

Study of Effectiveness of Educative Program for
Adolescent Students regarding Thalassemia in Reform
Home School

A research Report submitted
for the Degree of Ph.D.

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Declaration

This thesis is a presentation of my original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions. The work was done under the guidance of Dr. Dattatreya Tapkeer at the Tilak Maharashtra Vidyapeeth, Pune.

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In my capacity as supervisor of the candidate's thesis, I certify that the above statements are true to the best of my knowledge.

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Chapter 1

INTRODUCTION TO RESEARCH PROBLEM

Chapter 1

INTRODUCTION TO RESEARCH PROBLEM

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1.1 Background

The term 'education' could be a quite common and a preferred term. However several people understood it by few in its right perspective. As a student of education, it's essential for one to grasp the means of education, its abstract options and completely different views. Understanding the idea of education and its dynamic options can facilitate to develop insights regarding the aim and objectives of education.

The term 'education' has been taken by completely different folks. Some folks discuss with it as formal schooling or to long learning. Some others discuss with it as acquisition of information, skills and attitudes. Some say that education is nothing, however coaching of people's mind during a specific direction to evoke desired changes. This solely shows that education doesn't have one precise universally accepted definition. It's varied meanings with varied functions. Analysis of those meanings would facilitate us to grasp what education exactly is. Etymologically, the word education comes from the Latin word '*educare*' that means 'to raise' and 'to bring up'. Consistent with few others, the word 'education' has originated from another Latin term '*Educere*' which implies 'to lead forth' or 'to come back out'. These meanings indicate that education seeks to nourish the great qualities and put off the most effective in each individual. Education seeks to develop the innate or the inner potentialities of humans. Another educationists believe that the word 'education' has been derived from the Latin term '*Educatum*', which implies the act of teaching or coaching. The meanings of those root words lead us to believe four Basics in Education that education aims to produce a nutritive setting that might facilitate or bring out and develop the potentialities in a student.

Narrow and Broader Meanings of Education

Narrower meaning of Education

One should stumble upon those who take into account that instruction imparted in faculties and better education establishments is nothing like education. The aims of education in these contexts are measured in terms of degrees or certification or promotion. There's a deliberate effort created with an exact purpose to develop certain quantity of information, skills, attitudes and habits in these establishments. This can be a narrower idea of education that is confined solely to some specific, deliberate, and planned efforts that have an impact on the event of the individual. With narrower sense,

aims are like manufacturing the literate or knowledgeable person like an engineer, a doctor, a teacher, a bourgeois then on. Here, the individual is deliberately 'taught to think' as preset by the educators. Thus, during a narrower sense, education is nothing, however a purposeful activity, deliberately planned for the optimum development of an individual's potentials.

Broader meaning of Education

With the broader or wider sense, education isn't restricted to a room or a faculty solely. It's thought-about to be a long method, wherever all the experiences, information and knowledge that a student acquires at completely different stages of one's life through different channels (i.e., formally, informally and incidentally) are termed as education. The broader meaning considers education as an act or expertise that has formative or additive impact on the temperament of a student. It's believed that education isn't solely an instrument of social modification, however additionally an investment in national development. Such a meaning of education encompasses all life experiences, as there's a shift in stress from individual development to national development. It is also considered that education could be a long method that has all experiences that the kid receives within the college or reception, within the community and society through interactions of varied kinds and activities. The broader meaning of education implies the method of development, whereby the individual step by step adapts himself/herself to numerous ways in which his/her physical, social and psychological development takes place.

AIMS OF EDUCATION

Vocational Aim

The vocational aim is additionally referred to as "the utilitarian aim or the bread and butter aim." The expressed ideals of education are, unless these aims modify us to acquire the first desires of our life- food, shelter and wear. Education should facilitate the kid to earn his support. Education, should prepare the kid for a few future profession or vacation or trade. The vocational aim could be a slender aim of education. Therefore, vocational aim isn't an entire aim by itself.

The Cultural Aim

The cultural aim of education has been urged to supplement the information of own culture and pass it to next generation rationally. However it's ambiguous and has too several meanings. It cannot function the foremost aim of education.

The Character Formation Aim or the Ethical Aim

Character is that cream of life and, as such, it ought to be the aim of education. Vivekananda and Gandhi each stressed character building in education. Character formation or ethical education cares with the complete conduct of man. The Education Commission (1951-52) has justly remarked: "character education has got to be achieved not during a social vacuum however with relation to up to date socio- economic and political scenario." Thus, one will complete that solely character building cannot be the aim of education.

The non secular Aim

The visionary thinkers have opined that the non secular development of a student ought to be the supreme aim of education. Mahatma Gandhi has connected nice importance to non secular values in education.

The Adjustment Aim

Adjustment is the primary rule of human life. Without adjustment to setting nobody will survive. Life could be a struggle for adjustment. Within the words of Horney: "Education ought to be man's adjustment to his nature, to his fellows and to the nature of the cosmos.

The Leisure Aim

"Free and unoccupied time" of a student is usually referred to as leisure. It's a time one will use it during an artistic approach. Throughout leisure one will pursue an activity for own sake and not for earning a living, that is uninteresting and monotonous. Throughout leisure one may also regain our lost energy and enthusiasm. Leisure will build life dynamic and charming.

The Citizenship coaching Aim

A person has got to perform many-sided civic duties and responsibilities. Youngsters ought to be thus trained by education that they'll with success discharge their varied civic duties and responsibilities. The Education Commission in India (1951-1952) has greatly

stressed citizenship coaching in faculties. Such coaching includes the event of bound qualities to character like clear thinking, clearness in speech and writing, art of community living, co-operation, toleration, and sense of nationalism and sense of world citizenship.

The Complete Living Aim

Some educationists have insisted upon the requirement of an all-comprehensive aim of education. This viewpoint has junction rectifier to the event of two aims- “the complete living aim” and therefore the “harmonious development aim.” Consistent with Horney “there is not any one final aim, subordinate all lesser aims to itself...

The Harmonious Development Aim

Educationists are of the opinion that everyone has the powers and capacities heritable by a toddler ought to be developed harmoniously and at the same time..

The Social Aim

No individual will live and grow without social context. Individual security and welfare depend upon the society. Individual improvement is conditioned by social progress. Education ought to build every individual socially economical. A socially economical individual is ready to earn his support.

Aims of Education in Independent India

After independence the Indian leaders completed the inherent defects within the system of education introduced by government. Universalization of education was the requirement of the hour. Education should be joined with national development. With these national goals visible the government in freelance Indian nation came upon completely different committees and commissions for instructional reforms within the desired lines. These committees and commissions have developed instructional aims and objectives.

Indian University Commission

After independence, an education commission was established to enquire the assorted issues of education, notably educational activity, and to advocate proposals for its enhancements. It's normally referred to as Sir Sarvepalli Radhakrishnan Commission 1948-49. This Commission has given several vital recommendations concerning educational activity. It's additionally developed the aims of education of Asian nation.

Secondary Education Commission

For reconstruction of education, Education Commission was came upon (1952-53) underneath the billet of Dr. Lakshmanswami Mudaliar, a noted educationalist and ex-Vice Chancellor of the Madras University. The Commission has created vital recommendations for the reconstruction and development of education within the country.

1. Developing Democratic Citizenship

The adoption of the goals of democracy and socialism necessitate the event of habits, angle and qualities of character, which can modify its voters involved worthily the responsibilities of democratic citizenship. Among these qualities, that are to be fostered through info and co-curricular activities in secondary faculties, are:

- The capability for clear thinking (clearness in speech and writing);
- The scientific angle of mind;
- Willingness to new ideas;
- Respect for the dignity and value of each individual;
- The flexibility to measure harmoniously with each other
- A way of true patriotism; and
- A way of world citizenship.

2. Vocational potency

One in every of the imperative issues of the country was to enhance productive potency and to extend the national wealth and to lift the quality of living. During this respect the commission suggested fostering dignity of labor and promotion of labor and technical ability for the advancement of business and technology.

3. Development temperament or Character

An important aim of democratic education is that the comprehensive development of each individual's temperament. This needs that education ought to take into consideration his entire needs- psychological, social, emotional, and sensible and cater to any or all of them. It ought to offer in him the sources of artistic energy in order that he is also ready to appreciate his cultural heritage, to cultivate wealthy interests, which he will pursue in his leisure, and contribute in later life to the event of this heritage. Hence, education ought to be thus organized that subjects like life, art, craft, music, recreation and therefore the development of artistic hobbies ought to realize place of honor within the info.

4. Education for leadership

Since the youth of today are assumed to be the leader of tomorrow, special aim of the education is to coach persons be ready to assume the responsibility of leadership in social, political, industrial and cultural fields. To realize success during this work, the qualities of justice, courage, discipline, tolerance, wisdom, sacrifice, initiative, understanding of social problems, civic furthermore as line of work potency ought to be developed within the young boys and girls of our country.

The Indian Education Commission on Educational Aims (1964-66)

In July 1964 the government of India came upon an Education Commission to overhaul and reconstruct the complete field of Indian education underneath the billet of Dr. D. S. Kothari. The Commission submitted its comprehensive report in July 1966. Consistent with it education ought to aim at:

- Increasing national productivity;
- Achieving social and national integration;
- Accelerating the method of modernization;
- Cultivating social, ethical and non secular values.

National Policy of Education 1968

The government of India once considering the Report of the Education Commission tried to formulate a national policy of education. With this report Parliamentary Committee on education was formed in 1967. This Committee approved the recommendations of the Education Commission and developed a national policy of education in 1968.

National Education Policy –1986- Challenge of Education Policy Perspective After seventeen years of experiment a trial was created to gauge the national education policy, 1968. In 1985 the government of India revealed and circulated a study entitled “Challenge of Education: Policy Perspective.” The government of India declared its new education policy underneath the title “National Policy on Education, 1986.”

Types of Education

Secondary education and Higher Secondary Education

Secondary education admits adolescent youngsters whose aged is twelve to eighteen. Consistent with the 2001 Census, this cluster consisted of 8.85 crore children. The ultimate 2 years of secondary is commonly called Higher Secondary (HS), or just the "+2" stage. There are few boards majorly CBSE and state Boards in country. The info is set by NCERT and these boards are evaluating the scholars. +2 passing certificates are required for a student before one will pursue educational activity, as well as school or skilled courses.

UGC, NCERT, CBSE and ICSE decide ages for candidates would like to require board exams. Upon triple-crown completion of upper Secondary, one will apply to educational activity underneath UGC management like Engineering, Medical, and Business Administration etc.

A significant feature of India's secondary system is the stress on comprehensive education. Professionals from established institutes offer education. India's secondary system is stress on profession based mostly education. It facilitates students to attain skills for locating a vocation of his/her selection.

A special Integrated Education for Disabled youngsters (IEDC) program was started in 1974. It centered on primary education of IEDC. However this program was reborn into comprehensive Education at Secondary Stage. Special program ‘*Kendriya Vidyalaya*’ project was started for the workers of the central government of India, agency is unfolded throughout the country. the government started the *Kendriya Vidyalayas* in 1965 to produce uniform education and follows an equivalent info at an equivalent pace despite the situation to that the employee's family has been transferred.

Secondary education ought to offer the learner with opportunities to:

- Acquire desired information, skills and attitudes for the self and nation
- Promote fondness and loyalty to the state
- Develop a private mentally, socially, morally, physically and spiritually
- Increase understanding and respect for own and cultures
- Inculcate universal brotherhood among the individual.
- Promote positive environmental and health practices
- Long slighthness for any education and coaching
- Develop crucial thinking and rational judgment
- Develop into a accountable and well-adjusted person
- Promote respect for all
- Enhance enjoyment in learning
- Identify individual's abilities and develop consequently
- Build society that is technologically and industrially developed.
- Develop no indulgent individual.

Secondary education falls within the age of adolescent. Thus one should be aware of the stages of development of humans.

Stages of development

Any development method issue through some stages and every development stage differ from the opposite. Every stage of development has its characteristic. Psychologists have separated human life into stages or periods and specific changes that will be expected throughout every stage. The transition from one stage to consecutive stage is gradual instead of sudden. The age terms allotted to every stage of the event are general as shown within the Table.

Table No 1. Stages of Developments

Age Groups (Years)	Stage Development	Description
Birth to 2	Infancy	This stage is of rapid growth and development. There are changes in body proportion as well as intellectual growth.
2 to 6	Early Childhood	This is preschool period. Child seeks the control over his environment. He starts to learn social adjustment.
6 to 12	Late childhood	This is primary stage. He learns certain essential skills.
12 to 18	Adolescence	This period is of physiological change. In this period children become sexually mature. There is a strong interaction with peers and opposite sex.
18 to 40	Young Adulthood	This period includes the decisions like choosing career, life partner. The goals are fixed.
40 to 60	Middle Adulthood	This period is of dissatisfaction, anxiety and of depression. There are physical changes like changing the colour of hair, ending of menstruation.
Over 60	Late Adulthood	This is aging process. Individual is concerned about their health and death. Few develop the interest in social service, travelling and visiting religious places.

Developmental Characteristics of Children and Adolescent:

PHYSICAL, COGNITIVE, EMOTIONAL AND SOCIAL ASPECTS

Children and adolescents grow and develop at terribly completely different rates. Every individual is exclusive, with a definite temperament and life expertise. For this reason, age isn't the sole sign of wherever a selected kid or adolescent is in terms of development. The various aspects of development are as follows.

- **Physical development** – genetic make-up, ethnicity, race, gender, nutrition and diet, exercise, sleep patterns, use of tobacco, alcohol or alternative medication, stress and disagreeable life events, environmental toxins and socioeconomic standing
- **Psychological feature development** – tutorial setting, family setting, parent or caregiver involvement, access to early education opportunities, teacher support, personal motivation, gender and cultural or ethnic context
- **Emotional development** – individual temperament, parent and family relationships, support network, life experiences and transitions; media exposure, influence behavior, a bent to require risk or delinquent angle
- **Social development** –influence by peer, fame, community acceptance

Developmental Characteristics of Adolescence (Age 12- 18 Years)

Physical Development: Physical changes like time of life promote rapid climb, the maturity of sexual organs, and development of secondary sex characteristics happens apace.

Cognitive Development: Throughout initial adolescence stages, precursors to formal operational thinking seem, as well as a restricted ability to assume hypothetically and to require multiple views. Throughout later amount, formal operational thinking becomes well developed and integrated during an important proportion of adolescents.

Social Development: Social relationships in early adolescence are at focused within the coevals. Cluster values are guiding the individual behavior. Acceptance by peers is incredibly crucial to shallowness.

Young adolescents have an interest in relationships, however most contact is through teams. Some youth begin to experiment with sexual behavior; however several early adolescents aren't sexually active with alternative youth. Social roles are still outlined by external sources.

During middle and late adolescence, values become personalized and internalized once careful thought and freelance thought.

Friends are electing on personal characteristics and mutual interests. The coeval's declines in importance, individual friendships are reinforced, and a lot of youth "date" in one-on-one relationships. The youth experiments with social roles and searches choices for career selection.

Emotional Development: the first adolescent is known with the coevals. Youth depend on their peers for emotional and social stability and support and to assist mould the youth's approaching identity. Shallowness is generally stricken by acceptance of peers.

Early adolescents are showing emotion labile and frequent mood swings. They're terribly susceptible to emotional stress.

During middle and late adolescence, identity is a lot of vital, and a way of self develops and stabilizes them that they're separated from either family or coevals. Shallowness is influenced by the youth's ability to measure up to internal standards for behavior. Self- assessment and rumination are common.

Adolescence could be an amount of Storm and Stress

Adolescent amount is commonly believed to be the foremost tough amount and really crucial stage of transition owing to varied qualitative and quantitative shift that taste at that moment and conflicts with breaking far from the recent self and interest of the childhood recollections and everyone these periods are in the course of important changes of varied degrees as an example all the characteristics concerned in time of life like oscillation in women and hair growth in bound a part of the body in boys furthermore as deepening of the voice etc.

It is believed that almost all of all adolescent expertise distinction stages of storm and stress at this era of their life, (Arnett 1999) says not all adolescents are probably to expertise storm and stress, however all stage of the generation, these years are the foremost volatile and additionally specific his read any by speech that wherever adolescents do expertise storm and stress, it's presumably to manifest within the following ways in which

- Conflicts with oldsters or guardians: There are probabilities that adolescent tends to rebel as a result of their search of freedom and authority in thinking and behaviors.
- Mood disruptions: Adolescents taste emotional cycle at this stage.
- Dodgy behaviors: Adolescent's are typically related to bound dodgy behaviors like rashness, norm breaking and varied level of delinquent behavior.

Stanley G. Hall (1904), a scientist aforesaid that adolescence could be an amount of stress and storm has been embraced by a spread of prestigious theorizer. Stanley Hall, agency was intended by Darwin, agency delineated human development as analogous to organic process development and saw adolescence amount as almost like eras of turbulence and storm. He regarded the instability, anguish and intensity of adolescence as a necessary precursor to the institution of adult stability. Halls plan is that the part of fashionable culture that implies that a lot of oldsters expect that adolescents can bear an amount of storm and stress.

Psychologist came to acknowledge that adolescence could be a distinctive amount within the human development however consistent with Twiford and Carson (1980) few adults are progressively disturbed in their commit to perceive behavior of adolescents and counsel that specialists have delineate adolescents as inconsistent, unpredictable, emotional and self-focused by making a general read and impression that adolescence amount portrays an amount of stress and storm.

Apart from the factors on top of, conflicts with oldsters, mood disruption and behavior, there are various factors relay for why adolescent expertise varied storms and stress throughout stage and this can be owing to the speedy changes and transitions happening within their body and in the setting. Few issue accountable is that the search of autonomy, freedom etc. The consistent with Erikson (1959) delineate it as a method of individualization and Sigmund Freud (1958) analyzed it as a developing sense of separation from parent.

Most adolescent stress is expounded to lack of identity that typically arises as a result of they begin to have faith in self and what they need to become and this have a tendency to place them underneath a pressure to search out their real identity and therefore the pursuit of this results in a sharpened sense of dignity that makes them want to realize freedom and freedom of selection. therefore making a niche between themselves and therefore their oldsters as a result of they see themselves as a lot of a private and somebody will build choices on their own and this method of transition causes a full plenty of confusion between them and the oldsters that is one massive subject for fogeys. Oldsters today realize tough to deal with and tends to visualize adolescent as moody, self-focused, detached or being too hid.

This results in peer pressure problems, the continual search of identity results in them flocking with those who are of an equivalent mind-set and this tends to place them underneath a lot of pressure among coevals as an example acceptance. Most of adolescents need to be related to a gaggle, wherever they'll feel snug and acceptable by the members. Failure to realize this tends to own a negative influence on individual that in impact results in troubled for power with peer as a result resulting in aggressiveness and violent behavior and as a results of this, consistent with Farrington and Hawkin (1991), association with delinquent peer is a causative issue to the increase of delinquent behaviors that in some cases results in substance misuse, delinquency and college issues

School additionally plays a vital role throughout adolescent amount; the setting nature of college also has its impact on adolescent life. Huizinga and Jacob (1998) says that over 80 % of adolescent had been concerned in one or a lot of downside at college like nonattendance, suspension, and poor tutorial development and in extreme cases drop out utterly. All of those issues can be an excessive amount of to handle for a few if not most of adolescents and therefore the relationship between them

and college becomes affected. The type of setting additionally plays vital roles as a result of if the college features a high rate of non-compliance students, violence and aggression, it tends to flow into simply among such setting, additionally disorganization among the college structure and lack of implemented rules and tips increase aggression in adolescent.

Mood disruptions

There is an affiliation sturdy between adolescence and feeling within the positive and negative manner. Hall (1904) additionally delineates adolescence as "the age of speedy fluctuation of moods". There's a high likelihood of fluctuation in moods in adolescence as a result of the mixture of emotions that they taste within the gift stage and this may either be positive and negative, however the negative ones are typically attended with mood swing.

Larson and Richard (1994) aforesaid adolescents report "a feeling of self-consciousness and embarrassment" that is rumored to air average of 2-3 times a lot of probably to be a lot of what their oldsters face and this tends to form them feel lonely, nervy and in bound cases neglected. He additionally urged that adolescents report larger mood disruptions compared to pre-adolescent stage. Most of the mood increase and disruption excluding emotional variation may also be caused by the increasing level of secretion modification within the body caused by adolescent transition furthermore as another hidden factors e.g. environmental issue like ever-changing college and having relationship with woman folk may also be to blame for these mood disruptions.

The rate at that of these mood disruption are fully fledged will vary from one individual to a different as a result of the various reason and factors to blame for this as a result of modification at school, relationship with woman folk, poor tutorial performance, problems with coevals and in some cases family problems like married discord.

All these factors bought by stress is an excessive amount of to contain and result in varied health connected facet impact in adolescent as a result of their underneath these high obligation to realize such a lot at a time like changes at school, environment, obtaining high marks in school/college, having half time job, managing finance, peer pressure, social modus Vivendi e.g. creating new friends and family issues. All of

those will overpower adolescent and as a result build them a lot of vulnerable to sickness as a result of the strain and stress placed on the body, creating them very tired and unwell that cause them a lot of issues handling day to day life and might cause depression. therefore prompting occasional visit to the final Practitioner seeking medical facilitate and as a result of a lot of demands in accessing aid services, they need to attend longer in bound cases to be attended to and will not be absolutely glad with the extent of treatment received and therefore creating them a lot of at risk of any depression and if care isn't taken, it should end in being utterly depressed.

Kevin Durkin states that examination of adolescents could result in the conclusion that they are doing suffer not from diminution of self-worth however from a woeful spate of self-indulgent volatility, out of all proportion to their actual place within the theme of things. He additionally counsel that the surge of hormones, the expansion of secondary sexual characters, the stimulant of venereal arousal, pressure of instructional and career selections, temptation of medicine, the upcoming trial of adulthood and therefore the state the globe is in nowadays.

Curricula in Adolescent period

The process of organization of information begins with the event of info framework. The info documents expected to be artistic. But, one can observe in most of the cases that it's prescriptive in its approach. It specifies the topics and provides tips for the programs of study as well as assessment materials, category time and teaching strategies. It provides directions for development of textbooks for varied categories. In most of the cases, the colleges are given chance to make, approve and implement their own curricula, keeping visible the national info framework. In India, the National Council of instructional analysis and coaching (NCERT) has been developing college info at intervals. The NCERT has brought out four info frameworks in 1975, 1988, 2000, and 2005. The States are making an attempt to develop State version of the national info developed in 2005. Education Commission 1964- sixty six urged that autonomy should be to the colleges to develop their own curricula. Historically, the info is subject- based mostly and shows flexibility in scope to accommodate individual and institutional variations furthermore as kinds of learning and teaching designs, and facilitates development of upper order thinking skills in learners. Also, some curricula offer freedom to varsities to make your mind up time to devote to numerous

required subjects. The types of information enclosed within the national college info in Asian nation are delineating below.

- **Language:** it's advocated that the house language(s) of kids ought to be the medium of learning in faculties. Considering the multilingual nature of the Indian society, the implementation of three-language formula (mother tongue, the regional language and one foreign language) must be pursued in its spirit, promoting multilingual communicative talents of kids. Study of Indo-Aryan as a contemporary Indian language and study of alternative classical and foreign languages may additionally be thought- about.
- **Mathematics:** The teaching of arithmetic must develop among the learners the flexibility to assume and reason mathematically, to pursue assumptions to logical conclusions and to handle abstraction. It includes some way of doing things, and therefore the ability and therefore the angle to formulate and solve issues. Its twin considerations are: what will arithmetic education do to have interaction the mind of each student, and the way will it strengthen the student's resources?
- **Science:** Improvement of organization of information in science education has been a priority for the state. Hence, variety of comes came into being, with or while not support of agencies like United Nations International Children's Emergency Fund and United Nations agency. The NCF–2005 (pp. 46-50) expressed that the first college science info ought to embrace study of the natural setting, artifacts and other people through preliminary and hands on activities to accumulate the fundamental psychological feature and content skills through observation, classification, inference, etc. At the first stage, science and science ought to be integrated as 'Environmental Studies' and will additionally embrace health education. The science content at the higher primary stage ought to embrace operating with hands to style easy technological units and modules (e.g. planning and creating a operating model of a windmill to raise weights) and continued to be told a lot of on setting and health as well as procreative and sexual health through activities and surveys. Secondary info to incorporate systematic experimentation as a tool to discover/verify theoretical principles, and dealing on regionally important project involving science and technology and will additionally cowl problems close setting and health as well as procreative and sexual health.

- **Social Sciences:** it's advocated that the science info at the first stage ought to cowl the natural and therefore the social setting. It ought to cowl study of the setting through illustrations from the physical, biological, social, and cultural spheres. It's felt that the setting study approach can result in higher awareness of environmental problems and additionally social problems. Social studies at the higher primary stage are also schooled as history, earth science and social science. At the secondary stage, social science and political economy topics is also additional. Basics in Education The social studies info ought to commit to develop the values of equality, liberty, justice, fraternity, dignity, plurality, and freedom from exploitation within the learners.
- **Art Education:** The NCF–2005 (p-55) was of the read that “Arts, visual and acting, have to be compelled to become a vital part of learning within the info.” The info must introduce students to the wealthy and varied inventive traditions within the country. Arts education should become each a tool and a theme schooled in each college as a required subject (up to category X) and will cowl all four main streams lined by the term arts (i.e., music, dance, visual arts and theatre).
- **Health and Physical Education:** a section of health education is roofed underneath science info. The NCF– 2005 (pp. 56-58) adopted a holistic definition of health among that education and yoga contribute to the physical, social, emotional and mental development of a toddler. The document urged medical checkups be created a section of the info and education regarding health be provided that address the age-specific considerations at completely different stages of development. It identified the requirement of education on yoga. It additionally identified importance of age- appropriate context-specific interventions centered on adolescent procreative and sexual health considerations as well as HIV/AIDS and drug/substance abuse.
- **Work and Education:** Mahatma Gandhi argued for craft-centered education. The Education Commission 1952-53 (Mudaliar 1953) suggested craft subject for each student in order that if necessary one may earn his living by following it. Besides, the coed would learn the dignity of labour and skill the thrill of doing constructive work. Work expertise was urged by the Education Commission (1964-66). The Committee for Review of the info for the 10 Year College (Patel

1978) urged for Socially useful Productive Work (SUPW). The NCF–2005 (p.130) expressed that “Institutionalization of work-centered education as an integrated a part of the college info from the preprimary to the +2 stage is anticipated to get the required foundation for reconceptualizing and restructuring vocational training... to fulfill the challenges of a globalised economy.” consistent with this document, a collection of work-related generic competencies (basic, inter-personal and systemic) could embrace crucial thinking, transfer of learning, creativity, communication skills, aesthetics, work motivation, work ethic of cooperative functioning and entrepreneurship-cum-social answerability.

Problems in Adolescent Period:

1. Addiction

Addiction could be a word that’s accustomed describe a spread of conditions that are all characterized by an abnormally sturdy have to be compelled to act in certain ways in which to do to satisfy the extraordinary driving forces that are felt by anyone with an addiction.

Substance abuse, which might even be known as drug addiction, is one variety of addiction. It involves the extraordinary desire and wish to consume, inject, and sniff or smoke, one or a lot of a good type of psycho-active medication. A psycho- active drug is any chemical that has the property of adjusting however the brain functions.

The word Addiction is additionally accustomed describe some activity disorders like pathological gambling or abnormal consumption behavior, wherever no psycho-active substance use is concerned, however the options of this type of addiction, still closely tally those of misuse addiction.

2. Special needs:

Children with special instructional desires are youngsters initial and have abundant in common with alternative youngsters of an equivalent age. There are several aspects to a kid’s development that conjure the complete child, as well as – temperament, the flexibility to speak (verbal and non-verbal), resilience and strength, the flexibility to understand and luxuriate in life and therefore the need to be told. Every kid has individual strengths, temperament and experiences thus specific disabilities can impact otherwise on individual youngsters. A kid’s special instructional want shouldn't

outline the complete child.

The Education for Persons with Special instructional desires (EPSEN) acknowledges that special instructional desires could arise from four completely different areas of disability:

- Physical
- Sensory
- Mental health
- Learning disability

Or from the other condition that ends up in the kid learning otherwise from a toddler while not that condition. It's additionally vital to grasp that a toddler will have incapacity however not have any special instructional desires arising from that incapacity that need further supports at school.

3. Problems with adolescence facing chronic physical disorder

It is also an undesirable and unfortunate fact that these can be some adolescents in schools who might be suffering from various chronic physical disorders like TB, Diabetes, HIV and Thalassemia.

Consequently, investigator worked at school wherever students are tormented by Thalassemia.

Currently a day's glucose, AIDS, polygenic disorder is quite common diseases. These diseases are owing to our life designs, consumption designs and mental tension. These diseases are quite common even at school going youngsters.

But the subject that investigator selected is incredibly new and therefore the disorder is incredibly common in youngsters. Investigator conducted the analysis on reform home students for Thalassemia.

But the topic which researcher selected is very new and the disorder is very common in children. Researcher conducted the research on reform home students for Thalassemia.

This reform home is under the financial aid of Government of Maharashtra and Children Aid Society. It is located in Mankhurd, Mumbai. The students are from

various backgrounds like juvenile delinquency, orphanage, child labour etc. Researcher is working as Assistant Teacher in the same school and observes students daily. The school is Marathi medium school till tenth standard and affiliated to Maharashtra State Board of Secondary and Higher Secondary Education Board, Pune. The school is getting aid from Government of Maharashtra.

The students are placed by court in reform home. After admission a file is prepared in which personal details of child are entered like name, address, date of birth, blood group etc. Reform home provides necessary medical help in BMC (Brihan Mumbai Corporation) hospitals. Many social workers from various are institution like TISS (Tata Institute of Social Science) Nirmala Niketan organize educational classes, counseling, medical camps.

1.2 Rationale and significance of the Study:

Thalassemia is that the commonest single factor disorder worldwide. It's a heritable blood dyspraxia that reduces the number of Hb the body makes and results in the destruction of red blood cells. An individual will solely get disease by heritable the genes for Thalassemia from their oldsters. The common signs and symptoms of Thalassemia diseases embrace pale skin, dim-witted growth and time of life, anemia, enlarged spleen, and accrued condition to infections.

Thalassemia is that the commonest heritable single factor disorder within the world. Scientists and public health officers predict that Thalassemia can become a worldwide issue within the next century. With international enhancements in childhood illness interference and treatment, a lot of focus is going to be given to designation disorders. It's our hope that by providing education regarding the illness we are able to raise awareness, encourage folks to induce tested for the attribute, and unfold information regarding comprehensive treatment. The Thalassemia could be a cluster of genetic blood dyspraxia characterized by absent or belittled production of traditional Hb, leading to an anemia of variable degree. The Thalassemia features a distribution concomitant. These areas were protozoal infection is common. Folks with Thalassemia Minor are ready to fight protozoal infection higher than those that don't have it - thus, in elements of the globe wherever protozoal infection existed, thalassemia Minor accrued. This was of nice worth within the past since protozoal infection was rampant and deadly. However, protozoal infection is not any longer a drag in several areas of the globe, and Thalassemia Minor has no advantage to

folks in these areas. The alpha Thalassemia is thickly inhabited in geographical region, Malaysia and southern China. The beta Thalassemia is seen within the Mediterranean Sea space, continent and geographical region. As a result of migration, there has been a rise within the incidence of Thalassemia in North America within the last 10 years. In Thalassemia, patient a mutation or deletion of the genes that management hematohiston production happens. This causes to a belittled production of the corresponding hematohiston chains and an abnormal Hb quantitative relation. This abnormal quantitative relation results in belittled synthesis of Hb and therefore the expression of Thalassemia. The hematohiston that's made in traditional amounts lands up in excess and forms red cell aggregates or inclusions. These aggregates become oxidized and injury the cell wall, resulting in haematolysis, ineffective glycoprotein, or both. The number and properties of hematohiston chain aggregates verify the characteristics and severity of the Thalassemia.

Thalassemia Minor

A blood count is also slightly below others getting on and sex, however this produces no symptoms. One born with this condition and can have it all of time period. There's no want for treatment and most of the people UNO have heritable this aren't sick and possibly don't recognize they need it. A light variety of Thalassemia minor is also mistaken for iron deficiency anemia. Iron medicines aren't typically necessary and cannot facilitate one's anemia. They might even be harmful if taken a protracted amount of your time.. One should decide if he needs to require this risk in designing his family. Regarding 3-6% of USA citizens have Thalassemia Minor. Thalassemia has additionally been found in folks of the many ethnic backgrounds, thus it cannot be known as a Mediterranean illness. Alternative areas affected is the Middle East, India, West Pakistan and geographical region. Thalassemia Minor doesn't develop into Thalassemia.

Thalassemia Major

Thalassemia Major happens once an individual inherits two Thalassemia genes, one from every parent. Each oldster should be Thalassemia Minor. Once two people are Thalassemia Minor marry, there's a twenty fifth likelihood that any physiological condition may end up during a kid with Thalassemia. Two youngsters can have Thalassemia Minor and one of four is going to be traditional. These chances are high that gift with every physiological condition. Few families have just one unwell kid,

whereas others have all of their youngsters affected.

Thalassemia is controlled through partaking in preventive health services. Health education is incorporated to lift awareness and to encourage shoppers to hunt out there services. Education regarding the risks of conceiving a toddler with Thalassemia combined with existing birth control services is a good approach to tell the behavior of these in danger for Thalassemia. Laboratory blood tests will verify the standing of Thalassemia during a person. Screening and guidance are related to several edges, as well as a belittled range of thalassemic newborns. The aim of screening for Thalassemia and haemoprotein (Hemoglobin) disorders is to supply carrier testing to each member of the population, ideally before they need youngsters, so as to spot carrier couples and inform them of the chance and their choices.

The Thalassemia prevalence rate within the population is unknown. Therefore, the screening for Thalassemia standing within the population is indicated not just for up the health standing of this population, however additionally for early intervention and interference of this illness. If we are able to circularize Thalassemia information and verify the prevalence of Thalassemia in student, then one will develop effective screening and guidance strategies to assist them have information regarding Thalassemia. Accrued information in deciding regarding childbearing will stop and/or management new cases. In turn, we might cut back the transmission of this illness.

The standard screening blood tests OF (Osmotic Fragility) and DCIP (did- chloral-phenol and indo-phenol) concerned causing the blood samples to a hospital, this can be expensive. The changed screening blood tests were developed to produce cheap and fast screening ends up in the sphere.

The present researcher thought that there should be some proper training regarding awareness of Thalassemia for these adolescent students, which will enable them to face this challenge of living successfully.

1.3 Statement of Problem

Study of Effectiveness of Educative Program for Adolescent Students regarding Thalassemia in Reform Home School, Mankhurd, Mumbai

1.4. Objectives:

1. To access the socio cultural background of adolescent students of Reform Home students suffering from Thalassemia.
2. To prepare and implement the educative program for awareness of Thalassemia.
3. To study the following things of adolescent students suffering from Thalassemia in reform home:
 - a) The attitude towards Education
 - b) Adjustment with self, peer group and with teacher on special focus on health adjustment, Social adjustment, Personal Emotional adjustment, Educational adjustment and Home and family adjustment.

1.5. Conceptual definitions:

Adolescent Student –Adolescence is the period of developmental transition between childhood and adulthood, involving multiple physical, intellectual, personality, and social developmental changes. The onset of puberty signals the beginning of adolescence, and puberty now occurs earlier, on average, than in the past. (Reference: S.K. Mangal (2009), Advance Educational Psychology, McGraw Hill Publication, New Delhi)

Thalassemia – It is a disorder where an individual's body cannot prepare blood in the body. He requires frequent blood transfusion in his life. (Reference: Dr. P.S. Lamba (2000), ABC of Thalassemia, Pearson Publication, New York)

Reform home – It is judicial place where students are kept for improvement till the age of 18. Every child is admitted with court permission. (Reference: Dr. A.K Gill (1987), Guidance and Counselling for Problematic Children, Shroff Publication, New Delhi)

Effectiveness - It is degree to which something is successful in producing a desired result. (Reference: Internet Wikipedia 2020 at 20.20 IST)

1.6 Operational definitions:

Adolescent Student – The students in standard IX and X from school Children Aid Society's Madhyamik Vidyalaya and whose age is in between 14 to 16 years.

Reform home – The school name is Children Aid Society's Madhyamik Vidyalaya and it is managed by Government of Maharashtra under the session court of Kurla, Maharashtra.

Health adjustment: Physical health of the reform home child with reference to Blood like WBC, CB, Sugar and Thalassemia.

Social adjustment: Social relationship of the reform home child with reference to interaction, communication with peer and guardian.

Personal adjustment: Physical health of the reform home child with reference to personal hygiene, awareness about own body, importance of each body part.

Emotional adjustment: Thinking of the reform home child with reference to convergent and divergent thinking, curiosity, sensitivity towards an issue.

Educational adjustment: Educational issues of the reform home child with reference understanding of a subject, difficulty in writing and retention.

Effectiveness- Significant increase in the post test scores of the attitude towards Education, health adjustment, Social adjustment, Personal Emotional adjustment, Educational adjustment and Home and family adjustment.

1.7 Assumptions:

1. The researcher is teaching in the school for more than 10 years and has a long communication with students. From his interaction, he is aware that students do not have knowledge about Thalassemia.
2. As the researcher is dealing with guardian of children of reform home with reference to the academic achievement, he found that there is no awareness among guardian to help these students for better life style.
3. Thalassemia is incurable, however person suffering from thalassemia can live with it with proper care. This is medical truth so awareness is most important than cure.

1.8 Need:

The researcher is assistant teacher in above school. He observed the students closely and found that these students are suffering from many diseases and disorders. Few students were absent for longer time in the school and require frequent blood transfusion. So researcher is more curious about why these children require frequent blood because of that students were missing studies. To make them aware about these facts, he selected the topic.

1.9 Hypotheses:

Following are the Research hypotheses for study

1. There is a significant increase in scores of attitude towards Education regarding Thalassemia among the students due to program.
2. There is a significant increase in scores of health adjustment regarding Thalassemia among the students due to program.
3. There is a significant increase in scores of social adjustment regarding Thalassemia among the students due to program.
4. There is a significant increase in scores of Personal and Emotional adjustment regarding Thalassemia among the students due to program.
5. There is a significant increase in scores of Educational adjustment regarding Thalassemia among the students due to program.
6. There is a significant increase in scores of Home and Family adjustment regarding Thalassemia among the students due to program.

Following are the null hypotheses

1. There is no significant increase in scores of attitude towards Education regarding Thalassemia among the students due to program.
2. There is no significant increase in scores of health adjustment regarding Thalassemia among the students due to program.
3. There is no significant increase in scores of Social adjustment regarding Thalassemia among the students due to program.
4. There is no significant increase in scores of Personal and Emotional adjustment regarding Thalassemia among the students due to program.
5. There is no significant increase in scores of Educational adjustment regarding Thalassemia among the students due to program.
6. There is no significant increase in scores of Home and Family adjustment regarding Thalassemia among the students due to program.

1.10 Research design and methodology:

It's a set consisting of a section or set of the objects or people of population that is chosen for the aim, representing the population sample obtained by assembling info solely regarding some members of a population.

TECHNIQUES OF SAMPLING

There are differing types of sampling techniques supported 2 factors viz. (1) the illustration basis and (2) the component choice technique on the illustration basis. The sample is also chance sampling or it should be non-probability sampling. On the component basis, the sample is also either unrestricted or restricted. Here we are going to discuss regarding two varieties of sampling viz.

- (a) Probability Sampling and
- (b) Non-Probability Sampling.

Following are the kinds of chance sampling

1) Simple sampling

In this all members have an equivalent likelihood (probability) of being elect. Random methodology provides AN unbiased cross choice of the population. As an example, we tend to draw a sample of fifty students from a population of four hundred students. Place all four hundred names during instrumentation and put off fifty names one by one.

2) Systematic sampling

Each member of the sample comes once an equal interval from its previous member. As an example, for a sample of fifty students, the sampling fraction is i.e. choosing one student out of each eight students within the population. The beginning points for the choice are chosen indiscriminately.

3) Stratified sampling

The population is split into smaller consistent cluster or strata by some characteristic and from every those strata indiscriminately members are elect.

4) Cluster sampling:

An investigator selects sampling units indiscriminately then will complete

observation of all units within the cluster. As an example, analysis involves preschool faculties. Choose indiscriminately fifteen faculties. Then study all the youngsters of fifteen faculties. In cluster sampling the unit of sampling consists of multiple cases. It's additionally referred to as space sampling, because the choice of individual member is created on the premise of place residence or employment.

