CHAPTER VI
GENERAL FINDINGS, EDUCATIONAL IMPLICATIONS
AND
PROBLEMS FOR FURTHER RESEARCH

"The interests of modern youth reflect the complexion of our contemporary culture. But they also reflect the spontaneous reactions of the individual to the pressure which impinge upon him and to the opportunities which are open to him. His reactions are unmistakably influenced by his maturity".

- KURT HAAS

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CHAPTER VI
GENERAL FINDINGS, EDUCATIONAL IMPLICATIONS
AND
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GENERAL FINDINGS

Referring back to Chapter I, it would be recalled that the study started with some null hypothesis to which answers have to be given now in the light of the general findings.

PERSONAL INTERESTS

Adolescence is a time when many personal interests and activities begin to crystallize and take a definite form. The adolescent boy is strongly motivated to demonstrate his bodily, temperamental and self-adequacies, including all he recognizes as masculine qualities and prerequisites for his recognition as a man.

There are many individual personal interests, preoccupations, and problems. Several of them are of vital significance to many adolescents and are selected here for brief analysis:

Interest in Appearance:

The interests and activities associated with the change of appearance are magnified through the puberal bodily growth. Self-appraisal of bodily transformations and one's comparison to others bring forth new insights and concerns. By his own experience, the adolescent learns that personal appearance plays a major role in social acceptability or lack of it, especially with the members of the opposite sex. Since social drives are powerful, the.
young adolescent is anxious to get the approval of others. Hence, his attention is often focused upon himself.

The adolescent learns from experience that success is to a large extent influenced by the appearance the individual makes. The urban adolescents are of the opinion that social success depends upon appearance, while this view is not favoured much by rural adolescents. The responses of the teachers also confirm the opinions of adolescents. As there is significant difference between the two percentages and C.R. is 12.41 so the null hypothesis is rejected.

The adolescent boys also know that leaders are selected because of their appearance. Both rural and urban adolescents believe that leaders of the class are selected on the basis of their appearance. The opinions of the teachers also confirm the responses of the adolescents. As there is no significant difference between the percentages of rural and urban teachers, the null hypothesis is retained as critical ratio is 2.06 which is significant at the .05 level.

The urban adolescents learn that attractiveness is something that can be worked out while rural adolescents think differently. The responses of the teachers also prove that urban adolescents are more interested in working out of attractiveness than rural ones. On the basis of the critical ratio being 30.21, we may feel quite confident that the rural and the urban adolescent
boys differ quite significantly and thus the null hypothesis is abandoned.

In adolescence, a realization of the importance of health is greater. The adolescent boys have shown interest in good health but rural adolescent boys are comparatively more interested in good health than urban adolescents. The obtained C.R. is 18.95, on the basis of which the null hypothesis is rejected.

The adolescent boys are too self conscious about body odors. The urban adolescents are comparatively more interested in keeping the teeth clean and in avoiding bad smell. The opinions of teachers also confirm this finding that urban adolescents are comparatively more interested in avoiding body odors. As the C.R. is 5.73 which is significant at 0.01 level, the null hypothesis is rejected.

Sometimes the adolescents imagine that they may be offending others by their unpleasant odors. The urban adolescent boys are much more conscious of unpleasant odors than the rural adolescent boys. The opinions of teachers also confirm this. The critical ratio of students' responses is 21.52 and the C.R. of teachers' responses is 13.49, on the basis of both the critical ratios the null hypothesis is rejected.

The desire to avoid all unpleasant body odors leads to a strong interest in cleanliness. The adolescent boys become very fastidious about personal daintiness. In this
study the majority of students have shown their interest in cleanliness. The urban adolescents are comparatively more interested in cleanliness than of rural ones. The critical ratio is 9.64 which is significant at 0.01 level on the basis of which the null hypothesis is overthrown.

Hair style is far more important to an adolescent. Adolescent boys spend a great deal of time in front of the mirror trying out different styles. This interest is perceptible at a very high degree in the urban adolescent boys as compared to the rural boys. They copy styles worn by movie stars and companions who are regarded as attractive or those styles which are advertised in fashion magazines and news-papers. The rural adolescents copy their hair style from their teachers. This shows that the impact of teacher's personality on the rural youth is great. On the basis of the findings it can be concluded that the rural and the urban adolescent boys differ quite significantly in trying out different styles of hair arrangement and in imitating the hair styles from different sources. The obtained C.R. is 31.34 which is significant at 0.01 level and thus the null hypothesis is rejected.

Interest in Clothes:

Personal attractiveness is enhanced by good selection of clothes for an occasion. A desire for novelty and surprise is an important factor in adolescent choice of clothing. Adolescents believe that clothes play an important role in improving appearance, but environment plays an important role in the development of this belief.
Most of the urban adolescents believe that clothes play an important role in appearing more handsome while this view has not been supported by the rural adolescents. On the basis of obtained C.R. being 39.72 we may feel quite confident that rural and urban adolescent boys differ quite significantly and thus the null hypothesis is abandoned.

The rural adolescents have shown their interest in bright, gaudy and red colours while the urban adolescents like subdued and white colours. The rural adolescents have shown their interest in shirt, loose pants, pyjamas and kurta while urban adolescents like to wear 'fit pants' and shirt. The urban adolescents are more interested in wearing changing combinations while the rural adolescents take interest in the established norms of rural life. Most of the rural adolescents like to put on such combinations which suit to their daily life while the urban adolescents like to use such combinations as are in accordance with the fashion. Teachers of both the areas have expressed their opinions which confirm the responses of both the rural and the urban adolescents.

Rural adolescent boys wear clothes so that they may look smart. Urban adolescents wear clothes so that they may be liked by girls. The feeling of getting prestige among friends is much more in the rural adolescents while it is less in the urban adolescents. Most
of the rural adolescents take parents' liking into consideration while wearing clothes but urban adolescents do not. Rural adolescents are more of this view that clothes should also be used for simplicity, while this view is not being favoured much by the urban adolescents. The urban adolescents are much more fashion conscious than the rural adolescents are much more fashion conscious than the rural adolescents. These views have also been confirmed in the opinions of the teachers. On the basis of the obtained critical ratios of rural and urban adolescents and teachers' opinions the null hypothesis is rejected.

**Interest in Emotional Expressions:**

Emotional expressions satisfy the individual. It is also true with adolescents. Emotional expressions give emotional relief to the adolescents. The urban adolescents take comparatively more interest in writing stories. The obtained C.R. is 11.85 which is significant at 0.01 level. The rural adolescents take more interest in composing poems than the urban adolescents. The obtained C.R. is 9.52 which is significant at 0.01 level. The urban adolescents take comparatively more interest in writing their thoughts and feeling than the rural ones. The obtained C.R. is 35.0 which is significant at 0.01 level. The responses of the teachers also confirm the responses of the adolescents. On the basis of the responses of the adolescents and the opinions of teachers regarding adolescents' emotional expressions the null hypothesis is rejected.

**Interest in Personal Independence:**

During adolescence, there is a steadily rising pressure
to break away from the earlier accepted domination of parents in the home and of the teachers in the schools. Urban adolescents are comparatively more interested in independent life in comparison to the rural adolescents. The obtained C.R. derived on the basis of comparison is 26.95 which is significant at 0.01 level. Most of the urban adolescents do not want to see cinema with their parents while the rural adolescents have responded in favour of it. The obtained C.R. is 14.20 which is significant at 0.01 level. The urban adolescents are more interested in having private rooms than of the rural adolescents. Privacy leads to the feeling of independence and most of the urban adolescents want privacy while the rural adolescents do not want to this extent. The obtained C.R. is 28.20 which is significant at 0.01 level. All the critical ratios show that the rural and the urban adolescents differ quite significantly on the basis of which the null hypothesis is rejected.

The growing independence and physical strength of the adolescent make it especially important that self-concepts be crystalized, that childlike concepts be reinterpreted in the light of new autonomy and that the hiatus between the ideal and the real self be breached.

