

Social Processes

K.C. PANDA

Das, J., 1990. **The role of child-rearing practices in the development of children's helplessness.** Ph.D., Home Sc. Utkal Univ.

Problem: The study aims at investigating the role of child-rearing practices in the development of children's helplessness.

Objective: To examine the role of mothers' child-rearing practices and other socialisation emphasis in the development of children's learned helplessness.

Methodology: Two hundred and forty high school students (120 from rural and 120 from urban settings) were randomly sampled from Classes IX and X. Equal number of boys and girls were taken from both the settings. Their age ranged from 13 to 15 years; most of them were from middle class SES. All the participants of Phase I were ranked on the basis of their helplessness scores. Mothers of 30 upper-extreme-score children and mothers of 30 lower-extreme-score children were selected from each of the categories of urban boys, urban girls, rural boys and rural girls for their participation in Phase 2. Children's Helplessness Questionnaire, developed by Sahoo, Behavioural Measure of Helplessness of Father, and the socialisation questionnaire of Sahoo were used. Analysis of variance was used to analyse the data.

Major Findings: (1) Mothers of girls reported higher expectancies compared to boys' mothers.

Similarly there was higher expectation of urban mothers as compared to rural mothers. (2) There was no significant difference on expectation with respect to mastery-oriented children vis-a-vis helpless children. (3) There was no difference in attitude of mothers across groups. (4) With increasing children's helplessness, urban mothers tended to perceive more positive consequences of independence training compared to rural mothers. (5) Mothers of mastery-oriented children used responsibility training more often than did mothers of helpless children. (6) Mothers of mastery-oriented children were found to indicate higher self-assurance and self-realisation than did mothers of helpless children. [KCP 0392]

Desai, Murali. 1991. **Institution of family and social ecology in India : Course compendium.** Independent study. Bombay: Tata Institute of Social Sciences.

Problem: It is an attempt to develop a course on family and social ecology considering various dimensions relevant to Indian society.

Objectives: (i) To analyse the traditional and changing norms of the institution of family with reference to social ecology, (ii) to analyse family practices of different ethnic groups, (iii) to understand the implications of family norms for status of individuals and developmental opportunities in the family by age and gender, (iv) to study the process of family socialisation of

the children, (v) to assess one's own socialisation of family, (vi) to examine norms, (vii) to identify the need for reforms in family norms and family laws, and (viii) to learn to create public awareness for promoting and protecting individual rights within the family.

Methodology: A tentative curriculum was planned, based on theories, research and social practice. Topics and resource persons were identified to prepare course material on each topic. The curriculum and the papers were presented at the workshop. Both were revised after the workshop.

Major Findings: The contents identified for this course were: (1) Theoretical and conceptual frameworks to study the institution of family and law. (2) Origin of family and history. (3) Ideology of human rights within the family. (4) Normative family functions and structure and socio-economic background, social changes and changes in family functions and structure; implications for the family and its members. (5) Alternate family patterns and structure: Dual earner/career families, single-parent families, female-headed households, childless families, reconstituted/step families; consensual unions and homosexual families. (6) Marriage practices, ethnicity, law and changes: Marriage functions and structure, child marriage, exogamy and endogamy, marriage rituals, bride price, dowry and *mehr*, annulment and divorce and monogamy and polygamy. (7) Other family practices, ethnicity, law and changes: Matriline and patriline, child bearing and child birth, guardianship and custody of children, maintenance, death and property rights. (8) Family socialisation of the child. (9) Family laws and intervention: need for reforms, reform movements and legal advocacy: (10) Creating public awareness for human rights in the family. (11) A combination of the methods such as lectures, self-study, written assignments and class presentation, case analysis, inviting legal activists and discussion, were suggested. Methods of student's evaluation in the form of

written assignment, class presentation, and carrying out a public awareness project were recommended. [RJ 1545]

Desai, Murali. 1991. **Family ecology and policies in India : Course compendium.** Independent study. *Bombay:Tata Institute of Social Sciences.*

Problem: It attempts to develop a course outline on family ecology and policies in India.

Objectives: (i) To understand the family as a semi-open system affected by other systems in the environment, (ii) to examine the objectives of the existing social policies in India and interaction of their implementation-system with the family and its members; and (iii) to identify the need for reforms in the family policies and learn to create public awareness for promoting and protecting the family's rights within the environment.

Methodology: A tentative curriculum was planned based on theories, research and social work practice. Topics and resource persons were identified to prepare course material on each topic. The curriculum and the papers were presented at the workshop. Both were revised after the workshop and prepared for publication.

Major Findings: The curriculum content identified for the course consisted of: (1) Theoretical and conceptual frameworks to study family ecology and policies; political and economic policies and the family; and the ideology of the family's rights with reference to its environment. (2) The social policies systems, and family consisted of education policy systems, and family, employment policy, systems and family, health policy, systems and family, population policy, systems and family, environment policy, systems and family. (3) The welfare policy, systems and family. Policies for children, systems and family, policies for women, systems and family, policies for aged, systems and family, social security policies, systems and family. (4) A combination of methods such as lectures, inviting guest speakers from the field, field visits, library-study,

written assignments, class presentations and discussions were recommended, including student evaluation using written assignment, class presentation, and project. [RJ 1184]

Desai, Murali. 1991. **Family and interventions: Course compendium.** Independent study. *Bombay: Tata Institute of Social Sciences.*

Problem: Intervention particularly at family level is imperative to bring any change in the family and related aspects of life. It is an attempt to develop a course structure along this line.

Objectives: (i) To understand the ecological principles of family intervention, (ii) to study problems of families and their members in the content of socialisation of family norms, family ecology and family dynamics, (iii) to learn to assess families holistically and identify areas of intervention and the social workers' role, (iv) to develop skills for an eclectic approach of intervention with families and their members, having problems towards their rehabilitation, and (v) to apply research skills to monitor and evaluate the family's interventions.

Methodology: A tentative curriculum was planned, based on theories, research and social-work practice, involving experts in the areas, during the workshop.

