratories in school (0.072; p<0.05) and School Campus (0.071; p<0.05) are having 0.05 level of significance with think pair share aspect of active learning activities.

4.07. The Deschooling Tendency like ICT facilities in school (0.150; p<0.01), Job Oriented Programmes in school (0.142; p<0.01), Influence of the family (0.167; p<0.01), Influence of the peer group (0.109; p<0.01), Teacher (0.148; p<0.01), are having 0.01 level of significance with think pair share aspect of active learning activities.

4.08. In fact the Deschooling Tendency (0.143; p<0.01) have 0.01 level of significance with the think pair share aspect of active learning activities.

4.09. The Library in school aspect of Deschooling Tendency have no significant relation with paper presentation aspect of active learning activities.

4.10. The Deschooling Tendency like Life skills enrichment programmes in school (0.088; p<0.05), Laboratories in school (0.085; p<0.05), School Campus (0.093; p<0.05) and teacher (0.078; p<0.05) are having 0.05 level of significance with paper presentation aspect of active learning activities.

4.11. The Deschooling Tendency like ICT facilities in school (0.156; p<0.01), Job Oriented Programmes in school (0.140; p<0.01), value oriented programmes in school(0.154; p<0.01), Influence of the family (0.186; p<0.01) and Influence of the peer group (0.116; p<0.01) are having 0.01 level of significance with paper presentation aspect of active learning activities.

4.12. In fact the Deschooling Tendency (0.144; p<0.01) have 0.01 level of significance with the paper presentation aspect of active learning activities.
4.13. The value oriented programmes in school aspect of Deschooling Tendency have no significant relation with group activity aspect of active learning activities.

4.14. The Deschooling Tendency like Life skills enrichment programmes in school (0.089; p<0.05), library in school (0.090; p<0.05) and School Campus (0.073; p<0.05) are having 0.05 level of significance with group activity aspect of active learning activities.

4.15. The Deschooling Tendency like ICT facilities in school (0.141; p<0.01), Job Oriented Programmes in school (0.149; p<0.01), laboratories in school (0.155; p<0.01), Influence of the family (0.188; p<0.01) and Influence of the peer group (0.126; p<0.01) and teacher (0.145; p<0.01) are having 0.01 level of significance with group activity aspect of active learning activities.

4.16. In fact the Deschooling Tendency (0.141; p<0.01) have 0.01 level of significance with the group activity aspect of active learning activities.

4.17. The value oriented programmes in school aspect of Deschooling Tendency have no significant relation with role play aspect of active learning activities.

4.18. The Deschooling Tendency like Life skills enrichment programmes in school (0.077; p<0.05), library in school (0.082; p<0.05) laboratories in school (0.078; p<0.01) and School Campus (0.079; p<0.05) are having 0.05 level of significance with role play aspect of active learning activities.

4.19. The Deschooling Tendency like ICT facilities in school (0.140; p<0.01), Job Oriented Programmes in school (0.141; p<0.01), Influence of the family (0.186; p<0.01) and Influence of the peer group (0.131; p<0.01) and teacher (0.181; p<0.01) are having 0.01 level of significance with role play aspect of active learning activities.
4.20. In fact the Deschooling Tendency (0.148; \(p<0.01\)) have 0.01 level of significance with the role play aspect of active learning activities.

4.21. The influence of the family aspect of Deschooling Tendency have no significant relation with debates aspect of active learning activities. The Deschooling Tendency like Value Oriented Programmes in school (0.089; \(p<0.05\)), Life skills enrichment programmes in school (0.078; \(p<0.05\)), library in school (0.079; \(p<0.05\)) laboratories in school (0.074; \(p<0.05\)) and School Campus (0.073; \(p<0.05\)) are having 0.05 level of significance with debates aspect of active learning activities.

4.22. The Deschooling Tendency like ICT facilities in school (0.152; \(p<0.01\)), Job Oriented Programmes in school (0.146; \(p<0.01\)), Influence of the peer group (0.129; \(p<0.01\)) and teacher (0.111; \(p<0.01\)) are having 0.01 level of significance with debates aspect of active learning activities. In fact the Deschooling Tendency (0.141; \(p<0.01\)) have 0.01 level of significance with the debates aspect of active learning activities.

4.23. Even though Library in school Deschooling Tendency didn’t have significant relationship, all the other dimensions and Deschooling Tendency comprehensively have significant relationship with debates aspect of active learning activities.

4.24. The Deschooling Tendency like Value Oriented Programmes in school (0.088; \(p<0.05\)), library in school (0.085; \(p<0.05\)) laboratories in school (0.082; \(p<0.05\)) School Campus (0.088; \(p<0.05\)) and teacher (0.111; \(p<0.05\)) are having 0.05 level of significance with peer teaching aspect of active learning activities.

4.25. The Deschooling Tendency like ICT facilities in school (0.142; \(p<0.01\)), Job Oriented Programmes in school (0.140; \(p<0.01\)), life skills enrichment programmes in school (0.144; \(p<0.01\)), Influence of the family (0.182; \(p<0.01\)) and Influence of the peer group (0.154; \(p<0.01\)) are having 0.01 level of significance with peer teaching
aspect of active learning activities. In fact the Deschooling Tendency (0.122; p<0.01) have 0.01 level of significance with the peer teaching aspect of active learning activities.

4.26. Library in school aspect of Deschooling Tendency have no significant relation with active learning activities.

4.27. The Deschooling Tendency like Value Oriented Programmes in school(0.077; p<0.05), life skills enrichment programmes in school(0.079; p<0.05), laboratories in school(0.076; p<0.05) and School Campus (0.074; p<0.05) are having 0.05 level of significance with active learning activities.

4.28. The Deschooling Tendency like ICT facilities in school (0.178; p<0.01), Job Oriented Programmes in school (0.148; p<0.01), Influence of the family (0.188; p<0.01) and Influence of the peer group (0.138; p<0.01) and teacher (0.141; p<0.01) are having 0.01 level of significance with peer teaching aspect of active learning activities. All the dimensions of Deschooling Tendency comprehensively have significant relationship with active learning activities.

5.02.05 Deschooling Tendency and Mind Style

5.01. The mind style dimensions like conforming(0.085; p<0.05), creative(0.082; p<0.05), high structure(0.088; p<0.05) and confident (0.089; p<0.05) are having 0.05 level of significance with ICT facilities in school aspect of deschooling tendency.

5.02. The mind style dimensions like extroverted (0.141; p<0.01), introverted (0.147; p<0.01), tender minded (0.144; p<0.01),low structure (0.182; p<0.01) and emotional (0.148; p<0.01) are having 0.01 level of significance with ICT facilities in school aspect of deschooling tendency.
5.03. In fact the mind style (0.147; p<0.01) have 0.01 level of significance with ICT facilities in school aspect of deschooling tendency. All the dimensions of mind style comprehensively have significant relationship with ICT facilities in school aspect of deschooling tendency.

