Chapter - I

INTRODUCTION

“Learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting. Most people learn best by being "with it", yet school makes them identify their personal, cognitive growth with elaborate planning and manipulation”

- Ivan Illich (1926 – 2002)

1.01. Introduction

Every generation, since the beginning of human existence, somehow passed on its stock of values, traditions, methods and skills to the next generation. Hundred years ago, people would not have thought that human beings will walk on the moon or traveling in the sky from one end of the earth to the other end will be as easy as traveling in the bus. People would not have thought that pressing a few buttons one can talk to another person anywhere in the world or with the click of a mouse one can bring a whole library of the world to one’s desk or shop for anything from a pin to a plane ticket. Not only the rate of discoveries is accelerating, but the acceleration rate itself is accelerating.

Core of the human history lies in pre-history, the period before the use of writing, and before written history. In pre-literate societies, education was achieved through demonstration and copying as the young learned from their elders. Rural communities had few resources to expend on education, and there was a lack of commercially available products for schools. At later stages they received instruction of a more structured and formal nature, imparted by people not necessarily related, in the context of initiation, religion or ritual. Some forms of traditional knowledge were expressed through stories, legends, folklore, rituals, and songs, without the need for
a writing system. Tools to aid this process include poetic devices such as rhyme and alliteration. These methods are illustrative of orality.

Before the development of writing, it is probable that there were already epic poems, hymns to gods and incantations such as those later found written in the ancient library at Ninevah, and the Vedas, and other oral literature in ancient India, the Vedas were learnt by repetition of various forms of recitation. By means of memorization, they were passed down through many generations.

The new millennium was ushered in by a dramatic technological revolution. Today's kindergarteners will be retiring in the year 2067. One have no idea of what the world will look in five years, much less 60 years, yet all are charged with preparing their students for life in that world. Present generation students are facing many emerging issues such as global warming, famine, poverty, health issues, a global population explosion and other environmental and social issues. These issues lead to a need for students to be able to communicate, function and create change personally, socially, economically and politically on local, national and global levels. Even kindergarten children can make a difference in the world by participating in real-life, real-world service learning projects. The extensive use of technology in higher education, both in the developing and advanced economics, has led to ‘non-spatial’ and ‘asynchronous learning’ (Marks, 2005)

Modern education system has shifted from advantaged personalities and reached at the disadvantaged strata in the society and acquired the form of universal education. The emergence of knowledge based society, learning communities in cyberspace, and emerging economics in the globalized structure put their pressure on the education too. Simple and beautiful adventures, phenomenon, beauty and art of nature had paved the foundation for the sophisticated mind and activated learning in the modern generation. The modern social structure emphasis more value to time and
quality rather than their predecessors, this scenario invite the new generation from school towards pragmatic endeavour’s of life such as on line gambling, Job oriented ventures, Money duplicating activities, Child labour. Deschooling tendency is the desire created by the technological advancements in the mind of students. ‘Less pain and more gain’ is becoming the motto of digital age society.

1.01.01. Twenty first Century Education

Emerging technologies and resulting globalization also provide unlimited possibilities for exciting new discoveries and developments such as new forms of energy, medical advances and restoration of environmentally ravaged areas, communications, and exploration into space and into the depths of the oceans. The possibilities are unlimited. 21st century skills learned through our curriculum, which is interdisciplinary, integrated, project-based, and more, include and are learned within a project-based curriculum by utilizing the seven survival skills advocated by Tony Wagner (2011) in his book, *The Global Achievement Gap*:

- Critical Thinking and Problem Solving
- Collaboration across Networks and Leading by Influence
- Agility and Adaptability
- Initiative and Entrepreneurialism
- Effective Oral and Written Communication
- Accessing and Analyzing Information
- Curiosity and Imagination

Twenty-first century curriculum has certain critical attributes. It is interdisciplinary, project-based, and research-driven. It is connected to the community – local, state, national and global. Sometimes students are collaborating with people around the world in various projects. The curriculum incorporates higher order thinking skills, multiple intelligences, technology and multimedia, the multiple
literacy’s of the 21st century, and authentic assessments. Service learning is an important component.

The classroom is expanded to include the greater community. Students are self-directed, and work both independently and interdependently. The curriculum and instruction are designed to challenge all students, and provides for differentiation. The curriculum is not textbook-driven or fragmented, but is thematic, project-based and integrated. Skills and content are not taught as an end in themselves, but students learn them through their research and application in their projects. Textbooks, if they have them, are just one of many resources.