Major Findings: (1) The contents identified for the course are (a) family and interventions; conceptual framework, (b) family assessment, (c) role of community institutions in family intervention; (d) family social-work interventions covering family advocacy, family counselling, family therapy; crises intervention, self-help groups, legal aid, training of para-professionals and monitoring and evaluation of family intervention. (2) Next was dynamics of families with individuals having problems and interventions, covering families of the disabled, families of the chronically/ terminally ill, and families of substance abuse addicts, (3) Dynamics of families in conflict with society's norms for child-bearing and interventions covering

infertility and interventions, unwed motherhood and interventions and abortion and law, (4) Marital assessment and interventions, covered marital assessment, marriage counselling, marital breakdown and matrimonial litigations, intervention with matrimonial litigations and family court procedure. (5) Dynamics of abuse and violence in families and interventions covering child abuse in families and interventions, family violence against women and interventions, elderly abuse in families and interventions. (6) Dynamics of families in conflict with other systems and interventions, covering families with unemployment and indebtedness and interventions and families with inadequate/no housing and interventions. (7) Dynamics of families affected by disequilibrium in other systems and community interventions covering families facing political violence and interventions, environmental disasters and interventions, uprooted/refugee/migrant families and interventions. (8) Dynamics of family deprivation and interventions. (9) Settings of family social work and how to start a family social work project. (10) Methods of teaching and learning including holistic assessment of one's family, lectures and inviting guest speakers from the field, case analyses, field visits, experiential methods such as demonstrations and role plays, library study, written assignments and class presentations and discussion. (11) Students' evaluation included written assignment on analysis of a type of family situation needing intervention, class presentation of the written assignment, and a case study of a family assessment and interventions carried out by the student. [RJ 1546]

Devgan, P. 1990. **Child-rearing by educated parents.** Ph.D., Edu. *Agra Univ.*

Problem: It attempts to study the child-rearing practices (CRP) among educated parents as well as to prepare suitable guidelines for desirable CRP.

Objectives: (i) To study the prevalent CRP of

parents of different levels of education, (ii) to analyse the relationship between the education of parents and adoption of various types of CRP, (iii) to make an attempt to study the behaviour of children with respect to rearing practices adopted by parents, (iv) to make an attempt to prepare suitable guidelines for desirable CRP, and (v) to study the deviation from ideal CRP amongst educated parents.

Methodology: Two hundred parents served as sample for the study. The Child Rearing Practices Scale developed by Dugan and the Parent-Child Relationship Test of Tiwaris were used as tools. Chi-square was used to analyse the data.

Major Findings: (1) No significant difference was observed between parents of different levels of education and the rearing practices adopted by them for breast-feeding, play of the child and meeting demands and imposing restrictions on the child. (2) No significant difference was observed for other aspects of weaning practices. (3) No significant relation was found between the educational level of parents and practices adopted by them to toilet-train the child. (4) No significant difference was found in the sleeping habits except in regard to the person with whom the child slept. (5) No significant difference was observed in the methods used to train the child for forming the habits of cleanliness. (6) No significant difference was observed between educational levels of parents in the rearing practices adopted by them in regard to various aspects of behaviour of the child. (7) Significant differences were found between parents of low and high levels of education with respect to reading ability of the child. [SS 0749]

Ghosh, Bulbul. 1990. **Education and social change in India**. Ph.D., Soc. *Bhagalpur Univ.*

Problem: The study focuses on the role and relevance of present-day education in social change and intends to find out the major defects and errors of the system. It attempts to determine the degree of contribution of education to social

change. It hypothesises education to be a strong agency of social transformation. There has been a national networking of education after Independence, but the return to the society is not adequate and proper. It aims at further finding out the factors which retard the impact.

Objectives: (i) To analyse the relation between education and society, and (ii) to study the changes taking place in our educational system vis-a-vis the social system.

Methodology: The sample consisted of 125 primary school teachers drawn randomly but finally only 100 teachers could be interviewed using a questionnaire. Questionnaire and interview were the tools. Percentage analysis was carried out to analyse the data.

Major Findings: (1) Attempts have been made after Independence to set up a suitable system of education to respond to the changing social patterns and needs of the society. But it has resulted in frustration. Every significant change in society, either on the national or the international scene, may demand some identification in the educational system. The present-day educational system has not yet been able to shake off its colonial heritage completely. Illiteracy is the stumbling block in our political, economic and social progress. (2) The Government of India is committed to the task of educational reconstruction in the absence of which a nation cannot achieve economic and cultural development, national integration and the ideal of the scientific pattern of society. (3) Primary school teachers are being discriminated against as compared to the secondary school teachers and teachers at collegiate levels. (4) In spite of a tendency of backbiting and jealousy there is cooperation among teachers on the functional level but not on the social level. (5) There exists bossism of headmasters and superior officers. (6) Most of the students belong to the poorer section of the people. (7) Proper infrastructure is not available in schools, though some of them have pucca building but without proper furniture,

playground, library and other recreational facilities. (8) The home environment of most of the students is not congenial for reading. (9) According to 65% teachers, the syllabus is not satisfactory; 46.8% believe that it is too lengthy, 37.5% find it too difficult; while 15.6% teachers find it unrealistic; 68% teachers do not find any technical aids to use while teaching; and 58% teachers admit that they do not prepare lesson plans. Sixty-four per cent teachers say that there is no scope to use the skills they learnt in training colleges. The overall picture of the primary schools, as available from this study, was far from satisfactory. (10) Neither the personnel nor the infrastructure was in a healthy condition. The same may be said about the curriculum. (11) The educated girls in our society, in spite of being highly educated, consider marriage as the most important event in their lives and all other achievements are supplementaries for a good conjugal life. (12) Educated girls are in favour of freedom of choice and do not want to live absolutely under the dictates of their husbands or in-laws. (13) A majority of Hindu and Christian girls favour outside world as the proper place for women but the percentage of Muslim girls in this case is very low. (14) There is increasing appreciation for educating girls both in rural and urban societies, but parents do not educate them for wage-earning for the family. (15) The majority of the respondents denied the fact that education was responsible for the breakdown of joint families. (16) All girls want their education to be utilised and to become economically self-independent. Girls do not consider employment as a constraint to a happy and healthy family life. (17) An educated wife gets more respect and regard in comparison to the uneducated ones. (18) Most of the married men favour educated spouses. About 50% girls want to favour inter-caste marriage and the percentage of SC girls is the highest one. (19) Almost all educated girls still see marriage as a sacred function and not a difficult problem as males do not want to marry girls with a higher qualification. (20) Our society has entered into an era of unprecedented social

change and the educational system is also changing but the education in India is still passing through the stage of trial and error. [AKS 1677]

Kar, L.N. 1989. **The socio-economic impact of the extension service programme in an experimental village in Orissa.** Ph.D., Soc. Utkal Univ.

Problem: This study focuses on the socio-economic impact of extension service programme in an experimental village in Orissa.

Objectives: (i) To study the extent of adoption of recommended innovations, (ii) to assess the change in socio-economic condition of the people due to the impact of action research, (iii) to study the role of inter-group, inter-caste and intra-class relationships in the process of resource development, (iv) to identify and isolate various constraints associated with the implementation of different programmes undertaken in the village, and (v) to suggest a suitable strategy for an effective rural development programme.

