CHAPTER-VI

SUMMARY

6.0.0 INTRODUCTION

The Indian Constitution, adopted in 1950, directed the State to ensure provision of primary education for all students up to the age of fourteen years within a period of ten years. The struggle to achieve this primary commitment began immediately. During the last fifty years, several milestones in this regard have been crossed. Beginning with a situation where four out of five persons were illiterate, and only two out of ten students went to school; it has not been an easy task to meet the constitutional commitment. The country began its journey towards the goal of universal Primary education for all by opening more and more primary schools across the country. The system has grown huge in size and coverage. Today nearly four out of five students in the age group 6-14 years are in the school. Two out of three persons are functionally literate. Progress achieved is by no means small. But it falls short of meeting the goal of Education for All (EFA).

In the pursuit of the goal of providing primary education for all, the National Policy on Education (NPE) and the follow up actions on the recommendations of the policy in 1986 has been a major landmark. The World Declaration on EFA adopted soon after in 1990 gave further boost to the various processes already set in motion in the country. As the analysis presented in the document demonstrates, the last decade of the century has witnessed tremendous progress in the area of primary education in the country. Yet, it is realized that the journey is not yet over. The main task is not to lose the momentum created by the progress made in the last decade. It is necessary to consolidate the gains and capitalize on the enlarged base created by the progress. It is realized that the
methods hereto adopted may not be appropriate for crossing the difficult hurdles in the last leg of the journey towards EFA. The strategy has to be such that the goal is achieved within the first few years of the next century. The future policies and programmes are to be guided by this perspective. The following paragraphs set forth the directions in which the EFA effort will be focused in the years to come beyond 2000.

6.1.0 Provision of Primary Education for All—Continuing the Unfinished Task

Approaches to achieve the goal of universal Primary education in the years to come have to measure up to the magnitude and complexity of the task, which has so far remained incomplete. Efforts to pursue this goal will be guided by three broad concerns:

- The national resolve, as stipulated in the National Policy on Education, to provide free and compulsory education of satisfactory quality to all students up to the age of fourteen years.
- The political commitment to make the right to Primary education a Fundamental Right and enforcing it through necessary statutory measures.
- Enactment of 73rd and 74th Constitutional amendments which have set, the stage for greater decentralization and a significantly enhanced role for local bodies, community organizations as well as voluntary agencies in the efforts towards UEE.

Further, recognizing the importance of the primary education sector, the Central Government has been working with the State Governments on a principle of shared responsibility for achieving the goals of UEE. This becomes even more important in the context of the commitment to make ‘right to Primary education’ a fundamental one. With the magnitude of the unfinished task, the Government of India will continue supporting the initiatives in primary education while promoting the capacities of the State Governments to meet the challenges effectively. Mobilizing additional resources to reach the critical mark of six per
6.2.0 Meeting the Concerns for Equity

Broad-based efforts made during the last fifty years have resulted in a massive expansion of the education system in the country, raising the overall status of educational provisions in terms of accessibility and participation. The efforts were guided by concerns of equity. Yet, a closer analysis of primary statistics reveals glaring disparities in the progress made. Certain sections of population and certain geographical pockets in the country have failed to fully benefit from the investments made in education. Keeping this in view, the approach during the years to come will be to specifically deal with the question of equity with focus on the educational needs of the following categories:

- Women and girls
- Scheduled castes and scheduled tribe groups
- Working students
- Students with disabilities
- Students from minority groups
- Urban disadvantaged students
- Educationally backward pockets in different States

6.3.0 Educational Barriers

Education is on the crossroad of integrated educational system and inclusive education system. Teachers and implementers are so confused towards the concepts. There are too many efforts implemented at the school level in SSA but some of the barriers are still there as that of the lack of the building, non-barrier free schools, classes and other physical infrastructure. There is less space per child in the classes to perform the academic activities. School curriculum is not according to the specific disability. Students are bound to study the syllabus irrespective to their disabilities and needs. In this situation, students did not continue with the existing system. Policy makers should be taking care of them.
Since nobody can deny the admission of the disabled child in the school, so there is a need of the training of the teachers in a huge amount. That’s why only regular teacher training courses are not sufficient. Rather than the regular teacher training courses, there is a need of distance education programme in teacher training for the teachers of the students with disabilities. M.P. Bhoj Open University is conducting the teacher-training programme across the country in special education as a joint venture with the Rehabilitation Council of India. This is the only effort to provide such required numbers of teachers per year.