Knowledge is not memorization of facts and figures, but is constructed through research and application, and connected to previous knowledge, personal experience, interests, talents and passions. The skills and content become relevant and needed as students require this information to complete their projects. The content and basic skills are applied within the context of the curriculum, and are not ends in themselves. Assessment moves from regurgitation of memorized facts and disconnected processes to demonstration of understanding through application in a variety of contexts. Real-world audiences are an important part of the assessment process, as is self-assessment.

Media literacy skills are honed as students address real-world issues, from the environment to poverty. Students use the technological and multimedia tools now available to them to design and produce web sites, television shows, radio shows, public service announcements, mini-documentaries, DVDs, oral histories, and even films. Students find their voices as they create projects using multimedia and deliver these products to real-world audiences, realizing that they can make a difference and change the world. They learn what it is to be a contributing citizen, and carry these citizenship skills forward throughout their lives. As a result, standardized test scores
are higher. This is because students have acquired the skills and content in a meaningful, connected way and the understanding is there. They actually know the content on a much higher level of understanding, and they have developed their basic skills by constant application throughout the duration of the unit.

In the global classroom every day students from countries all over the world collaborate on important projects. The website, ePals, is a site where teachers and students can go to join or start a collaborative project with anyone in the world. According to ePals,(2013) Inc., “Our Global Community™ is the largest online community of K-12 learners, enabling more than 325,000 educators and 126,000 classrooms in over 200 countries and territories to safely connect, exchange ideas, and learn together. Award winning SchoolBlog™ and SchoolMail™ products are widely used and trusted by schools around the world”. The world is now “flat”. Our world has been transformed, and will continue to change at ever-increasing rates.

In order for the students to be prepared to navigate this 21st century world, they must become literate in 21st century literacy’s, including multicultural, media, information, emotional, ecological, financial and cyber literacy’s. Collaborating with students from around the world in meaningful, real-life projects is a necessary tool for developing this literacy’s. Students can learn that through collaboration, not competition, they can work together to make the world a better place. Students will use technologies, including the Internet, and global collaboration to solve critical issues.

In the book Teaching the Elephant to Dance, James A. Belasco (1990) he explains that elephants are trained to stay in one place, through conditioning, with nothing more than a bracelet around one ankle - attached to nothing. However, if the tent catches fire, and the elephant smells the smoke and sees the flames, the conditioned response is overcome and the elephant moves. He recommends that we
find a way to get people to smell the smoke and see the flames - without actually burning down the tent. Teaching this elephant to dance is going to be a major endeavor, and it will have to encompass everything from teacher education and administrative education programs at universities to in-service and continuing professional development for educators, to educating everyone else.

To fully grasp the social importance of the Modern School, we must understand first the school as it is being operated today and secondly the idea underlying the modern educational movement. Most of the schools around the world are for the child what the prison is for the convict and the barracks for the soldier--a place where everything is being used to break the will of the child, and then to pound, knead, and shape it into a being utterly foreign to itself.

1.01.02. Importance of School in the society

Many students, especially those who are poor, intuitively know what the schools do for them. They school them to confuse process and substance. Once these become blurred, a new logic is assumed: the more treatment there is, the better are the results; or, escalation leads to success. The pupil is thereby "schooled" to confuse teaching with learning, grade advancement with education, a diploma with competence, and fluency with the ability to say something new. His imagination is "schooled" to accept service in place of value. Medical treatment is mistaken for health care, social work for the improvement of community life, police protection for safety, military poise for national security, the rat race for productive work. Health, learning, dignity, independence, and creative endeavor are defined as little more than the performance of the institutions which claim to serve these ends, and their improvement is made to depend on allocating more resources to the management of hospitals, schools, and other agencies in question.
Naturally, the method of breaking man's will must begin at a very early age; that is, with the child, because at that time the human mind is most pliable; just as acrobats and contortionists, in order to achieve skill over their muscles, begin to drill and exercise when the muscles are still pliable. The very notion that knowledge can be obtained only in school through systematic drilling, and that school time is the only period during which knowledge may be acquired, is in itself so preposterous as to completely condemn our system of education as arbitrary and useless.