5) Multi stage sampling:

The sample to be studied is chosen indiscriminately at completely different stages. As an example, we'd like to pick a sample of social class operating couples in Maharashtra state. The primary stage is going to be indiscriminately choosing a particular range of districts during a state. The second stage involves choosing indiscriminately a particular range of rural and concrete areas for the study. At the third stage, from every space, a specific range of social class families are going to be selected and at the last stage, operating couples are going to be elect from these families.

Following are the kinds of non-probability sampling

Purposive Sampling:

In this sampling methodology, the investigator selects a "typical cluster" of people would possibly represent the larger population then collects knowledge from this group. as an example, if a investigator desires to survey the angle towards the teaching profession of lecturers teaching students from lower socio-economic stratum, he or she would possibly survey the lecturers teaching in faculties line to students from slums (more specifically, lecturers teaching in Municipal faculties) with the idea that since all lecturers teaching in Municipal schools cater to students from the lower socio-economic stratum, they're representative of all the lecturers teaching students from lower socio-economic stratum.

1. Convenience Sampling:

It is non-probability sampling where researcher selects his sample by his own. He does not use any specific method. This is because the population might be too small.

2. Quota sampling:

The selection of the sample is created by the investigator; decides the quotas for

choosing sample from such sub teams of the population. Here, the investigator initial identifies those classes that he or she feels are vital to confirm the representativeness of the population, then establishes a sample size for every class, and at last selects people on a convenience basis

3. Convenience Sampling:

It refers to the procedures of getting units or members are most handily out there. It consists of units that are obtained as a result of cases is pronto out there. In choosing the incidental sample, the investigator determines the desired sample size then merely collects knowledge thereon range of people UN agency are out there simply.

4. Snowball Sampling:

In snowball sampling, the investigator distinctive and choosing out there respondents meet the standards for inclusion in his/her study. Once the info is collected from the topic, the investigator asks for a referral of alternative people, would additionally meet the standards and represent the population of concern.

Sample of the Present Study

There are 6 institutions under Children Aid Society, Mumbai. Various institutions are working for different type of the issues in society. Researcher conducted the research in Bal Kalyan Nagari (BKN) and Chembur Children Home (CCH). In those reform homes there are 300 students from the age 5 years to 16 years. Bal Kalyan Nagari is shelter home for Boys and girls. There are around 150 students from 6 years to 18 years. Chembur Children Home is second place where only boys are kept. These students are sent to the Society's own school Madhyamik Vidyalaya. The school is affiliated to Maharashtra State Board of Secondary and Higher Secondary Board, Pune. The school is 100% funded by Government of Maharashtra.

Researcher used non probability Purposive sampling technique as his sample is from reform home. As the research is related to Thalassemia, researcher selected those students who are suffering from thalassemia and staying in Bla kalyan Nagari and Chembur Children home. The sample would consist of IX and X standard boys and Girls in Reform Home School, Mankhurd, Mumbai. The age group of these students is 14 to 18 years. The size of the sample is 69.

1.11 Research methods

Survey method:

According to Kerlinger (1973), survey analysis involves the finding out of enormous and little populations choosing and finding out samples chosen from the populations to get the frequency, distribution and interrelations of social science and psychological variables. It's a way of getting info a couple of population from a sample of people. Surveys will offer a fast, cheap and correct suggests that of getting info from an outsized cluster of individuals. If one needs to understand regarding the opinions, attitudes and perceptions of respondents, the survey is applicable methodology of assembling knowledge. Besides, describing surveys may also be accustomed justify the connection and variations between variables. The term sample survey is commonly used as a result of a sample that is representative of the target population is employed. The survey methodology is wide utilized in the social sciences, education, business and drugs. Basically, info is obtained by asking folks queries either orally or by responding to a written paper or video display.

Researcher has taken the interviews of the guardians of those students to understand the history of the scholars. The history suggests that info of the oldsters, sickness within the past, kind of crime if any, the kid performed in past, and information of Thalassaemia to those guardians. Consequently the forms were ready and interviews were planned. These interviews were closed ended. For every question, the investigator used graphical methodology. The form is connected in appendix.

Experimental method:

Experimental style is that the blueprint of the procedures that help the investigator to check hypotheses by returning valid conclusions regarding relationships between freelance and dependent variables (Best, 1982, p.68). Thus, it provides the investigator and opportunity for the comparison as if needed within the hypotheses of the experiment and permits him to form a meaningful interpretation of the results of the study. The styles manipulates with sensible issues related to the experimentation such as: (i) however choose a sample for experimental and management teams, (ii) the suggests that through that variables are to be manipulated and controlled, (iii) the ways in which during which extraneous variables are to be controlled, however observations are to be created, and (iv) the strategy of applied math analysis to use.

Variables are the conditions that the experimenter manipulates, controls, or observes. The independent variables are the conditions that the experimenter manipulates or controls in his commitment to study their relationships to the ascertained phenomena. The dependent variables are the conditions or characteristics that seem to appear or disappear or modification because the experimenter introduces, removes or changes the variable quantity. In instructional analysis, usually method is example of variable quantity and therefore the action of the scholars is example of variable quantity. There are few contradictory variables that will influence the variable quantity. Contradictory variables are of two types; intervening and extraneous variables. Intervening variables are variables that can't be controlled or measured however could influence the variable quantity. Extraneous variables aren't manipulated by the investigator however influence the variable quantity. It's extremely not possible to eliminate all extraneous variables, however right experimental style permits the investigator to neutralize their influence on dependent variables.

There are varied varieties of experimental styles. The choice of a selected style depends upon nature and purpose of experiment, the sort of variables to be manipulated, the character of the info, and the facilities out there for winding up the experiment and therefore the ability of the experimenter. The subsequent experimental analysis styles are fashionable in instructional research:

- (i) Pre-experimental styles – they're least effective and supply no management of extraneous variables.
- (ii) True experimental styles – use organization to manage the consequences of variables like history, maturation, testing
- (iii) Quasi-experimental styles – offer lesser management and are used only organization isn't possible.
- (iv) Factorial designs- a lot of freelance variables is manipulated at the same time. Each freelance and interaction effects of two or more than two factors are often studied with the assistance of this factorial style.

a. Pre-Experimental design:

There are two varieties of pre-experimental designs:

1. The one group pre-test post-test design:

During this style the experimenter considers variable quantity measures (Y_b)

before the variable quantity (X) is manipulated and once more takes its measures (Ya) afterwards: The relation if any, between the two measurements (Yb and Ya) is computed and is ascribed to the manipulation of X.

2. The two teams static design:

This style provides some improvement over the previous by adding a sway cluster that isn't exposed to the experimental treatment.

b. Quasi-Experimental Design:

Researchers attempt to establish equivalence between the experimental and management teams, the extent they're triple-crown in doing so; the planning is valid. Typically it's terribly tough to equate teams by random choice. In such things, the investigator uses quasi-experimental style.

c. True experimental design:

True experimental styles are utilized in instructional analysis as a result of the ascertain equivalence of experimental and management teams by random assignment of subjects to those teams, and thus, management the consequences of extraneous variables like history, maturation, testing, measure instruments, statistical procedure and mortality.

Present Design:

Researcher used Survey method first. In this method he designed a questionnaire consisting of 32 questions. These questions were asked to Housemother and Housemaster to understand the socio-economic background of the child. These questions were set in Marathi Language as most of the Housemothers and Housemasters are Maharashtrians. There are total 13 housemothers and 5 housemasters. Initially, there was an informal talk with these housemothers and housemaster. Researcher spend 2 hours with each housemother and housemaster. He completed the interviews within a month.

Researcher used one group pretest posttest experimental method for his research.

After the responses researcher collected the blood samples of all students with the help of doctors and Think Foundation. (An NGO). Think Foundation is an NGO which helped the researcher to collect the sample and bared all financial charges for

detection. After 15 days researcher got printed reports of blood samples and he chose his sample who were suffering from Thalassemia. This sample consisted of 69 students.

Initially researcher used 2 inventories i.e. one attitude toward education and second one adjustment inventory. He distributed in the class and gave 2 hours to respond. Difficulties were solved by the researcher during the supervision. These inventories were given to the students who were suffering from Thalassemia. Data was collected and tabulated.

Researcher called expert to orient about Thalassemia. This orientation consisted of speech, posters, exhibition, and role play. The expert guided the students about the same and solved the doubts. These sessions were interactive. There were plenty of speakers who came to the students to build up their confidence and also guide them how to live with Thalassemia. This program continued for 90 days. Researcher gave same inventories to the students and data collected and tabulated.

With the help of 't' test the difference between means were calculated and necessary inference were drawn. In experimental method independent variable is methodology of training and dependent variable is test scores of Educative program.

1.12 Tools

There are various tools in the research. But the researcher has used interview as the first tool. The interview was closed ended. He designed a questionnaire in which there were few questions about Thalassemia and the background of the students in reform home. The questionnaire is attached in appendix.

The researcher used second tool as questionnaire. He purchased two standardized tests for attitude and adjustment inventory in Hindi and Marathi languages. The tests were developed by Dr. S.L. Chopra and Dr. M.N. Palsane respectively.

1.13 Data Analysis

Researcher conducted the interview and presented the data in graphical form. For the data analysis of experimental, t-test is used data analysis.

1.14 Limitations:

1. It is very difficult to measure the change of attitude with respect to this disorder.
2. The program cannot be used for longer period of time i.e. more than six months.
3. Only behavioural can difference can be measured.

1.15 Delimitation:

1. This program is only for Thalassemia.
2. Outcome is measured with six parameters only.
3. Research work is limited to reform home students of Mankhurd only.
4. There are other features such as maturation, cooperation which cannot be measured with the questionnaire.

1.16 Contribution of analysis work

The Researcher has focus majorly unfold of awareness of any illness and disorder among the adolescence students. There are several diseases which might be transmitted from one generation to alternative wittingly and inadvertently. This analysis can trigger the thinking of these students from Reform Home to disorder. Traditional students will gain information from oldsters, lecturers or peer teams however it's important to unfold the attention among such students as these are national wealth. One should utilize the energy of those students properly and channelized it. Adolescence age is that the right age to make the attention among the scholars. Cure of this disorder isn't attainable thus interference is merely one possibility left. This may be attainable through awareness.

Chapter 2
REVIEW OF RELATED LITURATURE AND
RESEACHES

Chapter 2
Review of Related Literature and Researches

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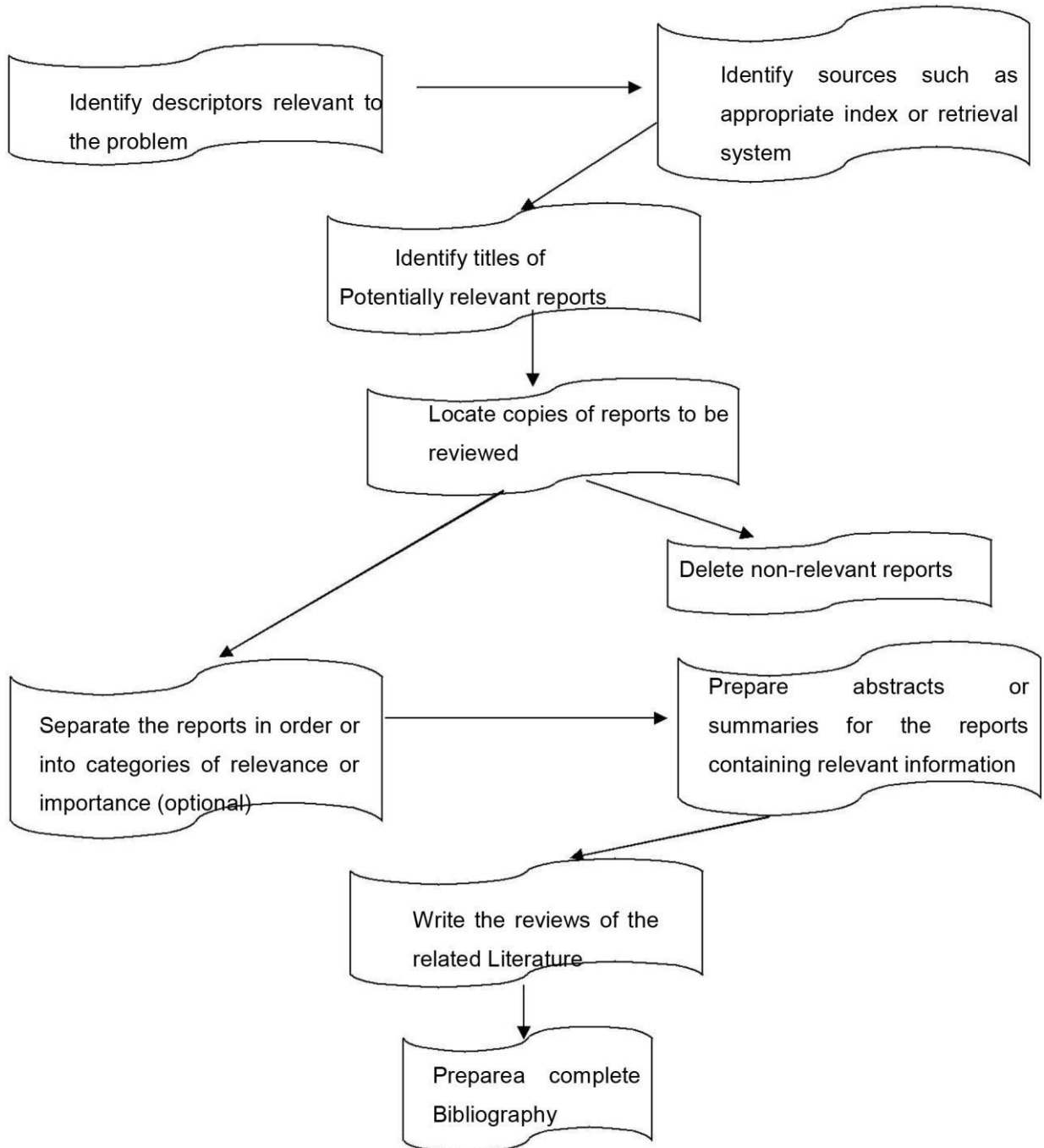
Chapter 2

Review of Related Literature and Researches

2.1 Introduction

An essential part of the research is the review of related literature, which serves to place the current study in a chronological as well as a theoretical context. The review of related studies involves locating, studying and evaluating reports of relevant researches and articles, published research abstracts, journals, encyclopedias etc. The investigator needs to acquire up-to-date information about what has been thought and done in a particular area. The researcher draws maximum benefits from the previous investigations, utilizes the previous findings, takes many hints from designs and procedures of previous researches and formulates an outline for future research. The review of related studies provides the insight into the methods, measures etc., employed by others in the particular area. It provides ideas, theories, explanations, hypotheses of research, valuable in formulating and studying the problem at hand. It also furnishes indispensable suggestions related to the problem and already employed techniques to the researcher. Unless it is learnt what others have done and still remains to be done in the area, one can't develop a research project and could contribute to furthering knowledge in the field. In fact, the review of related literature serves multiple purposes and is essential to well-designed research study. In the process of reviewing the literature, the investigator is alert for finding out research approaches in the area that have proved to be sterile. However, for reviewing the related literature in an objective and scientific manner, the present investigator has followed a flowchart of related activities in the review of related literature presented by Weirisma (1991), the flowchart is as under.

Fig. 1 Flowchart of related activities in the review of related literature Presented by (Wiersma, 1991)



2.2 STUDIES RELATED TO FAMILY CLIMATE:

Jain (1965) conducted an experimental study of relationship between home environment and scholastic achievement. The study was designed to investigate experimentally into the influence of home environment as a correlate of scholastic achievement with reference to particular school subjects. 504 students of age-group thirteen plus to fifteen plus of both sexes were taken from higher secondary schools of Allahabad. The home environment questionnaire with three sections physical, and topographical, emotional and Socio-economic was prepared. Some of the important findings were-

- 1) The influence of home environment on achievement is positive and significant.
- 2) Out of three factors of home environment, the influence of physical and topographical factor was greatest on school achievement followed by emotional tone when no control was applied, but when controls were applied; the effect of emotional tone of the home environment became the greatest, followed by physical conditions.
- 3) Socio-economic conditions seem to have no relationship with school achievement.

Khan (1976) conducted this study on a sample of 670 children (255 deprived and 415 underpriced). Of the 255 deprived children, 200 were males on the other hand, among the underpriced children, 300 were males. Their age ranged from 13 to 16 years. The sample was selected through the stratified cluster sampling method. Data was collected with the help of standardized tests, and academic achievement was recorded from the school records. Data was analyzed with the help of the t-test.

The findings were:

1. There was a significant differential effect of parental deprivation on the level of adjustment.
2. Deprivation was affected by a variety of factors, viz., age at the time of separation, quality of maternal relationship during and after separation and other personality factors. Adjustment involved relating the individual most effectively to society; at the same time, society provided the means of realizing the individual's potential for perceiving, feeling, thinking and creative activity including the changing of society itself. The majority of the deprived children were emotionally well adjusted.
3. There was no significant difference in respect of levels of adjustment between the partially and fully deprived children.
4. Parental deprivation had a differential effect on the achievement of students.
5. There was a significant difference in respect of adjustment and general mental

ability scores between partially deprived and underprivileged children.

6. Children who belonged to the rural community were less adjusted in comparison to the children who were located in urban areas.
7. There was a significant difference between the adjustment scores of the rural non-deprived children and that of the urban deprived group children.
8. Female students had superior adjustment as compared to males.
9. There was a significant difference in respect of total adjustment scores amongst orphan and tribal, and orphan and parental group children.

Pyari (1980) attempted to study the feeling of security, family attachment and values of adolescent girls in relation to their educational achievement. The survey method was used on a sample drawn from the city of Agra in the age group of 16 to 21 years. The sample was drawn in accordance with the purposive non-probability technique. The study yielded the following findings-

- (i) The relationship between the security-insecurity scores and educational achievement scores was negative.
- (ii) The relationship between the family attachment scores and the educational achievement scores was negative.
- (iii) The relationship between the security-insecurity scores and the family attachment scores was positive.
- (iv) As regards the relationship between the achievement scores and different values, the theoretical, aesthetic, social and religious values were positively related to educational achievement while the economic and political values were negatively related with the educational-achievement.
- (v) The relationship between the security-insecurity scores and different values was very low.
- (vi) The relationship between family attachment scores and different value scores was insignificant.

Chopra (1982) designed a study related to this area in order to identify the variables having positive relationship with academic achievement and to find out the relative importance of intelligence and various non-intelligence variables in determining academic achievement.

A random stratified sample consisting of 390 girls and 598 boys (age around 15 to 16 years) studying in class X of twelve boys' and five girls' school was selected. Marks of high school examination were taken as the criterion of academic- achievement. Results indicate that home adjustment was more clearly related to academic-achievement, than emotional health and social adjustment.

Agarwal (1986) designed this study to understand the effect of parental encouragement upon educational development of secondary school students. The sample consisted of 1000 students studying in 24 higher secondary schools in the Kumaon region. Marks obtained by the students in four previous examinations were taken as the criterion of academic development. For measurement of parental development the investigator developed a Parental Encouragement Scale.

The main findings of the study were:

1. The high achieving group had been getting higher parental encouragement.
2. The high achieving girls got greater parental encouragement in the urban areas but in the rural areas the middle achieving group received more parental encouragement.
3. The urban boys received greater parental encouragement than the rural ones.
4. The urban girls got greater parental encouragement than the rural ones.
5. The girls in general received greater parental encouragement than the boys.
6. There were differences in the amount of parental achievement received by the students in different regions.
7. The high achieving groups of boys and girls with the mother as well as the father absent received more encouragement than the other boys and Girls. Sex differences in the encouragement of either parental absence could not be identified.

Coleman (1988) examined the impact of changes in family status on the relations between family processes and academic achievement. He uses, as one example, family structure as a means of strengthening social capital in the family. His work focuses on the absence of a family member that creates a structural deficit that leads to less social capital for children to draw on and use to support their development. In this framework, in comparison to two- parent families, one- parent households are seen

as having less time available to invest in parent- child interactions. Indeed, there is considerable evidence that indicates children in single- parent households receive less encouragement and less assistance with homework than children in two- parent homes (e.g., Amato, 1987; Astone &McLanahan, 1991; Dombusch et al., 1985; Nock, 1988).

Zahir (1988) designed this investigation to study the relationship betweenperceived maternal behaviour and personality as well as scholastic achievement of adolescents. The sample for the study consisted of 624 adolescents randomly selected from government approved higher secondary schools in Lucknow.

The main findings of the study were:

1. Maternal acceptance helped in the development of dominance, self-confidence and tendency of extraversion.
2. Neuroticism was developed by the mother's detachment.
3. Child-centeredness made adolescents more sociable and introvert.
4. Enforcement did not develop independence.
5. Maternal acceptance promoted scholastic achievement.

Demo and Acock (1996) used the National Survey of Family and Households in the United States to examine the differences between intact first married families, divorced single-parent families, step families, and continuously single mother- headed families regarding young adolescents socio-emotional adjustment, academic performance, and global well-being. The first marriage intact homes had children who performed the best across all indicators of well being and school success. The continuously single mother headed families had the lowest income and slightly less academically successful children. The divorced and step families tended to report more conflict and disagreement.

Fuligni (1997) examined the impact of family background, parental attitudes,peer support, and adolescents' own attitudes and behaviors on the academic achievement of students from immigrant families with Latino, East Asian, Filipino, and European backgrounds. Results indicated that first and second generation students received higher grades in mathematics and English than their peers from native families. Only a small portion of their success could be attributed to their socio-economic background; a

more significant correlate of their achievement was a strong emphasis on education that was shared by the students, their parents, and their peers.

Portes et al. (1998) examined the influence of parents' assistance on middle-school students' problem solving ability and academic achievement. The researchers found that a cooperative problem solving style of interaction between parent and child was significantly correlated with children's intellectual performance in school.

Holmbeck et al. (2001) aims to study coping socialization longitudinally by examining reported and observed family environment and parenting variables in relation to children's problem-focused coping in a sample of 68 families of preadolescents with spina bifida and 68 matched able-bodied comparison families.

Family environment and parenting variables were assessed with mother and father reports and observational measures. Children's problem-focused coping was self-reported.

Prospective analyses revealed that maternal responsiveness, paternal responsiveness, and family cohesion predicted an increase in children's use of problem-focused coping strategies, while change in paternal responsiveness and maternal responsiveness and demandingness was related concurrently to change in coping. Few group (spina bifida vs. able-bodied) or gender differences with respect to parenting and family influences on children's coping behaviors were found.

Bootcheck et al. (2003) conducted this study, based on 1073 respondents from six high schools, examines correlates of school achievement, operationalized by self-reported grades. The independent variables include background variables--such as race/ethnicity, gender, social class, and family structure as well as current school engagement variables--such as study habits, extra-curricular participation, holding a job, perceptions of parental pressure for good grades, and student ratings of their schools. The independent variables that predict grade outcomes differ by racial/ethnic category. The predictive power of the model is strongest for Euro- Americans and Asian- Americans, intermediate for Hispanics, and weak for African- Americans.

Devi and Mayuri (2003) conducted this investigation to study family and school

factors that affect the academic achievement of Residential school children studying in IX and X classes. The sample consisted of 120 children (60 from IX and 60 from X), and 40 teachers from 15 Residential schools of Hyderabad city. An interview schedule was developed by the investigator to study the family factors. The questionnaire administered to the teachers was developed by the second author to study school factors. I-IV rank holding children were the criteria of sample selection from previous final year examinations and present quarterly examinations. The result indicated that girls were superior to boys. Family factors like Parental Aspirations and Socio Economic Status significantly contributed to Academic Achievement. Among school factors Teachers Qualification, Physical Set up, Curriculum and Subject Matter, Class Room Organization, Method of Teaching, Teacher Student Interaction were found to be having effect on the academic achievement of the school children.

Fatima (2003) studied the relationship between the family climate and educational achievement. She tried to find out whether favorable home-climate result in high academic achievement and whether the unfavorable climate leads to poor academic achievement. She found out that there is no relationship between the type of climate and academic achievement of students.

Silk (2003) tried to explore the relationship between parental psychological control and parental autonomy granting, and the relations between these constructs and indicators of adolescent psychosocial functioning, in a sample of 9,564 adolescents from grades 9 to 12. Participants completed a comprehensive parenting questionnaire as well as several measures of psychosocial adjustment. Confirmatory factor analyses of the parenting items revealed discrete factors for psychological control and autonomy granting, suggesting that these are distinct parenting constructs rather than opposite ends of a parental control continuum. Moreover, structural equation modeling showed that these factors were weakly correlated and differentially related to adolescent internalizing symptoms.

Patrikakou (2004) conducted this study and data for this investigation were drawn from the National Educational Longitudinal Study (NELS), an extensive longitudinal study, which has been constructed to follow a cohort of students from the eighth grade through high school, college, and into the workforce. The first wave of data was collected in 1988 when participants were in eighth grade and they have been resurveyed four times (in 1990, 1992, 1994, and 2000).

The model used to explore parent involvement influences was constructed using theoretical and empirical elements in the broader area of parent influences and academic success. The model consists of three blocks of influence: first, background factors such as gender and prior achievement, and parent involvement factors such as parent expectations and parent-child communication; second, the adolescent's perceptions of the parent involvement factors; and third, student characteristics such as time spent on homework and the student's own academic expectations.

The model was tested using structural modeling, a statistical procedure which estimates both direct and indirect effects that different factors have on the outcome under investigation. The two primary outcomes tested were academic achievement in high school (measured by standardized scores) and post-secondary attainment (measured by a 6-point scale ranging from some post-secondary education but no degree attained to Ph.D. or a professional degree attained).

Arati & Prabha (2005) conducted this study to find out the influence of different family variables on family environment of adolescents. The sample Comprised 120 adolescent (60 boys and 60 girls) in the age group of 13 to 16 years. Correlation test was done to find out the influence of selected family variables on family environment of adolescents. The results showed that the number of siblings, father's education, father's occupation and family income had significant positive influence on family environment of adolescents.

Shankar & Rachel (2005) investigated to measure parents' anxiety in attitude development of the children especially at the board examination level. Special interest, care and coaching were given at this level to facilitate higher achievement. This stress on the students results in low achievement. This stress on the students results in low achievement; deviation in interest; improper motivation etc. the sample comprised 100 parents whose children were studying in govt. and private schools. It is found that more than 55% of the low achievers were students, who were given extra care and coaching by their parents forcibly at this level, and 20% of the high achievers were gifted with normal care and no special coaching and concern; rest of the 15% were beneficiaries of this anxiety of parents and 10% of failures remain stoic in this hypothetical frame.

Ahuja & Goyal (2006) conducted this study to investigate significance of difference in subject-wise performance of adolescents belonging to highly involved and highly

aspirant parents and those belonging to low aspirant and low involved parents. The sample consisted of 100 adolescents studying in IX grade of schools of Chandigarh and their parents numbering 100. Among the findings based on ANOVA's work:

1. High parental involvement lead to higher achievement of adolescents in Science, English and Maths, as compared to that of the group belonging to parents having low involvement with their wards' academics.
2. High education aspirations of parents lead to higher achievement scores only in Maths. Achievement scores in English and Science were not significantly different for children of parents having high and low Educational aspirations.
3. Occupational Aspirations of parents, high or low, did not yield significantly different achievement scores in Science and Maths. But higher occupational aspirations of parents led to higher achievement scores in English.

Darolia & Wydick (2006) examined how overt and private signals sent by an altruistic parent affect a child's long-term performance. Unlike the standard principal- agent model, a parent may have better information over a child's ability than the child herself. Based on the parent's view of the child's type and the parent's own attributes, the parent then undertakes actions which act as either compliments or substitutes to the child's own effort. While both actions are directed toward the well- being of the child, a parent's complementary actions augment a child's self-esteem, while substitutionary actions lower self-esteem, and thus motivation. They carry out both reduced form and structural estimations of their model on a sample of 651 college students, finding evidence that complimentary actions before college, such as displaying belief in the child and providing frequent praise, encourage academic achievement above what natural ability would predict. Conversely, they find some substitutionary actions before college, such as providing cars as gifts to children and helping children cheat on assignments, associated with lower effort in college and underachievement.

Flouri (2006) used longitudinal data from sweeps of the 1970 British Cohort Study (BCS 70). The initial sample was those 1,737 men and 2,033 women with valid data on age 10, self-esteem, locus of control, father's interest, mother's interest, and age 26 educational attainment. Of these 1,326 men and 1,578 women were included in the final analysis.

Results revealed that at the multivariate level, internal locus of control and mother's interest (but not self-esteem) were significantly related to educational attainment both men and women. Father's interest was a significant predictor of educational attainment only in women. Parent's interest was not linked to educational attainment via its impact on child's self-esteem or locus of control. Self esteem predicted educational attainment in both genders by increasing internal locus of control, and fathers' interest predicted educational attainment in men by increasing mother's involvement.

Khanam (2006) studied the relationship between Family climate and Academic achievement of the male and female students at the secondary school level. She tried to investigate whether the family climate results in high academic achievement or whether the unfavorable family climate results in poor academic achievement. The investigator did not obtain any significant relationship between the family climate and the academic achievement. The achievement of the male and female students was independent of the influence of the type of family climate (favorable, unfavorable).

2.3 STUDIES RELATED TO MENTAL HEALTH:

Vyathit (1973) conducted a comparative study of Interpersonal relations ineffective and ineffective classroom groups, with regard to sociometric cohesiveness, social distances, social perception, social cohesiveness and social attitudes of pupils towards their classroom groups and class teachers and to evolve various instruments for the purpose of the study. The tools devised were school assessment Performa, form A&B, Classroom observation schedules, achievement tests in History for classes VII and VIII. The instruments used for data collection were sociometric test, social distance scale, Guess who tests, classroom group rating scale, class teacher rating scale, teacher pupil relationship test. 18 effective and ineffective classroom groups were selected. The number of boys, girls and coeducational groups included in the sample were 198, 269 & 169 respectively. Whereas in ineffective type were 201, 124 and 145 respectively. In addition to pupils, fifty five classroom teachers including 31 males and 24 females were also included from various middle Schools of Bhopal city and data were analyzed by means of factorial analysis and employing chi square technique.

Interpersonal relations and social acceptability for each other as a playmate in effective classroom group were found superior as compared to ineffective group and the number of isolates and neglecters were smaller in effective group. Coeducational classroom

groups had better interpersonal relations and better social attitudes, towards playmates and teachers respectively than boys and girls alone. The numbers of isolates were smaller in co-educational classroom group.

Veereshwar (1979) surveyed the mental health and adjustment problems of college-going girls of urban and rural areas in and around Meerut. A sample of 406 girls in the age group of 18-20 years was drawn from the undergraduate students of Meerut University by the sequential list method. The sample was further divided into NSS and non-NSS groups. The NSS group had 182 students and the non-NSS groups had 224 students. The data was analyzed calculating mean, S.D. and t-test.

The major findings were:

1. Adjustment problems for girls existed in all the areas but the percentage of extreme cases were meager.
2. There was significant difference in the area of family adjustment between urban girls and rural girls. Family problems were more unsatisfactory for rural girls. The percentage of cases requiring help was very low for both the groups.
3. The scores of urban and rural girls in the area of education showed a significant difference. The college or educational area was a problem for rural girls more than for urban girls.
4. The social area held problems for both urban and rural girls. The difference between the two was significant, i.e. the percentage of rural girls showing unsatisfactory adjustment in the social area was higher.
5. Personal emotional problems were shown less by urban girls than by rural girls and the difference was significant.
6. The difference in adjustment of urban and rural girls was not significant in the area of health. Both groups showed quite satisfactory health adjustment.
7. In the social area, though the difference was not statistically significant, the NSS group showed a little better adjustment.
8. The non-NSS group showed better emotional adjustment than the NSS group and the difference was statistically significant.

Majid (1984) aimed to identify the dominant factors which constituted the complex phenomenon known as mental health. Tools for Self- Acceptance, level of Aspiration, Self- Actualization, Existentiality, Feelings, Reactivity, Spontaneity, Self Regard, Self-

Concept, Perception of Nature of Man, Acceptance of Aggression and capacity for intimate contact were administered to sample of 210 boys and 220 girls. The data were subjected to factor analysis employing the method of Principal Component Analysis. Separate analysis was done for boys, girls and boys and girls combined. The extracted factors were rotated orthogonally to achieve a psychologically meaningful, simpler structure of factor loadings.

The following factors were obtained: 1. Factor- 1 was called 'Self-Acceptance' because it was contributed by the variables which reflected an accepting attitude of the individual towards himself. The factor was common to all the three groups. 2. Factor- II for the combined group and Factor- III for boys and girls were called 'Existential Autonomy' because they were contributed by variables which indicated existentiality and inner orientation. 3. Factor- II for girls was called 'Open Mindedness' because it was mainly contributed by the variables which referred to a present- oriented and open personality. 4. Factor- II for boys and Factor- III for the combined group emerged as a configuration of loading contributed by all the variables of Mental Health. This factor is therefore named the factor of 'General Mental Health'.

Prasanna (1984) aims to identify the mental health variables which discriminated between high and low achievers among the total sample and sub-samples classified on the basis of sex, and area of residence. The sample was made up of 1050 pupils (567 boys and 483 girls) of std. IX, selected by applying the proportional stratified sampling technique.

The main findings were:

- 1 All the mental health variables studied discriminated between high and low achievers in most of the groups studied.
- 2 High achievers had higher mean scores than low achievers for all the 16 mental health variables studied.

Bhattacharjee (1985) found that incidence of mental ill health was high. There was high positive relationship between materialistic, sexual relationship, security and independence needs and mental ill-health. There was negative relation between idealistic and altruistic needs and mental health. The less the frustration of idealistic and altruistic need, the more the mental ill-health and vice versa. There was a negative relationship between mental ill-health and frustration-in toleration of the idealistic and altruistic need.

Mamta (1988) compared personality and frustration reactions among accepted and non-accepted 12-13 year old girls of class VIII in Agra. It was noted that parentally accepted students differed in affiliation, change and order needs. Differences in all aspects of reactions to frustration were significant except the extra punitive direction of aggression. No difference was found on the measure of achievement need. Need persistence was significantly related to achievement, affiliation and change needs among the acceptors. Obstacle dominance was relates to change and order needs. In non acceptors, the relationships were not significant except between need for order and persistence, and achievement need and ego defense and persistence reactions.

Vinod (1988) examined personality pattern and reactions to frustration in high and higher secondary school boys of Srinagar. Neurotics and normal differed on ego-defense, while introverts and normal differed on introgression. Multiple regression analysis revealed that group conformity was predicted by extra aggression, need persistence, proneness to disease, introgression, extraversion, obstacle dominance, ego-defense and imagression.

Ravi (1989) found that the mental health of children was dependent upon the educational and occupational status of parents. Sound mental health was positively related to academic achievement, and both of them were positively related to parental status. The degree of mental health was also related to the type of school, being the highest in Convent schools, followed by Sainik, DAV and DM schools, respectively.

Devika (1990) study of life events and strains revealed that college students experienced about five life events in one year and had to undergo a mild degree of distress. The males reported relatively greater degree of distress. The majority of

such events were experienced in the educational domain, followed by health. Bereavement and financial loss were more distressing. The female students reported greater degree of subjective distress than male students.

Navnath (1990) compared the fears of Indian and British adolescents and found that neuroticism and fear were positively related among the British boys extraversion was negatively related to the fear score. Boys were found to be more intelligent than girls. Girls were more phobic and had high fear score.

The boys showed greater extraversion and psychotics while girls showed more neuroticism. British adolescents scored higher on intelligence test. Indian adolescents showed more phobic tendency and fear than the British, who showed greater degree of neuroticism. A content analysis showed that Indians' fears dealt with failures, hosts and living away from the family. In contrast, fear among the British included sexual assault, mental illness, drugs offensive odour and being ugly.

Reddy (1993) investigated certain components of Mental Health status among rural and urban students from the point of identifying students, who have potential for future development of mental health problems. The school is considered second to the home in its influence on the development of children's personality. The sample of study comprised 400 high school going children, out of which 200 were boys and 200 were girls. Their socio-economic status was taken into consideration. The results revealed no difference between urban and rural students, with regard to their mental health status. Boys and girls in the sample slightly differed from each other with regard to their mental health status, where as the socio-economic status did not contribute to their mental health status.

Asha (2003) investigated to examine the combined effect of creativity and intelligence on stress and mental health of college students. The sample consisted of 126 post-graduate students (61 male and 65 female students) from various departments of the Calicut University. Descriptive Test of Creativity, Mathew Test of Mental Abilities, Students Academic Stress Scale and Mental Health Inventory were used in the present study. The results indicate that the high creative-high intelligent groups of male and female students experience less stress and better mental health than the less creative-

less intelligent male and female students. The study suggests that cognitive excellence is a resource for adapting to stressful conditions and fostering mental health.

Rahul (2004) has attempted to find out the effectiveness of autonomous and non-autonomous college teachers in relation to their mental health. The study establishes that (1) autonomous college teachers are more effective than non-autonomous college teachers on teacher effectiveness; (ii) the teachers of autonomous colleges have better mental health than their counterparts in non-autonomous colleges. The researcher draws a conclusion that the teachers of autonomous colleges show better performance than non-autonomous college teachers.

Ramanuj (2004) conducted a study to examine the parental styles and psychosocial adjustment of adolescents and the relationship between gifted as compared to no gifted Arab adolescents. Standardized tools were administered to 118 gifted and 115 no gifted Arab adolescents in Israel. Results indicate that parents of gifted adolescents tend to be more authoritative and less authoritarian than parents of no gifted adolescents. The attitudes of the gifted adolescents toward their parents were more positive than those of the no gifted adolescents. The gifted displayed higher self-esteem and fewer identity disorders, phobias, and conduct disorders than the no gifted adolescents. The authoritative parental style correlates positively with the mental health of both gifted and no gifted adolescents, while the authoritarian parenting style impacts negatively on the mental health of the gifted, but not of the no gifted adolescents. The study results indicate that the authoritarian parenting style is a crucial factor that influences the well-being of gifted children and may affect their psychological adjustment.

Nilofer (2006) using a 1-year prospective design, this study examined the influence of family status variables (family income, parental education, family structure), parenting variables (maternal support and restrictive control), peer support, and neighborhood risk on the school performance of 120 African American junior high school students. In addition to main effects of these variables, neighborhood risk was examined as a moderator of the effects of Parenting and peer support. Family status variables were not predictive of adolescent school performance as indexed by self-reported grade point average. Maternal support at Time 1 was prospectively related to adolescent grades at Time

2. Neighborhood risk was related to lower grades, while peer support predicted better grades in the prospective analyses. Neighborhood risk also moderated the effects of maternal restrictive control and peer support on adolescent grades in prospective analyses.

Rajan (2006) made an investigation in which father-child relationship and father's parenting style are examined as predictors of first delinquency and substance use, using data from the National Longitudinal Study of Youth 1997, Rounds 1 to 3 ($N = 5,345$), among adolescents in intact families. Discrete time logistic regressions indicate that a more positive father-child relationship predicts a reduced risk of engagement in multiple first risky behaviors. Having a father with an authoritarian parenting style is associated with an increased risk of engaging in delinquent activity and substance use. Two-way interaction models further indicate that the negative effect of authoritarian parenting is reduced when fathers have a positive relationship with their adolescent. Permissive parenting also predicts less risky behavior when the father-child relationship is positive. The positive influence of the father-child relationship on risk behaviors is stronger for male than for female adolescents.

Krupal (2006) conducted a study in which the Psychological State Scale, Multigenerational Interconnectedness Scale, and the Parental Authority Questionnaire were administered to 2,893 Arab adolescents in eight Arab societies. In these tests, adolescents raised according to the inconsistent parenting scored lower in connectedness and higher in mental disorders than those raised according to the controlling or flexible-oriented parenting pattern. Authoritative parenting was associated with a higher level of connectedness with the family and better mental health of adolescents. A higher level of adolescent-family connectedness is associated with better mental health of adolescents. Results indicate that authoritarian parenting within an authoritarian culture does not harm the adolescents' mental health as it does within the Western liberal societies. These results give rise to the hypothesis that inconsistency in parenting and inconsistency between the parenting style and the culture cause harm to adolescents' mental health.

Akash (2006) tested the hypothesis that perceived parenting would show reciprocal relations with adolescents' problem behavior using longitudinal data from 496

adolescent girls. Results provided support for the assertion that female problem behavior has an adverse effect on parenting; elevated externalizing symptoms and substance abuse symptoms predicted future decreases in perceived parental support and control. There was less support for the assertion that parenting deficits foster adolescent problem behaviors; initially, low parental control predicted future increases in substance abuse but not externalizing symptoms, and low parental support did not predict future increases in externalizing or substance abuse symptoms. Results suggest that problem behavior is a more consistent predictor of parenting than parenting is of problem behavior, at least for girls during middle adolescence.

