CHAPTER I

INTRODUCTION

1.0 INTRODUCTION

1.1 SIGNIFICANCE OF THE PRESENT STUDY

1.2 STATEMENT OF THE PROBLEM

1.3 DEFINITIONS OF SOME OF THE TERMS

1.3.1 Study

1.3.2 Attitude

1.3.3 Secondary School

1.3.4 Sanskrit

1.3.5 Caste

1.3.6 Occupation

1.3.7 Socio-Economic Status

1.4 OBJECTIVES OF THE STUDY

1.5 LIMITATIONS OF THE STUDY

1.6 SCHEME OF CHAPTERIZATION
1.0 INTRODUCTION

The greatness of the nation depends upon its enlightened citizens. The citizens of tomorrow are being shaped in today's classrooms. The educationists, teachers and those who fully understand the crucial role of classroom in national development are constantly engaged in improving it.

During the British Rule the Indian Educational system was shaped to meet the needs of British Administration. With the attainment of independence, the development of a system of education that would reflect the national ethos, engaged the minds of educationists in India. A good deal of interest and enthusiasm for educational reconstruction as comprehensive and as revolutionary and as possible are shown by researchers in Education. This is well reflected in the speech of the late Prime Minister Pandit Jawaharlal Nehru at the Educational conference which was
conveyed by the Ministry of Education in 1948. He said, "Whenever conference was called in the past to form a plan for education in India, the tendency, as a rule, was to maintain the existing system with slight modification. This must not happen now because great changes have taken place in the country and the educational system must keep pace with them. The entire basis of education must be revolutionised."1

As a result, number of commissions and committees were appointed at the state and national level, resulting in useful reports and recommendations. But national goals are yet to be achieved.

The educational policy in India is mainly based on the principles of democracy, secularism, economic development, adoption of science and technology, national integration, socialism, equality of educational opportunity, pursuit of excellence and small family norms. Efforts are being made on the above guiding principles to reconstruct educational policy but for the unknown reasons, the policy has not brought fruitful results and the standards of education seems to be deteriorating.

It is feeling of all those who are engaged in education that this had happened due to lack of right and

1. J.P. Naik, Educational Planning in India, (Bombay: Allied Publishers, 1965), P. 71
optimistic attitude of the learner. If any one wants to build up the cognitive capital of the country, attitude of the students should be considered as one of the main factors in the teaching learning process. Thus, the study of attitude of the students towards the subjects becomes the most important for the teachers. With the help of this they can improve the process of learning.

1.1 SIGNIFICANCE OF THE PRESENT STUDY

The present world is different from what it was in the past. The society is changing very fast everywhere in the world. Science and Technology have made great contribution in changing the attitudes of men and women. Science and Technology have also affected the educational system in various parts of the world.

Education plays an important role in social changes. It improves the life of the people of the society and through it the society itself. Teaching of various school subjects play vital role in bringing social change. Sanskrit is one of the subjects being taught at secondary school level. It is an ancient language of India. Through it cultural heritage of India reaches from one age to the another.

Sanskrit is not only India's ancient language but
the most ancient language of the world. When other coun-
tries of the world were using symbolic language, the Sans-
krit was used as a spoken language among the common people of India. Sanskrit is considered as a flow of Indian ideals, beliefs and values. Now a days, some people consi-
der such a prosperous language as a dead language and give less importance to its teaching. As a result, students of Gujarat are not taking much interest in the study of sans-
krit. With the introduction of National Policy on Educa-
tion, 1986 four language formula is accepted by the Gove-
 rnment of Gujarat. The weightage to the teaching of Sans-
krit at the secondary school stage is decreased. It seems that it has affected the attitude of the students. This makes the investigator to think to study the attitude of secondary school students towards Sanskrit. It is also a duty of every Indian to take interest in the teaching of Sanskrit because it is a mother of all Indian Aryan's lan-
guages and other Indian languages are benifited due to Sanskrit.

In this situation, it seems worthwhile to study the attitude of secondary school students towards Sanskrit in relation to their family background. Hence, the investiga-
tor has ventured to undertake this study.

1.2 STATEMENT OF THE PROBLEM :

All education researches should begin with a
carefully formulated problem. The problem selected for the present study is:

"A STUDY OF ATTITUDE OF SECONDARY SCHOOL STUDENTS TOWARDS SANSKRIT IN RELATION TO THEIR PARENTS' CASTE, OCCUPATION AND SOCIO-ECONOMIC STATUS"

1.3 DEFINITIONS OF SOME OF THE TERMS

Before beginning, it is obligatory on the part of the investigator to be clear about some of the key-terms used in the investigation. They are as:

1.3.1 Study

The word study has different connotations. In the Dictionary of Education, Good\(^2\) writes about the study as under:

1) Application of mind to a problem or subject, and

2) An investigation of particular subject.