Emerson (2001) said sixty years ago, "We are students of words; we are shut up in schools and colleges for ten or fifteen years and come out a bag of wind, a memory of words, and do not know a thing". The great harm done by present system of education is not so much that it teaches nothing worth knowing, that it helps to perpetuate privileged classes, that it assists them in the criminal procedure of robbing and exploiting the masses; the harm of the system lies in its boastful proclamation that it stands for true education, thereby enslaving the masses a great deal more than could an absolute ruler.

Modern schools have failed because they rest upon compulsion and restraint. Children are arbitrarily commanded what, when, and how to do things. The worship of the idol of uniformity continues openly and quietly. And to make doubly sure that there shall be no heterodox interference, school supervision dictates every step and even the manner and mode of it, so that disturbing initiative or originality and the rest may not enter by way of the teacher. It is still heard over much of order, of methods, of system, of discipline, in the death dealing sense of long ago; and these aim at repression rather than at the liberation of life.

Under the circumstances teachers are mere tools, automatons that perpetuate a machine that turns out automatons. They persist in forcing their knowledge upon the pupil, ignore or repress their instinctive yearning for use and beauty, and drag or drive
them in an ill-named, logical course, into spiritless drill. They substitute for natural inner incentives that fear no difficulty and shrink from no effort, incentives of external compulsion and artificial bribes, which, usually based upon fear or upon anti-social greed or rivalry, arrest development of joy in the work for its own sake, are hostile to purposeful doing, quench the ardor of creative initiative and the fervor of social service and substitute for these abiding motives, transient, perishable caprice.

The Modern School repudiates utterly this pernicious and truly criminal system of education. It maintains that there is no more harmony between compulsion and education than there is between tyranny and liberty; the two being as far apart as the poles. The underlying principle of the Modern School is this: education is a process of drawing out, not of driving in; it aims at the possibility that the child should be left free to develop spontaneously, directing his own efforts and choosing the branches of knowledge which he desires to study. That, therefore, the teacher, instead of opposing, or presenting as authoritative his own opinions, predilections, or beliefs should be a sensitive instrument responding to the needs of the child as they are at any time manifested; a channel through which the child may attain so much of the ordered knowledge of the world, as he shows himself ready to receive and assimilate. Scientific, demonstrable facts in the Modern School will be presented as facts, but no interpretation of theory--social, political, or religious--will be presented as having in itself such sanction, or intellectual sovereignty, as precludes the right to criticize or disbelieve.

1.01.03. Deschooling Tendency

The Austrian philosopher, New York parish priest and social critic of Western institutions, Ivan Illich (1927-2002), is perhaps best known for his study of state-sponsored schools and his innovative ideas about education published in his seminal work, Deschooling Society. Though a left/liberal and strong supporter of John F.
Kennedy, making observations about what he considered to be a basically industry-dominated educational system in the years before and after the Second World War, his ideas are applicable to all kinds of state-controlled schooling systems, as best epitomized by his classical statement: “School is the advertising agency which makes you believe that you need the society as it is”. Even though Deschooling is the concept of breaking the formalities of education, it is now accelerated with the active learning activities of the modern individuals.

1.01.04. Active Learning Activities

Active learning is an umbrella term that refers to several models of instruction that focus the responsibility of learning on learners. Bonwell and Eison (1991) popularized this approach to instruction (Bonwell & Eison 1991). This buzzword of the 1980s became their 1990s report to the Association for the Study of Higher Education (ASHE). In this report they discuss a variety of methodologies for promoting "active learning". They cite literature which indicates that to learn, students must do more than just listen: They must read, write, discuss, or be engaged in solving problems. It relates to the three learning domains referred to as knowledge, skills and attitudes (KSA), and that this taxonomy of learning behaviours can be thought of as "the goals of the learning process" (Bloom, 1956). In particular, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Active learning engages students in two aspects – doing things and thinking about the things they are doing (Bonwell and Eison, 1991).

Active Learning Activities engaging students in individual or small group activities–pairs or trios especially–is a low-risk strategy that ensures the participation of all. The sampling of basic activities below can be adapted to almost any discussion or lecture setting. Using these strategies, or variations on them, ensures that one will hold their students' attention in class and throughout the educational programme.
1.01.05. Mind style

Freud has given some basic concepts to reveal the mysteries of mind. Freud has compared the mind with an iceberg, in which the smaller part showing above the surface of the water represents the region of consciousness while the much larger mass below the water level represents the region of unconsciousness. Though the name is fairly new yet the subject of Psychology which deals with mind is very old. The word 'Psychology' was used for the first time in 1590 by Rudolf Geockle. It derives its origin from two Greek words, Psyche' (soul) and 'Logos' (a word or talk about). Eysenck. (1972) Gradually psychology was said to be science of mind and behaviour. Psychology, in fact was regarded as a part of philosophy till the turn of the last century and it had no separate existence as a science. Sigmund Freud gives footings to Psychology to guide other knowledge sources.