Here are the competencies that are to be needed for the general education teachers and special education teachers to work in the inclusive settings-

- Ability to solve the problem, to be able to informally assess the skills a student needs (rather than relying solely on standardized curriculum).
- Ability to take advantage of students’ individual interests and use their internal motivation for developing needed skills.
- Ability to set high but alternative expectations that are suitable for the students; this means developing alternative assessments.
- Ability to make appropriate expectations for EACH student, regardless of the student’s capabilities. If teachers can do this, it allows all students to be included in a class and school.
- Ability to determine how to modify assignments for students; how to design classroom activities with so many levels that all students have a part. This teaching skill can apply not just at the Primary or secondary level, but at the college level as well. It will mean more activity based teaching rather than seat based teaching.
- Ability to learn how to value all kinds of skills that students bring to a class, not just the academic skills. In doing this, teachers will make it explicit that in their classrooms they value all skills, even if that is not a clear value of a whole school.
Ability to provide daily success for all students. Teachers have to work to counteract the message all students get when certain students are continually taken out of class for special work.

Some other competencies that will help general education teachers in an inclusive environment include:

- A realization that every child in the class is their responsibility. Teachers need to find out how to work with each child rather than assuming someone else will tell them how to educate a child.
- Knowing a variety of instructional strategies and how to use them effectively. This includes the ability to adapt materials and rewrite objectives for a child's needs.
- Working as a team with parents and special education teachers to learn what skills a child needs and to provide the best teaching approach.
- Viewing each child in the class as an opportunity to become a better teacher rather than a problem to be coped with or have someone else fix.
- Flexibility and a high tolerance for ambiguity.

6.4.0 STATEMENT OF THE PROBLEM:

“A Comparative study of Orphan and General Student’s Intelligence, Adjustment and Locus of Control of Class 9th – 12th student’s in Indore Division”

6.4.1 OBJECTIVES OF THE STUDY:

The following are the objectives were set for the present study:-

1. To study significant difference between mean Intelligence score of orphan and general students.
2. To study significant difference between mean Intelligence opportunities score of orphan and general students.
3. To study significant difference between mean Intelligence activities score of orphan and general students.
4. To study significant difference between mean Intelligence technology score of orphan and general students.
5. To study significant difference between the adjustment of orphan and general students.
6. To study significant difference between mean adjustment opportunities score of orphan and general students.
7. To study significant difference between mean adjustment activities score of orphan and general students.
8. To study significant difference between mean adjustment technology score of orphan and general students.
9. To study significant difference between mean locus of control of orphan and general students.
10. To study significant difference between mean locus of control opportunities score of orphan and general students.
11. To study significant difference between mean locus of control activities score of orphan and general students.
12. To study significant difference between mean locus of control technology score of orphan and general students.

6.4.2 HYPOTHESES:

To fulfill the above stated objectives the following null hypotheses were formulated:-

1. There will be no significant difference between mean Intelligence score of orphan and general students.
2. There will be no significant difference between mean Intelligence opportunities score of orphan and general students.
3. There will be no significant difference between mean Intelligence activities score of orphan and general students.
4. There will be no significant difference between mean Intelligence technology score of orphan and general students.
5. There will be no significant difference between mean adjustment of orphan and general students.
6. There will be no significant difference between mean adjustment opportunities score of orphan and general students.

7. There will be no significant difference between mean adjustment activities score of orphan and general students.

8. There will be no significant difference between mean adjustment technology score of orphan and general students.

9. There will be no significant difference between mean locus of control of orphan and general students.

10. There will be no significant difference between mean locus of control opportunities score of orphan and general students.