Interest in Vocations:

As the adolescent moves on in years, the pressure upon him to select an occupational goal increases. Society expects the young person, especially the boy, to decide.
upon an occupation and if necessary to begin to prepare for it. On the basis of the present study it can be concluded that most of the rural adolescents have shown their interest in teaching profession and agriculture. Most of the urban adolescents are interested in medical and engineering professions. It is worth noticing that there is a great difference in vocational interests of the rural and the urban adolescents.

There are many sources that operate in the youth's choice of a career. The family as a whole, but the parents primarily, are the most important sources in determining the adolescent's vocational choice. The influence of teachers is also an important source of vocational information. The friends in or out of the home or school play some role as a source of information regarding vocations. The adolescents are also motivated by reading books and seeing movies. The rural and the urban adolescents differ quite significantly so far as their sources of vocational informations are concerned.

Interest in School Work:

It is heard everywhere in our country that the adolescents are not seriously interested in their studies. The students' unrest has caused so many problems in the present society. But the students are not to be blamed for that as their interests are not given due recognition.
The urban adolescents have shown more interest in studying in schools than the rural adolescents. The obtained critical ratio is 38.75 which is significant at 0.01 level, so the null hypothesis is rejected.

The rural and the urban adolescents have shown more interest in games and sports than school studies. As the critical ratio is 1.39 so the null hypothesis is retained.

The need of educational guidance is very genuine. Most of the urban adolescents like to seek guidance from their parents while the rural adolescents like to seek guidance from their teachers. This may be because of less educated parents in rural areas.

Very few adolescents of the rural and the urban areas have shown their interest in school library to enrich their knowledge but the urban adolescents are comparatively more interested in utilizing the library than the rural adolescents. The obtained O.R. is 14.28 which is significant at 0.01 level. So the null hypothesis is rejected.

SEX INTERESTS

With the development of sex organs and the secondary sex characteristics comes the necessity for psychological adjustment to the problem of sex. The physiological changes that accompany puberty give rise to heightened sensitivity, shyness, modesty and a new attitude toward sex. Adjustment
to these new aspects of development must be made if the adolescent is to make satisfactory adjustment to members of the opposite sex.

**Stimuli for Adolescents' Sexual Excitement:**

The rural adolescents are sexually excited more than the urban ones in the presence of (i) sex conversation (ii) their own body (iii) male nudity. The urban adolescents are excited more than the rural ones in the presence of (i) naked female pictures (ii) female nudity and their own body (iii) sexual scenes in the movies.

So far as teachers' responses are concerned, the rural teachers are of the opinion that the rural adolescents are sexually more excited by sex conversation, female nudity, their own body. In the opinions of urban teachers, urban adolescents are sexually more excited in the presence of female nudity, literature concerning sex, sexual scenes of movies.

Inspite of all social barriers to early marriages in HADoti (Rajasthan), society produces many stimuli that give rise to the sex urge. Sexual movies (for adults only), magazines, sexual literature, dissemination of knowledge of contraceptives, the trend towards family planning and changed social customs - all these tend to make sex an important interest in the lives of adolescents.

**Heterosexual Interests:**

(i) Urban adolescents want to be loved by girls more than the rural ones. The obtained C.R. is 43.01 which is significant at 0.01 level.
(ii) The urban adolescents take comparatively more interest in talking with girls than rural ones. The obtained C.R. is 14.49 which is significant at 0.01 level.

(iii) Urban adolescents are comparatively more desirous in increasing social contacts with girls in comparison to rural adolescents. The obtained C.R. is 3.61 which is significant at 0.01 level.

(iv) There is too much feeling of self-inadequacy in situations where there are girls among rural adolescents in comparison to the urban ones. This may be an environmental cause. An environment in which the sexes are segregated, the adolescents find it difficult to establish and maintain social contacts with the members of the opposite sex. The obtained C.R. is 52.05 which is significant at 0.01 level.

(v) Rural adolescents' love affairs are mostly restricted by teachers and the parents of the girls while urban adolescents are restricted by their parents. The obtained C.R. is 12.32 which is significant at 0.01 level.

On the basis of all critical ratios which have been obtained on the items mentioned above, the null hypothesis is rejected as there is a significant difference between the rural and the urban adolescents' heterosexual interests.
Interest in Masturbation:

The rural adolescents are comparatively more of this opinion that masturbation produces pleasurable sensation when this view is not being favoured much by the urban adolescent boys. The obtained C.R. is 4.44. On the basis of which the null hypothesis is rejected. So far as teachers' opinions are concerned most of the teachers are of the opinion that adolescents masturbate. The obtained C.R. is zero. This shows that there is no difference between the opinions of rural and urban teachers. On the basis of the critical ratio obtained from teachers' responses the null hypothesis may be retained.

Adolescents of the urban area have not accepted the truth to the extent as rural adolescents have accepted. In fact, civilization and culture emphasize that the feelings and emotions have to be concealed and if necessary, they may be expressed but in a polished form. So the more the sophistication, the less the independence of thoughts and feelings and this may be the reason that the urban adolescents have not accepted the truth.

Interest in Homosexuality:

The rural adolescents are comparatively more interested in homosexuality than urban adolescents. The obtained C.R. is 7.02 which is significant at 0.01 level. The opinions of the teachers also confirm the adolescents' responses. So the null hypothesis is rejected.
On the basis of the adolescents' responses and teachers' opinions it can be concluded that homosexuality may be caused by the restrictions of parents, lesser chances of having girl friends lack of co-education and friends persuasion. Because of any one or more reasons one may turn more to the same sex. The tendency of homosexuality is comparatively more in the rural adolescents than the urban ones.

Knowledge of Facts Pertaining to Sex:

The majority of the rural adolescents have the knowledge of the facts of 'male sex organ', 'love', 'embrace', 'intercourse', and 'lip kissing', while the majority of the urban adolescents know about 'female breast', 'male sex organ', 'lip kissing', 'intercourse' and 'female sex organ'. Very few adolescents of the rural and the urban areas know about 'birth of children', 'abortion', and 'menstruation'.

Age of Receiving Sex Information:

Adolescents start receiving sex information before the age of 10. Most of the adolescents receive sex information between 12 to 17 years. This shows that the best age of imparting sex instructions is after 12 years when most of the students start receiving sex information.

Sources of Sex Information:

Curiosity about sex matters drives the adolescents to seek information from any source available. Most of the rural adolescents receive sex information from boy friends, school companions and the movies. The urban adolescents
receive most of the sex information from boy friends, movies, dirty stories, filthy books and the school companions. There are very few adolescents who receive sex information from parents and doctors. On the basis of the findings it can be concluded that the sources of sex information are more or less the same for rural and urban adolescents. Much of their information comes from the grapevine and dirty stories. On the basis of the findings it can be claimed that adolescents' sex information comes from unwholesome sources such as dirty stories, filthy books and sexy films.

Agencies of Sex Guidance:
Very few adolescents want to seek sex guidance from their parents and relatives. Though there is a significant difference between the percentages of rural and urban adolescents on every item and all critical ratios are significant at 0.01 level yet very few rural and urban adolescents have shown their interest in seeking guidance from friends, books and doctors. The present study proves that most of the rural and the urban adolescents want to seek sex guidance from the teachers. The teachers from the rural and the urban areas have also admitted this fact in their responses because there is no significant difference between the two percentages. This shows that the adolescents frequently feel that they do not want sex guidance from their parents.

It is unfortunate that there is no provision of sex guidance in our schools and this may be the reason that
most of the adolescents receive sex information from unwholesome sources.

Factors in Determining the Attractiveness for Future Mate:

In early adolescence, when the boy is interested in members of the opposite sex, the values used in the selection differ somewhat from the values used by the older adolescent boy who is seriously considering marriage. From 'friendly terms' and 'going steady', the adolescent discovers that certain factors which he considered important in making friendship with a member of the opposite sex are not as important as other factors needed in a potential mate.

Most significant factors in determining the attractiveness for future mate by rural adolescents are physical beauty, intelligence, religious faith, same age and family background. So far as the urban adolescents are concerned they have shown their interest in intelligence, novelty, same age, family background, manners of dressing, physical beauty and the similarity of interest. As the rural and the urban adolescents differ quite significantly on the factors in determining the attractiveness for future mate and obtained critical ratios are significant at 0.01 level so the null hypothesis is rejected. 'Intelligence' is the only factor on which there is no significant difference between the two percentages and obtained C.R. is zero. On this item alone the null hypothesis is retained.