According to Parkinson (2002) 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. All schools of Philosophy, Psychology, Sociology and other related discipline create deep and challenging impression in every human being's mind so as to create one’s own mind style depending on one’s situation, life atmosphere and desire. Even the mind is strong, reactive and active the attitude is the one which makes it sociable and evaluative to other fellow beings. Attitude is the social measure of healthy mind style. Reservations in the society have its own impact on the minds of human being from its existence.

1.01.06 Categorizations of reservation in the society

During the Vedic period, the Varna system was used. However, it was based on the profession one chose rather than on the birth. Also, it was not elitist during the
vedic times. Implying, all castes were considered equals. The system consists of four ranked Varna’s. A person's Varna was defined by his or her socio-economic duties (broadly classified into four classes or Varna’s). These duties were either voluntarily performed or were assigned by the local administrator- one's Varna was initially not defined by one's birth into any particular family. However, over the centuries, especially during the 11th century on-wards, the system has changed so that one is born into a Varna based on lineage.

A common form of past discrimination in India is the practice of untouchability. Scheduled Castes (SCs) are the primary targets of the practice, which is outlawed by the Constitution of India. An untouchable person is considered "impure or a lesser human." The primary stated objective of the Indian reservation system is to increase the opportunities for enhanced social and educational status of the underprivileged communities and thus enable them to take their place in the mainstream of Indian society. The reservation system exists to provide opportunities for the members of the Scheduled Castes and Scheduled Tribes to increase their political representation in the State Legislatures, the Executive Organ of the Union (Centre) and States, the labour force, schools, colleges, and other public institutions.

The Constitution of India states in article 16(4): "Nothing in [article 16] or in clause (2) of article 29 shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes and the Scheduled Tribes." Article 46 of the Constitution states that "The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation."
In 1982, the Constitution specified 15% and 7.5% of vacancies in public sector and government-aided educational institutes as a quota reserved for the SC and ST candidates respectively for a period of five years, after which the quota system would be reviewed. This period was routinely extended by the succeeding governments. The Supreme Court of India ruled that reservations could not exceed 50% (which it judged would violate equal access guaranteed by the Constitution) and put a cap on reservations. However, there are state laws that exceed this 50% limit and these are under litigation in the Supreme Court. For example, the caste-based reservation stands at 69% and the same is applicable to about 87% of the population in the State of Tamil Nadu.

1.01.07. Tamil Nadu

Literally (The Land of Tamils or Tamil Country) is one of the 28 states of India. Its capital is Chennai (formerly known as Madras), the largest city. Tamil Nadu is a land most known for its monumental ancient Hindu temples and classical form of dance Bharata Natyam. Tamil Nadu lies in the southernmost part of the Indian Peninsula and is bordered by the union territory of Puducherry and the states of Kerala, Karnataka, and Andhra Pradesh. It is bounded by the Eastern Ghats on the north, by the Nilgiri, the Anamalai Hills, and Kerala on the west, by the Bay of Bengal in the east, by the Gulf of Mannar and the Palk Strait on the southeast, and by the Indian Ocean on the south.

Tamil Nadu is the eleventh largest state in India by area and the seventh most populous state in India. The state is ranked 6th among states in India according to the Human Development Index as of 2011. It is the second largest state economy in India as of 2012. The state has the highest number (10.56 per cent) of business enterprises and stands second in total employment (9.97 per cent) in India, compared to the population share of about 6 per cent. In the 2013 Raghuram Rajan panel report, Tamil
Nadu was ranked as the third most developed state in India based on a "Multidimensional Development Index". The region has been the home of the Tamil people since at least 1500 BC. Its official language is Tamil, which holds a status of being a classical language. Tamil has been in use in inscriptions and literature for over 2500 years. Tamil Nadu is home to many natural resources, classical arts, classical music, classical literature, Hindu temples of Dravidian architecture, hill stations, beach resorts, multi-religious pilgrimage sites, and eight UNESCO World Heritage Sites.