Chandrakant (2007) aimed at studying the emotional problems of school children and their relation to stressors (life events) and school achievements from a sample drawn from Class X students using survey method, and author finds among other things that secondary school students had significantly high rate of emotional problems, and emotionally disturbed students had high life event scores.

2.4 STUDIES RELATED TO STUDY HABITS

Mehdi (1965) conducted a very exhaustive study to find out the effects of study habits on academic performance on the students of three streams, viz, Science, Arts and Commerce. Pupils entering class Xth in the three courses were studied for a period of three years in order to see whether the study habits showed significant relationship with the ultimate success at the class XI public examination. The study habits were not found to contribute significantly to the prediction of Academic achievement.

Jain (1967) tried to investigate the relationship between study habits and academic achievement. A study habit inventory incorporation consultation and working habits developed by the investigator and the marks obtained at the annual examination served a measure of study habits and academic achievement respectively the scores on the study habits inventory correlated significantly and positively with academic achievement and coefficient of correlation ranged from .29 for consultation habits to .59 for the working habits.

Pepper (1969) examined the performance of a class of marginal students at Wayne State University by comparing their standardized test scores with those of regular students and by correlating the scores and the work of the marginal students after 1 year of school. (The subjects were part of an experimental program for students who do not

meet the established admissions criteria of the school. Such students are given 1 school year to correct their deficiencies and are required to take a reading and study skills course.) Results showed that they did not perform as well as regularly admitted students. The relevance of these standardized test results to factors important to the academic success of marginal students was not clear, however. The author suggests perhaps a combination of test scores with the traditional admission date as a more valuable prediction of college grades.

Jha (1970) hypothesized that there exists a substantial positive relationship between study habits and attainment in science. Wrenn's study habits inventory and the average of marks obtained at the two preceding annual examinations in science served as a measure of study habit and achievement respectively. The study revealed that there was a significant and positive relationship between achievement in science and study habits in case of boys and combined samples but not so in the case of girls.

Trivedi & Patel (1973) conducted a comparative study of the performance and Study habits of students reading in B.A. (English) and B.A. (Non English) course of S.P. University. The sample included 102 students (English) and 138 students (Non English) of third year B.A. It was found that average performance of the students of English stream was better and significant in comparison with non English stream students. The standard of knowledge of non-English group was also found lower than English group, and lastly the study habits of English stream students were relatively better organized than those of non-English stream students and also the same pattern of attitude towards English was observed.

Saxena (1981) studied not only the main effects of socio economic status and cultural settings on the three dependent variables but also studied how the two independent variables interact while influencing the dependant variables. The study was an ex- post facto correlation research. There were four phases of study, viz, first divisioners, second divisioners, third divisioners and failures of high school students. Each phase constituted of four 3x2 factorial experiment. Thus there were nine experiments in all. Samples were selected from the whole district in the age range of 15-18 years. Thus 720 students were selected for the purpose. Analysis of variance, T-Test and Duncan's Test were the statistical techniques used for the analysis of data. The findings related to study habits were as follows:-

- (i) The socio-economic status has the most significant effects on self concept and

study habits of different divisions as well as failures of high school.

- (ii) The first divisioners belonging to the rural culture had better patterns of study habits than those belonging to the urban culture.
- (iii) Rural culture promoted better study habits and achievement. The Results were similar in case of third divisioners too.

Tuli (1981) investigated the relationship between study habits and achievement in mathematics. Only the sample consisted of 474 boys and girls of IX class. The investigator found that study habits were positively related to achievement in mathematics.

Perry (1985) conducted an in-depth study of the reading habits of the eighth grade population in a large suburban junior high school. The sample consisted of 404 students recorded five consecutive days of their reading incidence on a closed ended reading log from several pilot studies of reading habits. Subsequently, random sampling of 29 students from the first population on an opened ended reading log to keep with them for recording their responses for 7 days. A follow-up interview was conducted, with each student to clarify, expand and validate the information found in reading log; also the interviews of teachers and parents were conducted.

The major findings provide a description of the average eighth grade student who read mostly because it was required, who read about equal amounts at school and home, and who felt generally positive about reading. Though an average student was statistically calculated, the wide ranges in the responses contradicted the reality of an average student.

Graham (1985) using the California Achievement Test, Survey of Study Habits and Attitudes, and Tennessee Self Concept Scale, 210 high- and low-achieving migrant Spanish-surnamed students in grades seven, nine, and eleven from 2 Oklahoma and 4 Texas school districts were tested for achievement and grade level differences in study habits, study attitudes, and self concepts. Data were also analyzed by gender. High-achieving students as a group and by gender were found to have higher study habits, study attitudes, and self concepts; by grade level, high achievers had higher study attitudes and self concepts. Study habits were not significantly different by grade level, but by gender and grade level, study habits, study attitudes, and self concepts were higher for high achievers. Study attitudes appeared to influence achievement more than the other two measures. Data analysis found achievement was associated with

student age, father's occupational status, number of counselor visits, mobility, subject liked best, graduation and future plans, job aspirations, and job reality. Twelve student interviews provided additional characteristics.

Conclusions were used to profile potential high achievers and potential dropouts. Recommendations were made to increase school holding power. Supporting tables appear in the text; appendices include questionnaire, interview form, and copy of the Tennessee Self Concept Scale.

Patel (1985) conducted this investigation on 73 intellectually backward pupils of class VIIIth from six different types of schools. The statements were responded on a five point scale. For measuring the academic achievement of students, the results of the terminal examination were taken into consideration. The ANOVA correlation and trend analysis were used for statistical analysis of the data to test the null hypotheses. After analyzing the data he found that there was a significant difference between the mean scores of study habits of boys and girls. In order to decide which group was superior in study habits, Scheffe's test multiple comparison was used. On the basis of the value calculated, it was concluded that a) rural girls were significantly superior to rural boys in study habits at 0.01 levels. b) Urban girls were significantly superior to rural as well as urban boys in study habits at 0.01 levels.

Chilimikollad (1987) studied the "Study Habits and Study Skills of Metallurgy Students of Government Polytechnic".

The important findings were:

- 1 There existed a moderate positive correlation between study habits and study skills of the 3 groups of students.
- 2 The obtained t-values were below the critical minimum required and such there were no significant differences in the mean scores of study habits and study skills among the students of 3 different years.
- 3 The scores of the students in the study habits inventory were consistent to the maximum for the entire sample taken together.

Blumner & Norman (1988) surveyed the study habits and standardized test performance for prediction of post secondary academic achievement. 25 undergraduates and 44 graduates were administered by an inventory of study habits. The major findings were that undergraduate and graduate academic performance, additional variation in performance, high aptitude students all can be predicted by study

skills, study habits will better predict best predict performance will vary as a function of under graduate. Study habits are found less predictor of the performance of women and men.

Jenkins & Carol (1988) conducted a survey of the perceptions of study skills of the twelfth grade students in the state of Nebraska, to measure the perception of current, ideal, and actual levels of study skills, methods used to learn study skills and courses in which study skills were included. A stratified random sampling of 269 was done. Relationships between current and actual responses of the students suggested that students may have been unaware of the disparity between what they currently perceived their skills to have been and what statistically existed. Relationships between ideal and actual responses were statistically significant. Students viewed study skills as ideally important. Based on the actual responses of students, listening was considered the most used skill and note taking ranked second.

English and social studies courses were identified as the content areas where most students learned study skills. Students ranked teacher instructions as the number one method of study.

Dougle & Odell (1989) attempted to study the prediction of academic achievement from study skill habits among upward Bound students. The purpose of this study was to determine the relationships between selected study skill habits and attitudes and achievement of secondary students in English, Mathematics and spelling. Sample consisted of 82 secondary school students participating in upward bound programmes. Instruments used were the survey of study habits and attitudes (SSHA), the Stanford Test of academic Skills, TASK and the Otis-lennon Mental Abilities Test (OLMAT). The statistical analysis indicated that the four sub scores of the SSHA are not accurate predictors of academic achievement. However, some of the correlations among the sub scores for SSHA and the TASK were significant. Most notable of these were work methods and mathematics, teacher acceptance and mathematics, and work methods and spellings. The recommendation is made that the SSHA should not be used to predict the Academic achievement in Upward Bound Programmes. Improving study habits and attitudes should be addressed as a method of refining academic programmes, not of predicting academic achievement.

George (1991) examined the influence of high school students Study habits on achievement in high school and during the first semester of college by drawing data from

159 female and 93 male freshmen. He found that the same study habits that contributed to success in high school were unrelated to academic achievement during the first semester in college. On the basis of this finding it was suggested that college freshmen need to acquire new study habits to be academically successful. For measuring academic achievement, examination results were used as a reliable measure.

Indira (1992) conducted an investigation which aims at identifying the reading interests and study habits among neo-literates. He selected 240 neo-literates randomly from 30 Janshikshana Nilayams who served as subjects for the study. A Numerical Rating Scale and a Study Habits Questionnaire were used to collect the data. The collected data were treated with mean, SD, 't' test and analysis of variance. The findings indicates that a majority (53.33%) of respondents seemed to read during the morning many (37.5%) seemed to spend about one hour for reading many (50.83%) seemed to read five days in a week, only 5% claimed that they read every day and as many as 65% seemed to depend on libraries for reading materials.

Kaur & Lekhi (1995) investigated intelligence, achievement motivation and study habits as correlates of academic achievement. The sample of the study consisted of 100 students randomly selected from X class. The finding is:

- a) Intelligence, achievement motivation and study habits were positively and significantly correlated with Academic Achievement.

Darlene (1997) conducted an investigation based upon an one-dimensional, global model of academic self-concept and nineteen years of public school teaching experience, the purpose of this study was to determine the relationship among the constructs of academic self-concept, academic achievement, persistence, self-attribution, study habits, and perceived school environment. The participants in this study were seventh- and eighth-grade students (N = 214), in a rural mid-western school. It was hypothesized that participants who have a high academic self-concept and high achievement would tend to persist at tasks. Moreover, this type of student would tend to attribute their successes to hard work and effort, have good study habits, and have a favorable perception of the school environment.

Student volunteers were administered two questionnaires, using a Likert-type format, in order to ascertain their perceptions of the school environment, study habits, self-attributions, persistence, and academic self-concept. Grade-point-average was used as

the criterion variable. The two instrument contained items from the Piers-Harris Children's Self-Concept Scale (Piers-Harris, 1964), the Survey of Achievement Responsibility (Ryckman, et al. 1990), the Locus of Control Scale (Nowicki & Strickland, 1973), the Survey of Study Habits and Attitudes (Brown and Holtzman, 1967), and the Classroom Environment Scale (Moos, 1979).

The results of this study indicated that academic self-concept, academic achievement, and persistence are related significantly to academic self-concept and academic achievement. Further analysis, using LISREL, indicated that the data fit the reduced model that used self-attributions to explain the relationships among academic self-concept, academic achievement, and persistence, the best. It has long been a theme in education that a student needs a good academic self-concept in order to be successful academically. To achieve this success, schools can impact their students' academic self-concept by developing an organized, orderly, supportive environment. Classroom teachers should teach students' good student habits and self-management skills together with appropriate self-attribution strategies. The results of the present study suggest that these teaching strategies could influence students' persistence and academic self-concept that, in turn, would promote academic achievement.

Thathong (2002) investigated the causal relationships between set of variables: study habits, motivation achievement, statistics attitude, admission test scores, and ages on an achievement in statistics for educational research. Participants were 41 graduate students in a program of educational administration. The participants were asked to indicate their study habits, motivation achievement and statistics attitude on the 5-point scale questionnaires. Their report scores of academic in statistics for educational research were used as an indicator of their achievement. The variables were examined their relationships using path analysis technique to provide estimates of the direct and indirect influences of independent variables on a dependent variable (Kerlinger and Lee, 2000). The findings indicated variables that showed direct effect on an achievement in statistics for educational research were admission test scores ($b_{0.588}$, $p < 0.05$), statistics attitude ($b_{0.255}$, $p < 0.05$), age ($b_{-0.199}$, $p < 0.05$), and study habits ($b_{0.194}$, $p < 0.05$). It was found that motivation achievement showed only indirect effect pass through statistics attitude ($b_{0.328}$, $p < 0.05$). In addition, admission test score showed indirect effect pass through statistics attitude ($b_{0.339}$, $p < 0.05$).

Tuckman (2003) originally developed an educational psychology-based "study skills"

program: Strategies-for-Achievement, to teach learning and motivation strategies to college students, was modified for use by high school students. It involved teaching students four achievement strategies: take reasonable risk, take responsibility, search the environment, and use feedback. Each was divided into two sub- strategies, and used to teach students to overcome procrastination, build self- confidence and responsibility, manage their lives, learn from lecture and text, and prepare for exams. The training was provided as a course taught Using a “blended” technology-based instructional model called Active Discovery and Participation thru Technology (ADAPT). Students who took the training course earned significantly higher grade point averages in comparison to a matched group, during the term they took the course.

Anton & Angel (2004) analyzed the relationships among Cattellian personality factors, scholastic aptitudes, study habits, and academic achievement. A total of 887 volunteer students from primary education (453 males and 434 females), enrolled in 29 public schools, participated in this research. It was found that the scholastic aptitudes were the most predictive variables of achievement, while the personality traits had a low direct contribution to academic achievement, although the students with higher scores on socialized personality traits showed better study habits than those students with lower scores on personality socialization traits. The relationship between personality and academic achievement seems to be mediated by study habits. Moreover, females obtained higher academic achievement scores than males. These differences could be explained by the fact that females showed a more socialized personality pattern and better study habits.

Lakshminarayanan et al. (2006) made an attempt to compare achievers and non-achievers in study skills. For this purpose a sample of 50 achievers and 50 non-achievers was identified, based on their performances in the terminal examination. The responses were scored and treated with Mean, Standard Deviation and ‘t’ test. Results in general indicate that achievers use higher level of study skills than the non-achievers.

Young (2008) aimed to examine the relationship between children’s study habits, their parent’s involvement and other situational factors. It was found that the school the child went to determined how often they did their homework, it was also found that the children at the lower income school had more parents who smoked. It was also found that the children who had parents who smoked the child watched more television. This is interesting when examined with the fact that parents who smoke do not spend as

much time. Studying with their children, allowing them more time to watch television. This leads to lower grades because they do not do their homework as often leading them not to like school as well.

2.5 STUDIES RELATED TO SELF CONFIDENCE

Lenney & Orono (1977) highlighted previous reviewers who have suggested that women display lower self-confidence than men across almost all achievement situations. The empirical validity of this suggestion is assessed. The literature indicates that although low self-confidence is indeed a frequent and potentially debilitating problem among women, they are not lower in self-confidence than men in all achievement situations. Instead, it is argued that the nature of this sex difference depends upon such situation variables as the specific ability area, the availability of performance feedback, and the emphasis placed upon social comparison or evaluation. It is concluded that future research must more precisely identify the variables that influence women's self-confidence.

Konvalina (1981) investigated self-assessment, achievement, and confidence in basic mathematics skills. Thirty college students enrolled in a self-paced developmental mathematics course were randomly assigned to either an experimental group that performed a written self-assessment before each test, or to a control group that did not perform the written self-assessment. No significant differences were found between the groups in achievement or general confidence in basic mathematical skills. However, the experimental group consistently had a higher confidence mean over a 25-item basic skills inventory and scored higher on a significant proportion of skills. A highly significant correlation was found between skill confidence and achievement over the 25 basic skills for the combined groups. A significant correlation was found between group confidence and group achievement for the experimental group, but not for the control group.

Verma (1990) aims to analyse the sex differences in risk-taking, self confidence and anxiety among adolescent learners. His sample consisted of 200 adolescents with equal number of male and female students studying in class X, selected randomly from different institutions of Behror in Alwar District in Rajasthan. Results indicate that male adolescent learners showed higher mean risk-taking than female adolescent learners. Male adolescent learners possessed significantly higher self-confidence than female adolescents. Female adolescent learners had significantly more anxiety than male

adolescent learners.

Bénabou & Tirole (2002) in this paper analyzes the self-identification process and its role in motivation. They build a model of self-confidence where people have imperfect knowledge about their ability, which in most tasks is a complement to effort in determining performance. Higher self-confidence thus enhances motivation, and this creates incentives for the manipulation of self-perception. An individual suffering from time-inconsistency may thus want to enhance the self-confidence of his future selves, so as to limit their procrastination. The benefits of confidence-maintenance must, however, be traded off against the risks of overconfidence (inappropriate tasks being pursued). Moreover, rational inference implies that the individual cannot systematically fool himself. A first application of the model is self-handicapping: to avoid a negative inference about their ability, people may deliberately impair their performance, or choose overambitious tasks. Another application is selective memory or awareness management: people are (endogenously) more likely to remember or consciously acknowledge their successes than their failures. This, in turn, helps explain the widely documented prevalence of self-serving beliefs --that is, the fact that most people have overoptimistic assessments of their own abilities and other desirable traits. We analyze the workings of this "psychological immune system" and show that it typically leads to multiple equilibria in cognitive strategies, self confidence, and behavior. Moreover, while active self-esteem maintenance can improve ex-ante welfare, it can also be self-defeating. Systematically "looking on the bright side", avoiding "negative" thoughts and people, etc., can thus be beneficial in certain environments; but in other circumstances one can only lose by playing such games with oneself, and it would be better to always "accept who you are" and "be honest with yourself".

Klassen (2002) conducted a study which examined the self- and collective efficacy beliefs of Indo-Canadian and Anglo- Canadian early adolescent students. The research participants included 112 Anglo- Canadian and 158 Indo-Canadian (children of Punjabi Sikh immigrants) grade 7 students. On a 22-item measure of math performance, the Indo-Canadian students earned a significantly higher score than the Anglo-Canadian students and also rated their self efficacy at a higher level. There were no differences between the groups in terms of calibration of self-efficacy and performance. In a multiple regression analysis, self efficacy was the only motivation variable that predicted math performance for both groups. For the Anglo- Canadian students previous math grade was the only other significant predictor of performance;

for the Indo-Canadian students, math self-concept was the other significant predictor. Of the hypothesized four sources of efficacy beliefs, emotional arousal was the strongest predictor of efficacy for both cultural groups. Past performance was the next strongest predictor for Anglo-Canadians, while for the Indo-Canadian students; vicarious experience was the second significant predictor of self efficacy. For the sample as a whole, the students who were most accurate in their calibration performed at a higher level than students who under-estimated or overestimated their performance. For the group task, collective efficacy was the best predictor of group performance for the Anglo-Canadians, whereas previous math grade predicted group performance more strongly for the Indo-Canadians. Counter to predictions of higher overall collectivism, the Indo-Canadians displayed higher levels of vertical individualism and vertical collectivism than the other group. Implications of the influence of the vertical aspect of Indo-Canadians on self-appraisal are discussed.

Stoel et al. (2003) presented Latent growth curve (LGC) analysis of longitudinal data for pupils' school investment, self-confidence and language ability. A multivariate model is tested that relates the three developmental processes to each other and to intelligence. All processes show significant differences between children in their developmental curves. The increase in language ability and the decrease in school investment correspond with the hypotheses. No hypothesis is formulated about self-confidence, but an increase for some and a decrease for others are found. The hypothesis that development in language ability, school investment, and self-confidence are mutually positively associated is supported, as is the hypothesis that intelligence accounts for some of the differences in language ability. School investment, self-confidence, and intelligence each explain a different part of development in language ability.

Tuckman (2003) conducted this study which was based on an educational psychology-based "study skills" program: Strategies-for-Achievement, originally developed to teach learning and motivation strategies to college students, was modified for use by high school students. It involved teaching students four achievement strategies: take reasonable risk, take responsibility, search the environment, and use feedback. Each was divided into two sub-strategies, and used to teach students to overcome procrastination, build self-confidence and responsibility, manage their lives, learn from lecture and text, and prepare for exams. The training was provided as a course taught using a "blended" technology-based instructional model called 'Active

Discovery and Participation through Technology' (ADAPT). Students who took the training course earned significantly higher grade point averages in comparison to a matched group, during the term they took the course.

Jones & Caston (2004) investigated how cooperative learning promoted the academic success of elementary African American males in grades 3 through 6 in a rural school in Mississippi. This study presents viewpoints based on these students' perception of what influenced academic achievement. The qualitative study using a qualitative analyzed interview data gathered in approach to collecting data, participants' engaged 6 face-to-face interviews with 16 African-American males over a 3-month period during the 2002-2003 academic school year. Participants represented 16 elementary African American males. All students were regular education students who ranged between the ages of 8 and 13 years old. The participants were interviewed focused on topics related to home and school experiences and on how these two environments affected their academic success. It was evident of the significance cooperative learning had on their desire to learn. Cooperative learning was found to be a Results of this study indicated that was primary among the factor promoting that promoted these students" their academic success. The results further indicated that among the factors thought to inhibit their academic success. Findings showed that those African American males who had limited literacy activities did not perform as well academically as the students who did.

Hannula et al. (2004) with the help of this paper presents some preliminary results of the longitudinal aspect of a research project on self-confidence and understanding in mathematics. They collected a survey data of 3057 fifth-graders and seventh- graders and a follow-up data of ten classes (191 pupils) one and a half years later. The longitudinal data indicates that the learning of mathematics is influenced by a pupil's mathematics-related beliefs, especially self-confidence. Pupils' level of understanding fractions also influences their developing understanding of infinity. These relationships between different variables depend also on pupils' gender and age.

Chang & Cheng (2008) studied the interrelationship between senior highschool students' science achievement (SA) and their self-confidence and interest in science (SCIS) was explored with a representative sample of approximately 1,044 11th-grade students from 30 classes attending four high schools throughout Taiwan. Statistical analyses indicated that a statistically significant correlation existed between

students' SA and their SCIS with a moderate effect size; the correlation is even higher with almost large effect sizes for a subsample of higher-SCIS and lower- SCIS students. Results of *t*-test Analysis also revealed that there were significant mean differences in students' SA and their knowledge (including physics, chemistry, biology, and earth sciences subscales) and reasoning skill subtests scores between higher-SCIS and lower-SCIS students, with generally large effect sizes. Stepwise regression analyses on higher-SCIS and lower-SCIS students also suggested that both students' SCIS subscales significantly explain the variance of their SA, knowledge, and reasoning ability with large effect sizes.

Alias & Hafir (2009) investigated to determine the relationship between type of confidence inducing stimulus, academic self-confidence and cognitive performance among engineering students. The study samples consisted of two groups of engineering students from a Malaysian polytechnic. The type of confidence inducing stimulus (positive or negative) was the independent variable, cognitive performance was the dependent variable and ASC was the hypothesized mediating variable. The results indicate that the positive group has statistically significantly higher ASC level (3.08) compared to the negative group (2.67) and the positive group also demonstrates a statistically significantly higher cognitive performance compared to the negative group; 71% and 54% respectively. It is concluded that boosting the ASC of engineering students can enhance their cognitive performance.

Vealey & Campbell (2010) conducted this study to (a) determine what achievement goal orientations are present in adolescent figure skaters, (b) examine the relationship between the goal orientations conceptualized by Maehr and Nicholls (1980) and those conceptualized by Vealey (1986), and (c) investigate the influence of different goal orientations on the precompetitive self-confidence, precompetitive anxiety, and actual performance of adolescent skaters. Subjects included 106 youth figure skaters participating in regional competition. Skaters were found to have two achievement goal orientations which were termed extrinsic and task orientations. Some support was found for the relationship between the achievement orientations and the sport-confidence/competitive orientation constructs of Vealey. Also, a multivariate relationship was supported between the sport-confidence/achievement orientation predictor constructs and the self-confidence, anxiety, and performance of adolescent figure skaters in sport competition.

2.6 STUDIES RELATED TO ACADEMIC ACHIEVEMENT-

Bentley et al. (1980) examined relationship between perceived sources of stress and academic achievement in order to determine if reactions to stress and methods of coping with stress were related to academic achievement. Freshman and sophomore junior college students completed Form III of the Floyd-Steyert Life Stress Inventory to measure three categories of stress self-report: sources of stress, emotional and physiological responses to stress, and methods chosen to cope with or adapt to stress. Several sources of stress (physical handicaps, chronic illness, in-laws, financial assistance, parents, living arrangements, irrelevant courses, instructors, academic advisement), responses to stress (dry throat, diarrhea, aggravation, back pains, fatigue), and methods of coping (running away, hobbies, drinking) appeared to affect academic achievement. Results suggest that perceived stress is related to academic achievement.

Worland et al. (1984) conducted this investigation in which intelligence, academic achievement, and classroom behavior of 158 children were assessed in a sample that is being followed longitudinally. The sample included children at high risk for mental disorder by virtue of having a parent with a psychiatric diagnosis of schizophrenia or affective disorder, children at moderate risk, and children at low risk. A series of path analyses indicated that in this sample (1) classroom behavior was more likely an affect than a cause of academic achievement, and (2) the influence of parental psychopathology on classroom behavior was mediated by a child's intelligence and academic achievement. We were unable to substantiate an unmediated causal link between parental psychopathology and children's academic achievement or classroom behavior.

Cherian (1994) investigated the relationship between family reading habits and the academic achievement of 1021 Xhosa-speaking children whose mean age was 15.3 yr. A questionnaire was administered to identify each pupil's family status. Analysis of variance indicated positive and statistically significant main effects for the two variables on a reading habits score.

Bray (2001) aimed to study whether academic achievement had more of an affect on a college student's self-esteem if that student was an Honors student versus a general student. Data were collected from 64 college students and analyzed by a 2 X 2 mixed design factorial ANOVA. Significant results agree with previous research that academic

achievement and self-esteem have a positive relationship.

Tomas (2003) aimed at investigating to what extent and which personality traits predict academic performance. For this he conducted two longitudinal studies of two British university samples. Academic performance was assessed throughout a three years period and via multiple criteria (e.g., exams and final-year project). In addition several indicators of academic behavior, e.g., absenteeism, essay writing, tutors exam predictions, were also examined with regard to both academic performance and personality traits. In sample 1 (N=70), the Big Five personality factors (Costa and McCrae, 1992) particularly Neuroticism and Conscientiousness were found to predict overall final exam marks over and above several academic predictors, accounting for more than 10% of unique variance in overall exam marks. Results suggest that Neuroticism may impair academic performance, while Conscientiousness may lead to higher academic achievement. In sample 2 (N=75) the EPQ-R (Eysenck and Eysenck, 1985) was used as the personality measure and results showed the three super factors were the most powerful predictor of academic performance, accounting for nearly 17% of unique variance in overall exam results. It is demonstrated that (like Neuroticism) Psychoticism could limit academic success. The present results provide evidence supporting the inclusion of well-established personality measures in academic selection Procedures and run counter to the traditional view of ability measures as the exclusive psychometric correlate of academic performance.

Parker et al. (2004) examined relationship between emotional intelligence and academic achievement at high school level. Total 667 students attending a high school in Huntsville, Alabama were selected as sample. At the end of the academic year the data was matched with students' academic records for the year. When Inventory variables were compared in groups who had achieved very different levels of academic success (highly successful students, moderately successful, and less successful based on grade-point-average for the year), academic success was strongly associated with several dimensions of emotional intelligence.

Rohde & Thompson (2005) conducted this study with an aim to explain variation in academic achievement with general cognitive ability and specific cognitive abilities. Grade point average, Wide Range Achievement Test III scores, and SAT scores represented academic achievement. The specific cognitive abilities of interest were: working memory, processing speed, and spatial ability. General cognitive ability was

measured with standardized scales. When controlling for working memory, processing speed, and spatial ability, in a sample of 71 young adults (29 males), measures of general cognitive ability continued to add to the prediction of academic achievement, but none of the specific cognitive abilities accounted for additional variance in academic achievement after controlling for general cognitive ability. However, processing speed and spatial ability continued to account for a significant amount of additional variance when predicting scores for the mathematical portion of the SAT while holding general cognitive ability constant.

Kaplan et al (2005) tested the hypothesis that educational expectations of junior high school students in interaction with school-related stress during early adolescence would adversely affect grades during high school. Multiple regression analyses of data from home interviews of 1034 students during junior high school and 3 years later during high school supported the Hypothesis that early adolescent school-related stress both independently and in interaction with high academic expectations negatively affected academic performance 3 years later. These results suggest that for students in high stress school environments, an increase in academic expectations may serve to increase their school-related stress and impede their academic performance.

Malik & Balda (2006) aimed at finding if any relationship exists between psychological stress and academic achievement of high IQ adolescents. Subjects were high IQ adolescents having IQ 110 and above. Battery of Stress Scales was used to assess the amount of stress on these adolescents. Academic achievement was assessed on the basis of average of marks obtained in last three examinations. Correlation coefficients between stress scores and academic scores were computed. Academic achievement was found to be negatively and significantly correlated with all types of stress except existential stress.

Tomas & Adrin. (2006) prepared this paper to report the results of a two-year longitudinal study of the relationship between self-assessed intelligence (SAI) and academic performance (AP) in a sample of 184 British undergraduate students. Results showed significant correlations between SAI (both before and after taking an IQ test) and academic exam marks obtained two years later, even when IQ scores were partially out. Several continuous assessment indicators (notably attendance, oral expression, and motivation) were also significantly correlated with SAI, even when IQ scores were controlled. A series of hierarchical regressions indicated that although exam grades were best predicted by IQ, SAI showed significant incremental validity

in the prediction of AP, accounting for an additional 3% of exam, 9% of continuous assessment, and 2% of essay grades.

Laidra et al. (2006) studied general intelligence and personality traits from the Five-Factor model as predictors of academic achievement in a large sample of Estonian school children from elementary to secondary school. A total of 3618 students (1746 boys and 1872 girls) from all over Estonia attending Grades 2,3, 4, 6, 8, 10, and 12 participated in this study. Intelligence, as measured by the Standard Progressive Matrices, was found to be the best predictor of students' grade point average (GPA) in all grades. Among personality traits (measured by self-reports on the Estonian Big Five Questionnaire for Children in Grades 2 to 4 and by the NEO Five Factor Inventory in Grades 6 to 12), Openness, Agreeableness, and Conscientiousness correlated positively and Neuroticism correlated negatively with GPA in almost every grade. When all measured variables were entered together into a regression model, intelligence was still the strongest predictor of GPA, being followed by Agreeableness in Grades 2 to 4 and Conscientiousness in Grades 6 to 12. Interactions between predictor variables and age accounted for only a small percentage of variance in GPA, suggesting that academic achievement relies basically on the same mechanisms through the school years.

Uwaifo (2008) examined the effects of family structure and parenthood on the academic performance of Nigerian university students. The sample for the study consisted of 240 students drawn from the six randomly selected faculties in Ambrose Alli University, Ekpoma, Edo State. The adapted form of "Guidance and Counseling Achievement Grade Form" was used for data collection and the data collected were subjected to statistical analysis using the t-test statistical method. The three null hypotheses formulated were tested at 0.05 level of significance. The results showed that significant differences existed between the academic performance of students from single parent family and those from two-parent family structures. The results also indicated significant differences in academic performance of male and female students compared on two types of family structures.

Naderi et al. (2009) examined self-esteem, gender and academic achievement. Participants N= 153, 105 = male & 48= female) completed the Persian version of the Rosenberg Self-Esteem Scale (RSES) (Tevakkoli, 1995). The RSES as a questionnaire test included 10 items. Cumulative grade point average (CGPA) was used to select the participants. Data were analyzed by multinomial logistic Regression and

independent sample t-test. The findings from this study indicate that although self-esteem indicates a strong significant relationship on academic achievement when gender is controlled (Chi-Square =14.173, Sig=.007, $P < 0.01$, there is no relationship between self esteem and academic achievement (Sig=.074, $P > 0.05$). In other words, a significant difference between gender and self-esteem was observed (Sig=.001, $P < 0.01$).

Kaur et al. (2009) made an attempt to explore academic achievement and home environment as correlates of self-concept in a sample of 300 adolescents. The results of the study revealed self-concept to be positively correlated with academic achievement, though not significantly so. A significantly positive relationship of home environment components of protectiveness, conformity, reward, and nurturance with self-concept is revealed, there by meaning that use of rewards and nurturance from parents should be done for positive self-concept development among adolescents. However, the correlation of social isolation, deprivation of privileges and rejection components of home environment is significantly negative with self-concept among adolescents indicating that for positive self-concept development among adolescents, there should be less or no use of social isolation, deprivation of privileges and rejection.

Joshi & Srivastava (2009) has undertaken this study to investigate the self-esteem and academic achievement of urban and rural adolescents, and to examine the gender differences in self-esteem and academic achievement. The sample of this study consisted of 400 adolescents (200 urban and 200 rural) from Varanasi District. The boys and girls (aged 12 to 14) were equally distributed among the urban and rural sample. Self-esteem was measured by Self-esteem questionnaire and academic achievement was measured by academic school records. The findings indicated that there were no significant differences with regard to self-esteem of rural and urban adolescents. There were significant differences with regard to academic achievement of rural and urban adolescents. Urban adolescents scored higher in academic achievement were compared to rural adolescents. Boys would score significant higher on self-esteem as compared to girls. Significant gender differences were found in academic achievement. Girls were significantly higher on academic achievement as compared to boys.

Folorunso et al. (2010) in this paper examined family background factors that affect students' academic achievement in institutions of higher learning in Nigeria. With the use of structured questionnaire, data were collected from 110 first-degree final year students using random sampling and analyzed through multiple linear regression techniques.

It was found that student's academic performance was positively influenced by student's parental level of education, maternal income level, age, income of the student and number of hours allocated for reading on daily basis. Those students who spent more hours reading their books daily were found performing better than those who spent lesser hours. The hypothesis that parental educational level impacted positive effects on students' academic performance was confirmed valid for the country while effects of parental occupation and parental income were mixed. The major finding of the paper was that higher educational attainment and income status of parents were essential factors contributing to high academic record of students of tertiary institutions.

2.7 CONCLUSION OF REVIEWS:

A brief account of preceding studies leads to the conclusion that research in the field of Academic Achievement in general and in its relation to the cognitive, non-cognitive variables in particular, seems to be developing fast, touching many new areas. While this is a welcome growth, other potent areas of academic achievement deserve attention in view of the educational needs of individuals and society.

A critical analysis of the above mentioned studies give rise to certain substantive inquiries which need to be highlighted and addressed for the sake of further investigation. Most of the studies whether conducted in India or abroad support multiple results leading to phenomena where the need of further research becomes imperative. In the area of Family climate, it has come to light that research studies found contrary and mixed results. The studies conducted by (Jain, 1965) hold that physical and topographical factors influence academic achievement. Parental permissiveness & mother's love are positively related with performance (Ojha, 1973). Parental attitude, family background and basic skills influence achievement of bright students (kulshreshta, 1981). According to Uwaifo, 2008 significant differences existed between the academic performance of students from single parent family and those from two-parent family structures. Students who have parental and peer support are performing better (Fulgini, 1997). Home adjustment was more clearly related to academic achievement and social adjustment (Chopra, 1982). High parental encouragement, have positive influence on academic achievement (Agarwal, 1986). Higher parental occupational aspirations and SES significantly contributed to academic

achievement (Devi & Mayuri, 2003; Ahuja & Goyal, 2006). Higher educational attainment and income status of parents were essential factors contributing to high academic record of students of tertiary institutions (Folorunso, 2010). Parents, who display belief in the child and provide frequent praise, encourage academic achievement (Darolia & Wydick, 2006). Parents' anxiety leads to stress in students which results in low achievement (Shankar & Rachel, 2005). Single parent households receive less encouragement and less assistance with homework than children in two parent homes (Coleman, 1988). Single mother headed families had the lowest income and slightly less academically successful children (Demo & Acock, 1996). Maternal acceptance and interest promoted scholastic achievement (Zahir, 1988; Gonzales et al., 1996; Gonzales, 2006; Flouri, 2006).

As against this, studies conducted by Khanam, 2006 show opposite results, and hold that the achievement of the male and female students was independent of the influence of the type of family climate (favourable, unfavorable). Family status variables were not predictive of adolescent school performance (Gonzales, 2006).

Nearly all the studies reported above except that of Khanam, 2006 & Gonzales, 2006 holds that family climate is a strong determinant of academic achievement.

Also, in the area of Mental Health it has come to light that research studies found contrary and mixed results. The studies conducted by in relation to interpersonal relations and social acceptability effective classroom group was found superior as compared to ineffective group and the number of isolates and neglectees were smaller in effective group (Vyathit, 1973). Results of study conducted by Bentley et al., 1980, suggests that perceived stress is related to academic achievement. Kaplan et al., 2005 suggest that for students in high stress school environments, an increase in academic expectations may serve to increase their school-related stress and impede their academic performance.

Adjustment problems for girls existed in all the areas but the percentage of extreme cases were meager. Family problems were more unsatisfactory for rural girls. Personal emotional problems were shown less by urban girls than by rural girls and the difference was significant (Veereshwar, 1979). High achievers had higher mean scores than low achievers for all the 16 mental health variables studied (Prasanna, 1984). There was negative relation between idealistic and altruistic needs and mental health (Bhattacharjee, 1985). Sound mental health was positively related to academic

achievement, and both of them were positively related to parental status (Anand, 1989). College students experienced about five life events in one year and had to undergo a mild degree of distress. The males reported relatively greater degree of distress (Albuquerque et al. 1990). Indian adolescents showed more phobic tendency and fear than the British, who showed greater degree of neuroticism (Rayalu, 1990). The high creative-high intelligent groups of male and female students experience less stress and better mental health than the less creative-less intelligent male and female students (Asha, 2003). The authoritative parental style correlates positively with the mental health of both gifted and non- gifted adolescents, while the authoritarian parenting style impacts negatively on the mental health of the gifted, but not of the any gifted adolescents (Dwairy, 2004). The positive influence of the father-child relationship on risk behaviors is stronger for male than for female adolescents (Tinkew et al., 2006).

As contradictory to this, studies conducted by Malik & Balda, 2006 revealed that Academic achievement was found to be negatively and significantly correlated with all types of stress except existential stress. Reddy & Nagarathanamma, 1993 found that socio-economic status did not contribute to student's mental health status. Authoritative parenting was associated with a higher level of connectedness with the family and better mental health of adolescents (Dwairy et al., 2006). Secondary school students had significantly high rate of emotional problems, and emotionally disturbed students had high life event scores (Ayodhya, 2007).

Further, in the area of study habits it has come to light that research studies found contrary and of mixed results. Jain, 1967, Graham, 1985 & Kaur and Lekhi, 1995 hold that study habits significantly and positively correlated with academic achievement. According to Lakshmi Narayanan et al., 2006 achievers use higher level of study skills than the non-achievers. Study of Jha, 1970 revealed that there was a significant and positive relationship between achievement in science and study habits in case of boys and combined samples but not so in the case of girls. Tuli, 1981 found that study habits were positively related to achievement in mathematics. (Trivedi & Patel, 1973) concluded in their study that average performance of the students of English stream was better and significant in comparison with non English stream students because of their better study habits. Study of Saxena, 1981 revealed that first divisioners belonging to the rural culture had better patterns of study habits than those belonging to the urban culture i.e. rural culture promoted better study habits and achievement. Patel (1985) holds that rural & urban girls are superior to rural & urban

boys in relation to their study habits. Teaching strategies could influence students' persistence and academic self-concept that, in turn, would promote academic achievement (Darlene, 1997). Females obtained higher academic achievement scores than males. These differences could be explained by the fact that females showed a more socialized personality pattern and better study habits (Anton & Angel, 2004).

Contradictory to the studies mentioned above, study habits were not found to contribute significantly to the prediction of Academic Achievement (Mehdi, 1965). Study habits are found less predictor of the performance of women and men (Blumner & Norman, 1988). Improving study habits and attitudes should be addressed as a method of refining academic programmes, not of predicting academic achievement (Dogle & Odell, 1989). George, 1991 found that the same study habits that contributed to success in high school were unrelated to academic achievement during the first semester in college.

Again in the area of self confidence it has come to light that research studies found contrary and mixed results. Academic achievement and self-esteem have a positive relationship (Bray, 2001). Women are not lower in self-confidence than men in all achievement situations (Lenney & Orono, 1977). A significant correlation was found between group confidence and group achievement for the experimental group, but not for the control group (Konvalina, 1981). Self efficacy was the only motivation variable that predicted maths performance for both (Indo & Anglo Canadian) groups (Klassen, 2002). Alias & Hafir, 2009 concluded that boosting the Academic Self Confidence of engineering students can enhance their cognitive performance.

Contradictory to the above findings, no relationship was found between self esteem and academic achievement (Naderi et al., 2009). Male adolescent learners possessed significantly higher self-confidence than female adolescents (Verma, 1990)

The contradictory findings of various studies mentioned above inspired the investigator to conduct a research which can study the "Impact of Family Climate, Mental Health, Study Habits and Self Confidence on the Academic Achievement of Senior Secondary Students". There is already a lack of research activity in the area of secondary education and especially at U.P Board level. Although, a lot of research has been conducted abroad on these variables, still all these variables in combination have not been studied extensively. Thus the present study departs from the previous studies already undertaken in the field of academic achievement.