5.04. The tough minded and conforming dimensions of mind style have no significant relation with Job oriented programmes in school dimension of deschooling tendency of reservation category higher secondary School Students.

5.05. The mind style dimensions like tender minded(0.080; p<0.05), creative(0.078; p<0.05) and high structure(0.076; p<0.05) are having 0.05 level of significance with Job oriented programmes in school dimension of deschooling tendency of reservation category higher secondary School Students.

5.06. The mind style dimensions like extroverted (0.152; p<0.01), introverted (0.141; p<0.01), low structure (0.183; p<0.01), confident (0.142; p<0.01) and emotional (0.138; p<0.01) are having 0.01 level of significance with ICT facilities in school aspect of deschooling tendency. In fact the mind style (0.147; p<0.01) have 0.01 level of significance with ICT facilities in school aspect of deschooling tendency.

5.07. All the dimensions of mind style comprehensively have significant relationship with ICT facilities in school aspect of deschooling tendency.

5.08. The high structure dimension of mind style have no significant relation with value oriented programmes in school dimension of deschooling tendency of reservation category higher secondary School Students.

5.09. The mind style dimensions like introverted (0.076; p<0.05), tough minded(0.083; p<0.05), conforming(0.081; p<0.05) and creative(0.080; p<0.05) are having 0.05 level of significance with value oriented programmes in school
dimension of deschooling tendency of reservation category higher secondary School Students.

5.10. The mind style dimensions like extroverted (0.147; p<0.01), tender minded (0.142; p<0.01), low structure (0.176; p<0.01), confident (0.140; p<0.01) and emotional (0.138; p<0.01) are having 0.01 level of significance with value oriented programmes in school of deschooling tendency.

5.11. In fact the mind style (0.142; p<0.01) have 0.01 level of significance with value oriented programmes in school of deschooling tendency.

5.12. All the dimensions of mind style comprehensively have significant relationship with value oriented programmes in school aspect of deschooling tendency.

5.13. The tough minded and conforming dimensions of mind style have no significant relation with life skills enrichment programmes in school dimension of deschooling tendency of reservation category higher secondary School Students.

5.14. The mind style dimensions like tender minded (0.079; p<0.05), creative (0.075; p<0.05), and high structure (0.073; p<0.05) are having 0.05 level of significance with life skills enrichment programmes in school dimension of deschooling tendency of reservation category higher secondary School Students.

5.15. The mind style dimensions like extroverted (0.145; p<0.01), introverted (0.140; p<0.01), low structure (0.186; p<0.01), confident (0.106; p<0.01) and emotional (0.141; p<0.01) are having 0.01 level of significance with life skills enrichment programmes in school of deschooling tendency.

5.16. In fact the mind style (0.145; p<0.01) have 0.01 level of significance with life skills enrichment programmes in school of deschooling tendency. All the dimensions
of mind style comprehensively have significant relationship with life skills enrichment programmes in school aspect of deschooling tendency.

5.17. The tough minded and conforming dimensions of mind style have no significant relation with library in school dimension of deschooling tendency of reservation category higher secondary School Students.

5.18. The mind style dimensions like tender minded (0.079; p<0.05), creative (0.077; p<0.05), and high structure (0.076; p<0.05) are having 0.05 level of significance with library in school dimension of deschooling tendency of reservation category higher secondary School Students.

5.19. The mind style dimensions like extroverted (0.149; p<0.01), introverted (0.141; p<0.01), low structure (0.157; p<0.01), confident (0.108; p<0.01) and emotional (0.138; p<0.01) are having 0.01 level of significance with library in school of deschooling tendency.

5.20. In fact the mind style (0.141; p<0.01) have 0.01 level of significance with library in school of deschooling tendency.

5.21. All the dimensions of mind style comprehensively have significant relationship with library in school aspect of deschooling tendency

5.22. The mind style dimensions like tender minded (0.087; p<0.05), conforming (0.088; p<0.05), creative (0.086; p<0.05), and high structure (0.091; p<0.05) are having 0.05 level of significance with laboratories in school dimension of deschooling tendency of reservation category higher secondary School Students.

5.23. The mind style dimensions like extroverted (0.151; p<0.01), introverted (0.141; p<0.01), tough minded (0.152; p<0.01), low structure (0.167; p<0.01), confident
(0.118; p<0.01) and emotional (0.141; p<0.01) are having 0.01 level of significance with laboratories in school of deschooling tendency.

5.24. In fact the mind style (0.146; p<0.01) have 0.01 level of significance with laboratories in school of deschooling tendency. All the dimensions of mind style comprehensively have significant relationship with laboratories in school aspect of deschooling tendency.

5.25. The mind style dimension introverted have no significant relation with school campus aspect of deschooling tendency of reservation category higher secondary School Students. The mind style dimensions like tough minded (0.088; p<0.05), tender minded (0.091; p<0.05), confident (0.092p<0.01) and creative (0.074; p<0.05) are having 0.05 level of significance with school campus dimension of deschooling tendency of reservation category higher secondary School Students.

5.26. The mind style dimensions like extroverted (0.147; p<0.01), conforming (0.151; p<0.01), high structure (0.168; p<0.01), low structure (0.136; p<0.01), and emotional (0.145; p<0.01) are having 0.01 level of significance with school campus aspect of deschooling tendency.

5.27. In fact the mind style (0.153; p<0.01) have 0.01 level of significance with school campus of deschooling tendency. All the dimensions of mind style comprehensively have significant relationship with school campus aspect of deschooling tendency

5.28. The mind style dimensions introverted, conforming and high structure have no significant relation with influence of family aspect of deschooling tendency of reservation category higher secondary School Students. The mind style dimensions like tough minded (0.087; p<0.05), tender minded (0.093; p<0.05), creative (0.078; p<0.05) and confident (0.096;p<0.05)are having 0.05 level of significance with
influence of family dimension of deschooling tendency of reservation category higher secondary School Students.

5.29. The mind style dimensions like extroverted (0.148; p<0.01), low structure (0.134; p<0.01), and emotional (0.151; p<0.01) are having 0.01 level of significance with influence of family aspect of deschooling tendency.

5.30. In fact the mind style (0.137; p<0.01) have 0.01 level of significance with school campus of deschooling tendency.

5.31. All the dimensions of mind style comprehensively have significant relationship with influence of family aspect of deschooling tendency.

5.32. The mind style dimension introverted have no significant relation with influence of peer group aspect of deschooling tendency of reservation category higher secondary School Students

5.33. The mind style dimensions like tough minded (0.089; p<0.05), tender minded (0.090; p<0.05), creative (0.078; p<0.05) and confident (0.093;p<0.01)are having 0.05 level of significance with influence of peer group dimension of deschooling tendency of reservation category higher secondary School Students.