Tamil Nadu now has 69 per cent reservation in educational institutions for socially backward section of the society, the highest among all Indian states. The reservation system in Tamil Nadu is much in contrast to the rest of India, not by the nature of reservation but by its history. When the first reservation protest hit New Delhi in May 2006, a contrasting quiet serenity was noticed in Chennai. Later, as the anti-reservation lobby gained in visibility in Delhi, Chennai saw quiet street protests demanding reservation. Doctors in Chennai, including doctors association for social equality (DASE) were in the forefront expressing their support for reservation in institutions of higher education run by the Central government. The Tamilnadu Government is the forerunner in introducing the policy of reservation in admission to educational institutions and appointment in the Public Services to the BCs, SCs and STs as early in the year 1921. The Government of Tamil Nadu is adopting 69% reservation policy as BC (excluding the Backward Classes Muslims) - 26.5%, Backward Class Muslims - 3.5%, MBC/DNC - 20%, SC- 18%, ST -1%, In Total - 69%

At present, reservation works out to somewhat less than 69%, depending on how many non-reserved category students are admitted in the super-numeracy seats. If 100 seats are available, first, two merit lists are drawn up without considering community (reserved or unreserved), one for 31 seats and a second for 50 seats,
corresponding to 69% reservation and 50% reservation respectively. Any non-reserved category students placing in the 50 seat list and not in the 31 seat list are admitted under super-ration quota (i.e.) seats are added to the 100 for these students. The 31 seat list is used as the non-reserved open admission list and 69 seats are filled up using the 69% reservation formula (30 seats OBC, 20 seats MBC, 18 seats SC and 1 seat ST). The effective reservation percentage depends on how many non-reserved category students figure in the 50 list and not in the 31 list. At one extreme, all 19 (added from 31 to make the 50 list) may be non-reserved category students, in which case the total reservation works out to about (69+19)/119 or 74% with 16% (19 in 119) considered as a 'reservation' for non-reserved category students! At the other extreme, none of the 19 added to the 31 list may be from the non-reserved category, in which case no super-ration seats are created and reservation works out to be 69% as mandated by the state law.

1.02. Background of the study

In the last two decades, due to the advent of computer technologies, information delivery has got new meaning. Multimedia as an educational tool nowadays amplifies the learning technique as well as improve the mind style through intellectual nourishment and also aid in progress of communication skill as a catalyst and filter down its effect even to the under privileged category of the society.

The notion of advantage for favored people--the wealthy, or those in the know, or those connected to the government--has been around as long as civilization. Work by Vygotsky (1978) in ‘Mind in society: The development of higher Psychological processes’; work of Boyle (1997) on ‘Design for multimedia learning’; expression of Elson.Cook (2001) in ‘Principles of Interactive multimedia’; words of Lachs (2001) on ‘Making multimedia in the classroom’; work of Low & Koo (2003) on ‘Multimedia learning system: A future interactive educational tool’; words of

1.03. Significance of the study

Studentship blossom into a critical period at the dawn of teenage or higher secondary educational stage of any individual. The present learning resources shifts from analog to digital technologies, from single isolated media to multimedia system. Education provides the individuals with ample opportunities to develop their inborn physical, mental, qualities to the full, so that they can achieve cosmic unity by their action, thought and feeling. Human being's are not isolated phenomenon they are bonded to their environment through an intellectually oriented mind.

Mind is the basic structure which governs and ultimately make human to rule the world and oneself. Education as the word means should draw out or lead out the nature of mind of human beings and its beauty towards the real unavoidable
surroundings and situation of life for admiration, inspiration, creation, recreation, evaluation and regeneration. The mind is the instrument by which and through which we interact with the world. Mind refers to the collective aspects of intellect and consciousness which are manifest in some combination of thought, perception, emotion, will, memory, imagination and learning style. The view that style results from a set of choices is linked to the notion of what is sometimes called mind style. All schools of Philosophy, Psychology, Sociology and other related discipline create deep and challenging impression in every human being's mind so as to create one's own mind style depending on one’s situation, life atmosphere, desire and learning activities.