Besides, getting an overall view of research at secondary stage of education, the review of related literature helped the investigator in understanding the important variables like Family Climate, Mental Health, Study Habits, Self Confidence and Academic Achievement. They helped in understanding the relationship between achievement and other variables like students' motivations, aspirations, students' engagement in other activities etc.

The review of studies highlighted the need for such a study in the light of inconclusive and conflicting findings. It also came to the notice of the researcher that the work so far done in these areas in India is inadequate and the area needs further exploration, especially, at Senior Secondary Stage. The review threw some light on method of data collection, research design, and method of tool construction, standardization and use of statistical tool for analyzing data, which helped the researcher in developing an appropriate methodology for the present investigation.

2.8 How the present research is different from these researches:

Researcher is an assistant teacher in the school where he conducted the research. He observed the children closely. He knows the development pattern of the children. According to researcher, reform home students have lack of confidence. These students cannot show a good development in education as their physical health is ignored many times. Government provides medical help but it was not implemented properly. The following are the reasons why current research is different from others:

1. This area is most neglected area.
2. No one conducted the research on Thalassemia awareness and education.
3. Researcher developed the program for children who are suffering from Thalassemia.
4. This program was implemented properly.
5. Researcher tested its effectiveness with five parameters.

Here researcher developed a program which not only builds the confidence but it helps to live with Thalassemia. The session in the program was guided by many experience teachers, speakers who already work in the society for awareness for Thalassemia. Few NGOs offered the employment to the students for creating awareness in the society.

2.9 A Quick glance through the review:

Studies related to family climate

Sr. No	Name of the Researcher	Year of P.hD.
1	Dr. Jain	1965
2	Dr. Khan	1976
3.	Dr. Pyari	1980
4.	Dr. Chopra	1982
5.	Dr. Agarwal	1986
6.	Dr. Coleman	1988
7.	Dr. Zahir	1988
8.	Dr. Demo and Dr. Acock	1996
9.	Dr. Fuligni	1997
10.	Dr. Holmbeck et. Al.	2001
11.	Dr. Bootckeeck et. Al	2003
12.	Dr. Devi and Dr. Mayuri	2003
13.	Dr. Fatima	2003
14.	Dr. Silk	2003
15.	Dr. Patrikakou	2004
16.	Dr. Arti and Dr.Prabha	2004
17.	Dr. Shankar and Dr. Rachel	2005
18.	Dr. Ahuja and Dr. Goyal	2006
19.	Dr.Darolia and Dr.Wydick	2006
20.	Dr.Flouri	2006
21.	Dr.Khanam	2006

Studies related Mental Health

Sr. No	Name of the Researcher	Year of P.hD.
1.	Dr. Vyathit	1973
2.	Dr. Veereshwar	1979
3.	Dr. Majid	1984
4.	Dr. Prasanna	1984
5.	Dr. Bhattacharya	1985

Sr. No	Name of the Researcher	Year of P.hD.
6.	Dr. Vinod	1988
7.	Dr. Ravi	1988
8.	Dr. Mamta	1988
9.	Dr. Devika	1990
10.	Dr. Navnath	1990
11.	Dr. Reddy	1993
12.	Dr. Asha	2003
13.	Dr. Rahul	2004
14.	Dr. Ramanuj	2004
15.	Dr. Nilofer	2006
16.	Dr. Rajan	2006
17.	Dr. Krupal	2006
18.	Dr. Akash	2006
19.	Dr. Chandrakant	2007

Studies related to Study Habits:

Sr. No	Name of the Researcher	Year of P.Hd.
1.	Dr. Mehdi	1965
2.	Dr. Jain	1967
3.	Dr. Pepper	1967
4.	Dr. Jha	1970
5.	Dr. Trivedi and Dr. Patel	1973
6.	Dr. Saxena	1981
7.	Dr. Tuli	1981
8.	Dr. Perry	1985
9.	Dr. Graham	1985
10.	Dr. Patel	1985
11.	Dr. Chilimikollad	1987
12.	Dr. Blumner and Dr. Norman	1988
13.	Dr. Jenkins and Dr. Carol	1988
14.	Dr. Dougle and Dr. Odell	1989
15.	Dr. George	1991

Sr. No	Name of the Researcher	Year of P.hD.
16	Dr. Indira	1992
17.	Dr. Kaur and Dr. Lekhi	1995
18.	Dr. Darlene	1997
19.	Dr. Thothong	2002
20.	Dr. Tackman	2003
21.	Dr. Anton and Dr. Angel	2004
22.	Dr. Lakshminayaran et. Al	2006
23.	Dr. Young	2008

Studies related to Self confidence

Sr. No	Name of the Researcher	Year of P.hD.
1.	Dr. Lenney and Dr. Orono	1977
2.	Dr. Konvalina	1981
3.	Dr. Verma	1990
4.	Dr. Benabou and Dr. Tirole	2002
5.	Dr. Klassen	2002
6.	Dr. Stoel et al	2003
7.	Dr. Tuckman	2003
8.	Dr. Jones and Dr. Caston	2004
9.	Dr. Hannula et al	2004
10.	Dr. Chang and Dr. Cheng	2008
11.	Dr. Alias and Dr. Hafir	2009
12.	Dr. Vealey and Dr. Campbell	2010

Studies related to academic achievement

Sr. No	Name of the Researcher	Year of P.hD.
1.	Dr. Bentley et al	1980
2.	Dr. Worland et al.	1984
3.	Dr. Cherian	1994
4.	Dr. Brey	2001
5.	Dr. Thomas	2003
6.	Dr. Parker et al	2004

Sr. No	Name of the Researcher	Year of P.hD.
7.	Dr. Parker et al	2004
8.	Dr. Rohade and Dr. Thompson	2005
9.	Dr. Kaplan et al	2005
10.	Dr. Malik and Dr. Balda	2006
11.	Dr. Thomas and Dr. Adrin	2006
12.	Dr. Laidra et al	2006
13.	Dr. Uwaifo	2008
14.	Dr. Naderi et al.	2009
15.	Dr. Kaur et al	2009
16.	Dr. Joshi and Dr. Srivastava	2009
17.	Dr. Folorunso et al	2010

Table 2. A quick glance through the Review

Chapter 3
RESEARCH DESIGN AND METHODOLOGY

Chapter 3

Research Design and methodology:

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Chapter 3

Research Design and Methodology:

3.0 INTRODUCTION:

Research is a natural human tendency to find the solution of problem in his life. For this every individual follows the specific way. Every aspect is checked with the given solution and which is best fitted with the given situation is accepted. For this, everyone needs information, which is generally called as data. Thus every research may develop a new theory or modify the given theory.

SOURCES OF KNOWLEDGE:

Right from the birth, human gains the knowledge from surrounding through his senses, understanding the situations and so on.

Learned Authority:

This is formal way of learning. Trained person is appointed to deliver the content and he is the one who is going to check whether the outcome of learned activity is proper or not. A certificate is issued after completion.

Tradition: Tradition teaches individual how to live in the society. Few rules were governed in the society to smoothen the working of it. Such rules are called as Tradition.

Experience: Every individual after birth, gains the experience about his life. These experiences may be positive or negative. Depending upon his previous experiences, he decided to live the life accordingly.

Scientific Method: Very few people follow this method of gaining the knowledge. These people have rational thinking about the life and they are very optimistic.

(a) Empiricism: This type deals with the uses of senses. Everyone gains the maximum knowledge from nature through senses. This percentage is around 80%.

(b) Rationalism: This type deals with cognitive approach of knowledge. The knowledge gained through senses is restructured and constructive approach is followed. Here logical thinking plays an important role in analysis.

3.1 Research Design and Methodology: Sample:

It is a set consisting of a set of the objects or people of population that is chosen for the aim, representing the population sample obtained by grouping data solely regarding few members of a population.

TECHNIQUES OF SAMPLING

There are different kinds of sampling techniques supported by two factors and they are.

- The illustration basis and
- The component choice technique on the illustration basis.

The sample can be chosen by researcher depending on his study. Probability sampling uses the mathematical theory where every member in the population has equal chance of being selected. This is most common mode of sampling. Biasing is totally absent. This kind of sampling is used generally for quantitative type of study. Other type is vice a versa.

- Probability Sampling and
- Non-Probability Sampling.

Following are the categories of chance sampling

1) Simple sampling

Every member in the population has an equal chance for selection. This method is widely used by the researcher as simple and non-costly.

2) Systematic sampling

Population is divided internally in smaller parts and researcher chooses each sample from each part randomly.

3) Stratified sampling

This type of sample is huge enough so that sample is divided into smaller groups like manger, worker, writer, teacher from age group 21-30 years. Thus each member from different group, commonly known as strata is selected randomly.

4) Cluster sampling

In this sampling population is divided by a rule like students studying in School, Higher secondary, PG students etc. Population might be from different location but from different clusters a sample is chosen randomly.

5) Multi stage sampling

A population is classified by internally by some characteristics like lower class, middle class, upper class etc. From each stage a sample is made available randomly.

Following are the categories of non-probability sampling

1) Purposive Sampling

This type of sampling has limited number. Researcher prepares a group from population which satisfies the given criteria. All members are selected for study because all members fulfill the given criteria.

2) Convenience Sampling

Sometimes it is very difficult to go to the place and select the sample. So researcher makes a homogeneous group which can be easily accessible for the study.

3) Quota Sampling

The population is divided into groups like stratified sampling. But researcher decides the number of cases from each stratum. Thus entire population can be easily studied.

4) Snowball Sampling:

Here researcher selects the sample according to his desire i.e. who meets the criteria according to his study.

Sample for current Research:

There are 6 institutions under Children Aid Society, Mumbai. Various institutions are working for different type of the issues in society. Researcher conducted the research in Bal Kalyan Nagari (BKN) and Chembur Children Home (CCH). In those reform homes there are 300 students from the age 5 years to 16 years. Bal Kalyan Nagari is shelter home for Boys and girls. There are around 150 students from 6 years to 18 years. Chembur Children Home is the place where only boys are kept. There around 150 students admitted in the Chembur Children Home. Students from both the homes i.e. Bal Kalyan Nagari and Chembur Children Home are sent to the Society's own school Madhyamik Vidyalay. The school is affiliated to Maharashtra State Board of Secondary and Higher Secondary Board, Pune. The school is 100% funded by Government of Maharashtra.

Researcher used non probability Purposive sampling technique as his sample is from reform home. The sample would consist of IX and X standard boys and Girls in Reform Home School, Mankhurd, Mumbai. The age group of these students is 14 to 18 years. The size of the sample is 69.

3.2 Research methods

Survey method:

According to Kerlinger (1973), "Survey analysis involves the learning of huge and little populations choosing and learning samples chosen from the populations to find the incidence, distribution and interrelations of social science and psychological variables. It's a way of getting data a few populations from a sample of people. Surveys will give a fast, cheap and correct suggests that of getting data from an outsized cluster of people. If you would like to understand regarding the opinions, attitudes and perceptions of respondents, the survey is applicable technique of grouping information. Besides, describing surveys may also be needed to justify the connection and variations between variables. The term sample survey is usually used as a result of a sample that is representative of the target population is employed. The survey technique is wide utilized in the social sciences, education, business and drugs. Basically, data is obtained by asking folks queries either orally or by responding to a written paper or display screen regarding."

Researcher prepared a questionnaire which contains 32 questions. The questions were used in interview. Researcher conducted the interviews of the guardians of these students to know the history of the students. The history means information of the parents, illness in the past, type crime if any the child performed in past, blood group and knowledge of Thalassemia to these guardians. Accordingly the questionnaire was prepared and interviews were planned. These interviews were open ended. For each question, the researcher used graphical method.

Experimental method:

This design is scientific way of conducting the program. Actually researcher performs an experiment on selected group by putting appropriate conditions. The desired output is correlated with the input by controlling other parameters. Such parameters are commonly known as variables. These variables must be measurable with reference to scale. This method uses quantitative techniques such as ratio scale, ordinal scale etc. In this

method, hypothesis can be easily tested with given result as other parameters are properly managed.

Variables are the parameter, situations, conditions which researcher controlled during his experiment. Such parameters required proper measuring techniques. As these parameters are controlled, its correlative effect can be observed easily. Variables can be classified into two parts viz. Independent and dependent one. Independent variables are variables which can be controlled during the experiment. For example, teaching methods, age etc. Dependent variables are the variables whose effect can be observed after controlled. For example test score, maturation are the example of dependent variables. Dependent variables can be classified into two types viz. intervening and extraneous variables. Intervening variables cannot be controlled or modified during the experiment. Example of this variable is maturation, liking of a particular task etc. Extraneous variables can be modified or controlled but plays an important role in experiment. Example of such variable is experiences, practice of the task etc.

There are different types of experimental designs. These designs depend upon the researcher and his nature of study. There are many experimental designs which are used in educational research. They are

- (i) Pre-experimental styles: These designs have no or less control on extraneous variables.
- (ii) True experimental styles: These types are most suitable for educational research as variable can be controlled properly and its effect can be observed.
- (iii) Quasi-experimental styles: two or more groups can be involved in the experiment to reduce the errors. But these styles have poor control over dependent variables.
- (iv) Factorial designs- Only one variable is manipulated over two groups. But making two groups homogeneous is very difficult task.

a. Pre-Experimental design:

There are 2 types of pre-experimental designs:

1. One group pre-test post-test design:

Here pretest is conducted on a single group before experiment. This will help researcher about the past knowledge, myths about the program etc. Same group is

encounter to the experiment and same test is given again. Difference between pretest and posttest is calculated.

2. Two group static design:

Here two identical groups are considered for study. Same task is given to both the groups and difference is calculated. No pretest is conducted.

b. Quasi-Experimental Design:

Here researcher divides the sample randomly into two groups called as experimental group and controlled group. One group is treated with normal way of task while other is treated with innovative way. The normal way is called as controlled group and other one is called as experimental group. Mean score is calculated. Main drawback is making both the groups equivalent according to the variables.

c. True experimental design:

In this design researcher, conducts a pretest on a group called experimental group. He applies his exercise for given time and again conducts the post test. The effect of exercise is calculated by difference between the means of pretest and posttest. This method really eliminates various extraneous variables and most of the researcher follows this method for study.

1. Two groups, randomized subjects, post-test only design:

Two groups are randomly selected and treated for the exercise. These groups are ideally same in all aspects. Posttest is conducted on both the groups and difference between the mean is calculated. This type is useful to check the effectiveness of a particular method under controlled conditions.

2. Two groups randomized matched subject, post-test only designs:

The mechanism is same as above. But members in groups are matched in all aspect. This task is quite cumbersome for researcher as humans have individual differences.

3. Two group randomized subjects, pre-test post-test design:

Two groups are selected randomly and given a pretest for exercise. The means are calculated to acquire the knowledge and history about the group. An experiment is conducted on both the groups simultaneously. Posttest is given to both the groups and mean is calculated. Thus two means of pretest and posttest

are compared and necessary inference is taken out.

4. Solomon Three group design

This methodology is quiet similar to the method discussed above except in the experiment three groups are considered.

Researcher used one group pretest and posttest methodology for current analysis. In experimental design, methodology of coaching is independent variable and score dependent variable.

3.3 Design used for present study:

Researcher used Survey method first. In this method he designed a questionnaire consisted of 32 questions. These questions were asked to Housemother and Housemaster to understand the socio-economic background of the child. These questions were set in Marathi Language as most of the Housemothers and Housemasters are Maharashtrians. There are total 13 housemothers and 5 housemasters. Initially, there was an informal talk with these housemothers and housemaster. Researcher spent 2 hours with each housemother and housemaster. He completed the interviews within a month.

Preparation of Questionnaire:

Researcher discussed initially with the guide about the steps involving in preparation of question. By considering the objectives of the research, the questions initially were framed as open ended. But as the data required for research is restricted, researcher modified the questions in a questionnaire in closed ended form. There were 12 questions related to general form which dealt with general idea about the reform home environment and qualifications of housemothers and housemasters.

As the research deals with medical science, researcher took the help of Dr. Amit Mhatre, a pediatric doctor from Fortis Hospitals, Mulund Mumbai. Researcher discussed the matter and set 10 questions related to common diseases and disorders. These questions are open ended and required own opinions of housemothers and housemasters. Again a short discussion with doctor, researcher added 3 questions related Thalassemia.

As the current research deals with adjustment of children, researcher contacted the Assistant professor of SNDT University, Mumbai Campus. He talked to the concerned teacher about the questions and set 8 questions for adjustment.

All the questions were shown to the Guide and proper guidance was taken at all the time. Preparation of questionnaire took 3 months entirely. The most important point is that the researcher tried to interlink all the questions.

Researcher used one group pretest posttest experimental method for his research.

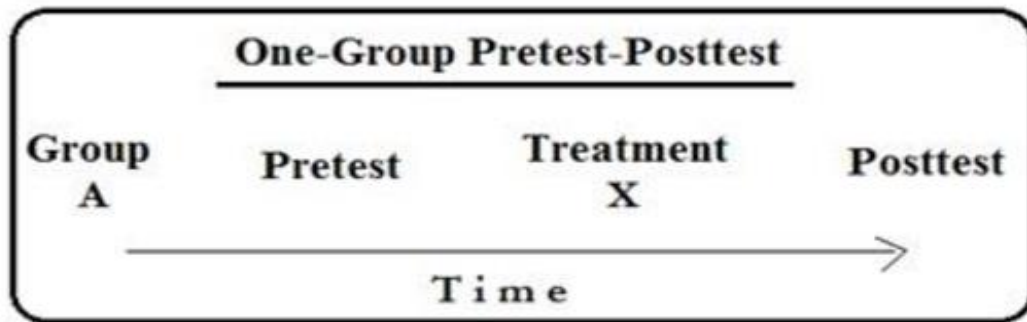


Figure 2. One group pretest and posttest experimental method

After the responses researcher collected the blood samples of all students with the help of doctors and Think Foundation. (An NGO). Think Foundation is an NGO which helped the researcher to collect the sample and bore all financial charges for detection. After 15 days researcher got printed reports of blood samples and he chose his sample who are suffering from Thalassemia. This sample consisted of 69 students.

Initially researcher used 2 inventories i.e. one attitude toward education and second one adjustment inventory. He distributed in the class and gave 2 hours to respond. Difficulties were solved by the researcher during the supervision. These inventories were given to the students who are suffering from Thalassemia. Data was collected and tabulated.

Researcher called expert to orient about Thalassemia. This orientation was consisted of speech, posters, exhibition, and role play. The expert guided the students about the same and solved the doubts. These sessions were interactive. There are plenty of speakers came to the students to build up their confidence and also guide them how to live with Thalassemia. This program continued for 90 days. Researcher spent 2 hours 30 minutes daily during the program. The details of program is attached in appendix. Researcher gave same inventories to the students and data was collected and tabulated. With the help of 't' test the difference between means were calculated and necessary inference were drawn.

3.4 Theoretical basis behind the training package

This research is the adjustment of own personality with the environment, so theories of personalities are considered for research. Few of them are as follows:

PSYCHOANALYTICAL THEORIES (SIGMUND FREUD):

Freud is considered to be the founding father of psychoanalysis. He tried to understand the process of personality development by exploring the unconscious as well as the conscious mind. He pointed out that the unconscious is very powerful and it determines most of human behaviour. While studying nervous disorder in some patients he discovered that human behaviour has a source much deeper than the conscious mind. The main impulse behind human behaviour is the unconscious. It is the source which provides the motivational energy of its own, but energy is continually transferred from the unconscious to the conscious. Personality problems arise when this energy transfer is disturbed.

In 1922, Freud proposed a new division of mind into three systems: The id, the ego and the super ego.

THE ID: This is the amount of mental energy which the child inherits. At birth the mind consists only of the id. The id is in the form of irrational drives. Its only aim is to satisfy the basic, animalistic needs. The child is, therefore, more of an animal and less of a person. The id is the primitive side of man. It is entirely unconscious. It is a blind, unfocused, amoral force. The id consists of instincts. These instincts fall into two groups. Eros instincts and Thanatos instincts, the Eros instincts are the drives directed towards self-preservation and towards preservation of the species. The Thanatos instincts are the death wish. They take the form of aggression which may be directed outside towards others or inside towards the self.

The instinctive drives of the id are called primary processes. These drives have selfish objectives. They always seek gratification at all cost. This is called the pleasure principle. During the first year of his life, the child is entirely dominated by the primary processes and the pleasure principle.

THE EGO: This part separates itself from the rest of the id. It is called the ego. With the emergence of the ego the socialization of the child begins. This happens from the second year of life. We have seen how the id obeys the pleasure principle. The ego functions according to the reality principle. The ego processes are called

secondary processes. When the id allows surplus energy to the ego the result is creative pursuits. But the id always remains ready to stop the supply of energy to the ego and to reassert itself.

THE SUPER EGO: When the child reaches the age of about six, part of the ego separates itself and forms the super-ego. The ego learns about reality from the other people. It receives the moral views of the adults. These views are sometimes based on wrong beliefs and prejudices of the adults. Therefore the ego cannot accept them. A part of the ego breaks away to deal with this kind of situation and it is called the superego. The individual obeys the super-ego and strives towards the ideal self. A part of the super-ego is conscious, but most of it is unconscious. Its under-development or over-development cause personality problems. A well balanced super-ego is an essential part of a mature personality. The personality is healthy if there is a smooth transfer of energy from id to ego to super-ego. It is important that these three systems remain in balance. When this balance is disturbed, excessive anxiety is caused which results in personality break down.

NEO-ANALYTICAL THEORIES (KAREN HORNEY):

Horney was dissatisfied with orthodox psychoanalysis. She accepted the framework of Freudian theory but departed from it on several points. She does not accept Freud's concept of penis envy as the determining factor in the psychology of women. Conflict in a woman is not the result of her jealousy the male. According to Horney, feminine psychology is based on lack of confidence and an overemphasis of the love relationship. Oedipus complex is not a sexual aggressive conflict between the child and its parents, but an anxiety growing out of rejection, over protection and punishment. Narcissism is not really self-love but self-inflation and overvaluation owing to feeling of insecurity. The insecure child develops various strategies to cope with his feeling of isolation and helplessness. He may become hostile or he may become overly submissive. He may develop an unrealistic picture of himself, or he may indulge in self-pity. If he cannot love, he may try to obtain power over others. He may exploit others and become highly competitive.

The individual may apply irrational solutions to the problem of disturbed human relationship. This gives rise to the following neurotic needs:

The neurotic need for affection and approval, the neurotic needs for a partner who

will take over one's life. The neurotic need to restrict one's life within narrow borders. The neurotic needs for prestige, the neurotic need for exploit others, the neurotic ambition for personal achievement, the neurotic need for self-sufficiency and independence and his neurotic need for perfection and unassailability.

All inner conflicts develop from these ten needs. Horney further classifies these ten needs under three needs;

(1) Moving towards people (love).

(2) Moving away from people (independence).

(3) Moving against people (power). These three are not mutually exclusive. So the normal person can resolve his conflicts by integrating them. Horney does not accept that conflict is built into the nature of man. According to her, conflict arises out of social conditions.

HUMANISTIC THEORIES:

Humanistic theories of personality have several points of similarities that humanistic theories study man as a person. Like Jung and Adler, Humanistic psychologists believe that personality is never complete. It constantly keeps on developing throughout life.

Abraham Maslow: Maslow is considered to be founder of humanistic psychology. Maslow insists that man should be studied as a person. This means that man is motivated by a number of things over and above the instinctive need proposed by Freud or the needs towards self-discovery or towards social relationship of Jung and Adler. According to Maslow the psychoanalysis miss the essential diversity of man. He stressed the fact that all men are different. The psychologist can suggest only 8 general framework of motivation, within which each personality will find its own place. History of man shows that man is not just motivated by his own pleasure, his own desire for self-discovery, and his own need to establish himself in society but by higher ideals like self-sacrifice. Man also has urges towards arts and scientific discoveries. Maslow's framework is in the form of a hierarchy. Basic needs are at the bottom. Once these are satisfied man develops the higher order needs. The hierarchy is as under:

1. Physiological needs: Food, Sex,
2. Satisfy needs: Protection from neglect
3. Social needs: Social acceptance
4. Ego needs: Self-esteem, status
5. Self-fulfilment needs: Insight, Creativity

Maslow has described the higher order needs (No. 4, 5) as meta needs. The person who successfully satisfied his basic as well as meta needs achieves self-actualization. The self-actualized person has all the characteristics of a mature personality.

NOMOTHETIC THEORIES OF PERSONALITY: Nomothetic theories try to describe what personality is like. Therefore they are also called descriptive theories. Nomothetic theories are approach to personality study which attempts to describe certain psychological elements presumed to be common to all individual.

H.J. EYSENCK: Eysenck recognizes two main personality dimensions. These are extraversion-introversion and neuroticism-stability. Extroversion-Introversion: The extravert is a person who is oriented consciously towards the outer world. He easily makes friends.

He is fond of physical activity. He likes change in life. He is materialistic and tough-minded. He likes intellectual activities.

Neuroticism-stability: Neuroticism means a proneness to excessive anxiety, stability indicates a relative freedom from anxiety.

Few people can be at the extreme ends of the above mentioned dimensions. These dimensions explain nearly all the personality differences between people. People may be stable extraverts, stable introverts, neurotic-introvert, and neuro-extraverts. These four categories are similar to Hippocrates sanguine, phlegmatic melancholic and choleric people.

Here researcher used Freud theory of personality and used the factor of Id. The students are very enthusiastic and their energy must be channelized through various activities. This energy can teach the individual to live with any challenge as Thalassemia in this case.

Objectives of the program:

1. To create the awareness through lectures and guidance.
2. To encounter the expert to the students suffering from Thalassemia
3. To give an opportunity to interact with expert.
4. To give the vocational guidance to the students.
5. To give proper counseling to the students suffering from Thalassemia.

3.5 Internal Validity of outcome:

An experiment has internal validity if it is measured that the result observed may be attributed within limits of error to the treatment only. If the difference brought about in the dependent variable results from some extraneous variable, they may mark the effect of the experimental (treatment) variable is mark.

There are various threats to the internal validity such as maturation, history, testing, selection, bias etc as discussed by Cambell and Stanley.

To ensure maximum internal validity influence of extraneous variable to the purposes of the study were minimized, nullified or isolated through various ways such as,

- Control of variables during the experimental by eliminating the variable or by incorporating the variable in the experiment.
- Randomization of subjects.
- Statistical control of the validity.

As non-probability sampling used for sampling is the one of increasing generalizability of the result. All the students suffering from Thalassemia are selected.

Control validity, achieved through various above mentioned ways in the present study is discussed below:

1. Age of the students:

It was observed that all the students completed 14 years to 16 years.

2. Gender:

The group consisted of both male and female students. Thus by involving both the genders generalizability has been increased.

3. Test:

The same test of Attitude towards the education and Adjustment inventory was administered before training and after the training as pre-test and posttest respectively.

4. Test Administration:

The uniform procedure of test administration was followed every time. The same person administered the test to the students. Thus error variance was properly taken care of.

5. Evaluation of Responses:

The evaluation of responses was done according to the guidelines given in attitude towards education and adjustment inventory manual and scoring key.

6. Physical Environment:

The same classroom was used for administering the test. The subjects were familiar with the surroundings and they were comfortable too. Both the tests were administered in the afternoon time after school time.

7. History and Maturity:

The training program was of short duration i.e. 90 days, so these factors hardly played any significant role in the design.

Researcher used the standardized test for Attitude scale toward Education and Adjustment Inventory.

A) Attitude Scale towards Education

This Scale was designed by Dr. S.L. Chopra from University of Lucknow. There are 22 questions in scale. Each of the respondents is given a copy of the scale (without scale values) and he or she is asked to put a () in front of the statements with which he or she fully agrees and a cross in front of the statements with which he or she is not full agreement. Each statement is thus to be either ticked or crossed. The attitude of the individual is denoted by the mean scale values of the statements with which he or she fully agrees. This test was designed in Hindi.

Sr. No	Scale Value	Sr. No	Scale Value
1	10.79	12	8.63
2	1.96	13	7.63
3	3.86	14	5.79
4	10.79	15	6.94
5	9.67	16	8.63
6	2.86	17	4.63
7	4.72	18	0.50
8	9.61	19	0.50
9	2.92	20	6.88
10	7.90	21	5.93
11	1.88	22	3.80

Table 3 Scoring Key

A) Adjustment Inventory

This test is developed by Dr. M.N. Palsane from University of Pune. This test is in Marathi and English. Researcher gave Marathi test to respondent. There are four areas in which this inventory works:

1. Home and family:

The very fundamental area of adjustment is home. Individual is product of his home environment. He has to live his life time in home and family. There are many situations and personalities which call for specific adjustments. The inventory consists of statements regarding individual's home adjustment i.e. his relations with his parent, siblings and their attitude toward him; his position in the home and whether he is satisfied with the various characteristics of his family. Individual scoring high tend to be unsatisfactory adjusted to their home surrounding. Low scores indicate satisfactory home adjustment.

Reform home students are living away from their homes but they are supervise under housemother or housemaster. Their colleagues are the peers who are either of same age or different age. These students are divided into groups and they need to perform the actives for entire group. These activities involve cooking the food, washing the clothes, cleaning the utensils etc. in a week. These activities are very

similar with activities which one performed at home except that reform home is legal home of such children.

2. Social Adjustment:

Adjustment in social area means the persons relation with other individuals and social institutions. The statements in this area consist of whether the person is very popular, prefer few or more friends, like to be social and friendly with strangers, is the center of attraction and life of the parties. Individual scoring high tend to be submissive and retiring in their social contacts. Individual with low scores are good in social contacts.

3. Personal and Emotional Adjustment:

Statements on personal adjustment are related to the personal and emotional poise of people. Whether the person is over-critical, fault-finding or whether he has faith and confidence in himself and other etc. are the matters covered under this area. Emotional adjustment covers fluctuations of mood; feeling of guilt, worry, loneliness, day dreaming, excitability, calmness, control over emotions etc. This area measures emotional maturity. High score indicates that the persons is emotional unstable. Persons with low scores tend to be emotionally stable.

4. Educational Adjustment:

Statements in this area are concerned with his education, whether he is satisfied with it or not, what improvements, he wants to suggest and do, whether he wants to take higher education etc. It also covers the students' relations with the teacher, the administrators and also the co-student. High score indicates difficulties in adjustment in this area, while low score indicates a better functional relationship.

5. Health adjustment:

This area is concerned with the individual's health problems. It covers whether he suffers from any chronic, pains and aches etc. High scores indicates unsatisfactory health adjustment, low scores satisfactory adjustment.

The table given below should be used for interpreting the obtained raw scores:

Area	Category	Description	Percentile Rank	Range Scores	of
Home	A	Excellent	Above-P90	Below 3	
	B	Good	P70-P90	3 to 8	
	C	Average	P30-P70	9 to 15	
	D	Unsatisfactory	P10-P30	16 to 21	
	E	Very Unsatisfactory	Below-P10	Above 21	

Personal Emotional	A	Excellent	Above-P90	Below 18
	B	Good	P70-P90	18 to 34
	C	Average	P30-P70	35 to 57
	D	Unsatisfactory	P10-P30	58 to 73
	E	Very Unsatisfactory	Below-P10	Above 73
Social	A	Excellent	Above-P90	Below 5
	B	Good	P70-P90	5 to 11
	C	Average	P30-P70	12 to 20
	D	Unsatisfactory	P10-P30	21 to 26
	E	Very Unsatisfactory	Below-P10	Above 26
Educational	A	Excellent	Above-P90	Below 11
	B	Good	P70-P90	11 to 18
	C	Average	P30-P70	19 to 29
	D	Unsatisfactory	P10-P30	30 to 37
	E	Very Unsatisfactory	Below-P10	Above 37
Health	A	Excellent	Above-P90	Below 2
	B	Good	P70-P90	2 to 6
	C	Average	P30-P70	7 to 12
	D	Unsatisfactory	P10-P30	13 to 16
	E	Very Unsatisfactory	Below-P10	Above 16

Table 4 Scoring Key for five Variables

Researcher selected the students who suffered from Thalassemia major and minor. Researcher conducted the pretest which consists of the questions on attitude and adjustments with self, peer and with teacher. The score was tabulated.

For conducting test, he used the standard life attitude and adjustment test. A program was

developed and implemented to those students suffering from Thalassemia major and minor. Same test was given to them and evaluated after the implementation of program.

3.6 Researcher Observations:

Researcher is working from past 10 years with the institute where he conducted the research. He is teaching mathematics and ICT to secondary section. While teaching the subjects he observed most of the students need special attention. This is not only because of difficulty in the subjects but because of few physical problems.

The researcher observed following things before implementing the research

1. Students from Chembur Children Home and Bal Kalyan Nagari are having a lack of confidence.
2. Most of the students were irregular in school due to health problems.
3. Most of the students did not adjust with the environment in school and in the home.
4. Students are very attracted towards the Bollywood actors and actress. They assumed the films are the mirror of life and one has to behave like that in the real life.
5. As per the policy of government, reform home students have more activities in school and in the home, but these students have no social life.
6. Few students have taken this point positive one. Students thought that one has to live in reform home till the age of 18 years and one must enjoy the like till 18 years. After that everyone has to struggle.

Researcher conducted the research in the Chembur children home and Bal Kalyan Nagari. While implementing, he observed following things:

1. Students were very curious about the Blood test. This was first check up in reform home after three years. Researcher informed about Blood group and its importance. Researcher conducted pretest.
2. Ms. Smita gave talk on Thalassemia. Students initially thought that it is kind of the lecture where one will guide about the importance of studies. But when the lecture was started the introduction holds the attention of the students. No one in the reform home was aware about the Thalassemia. The lecture was of 2 hours.
3. Researcher planned the visit to center of Think Foundation where actual work for Thalassemia suffering people is done. Team spent two days with 3 hours each on day. Students interacted with the staff, asked the doubts about Thalassemia.

4. Yuva Adhar an NGO was conducted a poster competition for creating awareness in the society about Thalassemia. Blank papers, colors and prizes were sponsored by Yuva Foundatrion. The NGO selected five best pictures and published them in their Souvenir.
5. As railway stations are important place in Mumbai's day to life, researcher planned his activities on railway platforms. This is good platform where people get aware about such disorder. There were 4 street plays which students performed very well on different stations like Mankhurd, Govandi on different days. The performance of students was fabulous. Students wrote their own scripts for street plays.
6. Mr. Shah, whose son was suffering from Thalassemia, gave a talk to reform home students. Students when they heard the talk, their eyes became watery as the talk was very sentimental.
7. Morning walk, skits on various social problems such as gender discrimination, pollution, consumer rights had aware the public and students about their rights.
8. A debate, a talk on sex education, career in navy helped the students to think rationally about their own likes.
9. In short, the students gained confidence and positive attitude toward task.
10. Students came to know scientifically why we are not physically fit and learnt how to live with Thalassemia.

3.7 Date wise plan for implementation of Program:

Date	Activity	Name of Person/ Venue	Time
28/11/2013	Pre-Test	Mr. Shirish Choudankar	2.00 pm
29/11/2013	Blood Check up	Think Foundation	2.00 pm
30/11/2013	Talk on Thalassemia	Mrs. Smita (CCH)	2.00 pm
1/12/2013	Sunday		
2/12/2013	Talk on Thalassemia	Mrs. Smita (BKN)	2.00 pm
3/12/2013	Visit to Centre	Think Foundation (CCH)	2.00 pm
4/12/2013	Visit to Centre	Think Foundation (BKN)	2.00 pm
5/12/2013	Poster Competition	Yuva Adhar Foundation(CCH)	2.00 pm
6/12/2013	Poster Competition	Yuva Adhar Foundation (BKN)	2.00 pm
7/12/2013	Street Play	Govandi Station (E)	2.00 pm
8/12/2013	Sunday		
9/12/2013	Street Play	Mankhurd Gaon	2.00 pm
10/12/2013	Street Play	Agarwadi	2.00 pm
11/12/2013	Street Play	Govandi Station (W)	2.00 pm
12/12/2013	Street Play	Mankhurd Station (W)	2.00 pm
13/12/2013	Street Play	Trombay	2.00 pm
14/12/2013	Street Play	Panjar Pol	2.00 pm
15/12/2013	Sunday		
16/12/2013	Street Play	Lallubhai Compound	2.00 pm
17/12/2013	Street Play	PMGP colony	2.00 pm
18/12/2013	Street Play	Mankhurd Station (E)	2.00 pm
19/12/2013	Debate (BKN Vs CCH)	Mr. Shirish Choudankar	2.00 pm
20/12/2013	If-else game BKN Vs CCH	Mr. Shirish Choudankar	2.00 pm
21/12/2013	Talk on Sex Education	Mrs. Pratibha Ursalkar	2.00 pm
22/12/2013	Sunday		

23/12/2013	Skit (Thalassemia awareness)	Mankhurd gaon	2.00 pm
24/12/2013	Skit (HIV awareness)	Mankhurd Station (W)	2.00 pm
25/12/2013	X'MAS		
26/12/2013	Morning Walk	Govandi Station (E)	2.00 pm
27/12/2013	Morning walk	Mankhurd station (E)	2.00 pm
28/12/2013	Morning Walk	Mankhurd Gaon	2.00 pm
29/12/2013	Sunday		
30/12/2013	Morning Walk	Lallubhai Compound	2.00 pm
31/12/2013	Morning Walk	Maharashtra Nagar	2.00 pm
1/12/2013	Morning walk	PMGP Colony	2.00 pm
2/12/2013	Morning Walk	Mankhurd station (W)	2.00 pm
3/1/2014	Morning Walk	Govandi station (W)	2.00 pm
4/1/2014	Skit (Dowry)	Lallubhai Compound	2.00 pm
5/1/2014	Sunday		
6/1/2014	Skit (Gender biasing)	PMGP colony	2.00 pm
7/1/2014	Skit (Sexual harrsement)	Agarwadi	2.00 pm
8/1/2014	Skit (Learning defects)	Govandi Station (W)	2.00 pm
9/1/2014	Skit (Pollution)	Mankhurd station (W)	2.00 pm
10/1/2014	Skit (National Integrity)	Mankhurd Gaon	2.00 pm
11/1/2014	Skit (Consumer rights)	Trombay	2.00 pm
12/1/2014	Sunday		
13/1/2014	Skit (Social Problems)	Panjar Pol	2.00 pm
14/1/2014	Holiday (Makar Sankranti)		
15/1/2014	Adjustment with Thalassemia (CCH)	Mr. Shah	2.00 pm
16/1/2014	Adjustment with Thalassemia (BKN)	Mr. Shah	2.00 pm

17/1/2014	Talk on Career in Navy (BKN and CCH)	Mr. Pawar	2.00 pm
18/1/2014	Post Test	Mr. Shirish Choudankar	2.0 pm

5.Date wise plan for implementation of Program

Chapter 4
COLLECTION, ANALYSIS AND
INTERPRETATION OF DATA

Chapter 4
Collection Analysis and Interpretation of Data

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Chapter 4

Collection Analyses and Interpretation of Data

4.0 Introduction

Statistics is a range of procedures for gathering, organizing, analyzing and presenting quantitative data. 'Data' is the term for facts that have been obtained and subsequently recorded, and, for statisticians, 'data' usually refers to quantitative data that are numbers. Essentially therefore, statistics is a scientific approach to analyzing numerical data in order to enable us to maximize our interpretation, understanding and use. This means that statistics helps us turn data into information; that is data that have been interpreted, understood and are useful to the recipient. Put formally, for project, statistics is the systematic collection and analysis of numerical data, in order to investigate or discover relationships among phenomena so as to explain predict and control their occurrence. The possibility of confusion comes from the fact that not only is statistics the techniques used on quantitative data, but the same word is also used to refer to the numerical results from statistical analysis.

Statistics can be divided into two branches – descriptive and inferential statistics.

1. Descriptive statistics is concerned with quantitative data and the methods for describing them. ('Data' (facts) is the plural of 'datum' (a fact), and therefore always needs a plural verb.) This branch of statistics is the one that one will already be familiar with because descriptive statistics are used in everyday life in areas such as government, healthcare, business, and sport.
2. Inferential (analytical) statistics makes inferences about populations (entire groups of people or firms) by analyzing data gathered from samples (smaller subsets of the entire group), and deals with methods that enable a conclusion to be drawn from these data. (An inference is an assumption, supposition, deduction or possibility.) Inferential statistics starts with a hypothesis (a statement of, or a conjecture about, the relationship between two or more variables that one intend to study), and investigates whether the data are consistent with that hypothesis. Because statistical processing requires mathematics, it is an area that is often approached with discomfort and anxiety, if not actual fear. One of the major problems any researcher faces is reducing complex situations or things to manageable formats in order to describe, explain or model them. This is where statistics comes in. Using

appropriate statistics, one will be able to make sense of the large amount of data one have collected so that one can tell research story coherently and with justification. Put concisely, statistics fills the crucial gap between information and knowledge.