According to Stein\(^3\) in American Everyday Dictionary, the word 'study' means:

1) Application of mind to the acquisition of knowledge.

---


ii) Deep thought, and

iii) To examine or investigate carefully.

According to Teall⁴ in Webster New Illustrated Dictionary 'study' means:

1) To investigate closely, and
2) To scrutinize or earnestly contemplate.

The Reader's Digest Great Encyclopaedia Dictionary⁵ defines the term 'study' as follows:

1) Deviation of time and thought to acquisition of information, pursuit of some branch of knowledge, careful examination or observation of subject, question etc.

2) Literary composition devoted to detailed consideration of a subject or problem or executed as exercise or experiment in style.

3) Careful sketch made for practice in technique or as preliminary experiment or part of it, compositions designed to develop player's skill.

4) Make a study of, take pain to investigate or acquire knowledge of subject or assure, examine

---


carefully, investigate, apply oneself to study, take pains to do deliberate, intentional effort.

David B. Curalnik defines the word 'study' in Webster's New World Dictionary as:

i) The application of the mind to acquire knowledge as by reading, investigating etc.

ii) Careful and critical examination of a subject, event etc.

The investigator after synthesizing the definitions cited above defined the term as it relates to the problem in the following way.

The word 'study' here means compilation of informations about the attitude of students towards Sanskrit.

1.3.2 Attitude

Attitude is normally understood as feeling, mood or opinion towards something. It is liking or disliking, love or hatred, beliefs or disbeliefs of an idea of someone towards a subject or an object of an individual or group of individuals.

-----------------------------

According to Charles C. Cowell\textsuperscript{7}, an Attitude is an implicite response or predisposition to act toward or away from an individual or social value.

David B. Curalnik\textsuperscript{8} defines 'Attitude' in Webster's New World Dictionary as:

i) The posture of the body in connection with an action, mood etc.

ii) A way of acting, feeling or thinking; one's disposition, mental set etc.

According to Longman Dictionary of English Language\textsuperscript{9} the term 'Attitude' means a feeling, emotion or mental position with regard to a fact or state.

Munn's\textsuperscript{10} definition of attitude is as under:

"Attitudes are learned predispositions toward aspect of our environment. They may be positively or negatively directed towards certain people, issues or institutions. An attitude usually is considered as consisting three basic components—thinking, feeling and reacting."

\textbf{References:}

According to Woodworth,⁷¹ "An attitude is a set of dispositions (readiness, inclination, tendency) to act toward an object according to its characteristics so far as we are acquainted with them."

Guilford⁷² says, "An attitude is a disposition a person has to favour or not to favour a type of social object or social action."

The examination of various definitions reveals that attitude is by enlarge concerned with the feeling aspect.

1.3.3 Secondary School

Secondary school means a school imparting secondary education. Secondary education means education, including post basic education in such subjects from eighth standard upto such standard as may, by general or special order from time to time, be determined by the State Government.⁷³

At present secondary education in Gujarat State means education, including post basic education in such

---


subjects from eighth standard upto tenth standard. The school imparting education from eighth standard upto tenth standard is considered here as secondary school.

1.3.4 Sanskrit

Sanskrit is one of the subjects taught to the students of secondary school in all over India.

Longman Dictionary of English Language\textsuperscript{14} defines Sanskrit as an ancient sacred INDIC language of India and of Hinduism.

According to Websters' New World Dictionary\textsuperscript{15}, Sanskrit is the classical old Indic literary language important in the study of comparative Indo-European linguistics.

The Random House Dictionary of the English language\textsuperscript{16} defines Sanskrit as an Indo-European, Indic language, in use since c. 1200 B.C. as the most important religious and literary language of India.

-----------------------------

According to Sanskrit-Hindi-English Dictionary\textsuperscript{17}
Sanskrit language oppose to Vedic, Pali-Prakrits, Apabramsa and Desi Bhasas. It is indeed something more than merely human speech and when the corresponding script is called Deva Nagari, this undoubtedly implies that the human script is an imitation of the means of communication in the city of the Gods.

Sanskrit is considered as one of the classical language at present.

1.3.5 Caste:

According to the Concise Oxford Dictionary\textsuperscript{18} caste means hindu hereditary class, with members socially equal, united in religion, and usually following same trades, having no social intercourse with persons of other caste.

Although caste has been discouraged as an attribute of one's background, it is still a very potent factor in the social life in India. Caste is considered as an important factor in marriage, selection of occupation, letting out of residential premises, social participation


and even in education. Sub-caste barriers are fast disappearing, but the main castes are still considered as an important factor of an individual's social background and education. Keeping in view the caste groups were divided into two groups i.e. non backward class and backward class. The castes under scheduled caste, scheduled tribes and nomadic tribes were considered here as Backward class castes. All the other castes were considered as Non-backward class castes.

1.3.6 Occupation

Webster's New World Dictionary defines occupation as one's trade, profession or business.