Learning may occur as a result of habituation or classical conditioning, seen in many animal species, or as a result of more complex activities such as play, seen only in relatively intelligent animals. Learning may occur consciously or without conscious awareness. Play has been approached by several theorists as the first form of learning. Children play, experiment with the world, learn the rules, and learn to interact. Vygotsky agrees that play is pivotal for children's development, since they make meaning of their environment through play. Active learning activities make the student to link up their mind style to manifest the perfection effectively.

Freedom is the flexibility of the mind to meet new situation and it is also the capacity to learn and to adjust to relatively new and changing conditions. An intelligent person has the ability to adjust himself to the changing circumstances with ease, efficiency and speed. He has the capacity to assimilate ideas very quickly and clearly. Freedom is the specific base line which separates human from other animals. The general belief is that the growth of intelligence stops and it reach its limit during the higher secondary school level.
Higher secondary education is generally the final stage of education. The need to go into a learning mode as also conditions for creating capabilities in the education system to meet the needs of knowledge growth, communication expansion, reinforcement of cultural roots is indicated at good secondary education scenario. Changing needs of Educational Technology and domination of computers and Integration of Information and Communication Technology demand new structures, which the system as well as the higher secondary students should be able to assimilate. In a fast-changing environment of educational, economic and cultural change, teenagers will continue to be edged out unless their capacities are actively consolidated and improved so as to encounter the world outside on equal terms. This procedures activate the tendency in individuals to break up from the formality of schooling to a deschooling act.

The world is a much more radically individualist where fundamental responsibilities fall to the individual. Many students, especially those who are under privileged, intuitively know what the schools do for them. They school them to confuse process and substance. Once these become blurred new logic is assumed, the more treatment there is, the better are the results; or, escalation leads to success. The pupil is thereby "schooled" to confuse teaching with learning, grade advancement with education, a diploma with competence, and fluency with the ability to say something new. His imagination is "schooled" to accept service in place of value. Medical treatment is mistaken for health care, social work for the improvement of community life, police protection for safety, military poise for national security, the rat race for productive work. **The Deschooling Tendency encourages the** under privileged to be or not to be in society as they are.
Reservation category students are the deprived but the fortunate group with the opportunities and advantages of other members of the society. Teen age is the age of storm and stress. Teenagers especially the higher secondary students if they are loser, miserable, underdog, unfortunate, wretch, in short reserved in all aspects mould their mind and learning technique in a positive or negative manner towards deschooling aspect to earn and gain knowledge or information. These conditions, laid the need as well as the significance to study the relationship between deschooling tendency and Active Learning Activities in accordance with mind style among reservation category higher secondary students.

1.04. Statement of the problem

The investigator had chosen the present problem with the intention of understanding the relationship between Deschooling Tendency along with Active learning activities and various mind style of students especially the Reservation category higher secondary students. Therefore the study was entitled as:

“Deschooling Tendency and Active Learning Activities in Accordance with the Mind Style among Reservation Category Higher Secondary Students”.

1.05. Operational Definitions

- **Deschooling Tendency** – In this study, 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.

- **Active Learning Activities** - It is one of the teaching-learning method based on constructivism; the study make use of several models of instruction such as think-pair-share, paper presentation, student debate, reaction to a video, peer
teaching, group activity, role play which is used in the higher secondary schools.

- **Mind Style** - In this study it refers to the nature or view of mind with certain sets of traits selected for the study and they are: extroverted and introverted, tough minded and tender minded, conforming and creative, high structure and low structure, confident and emotional.

- **Reservation Category** - Reservations are intended to increase the social diversity in campuses and workplaces by lowering the entry criteria for certain identifiable groups that are grossly under-represented in the general population. In the study the reservation categories used for study are Backward Class/ Denotified community / Most Backward Class / Scheduled Class / Scheduled Tribe.

- **Higher Secondary Students** – In this study it refers to the Higher Secondary School Students most probably at the age of fifteen to seventeen and they are enrolled in Class XI and Class XII.

1.06. **Objectives of the study**

- To assess the level of deschooling tendency and its dimensions, active learning activities and its dimensions and mind style of reservation category higher secondary students

- To compare the deschooling tendency and its dimensions, active learning activities and its dimensions, mind style of reservation category higher secondary students based on gender, religion, type of school, nature of school, place of residence of higher secondary school students
To find out whether there exist any significant difference in the deschooling tendency and its dimensions, active learning activities and its dimensions and mind style of reservation category higher secondary students based on gender, religion, type of school, nature of school, place of residence of higher secondary school students

To find out the relationship between deschooling tendency and its dimensions and active learning activities and its dimensions of reservation category higher secondary students

To find out the relationship between deschooling tendency and its dimensions and mind style of reservation category higher secondary students

To find out the relationship between active learning activities and its dimensions and mind style of reservation category higher secondary students

To find out the relationship between mind style and the effect of deschooling tendency and active learning activities of reservation category higher secondary students

1.07. Hypothesis of the study

1.07.01 There is significant difference between reservation category higher secondary boys and girls students in their deschooling tendency and its dimensions.