4.1 The importance of statistics

It is obvious that society can't be run effectively on the basis of hunches or trial and error, and that in business and economics much depends on the correct analysis of numerical information. Decisions based on data will provide better results than those based on intuition or gut feelings.

4.2 Variable and constant

In everyday language, something is variable if it has a tendency to change. In statistical language, any attribute, trait or characteristic that can have more than one value is called a variable.

In everyday language, something that does not change is said to be constant. In statistical language, an attribute, trait or characteristic that only has one value is a constant. Confusingly, something may be a variable in one context and a constant in another.

Discrete and Continuous

Quantitative variables are divided into 'discrete' and 'continuous'. A discrete variable is one that can only take certain values, which are clearly separated from one another – for instance, a sales department can have 2 or 15 or 30 people within it. It cannot, however, contain 3½ or 48.1 people. A continuous variable is one that could take any value in an interval. Examples of continuous variables include body mass, height, age, weight or temperature. Where continuous variables are concerned, whatever two values one mention, it is always possible to have more values (in the interval) between them. Sometimes the distinction between discrete and continuous is less clear. An example of this is a person's age, which could be discrete (the stated age at a particular time, 42 in 2007) or continuous, because there are many possible values between the age today (42 years, 7 weeks and 3 days) and the age next week (42 years, 8 weeks and 3 days).

Cardinal and Ordinal

Cardinal numbers are 1, 2, and 3 and so on, and they can be added, subtracted, multiplied and divided. An ordinal number describes position 1st, 2nd, 3rd and so on, and they express order or ranking, and can't be added, subtracted, multiplied or divided. Most of the statistical techniques created for the analysis of quantitative are not applicable to ordinal data. It is therefore meaningless (and misleading) to use these statistical techniques on rankings.

4.3 Population and Sample

In statistics, the term 'population' has a much wider meaning than in everyday language. The complete set of people or things that is of interest in its own right (and not because the collection may be representative of something larger) is a population. The number of items, known as cases, in such a collection is its size. It hardly goes without saying that one need to be clear about whether data are. Most of statistics concerns using sample data to make statements about the population from which the sample comes.

4.4 Present Research Analysis

Researcher opted experimental method and conducted interview with house master. He conducted interview to check the knowledge about Thalassemia. The questionnaire was prepared which consisted of 32 questions and based on responses graphical presentation was prepared.

The Interview representation is as follows:

Q.1. Name of the house master /house mother

Answer: There are residential quarters for girls and boys Children Home. House Mother and House Masters are appointed to look after these students. There are 13 House Mothers and 5 House Masters.

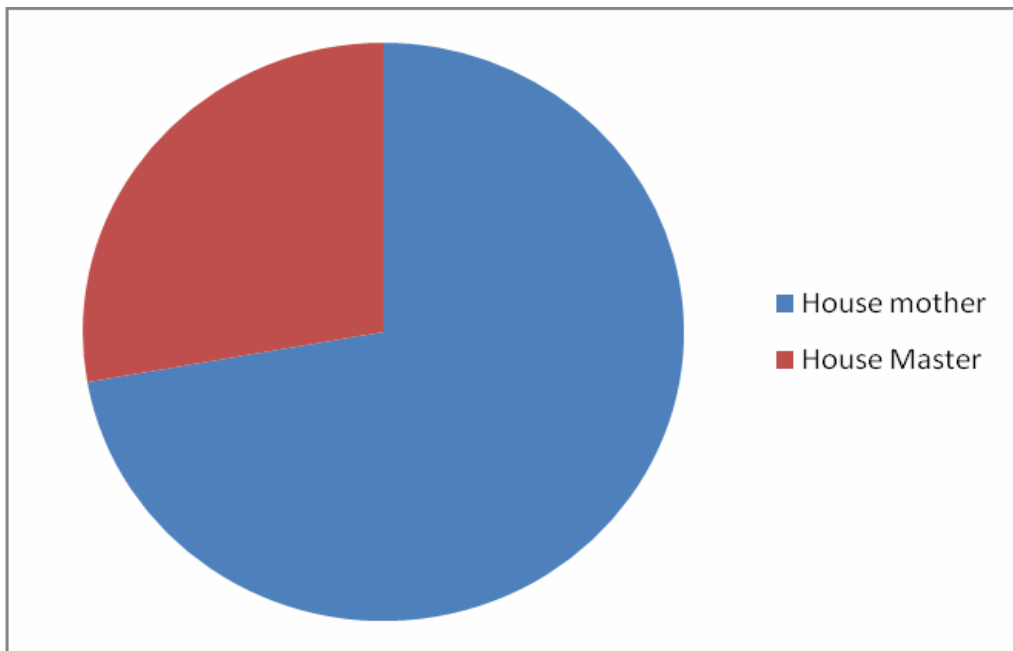


Figure 3 house master /house mother

Q.2.Age:

Answer: The purpose of asking the question was whether the housemothers /masters are experienced to handle the children. Maximum mothers/masters are in the group of 50-59.

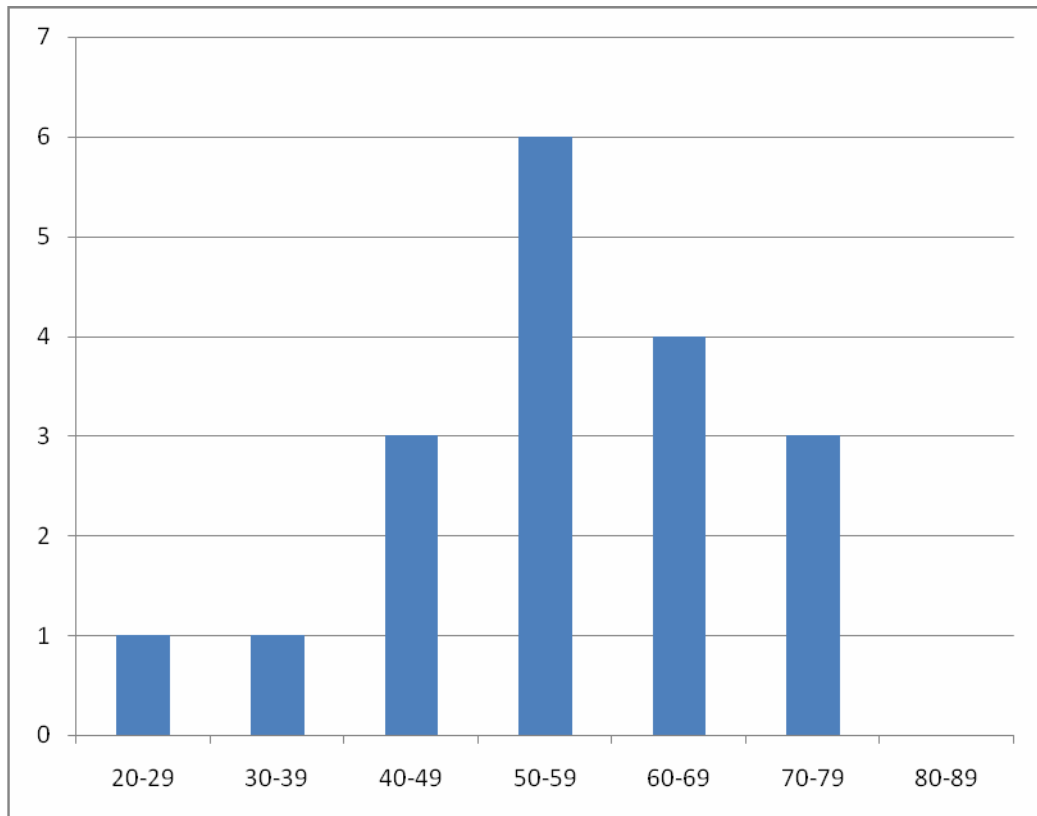


Figure 4 Age

Q.3. Educational Qualification:

Answer: The question was asked to know whether mother/masters have completed their basic education. This will help to encourage their ward to educate and supply necessary carrier guidance. Maximum masters/mothers were SSC (Old course XI). One House mother is MSW (Master of Social Work) and one house Master is B.Ed. (Bachelor of Education).

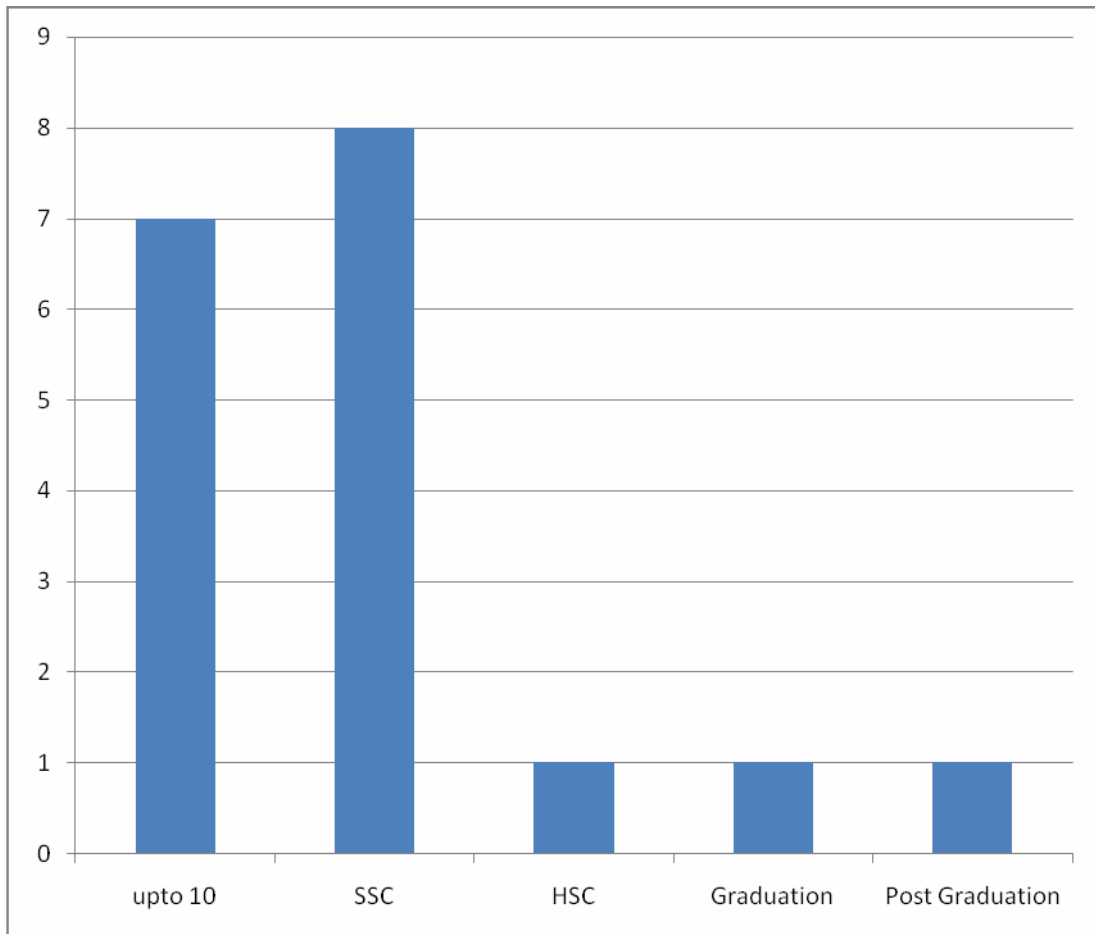


Figure 5 Educational Qualification

Q.4.Experience:

Answer: Most of the legal guardians are of the age 50-59 years and quite experienced to handle any situation.

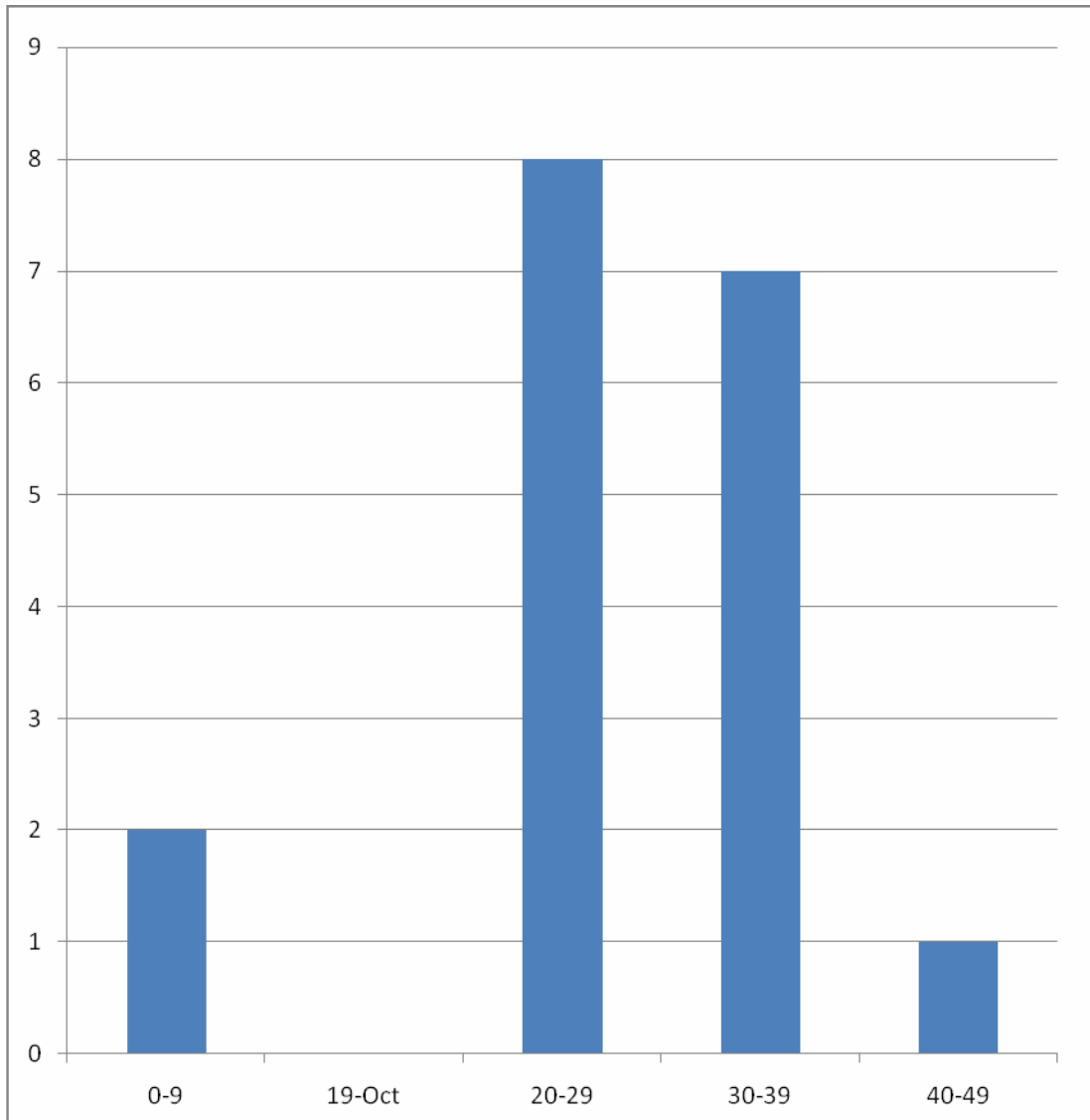


Figure 6 Experience

Q.5.Satisfaction

Answer: 14 guardians are satisfied with the job and salary. But 4 are not satisfied with job. They think it is because of government regulations, students are out of control.

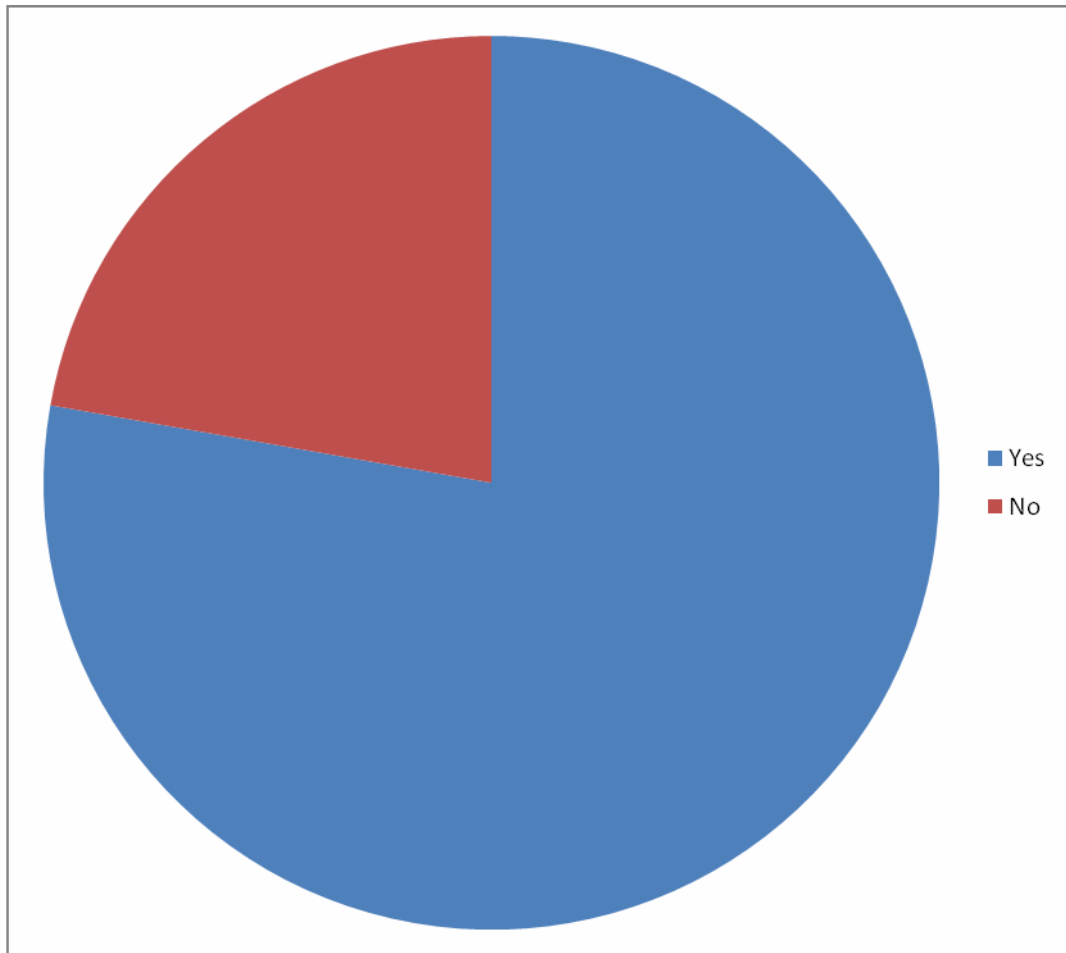


Figure 7 Satisfaction

Q.6. Gender of the students

Answer: There are approximately 300 students in Children Home with age group 14 years and above. Out of which 240 are boys and remaining are girls.

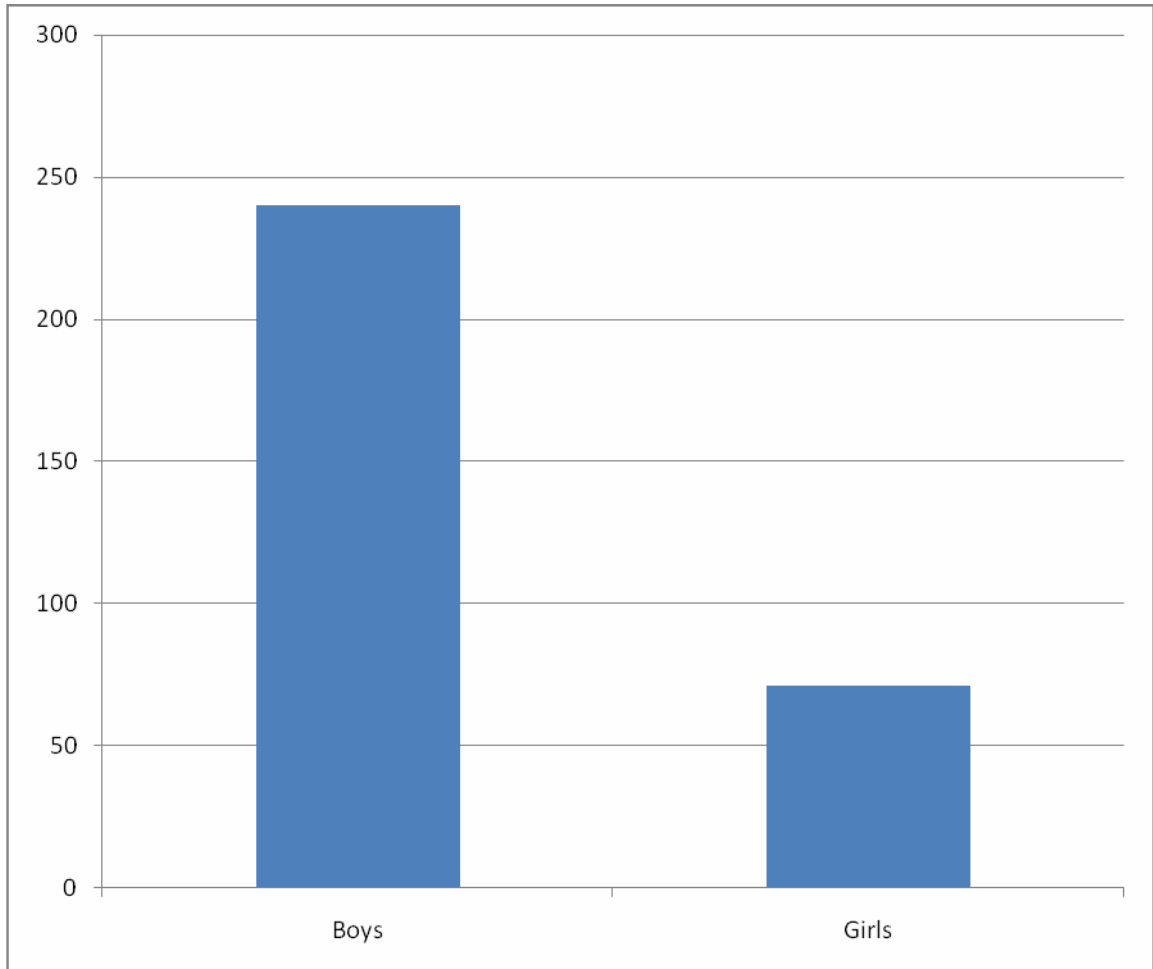


Figure 8 Gender of the students

Q. 7. Age group of the students

Answer: There are number of students with various age groups. The students admitted in home right from 2 years to 18 years. After 18 years, students are released or handed over to their parents by the decision of courts. Few students of above age were also there in the home and taking technical education like ITI, Cycle repairing, wireman etc.

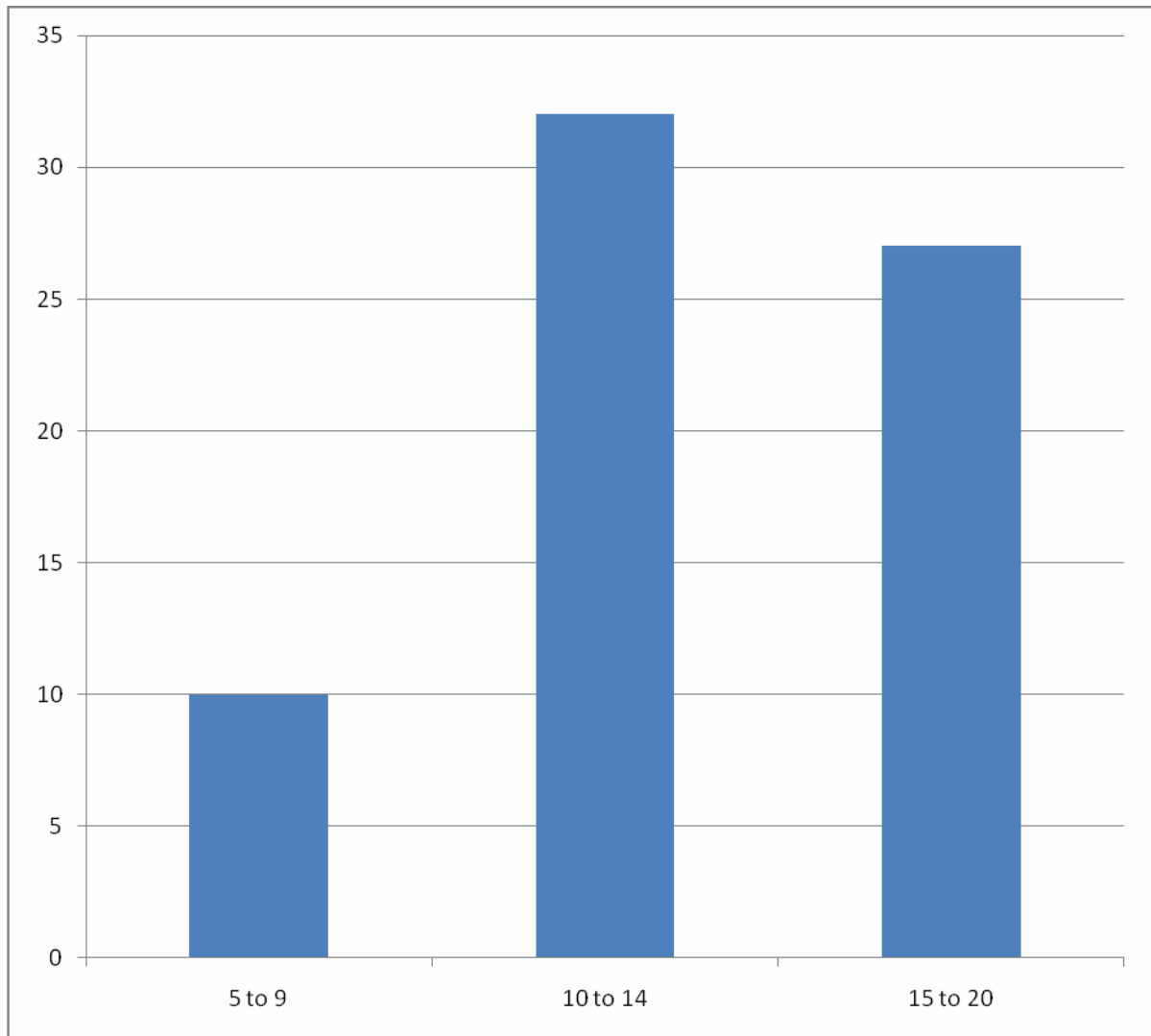


Figure 9. Age group of the students

Q.8. First –Aid

Answer: Most of the house mothers/ masters have knowledge of first aid. The first aid kits are provided in the home. All the medicines are proper in stock.

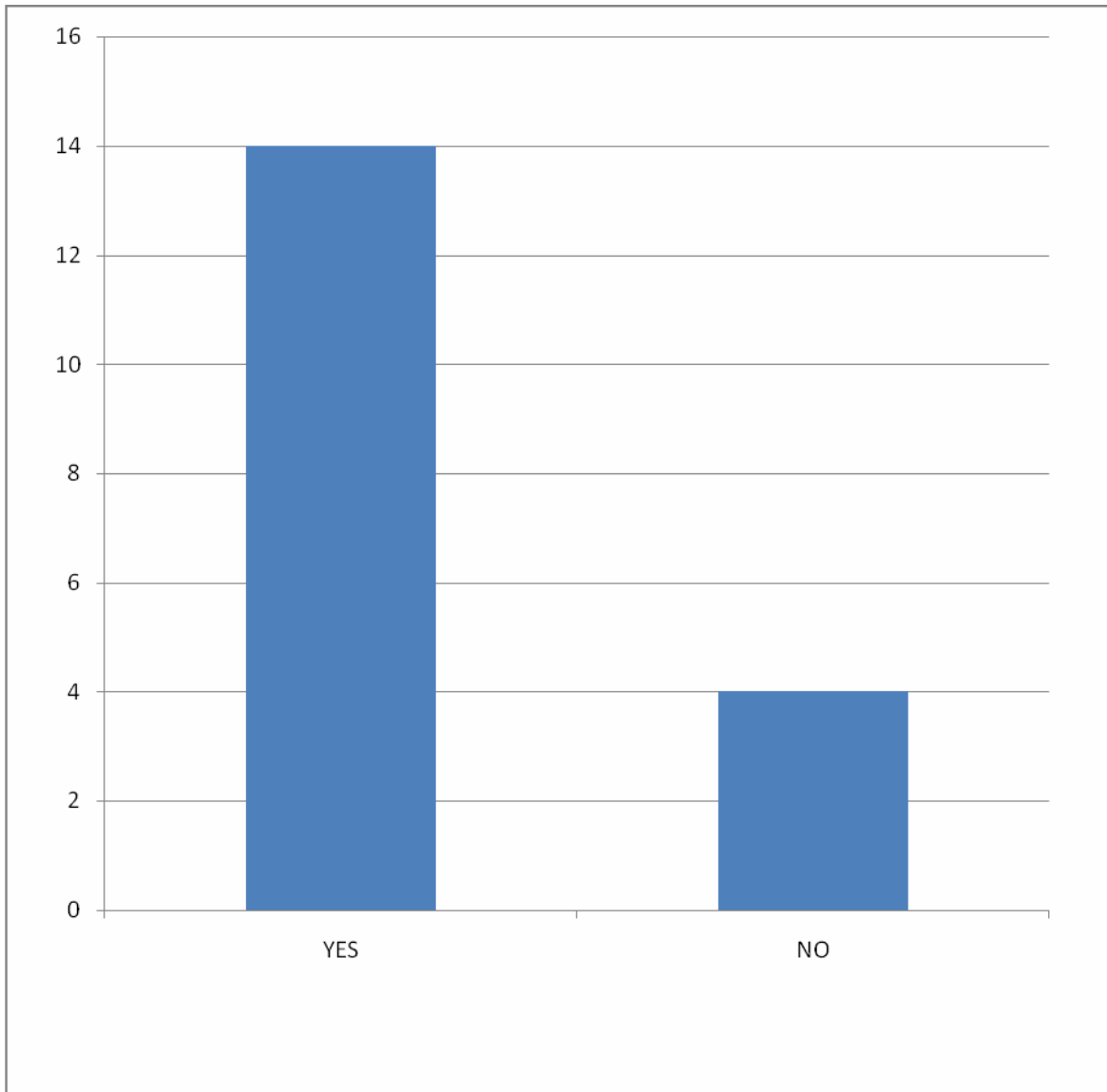


Figure 10. First –Aid

Q. 9. Professional training

Answer: The homes are providing professional training courses like Computer training hardware networking. These labs are set with the help of Government aid and Sahara Foundation. The labs are well equipped with computers, internet facilities. There is one more lab of cycle repairing. But instructor of the lab was retired and it was not in use.

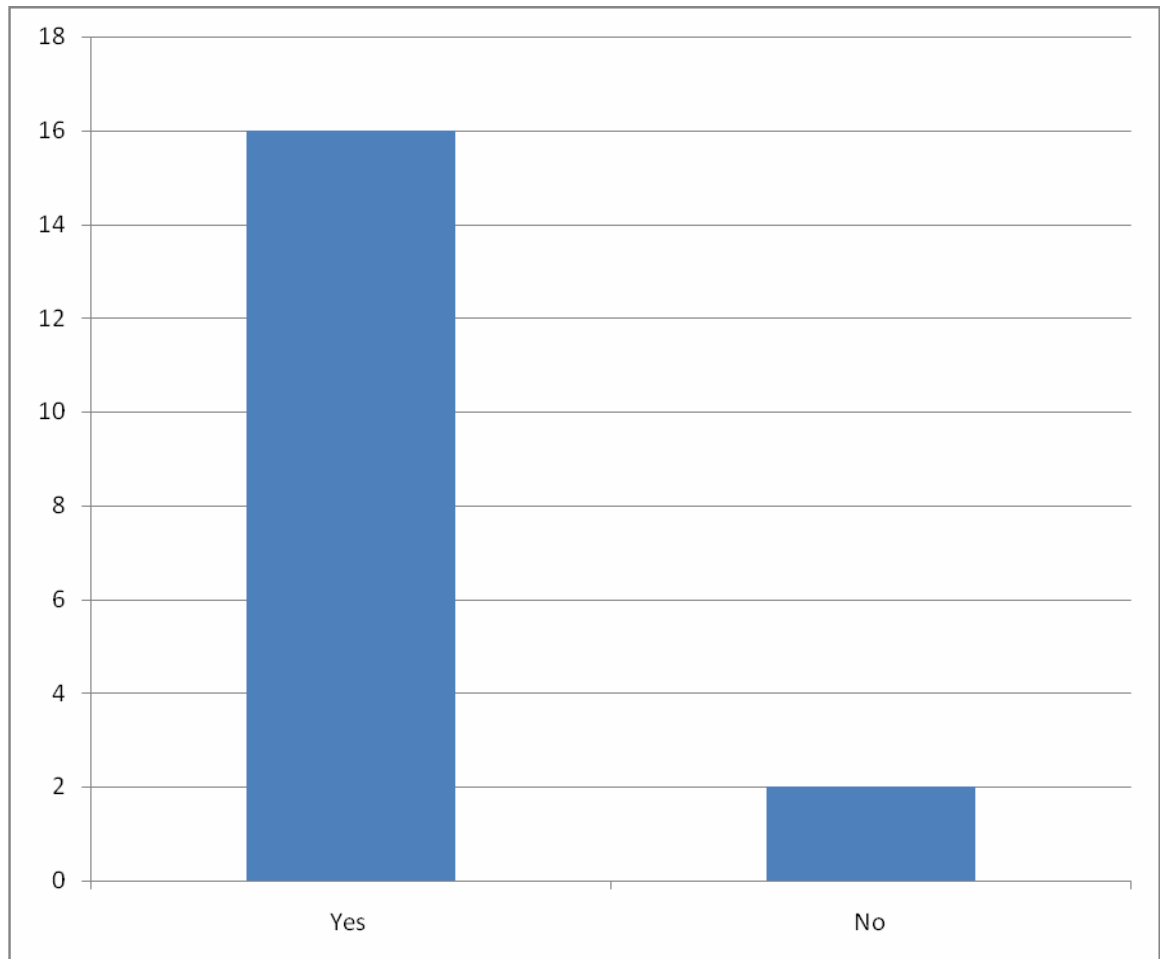


Figure 11. Professional training

Q.10 Medical examination

Answer: Every child who is admitted in the home has to go through the medical examination. If child is suffering from any severe disease admission is rejected till the child achieves fitness. But no one had conducted the Thalassemia major test

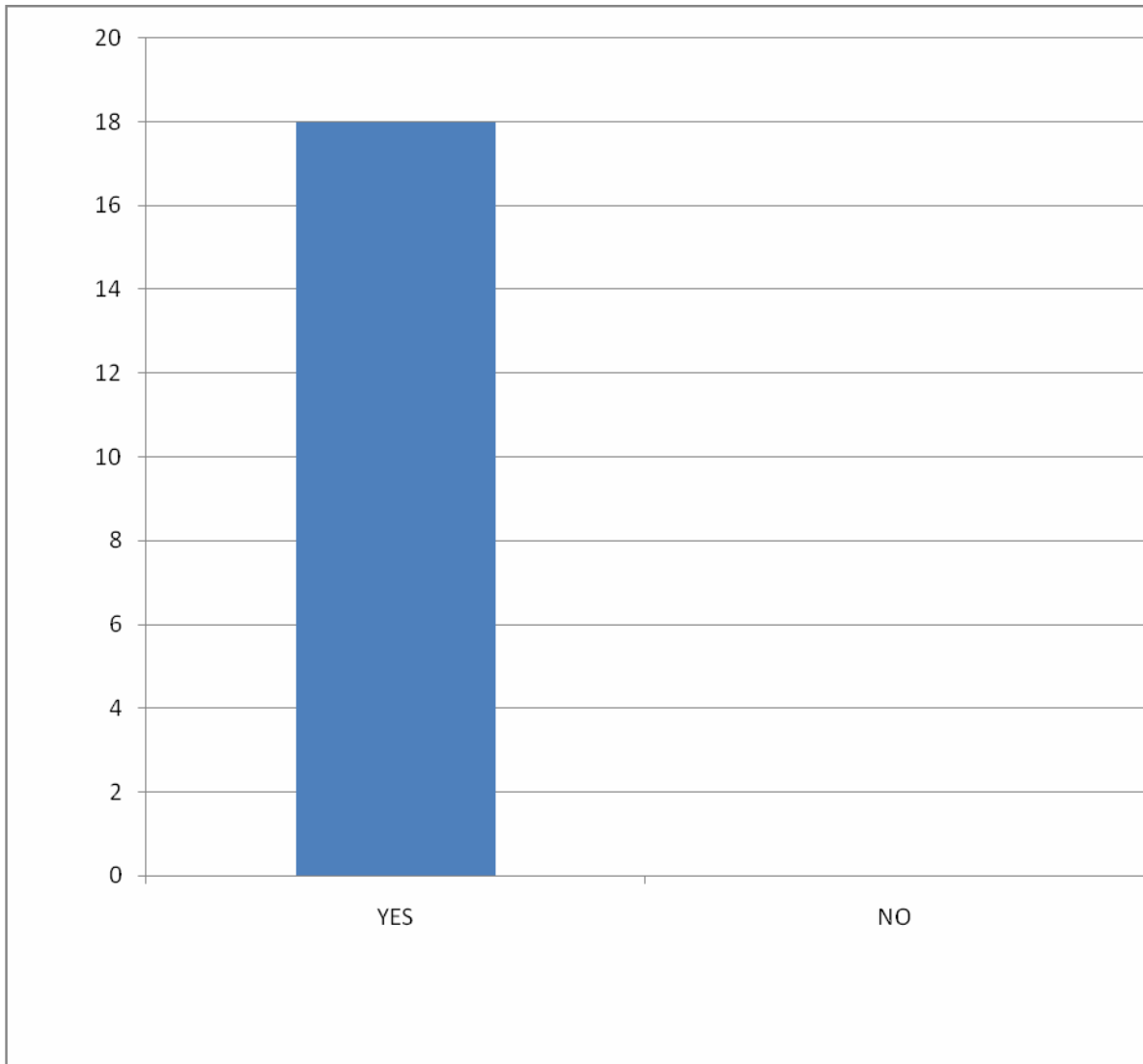


Figure 12. Medical examination

Q.11. Medical checkup camps

Answer: Homes conducted medical camps for their ward such as dental check up, hemoglobin level check up and blood group check up, eye testing. The frequency of the camps depends upon the donor's contribution, paper work and essentiality of such checkup.