Desire to be with the Opposite Sex:

The rural and the urban adolescents wish to be
together with their girl friends. This is a natural demand of the adolescent boys which should be given due consideration by the parents and the teachers. The adolescents make every possible effort to study together, to play games together, to attend the same social functions, and, whenever possible, to live together in the night. The adolescents have expressed their desire to pass most of the time with girls.

Many problems of growing-ups are closely related to change in interests. The early interests of adolescents are personal in nature, but the social and the emotional changes that appear at this stage are reflected in the development of interests in others and especially a changed attitude and feeling toward members of the opposite sex. The adolescents' interests lead in many directions and may change considerably in a short time. When they are not expressed in real life they usually appear in their day dreams, wishes and imagination. It is essential that parents and teachers should have a knowledge of adolescent interests, so that they may aid the adolescents better in understanding themselves and direct or guide them toward a more complete fulfilment of their aspirations.

EDUCATIONAL IMPLICATIONS

Education may be a preparation for life incidentally but it should be a process of living a real life. The adolescent should consider his education as a part of his life. Education can be life only when the adolescent is interested in education. The adolescent can only be
interested when his interests are given due consideration. In the words of Hartmann, all educational activities without exception are built upon interests. Whether they ought to be is meaningless question because there is no other way in which they can be carried on (1). So all the educational activities have to be based on the interests of adolescents at the higher secondary stage.

The research findings which emerged from the present investigation have bearing on the improvement of educational practices. Success as well as practicability of educational and psychological research lie in their implementation into action. In the light of our findings, some educational implications can be deduced. Therefore, taking note of the prevalent conditions, a few recommendations, in connection with the translation of these findings into practice in the field of education, are suggested:

1. ADMINISTRATION OF THE PROGRAMME OF HEALTH AND PHYSICAL EDUCATION

It is commonly recognised that ill-health retards physical and motor development and malnutrition interferes with optional learning and growth (2). The school has to provide such physical conditions as may be conducive to the physical welfare of adolescents. The ideal of health is not just freedom from ailments and obvious deformities. It is the realization, in each individual of his highest physical and mental potentialities. All programmes and activities of the school should contribute to this end. The following points may be mentioned with reference to this:
(1) The school should be situated, as far as possible, at a place, where the foul atmosphere of mills and factories, swamps and marshes, cemetery and cremation ground etc. does not exist. In the present study it was found that most of the urban schools were situated either in the middle of the main markets or near the picture halls.

(2) The school buildings should be cleaned everyday and white washed at least once in a year. The school authorities seem to be so much negligible that they do not take care of cleanliness of the rooms. Most of the buildings are so dirty that foul smell has become a regular feature of the schools, are not white-washed for years together.

(3) Disinfectant fluids should be sprayed to keep the whole building free from disease-germs. Special precautions should be taken during those days when there is a danger of outbreak of some epidemic.

(4) Adolescents should have a regular programme of physical exercise - physical training, games, athletics, scouting, massdrill etc. Exercises given to students should be stimulating. Ninety-eight per cent of the rural and eighty per cent of the urban adolescents have shown their interest in good health (3). These are very stimulating
results and school authorities should take care of this interest seriously.

(5) Adolescents should be periodically examined by a medical expert and regular reports regarding their health should be sent to parents along with the suggestions of the doctor. Eighty-nine per cent of rural and ninety-eight per cent of urban adolescents have reported that they want to avoid foul smell. Eighty-six per cent of rural and ninety-one per cent of urban adolescents have shown their disliking for dirty teeth (4). This shows that adolescents are anxious to have clean teeth. This should be the duty of the school authorities to arrange for medical examinations. Medical inspection of every pupil in the school should be exhaustive and thorough. The record of the medical inspection should be maintained in the school for follow-up and for purpose of reference in the subsequent years. In the urban areas, in most schools arrangements for medical inspection of students do exist. In most of the rural areas, this facility does not exist as there is no local dispensary. In such cases, it should be possible to secure the services of a doctor of a nearby town. He may visit the school at least once in a year.

(6) Vendors and hawkers should not be allowed to come to school. Those, who are given permission, should
take precautions against flies and insanity conditions. Their victuals should be carefully seen and they should not be allowed to bring dirty and rotten material.

(7) It is not necessary to provide a separate period each day for physical education. The effectiveness of physical education depends more on example than on precept. Yet, however, once a week, students should be given lessons in physical education.

The adolescents learn the standards of physical beauty from so many sources. Their main sources are movies, fashion magazines, newspapers, teachers etc. Adolescents have responded in favour of all these sources (5). It proves that the days when health education was regarded as synonymous with the delivery of public lectures are gone for good. Educators now have at their disposal a whole battery of visual and auditory aids with which to vary and enliven their teaching. It must provide assumptions about the way life is lived, inculcate habits conducive to health, impart, information which will provide a rational basis for habits already acquired and yet to be acquired, encourage healthy attitudes and develop appreciations. All aspects of health education must be carried on at all the stages of the educational process although physical education is of greater importance and more easily dealt with at the adolescent period.

The school must recognise and assume its responsibility for providing an environment and experiences planned with the needs of adolescents. It must accept its responsibility to
foster understanding of the role of health in living and learning to live. The school is in a unique position for promoting constructive values, setting examples, and teaching adolescents the skills which will enable them to enjoy obtaining and maintaining optimum fitness for living in today’s and tomorrow’s world. The improvement in the health of the nation will have to be recognised more as a matter of education and less a matter of legislation and sanitary engineering. The school will have to shoulder this responsibility now. Health education will have to be conducted through various modes of teaching in the schools. This is unfortunate that no teacher, no doctor, no authority, guides the adolescents to have healthful habits. Every school must follow a detailed programme of imparting health guidance so that the pupil gets knowledge about health and hygiene, understands the bodily mechanism and its up-keep, learns the importance of sanitation, exercise and rest, knows how to avoid bad smell, dirty teeths, body odors, halitosis (6), and above all, protects himself from any eventuality of ill health.

2. IMPACT OF CLOTHING & APPEARANCE ON ADOLESCENT PERSONALITY

Adolescence is the period in life when appearance and clothes assume their greatest importance. At this time, the individual’s happiness, efficiency and self confidence are most affected by the approval or disapproval of classmates in regard to his clothes and general appearance. Adolescent interests in appearance and clothes stem from a realization of the importance in group status. When dressed like other
members of the group, the adolescent identifies himself with the group and feels that he belongs to it. The responses of rural and urban adolescents regarding their interest in clothes have complete agreement. The feeling of identification with the group gives him a security of status, that would be impossible if his appearance differed from that of the group. Social pressures to conform to the mode of dress approved by the group are so strong that few adolescents can resist the influence of such pressures, even when it means wearing clothes that are disapproved of by their parents.

As the adolescent years progress and self-confidence replaces feelings of insecurity, the youth accepts eagerly the latest and most extreme of the prevailing styles. An adolescent who does not comply with fashion's dictates is considered stubborn, rebellious, conservative, highly individualistic, and to be pitied. The adolescent learns from experience that clothes do much to make appearance. Well selected and attractive clothes play an important role in the improvement of appearance and add to attractiveness. What is considered beautiful by an adolescent is what is in fashion at the moment. The adolescent is well aware of the fact that social acceptance is more easily achieved when one makes a good appearance. The interest in clothing during the adolescent years is the desire to be attractive to the members of the opposite sex.