Methodology: Data for this study were collected from the Pipili village of Puri District in Orissa. Data were collected from the records and documents of the concerned organisations. Benchmark survey, resource inventory and the interview method were used to collect data. Percentage, mean, and critical ratio were used for analysis.

Major Findings: (1) Due to the impact of action research (AR), all families had changed their major occupation of farming. This created more employment opportunity in the village. There had been a substantial increase in the annual income of the respondents. The average per acre yield of most of the crops had increased ranging from 50 to 150%. (2) Action Research also changed their aspiration for better living. (3) Action Research brought proper understanding and harmony between the caste Hindus and SC people. There were no class conflicts in the village. (4) The present administrative procedure was suitable

for solving the problems of the rural people. (5) Difficulties were experienced in obtaining production credit from commercial banks. (6) Lack of adequate technological information was found to act as a barrier against development. (7) High yielding paddy was not grown in this village prior to the launching of action research, but all the families were motivated to adopt this innovation due to the impact of extension education. [KCP 0434]

Khare, Anupam. 1992. **Caste prejudices and aggression.** Ph.D., Psy. Univ. of Lucknow.

Problem: The relationship between caste prejudice and aggression is the problem investigated in this study.

Objectives: (i) To investigate prejudices towards higher castes (HC), (ii) to ascertain the relationship between caste-prejudices and aggression in Scheduled Caste students (SCs), and (iii) to reduce prejudice towards HC in SCs and to observe the consequent effects of this reduction in prejudices on aggression.

Methodology: The sample consisted of SC intermediate students drawn through purposive sampling from the students enrolled at four government colleges in Lucknow City. The sample size was 189 (105 male and 84 female SCs), subsequently divided into groups of 30 subjects in each High Prejudiced (HP) and Low Prejudiced (LP) groups. The tools used were: A five-point rating scale with 10 positive and 10 negative traits to assess the prejudices of SCs towards HC; an aggression apparatus closely patterned after the Buss aggression machine and sixty 3 x 5 inches white unlined index cards on each of which a different caste name was typed and below each name three positive and three negative traits were typed in Hindi. The order of presentation of the cards was randomised.

Major Findings: (1) Scheduled Castes possessed moderate level of prejudices towards HC, i.e. Brahmins (B), Kashatriyas (K) and Vaishyas (V). Simultaneously, they possessed

highest intensity of prejudices towards B. (2) High Prejudiced as well as LP SCs possessed highest intensity of prejudices towards V. High Prejudiced SCs possessed lowest intensity of prejudices towards B. (3) HP SCs showed highest level of aggression towards Brahmin Victim (BV). But both groups showed lowest level of aggression towards Kshatriya Victim (KV). (4) Verbal conditioning was effective in reducing prejudices of SCs towards HC; the maximum reduction in prejudices was observed for K, and the minimum for B. (5) Aggression was also reduced as a consequence of reduction in prejudices; the maximum reduction in aggression was observed for BV and the minimum for KV. [RJS 0677]

Kumari, Latha R. 1991. **Role conflict among secondary school women teachers in relation to their age, marital status, morale and modernity.** M.Phil., Edu. Bangalore Univ.

Problem: Role conflict among secondary school women teachers in relation to their age, marital status, morale and modernity constituted the problem of this investigation.

Objectives: (i) To study the main and interaction effect of age and marital status on the different dimensions of the role conflict of secondary school women teachers, (ii) to study the main and interaction effect of age and morale on the different dimensions of the role conflict of secondary school women teachers, (iii) to study the main and interaction effect of age and modernity on the different dimensions of the role conflict of secondary school women teachers, (iv) to study the main and interaction effect of marital status and morale on the different dimensions of the role conflict of secondary school women teachers, (v) to study the main and interaction effect of marital status and modernity on the different dimensions of the role conflict of secondary school women teachers; and (vi) to study the main and interaction effect of morale and modernity on the different dimensions of role conflict of secondary school women teachers.

Methodology: A random sample of 200 secondary school women teachers from Bangalore City was selected which included 100 teachers from Bangalore north district and 100 teachers from Bangalore south district. Data were collected by using three scales, viz., the Occupational and Domestic Role Conflict Scale by Sudha, Satyanarayana and Bharathi, the Teacher's Morale Scale by Sudha, Satyanarayana, and the Modernisation Scale by Raghavendra S. Singh, Amarnath, Tripathi, Ramjee Lal. The main as well as the interaction effects of age, marital status, morale and modernity on the role conflict in its four dimensions and in toto was found out by using the technique of 2 X 2 two-way ANOVA.

Major Findings: (1) The main effect of age was not significant in any of the dimensions of role conflict. (2) Married teachers had significantly more role conflict than unmarried teachers in their personal, interpersonal and domestic dimensions. (3) The group of teachers with low morale had significantly more role conflict than the group of teachers with high morale, on all its dimensions, viz. personal, interpersonal, domestic and occupational as well as in toto. (4) The teachers with high modernity experienced significantly less role conflict than the teachers with low modernity on all the dimensions of role conflict, viz., personal, interpersonal, domestic and occupational as well as in toto. (5) None of the interaction effects of age, marital status, morale and modernity on the role conflict in all its dimensions was found to be significant. [MKh 0320]

Kusuma, A. 1988. **Child-rearing practices among Sugalis of Chittoor district, Andhra Pradesh.** M.Phil., Home Sc. Sri Venkateswara Univ.

Problem: The present study aims to examine the child-rearing practices in the Sugali mothers of Andhra Pradesh.

Objectives: (i) To study the child-rearing practices among traditional and transitional Sugalis and to make a comparison between the two, and (ii) to find out the effect of factors like

economic status, education of the mother and age of the child on the child-rearing practices among the traditional and transitional Sugalis.

Methodology: A total of one hundred families were taken as the sample, with 50 families from traditional Sugalis and 50 families from transitional Sugalis. An interview schedule was planned and prepared with care to collect information about general background, marriage and family, and child-rearing practices. Percentages, 't' tests, and chi-square were the statistics computed to treat the data.