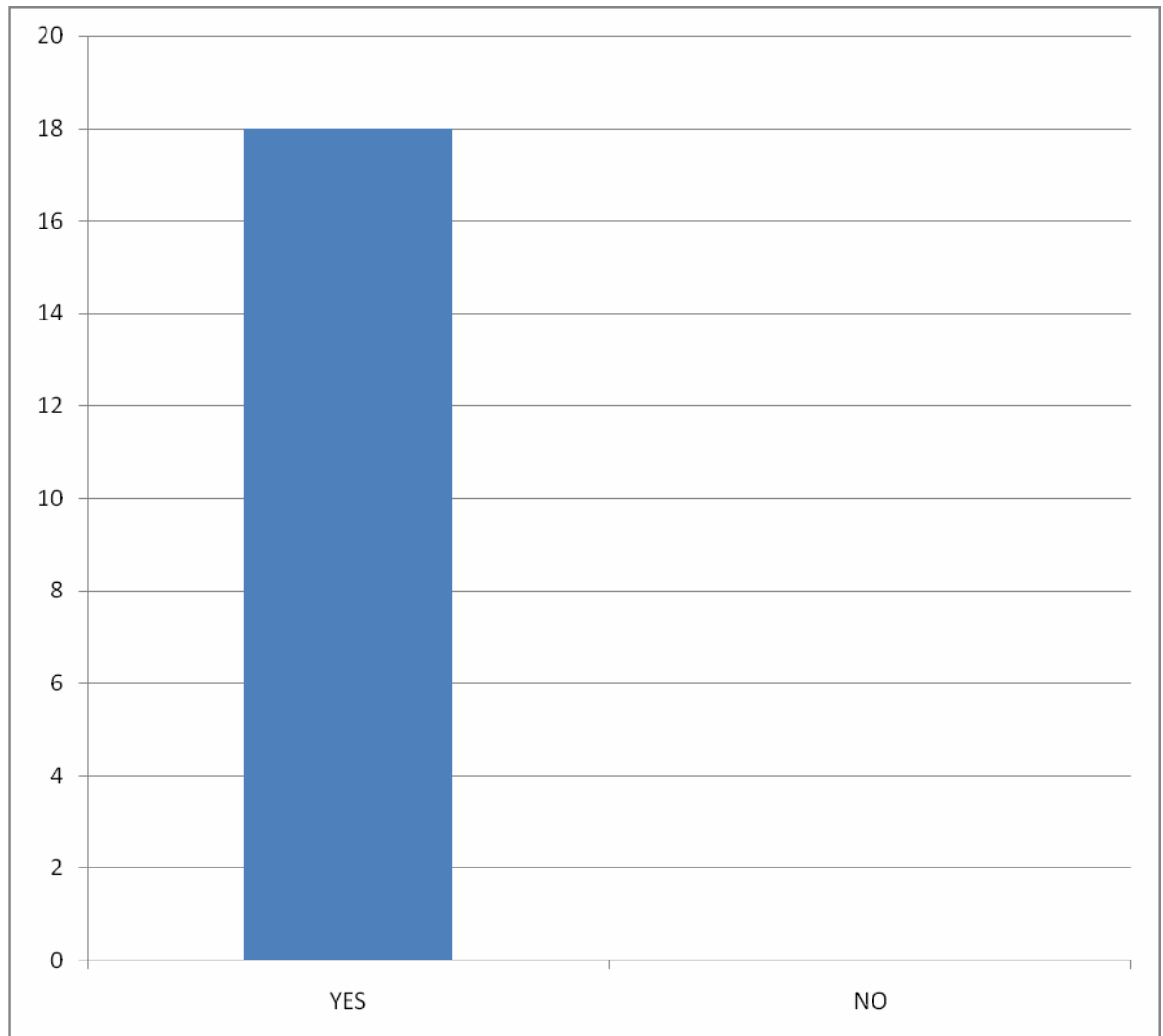


Figure 13. Medical checkup camps

Q. 12 Back ground

Answer: Every house master/ mother knows their children. Each one has prepared a file in which the details of child are mentioned. This file contains child's address, UID, Blood group, any disease, his progress etc. These files must be submitted in the court after every six month.

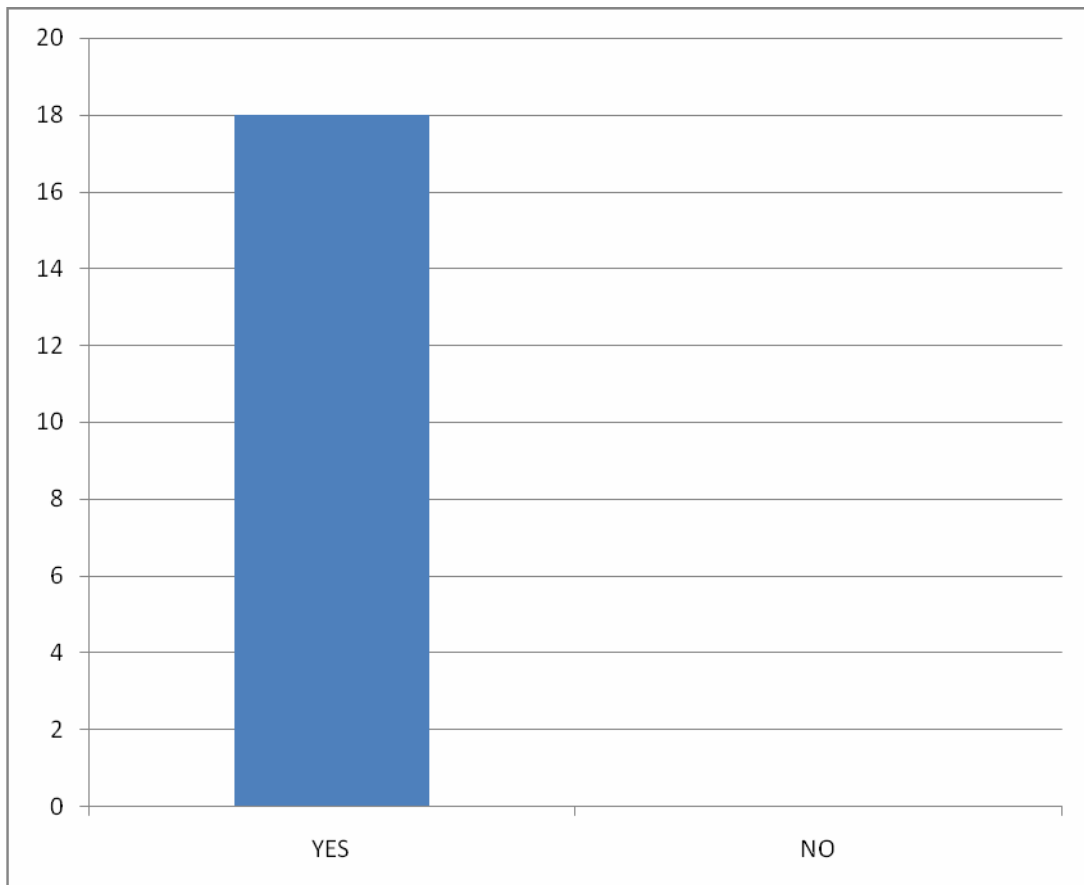


Figure 14 .Back ground

Q. 13.Learning difficulty

Answer: Students admitted in the homes are not suffering from any learning difficulty. But to arrive at valid conclusion, no one takes the psychological test. The house masters/mothers do not have the knowledge about the learning difficulties as well. But Children Aid Society has separate home for such children in Umarkhadi, Mumbai.

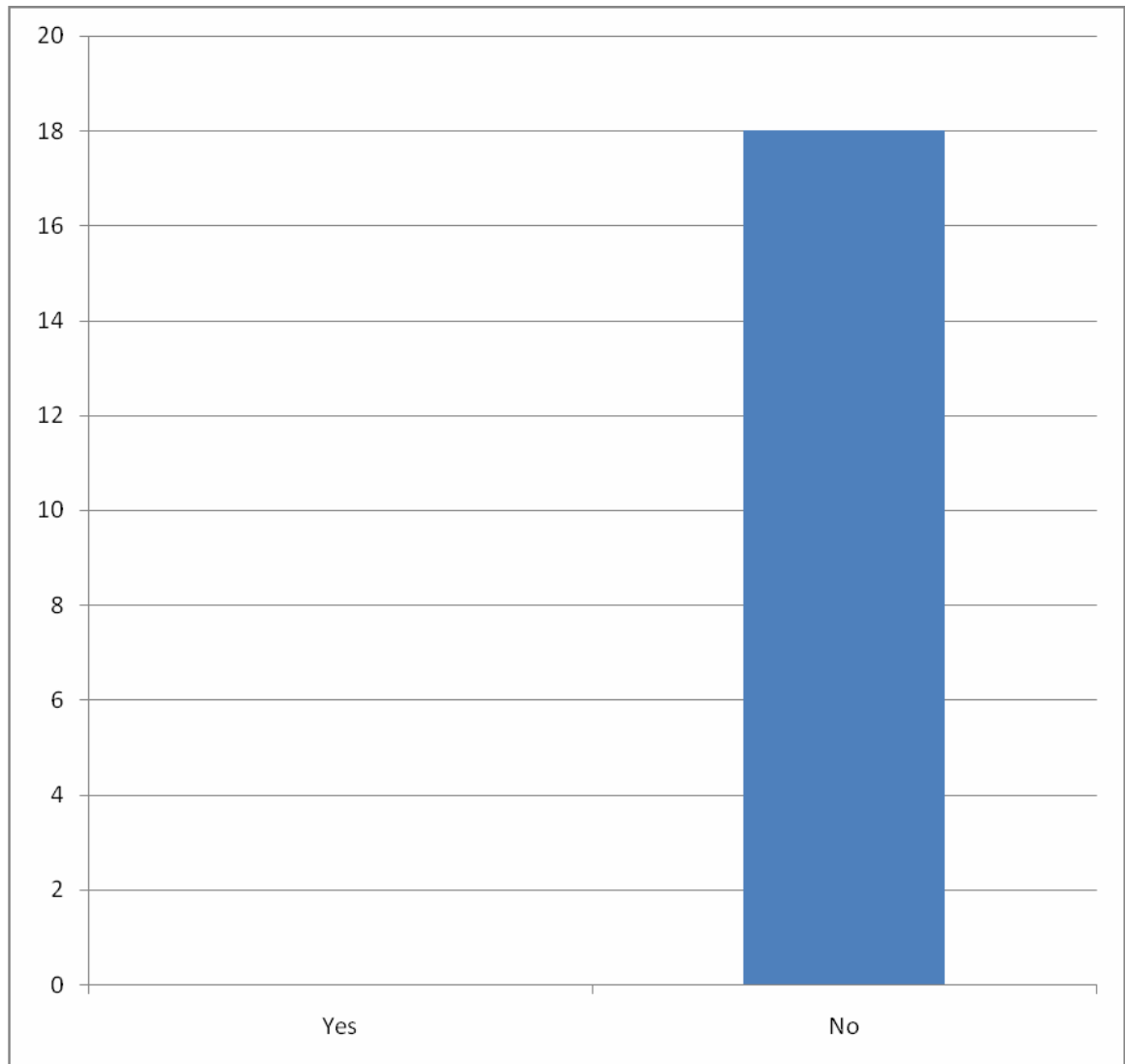


Figure 15. Learning difficulty

Q.14 External Counselor

Answer: Every home has a trained counselor. But this counselor comes thrice a week to solve educational problem. There are separate counselors for boys and girls. According to researcher, these counselors spend very less time. These counselors must guide the students for their carrier, mental problems, problems related to sex etc.

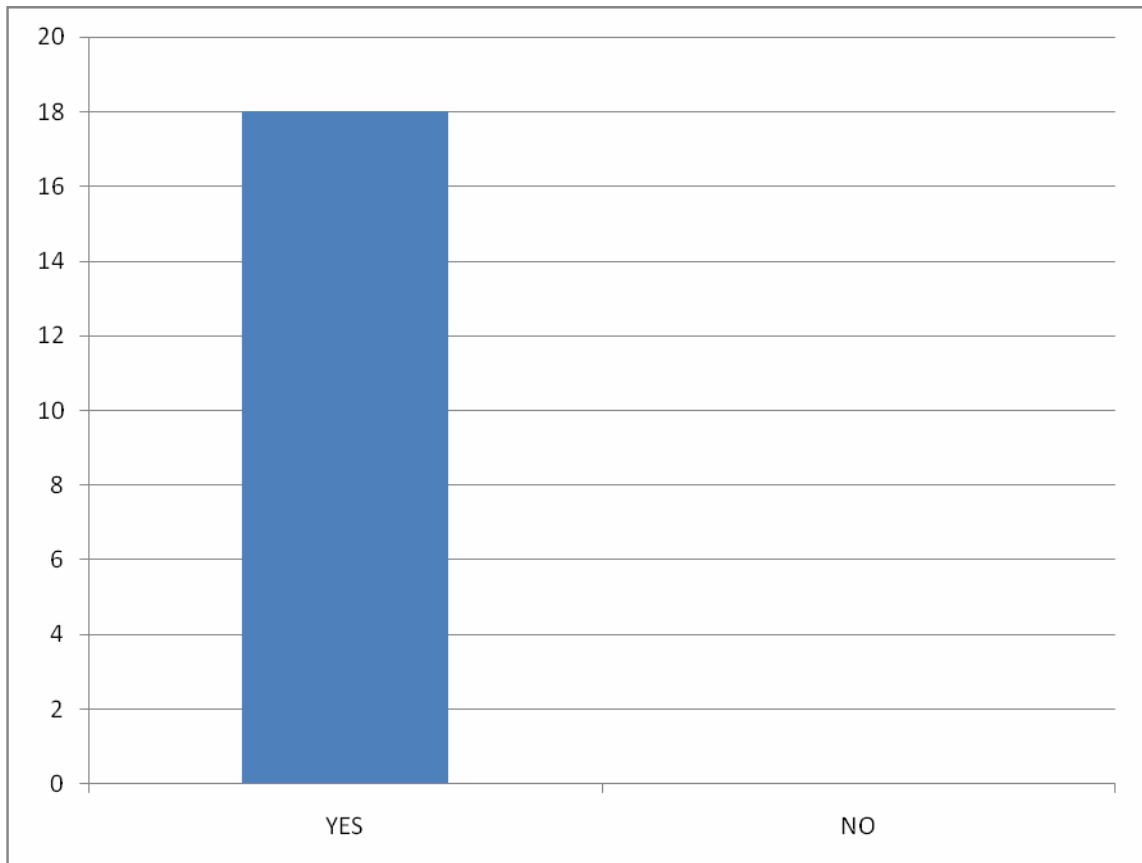


Figure 16. External Counselor

Q.15. Time spent with students

Answer: House mothers from Bal Kalyan Nagari spend 2 hours daily with their ward. These mothers are very keen on the studies. On other side the house master spends 1 hour in 2-3 days. This uneven distribution is because of different administration. House master has a lot of paper work and work related to wiring, plumbing etc.

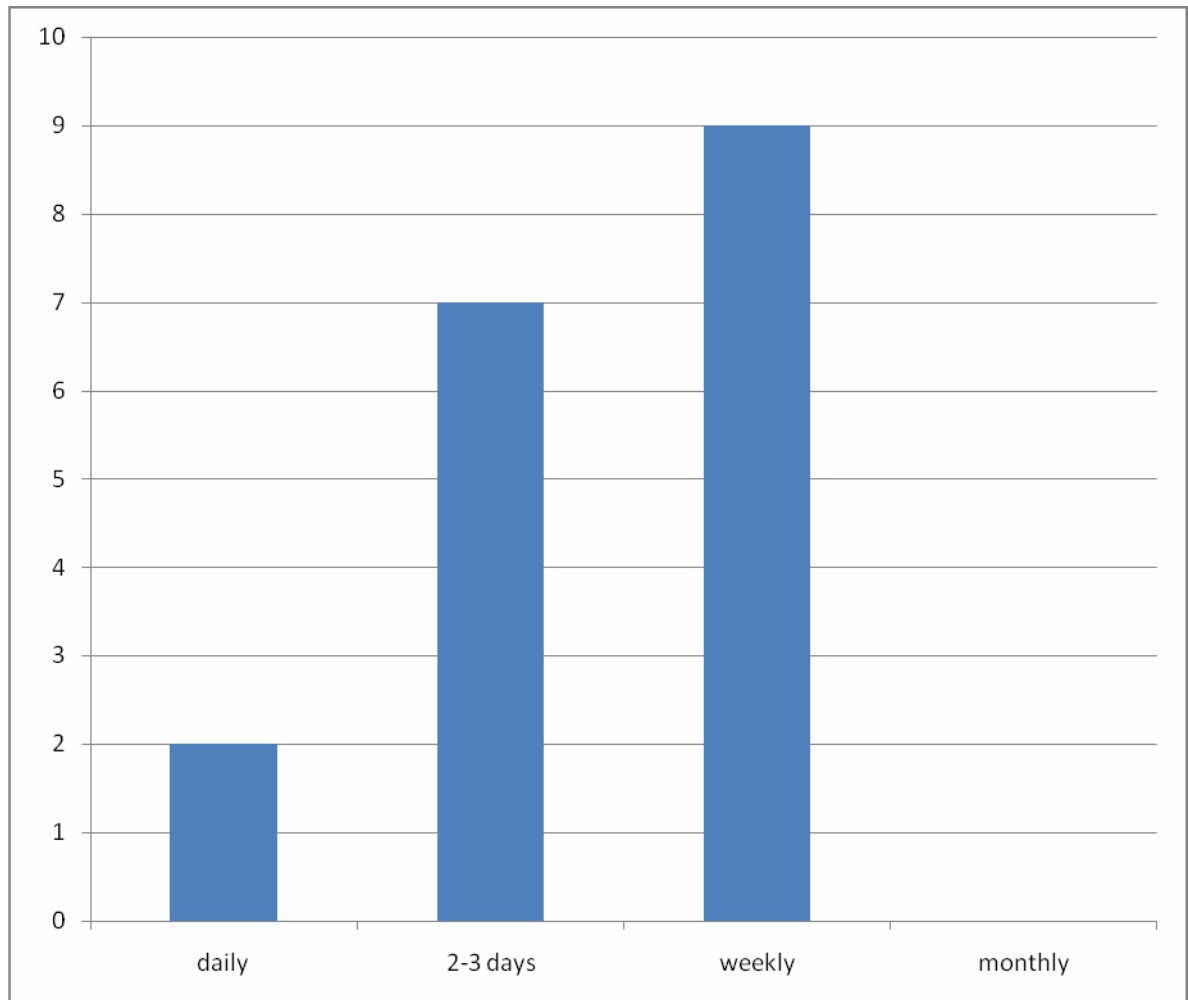


Figure 17. Time spent with students

Q. 16 Physical diseases

Answer: All the students are physically fit. These students undergo a medical test before admission. If they are medically unfit, admission is rejected. After admission, if any child falls sick, the child is transferred to the house or hospital depending upon the severity.

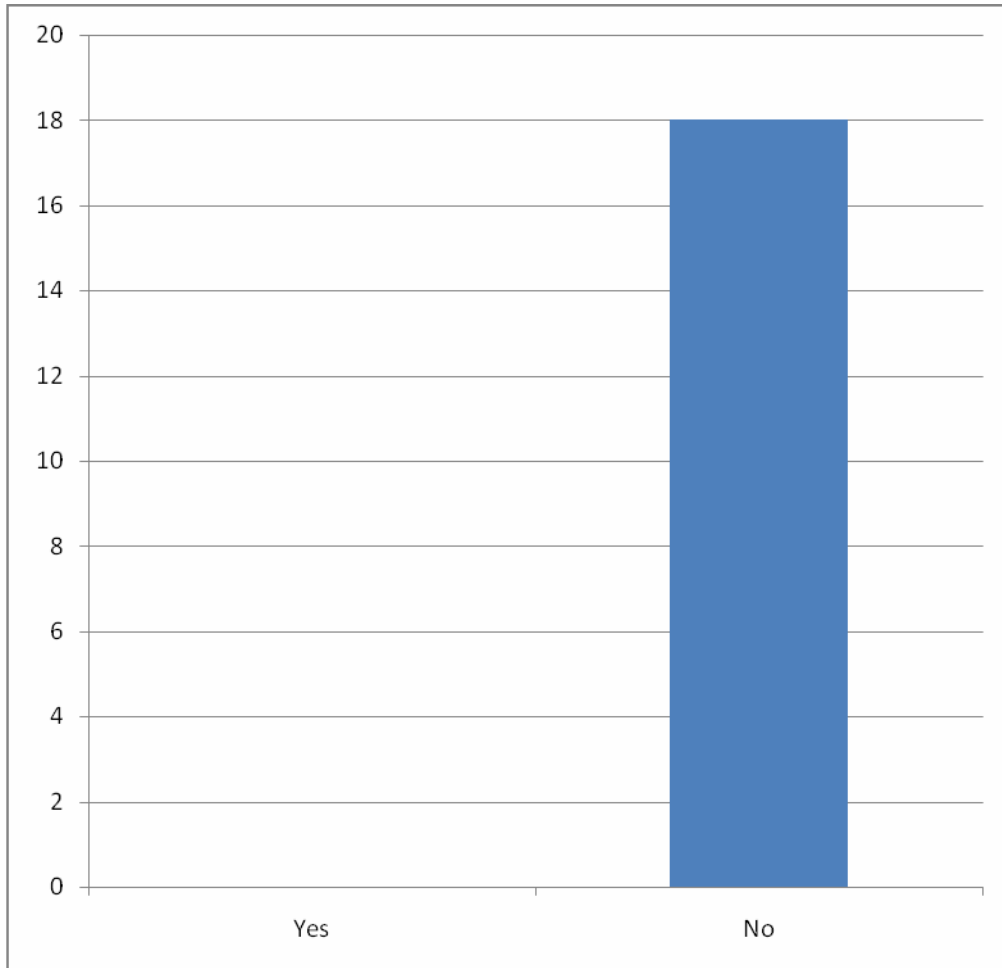


Figure 18. Physical diseases

Q. 17 Residential Doctor

Answer: Every home has residential doctor. The doctors are available to the students in morning at 10 am to 12 pm and 3 pm to 5 pm. All the medicines are available at free of cost. There is a lady doctor for female students. Basic treatment is provided in health post.

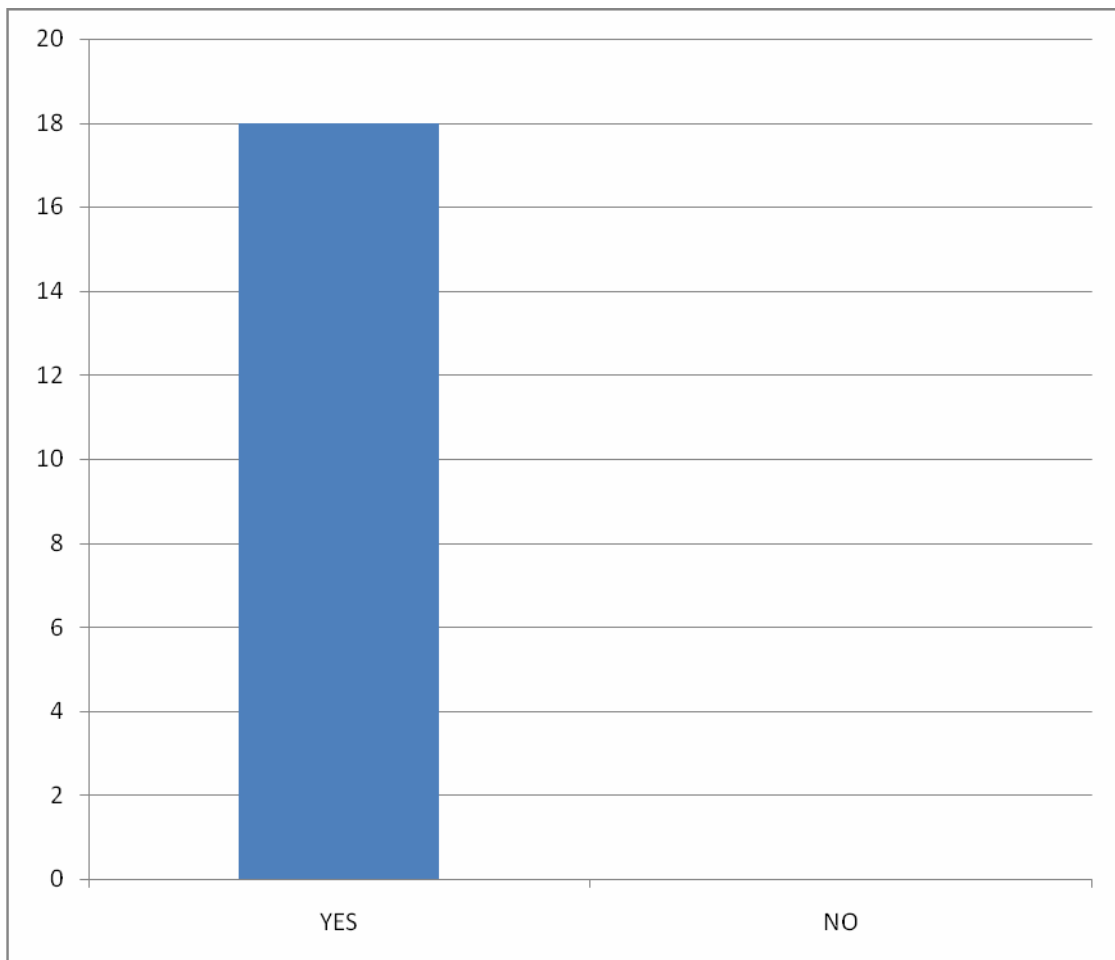


Figure 19. Residential doctor

Q. 18 Knowledge about Thalassemia

Answer: No one knows about the Thalassemia. The topic which researcher has selected is significant for these homes.

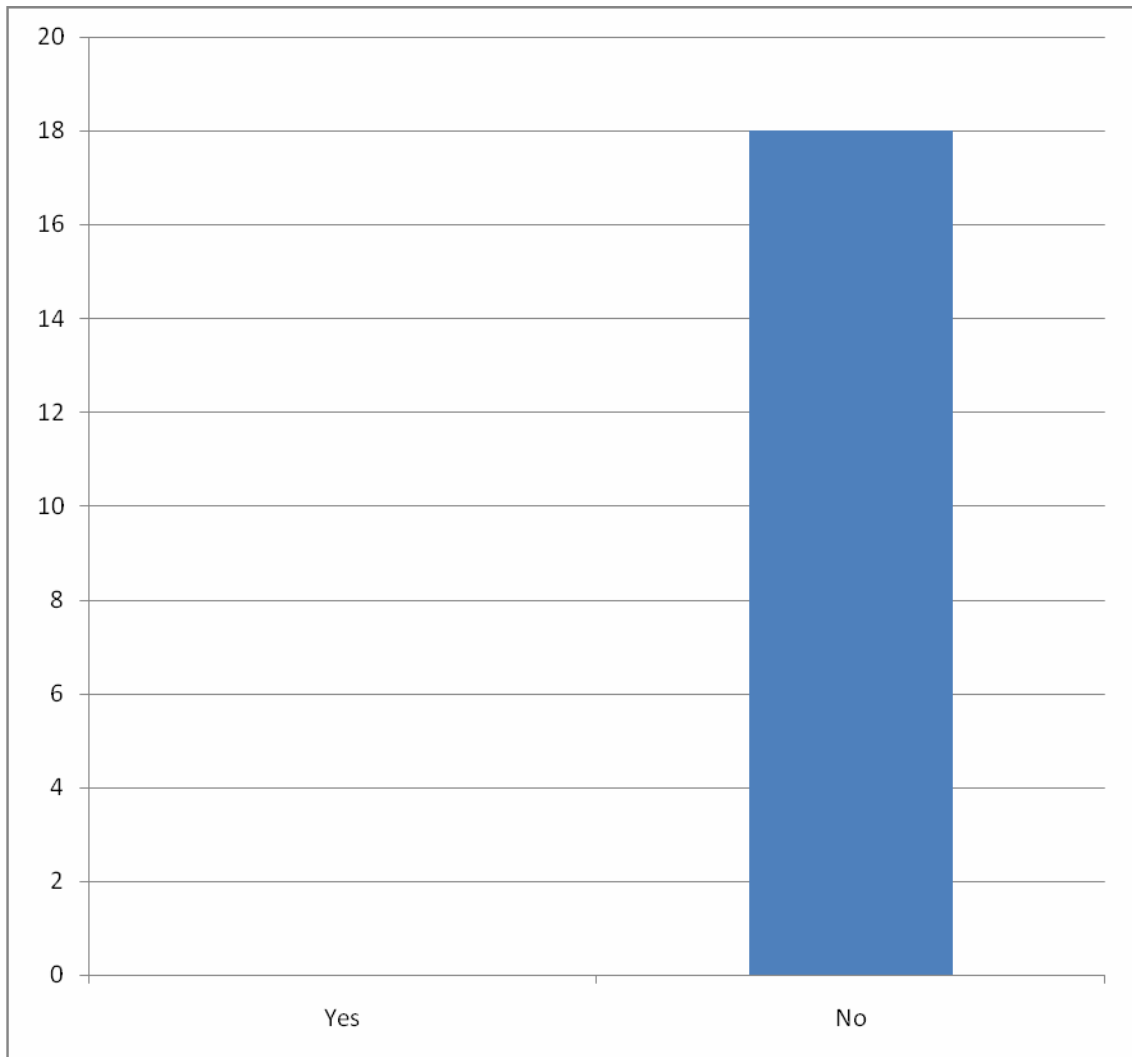


Figure 20. Knowledge about Thalassemia

Q. 19 External subject experts

Answer: An educational institution called Mahesh Tutorial and Scientist from BARC (Bhabha Atomic Research Centre) is come to the homes and provides supplementary teaching to the school work. There is one more lady Mrs. Ganguly who teaches English to these students at free of cost. The timing of the classes is in the evening and on Sundays. These bodies provide ample of reference books, e- learning material, CDs. But the students are very negative to those facilities. They remain absent to these classes.

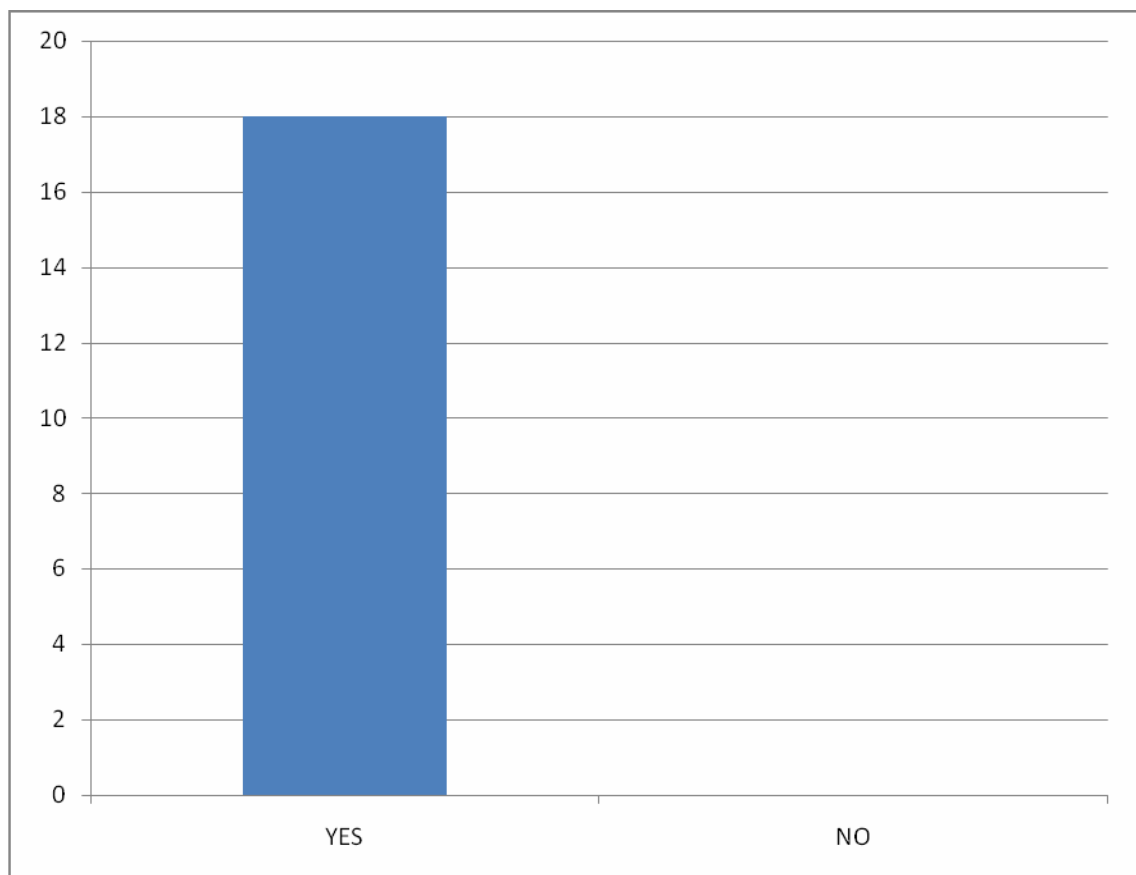


Figure 21. External subject experts

Q.20 Guidance to the students

Answer: House mother/ master provide maximum guidance to their ward. But this guidance is like 'Study for the future' 'You should stand on your feet' No one guides the students what they want.

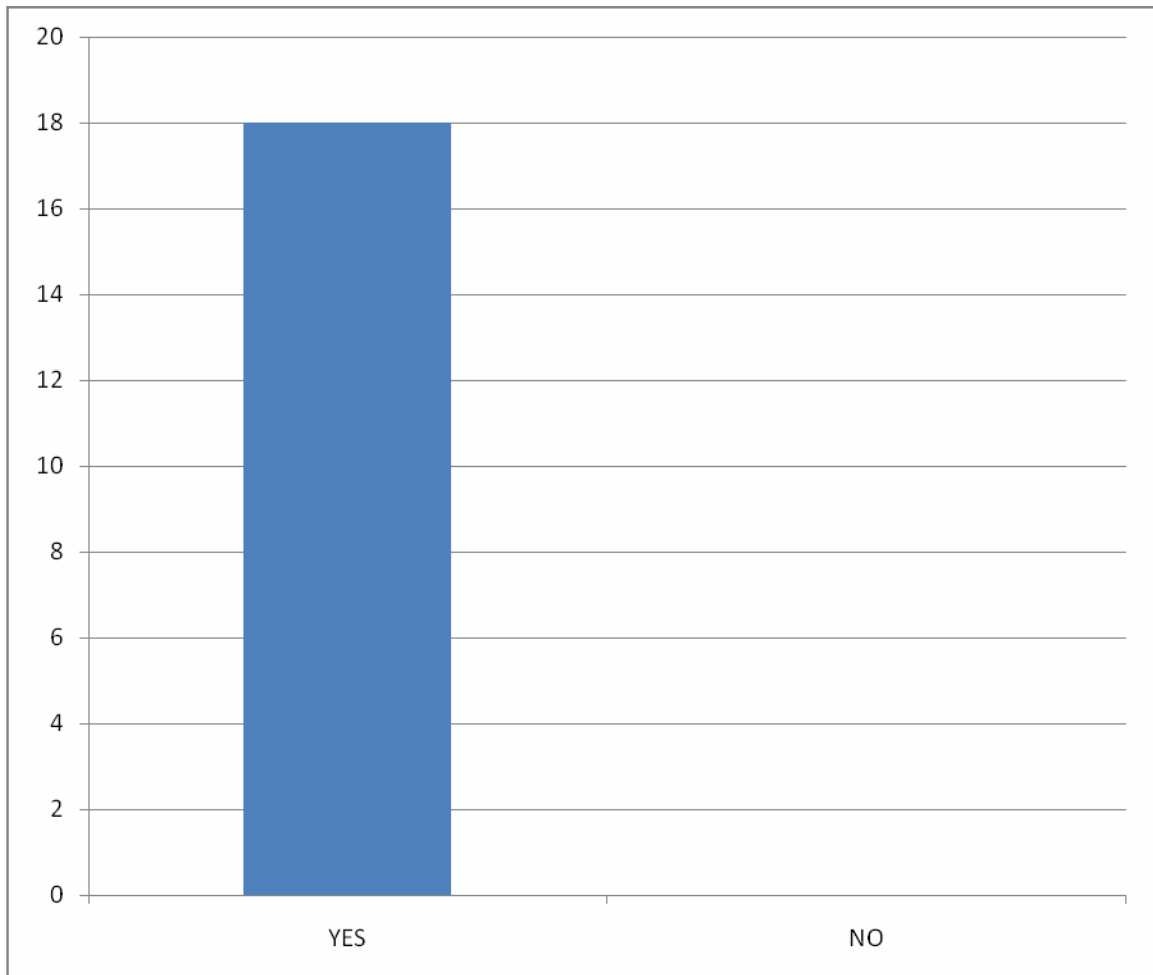


Figure 22. Guidance to the students

4.5 Calculations:

Researcher conducted Experimental method to test educational attitude, health, social, Personal Emotional, Educational and Home and family adjustment. For that he used a standardized test. To measure the educational attitude, he used 'Attitude Scale toward Education' by S.L. Chopra. This test was designed in Hindi Language. To measure the adjustment, he used the inventory by Dr. Palsane. This test was in English and in Marathi as well.

Normal Probability Curve

a) Pre Test

Variable	Mean	Median	Mode
Attitude towards Education	7.0240	7.09	5.34
Health Adjustment	23.4347	23	22
Social Adjustment	23.6811	23	23
Personal and Emotional Adjustment	42.7101	42	42
Educational Adjustment	37.1159	37	38
Home and Family Adjustment	21.2028	22	19

b) Post Test

Variable	Mean	Median	Mode
Attitude towards Education	7.0779	7.08	7.68
Health Adjustment	17.7391	19	19
Social Adjustment	14.3478	14	14
Personal and Emotional Adjustment	22.6376	24	24
Educational Adjustment	26.5072	29	29
Home and Family Adjustment	16.8695	17	19

Table No 6. Mean, Median, Mode of Pre Test and Post Test

From the above calculation it is observed that Mean, Median and Mode for above data are nearly equal. This indicates that the data is normal and one can apply parametric test for such data.

4.6 Statistical Analysis and Hypothesis testing of the collected Data

In the present research, for hypothesis testing, researcher selected 0.01 level of significance level to minimize the risk of Type I error. As mentioned by *Best and Kahn* (edition 2010, page on 408-409)in their Educational Research book, that one do not take a chance on rejecting null hypothesis when it is true.

Scoring keys:

Researcher used the standardize test for Attitude scale toward Education and Adjustment Inventory.

A) Attitude Scale towards Education

Sr. No	Scale Value	Sr. No	Scale Value
1	10.79	12	8.63
2	1.96	13	7.63
3	3.86	14	5.79
4	10.79	15	6.94
5	9.67	16	8.63
6	2.86	17	4.63
7	4.72	18	0.50
8	9.61	19	0.50
9	2.92	20	6.88
10	7.90	21	5.93
11	1.88	22	3.80

Table 7. Key for Attitude towards Education

A) Adjustment Inventory

This test is developed by Dr. M.N. Palsane from University of Pune. This test is in Marathi and English. Researcher gave Marathi test to respondent. There are four areas in which this inventory works:

Table given below should be used for interpreting the obtained raw scores:

Area	Category	Description	Percentile Rank	Range of Scores
Home	A	Excellent	Above-P90	Below 3
	B	Good	P70-P90	3 to 8
	C	Average	P30-P70	9 to 15
	D	Unsatisfactory	P10-P30	16 to 21
	E	Very Unsatisfactory	Below-P10	Above 21

Personal Emotional	A	Excellent	Above-P90	Below 18
	B	Good	P70-P90	18 to 34
	C	Average	P30-P70	35 to 57
	D	Unsatisfactory	P10-P30	58 to 73
	E	Very Unsatisfactory	Below-P10	Above 73
Social	A	Excellent	Above-P90	Below 5
	B	Good	P70-P90	5 to 11
	C	Average	P30-P70	12 to 20
	D	Unsatisfactory	P10-P30	21 to 26
	E	Very Unsatisfactory	Below-P10	Above 26
Educational	A	Excellent	Above-P90	Below 11
	B	Good	P70-P90	11 to 18
	C	Average	P30-P70	19 to 29
	D	Unsatisfactory	P10-P30	30 to 37
	E	Very Unsatisfactory	Below-P10	Above 37
Health	A	Excellent	Above-P90	Below 2
	B	Good	P70-P90	2 to 6
	C	Average	P30-P70	7 to 12
	D	Unsatisfactory	P10-P30	13 to 16
	E	Very Unsatisfactory	Below-P10	Above 16

Table 8. Scoring Key for five Variables

Testing the Hypothesis Research Hypothesis 1:

There is a significant increase in the score of attitude towards Education regarding Thalassemia among the students due to program.

For statistical testing null hypothesis was framed as follows:

There is no significant increase in the score of attitude towards Education regarding Thalassemia among the students due to program.

N	Pre Test	Post Test
M	7.0240	7.0779
σ	0.7867	0.8598
Df	68	68
DM	-0.0731	
't'	0.408 (ignoring the sign)	

Table 9. Mean, Standard Deviation Degrees of freedom, Difference in Means, t value for attitude towards Education

As per the table, the obtained "t" value for one tailed test is 0.408. The table value of 't' at degrees of freedom 68 at 0.01 level is 2.390. As the obtained value less than the table value, the null hypothesis is accepted. This means that the research hypothesis is rejected.

Therefore there was no significant increase in attitude towards Education regarding Thalassemia among the students due to program.

Research Hypothesis 2:

There is a significant increase in the score of health adjustment regarding Thalassemia among the students due to program.

For statistical testing null hypothesis was framed as follows:

There is no significant increase in the score of health adjustment regarding Thalassemia among the students due to program.

N	Pre Test	Post Test
M	23.4348	17.7391
Σ	2.8721	2.4353
Df	68	
DM	5.6956	
't'	11.532	

Table 10. Mean, Standard Deviation Degrees of freedom, Difference in Means, t value for Health Adjustment

As per the table, the obtained 't' value for one tailed test is 11.532. The table value of 't' at degrees of freedom 68 at 0.01 level is 2.390. As the obtained value exceeds than the table value, the null hypothesis is rejected. This means that the research hypothesis is accepted.

Therefore there was significant increase in health adjustment regarding Thalassemia among the students due to program.

Research Hypothesis 3:

There is a significant increase in the score of social adjustment regarding Thalassemia among the students due to program.