The most important reasons to be well dressed are social achievement, emotional response, expression of personality, compensation, and family or school influence. Urban adolescents are more style-conscious than rural
adolescents. Urban adolescents learn about style by reading the fashion magazines, the newspapers, and by watching movies. To them, what is in style is beautiful, while what is out of style is ugly. Behind the strong interest the adolescent has in style is the desire for prestige and status that come from conforming to the prevailing styles. No amount of money or personal comfort will be spared by an adolescent to permit him to be in style. As it has already been investigated in the present study that adolescents like to wear such clothes which are in conformity with the latest styles. The rural adolescents too like to be stylish. Hence the school authorities should not press for school uniform. No doubt that school dress is a symbol of uniformity yet it is not in accordance with the psychological needs of the adolescents. The teachers should allow relaxation in dress to the adolescents. To quote Rugg and Withes: "The teacher, as a key person in the most dynamic society of human history, must do more than keep abreast of the changing civilization. He must, in a sense, keep ahead of it. He must put himself in a position to anticipate its changes." 3. VOCATIONAL EDUCATION

One of the aims of the Secondary Education is to prepare the adolescents for some vocation. The adolescents are often interested in earning money (9). They are interested in earning money by doing part time jobs (10). The adolescents like to go to some vocation either because of the raising standards of society or their economic conditions. They even
like to leave the school to earn money (11). Adolescents are often worried about their future programme of life. This is the duty of the teachers to give clear and conclusive ideas about various vocations. Our country is facing the problem of unemployment. The educated youth is facing it seriously which has created so many problems in the society. The results of the present study show that most of the rural adolescents like to go to teaching, agriculture and mechanical profession while the urban adolescents seem to be interested in medical and engineering profession (12). When asked regarding their sources of getting the information about their favourite professions, rural adolescents responded 'relatives' and 'friends' as their sources of receiving vocational information. The urban adolescents responded in favour of their 'parents' as a source of professional information (13). These results prove that our schools are not imparting vocational information to adolescents. If we want to make our nation a prosperous one, the adolescents should be given well-planned vocational education so that they may develop desirable aptitude for various vocations.

According to Arthur B. Mays, vocational education is much more easily described than non-vocational practical-arts education because it is less complex in organization and more single in purpose. Whether of college grade, of secondary school grade, or of no school grade, vocational education has but one specific aim; to prepare for proficiency in the given vocation. A vocational course for carpenters has but one objective: to train its pupils become carpenter (14).
If secondary education is to be worthwhile, vocational education will have to be introduced and continuing education has to commence at the beginning of secondary stage so that adolescents may be benefitted by such courses. The exact time at which the vocational education should start is not an important matter as it depends upon adolescents' family needs and their interests. In this context according to Mays, "A question often asked by students of education is 'when, in the life of an individual, should vocational education begin?' The assumption back of the question seems to be that at some particular birth-day, or graduation day, vocational education should begin. A common variation of the question is, 'Do you think vocational education should begin at the end of the eighth grade, or at the close of the second year of high school?' There can be no right answer covering all cases. In fact, a different answer must be given for each individual boy or girl, and the kind of vocation for which preparation is to be made also is a determining factor"(15).

So there should be a provision for vocational education at the secondary stage in our country as many adolescents finish their studies at this stage. The teachers should give vocational information and vocational guidance programmes should be started so that adolescents may think of their future profession.

4. GUIDANCE IN EDUCATION

Guidance has its root in the basic facts of human needs. In the absence of guidance human energy is wasted and lives are mis-spent. Educated unemployment is an
acute problem in our country, not essentially because there are not many jobs but because most of our educated adolescents find on the completion of their education, that they are fit for nothing. The guidance movement is the only solution for these problems. Guidance ensures two important facts. Firstly, what is adolescent capable of and secondly, how best to use his capabilities.

One of the aims of guidance is to reinforce the educative function of the school. In the words of Bradshaw, "Student-personnel work is delivering the student to the class-room in the optimum condition for profiting by instruction (16)". The personal interests can also be directed well by personal guidance. Here the emphasis is upon equipping the student with self knowledge to enable the individual to meet and solve his own problems adequately. In the words of Chisholm, "Guidance helps the individual with a wide range of information about the profession (17)".

Guidance is concerned with the entire individual. There are certain fundamental facts which justify the foundation of guidance concept: (A) The difference between individuals in native capacity, abilities and interests are significant i.e., every person is a complete individual of his own pattern. Native abilities are not usually specified. (B) Various types of educations, social and vocational opportunities are available in the real world out of which the individual has to make a selection. (C) Individual's development can be predicted. With the help of the tests
of abilities, interests, and past achievement, future achievement can be predicted.

There are as many types of guidance as there are problems confronting any adolescent. Although it cannot be denied that all the problems need careful and constant attention in and out of school, the set up of our schools is such that some of the problems cannot be properly tackled. On the basis of the present study, our schools should, however, take complete responsibility for educational, vocational, sex and personal guidance.

Adolescents' interest in good health (18), learning the standards of physical beauty (19), avoiding body odors (20), cleanliness (21), interest in emotional expressions (22), interest in money (23), and independent life (24), vocational interests (25), offering school subjects (26), interest in school library (27) and in home work (28), interest in sex matters (29) and marriage (30) are some of the important interests of adolescents. A good guidance programme embraces each of these aspects. It is a regular service which is required at every stage, for every adolescent and not for only awkward situations and abnormal adolescents. Each adolescent needs guidance for two reasons namely, (A) each adolescent is bound to be confronted with problems which he is unable to solve for himself and (B) each adolescent has to be helped to develop his potentialities to the optimum. Thus an attempt should be made to know the general problems of each group and to offer help for all adolescents in meeting their common or developmental problems.
The guidance programme is a positive programme geared to meet the needs of all adolescents. It is concerned with the preventive and developmental aspects does not devote itself solely to the remedial, specialized and clinical aspects. It is a continuous process. It starts with the admission of the child in school and is followed up wherever the individual goes. Guidance draws insights and methods from many disciplines but it is not a branch of any one of the disciplines as such; rather it applies the results of research toward the solution of problems.

Guidance should be accepted as an essential function of secondary education. Adolescents should be convinced of its utility for promoting the development of pupils personality. Certain pilot projects may be introduced in the schools to demonstrate the value of guidance. Proper orientation of headmasters to the possibilities and utilities of guidance would go a long way in securing better appreciation and acceptance of its role in modern schools. Orientation courses, seminars and workshops in guidance should be organised for as many teachers as possible with a view to enabling them to appreciate the vital role of teachers in guidance programme and for enabling them to assess and evaluate adolescent needs and the ways to meet them. Arrangements should be made to enlist the support of parents and introduce them to the idea of guidance. No programme can function successfully in a school unless parents too feel convinced of its utility. To mention only two such matters as curricular and vocational planning, the need for making parents guidance-minded is essential. Parents of
rural and urban areas should be made fully conversant with the total situation concerning curricular studies. It will really pay if the school staff arranges to meet parents in conferences near the end of school session.

The teacher can explore and develop pupils' interests. He can make a definite contribution toward achieving goals of guidance by organising and conducting the curricular activities that every pupil discovers his interests and participates in one activity or other. If curricular and co-curricular activities are properly integrated, the teacher is in a position to orient pupils towards worthy guidance goals. The teachers should prepare complete record of every student in the following manner:-

A) The Cumulative Record:

A cumulative record, when properly maintained performs three important functions. Firstly, it helps the teacher in developing a good insight into the pupils potentialities in different areas of educational growth. Secondly, it enables him to develop better understanding of his existing educational level in terms of his strengths and weaknesses. Thirdly, it provides him with useful longitudinal data (over a number of years) which he can use for the pupils effective educational guidance in order that he may grow up to his fullest potential.

The cumulative record is a systematic accumulation of significant factual information about an individual which when progressively developed and maintained over a sufficient period of time gives a summarized 'growth record' indicating the direction and rate of development.
B. Contents of the Cumulative Record:

The Cumulative record should consist of the following major sections of interests:

i) Family background
ii) Physical health
iii) Scholastic achievement
iv) Personal and Social qualities
v) Co-curricular activities.