The occupation of the person is one of the factors that affect the life of a person. The occupation of a person plays a vital role in the development of a person. The educational growth generally depends upon the occupation of the parents of the students, because economic condition always depends upon the occupation. Those who possess high occupation lives a life with all physical and educational facilities. They can provide all the facilities to their children. And those who possess low occupation could not provide all the facilities to their children due to low income. Sometimes they could not provide mini-

mum requirements of their children. Thus the economic condition of the parents affects the education of the students. The economic condition of the person is always according to his occupation. Here occupation of the parents is considered as one of the variables.

Different types of occupations are seen in India. All these occupations were divided here into three groups i.e high occupation, middle occupation and low occupation.

The occupations like doctors, engineers, lawyers, managers, government servants class-1, university professors, readers, first class magistrates, IAS officers, IPS officers, architects, chartered accountants, principals of colleges, newspaper editors, builders, business persons and other professions of these types with high status were considered here as high occupations.

Skilled workers like clerks, typists, electricians, store managers, telephone operators, nurses, book sellers, photographers and middle order vocation like head masters of primary schools, secondary schools and higher secondary schools, college lecturers, pharmacists, contractors, government servants class-2, and other occupations of these types were considered here as middle occupations.

Unskilled workers like daily wagers, labours, gardeners, all types of vendors, shoe menders, leather
tanners, butcher etc. and the semi-skilled workers like masons, carpenters, watch and other repairers, potters, barbers, butlers, washermen, shoe makers, handicraftmen, toy makers, bus drivers and conductors, government servants class 3, and 4, primary teachers etc. were considered here as low occupations.

1.3.7 Socio-Economic Status

Good defines socio-economic status in The Dictionary of Education as, "The level indicative of both the social and the economic position of an individual or as a group."

Socio-economic status is the stage where a person stands gradually due to his position or range in the society. The socio-economic status of the individuals affects their behaviour so it is considered as an important variable in human life.

The investigator here formed three groups i.e. high SES, middle SES and low SES with the help of socio-economic status scale.

---

1.4 **OBJECTIVES OF THE STUDY**

This study is proposed to be done keeping in view the following objectives.

1) To construct a reliable and valid scale to measure attitude of secondary school students towards Sanskrit.

2) To study the attitude of secondary school students towards Sanskrit.

3) To study the attitude of students towards Sanskrit in relation to their area of the school.

4) To study the attitude of students towards Sanskrit with respect to their sex.

5) To study the difference between the attitude of students towards Sanskrit studying in different standards.

6) To study the relation of Parents' caste with the attitude of students towards Sanskrit.

7) To study the relation of parents' occupations with the attitude of students towards Sanskrit.

8) To study the relation of parents' socio-Economic status with the attitude of students towards Sanskrit.
1.5 LIMITATIONS OF THE STUDY

The present study has certain limitations. They are as under:

1) The study is limited to the Gujarati speaking students of the secondary schools.

2) The investigation is limited to the students of secondary schools of Gujarat state.

3) The whole population is divided into two castes i.e. Non B.C. and B.C.

4) The whole population is divided into three groups of occupations i.e. High occupation, Middle occupation and Low occupation.

5) The whole population is divided into three groups of SES i.e. High SES, Middle SES and Low SES.

6) The attitude scale to measure attitude of secondary school students towards Sanskrit was prepared on the line of Likert Method.

1.6 SCHEME OF CHAPTERIZATION

The entire report of the present study is divided into seven chapters. A brief description of all the
chapters is given here after with a view to acquainting the reader with the treatment of the subject under investigation.

The first chapter is devoted to the introduction of the study. It reveals the problem, need and importance of the study, the objectives, limitations and the concept of key words are discussed.

The second chapter presents the theoretical perspective of the study. It presents a theoretical discussion on attitude, the concept of attitude, definitions of attitude, measurement of attitude. It also deals with the theoretical aspects of reliability, validity and the norms of the attitude scale.

The third chapter deals with the review of past studies undertaken in the area which have both direct and indirect bearing upon the measurement of attitude of the students. This chapter includes some studies carried out in this field.

The fourth chapter describes the planning and procedure of the study. The planning of scale construction, selection of the sample, tryout of the pilot scale, item analysis, preparation of the final scale, establishment of norms of the scale and establishment of its reliability and validity too are described in this chapter in details.
Research design and application are explained in the fifth chapter. How the design and samples are chosen is explained. The Hypotheses were precisely stated. The tools used for measurement were described.

In the sixth chapter, detailed analysis and interpretation of the data have been stated. This chapter deals with the main study viz., study of Attitude of students towards Sanskrit in relation to their parents' caste, occupation and socio-economic status.

The last and the seventh chapter contains the summary of research work, conclusions and suggestions for further study.

At the end of the report, books and references consulted were listed. The Appendices include the tools used for measuring the attitude of students and SES of their parents.