Major Findings: (1) The traditional and transitional groups of Sugali children differed in the habit of cleaning the teeth. Most of the children of transitional Sugalis did have the habit of cleaning the teeth whereas children of traditional Sugalis did not. (2) The education of mothers did have an influence on the formation of this teeth cleaning habit in children. (3) There was significant difference in the materials used by the traditional and transitional Sugalis in bathing children, in fact most of the Sugalis in the transitional group used hot water, sikey powder, turmeric powder, oil and *sunnipindi* and bath soap for bathing. (4) There was a significant difference between traditional and transitional Sugali mothers in the habit of combing their hair. Most traditional Sugali mothers combed their hair once in a few days or in an even longer period whereas most transitional Sugali mothers combed their hair once in two days. (5) There was a significant difference between traditional and transitional Sugali families in their level of aspirations. Most transitional families aspired to be literate, to take up clerical posts, and to become elementary school teachers. (PVD 0128)

Mathew, Anna. 1988. **Child-rearing practices of Hindu mothers in the urban and rural areas of Chittoor district in Andhra Pradesh.** Ph.D., Home Sc. Sri Venkateswara Univ.

Problem: The study attempts to analyse the child-rearing practices of urban and rural mothers of Chittoor district.

Objectives: (i) To examine the existing child-rearing practices, (ii) to find out if the mothers are aware of the crucial importance of early childhood experiences in shaping the future development of their children, (iii) to find out the validity and usefulness of the practices followed by mothers in preparing their children for the rapidly changing and dynamic future that awaits them, and (iv) to identify the sound, harmless and harmful practices followed by mothers so as to take steps to promote and strengthen the sound ones and root out the harmful ones.

Methodology: The researcher used a random sample of Hindu mothers and interviewed them on child-rearing practices. Percentage, chi-square, and 't' tests were used as and when required for analysing the data.

Major Findings: (1) The celebration of menarche was observed to be practised more widely in the rural area (76.8%) than in the urban area (60.8%). (2) Rural and urban mothers had their independent opinion on consanguineous marriage and size of family. (3) More than one-third of the rural mothers were married before they reached the age of 16 years. (4) As regards the place of delivery, 58.8% urban and 91.2% rural mothers were reported to have had deliveries at home. (5) Only 31 urban (12.1%) and 37 (14.18%) rural mothers reported food craziness during pregnancy. (6) There was no difference in the diet restrictions observed by rural and urban women during pregnancy. (7) Rural women breast-fed for a greater length of time than urban women. (8) Urban and rural mothers differed in introducing supplementary feeding for their children. (9) There was a significant difference in the mean age at marriage of the urban and the rural group. (10) 83.2% of urban and 89.2% of rural mothers preferred the first child to be a male child. 90.8% urban and 92.4% of husbands preferred the first child to be a male child. (11) 74.8% of urban and 82% of rural mothers first administered home remedies while others resorted to the use of allopathic medicine. (12) There was a significant difference

between urban and rural families with respect to the persons in charge of disciplining, indicating that the control of parents is more on urban children than on rural children. (14) The response indicated that 75% of the total sample of mothers expected their sons to take up jobs while in the case of daughters, it was only 48%. (PVD 0129)

Mujoo, Ramesh Kumar. 1992. **Higher education and social mobility: An interdisciplinary study of the impact of university education on the careers and attitudes of graduates in Jammu and Kashmir.** Ph.D., Edu. Pune: Indian Institute of Education.

Problem: Jammu and Kashmir adopted its own constitution in 1956. According to the constitutional provision, free education at all levels, from Class I to the university, is to be provided. The study aims at investigating the major beneficiaries of the expanding educational facilities in Jammu & Kashmir.

Objectives: (i) To study the socio-economic profile of the recipients of higher education in Jammu and Kashmir, the extent of inter-generational, educational, occupational and economic mobility in three generations, (ii) to assess the importance of socio-economic factors for educational attainment, occupational status and income, (iii) to examine the trends in educational and occupational and income mobility in the context of inter-regional differences between the Jammu and the Kashmir regions, and (iv) to study the intrageneration (career) occupational mobility trends.

Methodology: The sample consisted of 17% of boys and girls who had passed Standard XII in 1957 and in 1967 from the districts of Jammu and Srinagar. A Social Mobility Questionnaire developed by the investigator was used along with personal interviews. Comparisons of variables, outflow analysis of mobility tables, and path analysis of background factors in educational attainment were used to analyse the data.

Major Findings: (1) Higher education was dominated by upper-caste Hindu men of urban middle-class origin. Women, the weaker section of Muslims (from Kashmir, Jammu), Gujjars, and Bakarwals and SCs had not utilised the facilities of higher education. (2) The middle classes were increasingly participating in higher education to maintain the tradition of educational attainments in their families. (3) All mobility that had occurred was only towards non-manual occupations. (4) All the families were increasingly shifting to government service from all other occupations. (5) Outflow tables of income mobility indicated an upward mobility and sometimes also immobility and a little downward mobility. (6) Path analysis results showed that one cannot predict further educational attainment, job, income, etc. They further showed that caste, religion, rural/urban residence, parents' education, occupation and income, and family size affected completion of higher secondary education. (7) Provision of free higher education did not necessarily lead to social and economic mobility of the weaker sections. (ASB 0030)

Mulia, R.D. 1991. **A comparative study of the social maturity of higher secondary students in the context of their streams, sex and DIQs.** *Journal of Education and Psychology*, Vol. 48 (3-4):145-55.

Problem: The study aims to explore the social maturity of the higher secondary students in the context of their streams, sex and DIQ.

Objectives: (i) To study the stream effect on social maturity (SM), (ii) to study the sex effect on SM, (iii) to study the effect of levels of DIQs on SM, and (iv) to study the interaction effect among independent variables on social maturity.

Methodology: The sample comprised ten higher secondary schools of Ahmedabad which were selected randomly out of 50 higher secondary schools having all the three streams—arts, commerce, and science. A sex-wise list was

prepared for each school. Using the stratified randomised sampling technique, 200 students from the science stream, and 150 students each from the commerce and arts streams were selected. The tools used included Non-Verbal Intelligence Test of Tarulatta Shah and the Social Maturity Inventory of J.I. Vora. The 3 x 2 x 2 factorial design in which the multi-way analysis of variance and Duncan's new multiple range test was used to treat the data.

Major Findings: (1) There was no significant difference in social maturity among students of the three streams, and between the two sexes, while DIQ had main significant effect on social maturity streams and sex. (2) No interaction effect of streams and sex as well as sex and DIQs was found significant on social maturity. (3) The interaction effect among streams, sex and DIQs on social maturity was not significant. (JHS 0715)

Nayal, Shanti. 1990. **Correlates of social integration among school adolescents : Social responsibility, morality and self-concept.** Ph.D., Edu. Kumaun Univ.

Problem: It attempts to study the role of socio-psychological variables in relation to social integration among adolescents.