C. Collection and Recording of information and Evidences:

It is essential that the informations should be systematic and considerably free from subjectivity. This requires that all the dimensions should be defined as unequivocably as possible and fairly objective tools and procedures be developed for the collection and interpretation of the relevant data. The procedures to collect and record information and evidences in different areas have been discussed below:

i) Personal Data

In order to obtain information regarding pupils' interests his participation in co-curricular activities and his vocational preferences, the personal data form is of great importance. Some of the items such as facilities at home are likely to help to supplement the information obtained from the family background data form. This form should be got filled by the pupils in the beginning of the session.

ii) Family Background Data:

Many items of information regarding parent's name,
occupation, facilities for study at home, position of the adolescent in the family or plans for further study and vocation could be obtained through the use of a well developed family background data form.

iii) Physical Health Data:
Whenever possible medical examination of students should be done twice in a session (July and January) through a qualified physician. When this facility is not available information regarding height, weight and chest (normal and expanded) should be recorded.

iv) Scholastic Achievement Data:
Results of periodical tests, half-yearly and annual examination should be reported to the guardians though the Progress Report soon after these tests and examination are over. Subjectwise total of the three periodicals, half-yearly and annual examinations should be entered in the cumulative Record every year.

v) Rating of Personal and Social Qualities:
Assessment on punctuality, regularity, cleanliness and discipline should be done for each and every student. This is a new area of assessment and would require extra care on the part of the teacher. It is different from other areas in as much as (1) evidences for assessment on various personal and social qualities should have to be collected mainly through observation in varied situations.
in the class room, outside the class room, on the play field and some times even outside the school (2) assessment should be based on the evidences collected not only by the teacher incharge of the class but by other teachers as well. These evidences should be recorded on the anecdotal record form and should be preserved in the student's file.

vi) Data on curricular activities:
Keeping in view the available facilities regarding fields and equipment, the Head of the institution should develop a plan for the organization of Co-curricular activities spread over the whole session showing details of time, days and participating groups.

Broadly speaking every behaviour on the part of a pupil has some psychological or educational significance. The headmaster, class room teacher, counsellors, specialists should pay attention towards adolescents' behaviour for their guidance. The cooperation of all of them is essential for the success of the programme.

D. Assessment of Scholastic Growth:
Guiding the pupils' in the scholastic area is the most important duty of a teacher. For this purpose it is necessary that the teacher should be efficient in evaluating pupils' growth and following it up with suitable remedial action. He should be clear about the objectives of teaching
and learning. Earlier too much emphasis was placed on memorization. Now the teacher has to base his questions on understanding, application and skills also in addition to mere recall of information. For this purpose he should develop unit tests and question papers based on all the above objectives and covering effectively all the different aspects of contents. He should develop his own file for good test questions of various forms—essay, objective, short answer and on various objectives so that he may not have to spend much time on writing fresh questions whenever he needs them. In addition to questions he may also collect unit tests on individual topics for his test file.

E. Guidelines for Various Activities to be Organised by School:

Class room teaching is not sufficient for the all round educational growth of the adolescents. There are certain interests which too need be developed and for which co-curricula activities provide a potential means. Realizing the importance of these activities for the all round development of the adolescents, educationists have emphasized the need of giving them as much importance in the school programme as class-room instruction.

The interests based activities have two functions—scholastic and non-scholastic. On one hand these activities supplement the syllabus and on the other they help the students to acquire those competencies which are essential for successful living. The schools should organise a large number of these interest based activities to meet the varied needs of their adolescents.
There are the following activities under this head:—

**Literary:**
(i) Debate  
(ii) Creative Writing  
(iii) Recitation  

**Cultural:**
(iv) Dramatics  
(v) Music  
(vi) Dancing  
(vii) Games  
(viii) Sports  

a) Track events  
b) Field events  

(ix) Swimming  
(x) Gymnastics  
(xi) Scouting  
(xii) N.C.C.  
(xiii) Community Service  

First six activities should be considered as alternatives and every student should participate regularly in at least one of these activities as mentioned in S.No.1–VI. Out of rest of the remaining seven activities (S.No.vii to xiii) participation in two of these activities should be the minimum for every student. This should be done at least twice a week.

Each of the activities selected to be run in the school should be assigned specifically to a teacher for purposes of planning, execution and assessment. He will, of course, have to be assisted by other teachers. The planning of co-curricular activities in terms of the year, months, weeks and days should
be done by every school in the beginning of each session. Each teacher in charge of an activity should draw up the yearly monthly and weekly plans for his activity and when such plans of all the teachers in charge of various activities are ready, an overall plan for the school should be finalized. Record of attendance for the students participating in different activities should be maintained and necessary steps to ensure regularly of attendance taken.

The modern educator emphasis that adolescents must be considered as a whole, that his well-being means the well-being of his body, the well-being of his mind and the well-being of his spirit. The school must be more than a giver of information, it must be a builder of character, a maker of men and women. The regular work of the school is at present onesided and, therefore, needs to be supplemented. Students' activities serve the very important function of providing guidance and numerous opportunities for the all round development of the pupils, for the exercise of desirable ideals and habits and for the training of worthy citizens.

There can not be any difference of opinion on the fact that the school is the best and the most natural agency for the promotion and proper regulation of the social aspect of the adolescents' life. Social instincts of gregariousness, cooperation, emulation, rivalry and altruism are specially strong during adolescence. These urges will and do cause to form organisations, good or bad in their ultimate effect upon their life and character. As these activities originate from the spontaneous interests of the pupils, and being flexible in
character, they are also a source of enrichment and vitalization of the school curriculum. So proper guidance programmes are needed to develop social urges in right directions.

5. DIFFERENT TYPES OF EDUCATION:

The present curriculum does not take note of individual differences. This is the most essential part of secondary education that calls for extensive vocationalization so as to meet the growing needs of the nation. We can no longer afford to have merely an academic type of education for all the adolescents studying in higher secondary schools. It is here that our education actually needs revolution as every adolescent has his unique personality and no two students are the same in all the fields.

Rural adolescents have shown their interest in teaching profession, agriculture and machinery work etc. while urban adolescents are interested in medical, engineering and agricultural etc. Hence a uniform type of education cannot be prescribed for all the students. There should be a provision of different types of educations at the secondary stage. Following types of schools can be of use to the adolescents:

A. General Secondary Schools:

These schools should be in continuation of existing secondary schools for Humanities and Sciences education. The students who have literary and scientific interests should study in such schools. The courses of these schools should be of three years and it should lead to two years of Intermediate Education and three years of Degree Education for the students who get at least 50% marks in aggregate.
Others should join the vocations. It would considerably decrease wastage and stagnation in higher education. The desirous students may take up post-graduate courses after having three years degree education.

B. Agricultural Secondary Schools:

Approximately seventy per cent of the population of India are dependent on land. Agriculture provides raw materials for some of the major industries such as cotton, jute textiles and sugar which provides a large proportion of the country's export. It is very sad that after twenty-five years of independence our country is not self-sufficient in food production. The main reason for this is the neglected attitude towards Agricultural Education. Most of our rural adolescents have shown their interest for agriculture as their profession. It's high time to start full-fledged Agricultural Secondary Schools in rural areas. The students who are interested in agriculture should join these schools. The agricultural education should be linked with general education like languages, Social studies and General Science etc. In these schools modern techniques of agriculture should be taught. Interested students should be given help for intermediate, degree, and post graduate agricultural education if they need so. Required facilities should be provided in such institutions of agriculture.

C. Technical Secondary Schools:

Technical secondary schools should be opened to meet out the demand of technical personnel. There should be
diversified courses in these schools besides general education. The students coming out of these schools should be able to take occupations in life. Interested and talented students should be given opportunities to join technical and engineering colleges for higher education. Technical Secondary Schools will go a long way in improving the vocational efficiency in the students. This education can solve the problem of unemployment. If technical secondary schools can be introduced in proper and well planned way, our country will certainly have better technicians and better engineers.

D. Commercial Secondary Schools:

Our country needs commercially trained youth. Many students join banks, life Insurance Corporation, Commercial and Industrial firms every year, but there is no training for students intending to join these professions. It is, therefore, suggested that full-fledged Commercial Secondary Schools should be established to cater the needs of such students. Our country needs better people to be engaged in trade, Commerce and industry. The students can take up some vocations after the completion of these courses. Talented youth should be persuaded for higher education in Commerce.