1.07.02 There is significant difference between class and Deschooling Tendency and its dimensions among reservation category higher secondary students.
There is significant difference between place of residence and deschooling tendency and its dimensions among reservation category higher secondary students.

There is significant difference among reservation category higher secondary students in government, government-aided and self financing - type of school, in their deschooling tendency and its dimensions.

There is significant difference among reservation category higher secondary students in boys, girls and co-education - nature of school, in their deschooling tendency an its dimensions.

There is significant difference among Christian, Hindu and Muslim reservation category higher secondary students in their deschooling tendency and its dimensions.

There is significant difference between reservation category higher secondary boys and girls in their active learning activities and its dimensions.

There is significant difference between class and Active Learning Activities and its dimensions among reservation category higher secondary students.

There is significant difference between place of residence and active learning activities and its dimensions among reservation category higher secondary students.

There is significant difference among reservation category higher secondary students in government, government-aided and self financing - type of school, in their deschooling tendency and its dimensions.
There is significant difference among reservation category higher secondary students in boys, girls and co-education - nature of school, in their active learning activities and its dimensions.

There is significant difference among Christian, Hindu and Muslim reservation category higher secondary students in their active learning activities and its dimensions.

There is significant difference between reservation category higher secondary boys and girls in their mind style and its dimensions.

There is significant difference between class and Mind Style and its dimensions among reservation category higher secondary students.

There is significant difference between place of residence and mind style and its dimensions among reservation category higher secondary students.

There is significant difference among reservation category higher secondary students in government, government-aided and self financing - type of school, in their mind style and its dimensions.

There is significant difference among reservation category higher secondary students in boys, girls and co-education - nature of school, in their mind style and its dimensions.

There is significant difference among Christian, Hindu and Muslim reservation category higher secondary students in their mind style and its dimensions.
1.07.19 There is significant relationship between deschooling tendency and its dimensions with the dimension reaction to video related with active learning activity of reservation category higher secondary students

1.07.20 There is significant relationship between deschooling tendency and its dimensions with the dimension think pair share related with active learning activity of reservation category higher secondary students

1.07.21 There is significant relationship between deschooling tendency and its dimensions with the dimension paper presentation related with active learning activity of reservation category higher secondary students

1.07.22 There is significant relationship between deschooling tendency and its dimensions with the dimension group activity related with active learning activity of reservation category higher secondary students

1.07.23 There is significant relationship between deschooling tendency and its dimensions with the dimension role play related with active learning activity of reservation category higher secondary students

1.07.24 There is significant relationship between deschooling tendency and its dimensions with the dimension debates related with active learning activity of reservation category higher secondary students

1.07.25 There is significant relationship between deschooling tendency and its dimensions with the dimension peer teaching related with active learning activity of reservation category higher secondary students

1.07.26 There is significant relationship between deschooling tendency and its dimensions with the active learning activities of reservation category higher secondary students
1.07.27 There is significant relationship between mind style and its dimensions with the dimension ICT facilities in school related with deschooling tendency of reservation category higher secondary students.

1.07.28 There is significant relationship between mind style and its dimensions with the dimension job oriented programmes in school related with deschooling tendency of reservation category higher secondary students.

1.07.29 There is significant relationship between mind style and its dimensions with the dimension value oriented programmes in school related with deschooling tendency of reservation category higher secondary students.

1.07.30 There is significant relationship between mind style and its dimensions with the dimension life skills enrichment programmes in school related with deschooling tendency of reservation category higher secondary students.

1.07.31 There is significant relationship between mind style and its dimensions with the dimension library in school related with deschooling tendency of reservation category higher secondary students.

1.07.32 There is significant relationship between mind style and its dimensions with the dimension laboratories in school related with deschooling tendency of reservation category higher secondary students.

1.07.33 There is significant relationship between mind style and its dimensions with the dimension school campus related with deschooling tendency of reservation category higher secondary students.