Objectives: (1) To know whether social responsibility, morality and self-concept are related with social integration; and (ii) to study the correlates of social integration in relation to sex, dwelling, type of schools, class and academic disciplines.

Methodology: Using stratified random sample method, 734 adolescents (387 males and 347 females) from Classes XI and XII were selected from intermediate colleges of Kumaun region. These students were from arts, science and commerce courses, except the girls who were from arts and science courses only. The Social Integration Scale (SIS) and Social Responsibility Scale (SRS) developed by A.R. Bisht and the investigator, the Moral Development Scale (MDS) by A.R. Bisht, Arvind Shah and Urvashi Kumra,

the Self-concept Scale (SCS) by A.R. Bisht and R.S. Pathni were used as tools to collect data. The data were analysed with the help of product-moment correlation, multiple regression, multiple correlation and 't' test.

Major Findings: (1) The SRS dimensions (school, associations, broader society, and family) and SRS scores were found positively and significantly correlated with the SIS dimensions (caste, community, province, religion, economic status, educational status and language) and SIS scores. (2) The MDS dimensions (attainment, ability, social skill and attitude) and MDS scores were found positively and significantly correlated with SIS dimensions and SIS scores. (3) The self-concept areas (social, moral, mental, emotional and physical) were found positively significantly correlated with SIS dimensions and SIS scores. (4) The SRS, MDS and SCS scores jointly were significantly correlated with the government school and public school boys; science students were better than arts and commerce students; Class XII students were better than Class XI students. Urban males were superior to rural males; public school students were superior to government or semi-government school students. (6) Regarding social responsibility: the female students were superior to the male students; the total arts students were better than the total commerce students; science students were superior to commerce students; rural and urban students were similar; public school students were more socially responsible than government-school or semi-government school students; government school students were better than semi-government-school students; Class XII students were better than Class XI students. (7) Regarding morality, the girls were superior to boys; arts and science students were superior to commerce students; Class XI and Class XII students were not different in morality; urban sample was higher in morality than the rural sample; public school students were better than government school or semi-government school

students. The government school students were better than semi-government school students. (8) Regarding self-concept, the girls were not different from boys; Class XII students were superior to Class XI students; urban students were higher than rural students; the science students were superior to arts and commerce students; public school students were higher than government school or semi-government school students. Government-school students were better than semi-government school students. (AB 0062)

Nirmala, M. 1990. **Attitude of youth towards the dowry system in and around Madurai city.** M.Phil., Edu. Madurai Kamaraj Univ.

Problem: The study attempts to investigate attitudes of youth towards the dowry system in relation to their gender, locality and marital status.

Objectives: (i) To find out whether men and women differ in their attitude towards the dowry system, (ii) to find out whether urban and rural youths differ in their attitude towards the dowry system, and (iii) to find out whether there is any difference between married and unmarried youth in their attitude towards the dowry system.

Methodology: The sample of the study comprises 300 youths — both male and female, rural and urban, and married and unmarried — selected randomly from in and around Madurai City. A five-point Likert-type Attitude Scale was constructed to measure the attitude of the youths towards the dowry system. Percentage and 't' tests were used to analyse the data.

Major Findings: (1) The attitude of men and women was similar towards the dowry system. (2) Urban youth had a more unfavourable attitude towards the dowry system than rural youths. (3) The attitudes of married and unmarried youth were similar towards the dowry system. (MKU 1063)

Padhi, J. 1989. **Home environment, parent-child relationship and children's competence during adolescence.** Ph.D., Home Sc. Utkal Univ.

Problem: The study centres upon the problem of home environment, the parent-child relationship and children's competence during adolescence.

Objectives: (i) To study some specific dimensions of children's home, socio-economic, cultural and educational environments, (ii) to find out certain aspects of children's perception of parental behaviour, (iii) to study dimensions of parents' child-rearing attitudes, (iv) to study children's self-assessed competence and peer-checked competence, and (v) to find out the differences between high and low competence groups of children with regard to the environmental and parent-child relationship variables.

Methodology: Initially, 250 students of Classes VII, IX and X of two schools served as samples. At the end, only 100 completed cases were available as the final sample. Because of frequent absenteeism, a number of children in each class of both the schools could not complete all the questionnaires used in the present study. As a result, only 100 completed cases with all required evidence (scores) were selected. Among them 50 were girls and 50 were boys. Peer Nomination and Self-Assessment Check-list, Children's Home-Socio-Economic-Cultural-Environment Scale, Children's Perception of Parental Behaviour Questionnaire and Parents' Questionnaire were used as tools. Means, SDs, intercorrelation and 't' ratios were used to treat the data.

Major Findings: (1) Various dimensions of the home environment were found to be significantly interrelated, which indicated that the home environment was not a single dimension but a composite form of various dimensions. (2) Socio-economic status, socio-cultural stimulation and socio-psychological atmosphere of the home were found to have an impinging impact on the children's mental development. (3) Fathers and

mothers behaved similarly and consistently with their adolescent children. (4) There was a positive relationship between the mothers and adolescents which could be stated as very vital for positive mental development of children. (5) Parents usually did not participate in their children's games and they hardly encouraged children's play and games, particularly during adolescence. (6) So far as children's schooling and education was concerned, parents were found not to feel powerless. (7) In disadvantaged homes, children experienced more parental rejective control and withdrawal; adjustment between the parents and children were found to be relatively less, and parents did not admit their fault and mistakes. (8) Children were found to possess a positive self-concept and were found to be confident about the positive perceptions of their peers and teachers. (9) With regard to the children's peer-checked competence, it was found that parental withdrawal mediated the child's peer-affiliation and indirectly helped to develop the child's competence and self-reliance. (10) When families were found to be ineffective or unable to solve their problems or to take positive decisions, children were forced to be self-reliant and competent. (11) The peer-checked competence results indicated that more care and concern and extreme permissiveness did not promote development of competence in children. (KCP 0443)

Pazhaniswani, D. 1989. **Teachers as perceived by society.** Ph.D., Edu. Visva-Bharati.

Problem: The study investigates how different strata of society perceive teachers in terms of their role performance and role expectation.

Objectives: (i) To structure and validate a tool to study how teachers are perceived by members of society in terms of their role performance and role expectation, (ii) to compare the perceptions of different strata of society, (iii) to compare society's perceptions of teachers in different components of role performance and role expectations, (iv) to compare the role of

expectations and role performance, and (v) to draw profiles comparing role performance and role expectations.