5.34. The mind style dimensions like extroverted (0.145; p<0.01), conforming (0.148; p<0.01), high structure (0.158; p<0.01), low structure (0.138; p<0.01), and emotional (0.142; p<0.01) are having 0.01 level of significance with influence of peer group aspect of deschooling tendency.

5.35. In fact the mind style (0.140; p<0.01) have 0.01 level of significance with influence of peer group of deschooling tendency.

5.36. All the dimensions of mind style comprehensively have significant relationship with influence of peer group aspect of deschooling tendency
5.37. The mind style dimensions like tender minded (0.089; p<0.05), conforming (0.085; p<0.05), creative (0.087; p<0.05) and high structure (0.092; p<0.05) are having 0.05 level of significance with the dimension teacher of deschooling tendency of reservation category higher secondary School Students.

5.38. The mind style dimensions like extroverted (0.150; p<0.01), introverted (0.140; p<0.01), tough minded (0.151; p<0.01), low structure (0.169; p<0.01), confident (0.119; p<0.01), and emotional (0.141; p<0.01) are having 0.01 level of significance with the dimension teacher of deschooling tendency.

5.39. In fact the mind style (0.145; p<0.01) have 0.01 level of significance with the dimension teacher of deschooling tendency.

5.40. All the dimensions of mind style comprehensively have significant relationship with the dimension teacher of deschooling tendency

5.41. The mind style dimensions like tender minded (0.087; p<0.05), conforming (0.084; p<0.05), creative (0.088; p<0.05) and high structure (0.093; p<0.05) are having 0.05 level of significance with the dimension teacher of deschooling tendency of reservation category higher secondary School Students.

5.42. The mind style dimensions like extroverted (0.149; p<0.01), introverted (0.138; p<0.01), tough minded (0.148; p<0.01), low structure (0.155; p<0.01), confident (0.121; p<0.01), and emotional (0.132; p<0.01) are having 0.01 level of significance with the dimension teacher of deschooling tendency. The mind style (and its dimensions) have significant relationship with deschooling tendency

5.02.06 Active Learning Activities and Mind Style
6.01. The introverted dimension of mind style have no significant relation with reaction to video dimension of active learning activities of reservation category higher secondary School Students.

6.02. The mind style dimensions like tough minded (0.095; p<0.05), tender minded (0.091; p<0.05), creative (0.077; p<0.05) and confident (0.096; p<0.05) are having 0.05 level of significance with reaction to video dimension of active learning activities of reservation category higher secondary School Students.

6.03. The mind style dimensions like extroverted (0.145; p<0.01, conforming (0.148; p<0.01), high structure (0.146; p<0.01), low structure (0.143; p<0.01) and emotional (0.141; p<0.01) are having 0.01 level of significance with reaction to video dimension of active learning activities.

6.04. In fact the mind style (0.140; p<0.01) have 0.01 level of significance with reaction to video dimension of active learning activities.

6.05. All the dimensions of mind style comprehensively have significant relationship with reaction to video dimension of active learning activities.

6.06. The mind style dimensions like tender minded (0.090; p<0.05), conforming (0.086; p<0.05), creative (0.085; p<0.05) and high structure (0.091; p<0.05) are having 0.05 level of significance with think pair share dimension of active learning activities of reservation category higher secondary School Students.

6.07. The mind style dimensions like extroverted (0.151; p<0.01, introverted (0.141; p<0.01), tough minded (0.150; p<0.0), low structure (0.155; p<0.01), confident (0.120; p<0.01) and emotional (0.140; p<0.01) are having 0.01 level of significance with think pair share dimension of active learning activities of reservation category higher secondary School Students.
6.08. In fact the mind style (0.145; p<0.01) have 0.01 level of significance with think pair share dimension of active learning activities.

6.09. All the dimensions of mind style comprehensively have significant relationship with think pair share dimension of active learning activities of reservation category higher secondary School Students.

6.10. The mind style dimensions like introverted(0.076; p<0.05), tough minded (0.090; p<0.05), tender minded (0.092; p<0.05), creative(0.075; p<0.05) and confident (0.093; p<0.05) are having 0.05 level of significance with paper presentation dimension of active learning activities of reservation category higher secondary School Students.

6.11. The mind style dimensions like extroverted (0.144; p<0.01, conforming (0.150; p<0.01), high structure (0.166; p<0.0), low structure (0.138; p<0.01) and emotional (0.142; p<0.01) are having 0.01 level of significance with paper presentation dimension of active learning activities of reservation category higher secondary School Students.

6.12. In fact the mind style (0.140; p<0.01) have 0.01 level of significance with paper presentation dimension of active learning activities.

6.13. All the dimensions of mind style comprehensively have significant relationship with paper presentation dimension of active learning activities of reservation category higher secondary Students.

6.14. The mind style dimensions like tough minded (0.096; p<0.05), tender minded (0.093; p<0.05), creative(0.078; p<0.05) and confident (0.098; p<0.05) are having 0.05 level of significance with group activity dimension of active learning activities of reservation category higher secondary School Students.
6.15. The mind style dimensions like extroverted (0.142; p<0.01), introverted (0.140; p<0.01), conforming (0.142; p<0.01), high structure (0.145; p<0.0), low structure (0.142; p<0.01) and emotional (0.140; p<0.01) are having 0.01 level of significance with group activity dimension of active learning activities of reservation category higher secondary School Students.

6.16. In fact the mind style (0.138; p<0.01) have 0.01 level of significance with group activity of active learning activities.

6.17. All the dimensions of mind style comprehensively have significant relationship with group activity dimension of active learning activities of reservation category higher secondary Students

6.18. The mind style dimension conforming have no significant relation with role play dimension of active learning activities of reservation category higher secondary School Students. The mind style dimensions like introverted (0.096; p<0.05), tender minded (0.092; p<0.05), tough minded (0.094; p<0.05), creative(0.087; p<0.05) and confident (0.097; p<0.05) are having 0.05 level of significance with role play dimension of active learning activities of reservation category higher secondary School Students.

6.19. The mind style dimensions like extroverted (0.142; p<0.01), high structure (0.147; p<0.0), low structure (0.144; p<0.01) and emotional (0.141; p<0.01) are having 0.01 level of significance with role play dimension of active learning activities of reservation category higher secondary School Students.

6.20. In fact the mind style (0.139; p<0.01) have 0.01 level of significance with role play of active learning activities.
6.21. All the dimensions of mind style comprehensively have significant relationship with role play dimension of active learning activities of reservation category higher secondary Students.

6.22. The mind style dimension creative have no significant relation with debates dimension of active learning activities of reservation category higher secondary School Students. The mind style dimensions like introverted (0.097; p<0.05), tender minded (0.091; p<0.05), tough minded (0.095; p<0.05), conforming (0.093; p<0.05) and confident (0.096; p<0.05) are having 0.05 level of significance with role play dimension of active learning activities of reservation category higher secondary School Students.