For statistical testing null hypothesis was framed as follows:

There is no significant increase in the score of social adjustment regarding Thalassemia among the students due to program.

N	Pre Test	Post Test
M	23.6812	14.3478
σ	1.9962	2.8327
Df	68	
DM	9.3333	
't'	20.837	

Table 11 Mean, Standard Deviation Degrees of freedom, Difference in Means, t value for Social adjustment

As per the table, the obtained 't' value for one tailed test is 20.837. The table value of 't' at degrees of freedom 68 at 0.01 level is 2.390. As the obtained value exceeds than the table value, the null hypothesis is rejected. This means that the research hypothesis is accepted.

Therefore, there was significant increase in social adjustment regarding Thalassemia among the students due to program.

Research Hypothesis 4:

There is a significant increase in the score of Personal and Emotional adjustment regarding Thalassemia among the students due to program.

For statistical testing null hypothesis was framed as follows:

There is no significant increase in the score of Personal and Emotional adjustment regarding Thalassemia among the students due to program.

N	Pre Test	Post Test
M	42.7101	22.6377
σ	2.1969	3.3385
Df	68	
DM	20.0724	
't'	41.146	

Table 12 Mean, Standard Deviation Degrees of freedom, Difference in Means, t value for Personal and Social Adjustment

As per the table, the obtained 't' value for one tailed test is 41.146. The table value of 't' at degrees of freedom 68 at 0.01 level is 2.390. As the obtained value exceeds than the table value, the null hypothesis is rejected. This means that the research hypothesis is accepted.

Therefore, there was significant increase in Personal and Emotional adjustment regarding Thalassemia among the students due to program.

Research Hypothesis 5:

There is a significant increase in the score of Educational adjustment regarding Thalassemia among the students due to program.

For statistical testing null hypothesis was framed as follows:

There is no significant increase in the score of Educational adjustment regarding Thalassemia among the students due to program.

N	Pre Test	Post Test
M	37.1159	26.5072
σ	2.0831	3.4025
Df	68	
DM	10.6087	
't'	20.835	

Table 13. Mean, Standard Deviation Degrees of freedom, Difference in Means, t value for Educational Adjustment

As per the table, the obtained 't' value for one tailed test is 20.835. The table value of 't' at degrees of freedom 68 at 0.01 level is 2.390. As the obtained value exceeds than the table value, the null hypothesis is rejected. This means that the research hypothesis is accepted.

Therefore, there was significant increase in Educational adjustment regarding Thalassemia among the students due to program.

Research Hypothesis 6:

There is a significant increase in the score of Home and family adjustment regarding Thalassaemia among the students due to program.

For statistical testing null hypothesis was framed as follows:

There is no significant increase in the score of Home and Family adjustment regarding Thalassaemia among the students due to program.

N	Pre Test	Post Test
M	21.2029	16.8696
σ	3.4452	2.1414
Df	68	
DM	4.3333	
't'	9.128	

Table 14. Mean, Standard Deviation Degrees of freedom, Difference in Means, t value for Home and Family Adjustment

As per the table, the obtained 't' value for one tailed test is 9.128. The table value of 't' at degrees of freedom 68 at 0.01 level is 2.390. As the obtained value exceeds than the table value, the null hypothesis is rejected and Research hypothesis is accepted.

Therefore, there was significant increase in Home and Family adjustment regarding Thalassaemia among the student due to program.

CHAPTER 5
SUMMARY, CONCLUSION
AND RECOMMENDATIONS

Chapter 5

Summary, Conclusion and Recommendations

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Chapter 5

Summary, Conclusion and Recommendations

5.0 Background

Thalassemia is that the commonest single factor disorder worldwide. It's a heritable blood dyspraxia that reduces the number of Hb the body makes and results in the destruction of red blood cells. An individual will solely get disease by heritable the genes for Thalassemia from their oldsters. The common signs and symptoms of Thalassemia diseases embrace pale skin, dim-witted growth and time of life, anemia, enlarged spleen, and accrued condition to infections.

Thalassemia is that the common monogenic single issue disorders. Individuals from health sectors predict that hypochromic anemia become a global issue by successive few years. By international enhancements in adolescent unwellness interference and treatment, a great deal of importance is given to designation disorders. It will be predict that by providing education relating to the unwellness we tend to increase awareness, encourage kids to check for an equivalent attribute, and unfold data regarding sickness and its treatment.

Thalassemia Major

Thalassemia Major happens once a personal inherits 2 hypochromic anemia genes, one from each parent. Every grownup ought to be hypochromic anemia Minor. Once 2 individuals are hypochromic anemia minor marry, there is a twenty fifth probability that any physiological state might find you throughout a child with hypochromic anemia. 2 kids will have hypochromic anemia minor and one amongst four goes to be ancient. These chances are high that high that gift with each physiological state. Few families have only 1 unwell child, whereas others have all of their kids affected.

Thalassemia is controlled through partaking in preventive health services. Health education is incorporated to elevate awareness and to encourage shoppers to hunt out there services. Education relating to the risks of conceiving a nipper with hypochromic anemia combined with existing contraception services may be a sensible approach to inform the behavior of those in peril for hypochromic anemia. Laboratory blood tests can verify the standing of hypochromic anemia throughout an individual. Screening and steering are associated with many edges, additionally as a diminished varies of thalassemia newborns. The aim of screening for hypochromic anemia and conjugated protein (Hemoglobin) disorders is to provide carrier testing to

every member of the population, ideally before they have kids, therefore on spot carrier couples and inform them of the possibility and their selections.

The hypochromic anemia prevalence rate among the population is unknown. Therefore, the screening for hypochromic anemia standing among the population is indicated not only for up the health standing of this population, but to boot for early intervention and interference of this disorder. If we tend to are ready to circularize hypochromic anemia data and verify the prevalence of hypochromic anemia in student, then one can develop effective screening and steering methods to help them have data relating to hypochromic anemia. Increased data choose relating to childbearing can stop and/or management new cases. In turn, we'd crop the transmission of this disorder.

The standard screening blood tests OF (Osmotic Fragility) and DCIP (did- chloral-phenol and indo-phenol) involved inflicting the blood samples to a hospital, this could be pricy. The modified screening blood tests were developed to supply low-cost and quick screening lands up within the sphere.

5.1 Need and Significance of Research

Now a day's Blood sugar, AIDS, Diabetes are very common diseases. These diseases are because of our life styles, eating styles and mental tension. These diseases are very common even in school going children.

But the topic which researcher selected is very new and the disorder is very common in children. Researcher conducted the research on reform home students for Thalassemia. This reform home is under the financial aid of Government of Maharashtra and Children Aid Society. It is located in Mankhurd, Mumbai. The students are from various backgrounds like juvenile delinquency, orphanage, child labour etc. Researcher is working as Assistant Teacher in the same school and observes students daily. The school is Marathi medium school till tenth standard and affiliated to Maharashtra State Board of Secondary and Higher Secondary Education Board, Pune. The school is getting aid from Government of Maharashtra.

The students are placed by court in remand home. After admission, a file is prepared in personal details of child is entered like name, address, date of birth, blood group etc. Reform home provides necessary medical help in BMC (Brihan Mumbai Corporation) hospitals. Many social workers from various are institution like TISS (Tata Institute of Social Science) Nirmala Niketan organizes educational classes, counseling, medical camps.

Youth are the wealth of the country. Every child in country must be literate and should have sound knowledge of day to day science. This can be done through formal education. But if the physique is proper, the child can learn. So everyone must be aware about the diseases and disorders in humans.

The students in reform home are quiet away from such awareness. Students are attracted to film industry widely and try to mould their lives accordingly. These students are unaware various problems such as AIDS, Hepatics C. The main part of the research is to make the awareness and if these students are affected by these diseases and disorders they must learn to live with such situation.

5.2 Objectives of Research:

1. To access the socio cultural background of adolescent students of Reform Home students suffering from Thalassemia.
2. To prepare and implement the educative program for awareness of Thalassemia.
3. To study the following things of adolescent students suffering from Thalassemia in reform home:
 - a) The attitude towards Education
 - b) Adjustment with self, peer group and with teacher on special focus on health adjustment, Social adjustment, Personal Emotional adjustment, Educational adjustment and Home and family adjustment.

5.3 Conceptual definitions:

Adolescent Student –Adolescence is the **period** of developmental transition between childhood and adulthood, involving multiple physical, intellectual, personality, and social developmental changes. The onset of puberty signals the beginning of **adolescence**, and puberty now occurs earlier, on average, than in the past. (Reference: S.K. Mangal (2009), Advance Educational Psychology, McGraw Hill Publication, New Delhi)

Thalassemia – It is a disorder where an individual's body cannot prepare blood in the body. He requires frequent blood transfusion in his life. (Reference: Dr. P.S. Lamba (2000), ABC of Thalassemia, Pearson Publication, New York)

Reform home – It is judicial place where students are kept for improvement till the age of 18. Every child is admitted with court permission. (Reference: Dr. A.K Gill (1987), Guidance and Counselling for Problematic Children, Shroff Publication, New Delhi)

Effectiveness - It is degree to which something is successful in producing a desired result.(Reference: Internet Wikipedia 2020 20.20IST)

5.4 Operational definitions:

Adolescent Student – The students in standard IX and X from school Children Aid Society's Madhyamik Vidyalaya and whose age is in between 14 to 16 years.

Reform home – The school name is Children Aid Society's Madhyamik Vidyalaya and it is managed by Government of Maharashtra under the session court of Kurla, Maharashtra.

Health adjustment: Physical health of the reform home child with reference to Blood like WBC, CB, Sugar and Thalassemia.

Social adjustment: Social relationship of the reform home child with reference to interaction, communication with peer and guardian.

Personal adjustment: Physical health of the reform home child with reference to personal hygiene, awareness about own body, importance of each body part.

Emotional adjustment: Thinking of the reform home child with reference to convergent and divergent thinking, curiosity, sensitivity towards an issue.

Educational adjustment: Educational issues of the reform home child with reference understanding of a subject, difficulty in writing and retention.

Effectiveness- Significant increase in the post test scores of the attitude towards Education, health adjustment, Social adjustment, Personal Emotional adjustment, Educational adjustment and Home and family adjustment.

5.5. Assumptions:

- i. The researcher is teaching in the school for more than 10 years and has a long communication with students. From his interaction, he aware that students do not knowledge about Thalassemia.
- ii. As the researcher is dealing with guardian of children of reform home with reference to the academic achievement, he found that here is no awareness among guardian to help these students for better life style.
- iii. Thalassemia is incurable however person suffering from thalassemia can live with it with proper care. This is medical truth so awareness is most important than cure.

5.6 Research Questions:

1. What is Thalassemia?
2. How it is related to me?
3. What is the use of its awareness?
4. How Thalassemia is related to reform home?
5. What is use of awareness to reform home student?
6. Does education help in controlling Thalassemia?
7. In what ways it can help?

5.7 Research Hypotheses:

Following are the Research hypothesis for study

1. There is a significant increase in the score of attitude towards Education regarding Thalassemia among the students due to program.
2. There is a significant increase in the score of health adjustment regarding Thalassemia among the students due to program.
3. There is a significant increase in the score of social adjustment regarding Thalassemia among the students due to program.
4. There is a significant increase in the score of Personal and Emotional adjustment regarding Thalassemia among the students due to program.
5. There is a significant increase in the score of Educational adjustment regarding Thalassemia among the students due to program.
6. There is a significant increase in the score of Home and Family adjustment regarding Thalassemia among the students due to program.

Following are the null hypotheses

1. There is no significant increase in the score of attitude towards Education regarding Thalassemia among the students due to program.
2. There is no significant increase in the score of health adjustment regarding Thalassemia among the students due to program.
3. There is no significant increase in the score of Social adjustment regarding Thalassemia among the students due to program.
4. There is no significant increase in the score of Personal and Emotional adjustment regarding Thalassemia among the students due to program.
5. There is no significant increase in the score of Educational adjustment regarding Thalassemia among the students due to program.
6. There is no significant increase in the score of Home and Family adjustment regarding Thalassemia among the students due to program.

5.8 Tools:

There are various tools in the research. But the researcher has used interview as first tool. The interview was close ended. He designed a questionnaire in which there were few questions about Thalassemia and the background of the students in reform home. The questionnaire is attached in appendix.

The researcher used second tool as questionnaire. He purchased two standardized tests for attitude and adjustment inventory in Hindi and Marathi languages.

5.9 Research design and Methodology: Sample:

Researcher used non probability Purposive sampling technique as his sample is from reform home. As the research is related to Thalassemia, researcher selected those students who are suffering from thalassemia and staying in Bla kalyan Nagari and Chembur Children home. The sample would consist of IX and X standard boys and Girls in Reform Home School, Mankhurd, Mumbai. The age group of these students is 14 to 18 years. The size of the sample is 69.

Method:

Researcher followed multi method i.e. survey and experimental method.

Researcher used Survey method first. In this method he design a questionnaire consisted of 32 questions. These questions were asked to Housemother and Housemaster to understand the socio-economic background of the child. These questions were set in Marathi Language as most of the Housemothers and Housemasters are Maharashtrians. There are total 13 housemothers and 5 housemasters. Initially, there was an informal talk with these housemothers and housemaster. Researcher spend 2 hours with each housemother and housemaster. He completed the interviews within a month.

Researcher used one group pretest posttest experimental method for his research.

After the responses researcher collected the blood samples of all students with the help of doctors and Think Foundation. (An NGO). Think Foundation is an NGO which helps the researcher to collect the sample and bared all financial charges for detection. After 15 days researcher got printed reports of blood samples and he chosen his sample who are suffering from Thalassemia. This sample consisted of 69 students.

Initially researcher used 2 inventories i.e. one attitude toward education and second one

adjustment inventory. He distributed in the class and gave 2 hours to respond. Difficulties were solved by the researcher during the supervision. These inventories were given to the students who are suffering from Thalassemia. Data was collected and tabulated.

Researcher called expert to orient about Thalassemia. This orientation was consisted of speech, posters, exhibition, and role play. The expert guided the students about the same and solved the doubts. These sessions were interactive. There were plenty of speakers who came to the students to build up their confidence and also guide them how to live with Thalassemia. This program continued for 90 days. Researcher gave same inventories to the students and data was collected and tabulated.

With the help of 't' test the difference between means were calculated and necessary inferences were drawn.

Variables:

In this method researcher found the cause and relationships between two variables. Researcher used one group pretest posttest method. In experimental method independent variable was methodology of training and dependent variable was test score.

Statistical Treatment:

In experimental method, the researcher used statistics. He used one group pretest posttest experimental methods. He checked the papers and tabulated the scores. For each variables viz. Health adjustment, social adjustment, Personal adjustment and educational adjustment, attitude toward education mean score was calculated for pretest and posttest.

The difference between means was calculated by t-test for each variable.

5.10 Limitations:

1. It is very difficult to measure the change of attitude with respect to this disorder.
2. The program cannot be used for longer period of time i.e. more than six months.
3. Only behavior can difference can be measured.

5.11 Delimitation:

1. This program is only for Thalassemia.

2. Outcome is measured with six parameters only.
3. Research work is limited to reform home students of Mankhurd only.
4. There are other features such as maturation, cooperation which cannot be measured with the questionnaire.

5.12 Contribution of Research work

The researcher focused majorly on spread of awareness of any disease and disorder among the adolescent students. There are many diseases which can be transmitted from one generation to other knowingly and unknowingly. This research triggered the thinking about this disorder from Reform Home students. Normal students can gain knowledge from parents, teachers or peer groups but it is very important to spread the awareness among such students as these are national wealth. One must utilize the energy of these students properly and channelize it. Adolescence age is the right age to create the awareness among the students. Cure of this disorder is not possible so prevention is only one option left. This can be possible through awareness. There are various ways to bring these students in main stream. This research activated the students' likings which are suppressed by society or disorder. There are various activities that can be organized to bring such students away from loneliness. The researcher created the good feeling and positive attitude that one can live with Thalassemia.

5.13 Educational Implications:

This research can help the teacher in following ways:

1. Every teacher from reform home must have the knowledge about the child's background, medical history, blood group etc.
2. Activity based learning must be encouraged to increase the participation of children in class room activity.
3. Teacher must use previous knowledge of the students and try to correlate it with current.
4. Supplementary material such as documentary, television program must be used in teaching learning. This will increase the understanding of the subject.
5. Necessary reward must be given for proper encouragement.
6. Frequent counseling must be used at regular interval.
7. For social involvement, teacher must organize motivational programs like speech of ex-students of school, a person working for unprivileged section, etc.

5.14 Conclusions:

Conclusion based on objective 1

1. The students who are coming to reform home are from different background such they have criminal background, single parent, orphanage, migrated to Mumbai to fulfill their desire etc. They are from poor family.

Conclusion based on objective 2

The program was designed and implemented in the reform home properly by the researcher.

Conclusions based on objective 3

1. There is no significant increase in attitude towards Education regarding Thalassemia among the students due to program.
2. There is a significant increase in Health Adjustment regarding Thalassemia among the students due to program.
3. There is a significant increase in Social Adjustment regarding Thalassemia among the students due to program.
4. There is a significant increase in Personal and Emotional adjustment regarding Thalassemia among the students due to program.
5. There is a significant increase in Educational adjustment regarding Thalassemia among the students due to program.

5.15 Discussions on Conclusions:

Researcher got the results of Interview and Experiment. The following points are highlighted with reference to the results:

1. These students are having lack of confidence and they are not willing to do a task.
2. Their main aim is to fulfil own basic needs like home, food and clothes. They are very happy and enjoying the reform home life till the age of 18 years.
3. Their attitude toward the education is very negative and they are very much less career oriented. But teachers must take extra efforts and used wide method of teaching to change the attitude.
4. They are well versed the co-curricular activities. They like drawing, sculpture and like to participate in drama.

5. These students got adjusted with their environment where they live knowingly or unknowingly.
6. These students are very much attracted toward films and try to make oneself like actor or actress.
7. The students are aware of the laws related to children like POSCO, Child Labour etc. right from childhood.
8. Few students are doing malpractices in reform home like selling unwanted things, books and try to earn extra money.
9. As government provides less amount, these reform homes are in very bad conditions. Government provides Rs. 365 for boy and Rs. 416 for girl per month.
10. Basic facilities in the reform homes are not good like toilets, sanitary napkins, doctor facilities, qualities of food etc.
11. During such a short span of period, it seems to be difficult to change their attitude towards Education. Hence there is need of more rigorous efforts in proper direction.
12. From the conclusion it is clear that such kind of program is certainly beneficial in developing and imparting adjustment regarding Health, Social, Personal Emotional, Educational and Family adjustment.
13. Creative and dedicated teachers can improve this program to make it more effective.

5.16 Suggestions:

1. There should be an extended program for the attitude development of children suffering from Thalassemia.
2. Training modules must be designed and organized for teachers as well as housemasters/mothers about Thalassemia education.
3. A person must be appointed having a medical background who can maintain the medical record of such students. In case of emergency, a teacher can contact him for future action.
4. These students should be encouraged to get the admission for professional courses like ITI, Skill development programs. This will help to become independent.

5. Special sessions should be arranged for the empowerment of positive attitude of these students with the help of motivated speakers, health workers, and psychological counselor.
6. Proper psychological guidance must be given to build up the confidence on every Saturday after school hours.
7. Pre marriage and Post marriage counseling must be given with help of Rotary club or Lions club for better future.
8. Thalassemia detection camp must be organized in every school/college every year.

5.17 Scope for further research:

This research deals with awareness regarding Thalassemia only. It helps to understand the cause and symptoms of the same. It also guides to live with Thalassemia.

This research tried to study the attitude of adolescent students suffering from Thalassemia in reform home. This emphasized the role of education in one's life that will help him for vocation.

The other aspect included the adjustability of the students suffering from Thalassemia in reform home. These things covered health adjustment, Social adjustment, Personal Emotional adjustment, Educational adjustment and Home and family adjustment.

This program can be useful to similar kinds of students elsewhere.

APPENDIX

Appendix A

1. Questionnaire Interview

1. Name:

2. Age:

3. Educational

qualifications: _____

4. Experiences as guardian in this

institution: _____

5. Are you happy with current job?

Yes

No

can't say

6. How many children you handle?

7. What is their age group?

Smaller than 5

5-7

8-10

11-13

14-16

Greater than 17

8. Does your institution provide first aid facility?

Yes

No

Can't say

9. Apart from teaching, does your institution provide on job training like computer repairing, electrical wiring, cycle repairing etc?

Yes

No

Can't say

10. If a new child is admitted in your institution, what medical test is conducted?

11. Does your institution organize medical checkup camps like dental check up, HIV testing etc?

Yes

No

Can't say

12. Any specific habit/habits you observe in your children like singing, dancing etc?

13. Any specific characteristics you notice in your ward.

14. What are the ambitions of your ward?

15. How you motivate such ward to achieve the ambition?

16. Any specific knowledge about the background do you have about your children?

17. What type of children you are dealing with like juvenile delinquency, orphanage?

18. Do your children suffering from mental disease like dyslexia, dyscalculia etc

Yes

No

Can't say

19. How you handle such children?

20. Do you take help of an external counselor?

Yes

No

Can't say

21. If yes, how much time counselor spends with children?

22. Do your children suffer from physical disease/ disorder?

Yes

No

Can't say

23. What type of physical disease/disorder generally your children have?

24. Does your institution have residential doctor?

Yes

No

Can't say

25. How you behave with such students?

26. Are you aware about Thalassemia?

Yes

No

can't say

27. Do your children have Thalassemia?

Yes

No

can't say

28. How you educate such children?

29. Do you invite external subject expert for such students?

Yes

No

Can't say

30. Do you guide your children in their studies?

Yes

No

Can't say

31. How much time you spend with your children? In what way?

32. How do you handle girl child?

Appendix B

Activities performed by Mr. Shirish Choudankar for Research

Date	Activity	Name of Person/ Venue	Time
28/11/2013	Pre-Test	Mr. Shirish Choudankar	2.00 pm
29/11/2013	Blood Check up	Think Foundation	2.00 pm
30/11/2013	Talk on Thalassemia	Mrs. Smita (CCH)	2.00 pm
1/12/2013	Sunday		
2/12/2013	Talk on Thalassemia	Mrs. Smita (BKN)	2.00 pm
3/12/2013	Visit to Centre	Think Foundation (CCH)	2.00 pm
4/12/2013	Visit to Centre	Think Foundation (BKN)	2.00 pm
5/12/2013	Poster Competition	Yuva Adhar Foundation(CCH)	2.00 pm
6/12/2013	Poster Competition	Yuva Adhar Foundation (BKN)	2.00 pm
7/12/2013	Street Play	Govandi Station (E)	2.00 pm
8/12/2013	Sunday		
9/12/2013	Street Play	Mankhurd Gaon	2.00 pm
10/12/2013	Street Play	Agarwadi	2.00 pm
11/12/2013	Street Play	Govandi Station (W)	2.00 pm
12/12/2013	Street Play	Mankhurd Station (W)	2.00 pm
13/12/2013	Street Play	Trombay	2.00 pm
14/12/2013	Street Play	Panjar Pol	2.00 pm
15/12/2013	Sunday		
16/12/2013	Street Play	Lallubhai Compound	2.00 pm
17/12/2013	Street Play	PMGP colony	2.00 pm
18/12/2013	Street Play	Mankhurd Station (E)	2.00 pm
19/12/2013	Debate (BKN Vs CCH)	Mr. Shirish Choudankar	2.00 pm
20/12/2013	If-else game BKN Vs CCH	Mr. Shirish Choudankar	2.00 pm
21/12/2013	Talk on Sex	Mrs. Pratibha	2.00 pm

	Education	Ursalkar	
22/12/2013	Sunday		
23/12/2013	Skit (Thalassemia awareness)	Mankhurd gaon	2.00 pm
24/12/2013	Skit (HIV awareness)	Mankhurd Station (W)	2.00 pm
25/12/2013	X'MAS		
26/12/2013	Morning Walk	Govandi Station (E)	2.00 pm
27/12/2013	Morning walk	Mankhurd station (E)	2.00 pm
28/12/2013	Morning Walk	Mankhurd Gaon	2.00 pm
29/12/2013	Sunday		
30/12/2013	Morning Walk	Lallubhai Compound	2.00 pm
31/12/2013	Morning Walk	Maharashtra Nagar	2.00 pm
1/12/2013	Morning walk	PMGP Colony	2.00 pm
2/12/2013	Morning Walk	Mankhurd station (W)	2.00 pm
3/1/2014	Morning Walk	Govandi station (W)	2.00 pm
4/1/2014	Skit (Dowry)	Lallubhai Compound	2.00 pm
5/1/2014	Sunday		
6/1/2014	Skit (Gender biasing)	PMGP colony	2.00 pm
7/1/2014	Skit (Sexual harrsement)	Agarwadi	2.00 pm
8/1/2014	Skit (Learning defects)	Govandi Station (W)	2.00 pm
9/1/2014	Skit (Pollution)	Mankhurd station (W)	2.00 pm
10/1/2014	Skit (National Integrity)	Mankhurd Gaon	2.00 pm
11/1/2014	Skit (Consumer rights)	Trombay	2.00 pm
12/1/2014	Sunday		
13/1/2014	Skit (Social Problems)	Panjar Pol	2.00 pm
14/1/2014	Holiday (Makar Sankranti)		
15/1/2014	Adjustment with Thalassemia (CCH)	Mr. Shah	2.00 pm

16/1/2014	Adjustment with Thalassemia (BKN)	Mr. Shah	2.00 pm
17/1/2014	Talk on Career in Navy (BKN and CCH)	Mr. Pawar	2.00 pm
18/1/2014	Post Test	Mr. Shirish Choudankar	2.00 pm

Appendix C

Data

Attitude Scale towards Education

Sr. No	Pre-Test	Post Test
1	6.04	6.68
2	5.93	5.89
3	5.76	4.8
4	5.35	6.13
5	5.87	7.84
6	5.64	6.21
7	6.84	6.92
8	6.22	7.13
9	5.38	7.74
10	5.78	6.38
11	6.13	7.54
12	7.22	7.97
13	6.83	6.97
14	7.07	7.95
15	6.8	6.02
16	7.17	6.08
17	6.64	7.29
18	7.04	8.28
19	7.58	6.86
20	8.17	5.96
21	7.29	7.49
22	7.76	7.68
23	7.38	7.68
24	7.92	7.61
25	7.27	8.22
26	7.23	7.1
27	7.74	6.57

28	7.67	8.64
29	8.45	8.47
30	7.85	6.77
31	7.81	7.68
32	7.14	6.71
33	6.6	6.71
34	6.93	6.05
35	7.31	7.53
36	8.01	7.91
37	7.38	7.57
38	7.69	3.92
39	8.37	6.24
40	8.37	7.08
41	6.74	7.03
42	6.64	7.12
43	8.09	6.33
44	7.78	8.37
45	6.76	6.61
46	6.69	7.35
47	5.64	8.12
48	6.96	7.68
49	7.16	6.47
50	7.47	6.89
51	7.16	6.87
52	7.69	7.49
53	6.05	7.31
54	6.24	7.05
55	6.85	7.77
56	8.61	5.93
57	7.47	7
58	6.68	8.49
59	7.09	7.01

60	6.09	6.4
61	7.2	7.52
62	6.26	7.61
63	6.52	6.89
64	6.75	7.73
65	6.82	6.37
66	8.35	8.37
67	7.14	6.13
68	6.57	7.19
69	7.56	7.01

Adjustment Inventory

Pre- Test

Sr. No	Health	Social	Personal Emotional	Educational	Home and Family
1	19	20	39	30	16
2	15	30	48	30	25
3	24	20	48	25	12
4	20	20	40	36	16
5	20	21	39	35	17
6	20	23	42	37	20
7	17	22	42	37	21
8	20	22	42	37	19
9	27	23	39	37	22
10	22	23	42	37	22
11	22	27	49	37	19
12	27	22	47	37	27
13	22	22	42	37	23
14	27	27	42	37	27
15	22	27	42	37	19
16	22	27	42	37	19
17	22	27	48	37	19
18	27	23	43	37	19
19	23	23	42	39	22
20	27	23	43	37	17
21	22	22	42	38	20
22	22	24	43	38	22
23	28	27	48	37	28
24	30	27	42	38	19
25	23	23	48	38	24
26	22	24	42	37	19
27	27	22	42	38	20

28	23	23	42	38	18
29	22	23	42	38	19
30	22	23	42	38	19
31	22	24	42	37	18
32	23	23	42	38	22
33	23	23	45	38	22
34	23	23	42	38	23
35	24	23	42	37	19
36	22	22	42	37	22
37	22	23	42	38	19
38	24	24	44	39	20
39	20	27	49	37	19
40	27	22	42	37	22
41	27	27	42	37	20
42	22	23	42	37	19
43	27	23	42	37	22
44	27	23	42	37	22
45	30	27	42	37	27
46	22	27	42	38	22
47	22	27	42	38	22
48	32	22	42	38	24
49	22	22	42	38	27
50	22	23	42	38	24
51	24	24	44	38	24
52	22	22	42	38	24
53	24	24	42	38	24
54	24	24	42	38	29
55	24	24	44	38	12
56	24	24	42	38	22
57	22	23	42	38	24
58	24	23	42	38	24
59	24	24	42	37	24
60	24	24	42	38	24
61	24	24	42	38	24
62	24	24	42	38	24

63	24	24	42	38	24
64	24	24	43	37	14
65	24	24	42	40	19
66	24	23	42	38	24
67	24	23	42	38	22
68	20	21	40	36	18
69	24	23	42	37	19
Mean	23.43478261	23.68115942	42.71014493	37.11594203	21.20289855

Post Test

Sr. No	Health	Social	Personal Emotional	Educational	Home and Family
1	17	12	22	27	15
2	20	14	23	29	17
3	12	17	25	29	19
4	20	14	27	29	14
5	19	14	20	29	18
6	19	14	20	27	19
7	19	14	24	29	18
8	20	17	27	29	20
9	19	22	27	29	19
10	19	14	24	29	14
11	20	12	14	29	19
12	20	20	27	29	20
13	19	14	24	29	19
14	20	14	24	29	17
15	19	14	27	29	19
16	19	14	29	27	15
17	15	10	24	25	13
18	19	12	24	29	14
19	15	19	14	29	14
20	15	19	20	27	14

21	12	19	20	27	19
22	17	19	14	29	20
23	19	10	21	20	17
24	19	14	20	20	17
25	15	10	27	20	16
26	17	20	21	20	14
27	19	10	20	24	17
28	12	10	24	24	12
29	18	14	24	24	14
30	14	14	24	29	16
31	19	12	20	20	14
32	19	12	24	20	14
33	19	14	20	24	19
34	19	14	24	29	17
35	19	19	19	29	19
36	19	19	24	24	19
37	19	14	24	29	16
38	14	14	21	29	17
39	19	14	24	29	16
40	19	14	14	24	14
41	19	14	24	29	19
42	19	10	24	29	17
43	19	14	20	29	17
44	10	17	20	24	16
45	16	14	24	26	17
46	16	10	20	26	16
47	16	14	24	20	19
48	10	14	24	26	14
49	19	14	24	29	14
50	16	14	24	26	19
51	19	14	24	29	19
52	19	14	24	29	16

53	19	14	24	24	20
54	19	14	24	29	17
55	19	20	20	14	19
56	19	14	24	29	19
57	19	14	24	29	16
58	19	10	19	29	19
59	16	14	24	26	17
60	19	20	24	24	14
61	20	15	20	21	17
62	19	12	24	29	16
63	16	14	29	29	17
64	19	14	24	29	19
65	19	14	29	27	19
66	19	14	19	29	19
67	19	14	20	29	17
68	15	10	19	24	13
69	19	14	24	24	19

Calculations:

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Atti_Edu0	7.0241	69	.78675	.09471
	Atti_Edu1	7.0780	69	.85987	.10352

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Atti_Edu0 & Atti_Edu1	69	.113	.355

		Paired Differences					t	df
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Atti_Edu0 - Atti_Edu1	-.05391	1.09791	.13217	-.31766	.20983	-.408	68

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Health0	23.4348	69	2.87217	.34577
	Health1	17.7391	69	2.43535	.29318
Pair 2	Social0	23.6812	69	1.99627	.24032
	Social1	14.3478	69	2.83272	.34102

Pair 3	Personal0	42.7101	69	2.19693	.26448
	Personal1	22.6377	69	3.33859	.40192
Pair 4	Educational0	37.1159	69	2.08310	.25078
	Educational1	26.5072	69	3.40252	.40962
Pair 5	Family0	21.2029	69	3.44529	.41476
	Family1	16.8696	69	2.14142	.25780

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Health0 & Health1	69	-.190	.119
Pair 2	Social0 & Social1	69	-.162	.183
Pair 3	Personal0 & Personal1	69	-.031	.803
Pair 4	Educational0 & Educational1	69	-.139	.254
Pair 5	Family0 & Family1	69	.061	.616

		Paired Differences					t	df
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Health0 - Health1	5.69565	4.10274	.49391	4.71007	6.68124	11.532	68
Pair 2	Social0 - Social1	9.33333	3.72064	.44791	8.43954	10.22713	20.837	68
Pair 3	Personal0 - Personal1	20.07246	4.05230	.48784	19.09899	21.04593	41.146	68
Pair 4	Educational0 - Educational1	10.60870	4.22951	.50917	9.59266	11.62473	20.835	68
Pair 5	Family0 - Family1	4.33333	3.94322	.47471	3.38607	5.28060	9.128	68

Appendix - D
Adjustment Inventory

(२)

खालील विधानांची उत्तरे उत्तरपत्रिकेत प्रत्येक विधानाच्या योग्य क्रमांकासमोर सूचनेप्रमाणे द्या.

- १ मला शाळेत / महाविद्यालयात मित्रांकडून आवश्यक ते सर्व सहकार्य मिळते.
- २ आम्ही मित्रमंडळी एकत्र जमून अभ्यास करतो.
- ३ एका व्यक्तीपेक्षा जास्त लोकांशी माझे जिवाळ्याचे संबंध आहेत.
- ४ मी घरातील सर्वांत लहान भावंड असलो तरीही मला योग्य ते स्वातंत्र्य मिळते.
- ५ माझा स्वभाव तसा थोडा भित्राच आहे.
- ६ वर्गात शिक्षकांची टिंगल करणे मला पसंत नाही.
- ७ सभासमारंभात प्रमुख व्यक्तीची भेट घेण्याचा मी प्रयत्न करतो.
- ८ माझी शाळा / महाविद्यालय बदलण्याची मुळीच इच्छा नाही.
- ९ मी माझ्या आईवडिलांचा अपेक्षाभंग केला आहे असे मला वाटत नाही.
- १० माझे मित्रमंडळ खूप मोठे आहे.
- ११ मला मित्र मिळवायचे आहेत.
- १२ न समजलेले भाग शिक्षकांकडून अथवा इतरांकडून मी समजावून घेतो.
- १३ अनेक ओळखी असण्यापेक्षा थोडे निवडक घनिष्ठ मित्र असावेत असे मला वाटते.
- १४ माझे आईवडिल माझ्या व्यक्तिमत्त्वाला कधी नावे ठेवत नाहीत.
- १५ मी फारसा संवदेनाक्षम नाही.
- १६ मला पोटदुखीचा विकार आहे.
- १७ आई नसल्याने मला दुःख होते.
- १८ आमचे बहुतेक सर्वच शिक्षक चांगले आहेत.
- १९ मला जे काही बोलायचे असेल ते चार चौघांसमोर न अडखळता बोलू शकतो.
- २० मी आईवडिलांना माझ्या अडचणी मोकळेपणाने सांगू शकतो.
- २१ अभ्यास करताना मी लगेच अस्वस्थ होतो.
- २२ विचारांची डोक्यात गर्दी झाल्यामुळे कधी कधी मला झोप लागत नाही.
- २३ मला अतिशय प्रामाणिक मित्र लाभले आहेत.
- २४ एखाद्याशी संभाषण चालू ठेवणे मला फारसे कठीण जात नाही.
- २५ पार्टटाईम नोकरी मिळण्यासाठी मला विशेष मदत हवी आहे.
- २६ मी लोकांशी मिसळू शकत नाही.
- २७ मला नेहमीच कशाची ना कशाची काळजी लागून राहिलेली असते.
- २८ माझे शिक्षक माझा द्वेष करतात.
- २९ हॉलमध्ये सभा अथवा समारंभ सुरु असताना मध्येच उशिरा जाऊन बसणे अवघड वाटते.
- ३० काही विचार न करतासुद्धा कधी कधी एखाद्या चळवळीत अथवा कार्यक्रमात भाग घेतो.
- ३१ अभ्यासेतर उपक्रमांसाठी आवश्यक त्या सर्व सोयी आमच्या / शाळेत / महाविद्यालयात आहेत.
- ३२ पुढाऱ्यांची मदत मागण्यात मला संकोच वाटतो.
- ३३ मला अतिशय घाम येतो.

- ३४ शाळेतील / महाविद्यालयातील एकंदर वातावरणाची मला मुळीच भीती वाटत नाही.
- ३५ वाईट संगतीमुळे मी बिघडत चाललो आहे असे सर्व म्हणतात.
- ३६ माझ्या स्वतःच्या अडचणी सोडवण्यास मी समर्थ आहे.
- ३७ पदवीनंतरच्या वेगवेगळ्या व्यवसायांची माहिती मला हवी आहे.
- ३८ मला असे वाटते की मला शिष्टाचाराची फारशी माहिती नाही.
- ३९ माझ्या कुटुंबाच्या भविष्यकालीन चरितार्थाची मला काळजी वाटत नाही.
- ४० सभेपुढे अहवाल सादर करणे मला थोडे कठीण वाटते.
- ४१ मी पुष्कळ वेळा निष्कारण घाबरतो.
- ४२ कॉलेजमध्ये शिकण्यासाठी मला योग्य ते वातावरण मिळत नाही.
- ४३ स्वार्थासाठी मी कधीही लोकांशी खोटे बोलत नाही.
- ४४ स्वतःचे विचार योग्य तऱ्हेने मांडणे मला कठीण जाते.
- ४५ कुठल्या विषयात मला रस आहे ते मला माहित नाही.
- ४६ माझ्या घरात नवीन तऱ्हेच्या वस्तू नाहीत.
- ४७ काही वेळा मला हसण्याच्या वा रडण्याच्या अनावर उर्मी येतात.
- ४८ मला असे वाटते की माझी महाविद्यालयाची निवड बरोबर झाली नाही.
- ४९ एकदम अनोळखी माणसाची बोलणे सुरु करणे मला जमत नाही.
- ५० माझे जिच्यावर प्रेम आहे तिला दुरावण्याची मला भीती वाटते.
- ५१ माझा वेळ वेगवेगळ्या उपक्रमांमध्ये कसा जातो ते मला कळत नाही.
- ५२ मला क्वचितच औषधोपचारची आवश्यकता पडते.
- ५३ एखादी वाईट गोष्ट केल्यानंतर मला अपराधी वाटू लागते.
- ५४ विचारलेल्या प्रश्नाचे उत्तर येत असूनसुद्धा परिक्षेत आठवत नाही.
- ५५ भिन्नलिंगी मित्रांबरोबर सामाजिक समारंभात भाग घेणे मला आवडत नाही.
- ५६ माझ्याकडे आवश्यक ती बुद्धिमता आहे असे मला वाटते.
- ५७ आमच्या संस्थेचे नियम अनावश्यक व अवास्तव आहेत असे मला वाटत नाही.
- ५८ सहलीला गेलो असताना स्वतःजवळ साधे खाण्याचे पदार्थ असल्यास ते इतरांना देण्यास संकोच वाटतो.
- ५९ मी समाधानी आहे.
- ६० आमच्या शाळेत / महाविद्यालयात सर्व विद्यार्थी-विद्यार्थिनी एकमेकांशी अत्यंत खेळीमेळीने वागतात.
- ६१ मी माझ्या कुटुंबापासून दूर राहू शकत नाही.
- ६२ मी अभ्यासासाठी योग्य तो वेळ देऊ शकतो.
- ६३ मी ठरविलेल्या कामापासून सहजासहजी परावृत्त होत नाही.
- ६४ नाटक, समूह गायन इ. कार्यक्रमात मी स्वेच्छेने भाग घेतो.
- ६५ मी परीक्षेला घाबरत नाही.
- ६६ मला असे वाटते की जेव्हा संकटात असेन तेव्हा माझे तोंड बंद ठेवणे हेच उत्तम होय.
- ६७ मला वारंवार अपचन होते.
- ६८ दुष्काळ, भूकंप, युद्ध इ. ची मला फारशी भीती वाटत नाही.