Methodology: The researcher selected Tamil Nadu State for the study. Twenty urban and twenty rural areas were selected at random — one from each district. Since Madras district does not have any rural area, 10 rural and 19 urban areas were selected from there. Further, 20 houses and a school were chosen at random from each of the rural and urban areas. From these schools and houses, 1,522 respondents were selected. But finally, the researcher got 1,055 subjects who served as the sample. The multi-stage random sampling technique was adopted for selection of the sample. An Opinionnaire on Teachers as perceived by society was used. Critical ratio, 't' test and graphical representation were used while treating the data.

Major Findings: (1) There was no significant difference between urban and rural people in their global perception of teachers. (2) There was a significant difference between the age-groups below 20, 30-39, 42-49 and 52-59 in their global perception of teachers, but there was no significant difference between other age-groups in their global perception of teachers. (3) There was a significant difference between different professional strata in their global perception of teachers. (4) There was a significant difference among the different income groups of the society in their global perception of teachers. (5) There was a significant difference between males and females in their global perception of teachers. (6) There was a significant difference only between the educational classes Standards I-V and Standards XI-XII; Standards I-V and degree and diploma classes and Standards VI-X and degree and diploma classes; but there was no significant difference between other educational classes in their global perception of teachers. (7) There was no significant difference between urban and rural people in their global expectations from teachers. (8) There was a significant difference only between the age-groups below 20 and 30-39, but there

was no significant difference between other age-groups in their global expectations from teachers. (9) There was significant difference between the following professional strata in their global expectations from teachers : farmers vs. teachers, farmers vs. educational administrators, farmers vs. industrial workers, doctors vs. government employees; and teachers vs. lawyers. (10) There was a significant difference between the income groups below Rs 1,000 and Rs 1,000 to Rs 2,000 but there was no significant difference between other income groups in their global expectations from teachers. (11) There was no significant difference between males and females in their global expectations of teachers. (12) There was no significant difference among the different educational classes of society in their global expectations from teachers. (AS 1649)

Rani, Sarita. 1989. **Effect of self-esteem, social power and game strategy on cooperative behaviour of adolescent girls.** Ph.D., Psy. Univ. of Lucknow.

Problem: The present study focuses on studying the effect of self-esteem, social power and game strategy on cooperative behaviour of adolescent girls.

Objective: To see the effect of self-esteem, social power and game strategy on cooperative choices of girls ranging in age between 13 to 15 years.

Methodology: The study considered 180 girls (90 possessing high self-esteem and 90 possessing low self-esteem) ranging in age between 13 to 15 years from Classes VIII, IX and X. These girls were taken in the sample and randomly distributed for nine experimental conditions. Thus, there were 20 subjects in each of the nine experimental conditions (10 subjects of high self-esteem and 10 of low self-esteem). These nine experimental conditions were applied for both high self-esteem and low self-esteem subjects, thus making a total of 18 conditions.

The tools employed for data collection included: Advanced Progressive Matrices (Set I), Coopersmith's Self-Esteem Inventory (school form) in Hindi, and Prisoner's Dilemma Game Apparatus.

It was a $2 \times 3 \times 3$ factorial design. Mean and standard deviations, analysis of variance, Tukey's multiple comparison test, frequency and percentage analysis were used in treating the data.

Major Finding: The role of personality factor (self-esteem) was insignificant and both the situational factors (social power and game strategy) were found significantly influencing cooperative choices. (RJS 1100)

Rao, Subba K.P. 1987. **Political participation of the students of Andhra University campus with reference to communication of views and issues.** Ph.D., Edu. Andhra Univ.

Problem: This study is concerned with the problem of political participation of university students with reference to communications of views and issues.

Objectives: (i) To compare students interested in academic aspects, university students bodies, organisations, physical education, the fine arts and cultural activities in terms of socio-economic background and previous education, (ii) to compare university students in terms of their political orientation, namely, relations with political parties, and (iii) to compare university students in terms of their participation in communicating their views and issues.

Methodology: The sample comprised 250 students selected from academic university bodies, organisations, physical education, cultural and fine arts streams. An information schedule, newspapers, pamphlets and other publications were used for obtaining data. Mean, SD-chi-square, 't' test and item analysis of responses were applied for data analysis.

Major Findings: (1) Sixty-six per cent of the students from the politically affiliated organisations were more active than students of other groups. (2) The majority of the students with their poor family background, rural origin and from agricultural families could not aspire to become politicians by profession but wanted to enter the teaching profession. (3) The majority of the students participated in "norm" oriented activities rather than the "value" oriented activities. (SCS 1722)

Rather, A.R. 1990. **Adjustment among middle school students in relation to socio-economic status and social structure of the school.** *Indian Educational Review*, Vol 25(3):25-31.

Problem: It attempts to investigate the personality adjustment among middle school students in relation to socio-economic status, sociometric status and the social structure of the school.

Objectives: (i) To study the nature of the relationship between sociometric status and adjustment, (ii) to find out the relationship between high/low adjustment and social acceptability sex-wise for the whole sample, (iii) to study the nature of the relationship between sociometric status and adjustment, and (iv) to find out the relationship between high/low adjustment and socio-economic status sex-wise for the whole sample.

Methodology: The sample consisted of 887 pupils, both boys and girls, studying in Classes VI through VIII in six schools of Kashmir belonging to government and private management and located in rural and urban areas. The California Test of Personality of Thorpe by Louis et al the Sociometric Test developed by Sharma, the Urban SES Scale of Kapoor, and Rural SES Scale of Pareek and Trivedi were administered and the relevant data were collected. Correlation and 't' tests were computed in treating the data.

Major Findings: (1) Sociometric status is positively and significantly related to adjustment. (2) Boys as well as girls differed significantly in their adjustment. (3) Boys showed more adjustment difficulties in comparison to girls. (4) Girls were found socially better adjusted than boys. (SPr 1470)

Ruhela, Satya Pal. 1990. **Trends of social change and future demands of education.** *Indian Educational Review*, Vol.25(2):1-20.

Problem: The study centres upon the problems of social change and their effect on education.

Objective: To present some of the dominant ideas or generalisation about social change and examine their effects on futuristic values and implications for teachers of colleges and universities, so that they meet the future demands of education.

Methodology: The existing literature on social change was reviewed.

Major Findings: (1) The large promises and rosy scenarios presented in the New Education Policy and other documents, are merely exercises and wishful thinking. (2) None of the futurologists have tried to realise that ours is still a very oppressed society and our system of education is still totally based on the Banking model of education which thrives on slogan mongering. (TNSB 1477)

Seth, Indu. 1990. **Feedback study on the implementation of community singing scheme.** Independent study. *National Council of Educational Research and Training*.