6.23. The mind style dimensions like extroverted (0.141; p<0.01), high structure (0.147; p<0.1), low structure (0.145; p<0.01) and emotional (0.140; p<0.01) are having 0.01 level of significance with role play dimension of active learning activities of reservation category higher secondary School Students.

6.24. In fact the mind style (0.138; p<0.01) have 0.01 level of significance with role play of active learning activities. All the dimensions of mind style comprehensively have significant relationship with role play dimension of active learning activities of reservation category higher secondary School Students

6.25. The mind style dimension creative have no significant relation with Peer teaching dimension of active learning activities of reservation category higher secondary School Students.

6.26. The mind style dimensions like introverted (0.094; p<0.05), tender minded (0.092; p<0.05), tough minded (0.096; p<0.05), conforming (0.091; p<0.05) and confident (0.098; p<0.05) are having 0.05 level of significance with Peer teaching
dimension of active learning activities of reservation category higher secondary School Students.

6.27. The mind style dimensions like extroverted (0.142; p<0.01), high structure (0.145; p<0.1), low structure (0.141; p<0.01) and emotional (0.140; p<0.01) are having 0.01 level of significance with Peer teaching dimension of active learning activities of reservation category higher secondary School Students.

6.28. In fact the mind style (0.139; p<0.01) have 0.01 level of significance with Peer teaching of active learning activities. All the dimensions of mind style comprehensively have significant relationship with Peer teaching dimension of active learning activities of reservation category higher secondary Students.

6.29. The mind style dimensions like introverted (0.091; p<0.05), tender minded (0.094; p<0.05), tough minded (0.097; p<0.05), conforming(0.090; p<0.05), creative(0.071; p<0.05) and confident (0.092; p<0.05) are having 0.05 level of significance with Peer teaching dimension of active learning activities of reservation category higher secondary School Students.

6.30. The mind style dimensions like extroverted (0.134; p<0.01), high structure (0.142; p<0.1), low structure (0.139; p<0.01) and emotional (0.138; p<0.01) are having 0.01 level of significance with Peer teaching dimension of active learning activities of reservation category higher secondary School Students.

6.31. Almost all the dimensions of mind style have significant relationship with active learning activities of reservation category higher secondary School Students.
5.02.07. Deschooling Tendency, Active Learning Activities and Mind Style of Reservation Category Higher Secondary Students.

7.01. The calculated value of ‘F’ (5.28) is greater than the table value of ‘F’ at 5% level of significance. That is, There is significant relationship between Deschooling Tendency, Active Learning Activities, Mind Style and Reservation Category Higher Secondary Students.

5.03. Discussion

It is the consideration of the subject and an earnest conversation. The study conducted by Nalini & Bhatta (2009) and Ahmad & Gulati (2013) had thrown light to the importance of study in schooling at its reflective manner. The studies of Esther & Selvakumar (2012) and also Ravi & Xavier (2013) suggested the value of Active Learning Activities in education. Verma & Mishra (2002) and also Gafoor & Ali (2012) expressed the nature of mind and its importance among students. Kuntala & Arundhati (2009) and Rohaty (2012) revealed the impact of reservation category. As the present study is the cross sectional study of Deschooling Tendency, Active Learning Activities and Mind Style along with Reservation Category Higher Secondary Students the discussion is done under the categories- Deschooling Tendency, Active Learning Activities, Mind Style, Deschooling Tendency and Active Learning Activities, Deschooling Tendency and Mind Style, Deschooling Tendency and Reservation Category Higher Secondary Students, Active Learning Activities and Mind Style, Active Learning Activities and Reservation Category Higher Secondary Students, Mind Style and Reservation Category Higher Secondary Students, Deschooling Tendency, Active Learning Activities, Mind Style and Reservation Category Higher Secondary Students.
5.03.01 Deschooling Tendency

It refers to the trend, belief as well as an inclination of the society especially by students that the schools and other learning institutions are incapable of providing the best, needful and useful possible education for some or most individuals. Zylbermann (1993) and Plank, DeLuca & Estacion (2008) had revealed the importance of the deschooling in an indirect manner.

In the present study the level of expression of reservation category higher secondary students in the whole sample have been highly expressed around the tendency ‘often’ and ‘sometimes’. The tendency of ‘rarely’ and ‘very often’ are more or less similar and the option ‘not at all’ is expressed at its lowest level. The level of Deschooling Tendency of reservation category higher secondary boys and girls are expressed more as ‘often’. This may be due to the fact that all the students have the Deschooling Tendency inherent with respect to their own study and living environment.

Girls have more Deschooling Tendency than boys. This indicates that the girls are willing to be modern and highly technological to live than their counterparts. Class XII students have more Deschooling Tendency than Class XI students. The analysis express that the more aged the students they have the tendency to move away from the formalities. Urban students have more Deschooling Tendency than Rural students. The analysis suggest that the urban students have more accessibility to other edutainment’s than rural students.

There is significant difference among government, aided and unaided reservation category higher secondary students in their Deschooling Tendency for all the aspects expect in value oriented programmes in school. There is significant difference among boys, girls and co-education reservation category higher secondary students in their Deschooling Tendency for all the aspects expect in Value oriented
programmes in school. There is significant difference among Christian, Hindu and Muslim reservation category higher secondary students in their Deschooling Tendency for all the aspects except in value oriented programmes in school. The results indicate that except the value oriented programmes in school all the other aspects related with educational facilities nurtures Deschooling Tendency among Reservation Category Higher Secondary Students.

In the present study the dimensions mentioned below are assessed to analyze the Deschooling Tendency - ICT facilities in school, Job Oriented Programmes in school, Value Oriented Programmes in school, Life skills enrichment programmes in school, Library in school, Laboratories in school, School Campus, Influence of the family, Influence of the peer group, Teacher.

1.01. ICT facilities in school

It is observed that new and emerging technologies are being integrated with the older technologies to make ICT applications in education more effective. These include learning objects, which are digital Web-based resources created to support learning and can function as discrete entities or be linked in order to relate to explicit concepts or learning outcomes. Repositories are libraries where these digital resources are stored and provide teachers, students, and parents with information that is structured and organized to facilitate the finding and use of learning materials regardless of their source location. The study of Vinitia (2011) and Carol & David (2011) express the importance of advance programmes in school. The use of computer and its application are the main resource of ICT facilities in school.

‘ICT facilities in school’ aspect for Dechooling Tendency have majority of expression in the level of ‘often’ and ‘some times’. The boys have more Deschooling tendency with ICT facilities in school than girls. The results express the unrest of boys rather than the girls towards new generation applications. Class XI students have
more Deschooling tendency with ICT facilities in school than Class XII. This may be due to the fact the Class XI students are more demanding than the school leaving students as their longevity in school is more than Class XII students. The Rural students have more Deschooling tendency with ICT facilities in school than urban students. The result may be due to the poor stature of ICT facilities in rural schools.

