

DISTINCTION IN PSYCHE OF GIRLS IN CO-EDUCATIONAL AND SEGREGATED INSTITUTIONS

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ABSTRACT

College can be a time of intellectual discovery and personal growth For students of the traditional age-those in transition from adolescence to adulthood-college offers a chance to question assumptions held over from childhood and thus to mould a new adult identity. Sometimes this questioning may lead to an identity crisis and to serious problems: abuse of alcohol or drugs, eating disorders risk taking, and even suicide. Fortunately, however, it is more often fosters healthy development.

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There have been many studies regarding the congeniality of girls students in traditional, authoritarian, democratic and progressive atmosphere. The problem is quite a complicated one because many affect the intellectual, social, emotional as well as character development of girl students. It is true for western World also. In recent publication Papalia and Olds have thrown much light on the intellectual development of girls in American Colleges.

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One avenue of self-discovery may be the exploration of new, more realistic career choices. For example, Lucas was first attracted to a career in astronomy;

but after dipping into other academic disciplines, he decided that he really wanted to work with people. The academic and social challenges of college often lead to intellectual and moral growth. In a study that has inspired much of the research on post formal thought. William Perry (1970) interviewed 67 Harvard and Radcliffe students throughout their undergraduate years and found that their thinking progressed from rigidity to flexibility and ultimately to freely chosen Commitments: As students encounter a wide variety of ideas, they accept the coexistence of several different points of view, and they also accept their own uncertainty. They consider this stage temporary, however and expect to learn the one right answer eventually. Next they see the relativism of all knowledge and values: they recognize that different societies, different cultures, and different individuals work out their own values systems. They now realize that their opinions on many issues are as valid as any one else's, even if the other person is an authority figure. Finally they affirm their identity through the values and commitments they choose for themselves. (Agrwal, p143)

The values of today's college students is very different from those of students in the 1960, when activism prevailed. In 1986, Students were almost twice as likely as those of a generation ago to rate highly being very well off financially" and only about half as likely to consider "developing a meaningful philosophy of life Important Few were interested in making a contribution to Society working to correct social and economic inequalities or

keeping up with political affairs. Record lows were recorded for Interest Taping part in cleaning up the environment or promoting racial understanding. Young people who were not in college had a similar outlook. The only values that seemed to have held up since the 1960 were self fulfillment and self expression. (Bernard,1957,p234). It is possible; however, that a steadily going awareness of the earth's fragility and a reaction against today's high levels of racial conflict will bring back some of socially conscious attitudes that have been associated with youthful idealism. Today girls are more likely than boys to go to college and about as likely to aim for advanced degrees. And women are earning more degrees today than in the past. more than half of the bachelors and masters degrees awarded in 1987 1988 and about half of the doctoral and professional degrees were awarded to woman. From 1974 to 1984 the percentage of women among students of dentistry, medicine, veterinary medicine, and law took large leaps. (Buch, 1983-84)

The Problem becomes more crucial and important because we have been free for almost fifty years and gender equality has been guaranteed in our constitution. It is not only that rural people are immune to progressive Ideas The murder of Naina Sahni, Jessica Lal and so many in Haryana Points to the grave situation. Recent rape in Maulana Azad Medical College also indicates the gravity of the situation. Despite all the hype of gender-equality the fact remains that In this region of the state (i.e. eastern U.P.) the parents prefer to admit their girl children in Girl's school. This has a definite bearing on the overall development of the girl's personality and leaves an indelibly mark the psyche of the girl. In the rural area where the separate girl's schools are not available co-education can be seen but it is more under compulsion than conviction.

The overall development of a personality depends mostly on the environment one gets in home and school. Obviously, the co-educational institution has a more open and free surrounding than girls school. There the girls freely interact with their male classmates discuss their academic problems. Play together etc., without only hitch or shyness which ultimately makes them oven minded and broad viewed. Intermingling of boys girls helps the girls overcoming the ill-conceived notion that they are inferior the boys. They face the outside world more confidently and more boldly.

The Social Setup and ethical taboos in India do not allow a teenage or adult girl to mix-up feely with boys. The girls who study a segregated school do not get the opportunity to interact with boys. The only males with whom they talk are their brothers, cousins, father or other close relatives. The world does not comprise of them only. The girls educated in segregated institution find it difficult to cope with the world which is male dominated. They naver fell at cease and free while working with males as and when such a situation arises. (Gates and others, 1948)

In this fast moving world, the girls have to keep pace with their male counterparts in every sphere of life. The co-educational Institutions play a vital role in molding the character and psyche of a girl and when girls educated in co-ed. institutions are confronted with the realities of male-dominated world they face it more confidently. It is however, discernible that rural areas, co-education is sometimes compulsion and, therefore, it is observed that the girls from this institution are more or less at par with the girls educated in girl's schools. The social taboos and restrictions are more severe in rural India which does not allow a girl to mingle with boys, despite being to gather in co-ed. rural institutions. The Girls and boys are treated as separate entities and are not allowed to mix-up freely. (Upadhyay, 1983) It is also observed that parents in rural areas do not take lightly the factor their daughters mixing up freely with boys. This has a deterrent effect on the psyche of the girls which shows up In their future life. In all there is vast difference in the psyche of the girls educated in co-educational institutes and those educated in girl's school. While in the former are poised, broad minded, accommodating and daring the latter remain lacking in these qualities

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