11. There will be no significant difference between mean locus of control activities score of orphan and general students.

12. There will be no significant difference between mean locus of control technology score of orphan and general students.

6.5.0 DELIMITATION OF THE STUDY:

On account of some limiting conditions such as money, time and other factors the present study is limited in term of sample, tools, technique etc. The study is limited to the sample of 151 students studying in Indore Division. The sample includes both sex. The study is limited to the tools like Verbal Intelligence Test by R.K. Ojha and Ray Choudhary Adjustment test by A.K.P. Sinha and R.P. Singh and (E-X) locus of control scale by Roma Pal taken for the study. And the study is also limited to the T-test, correlation and percentage.

6.5.1 KEY CONCEPT OF INTELLIGENCE:

Intelligence, the dictionary says, is “The capacity to acquire and apply knowledge”. A number of definitions have been evolved psychologist according to their own concept of the term intelligence. Intelligence is a global or aggregate capacity of an individual to act purposively to think rationally and to deal effectively with his environment. According to Cater V. Good (1973) intelligence is:-
1. The ability to learn and to criticize what is learned.

2. The ability to deal effectively with tasks involving abstractions.

3. The ability to learn from experience and to deal with new situations.

4. A commonly used in measurement and testing, a degree of ability represented by performance on a group of tests selected because they have proved their practical value in the prediction of success in academic work and in some vocations.

5. The product resulting from the collection, evaluation, analysis, integration and interpretation of all information.

6.6.0 Present method of study:

The investigator followed the descriptive survey method for the present study. This method studies the existing situation and makes generalization. It always deals with the question namely what is so? It involves description, recording, analysis and interpretation of conditions, that exists. Descriptive method helps in obtaining precise information regarding the current status. Thus, it deals with present. According to Lokesh Kaul,” descriptive studies are more than just a collection of data; it involved measurement, classification, analysis, comparison and interpretation. They collect and provide three types of information.(1). Of what exist with respect to variables or conditions in a situation. (2) of what we want by identifying standards or norms, which to compare present conditions or what experts consider to be desirable and (3) of how to achieve goals by exploring possible ways and means on the basis of the experience of others or the opinion of experts.”

6.6.1 SAMPLE:

The sample consists of 151 students studying in 9th to 12th standards of Govt. schools and private schools of Indore Division irrespective of General and orphan students . The sample selected was purposive. The sample includes both the sex. All the students participated willingly. The study was conducted in the
General classroom setting. Table 3.1 shows the school wise distribution of sample under study.

6.6.2 TOOLS:
Taking into consideration various factors such as objectives of study, availability of tests, competence of investigator to administer, to score and to interpret the test results; the following standardized tools were selected and used for the collection of the data for present study (valid table – 3.4).

6.6.3.1 DESCRIPTION OF TOOLS:
There are three standard tools were used for the collection of data and details about the tools given below with different captions;

6.6.3.2 VERBAL INTELLIGENCE TEST (VIT)
Verbal Intelligence test (Hindi Version) by R.K. Ojha and K.Ray Chowdhary was prepared in 1958 by the author for their Ph.D. research. The test was revised several times and standardized in 1970. The test was standardized on age group.(13-20years). According to the authors it can be used any age group till 20.

6.6.3.3 ADJUSTMENT INVENTORY:
This test was designed by A K P Sinha and R.P.Singh .A child’s attitude towards his own life, his family members and other objects is developed during his early life through his interactions within his own family followed by his contacts with peers. This is the early period of his social development which determines his adjustment in future with different people and situations. There is ample evidence to suggest that students brought up in liberal families are found in later life more successful in their adjustment in varied situations. On the other hand, students belonging to restrictive families are likely to be more dependent,
obedient, non-creative, lass dominant and comparatively more polite and submissive.