The four types of secondary schools would be able to meet the actual demands of the adolescents. As the programme of Multi-purpose Higher Secondary Schools in Rajasthan has failed altogether, it is comparatively easier and more worthwhile to organise general secondary schools, technical secondary schools, commercial secondary schools and agricultural secondary schools. The admission of students to these schools
should be determined according to adolescents' vocational interests. Vocationalization of secondary education is possible only if these types of schools are established in large number. These schools would be linked directly with life on one side and with higher education on the other. After the completion of various courses in these schools, the students would be in a better position to get suitable jobs and would also be able to pursue higher studies in these subjects at the college level. Thus vocationalization of secondary education does not stand in the way of higher education. On the contrary, it makes higher education more systematic and planned thus decreasing wastage and stagnation at this stage.

Many developing countries in the Middle East have taken to a similar system of secondary education and in the socialistic countries, secondary education has been considerably vocationalised. It is the only way of giving general education to the students alongwith an improvement of vocational efficiency. A careful reorganization of secondary education is very necessary. There is a need of greater and well considered efforts to improve the existing state of affairs.

6. DISCIPLINE IN EDUCATION:

In adolescence period, which covers the stage of secondary education, the problem of evoking a proper sense of values among pupils, and to inculcate effective mental discipline among them, becomes all the more difficult. Adolescence is followed by many changes in the personality of children—physical, intellectual, and emotional. The
increasing sense of 'self', an instinct of assertiveness and display make their adjustment with the environment difficult. Indiscipline is the outward symptoms of the maladjustment which the youth at this stage experiences. He is not now likely to take things on hearsay; he becomes more critical. He tends to be independent (32), vocal, take interest in seeing cinema (33) want to have money for pleasure sake (34) and protest because of non recognition of their needs by their parents (35). In the present study most of the rural and urban adolescents have shown their interest in having money for smoking and wine (36). The youth during this stormy period of life is impetuous by temperament, headstrong in his ways and sticking in his manners. He comes to be prestige-ridden and does not want to be taken lightly.

The adolescent heads towards an age of maturity and self-confidence. He dislikes fault findings and criticism. Even too much advice is not liked by him. It is obvious that this age is characterized by a recalcitrant spirit, which is evidenced by frequent breaches of discipline. The adolescent at this stage needs careful handling and tactful understanding. The great increase in the physical and mental energy shows itself in the ways of emotional vitality that now appears; indeed one of the chief aims of those who aspire to guide youths through this stormy period should be to turn these tempestuous emotions into proper channels (37). The school and the teachers have a vital role to play in training adolescents to respond properly and orderly to different stimuli. For this, it is essential that they should cultivate proper
ment of mental poise and a sense of right perspective. Intellectual and aesthetic activities of a varied nature suited to the interests of different adolescents should be provided to become permanent incentives to right conduct. 'An undue tendency to introspection must be checked by allurements to action' and 'exaggerated ambition and unreflecting activity must be checked by allurements to serious studies (38)'.

Effort is to be made so that discipline is not imposed upon them by authoritarian methods, which neglect them and stunt their personality. They should imbibe a sense of responsibility through shouldering responsibilities. Many healthy outlets should be provided for channelizing their surplus energy and expanding interests into activities which are educationally worthwhile, socially reformative, emotionally stabilizing, culturally ennobling and aesthetically satisfying.

Many emotional problems of adolescents are caused and aggregated by their maladjustment at home, school and society. The unfavourable conditions and influences which they meet at home, school and society go a long way to make them emotionally unstable and lose their faith in values, which all good education tries to build. What they are preached and asked to do and observe in life bears a great contrast to what they see all-round. This causes in them great maladjustment during the most impressionable period of their life. Adolescents lack mental maturity and discipline to rationalize these conflicting claims. Under the stress of momentary impulses, they are often swept with the tide. The result is that this maladjustment causes indiscipline, though
adolescents are not themselves at fault and their intentions are not bad.

Prof. Humayum Kabir's (39) analysis of the factors of indiscipline in their ultimate analysis corroborates what these headmasters thought about the problem. The problem would ultimately be solved only when closer and deeper human relationships would be established between teachers and students and when teachers would be restored to their former prestige and leadership in a democratic society. When education has a meaning for students to help them in all walks of life and given them a capacity to earn a living, when education meets the demand of all individuals, when teachers and parents combine to pursue programmes in cooperation, and lastly, when students come to acquire a love for education and are imbued with a burning zeal for doing service to the nation, most of the problems of indiscipline would be automatically solved. In short, when the school with its programme of work, its teachers, its equipment, and its resources serves as a nucleus of personal satisfaction and enriched community life and sets up those patterns of behaviour which the students may profitably acquire to fashion their own conduct the problem of discipline looks quite straight.

7. INTEREST IN SCHOOL LIBRARY:

The library is the intellectual nerve centre of a good school, the hub of its academic life (40). Library is is the most useful, stimulating and potent instruments of education in the school. It is an indispensable instrument
in the hands of a teacher who is intent upon adopting progressive methods of pupil participation. A good library can enrich the curriculum. The frame-work of a curriculum is not comprehensive enough to accommodate diverse interests. The library expands student's interest in literature provided that there is available guidance of a person trained in the content and methods of challenging adolescents interests. It is the essential channel by which the wisdom of the past can be brought to help or to satisfy the needs of the present. It is in the library that one taps sources of inspiration and aspiration. Libraries, small and large, are shrines of immortality. Through them lives are re-born and re-directed. They are the treasure vaults of ideas, the store-houses of knowledge and the flowing streams of living thought.

In the present study only three per cent rural and twenty-eight per cent urban adolescents have shown their interest in library. This shows that very few students are interested in library. This condition is not at all satisfactory. But only students are not responsible for this low percentage. At the time of data collection the investigator found that the library in most of the schools was almost an apology for a library, a white elephant, or a showpiece to impress parents and visitors. In some schools of rural area there were 100 or 150 books in the library, that too was ill-assorted collection of books containing a variety of reading matter. The books were housed in a place, ill-ventilated and ill-lighted, rather like a safe deposit vault, to which pupils ordinarily had no access. It was guarded by some individual.
who looked tired and worried, as he was generally a jack-of-all trades, attending to miscellaneous office work. Rarely, the investigator found a full time, trained librarian in all rural and urban schools. Teachers were not interested in reading. They provided no motivation, incentive or encouragement to the students.

There was hardly any provision made in the day's programme for library reading. Books were generally issued to pupils after school hours when there were concurrently functioning extra curricular activities such as games and sports and library unions.

In many schools, one period a week was allotted to library work. A set of few books was entrusted to the class teacher, but in most cases the books were unsuited to the grade. No attempt was made by the teacher to recommend particular books to the pupils as he had neither the time nor the inclination to be familiar with the contents of the books. Only in a few schools, there was a separate room for the library, in others, provision for separate room was decried as a luxury.

Seeing the existing conditions of school libraries, it is very necessary to improve the conditions so that the students may be interested to use library as the school library is an educational apparatus of considerable value. It is necessary for providing rich and varied experience, for developing permanent interest in reading as a leisure pursuit and for developing the habits and skills essential
in effective and silent reading.

Library gives practical training in extra reading. Educational possibilities of libraries have long been realized in all progressive countries. In the U.K. and the U.S.A., libraries are usually well developed and are usefully employed in the education of adolescents.

Hence the school library can play an important role in all aspects of education. As all education does not take place at home or school, its service makes a substantial contribution to adolescents' education during school life and also helps in their future search for knowledge.

8. INTEREST IN HOME-WORK

All knowledge that is gained at school is to be thoroughly assimilated by students and for that purpose adolescents require some time at home to consolidate the knowledge so acquired. Home assignments give them opportunities to think and read independently and thus gradually acquire a mastery over the subject matter taught in school. This also leads to proper study habits.

In the present study forty-six per cent rural and eighty-nine per cent urban adolescents, have shown their interest in home-work given by their teacher (43). This shows that urban adolescents are comparatively more interested than rural ones. It also proves that students are interested in completing home assignments provided the assigned home-work is in accordance with time and age of the students. The major criticism on the problem of home-work is directed not on assigning home-work but on the amount of home-work generally
The value of home-work would essentially depend upon the teacher, as to what he makes of it. By considering it an inescapable corollary of school work he would make it a boring, mechanical, burdensome and deadly affair. But with imagination and skillfully worked out plan of home work he can make it a wholesome instrument of creative learning— an experience which is challenging, thought-provoking and greatly self-satisfying to adolescents.