- ६९ शाळेला / महाविद्यालयाला दांडी मारणे मला मुळीच आवडत नाही.
- ७० भिन्नलिंगी व्यक्तीमध्ये वावरणे मला मुळीच कठीण वाटत नाही.
- ७१ अत्यंत मानसिक ताणाखाली मी वावरत असतो.
- ७२ इतर विद्यार्थी मला सारखे चिडवत असतात.
- ७३ माझे आई वडील मला समजू शकतात.
- ७४ माझ्या व्यक्तिमत्त्वामुळे मला नेहमीच क्षुद्रपणा वाटतो.
- ७५ शिक्षक माझ्या अभ्यासेतर अडचणीसुद्धा समजावून घेतात.
- ७६ घरातील सर्व व्यक्तींविषयी मला जिव्हाळा वाटतो.
- ७७ जीवनात मी यशस्वी आहे असे मला वाटते.
- ७८ पुढील शिक्षणासाठी विषय निवडण्यास मला योग्य ती मदत पाहिजे आहे.
- ७९ माझ्या बहीणभावांशी माझे भांडण होते.
- ८० मी जन्मलो नसतो तर बरे झाले असते असे मला वाटते.
- ८१ बसेसच्या अनियमितपणामुळे मला शाळेत / महाविद्यालयात जाण्यास फार त्रास होतो.
- ८२ थोड्या आवाजाने मी झोपेतून जागा होतो.
- ८३ इतरांपेक्षा मी कनिष्ठ आहे असे मला वाटत नाही.
- ८४ शाळेतील महाविद्यालयातील काही बाबतीत मी पुढाकार घेत असतो.
- ८५ मला बऱ्याच सामाजिक जबाबदाऱ्या आहेत.
- ८६ मुलांशी / मुर्लीशी बोलताना मला अवघड वाटत नाही.
- ८७ मला ग्रंथालयाविषयी पूर्ण माहिती आहे.
- ८८ मला अंधार, उंच जागा, झुरळे इ. ची अवस्तव भीती वाटत नाही.
- ८९ माझ्या वर्गातील विद्यार्थी चांगले आहेत.
- ९० मी एकाग्र होऊ शकतो.
- ९१ समारंभातून उठून जाण्यात मला संकोच वाटतो.
- ९२ एस्.एस्.सी. झाल्यानंतरच्या वेगवेगळ्या अभ्यासक्रमांची/व्यवसायांची मला माहिती हवी आहे.
- ९३ मी इतरांशी मोकळेपणाने बोलू शकतो.
- ९४ कोणता व्यवसाय मला सर्वात योग्य होईल ते मला जाणून घ्यायचे आहे.
- ९५ माझ्या वस्तू मी नेहमी हरवतो.
- ९६ सभासमित्यात पुढारीपणाची पुष्कळ कामे मी केली आहेत.
- ९७ मला नेहमी वाटते की माझे आईवडील माझ्यावर वर्चस्व गाजवतात.
- ९८ गुप्त रोगांविषयी माहिती मिळवण्यास मी उत्सुक आहे.
- ९९ मित्रांबरोबर माझे संबंध खेळीमेळीचे व सलोख्याचे आहेत.
- १०० लग्न हे एक अनावश्यक ओझे आहे असे मला वाटत नाही.
- १०१ शिक्षक माझ्यावर फार टीका करतात अथवा माझ्या चुका काढतात.
- १०२ एखादा समारंभ कंटाळवाणा होत असल्यास तो मजेशीर बनवण्याचा मी स्वतः प्रयत्न करतो.
- १०३ मी साधारणपणे नेहमी आनंदी राहतो.

- १०४ खेळ अथवा सामने मला आवडत नाहीत.
- १०५ नापास होण्याची मला भीती वाटते.
- १०६ महाविद्यालय निवडण्याबद्दल मला काही सल्ला हवा आहे.
- १०७ मुलाखतीसाठी कशी तयारी करून जावे याविषयी मला माहिती हवी आहे.
- १०८ अपघातांची मला भीती वाटत नाही.
- १०९ मला श्वासोच्छ्वास करण्यास कधी कधी त्रास होतो.
- ११० शेजारची मुले अथवा मुली हिंडण्याफिरण्यासाठी मला बरोबर नेतात.
- १११ माझ्या इतर मित्रमंडळीसारखेच माझे घरचे आयुष्य सुखाचे आहे असे मला वाटते.
- ११२ माझ्या भवितव्याची मला काळजी वाटत नाही.
- ११३ मित्रांबरोबर मी सामाजिक व राजकीय परिस्थितीबद्दल बोलतो.
- ११४ माझ्या वर्गातील बहुतेक सर्व विद्यार्थ्यांशी माझे संबंध चांगले आहेत.
- ११५ मला काळजी करत राहणे थांबावयाचे आहे.
- ११६ प्रमुख म्हणून जबाबदारी घ्यायला मला आवडते.
- ११७ इतर विद्यार्थ्यांना मी कधी कधी चिडवतो अथवा त्रास देतो.
- ११८ माझ्या अडचणी मी मोकळेपणाने मित्राजवळ बोलून दाखवितो.
- ११९ नवीन वातावरणाची मला मुळीच भीती वाटत नाही.
- १२० पाठ्यपुस्तके वारंवार बदलली गेली तरी मला कठीण वाटत नाही.
- १२१ माझे वैवाहिक जीवन सुखाचे होईल की नाही या बाबतीत मला काळजी वाटते.
- १२२ परीक्षेत प्रश्नांना उत्तरे देण्याची योग्य पद्धत मला जाणून घ्यायची आहे.
- १२३ सोप्या गोष्टीपेक्षा अवघड गोष्टी करण्यात मला अधिक मौज वाटते.
- १२४ माझ्या शाळेत/महाविद्यालयात विद्यार्थी आणि शिक्षक यांच्यात परस्पर आदराचे संबंध आहेत.
- १२५ इतरांशी बोलायला मला आवडते.
- १२६ चांगले कपडे नसल्यामुळे मी सामाजिक कार्यक्रमात भाग घेण्याचे टाळतो.
- १२७ मी नेहमी मन लावून अभ्यास करतो.
- १२८ मला भविष्याविषयी काळजी नाही.
- १२९ मला असे वाटते की सध्याच्या विषयांपैकी बरेचसे विषय नोकरीसाठी उपयोगी नाहीत.
- १३० घरच्या प्रतिकूल परिस्थितीमुळे मला त्रास सहन करावा लागतो.
- १३१ इतरांची मते आणि समजूती मला सहन होत नाहीत.
- १३२ भिन्नलिंगी मैत्रीमध्ये विनाकारण बंधने आलेली मला आवडत नाहीत.
- १३३ मला खून करावासा वाटतो.
- १३४ शिक्षणासाठी आवश्यक त्या सर्व सोयी आमच्या शाळेत/महाविद्यालयात आहेत.
- १३५ घरी रेडिओ वापरण्याची मला मोकळीक आहे.
- १३६ नेहमीच्या आजारपणामुळे मी अगदी त्रस्त झालो आहे.
- १३७ माझे आईवडील संशयी नाहीत.
- १३८ वसतिगृहात जागा न मिळाल्यामुळे मला त्रास सहन करावा लागतो.

- १३९ माझ्या लैंगिक भावना काबूत ठेवणे मला अवघड वाटत नाही.
- १४० माझ्या आईवडिलांच्या प्रकृतीविषयी मला काळजी वाटते.
- १४१ माझे शाळेत/महाविद्यालयात बहुधा लक्ष नसते.
- १४२ मुलींनी माझ्यावर वर्चस्व गाजवलेले मला आवडत नाही.
- १४३ कधी कधी काही कारणाशिवायच मनात भावनांची आंदोलने होत राहतात.
- १४४ टॉन्सिल्स किंवा घशाच्या इतर तक्रारी मधून मधून मला त्रास देतात.
- १४५ मी लवकर निराश होत नाही.
- १४६ माझ्याविषयी इतर विद्यार्थ्यांच्या मनात काही गैरसमज आहेत.
- १४७ समारंभात साधारणतः मी सर्वांचे लक्ष वेधून घेतो.
- १४८ मी फार झटकन निर्णय घेतो.
- १४९ माझी पचनक्रिया फार चांगली आहे.
- १५० माझे आईवडील नेहमी गोंधळलेले असतात.
- १५१ माझ्यात न्यूनगंड नाही.
- १५२ मला ऑप्टिट्यूड टेस्ट द्यायची आहे.
- १५३ माझे चुकल्यास मी निःसंकोचपणे खेद प्रकट करतो.
- १५४ मित्रामित्रात भांडण झाल्यास मी मध्यस्थीचे प्रयत्न करतो.
- १५५ एकटे असताना मला भीती वाटते.
- १५६ माझ्या परीक्षांचे निकाल नेहमी समाधानकारक / चांगले लागतात.
- १५७ कधी कधी माझ्या मनात चारचौघात न सांगता येण्यासारख्या गोष्टी येतात.
- १५८ नवीनच ओळख झालेल्या माणसाबरोबर बोलण्यात पुढाकार घेणे मला आवडते.
- १५९ विद्यार्थी-जीवनाचा आनंद पूर्णपणे उपभोगण्यात माझ्या काही अडचणी आहेत.
- १६० घरात खूप कटकट व तक्रारी सतत चालू असतात.
- १६१ माझ्यात आत्मविश्वास आहे.
- १६२ मला नेहमी गाढ झोप लागते.
- १६३ म्हातारपणी आपले कसे होईल याची मला काळजी वाटत नाही.
- १६४ मला रक्तदाबाचा विकार (हाय ब्लड प्रेशर) नाही.
- १६५ कोणी रस्त्यात ओळखीचे दिसल्यास त्याला भेटण्याचे मी टाळतो.
- १६६ काही वेळा मला वरिष्ठांविरुद्ध बंड करावेसे वाटते.
- १६७ मी मधूनच तास सोडून जात नाही (अगदी अत्यावश्यक कारणाशिवाय).
- १६८ माझे बहीणभावांशी सलोख्याचे व प्रेमाचे संबंध आहेत.
- १६९ मला फार लवकर रडू येते.
- १७० माझे डोके क्वचितच दुखते.
- १७१ काही शिक्षक मला आवडत नाहीत.
- १७२ मी केलेल्या कामाचे योग्य असे कौतुक होते असे मला वाटते.
- १७३ माझ्या वडिलांच्या व्यवसायाविषयी मला अभिमान वाटतो.

- १७४ माझ्या मित्रांना नैतिक पातळी नाही.
- १७५ इतरांशी स्पर्धा करताना माझा आत्मविश्वास मी गमावत नाही.
- १७६ माझ्या मित्राविषयी मला काळजी वाटते.
- १७७ शाळेच्या/महाविद्यालयाच्या बहुतेक सर्वच कार्यक्रमांत मी उत्साहाने भाग घेतो.
- १७८ मोठ्या मंडळींना काही विचारावयाचे झाल्यास मी कचरत नाही.
- १७९ स्पर्धेत जिंकणे किंवा हरणे हे आलेच.
- १८० मला एक कायमचेच दुखणे किंवा वैगुण्य आहे.
- १८१ घरच्या आर्थिक अडचणी मला दुःखी करतात.
- १८२ माझ्या शारीरिक व्यंगामुळे माझी प्रगति खुंटली आहे असे मला वाटत नाही.
- १८३ मला योग्य तो पौष्टिक आहार मिळतो.
- १८४ घरातील बाबींविषयी माझे इतरांबरोबर मतभेद होत नाहीत.
- १८५ कोणी आपल्यावर आक्रमण करील असे मला क्वचितच वाटते.
- १८६ समलिंगी व्यक्ती मला मित्र म्हणून आवडतात.
- १८७ माझी आर्थिक परिस्थिती बरोबर नसल्यामुळे माझ्या विद्यार्थी-जीवनात अनेक अडचणी उत्पन्न होत राहतात.
- १८८ इतरांसमोर जर मी विचित्र वागलो तर ते मला खूप वेळ लागून राहते.
- १८९ मूत्राशयाच्या विकाराचा मला त्रास होतो.
- १९० माझ्याविषयी शिक्षकांच्या मनांत काही गैरसमज आहेत.
- १९१ मला घरापासून दूर पळून जावेसे वाटते.
- १९२ माझ्या वडिलांची मला भीती वाटत नाही.
- १९३ मित्रांबरोबर मी दिलखुलासपणे वावरतो.
- १९४ शैक्षणिक वर्ष सुरळीतपणे पार पडेल किंवा नाही याबद्दल मला फारशी काळजी वाटत नाही.
- १९५ मला असे वाटते की मी मंद विद्यार्थी आहे.
- १९६ मला नेहमी सर्दी होते.
- १९७ माझी उंची कमी असल्याचे मला विशेष वाईट वाटत नाही.
- १९८ नाटक, सिनेमा पाहणे मला आवडते.
- १९९ कित्येक वेळा मला वाटते की माझे आईवडील मला समजू शकत नाहीत.
- २०० माणसाच्या घोळक्यासमोर उभे राहून बोलताना मला संकोचल्यासारखे होते.
- २०१ माझ्या प्रकृतीसाठी मला हवा पालटणे आवश्यक आहे.
- २०२ शिक्षणात मी खूप प्रगती करीन असा मला आत्मविश्वास आहे.
- २०३ माझ्याविरुद्ध कोणी कारस्थान करित असल्याचा मला संशय येतो.
- २०४ चर्चेत इतरांवर योग्य टीका करताना मला संकोच वाटत नाही.
- २०५ माझ्या आईवडिलांशी वाद घालण्याची मला परवानगी नाही.
- २०६ बरेचदा मी प्रसन्न मनःस्थितीत असतो.
- २०७ क्वचित मला चक्कर आल्यासारखे वाटते.

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- २०८ भिन्नलिंगी व्यक्तींशी मला मैत्री करायची आहे.
- २०९ माझी मैत्री दीर्घकाळ टिकते.
- २१० मी पुढे शिक्षण घ्यावे की नाही हे मला जाणून घ्यायचे आहे.
- २११ माझी घरची परिस्थिती माझ्या व्यक्तित्वाचा विकास करण्यास पुरेशी पोषक आहे.
- २१२ आत्महत्येचा विचार कधीही माझ्या मनात आलेला नाही.
- २१३ मी चांगला सशक्त आहे.
- २१४ मला आवडत असलेल्या मुलीशीच माझा वाङ्निश्चय झाला आहे.
- २१५ कोणी माझ्यावर टीका केलेली मला आवडत नाही.
- २१६ शाळेत / महाविद्यालयात मी बहुधा मागच्या बाकावर बसतो.
- २१७ सभासमारंभात मी सहजपणे भाषण करू शकतो.
- २१८ इतरांच्या सुखसमृद्धीचा मला हेवा वाटत नाही.
- २१९ सायंकाळी अगदी थकून गेल्यासारखे वाटते.
- २२० माझी कोणाशीही झटकन मैत्री जडते.
- २२१ अपयशाची मला भीती वाटत नाही.
- २२२ शाळेच्या / महाविद्यालयाच्या वातावरणात मला गुदमरल्यासारखे वाटते.
- २२३ मला घरून पळून जावेसे वाटते.
- २२४ मी फार निष्काळजी आहे.
- २२५ वर्गात बसल्या-बसल्या मी थकून जातो.
- २२६ उच्चपदस्थ माणसाशी बोलायची मला भीती वाटत नाही.
- २२७ माझ्या मित्रांना शिष्टाचार नाहीत.
- २२८ मला कोणताही गंभर स्वरूपाचा आजार नाही.
- २२९ माझ्या भावना लवकर दुखावल्या जातात.
- २३० मला निराळ्या तऱ्हेचे कुटुंब असावे असे वाटते.
- २३१ माझ्या सुदृढ आरोग्यविषयी मला मोठा अभिमान वाटतो.
- २३२ मला कोणी माझ्या इच्छेविरुद्ध वागायला लावू शकत नाही.
- २३३ माझ्या कुटुंबात बरेच मतभेद आहेत.
- २३४ मी पटकन शिकू शकत नाही.
- २३५ यशस्वी होण्याच्या माझ्या क्षमतेविषयी मला शंका नाही.
- २३६ समारंभात अथवा समूहात अगदी निराळ्या प्रकारचे कपडे घालून वावरणे मला मुळीच अवघड वाटत नाही.
- २३७ मला भूक चांगलीच लागते.
- २३८ मला जरा जास्त आक्रमक व्हायचे आहे.
- २३९ माझ्या घरी वाचनाची काही सोय नाही.
- २४० मला सामाजिक बंधने आवडत नाहीत.
- २४१ मला नोकरी करायला आवडत नाही.

- २४२ माझ्या आईवडीलांनी मला सिनेमाला किंवा नाटकाला जायची परवानगी दिली तर माझे आजी-आजोबा आड येत नाहीत.
- २४३ माझे नशीब एकंदरीत चांगले आहे असे मला वाटते.
- २४४ वडील नसल्याचे मला दुःख होते.
- २४५ मला माझ्या शाळेतील / महाविद्यालयातील शैक्षणिक कार्यक्रम आवडतात.
- २४६ माझ्या व्यक्तिगत भावना मी इतरांसमोर नेहमी प्रगट करतो.
- २४७ चर्चेत हरल्यास पुन्हा चर्चेत भाग घेऊ नये असे मला वाटते.
- २४८ मला मधून मधून जुलाब होतात.
- २४९ माझ्या प्रकृतीकडे मला फारसे लक्ष द्यावे लागत नाही.
- २५० शिक्षक शिकवीत असताना माझे लक्ष इतरत्र असते.
- २५१ विचार करित असताना असंबद्ध अशा कल्पना अडथळे आणतात.
- २५२ संभाषण करताना योग्य शब्द न सापडल्यामुळे अडखळण्याचे प्रसंग माझ्यावर नेहमी येतात.
- २५३ कधी कधी असे होते की माझे वडील माझ्या निर्णयाशी सहमत होत नाहीत, पण माझी आई मात्र होते.
- २५४ एखादा विचार नको असताना उगीचच डोक्यात घोळत राहतो.
- २५५ आमच्या संस्थेत शिक्षक विद्यार्थ्यांशी फार प्रेमाने वागतात.
- २५६ मला वायूचा (गॅसचा) विकार आहे.
- २५७ कधी कधी अगदी असहायतेची भावना उद्भवते.
- २५८ माझे आईवडील माझ्या उपक्रमांशी सहमत होत नाहीत.
- २५९ समूहातून उठून जाण्याची परवानगी मागताना मला अवघड वाटते.
- २६० मी लवकर निराश होत नाही.
- २६१ माझे मन सतत भटकत असते.
- २६२ माझे आईवडील नेहमी आजारी असतात.
- २६३ पायाच्या घोट्याच्या सुजेचे दुखणे मला त्रास देते.
- २६४ दुसऱ्याच्या टीकेची मला भीती वाटत नाही.
- २६५ मला कधी कधी असे वाटते की शिक्षक काही तरी खोटे, निरुपयोगी अथवा न समजण्यासारखे शिकवीत आहेत.
- २६६ सभा, निदर्शने, वगैरेमध्ये मी प्रामुख्याने भाग घेतो.
- २६७ माझी दृष्टी चांगली आहे.
- २६८ निराळ्या स्वभावाच्या मित्रांबरोबरही माझे चटकन जमते.
- २६९ माझी आवाज बरा आहे.
- २७० महाविद्यालयाच्या खर्चापायी मला कर्ज काढावे लागते आहे.
- २७१ आमच्या घरात भांडणे क्वचितच होतात.
- २७२ इतरांविषयी मला सहानुभूती वाटते.
- २७३ काही शब्द मला नीट उच्चारता येत नाहीत.
- २७४ माझ्या आईवडिलांचे माझ्यावर प्रेम आहे.

- २७५ माझ्या क्षमतेची जेव्हा चाचणी घेतली जाते तेव्हा मी अधिक जागरूक बनतो.
- २७६ माझ्या शाळेत / महाविद्यालयात शिस्त बरोबर नाही असे वाटते.
- २७७ लोक कुजबूज करतात तेव्हा मला वाटते की ते माझ्याबद्दल बोलत आहेत
- २७८ माझी स्मरणशक्ती चांगली आहे.
- २७९ मी परीक्षेच्या अथवा स्पर्धेच्या वेळी घाबरत बनतो.
- २८० लैंगिकदृष्ट्या माझी पूर्णपणे वाढ झालेली आहे असे मला वाटते.
- २८१ सामाजिक कार्यामध्ये मी आवडीने भाग घेतो.
- २८२ वेगवेगळ्या तऱ्हेच्या उपभोगांची मला माहिती नाही.
- २८३ सध्याची शिक्षणपद्धती मला एकंदरीत आवडते.
- २८४ माझ्या अभ्यासाच्या बाबतीत माझे आईवडील अनावश्यक वाद घालीत नाहीत.
- २८५ जाड माणसे मला आवडत नाहीत.
- २८६ घरी कोणीच माझ्यावर विश्वास ठेवत नाहीत.
- २८७ सकाळी उठल्यावर मला अगदी ताजेतवाने वाटते.
- २८८ लांबून यावे लागत असल्यामुळे सकाळच्या लेक्चर्सना बसणे मला फार कठीण जाते.
- २८९ सामाजिक कार्यक्रमात अग्रभागी राहणे मला आवडते.
- २९० कित्येक वेळा मला वाटते की मी विरुद्धलिंगी असतो तर बरे झाले असते.
- २९१ मी साधारणपणे नेहमी उत्साही असतो.
- २९२ कोणीच माझ्यावर प्रेम करीत नाही असे मला वाटते.
- २९३ मी शाळेत / महाविद्यालयात तासास सहजा गैरहजर राहात नाही.
- २९४ मला बऱ्याच वेळा मळमळल्यासारखे होते.
- २९५ मित्रांच्या किंवा नातेवाईकांच्या घरी लम अथवा इतर समारंभात कामे करण्याची मला आवड आहे.
- २९६ ठरविलेले काम पार पाडू शकलो नाही तर मला नेहमी वाईट वाटते.
- २९७ मला एकटे राहायला आवडते.
- २९८ वेगवेगळ्या व्यवसायांसाठी लागणाऱ्या विशेष प्रशिक्षणाविषयी मला माहिती हवी आहे.
- २९९ माझ्या राहत्या घरी मला हवे असलेले सामाजिक वातावरण व स्वातंत्र्य मिळते.
- ३०० लहानसहन गोष्टीत मी नेहमी भांडतो.
- ३०१ पदवी परीक्षेला पैशाअभावी बसता येईल की नाही अशी काळजी मला नाही.
- ३०२ माझी घरची आर्थिक परिस्थिती बऱ्यापैकी आहे.
- ३०३ इतरांविषयीच्या माझ्या भावना काहीशा अनिश्चित प्रकारच्या आहेत.
- ३०४ नवीनच ओळख झालेल्या माणसाबरोबर बोलत राहणे मला जमत नाही.
- ३०५ माझ्या खाण्या-पिण्याच्या, झोपेच्या, अभ्यासाच्या सवयी नियमित आहेत.
- ३०६ आजूबाजूच्या लोकांमध्ये चाललेल्या संभाषणात मी मोकळेपणाने भाग घेऊ शकतो.
- ३०७ माझ्या प्रकृतीची काळजी घेण्यासाठी मला अधिक पैशाची जरूरी आहे.
- ३०८ माझे विचार लोक पारखू शकतात की नाही याबद्दल मला काळजी वाटते.
- ३०९ माझे आईवडील मला सिनेमाला जाऊ देतात.

- ३१० परीक्षेची मला काळजी वाटते.
- ३११ विशिष्ट परिस्थितीमध्ये कसे वागावे ते माझे मला कळते.
- ३१२ मला हृदयाचे दुखणे आहे.
- ३१३ फावल्यावेळी मी सामाजिक कार्य करतो.
- ३१४ रात्री मला गाढ झोप लागते.
- ३१५ अभ्यास करण्याच्या माझ्या पद्धती योग्य आहेत असे मला वाटते.
- ३१६ आईवडील माझ्याकडे दुर्लक्ष करित नाहीत.
- ३१७ खूप वेळा मला उदासीन वाटते.
- ३१८ मी पूर्णपणे बरा आहे असे मला वाटते.
- ३१९ धार्मिक अथवा जातीय पूर्वग्रह ठेवणे मला आवडत नाही.
- ३२० मला फॅशनबेल माणसे आवडतात.
- ३२१ मी शाळा / महाविद्यालयामधील काही जबाबदारीची कामे करित असतो.
- ३२२ मला माझ्या नातेवाईकांबरोबर राहावे लागते.
- ३२३ मी निरुपयोगी आहे असे मला वाटते.
- ३२४ उंची व वय यांना योग्य असे माझे वजन आहे.
- ३२५ मी वारंवार मित्र बदलतो.
- ३२६ प्रेम, प्रणय आणि लग्न यांची मला भीती वाटते.
- ३२७ मोठे मित्रवर्तुळ असूनही ते माझ्या अभ्यासाच्या आड येत नाही.
- ३२८ आईवडिल जुन्या मताचे असले तरी माझी मते मांडण्यास व त्याप्रमाणे वागण्यास मला स्वातंत्र्य आहे.
- ३२९ मला कोणीच समजू शकत नाही असे दिसते.
- ३३० माझी प्रकृती मला एकूण समाधानकारक वाटते.
- ३३१ सभासमारंभात इतरांची ओळख करून देण्याचे प्रसंग मी टाळतो.
- ३३२ मी इतरांपेक्षा श्रेष्ठ आहे असे मला वाटते.
- ३३३ माझे शाळे- / महाविद्यालया-मधील गुण (मार्क) समाधानकारक आहेत असे मला वाटते.
- ३३४ माझ्या आईवडिलांच्या भवितव्याविषयी मला काळजी वाटत नाही.
- ३३५ माझा जास्तीत जास्त वेळी लैंगिक विचारावर विचार करण्यात जातो.
- ३३६ सामाजिक कार्यक्रमात मी पुढाकार घेतो.
- ३३७ घरी पाहिजे तितके स्वातंत्र्य मला मिळत नाही असे मला वाटते.
- ३३८ कोणीतरी माझ्यावर हल्ला करणार आहे अशी मला भीती वाटते.
- ३३९ मला लेक्चर्स समजू शकत नाहीत.
- ३४० तयारी न करता चर्चेत भाग घ्यावा लागला तर मी घाबरतो.
- ३४१ माझ्या कुटुंबातील महत्त्वाच्या व्यक्तीचे निधन झाल्यामुळे घरात विस्कळीतपणा आला आहे.
- ३४२ फार क्षुल्लक गोष्टीबाबत काळजी अथवा शोक करित बसणे माझ्या स्वभावात नाही.
- ३४३ माझे काही शिक्षक पक्षपाती आहेत.

- ३४४ एखाद्या समूहाला मी तोंड देऊ शकत नाही.
- ३४५ आईवडिलांची मला भीती वाटत नाही.
- ३४६ कष्टमय, दुःखी, बालपणाच्या मला अजून आठवणी येतात.
- ३४७ बौद्धिक कामात मी पूर्णपणे बुडून गेलो आहे.
- ३४८ इतर मित्रांची, भावाबहिणींची उदाहरणे देऊन माझे आईवडील माझ्या वागणुकीवर टीका करीत नाहीत.
- ३४९ माझ्या हातून झालेल्या गोष्टीबद्दल बऱ्याच वेळा पश्चात्ताप करण्याची पाळी येते.
- ३५० मला दम्याचा त्रास कधी कधी होतो.
- ३५१ काही विषय मला अजिबात आवडत नाहीत.
- ३५२ इतरांशी बोलायला मला आवडते.
- ३५३ फावल्या वेळात शिक्षकांबरोबर काही महत्त्वाच्या मुद्यावर मी चर्चा करतो.
- ३५४ मला समाजात प्रसिद्ध व्हायचे आहे.
- ३५५ आजूबाजूला लोक असूनसुद्धा मला एकटे एकटे वाटते.
- ३५६ वर्गात विचारलेल्या प्रश्नाचे तोंडी उत्तर देताना मी बहुधा अडखळतो.
- ३५७ मला नेहमी असे वाटते की माझ्या भावंडांना व मला पाहिजे ते सगळे काही मिळते.
- ३५८ दर काही दिवसांनी मला भीतिदायक स्वप्ने पडतात.
- ३५९ मी सर्व प्रकारचे खेळ खेळतो.
- ३६० शिक्षकांनी सांगितलेला गृहपाठ मी नियमितपणे करतो.
- ३६१ माझे आईवडील अतिशय कर्मठ आहेत.
- ३६२ स्वातंत्र्य न मिळाल्याने मला त्रास सहन करावा लागतो.
- ३६३ हरण्याच्या भीतीने मी स्पर्धेत भाग घेत नाही.
- ३६४ मला माझी शाळा / माझे महाविद्यालय आवडते.
- ३६५ घरातील व्यक्तींच्या विचित्र सवयींमुळे मला त्रास होतो.
- ३६६ मी दयनीय आहे असे मला वाटते.
- ३६७ माझ्या घरात खूप भांडणतंटे चालतात.
- ३६८ मला अभ्यासेतर उपक्रमांची माहिती हवी आहे.
- ३६९ मी नापास झालो की माझे आईवडील काळजी करतात.
- ३७० माझे मित्र माझ्याशी सर्वप्रकारचे सहकार्य करण्यास सदैव तयार असतात.
- ३७१ आपल्याला अपघात होईल असे मला वारंवार वाटते.
- ३७२ माझ्या घरचे वातावरण शांत व समाधानी असते.
- ३७३ माझ्या महत्त्वाकांक्षा जरी फार मोठ्या असल्या तरी मला अभ्यासात फारसा रस नाही.
- ३७४ मी नेहमी उत्साही व प्रसन्न असतो.
- ३७५ अगदी निरुपद्रवी गोष्टींची सुद्धा मला कधी कधी भीती वाटते.

Appendix - E
Attitude Scale

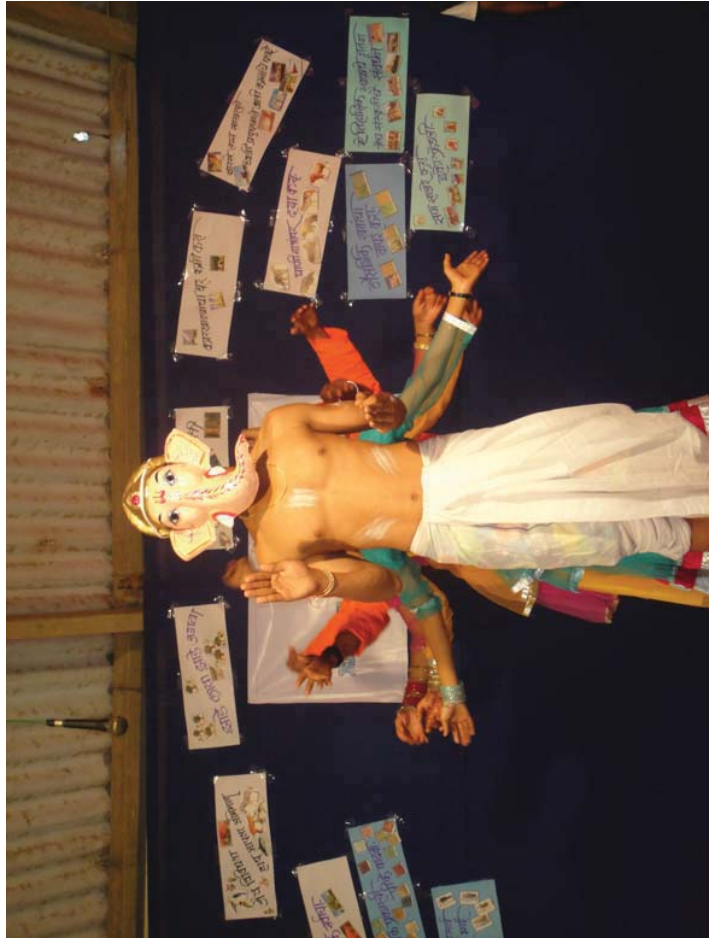
2 | Consumable Booklet of A S T E

क्रम संख्या	कथन	पूर्णतया सहमत	पूर्णतया असहमत
1.	जीवन में सफलता पाने के लिये शिक्षा बहुत ही महत्वपूर्ण है ।	<input type="checkbox"/>	<input type="checkbox"/>
2.	मुझे शिक्षा का कोई उपयोग दिखायी नहीं देता ।	<input type="checkbox"/>	<input type="checkbox"/>
3.	ज्यादा पढ़ जाने से लोग घमण्डी हो जाते हैं ।	<input type="checkbox"/>	<input type="checkbox"/>
4.	चरित्र के निर्माण के लिए शिक्षा बहुत आवश्यक है ।	<input type="checkbox"/>	<input type="checkbox"/>
5.	शिक्षा के बिना हम अच्छे नागरिक नहीं बन सकते ।	<input type="checkbox"/>	<input type="checkbox"/>
6.	पढ़-लिख कर लोग ईश्वर को भूल जाते हैं ।	<input type="checkbox"/>	<input type="checkbox"/>
7.	कुछ भी हो मुझे मानना चाहिये कि मुझे पढ़ायी कुछ-कुछ नापसन्द है ।	<input type="checkbox"/>	<input type="checkbox"/>
8.	मुझे पढ़ने में बहुत ज्यादा रुचि है ।	<input type="checkbox"/>	<input type="checkbox"/>
9.	मुझे शिक्षा से सम्बन्ध रखने की जरा भी इच्छा नहीं ।	<input type="checkbox"/>	<input type="checkbox"/>
10.	भारतीय संस्कृति को बनाये रखने के लिये शिक्षा को प्राथमिकता देना आवश्यक है ।	<input type="checkbox"/>	<input type="checkbox"/>
11.	मैं केवल मजबूरी में स्कूल जाता हूँ ।	<input type="checkbox"/>	<input type="checkbox"/>
12.	शिक्षा की कमी ही सब बुराइयों का कारण है ।	<input type="checkbox"/>	<input type="checkbox"/>
13.	मेरा विचार है कि बच्चों को कम से कम हाई-स्कूल तक शिक्षा देना जरूरी है ।	<input type="checkbox"/>	<input type="checkbox"/>
14.	यदि मैं आराम से जीवन व्यतीत कर सकूँ तो पढ़ाई की कभी चिन्ता न करूँ ।	<input type="checkbox"/>	<input type="checkbox"/>
15.	मेरा विचार है कि शिक्षा से जरूर कुछ न कुछ लाभ होता है ।	<input type="checkbox"/>	<input type="checkbox"/>
16.	मेरा विचार है कि शिक्षा मेरे लिये बहुत उपयोगी सिद्ध होगी ।	<input type="checkbox"/>	<input type="checkbox"/>
17.	मुझे पढ़ने की अपेक्षा कहानियों की किताबें पढ़ना या खेलना अधिक पसन्द है ।	<input type="checkbox"/>	<input type="checkbox"/>
18.	मेरा विचार है कि पढ़ाई के लिये समय देना, समय को व्यर्थ बर्बाद करना है ।	<input type="checkbox"/>	<input type="checkbox"/>
19.	शिक्षा से लाभ की अपेक्षा हानि अधिक हो रही है ।	<input type="checkbox"/>	<input type="checkbox"/>
20.	कुछ भी हो मुझे मानना चाहिये कि पढ़ाई मुझे कुछ-कुछ पसन्द है ।	<input type="checkbox"/>	<input type="checkbox"/>
21.	मुझे पढ़ाई में रुचि तो है, परन्तु मेरा विचार है कि पढ़ाई के लिये अधिक चिन्ता नहीं होनी चाहिये ।	<input type="checkbox"/>	<input type="checkbox"/>
22.	पढ़-लिख कर लोग माता-पिता का अनादर करने लगते हैं ।	<input type="checkbox"/>	<input type="checkbox"/>

Appendix - G
Photos











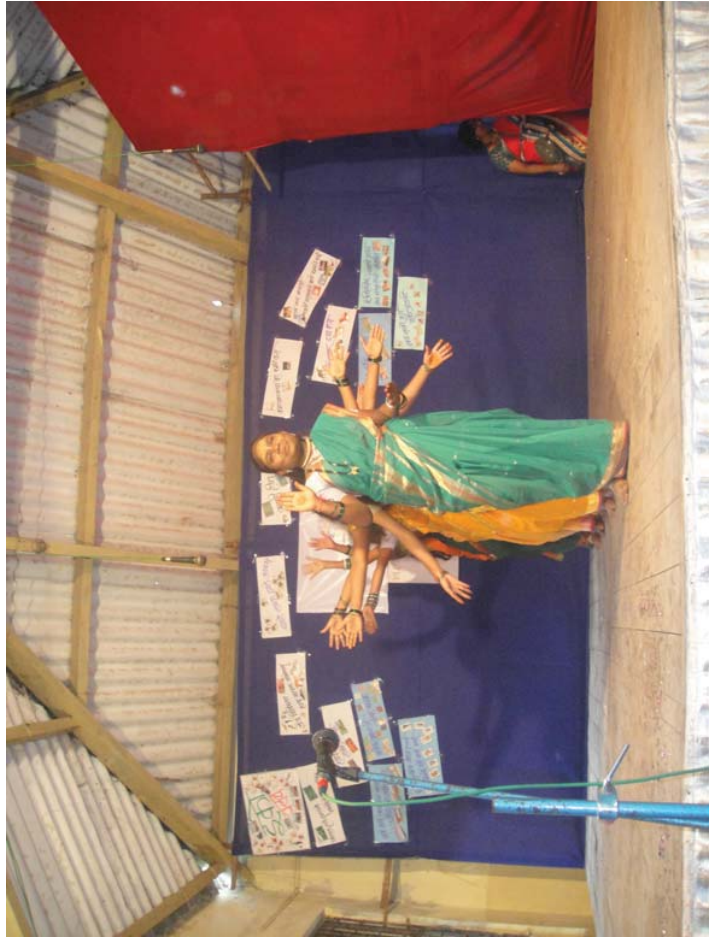




















संदर्भ क्र :- २१/०२-३/०८

दि. १२/०९/२०१३

प्रति,
श्री. विनय शेठ्टी,
उपाध्यक्ष,
थिंक फाऊंडेशन,
ए-१०१, वाल्मिकी अपार्टमेंट्स,
सुंदर नगर, कालीना,
सांताक्रुज (पूर्व),
मुंबई - ४०० ०९८.

विषय :- परवानगीबाबत.

संदर्भ :- १) आपला अर्ज.

२) अधीक्षक, चेंबूर चिल्ड्रेन्स होम, मानखुर्द यांचे पत्र क्र. सी.सी.एच/६४८,
दिनांक १२.०९.२०१३.

महोदय,

उपरोक्त संदर्भात पत्रानुसार आपणांस चिल्ड्रेन्स एड सोसायटीच्या अंतर्गत असलेल्या चेंबूर चिल्ड्रेन्स होम व बाल कल्याण नगरी, मानखुर्द या संस्थेतील मुलांची थलासिमिया या आजाराविषयी रक्त तपासणी शिबीर आयोजित करण्यास खालील अटींवर परवानगी देण्यात येत आहे.

- १) संस्थेची व प्रवेशितांची छायाचित्रे काढण्यास सक्त मनाई आहे.
- २) बाल न्याय अधिनियम २००० (मुलांची काळजी व संरक्षण) व सुधारीत २००६ संस्थेच्या नियमास भंग होणार नाही याची दक्षता घ्यावी.
- ३) संबंधीत अधीक्षकांशी/प्रशासकांशी चर्चा करून त्यांच्या मार्गदर्शानुसार काम करावे.
- ४) प्रवेशितांशी वैयक्तिक मुलाखत घेता येणार नाही जर तशी घ्यावयाची असल्यास बाल कल्याण समितीचे अध्यक्ष यांची परवानगी आपणांस घ्यावी लागेल व त्याची माहिती संबंधीत अधीक्षकांना/प्रशासकांना द्यावी लागेल.
- ५) संस्थेच्या कार्यास व नियमास बाधा येत असल्यास दिलेली मान्यता रद्द करण्याचा हक्क राखून ठेवण्यात येत आहे.
- ६) संस्थेत प्रवेश करताना आपल्या कॉलेजचे ओळखपत्र सोबत ठेवावे लागेल.

आपल्या शिबीराबाबतचे दिनांक व वेळ संबंधित अधीक्षक/प्रशासक यांचेशी चर्चा करून ठरविण्यात यावे. वरील अटींचे पालन करणे आपणांस बंधनकारक राहिल.

आपला विश्वासू,

मुख्य अधिकारी

चिल्ड्रेन्स एड सोसायटी, मुंबई

प्रत :-

- १) अधीक्षक, चेंबूर चिल्ड्रेन्स होम, मानखुर्द.
- २) प्रशासक, बाल कल्याण नगरी, मानखुर्द
- ३) श्री. शिरीष आर. चौदनकर, सहा. शिक्षक, माध्यमिक विद्यालय, मानखुर्द.