1.02. Job Oriented Programmes in school

This are the various programmes implemented through the expertise in career development and labor markets, they can put a person's qualification, experience, strengths and weakness in a broad perspective taking into consideration their desired salary, personal hobbies and interests, location, job market and educational possibilities.

The expression of majority girls and boys of reservation category higher secondary students in the ‘Job Oriented Programmes in school’ aspect for Deschooling Tendency are in the level of ‘often’ and ‘some times’. The girls have more Deschooling Tendency with Job Oriented Programmes in schools than boys. The Class XII students have more Deschooling tendency with Job Oriented Programmes in schools than Class XI students. Urban students have more Deschooling tendency with Job Oriented Programmes in schools than Rural students.

1.03. Value Oriented Programmes in school

Values education is the process by which people transmit values to others. It can be an activity that can take place in any organisation during which people are assisted by others, who may be older, in a position of authority or are more experienced, to make explicit those values underlying their own behaviour, to assess the effectiveness of these values and associated behaviour for their own and others' long term well-being and to reflect on and acquire other values and behaviour which
they recognize as being more effective for long term well-being of self and others. There are two main approaches to values education, some see it as inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics while others see it as a type of Socratic dialogue where people are gradually brought to their own realisation of what is good behaviour for themselves and their community.

Majority expression of girls and boys in ‘Value Oriented Programmes in school’ aspect among reservation category higher secondary students in the Dechooling Tendency are in the level of ‘often’ and ‘some times’. In the case of Value Oriented Programmes for Deschooling, tendency, there is no significant difference between boys and girls, Class XI and Class XII, Urban and Rural students.

1.04. Life skills enrichment programmes in school

It is to inculcate various skills to live in this world various high dimension programmes of life skills are: Survivor Cyberskills - Tips & Tricks To Find Treasures On The Internet, Branding Yourself, Dealing With Strangers, Neuro Linguistic Programming (NLP) - Making Life Choices, The Power Of Personal Branding, Design Your Own E-Games, Planning a Successful Event, Power Up Your Speech. Jianzhong (2005) and Desiderato (1969) in their studies had found out the importance of life skill enrichment programmes indirectly.

‘Life skills enrichment programmes in school’ aspect expression of reservation category majority Boys and girls higher secondary students in the Dechooling Tendency have majority in the level of ‘often’ and ‘some times’. The girls have more Deschooling tendency with Life skills enrichment programmes in school aspect than boys. The Class XII students have more Deschooling tendency with Life skills enrichment programmes in school aspect than Class XI. The Urban
students have more Deschooling tendency with Life skills enrichment programmes in school aspect than Rural students.

1.05. Library in school

A school library (or a school library media center) is a library within a school where students, staff, and often, parents of a public or private school have access to a variety of resources. The goal of the school library media center is to ensure that all members of the school community have equitable access "to books and reading, to information, and to information technology." A school library media center "uses all types of media... is automated, and utilizes the Internet as well as books for information gathering." School libraries are distinct from public libraries because they serve as "learner-oriented laboratories which support, extend, and individualize the school's curriculum... A school library serves as the center and coordinating agency for all material used in the school.

'Library in school' aspect expression of reservation category majority boys and girls higher secondary students in the Dechooling Tendency are in the level of 'often' and 'some times'. In Library in school aspects for Deschooling tendency, there is no significant difference between boys and girls. The Class XI Students have more Deschooling tendency with Library in school aspect than Class XII students. There is no significant difference between Urban and Rural students in Library in school aspects for Deschooling Tendency.

1.06. Laboratories in school

Is a facility that provides controlled conditions in which scientific or technological research, experiments, and measurement may be performed. A laboratory might offer work space for just one to more than thirty researchers depending on its size and purpose.
Laboratories in school’ aspect expression of reservation category majority boys and girls higher secondary students in the Dechooling Tendency are in the level of ‘often’ and ‘some times’. The boys have more Deschooling tendency with Life skills enrichment programmes in school aspect than girls. The Class XI students have more Deschooling tendency with Laboratories in school aspect than Class XII students. The Rural students have more Deschooling tendency with Laboratories in school aspect than Urban students.

1.07. School Campus

A campus is traditionally the land on which institutional buildings are situated. Usually a campus includes libraries, lecture halls, residence halls, student centers or dining halls, and park-like settings. The definition currently describes a collection of buildings that belong to a given institution, either academic or non-academic.

The reservation category higher secondary majority Boys and Girls students in the ‘School Campus’ aspect of Dechooling Tendency have are in the level of ‘often’ and ‘some times’. The girls have more Deschooling tendency with school campus aspect than boys. The Class XII students have more Deschooling tendency with school campus aspect than Class XI. The Urban students have more Deschooling tendency with school campus aspect than Rural students.

1.08. Influence of the family

Family does have an influence on an individual’s values, expectations and in all-round growth as a meaningful and worthy individual. One will always learn from parents or caregivers because they are their role models. Nature vs. Nurture has been debated for as long as the question has been raised by researchers. Students are heavily influenced by their parents since from the formative years all of the time spent
with them. If one’s parents are religious, they might take on those beliefs. If the parents drink, smoke, do drugs, that can become a habit for the child.

‘Influence of the family’ expression of reservation category higher secondary boys and girls students for the Dechooling Tendency have the level of ‘often’ and ‘some times’. The girls have more Deschooling tendency with Influence of the family aspect than boys. The table that the students of Class XII have more Deschooling tendency with Influence of the family aspect than Class XI. The Urban students have more Deschooling tendency with Influence of the family aspect than Rural students.

1.09. Influence of the peer group

A peer group is both a social group and a primary group of people who, through homophily, share similarities such as age, background, and social status. The members of this group are likely to influence the person’s beliefs and behavior. Peer groups contain hierarchies and distinct patterns of behavior. At an early age, the peer group becomes an important part of socialization. Among peers, children learn to form relationships on their own, and have the chance to discuss interests that adults may not share with children.

The expression of reservation category higher secondary boy and girls in the ‘Influence of the peer group’ aspect for Dechooling Tendency have majority in the level of ‘often’ and ‘some times’. The girls have more Deschooling tendency with Influence of the peer group aspect than boys. The Class XII students have more Deschooling tendency with Influence of the peer group aspect than Class XI. The Urban students have more Deschooling tendency with Influence of the peer group aspect than Rural students.
1.10. Teacher

A teacher is a person who provides education for pupils (children) and students (adults). The role of teacher is often formal and ongoing, carried out at a school or other place of formal education. Teachers, like other professionals, may have to continue their education after they qualify, a process known as continuing professional development. Teachers may use a lesson plan to facilitate student learning, providing a course of study which is called the curriculum. A teacher's role may vary among cultures. Teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills.