Home-work is a valuable means of study without the restrictions of class-work and supplements the teaching work done in the class. It involves much repetition that is essential for fixing up the lesson that has been taught in the class. It stimulates in the pupil voluntary effort to follow up the study of subjects that appeal to his interests and accustoms him to revise and consolidate the work done in school. So home-work serves as a link in the teacher-parent cooperation. Further, home-work establishes a habit of reading regularly a habit which goes a long way in the pursuit of knowledge. But unless proper care and thought are bestowed on the problem, there is the risk of home-work becoming oppressive and inflicting incalculable moral, intellectual and physical injury on the pupils and thus defeating the end, we want to achieve.

Home-work should not be a uniform type for all pupils. Individual tastes and capacities should be discovered and home-work should be given on their basis. If while
giving homework to students, the different needs and capacities of children are not taken into consideration, hardly any learning can be caused among them. Home-work should be challenging to the students. In the words of Fox (44), challenge lies more in looking at problems that still call for solution than at those which are already solved, more in making new comparisons, seeking out new relationship, looking at current affairs or at particular forces or stages of history in new ways than in learning chronology as the text books records it.

The teachers should consult some standard books on the variety and pattern of assignments given as homework. They should devise different types of interesting questions. For languages, teachers should consult standard books which can give an idea of interesting and valuable question forms. In social Sciences as History, Geography, Social Studies etc. teachers should improvise different types of exercises for different lessons. The students may be assigned to draw maps, prepare charts, and models, timelines etc. In different subjects teachers have to give a little thought as to what type or types of questions may be given to students for homework so that their creative energies are properly utilized and they do work joyfully.

If the home-work is taken voluntarily and joyfully by students, it is actually beneficial to their mind and body, and not simply a weary extension of the weary round resulting only in physical enjury and mutual disgust.
Co-education is still a controversial topic in our country. In Hadoti (Raj.), the society does not as yet allow free mixing of boys and girls in public, and also in schools. The progressivism and ultra-freedom rampant in the western society have not yet gained sanction in Rajasthan, except in the upper strata. Public opinion is generally not in favour of accepting co-education at the secondary stage. The persons who are against co-education, generally, give two arguments (i) that the character of the adolescents will be spoiled in co-education and (ii) that the interests, growth and development of boys and girls are different.

According to Fleming (45), "Arguments in favour of single-sex schools on the ground of difference in the interests and the rate of development of boys and girls are based on a mis-interpretation which over-emphasis the importance of an average score and fails to note the implications of the wide degree of overlap at each age. The differences in average score between boys and girls on most measurable attributes are now known to be so small as to be barely significant; and the differences within each sex group at any age are much greater than the differences between group averages. Boys and girls are also persons. Their abilities and interests vary according to their personal endowment and the treatment they have received. Prediction of suitable training is not possible on the score of sex alone".

In this study twenty-four per cent rural and seventy-nine per cent urban adolescents have reported that
their parents do not object them to mix with girls (46). This shows that in urban areas, the parents do not impose much restrictions on their adolescents while in rural areas the tradition of separating the boys from girls still exists. Eighty-nine per cent rural and ninety-two per cent urban adolescents like to increase social contacts with girls (47). But the imposition of restrictions by parents, relatives or teachers disturb the adolescents frequently (48). The result of these restrictions give birth to the feeling of self-inadequacy among adolescent boys in situations where there are girls (49). This may be the cause of homosexual activities because adolescent boys are not educated in the coeducational institutions (50). The adolescent boys usually feel that they are not having enough freedom to befriends girls. If the adolescents are educated in single-sex schools, there are chances that they might tend to love a person of their own sex. They may also develop feelings of guilt, shyness and false fear with girls which may develop unhealthy feeling of curiosity which is born out of strangeness and is a feature of seclusion and segregation of sexes. In the words of Fleming (51), if adolescents are segregated in single schools (or even in single-sex clubs) there is a danger of a continuance of abnormal concentration of affection on one person— a contemporary or a senior of the same sex— and false fears and distorted conceptions may be built up as to the characteristics of all persons of the opposite sex. Co-education in a day-school is therefore
particularly necessary for healthy emotional development; and it is through contact with their own parents in a home which is in wholesome relationship with a normal human community that a boy or girl can best be guided to social maturity.

Psychologically the apprehensions and dangers of mixing the sexes are not so great. In a co-educational school both boys and girls learn to appreciate each other's obvious superiority or inferiority. Association between sexes is helpful in the growth of normal and effective personality. An adolescent who gets opportunities to meet the opposite sex, finds adjustment in adult life easier. Co-education has a harmonising influence upon boys and girls. It makes the boys more refined, and makes the girls less shy and tender. Adolescents learn virtues from each other—perseverance from girls and self-reliance from boys.

In rural areas, parents who do not want to send their daughters to mixed schools, shall have either to send them to urban girls schools with residential facilities, or to forego their education. The first alternative is rather impossible, as the number of such residential girls schools is very small, and the cost is beyond the means of parents. Hence if boys schools are thrown open to girls, no additional cost shall have to be borne.

10. SEX EDUCATION

Sex education is no imposition, it concerns with a vital matter in which children, from the beginning, are naturally interested. People ordinarily miss or try to miss and ignore the spontaneous and universal sex interests or activities of adolescents.
Interests in sex is instinctive and starts from early infancy and how surely, gradually, though a little differently, it awakens at various stages can be known by observing babies, small children and adolescents in daily life.

The adolescents' sex interests can easily be visualized on schools' walls or lavatories where they draw sexual scenes between man and woman or write sexual words. The investigator himself has found all such things on almost all school buildings at the time of collecting the data. On the basis of this study it can be concluded that adolescents read about sex matters or listen with rapt attention from associates, stories about sexual matters but feel shy to discuss them with adults.

The adolescents feel sexual excitement in the presence of sex conversation, naked male and female pictures, nude art, female and male nudity, sexual scenes of movies and literature concerning sex (52). They also want to be loved by girls (53) and usually take interest in talking with girls (54). Eighty-nine per cent rural and eighty-two per cent urban adolescents have responded that they are interested in making sex activity with girls (55). The adolescent boys also know about female breast, female sex organ, impotency, pregnancy, wet dreams, birth of children, intercourse, lip kissing, menstruation etc. (56). Most of the adolescent boys receive sex information from unwholesome sources (57) and have also shown their interest in seeking correct sex guidance on sex matters by teachers (58).
On the basis of the findings of the present investigation it can be concluded that sex education should be a part of general education which should be connected with schools. Now the question arises as to what part teachers and schools have to play in sex education. All necessary knowledge cannot be imparted by sex lessons at a definite stage of teaching as sex enlightenment cannot be confined to a certain age but is to be instilled in the minds of children over the whole period of development. Teachers have an important responsibility in enlightening students about sexual matters. Though the teaching of general science, biology, physiology and hygiene, so much of physiological knowledge about sex differences involving all the processes of mating, fertilization, pregnancy or birth can be imparted. Teachers have to use their own discretion and particularly, teachers of Biology, Physiology and Hygiene are required to be conscious not to lose any opportunities during the course of their teaching to enlighten students about sex functions.

Sex is everybody's concern and basic principles and functions of the sex urge are supposed to be known to every builder of personalities of students. Teachers who know so much of their own subjects are supposed to know also about the subject of sex which is so near everybody's heart and which is a part of their making. In reality, it is not so much the question of lack of necessary knowledge but of the unwholesome and unhealthy attitude which many teachers have and because of their own unresolved problems and complexes, they feel shy of openly discussing sex matters with adolescents. Sex
education by 'Sex Teacher' seems absurd. It does not mean that parents have no responsibility in imparting sex education.

Consensus of opinion on sex education show complete agreement with the idea that such education should be the shared responsibility of the home and the school. Neither one can do the full job alone; consequently they need to supplement and reinforce each other.