6.6.3.4 LOCUS OF CONTROL:
This test was originally designed by Roma Pal. Locus of control is an important aspect of the behavior of the child. It is related to the measurement of the extent to which an individual is self-motivated, directed or controlled (internal frame of reference) and the extent to which the environment (luck, chance etc.) influence the behavior. The scale contains 35 forced choice items with two alternative responses for each item. There are six filler items.

The respondent has to choose one of the two alternatives which best describes his belief. It has a separate answer sheet and the test booklets are reusable. The time generally taken by an average high school student is 15 to 20 minutes. The test can be administered as a group test with literate population.

6.7.0 STATISTICAL TECHNIQUE:
In order to achieve the objective of the study, analysis of the data is an essential task for the investigator. Keeping in view the functions of the statistical technique and the objectives of the study in mind, the following statistical techniques were applied in the present study.

1. Mean
2. S.D.
3. T-test.
4. Correlation.
5. Percentage.

6.8.0 FINDINGS RELATING TO INTELLIGENCE, LOCUS OF CONTROL AND ADJUSTMENT:
1. Finding: It is found that there is significant difference between mean Intelligence of orphan and general students.
2. **Finding:** There is significant difference between mean Intelligence opportunity of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Intelligence opportunity.

3. **Finding:** There is significant difference between mean Intelligence activities of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Intelligence activities.

4. **Finding:** There is significant difference between mean Intelligence activities of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Intelligence activities.

5. **Finding:** It is found that there is significant difference between mean adjustment of orphan and general students.

6. **Finding:** There is significant difference between mean Adjustment opportunity of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Adjustment opportunity.

7. **Finding:** There is significant difference between mean Adjustment activities of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Adjustment activities.

8. **Finding:** There is significant difference between mean Adjustment technology of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Adjustment technology.

9. **Finding:** There is significant difference between mean Locus of control of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Locus of control.

10. **Finding:** There is significant difference between mean Locus Of Control(LOC) opportunity of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Locus Of Control(LOC) opportunity.

11. **Finding:** There is significant difference between mean Locus Of Control(LOC) activities of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Locus Of Control(LOC) activities.
12. **Finding:** There is significant difference between mean Locus Of Control(LOC) technology of orphan and general students and general students has higher compeer to mean of the orphan students with respect to Locus Of Control(LOC) technology.

To find out the mean adjustment, difference between Orphan and General students, and Orphan and general students were compared by employing T–test. The results showed that there is a significant difference between the mean adjustment of Orphan and General students, and mean self–concept of general and Orphan students. It was, therefore, inferred that, the Orphan students have higher adjustment than General students and the Orphan students have higher adjustment than the general students.

Results show significant difference between the mean adjustment scores of intellectually Orphan and General students. Mean adjustment of Orphan students was 181.508 is significantly higher than that of mean adjustment of General students (M = 175.559). The results also show that significant difference between the mean adjustment scores of Orphan and general students. The mean adjustment of Orphan students was 181.421 is significantly higher then that of mean adjustment of general students (M = 175.723).

The relationship between intelligence and adjustment was found out with the help of correlation.

relationship with achievement. But the adjustment was not significant in extreme intelligence group.


But in case of sex in the present study the Orphan student’s shows higher adjustment than the general students. This finding is supported by White, A.M. (1984). But Savic, A. (1980), Lke, P.S (1989), found no significant difference between Orphan and general students. B.R. (1981) found that underachiever’s locus of control was more external than high achiever.


6.0.0 CONCLUSION:

It is evident by this study that Orphan students posses higher adjustment than General ones and the Orphan students posses higher adjustment than general students. It means that adjustment of a student is positively influenced by his/her intelligence and sex also. The relationship between intelligence and self-concept is positive and the relationship between intelligence and self-concept of general and Orphan students are also positive. The locus of control scores of Orphan and General students is similar. That means the locus of control does not influence the intelligence of the students. But in case of sex, the locus of control influence more in case of Orphans students. There is a very low but positive correlation between intelligence and locus of control. In case of sex, the locus of control influences the
Orphan students more. But in case of general students, there is a negative and negligible correlation.