The expression of reservation category higher secondary boys and girls students in the ‘Teacher’ aspect for Dechooling Tendency majority have in the level of ‘often’ and ‘sometimes’. The girls have more Deschooling tendency with Teacher aspect than boys. The Class XII students have more Deschooling tendency with Teacher aspect than Class XI. The Urban students have more Deschooling tendency with Teacher aspect than Rural students.

5.03.02. Active Learning Activities

The term "active learning" has been more understood intuitively than defined in commonly accepted terms. As a result many educators say that all learning is active. Students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. Most important, to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Within this context, it is proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing."In the present study various Active Learning Activities assessed are
Reaction to Video, Think Pair Share, Paper Presentation, Group Activity, Role Play, Debates, Peer Teaching.

The girls have more interest towards Active Learning Activities than boys. The Class XI students have more interest towards Active Learning Activities than Class XII students. The rural students have more interest towards Active Learning Activities than urban students. There is significant difference among reservation category higher secondary students in government, aided and unaided institution in their Active Learning Activities expect in ‘paper presentation’ aspect.

There is significant difference among reservation category higher secondary students in boys, girls and co-education institution in their Active Learning Activities expect in ‘role play’ aspect. There is significant difference among reservation category higher secondary students in Christian, Hindu and Muslim in their Active Learning Activities expect in ‘paper presentation’ aspect.

2.01. Reaction to Video

Video is an electronic medium for the recording, copying and broadcasting of moving visual images. Reaction is the response to a stimulus. An internal stimulus is often the first component of a homeostatic control system. External stimuli are capable of producing systemic responses throughout the body, as in the fight-or-flight response. In order for a stimulus to be detected with high probability, its level must exceed the absolute threshold; if a signal does reach threshold, the information is transmitted to the central nervous system (CNS), where it is integrated and a decision on how to react is made. Although stimuli commonly cause the body to respond, it is the CNS that finally determines whether a signal causes a reaction or not. Reaction to a video always rejuvenate and make the individual to act and react in a meaningful way.
The expression of reservation category higher secondary boys and girls in the ‘Reaction to Video’ aspect of Active Learning Activities have majority in the level of ‘agree’ and in the level of ‘strongly agree’. The boys have more interest towards ‘Reaction to Video’ aspect of Active Learning Activities than girls. The Class XI students have more interest towards ‘Reaction to Video’ aspect of Active Learning Activities than Class XII students. The rural students have more interest towards ‘Reaction to Video’ aspect of Active Learning Activities than urban students.

2.02. Think-pair-share

In its simplest form, students think about a particular question or scenario then they pair up to discuss their ideas. They then share their results in a large class discussion. Think-pair-sharing forces all students to attempt an initial response to the question, which they can then clarify and expand as they collaborate. This process should take five to ten minutes, depending on the question’s complexity. An extension of this format is to have two pairs join each other and compare answers.

The expression of reservation category higher secondary boys and girls in the ‘Think Pair Share’ aspect of Active Learning Activities have majority in the level of ‘agree’ and ‘strongly agree’. The girls have more interest towards ‘think pair share’ aspect of Active Learning Activities than boys. The Class XI students have more interest towards ‘think pair share’ aspect of Active Learning Activities than Class XII students. The rural students have more interest towards ‘think pair share’ aspect of Active Learning Activities than urban students. In the case of ‘paper presentation’ and ‘role play’ aspects of Active Learning Activities, there is no significant difference between rural and urban students.
2.03. Paper Presentation

Paper Presentation is all about how you put your topic or present your topic in front of the public. They see the way you present it. They way you put your points. Your way and the style of presenting the paper. The language you present the topic in. Paper Presentation is putting your project details, other ideas which are feasible on paper, so that your boss or others can go through the same and ensure that it is good and workable. The expression of reservation category higher secondary students in the ‘Paper Presentation’ aspect of Active Learning Activities have majority of reservation category boys and girls in the level of ‘agree’ and ‘strongly agree’. In the case of ‘paper presentation’ of Active Learning Activities, there is no significant difference between boys and girls. In the case of ‘paper presentation’ aspects of Active Learning Activities, there is no significant difference between Class XI and Class XII students.

2.04. Group Activity

It is part of a group of teaching/learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals. It is much more than just putting students into groups and hoping for the best. Group activity is a very formal way of structuring activities in a learning environment that includes specific elements intended to increase the potential for rich and deep learning by the participants. The expression of reservation category higher secondary boys and girls in the ‘Group Activity’ aspect of Active Learning Activities have the level of ‘agree’ and ‘strongly agree’.

The girls have more interest towards ‘group activity’ aspect of Active Learning Activities than boys. The Class XII students have more interest towards
‘group activity’ aspect of Active Learning Activities than Class XI students. The urban students have more interest towards ‘group activity’ aspect of Active Learning Activities than rural students. The urban students have more interest towards ‘debates’ aspect of Active Learning Activities than rural students.

2.05. Role Play

The first step in this lecture variation is to give a mini-lecture to establish the context and setting for the role playing. Then divide the class into a number of small groups of varying sizes (if you have a large class, you may have to assign duplicate roles). Each group is assigned a clearly delineated role and given a specific, concrete task – usually to propose a position and course of action. To bring closure to the topic, a debriefing exercise is necessary to help identify what students learned and make the transition to the next topic.

The expression of reservation category higher secondary boys and girls in the ‘Role Play’ aspect of Active Learning Activities have majority in the level of ‘agree’ and ‘strongly agree’. There is no significant difference between boys and girls. ‘Role play’ aspects of Active Learning Activities. There is no significant difference between Class XI and Class XII students.

2.06. Debates

Debates allow you to add a participatory dimension to your lecture without compromising your control of the class. One strategy is to divide students according to where they happen to sit. Another approach is to ask them in advance to seat themselves in the section representing a particular side of the debate. When some students refuse to choose one side or the other, create a middle ground and invite their reasons for choosing it. Before concluding, you should ask two or three volunteers to make summary arguments for each side.
The expression of reservation category higher secondary boys and girls in the ‘Debates’ aspect of Active Learning Activities have majority in the level of ‘agree’ and ‘strongly agree’. The boys have more interest towards ‘debates’ aspect of Active Learning Activities than girls. The Class XI students have more interest towards ‘debates’ aspect of Active Learning Activities than Class XII students.

2.07. Peer Teaching

One of the most visible approaches to peer Teaching comes out of cognitive psychology, and is applied within a "mainstream" educational framework: "Peer Teaching is an educational practice in which students interact with other students to attain educational goals." However, other contemporary views on peer Teaching relax the constraints, and position peer or peer-to-peer Teaching as a mode of "learning for everyone, by everyone, about almost anything." Whether it takes place in a formal or informal context, peer Teaching manifests aspects of self-organization that are mostly absent from pedagogical models of teaching and learning.