Sex education starts from infancy when he enters this world, and home has the initial and contributing responsibility for developing desirable attitudes and conduct. This should be the responsibility of the parents also whose ultimate objective of sex guidance should be to prepare their adolescents for marriage and parenthood. The adolescents learn to love or hate from their parents; they have no other models by which to fashion themselves. Thus the home is the primary moulder of underlying emotional patterns, so closely related to this subject.

Many parents do not know what to teach or how to provide the experiences conducive to such learning. Large number of homes will not accept this responsibility. The parents may be unable to break their own inhibitions and reserves concerning the subject of sex, they may lack adequate vocabulary to discuss sex so the adolescent can understand; and the parent’s religious background may inhibit the imparting of sex education.

This makes it obligatory for the school to supplement and to support the home, and to make up, if possible, for the shortcomings for the home where parents are failing
down on the job. So the school has a great responsibility in building within the students the proper regard for sex education and its meaning.

The best method of imparting sex instructions to the adolescents may be the use of question-boxes in the secondary schools. The adolescents may ask any question whether signed or unsigned and teachers should answer the question, if complicated, he may seek guidance from specialist or the doctor. Secondly educational films may be helpful to clarify the sex behaviour. Thirdly individual conferences may be arranged to discuss sex problems.

PROBLEMS FOR FURTHER RESEARCH

This piece of research opens avenues for further researches in this specified field.

Hence the following suggestions are being presented:-

1. Reading interests of adolescent boys and girls should be studied. Norwell (59) in his study found that adventure stories which told of physical hardships and dangers were far more popular among boys than among girls, while those that did not stress the physically grim showed much less difference in appeal to the sexes. A comprehensive study of reading interests of adolescent boys and girls should be undertaken in the Indian situation. After knowing reading interests of adolescent boys and girls, guidance programmes should be organised to develop reading habits. As reading can result in security and
Self-realization for an adolescent's inner life, better interpersonal relations with his family and peers, changes in behaviour, new ideas, and increased appreciation of many life activities. The crucial problem would seem to be in getting the right books to the right adolescents. The values of reading are there, but boys and girls need help in finding them. In foreign countries, books have been used as a constructive form of treatment with delinquents because of their value in providing new identifications, new ideologies, new satisfactions and new pattern of living (60).

2. An adult's chief business is to work, and many of his chief joys come from his success in the world of practical accomplishment—whether his achievement will be in engineering, medical, technical agriculture or in any practical vocation. Because success on the job is so important in adult life, it is a terrible blow to fail—either actually or in relation to one's expectations. Not all debacles can be foreseen, but much travail of spirit and loss of self-confidence may be avoided if secondary school pupils can be guided into types of work for which they are fitted. So it can be worthwhile if 'the reliability and permanence
of vocational interests of adolescent boys may be found and on the basis of the results vocational guidance may be given.

3. Thorndike (61) was one of the first to investigate the ties between interest and ability. He ranked students' interests during elementary school, high school and college is seven different school abilities. Correlations were computed between the individual's order of interest and his order of abilities and were found to be .89 each. Such type of study should be undertaken on Indian adolescents also.

4. The interests of adolescents are determined by social status of the family. The interests of the adolescents of high status background may be different from those of low status age-mates. There is a need to see how far vocational interest correlates with socio-economic status in adolescence.

5. The present study has been confined to adolescent boys only, it will be useful, if a similar type of study is conducted on adolescent girls so that comparison may be made between the personal and sex interests of adolescent boys and girls.

6. Just as parents have to watch the progress of the child in his scholastic attainments and other physical or mental development, so also they should watch the progress of the child in
his sex interests also. For this, it is desirable to conduct study on parents' attitude towards their adolescents' sex interest. A follow-up programme should also be undertaken and different methods of imparting sex education should be tried out on parents to see the effectiveness of these methods.

7. On the basis of some studies (62) it can be concluded that there is a positive correlation between interest and achievement. An investigation should be undertaken to see the correlation between interest and achievement of Indian adolescent boys.

**SUMMARY**

Many problems of growing-up are closely related to change in interests. It is essential that parents and teachers should have a knowledge of adolescent interests to direct and guide them toward a more complete fulfilment of their aspirations and possibilities. The research findings of the parent investigation have bearing on the improvement of educational practices.

Health education will have to be conducted in the schools. The school is in a unique position for promoting constructive values of healthful living. Every school must follow a detailed programme of imparting health guidance so that the adolescents may be able to learn bodily mechanism and its up-keep and may protect himself from any eventuality of ill health. Hence it is necessary for the schools to organise
the programmes of health and physical education.

Adolescence is the period in life when appearance and clothes assume their greatest importance. When dressed like other members of the group, the adolescents identify themselves with the group and feel that they belong to it. The interest in clothing during the adolescent years is the desire to be attractive to the member of the opposite sex. The desire to be attractive by wearing stylish clothes is too much during adolescence period and hence school authorities and parents should not press adolescents to wear a particular dress.

There should be a provision for vocational education at the secondary stage. It is the task of education to prepare the adolescents for some vocation. The teachers should give vocational information and vocational guidance programme should be started so that adolescents may think of their future profession.

Guidance has to be introduced in schools in the light of new aims of education, social adjustment and right employment. Guidance service should be introduced in schools. The differences between individuals in native capacity, abilities and interests and various types of opportunities justify the concept of guidance. Personal, social, vocational and sex type of guidance can be made available in the school. The headmaster, class room teacher, counsellors, specialists, all play a very important role in guidance. The cooperation of all of them is essential for the success of the programme.

Our secondary schools should no longer be 'single
track' institutions but should offer diversity of educational programmes calculated to meet varying aptitudes, interests and talents which come into prominence towards the end of the period of compulsory education upto the age of fourteen. After this age, the students are capable of undertaking general as well as vocational disciplines. The new Higher Secondary Schools should be opened to impart technical Education, Agriculture Education, Commercial Education, Medical Education and education in other practical and vocational fields. Separate schools are necessary.

The purpose of discipline is to create proper conditions for all and smoothen the educational process. It is a process of training. The sole object of discipline is to secure social order for achieving certain purposes. For ensuing good discipline in a school, effective team work, good school traditions, well planned school work, a suitable programme of extra curricular activities and personal contact can prove useful. For tackling individual problems of indiscipline like truancy, disobedience and sex offences only a constructive, creative and positive approach can cut at the root of individual indiscipline.

The habit of reading has to be inculcated in the childhood and the school is the most appropriate place. The library provides necessary training to the pupils. Library and school are taken an inseparable life forces. The present condition of libraries in schools is not at all satisfactory. If the library is to be the centre of intellectual life of the school, a centre of supervised study, a source of disseminating
knowledge, it must have a very well-planned and systematically organised library service.

Home-work properly understood, intelligently assigned and sympathetically checked is indispensable. There can be no two opinions regarding the utility of home-work. It is as matter of fact is school work done independently by students. It thus aims at supplementing social work. At secondary stage home assignments are very necessary.

Co-education is a controversial topic. These schools are very important from psychological view point but this should be for the community to decide regarding separate schools or co-educational institutions.

For good health, sexual aspect of adolescent life must be given due attention. There are various agencies which can help in imparting sex-instruction, the parents and the school. Sex education should be imparted in a very natural way by regular teachers. These instructions should start at the earliest and should proceed progressively. Question boxes, educational films, individual conferences may be used for this purpose.

Further researches are necessary in the field of education of adolescents. Few research studies as, reading interest of adolescent boys and girls, the reliability and permanence of vocational interests of adolescent boys, personal and sex interests of adolescent girls, relationship between vocational interests and socio-economic status, study of parents' attitude towards adolescents sex interest, relationship between interest and achievement of adolescent boys can be taken up for further research.
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(5) See Chapter IV, Table No.4.1; Item No.6 (i-iv); p.63.

(6) See Chapter IV; Table No.4.1, Item No.7(i,iii,iv); p.63.

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(20) See Chapter IV; Table No.4.1, S.No.19, Item No.8; p.63.

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(22) See Chapter IV; Table No.4.17, S.Nos. 1-5, p. 97.

(23) See Chapter IV; Table No.4.19, S.Nos. 1-9; p. 104-5.

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