Problem: The NCERT has been organising community singing camps to train teachers since June 1982. The teachers trained by the NCERT were expected to teach songs in various Indian languages to the children in their own schools and in neighbouring schools. The present study attempts to assess the feedback of

the implementation of community singing scheme.

Objectives: To have a feedback from teachers trained in community singing regarding the (i) follow-up work done by them in their respective schools/neighbouring schools, and (ii) the difficulties faced by them in implementing the scheme.

Methodology: A questionnaire was designed to collect information from teachers trained in community singing during the period 1982-87, and was mailed to all 2,661 teachers. Percentages were calculated.

Major Findings: (1) Out of the total 1,382 trained teachers who returned the filled-in questionnaires, about 47% were appointed as music teachers in schools, and out of the remaining 53%, about one-seventh had qualifications in music but were not appointed to teach music and six-seventh (45%) did not have any music qualifications other than the training received in community singing camps. (2) The number of respondents giving time daily to the community singing activity were 33.61%, others had this activity twice a week, once a week, once a fortnight and even occasionally. (3) About 19% teachers taught singing to 50 children; 13% to children ranging between 51 to 100; another 13% to children between 100 to 200; and only 7% to children above 1,000 children. (4) About 25% did not give any information in this regard. Perhaps songs were taught generally to a group of students in one or two classes, and in a very few cases all the students in the school were involved in community singing. (5) It was also found that about 45% teachers did not find time to go to other schools to teach songs to students; 41% were not allowed to visit other schools for the purpose; 28% were not allowed to teach songs to their own students in school; 19% did not have tape recorders; 16% were not given tape recorders, although the schools had

the equipment which was provided by the NCERT. (DFSEC 1004)

Shah, Beena. 1989. **Home adjustment of adolescent students: Effect of family climate.** *Indian Educational Review*, Vol. 24(3):125-132.

Problem: The study aims at assessing a more reliable and true relationship between the variables of family climate and home adjustment by eliminating the effect of other relevant variables, e.g. SES, intelligence, age, sex and locality.

Objectives: (i) To assess the effect of family climate on home adjustment of adolescents, (ii) to identify the effect of family climate on home adjustment of adolescents by controlling intelligence and SES, and (iii) to study the effect of family climate on home adjustment by controlling sex and locality.

Methodology: The students of Class IX of Garhwal Mandal (CA14-17) constituted the population of this study. The multistage random sampling technique was adopted to select an adequate sample from five districts: Chamoli, Dehradun, Pauri, Tehri and Uttarkashi. Two districts—Pauri and Tehri—were selected. One thousand adolescents were drawn randomly from 12 schools from these two districts. The Family Climate Scale by Uniyal and Shah, the Socio-economic Status Scale by Shah, the Intelligence Test by Ahuja, and the Adjustment Inventory by Shah were used to collect data. Correlations and 't' values were computed while treating the data.

Major Findings: (1) The home adjustment of students having satisfactory family climate was found to be far superior to that of those who had highly dissatisfactory family climate, even when SES and intelligence were controlled. (2) In the case of girls, family climate did not play an important role in determining the level of home adjustment. (3) In the case of urban students, the adolescents from satisfactory family climate had scored significantly higher on home

adjustment than their counterparts from dissatisfactory family climate in case of rural adolescents. (4) Family climate was found to be effective in the case of urban boys, in determining their level of home adjustment. (5) In the case of rural boys as well as girls, no significant variation seemed to exist between the adolescents of the HSFC and the HDFC groups. (6) In the case of the entire group of adolescents, significant and positive relationship was observed between family climate and home adjustment. Urban boys had better adjustment than their rural counterparts. Better home adjustment of adolescents was due to satisfactory family climate. (7) In the case of girls, there was no relationship between family climate and home adjustment. (SPR 1446)

Sharma, Meena. 1988. **A comparative study of development of self-concept among children of working and non-working mothers.** Ph.D., Psy. Agra Univ.

Problem: The study aims at comparing the children of working and non-working mothers regarding their self-concept, socio-economic status and adjustment.

Objectives: (i) To know the self-concept of children of working mothers, (ii) to measure the self-concept of children of non-working mothers; and (iii) to compare the development of self concept among children of working and non-working mothers.

Methodology: The sample comprised 600 children of working and non-working mothers of Agra City. Purposive sampling procedure was used. The test of Feeling of Security, developed by Suman Singh; the Youth Problem Inventory, prepared by Mithlesh Verma; the Parental Acceptance Rejection Test of Uma Saxena; the Socio-economic Status Scale of S.P. Kulshrestha, and the Adjustment Inventory developed by V.K. Mittal were used to collect the data. Mean, SD and 't' test were used to treat the data.

Major Findings: (1) Children of working mothers had a greater feeling of rejection and

they differed significantly from the children of non-working mothers. (2) The children of working and of non-working mothers did not differ significantly regarding the feeling of insecurity but the children of working mothers had a greater feeling of insecurity. (3) Working and non-working mothers' children's SES determined the adjustment of these children. (4) The children of working mothers had more adjustment problems than those of non-working mothers and the difference in these groups was significant. (5) The children of working and non-working mothers differed significantly regarding their social problems. (6) Children of working mothers had more health problems than those of non-working mothers. (7) A significant difference existed between the children of working and non-working mothers regarding emotional adjustment. (8) The children of working and non-working mothers differed significantly regarding their school adjustment but the children of working mothers had more problems. (SS 0777)

Sharma, Sarita. 1990. **Effects of socio-cultural disadvantage on cognitive and non-cognitive variables : A study of secondary school students of Haryana.** Ph.D., Edu. Kurukshetra Univ.

Problem: It attempts to study the effect of socio-cultural disadvantage on cognitive and non-cognitive variables among secondary school students of Haryana.

Objectives: (i) To investigate the independent and interactive effects of SCD (socio-cultural disadvantage) and sex on two cognitive variables, viz. intelligence and cognitive style (field dependence-independence) of Class IX students, (ii) to investigate the independent and interactive effects of SCD and sex on two motivational variables, viz., academic motivation and level of aspiration of Class IX students, (iii) to investigate the independent and interactive effects of SCD and sex on five personality variables, viz. state-anxiety, trait anxiety, inferiority, insecurity and self-concept of Class IX students, (iv) to investigate the independent and interactive

effects of SCD and sex on academic achievement of Class IX students, (v) to investigate the relationship of the 15 measures of deprivation with the cognitive, motivational, personality variables and academic achievement of Class IX students, and (vi) to investigate the prediction of academic achievement scores from the two factors of prolonged deprivation—Factor A and Factor B.