The expression of reservation category higher secondary boys and girls in the ‘Peer Teaching’ aspect of Active Learning Activities have majority in the level of ‘agree’ and ‘strongly agree’. The girls have more interest towards ‘peer teaching’ aspect of Active Learning Activities than boy. The Class XI students have more interest towards ‘peer teaching’ aspect of Active Learning Activities than Class XII students. The rural students have more interest towards ‘peer teaching’ aspect of Active Learning Activities than urban students.
5.03.03. Mind Style

Mind Style is the linguistic style that reflects a cognitive state. In particular, it is a linguistic style characterized by distinctive and striking textual patterns. Major styles of mind are Extroversion, Introversion, Tough mindedness, Tender mindedness, Conforming, Creative, high structure, Low structure, Confident, Emotional.

Girls have more expressive mind style than boys. Class XII students have more expressive mind style than class XI students. Urban students have more expressive mind style than rural students. There is significant difference among reservation category higher secondary students in government, aided and unaided institution in their mind style expect in ‘tough minded’ aspect. There is significant difference among reservation category higher secondary students in boys, girls and co-education institution in their mind style expect in ‘tough minded’ aspect.

There is significant difference among reservation category higher secondary students in Christian, Hindu and Muslim in their mind style expect in ‘tough minded’ aspect. While comparing the mean scores of mind style of reservation category higher secondary students, emotional is the major mind style dimension and extroverted is the least appeared one. While comparing the mean scores of district wise results of various aspects for Deschooling Tendency of reservation category higher secondary students, Kanyakumari district is indicating more tendency than Thoothukudi and Tirunelveli

3.01. Mind Style - 1 (Extroverted & Introverted)

In a work context, extroverts prefer to work with people, usually in teams or groups. They do not like doing jobs by themselves, and prefer to seek out other people’s views and to collaborate jointly on projects. Highly extroverted people may
appear to be very outspoken and will actively and sometimes very assertively put their point of view across. This can be an advantage in situations where persuasive skills are required. At work, introverted people may be seen as shy, restrained and rather distant, and this can mean that they are sometimes overlooked. However, they are usually good at working by themselves, or in small groups, and this is an important factor in many jobs. In those situations where an introverted person has a good command of the relevant information or the appropriate experience, he can appear to be just as confident as the extrovert.

The frequency of MS-1(Extroverted and Introverted) indicates that the majority of the reservation category higher secondary students participated in the study had the tendency to fluctuate in their opinion and deeds. The boys are more extroverted mind styled than girls. The girls are more introverted mind styled than boys. The class XI students are more extroverted mind styled than class XII students. The class XI students are more introverted mind styled than class XII students. In the case of ‘tough minded’, there is no significant difference between class XI and class XII students. The rural students are more extroverted mind styled than urban students. The urban students are more introverted mind styled than rural students.

3.02. Mind Style - 2 (Tough minded & Tender minded)

In the work context, the mentality is one of winning, even if this is at the expense of someone else. This is a sign of a strong competitive streak and of a determined and single-minded approach to the job. The same single-mindedness is also mirrored in social and leisure activities; tough-minded people like to win and are very poor losers. Whatever they do, they like to be ‘in charge’ and to seek to influence and control others. They tend to put their point of view over confidently and enjoy being the centre of attention.
At work, tender-minded people are viewed as being sensitive and approachable. As such, they tend to take on other people’s problems, sometimes at the expense of their own well-being. They also dislike conflict and are uncomfortable giving orders to other people. This means that they are not usually natural leaders, but may do well in supportive and socially sensitive roles.

The frequency of MS-2(Tough Minded and Tender Minded) indicates that the reservation category higher secondary boys and girls participated in the study had the tendency to fluctuate in their opinion and deeds. In the case of ‘tough minded’ there is no significant difference between boys and girls. The girls are more tender minded than boys. The class XII students are more tender minded than class XI students. The class XII students are more conforming than class XI students. In the case of ‘tough minded’ there is no significant difference between rural and urban students. The urban students are more tender minded than rural students.

3.03. Mind Style - 3 (Conforming & Creative)

At work, conforming people tend to defend the established way of doing things. They value integrity and like to provide a good example for others to follow. However, this protection of the status quo is often seen as a resistance to new ideas and to change. In extreme circumstances, this may also be viewed as a rejection of the need to debate alternative ways of working. Thus, the conforming person strives to avoid risk and favours stability. In consequence, work environments that do not change, have well-established rules and an understood routine, will tend to be the most attractive. This generally means larger rather than smaller organisations.

At work, creative people tend to embrace new opportunities and promote innovative methods. Other people will see them as enthusiasts, but at times as not very reliable or consistent. This desire to be different can lead to other sorts of problems, and highly creative people are unlikely to be placed in charge of teams. The
reason for the latter is that they are better at generating ideas for other people to work on, rather than being able to take command of operations. Indeed, left to their own devices, creative people would probably take risks that would lead to problems or, in the worst case, failure.

The frequency of MS-3 (Conforming and Creative) indicates that the reservation category higher secondary boys and girls participated in the study had the tendency to fluctuate in their opinion and deeds. In the case of ‘conforming’ mind style, there is no significant difference between boys and girls. The boys are more creative than girls. The class XI students are more creative than class XII students ‘conforming’, there is no significant difference between rural and urban students. The rural students are more creative than urban students.

3.04. Mind Style - 4 (High structure & Low structure)

At work, high-structure people will appear organised and in control. Indeed, they may even be admired by those who are less tidy and find organising their work a chore. However, they may also be quite difficult to deal with as they demand very high standards from other people. They in the workplace usually have an extremely tidy desk, with their papers in precise heaps and their writing instruments gathered together in a container. They always clear their papers away at the end of the day.

At work, low structure people are good at getting things started but need to be complemented by more organised colleagues if jobs are to be done precisely. For example, they are unlikely to get things done on time without copious reminders. However, in contrast to the high-structure person, they do into suffer from an overly perfectionist style, which can also be a real brake to progress.

The frequency of MS-4 (High Structure and Low structure) indicates that the reservation category higher secondary boys and girls participated in the study had the
tendency to fluctuate in their opinion and deeds. The boys are more high structure mind styled than girls.

The boys are more low structure mind styled than girls. The class XII students are more high structure mind styled than class XI students. The class XII students are more low structure mind styled than class XI students. The urban students are more high structure mind styled than rural students. The urban students are more low structure mind styled than rural students.

3.05. Mind Style - 5 (Confident & Emotional)

At work, confident people stand their ground and defend their view of how things should be done. They will be seen by others as 'cool headed', even when they are severely provoked. However, while these can be desirable qualities, confident people can often be difficult to motivate as they tend not to react to criticism or censure. Yet practically, they are unlikely to 'go to pieces' in stressful situations and cope well with pressure.

At work, emotional people will be sensitive to criticism and will try very hard therefore not to make mistakes. They tend to plan things to reduce the chance of problems occurring. As such, they can act as useful counterweights to their overly confident work colleagues. However, unlike the confident person, if things go really wrongs, the emotional person may well panic. Sometimes the sense that things are out of control can bring the emotional person close to tears.

