



META-COGNITION AMONG UNDER GRADUATE STUDENTS

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ABSTRACT

The concept of meta-cognition was first defined in the seventies. It seems that meta-cognition is a result of continuous research on cognitive development, memory and learning. Many psychologists have shown deep interest in this area, and found that, meta-cognitive awareness is not uniformly developed in students. Even college students as well as higher secondary students are unaware of how they can approach texts, plan their studying or work through problems that have stumped into. Therefore, the present study attempts to investigate the level of meta-cognition ability of under graduate students (B.A/B.Sc/B.Com/ etc.), based on selected demographic variables (Gender, Locality & Religion). The researcher administered Meta-cognition Inventory (MCI) developed and standardized by Govil (2003) on 245 undergraduate students from Nalanda District of Bihar. For the interpretation and analysis of the data collected, with the help of SPSS, 't-test' was used, which revealed that, all selected students as sample of the study possess average level of meta-cognition ability and there is no significant difference between level of meta-cognition among undergraduate students, based on their gender, locality and religion. The present study has yielded interesting results, which add volume of knowledge in this field of study. The result shows that, there is no significant difference between level of meta-cognition of under graduate students with respect to their gender, locality and religion. The outcomes encourage the policy makers, educational administrators, and teachers to review their decisions and actions on the priorities for the transformation of the curriculum.

Key Words: Meta-cognition, Under Graduate Students, Nalanda.