1.07.34 There is significant relationship between mind style and its dimensions with the dimension influence of family related with deschooling tendency of reservation category higher secondary students.
1.07.35 There is significant relationship between mind style and its dimensions with the dimension influence of peer group related with deschooling tendency of reservation category higher secondary students

1.07.36 There is significant relationship between mind style and its dimensions with the dimension teacher related with deschooling tendency of reservation category higher secondary students

1.07.37 There is significant relationship between mind style and its dimensions and deschooling tendency of reservation category higher secondary students

1.07.38 There is significant relationship between mind style and its dimensions with the dimension reaction to video related with active learning activities of reservation category higher secondary students

1.07.39 There is significant relationship between mind style and its dimensions with the dimension think pair share related with active learning activities of reservation category higher secondary students

1.07.40 There is significant relationship between mind style and its dimensions with the dimension paper presentation related with active learning activities of reservation category higher secondary students

1.07.41 There is significant relationship between mind style and its dimensions with the dimension group activity related with active learning activities of reservation category higher secondary students

1.07.42 There is significant relationship between mind style and its dimensions with the dimension role play related with active learning activities of reservation category higher secondary students
There is significant relationship between mind style and its dimensions with the dimension debates related with active learning activities of reservation category higher secondary students

There is significant relationship between mind style and its dimensions with the dimension peer teaching related with active learning activities of reservation category higher secondary students

There is significant relationship between mind style and its dimensions and active learning activities of reservation category higher secondary students

There is significant relationship between deschooling tendency, active learning activities and mind style of reservation category higher secondary students

1.08 Delimitations of the study

The present study aims to find the mind style of reservation higher secondary students in relation to deschooling tendency and active learning activities. The study would create an awareness among educators how mind style are motivated to develop deschooling tendency and be in the active learning activities of higher secondary students. The following are the major delimitations in this context.

- The sample for the study constitutes a representative group of 1000 higher secondary students in Kanyakumari, Tirunelveli and Thoothukudi District. This may change the extension of generalization of findings.

- For time management of the study, the pilot study of active learning activity inventory and deschooling tendency questionnaire had been conducted on a representative sample of XI\textsuperscript{th} std students only.
1.09 ORGANISATION OF THE THESIS

Chapter - I

INTRODUCTION

Introduction - 21st Century Education - Importance of School in the society - Deschooling Tendency - Active Learning Activities - Mind style - Categorizations of reservation in the society - Higher secondary students – Background of the study - Need and significance of the study - Statement of the problem - Definitions of the key terms used in the study - Objectives of the study - Hypotheses of the study - Delimitations of the study

Chapter - II

REVIEW OF RELATED LITERATURE

Introduction - Studies related to Schooling - Indian and Foreign studies - Studies related to Deschooling - Indian and Foreign studies - Studies related to Active Learning - Indian and Foreign studies - Studies related to Mind Style - Indian and Foreign studies - Studies related to Reservation Category - Indian and Foreign studies - Critical Review

Chapter - III

METHODOLOGY

Introduction - Normative Survey Method - Population - Sample - Tools of research - Tools in the present study - Process of Data collection - Statistical Techniques Used
Chapter - IV

ANALYSIS AND INTERPRETATION OF DATA

Introduction - Deschooling Tendency - Active Learning Activities - Mind Style - Deschooling Tendency and Active Learning Activities - Deschooling Tendency and Mind Style - Active Learning Activities and Mind Style - Deschooling Tendency, Active Learning Activities, Mind Style and reservation category higher secondary students.

Chapter - V

FINDINGS AND CONCLUSION

Introduction - Findings of the study based on (Sub Category) Deschooling Tendency - Active Learning Activities - Mind Style - Deschooling Tendency and Active Learning Activities - Deschooling Tendency and Mind Style - Active Learning Activities and Mind Style - Deschooling Tendency, Active Learning Activities, Mind Style and reservation category higher secondary students - Discussion - Educational Implications - Suggestions for further research - Conclusion

BIBLIOGRAPHY

The APA format is adhered to the maximum extent possible, leaving room for justifiable modifications, keeping in mind that a number of variations described in the publication manual are not only permissible, but also desirable in the preparation of final manuscripts. (Indian hangs style)

APPENDICES

A : Area of Study – Maps, B : List of Schools, C : Draft Tools, D: Final Tools

E : Papers Published.