The frequency of MS-5 (Confident and Emotional) indicates that the reservation category higher secondary boys and girls participated in the study had the tendency to fluctuate in their opinion and deeds. The girls are more confident mind styled than boys. The girls are more emotional mind styled than boys. The class XII students are more confident mind styled than class XI students. The class XII students
are more emotional mind styled than class XI students. The urban students are more confident mind styled than rural students. The urban students are more emotional mind styled than rural students.

5.03.04. Deschooling Tendency and Active Learning Activities

The Value Oriented Programmes in school and Library in school Deschooling Tendency have no significant relation with reaction to video aspect of active learning activities. In fact the Deschooling Tendency have significant relation with the reaction to video aspect of active learning activities. The Value Oriented Programmes in school and Library in school Deschooling Tendency have no significant relation with think pair share aspect of active learning activities. The Deschooling Tendency like Life skills enrichment programmes in school, Laboratories in school and School Campus have significant relation with think pair share aspect of active learning activities.

The Deschooling Tendency like ICT facilities in school, Job Oriented Programmes in school, Influence of the family, Influence of the peer group, Teacher, have significant relation with think pair share aspect of active learning activities. The Library in school aspect of Deschooling Tendency have no significant relation with paper presentation aspect of active learning activities. The Deschooling Tendency like Life skills enrichment programmes in school, Laboratories in school, School Campus and teacher have significant relation with paper presentation aspect of active learning activities.

The Deschooling Tendency like ICT facilities in school, Job Oriented Programmes in school, Influence of the peer group and Teacher have significant relation with debates aspect of active learning activities. In fact the Deschooling Tendency have significant relationship with the debates aspect of active learning activities. Even though Library in school Deschooling Tendency didn’t have
significant relationship, all the other dimensions and Deschooling Tendency comprehensively have significant relationship with debates aspect of active learning activities. The Deschooling Tendency like Value Oriented Programmes in school, library in school, laboratories in school, School Campus and teacher have significance with peer teaching aspect of active learning activities.

The Deschooling Tendency like ICT facilities in school, Job Oriented Programmes in school, Influence of the family and Influence of the peer group and teacher have significant relationship with peer teaching aspect of active learning activities. All the dimensions of Deschooling Tendency comprehensively have significant relationship with active learning activities.

5.03.05. Deschooling Tendency and Mind Style

The mind style dimensions like conforming, creative, high Structure, and confident, have significant relationship with ICT facilities in school aspect of deschooling tendency. The mind style dimensions like extroverted, introverted, tender minded, low structure and emotional have significant relation with ICT facilities in school aspect of deschooling tendency.

In fact the mind style have significant relation with ICT facilities in school aspect of deschooling tendency. All the dimensions of mind style comprehensively have significant relationship with ICT facilities in school aspect of deschooling tendency. The tough minded and conforming dimensions of mind style have no significant relation with Job oriented programmes in school dimension of deschooling tendency of reservation category higher secondary School Students.

The mind style dimensions like extroverted, conforming, high structure, low structure, and emotional, have significant relation with influence of peer group aspect of deschooling tendency. In fact the mind style have significant relation with
influence of peer group of deschooling tendency. All the dimensions of mind style comprehensively have significant relationship with influence of peer group aspect of deschooling tendency. The mind style dimensions like tender minded, conforming, creative and high structure have significant relation with the dimension teacher of deschooling tendency of reservation category higher secondary School Students.

The mind style dimensions like extroverted, introverted, tough minded, low structure, confident, and emotional have significant relation with the dimension teacher of deschooling tendency. In fact the mind style have significant relation with the dimension teacher of deschooling tendency. All the dimensions of mind style comprehensively have significant relationship with the dimension teacher of deschooling tendency. The mind style dimensions like tender minded, conforming, creative and high structure have significant relation with the dimension teacher of deschooling tendency of reservation category higher secondary School Students.

The mind style dimensions like extroverted, introverted, tough minded, low structure, confident, and emotional have significant relation with the dimension teacher of deschooling tendency. The mind style (and its dimensions) have significant relationship with deschooling tendency.

**5.03.06. Active Learning Activities and Mind Style**

The introverted dimension of mind style have no significant relation with reaction to video dimension of active learning activities of reservation category higher secondary School Students. The mind style dimensions like tough minded, tender minded, creative and confident have significant relation with reaction to video dimension of active learning activities of reservation category higher secondary School Students. The mind style dimensions like extroverted, conforming, high structure, low structure and emotional have significant relation with reaction to video
dimension of active learning activities. In fact the mind style have significant relation with reaction to video dimension of active learning activities.

In fact the mind style have significant relation with group activity of active learning activities. All the dimensions of mind style comprehensively have significant relationship with group activity dimension of active learning activities of reservation category higher secondary Students. The mind style dimension conforming have no significant relation with role play dimension of active learning activities of reservation category higher secondary School Students. The mind style dimensions like introverted, tender minded, tough minded, creative and confident have significant relation with role play dimension of active learning activities of reservation category higher secondary School Students.

The mind style dimensions like extroverted, high structure, low structure and emotional have significant relation with Peer teaching dimension of active learning activities of reservation category higher secondary School Students. Almost all the dimensions of mind style have significant relationship with active learning activities of reservation category higher secondary School Students.

5.03.07. Deschooling Tendency, Active Learning Activities and Mind Style of Reservation Category Higher Secondary Students.

There is significant relationship between Deschooling Tendency, Active Learning Activities, Mind Style and Reservation Category Higher Secondary Students. This may be due to the fact that Mind Style have its impact on Active learning Activities by that initiating the Deschooling Tendency among Reservation Category Higher Secondary Students.
5.04. Educational Implications

- The study creates awareness among educators on how active learning activities are applied to solve the knowledge enrichment problems of reservation category higher secondary students.

- The study helps the educational administrators to understand the student’s imbalance in mind style and improper active learning activities are the major handicapness leading to deschooling tendency.

- The study exposes the details regarding the deschooling tendency, active learning activities and mind style of three districts Kanyakumari, Tirunelveli, and Thoothukudi. In the light of the results of the study the policy makers and administrators shall take appropriate steps to improve the learning environment of reservation category higher secondary students in their respective districts.

- The study encourages higher secondary students to practice their studies through active learning activities to gain meaningful aim and confidence for future endeavours.

- The study creates ample opportunities for the teachers to analyze the mind style acquired by the students thereby providing training to those who need extra care.

- The findings of this study could be used in schools to create more effective tutoring methods for reservation category higher secondary students to avoid the deschooling tendency of the students.

5.05. Suggestions For Further Research

- The study can be extended to all the other districts in and out of Tamil Nadu.

- Similar study can be conducted among higher secondary school levels with other background variables.