Methodology: Both purposive and random sampling techniques were used to sort out subjects from the population from all the three subdivisions of Mahendragarh Districts of Haryana; 400 subjects from five rural and four urban schools were selected by the Lottery Method. The Prolonged Deprivation Scale by Misra and Tripathy, the Culture-fair Intelligence Test of Cattell, the Group Embedded Figure Test of Witkin, et al., the Aberdeen Academic Motivation Inventory of Sharma and Singh, the Level of Aspiration Test of Dwivedi, the State-Trait Anxiety Inventory of Spielberger et al., the Security and Insecurity Questionnaire of Pati, and the Self-concept of Das, were used for collection of data. Analysis of variance and correlations were used to treat the data.

Major Findings: (1) SCD had significant independent effects on intelligence, academic motivation, level of aspiration and insecurity out of 10 dependent variables. (2) Significant independent effects of sex were noted only on intelligence, academic motivation, insecurity and academic achievements. (3) High socio-cultural disadvantaged students (HSCD) were found higher than both medium and low counterparts in academic motivation, level of aspiration and academic achievement. (4) Each of the 15 individual variables of deprivation displayed a high significant positive relationship with the total deprivation scores. (5) Deprivation had a significant negative relationship with intelligence, cognitive style, academic motivation, level of aspiration, insecurity and academic achievement indicating thereby that when deprivation increased, these cognitive and non-cognitive variables decreased. (CLK 0332)

Shree, Raj. 1992. **The contribution of music in the evolution of cultural education : A study in retrospect.** Ph.D., Edu. Agra: Dayalbagh Educational Institute.

Problem: Considering culture as an asset of the past, it is taken as the embodiment of art, literature, religion and philosophy, etc. The concept and evolutionary process of culture is so vast that it cannot be defined only in one sentence. The process of cultural evolution is to be analysed in terms of cultural education and music because they have been recognised as complements of each other. The purification and crescendo of human nature expected from the very idea of cultural education must have received a significant contribution of music in it. The present study is an attempt in this direction.

Objectives: (i) To select those facts of music from the Vedic and post-Vedic Granthas and Maha Kavayas, which contributed to the evolution of cultural education, (ii) to determine the place of music in the evolution of cultural education on the basis of selective facts, (iii) to compare the contribution of contemporary society music in the development of cultural education, and (iv) to give the suggestions in the development of cultural education through music.

Methodology: In the light of these objectives the content analysis of Upanishads, Smriti Sanhita and the literatures of Purana and Natyashastra was made.

Major Findings: (1) Handing over of culture is also education. (2) Oriental cultural education was based on music. (3) Musical and cultural education are relevant, as per the scriptures, to modern education. (4) Inculcation of creative faculties to students through music, besides co-curricular activities and cultural education, is desirable. (5) It is a long-term and continuous process. (GDST 0872)

Shukla, Kiran. 1992. **A study of development of social competence as a function of parental behaviour and peer interaction.** Ph.D., Home Sci. Ravishankar Univ.

Problem: This study has been undertaken to examine, whether parental behaviour has any effect on the development of the social competence of the children; Whether peer-interaction influences the development of the social competence of the children to any extent, and to study which psychological factors contribute significantly in the development of social competence.

Objectives: (i) To examine the development of social competence among the children of different social groups, (ii) to evaluate the relative effects of parental behaviour and peer-interaction on the development of the social competence of children belonging to different socio-economic groups, and (iii) to study the effects of parental authority and parental deprivation on the development of the social competence of the children.

Methodology: On the criteria of income, professional affiliation and material possession, 150 families from high SES and 150 families from low SES were selected. These 300 selected families, having both parents alive, constituted the 'Units of Study'. In addition, there being one son and one daughter in the age range 10-15 years in each family was also considered as the criteria of selecting the normative children. Thus, the high SES consisted of 150 mothers, 150 fathers, 150 sons and 150 daughters (total being 600) and an equal size of sample Ss from the low SES was also selected. In addition, 30 parentless boys in the above age range from the local orphanage were also selected for the present study. The tools used included Social Competence Scale developed by the researcher, Rohner's PARQ, Parental Authority Scale (F Scale — Indian adaptation) by Promila Singh, Peer Interaction Scale developed by the researcher, and Socio-economic Status Scale. Means, SD, 't' values,

percentiles, ANOVA, product-moment coefficients of correlation, factor analysis and multiple regression analysis were used to analyse the data.

Major Findings: (1) Socio economic status had significant effect on the development of social competence whereas parental acceptability has not been found significantly affecting the development of social competence. Further, parental authority as well as peer interaction did reveal highly significant main effects on social competence. (2) Both sons and daughters of the upper SES groups were found to differ significantly on their social competence as compared to lower SES groups. Further, the daughters of both the groups, i.e. upper and lower SES scored significantly higher than the sons on their social competence scale. (3) Social competence of highly accepted sons differed significantly between fathers of upper SES and mothers of lower SES as well as between fathers of upper and lower SES strata. In the case of the social competence of highly neglected daughters by their parents a significant difference has been found between the means of (a) mothers of upper SES and lower SES, (b) mothers of upper SES and fathers of lower SES, (c) fathers of upper SES and mothers of lower SES, and (d) between fathers of upper and lower SES. (4) The 'most liked' peers have scored significantly higher means in all the four SES groups than the 'least liked' ones. (5) Factor I contributed to the extent of 70.22% of the total variance; and emerged as the major factor. The first five significant factor loading in this factor are pro-social attitude, social competition, social tolerance, social leadership and social respectability. (6) The predicting values processed and treated by multiple regression analysis of the six independent variables, namely (i) parental acceptance (PAC), (ii) parental authority (PAu), (iii) peer interaction (PI), (iv) chronological age (CA), (v) SES, and (vi) parental occupation (POc) for the total sample as well as for boys and girls revealed that the highest amount of variance to the extent of 59%

has been explained by all the six independent variables in favour of boys whereas only 45% of the variance could be explained in favour of girls. Further, parental acceptance alone could explain 43% of the variance in favour of boys whereas it could explain only 18% of the variance in favour of girls. The second factor which seemed to play a significant role was parental authority. (VPS 0869)

Sinha, C.S.P. 1988. **Tradition and development: The context of education.** Independent study. Patna: A.N. Sinha Institute of Social Studies.

Problem: The study centres around the role of tradition and development in the context of educational changes in India.

Objectives: (i) To find out ways to improve the education system, and (ii) to study the expectations from education towards development.

Major Findings: (1) The study showed why, with the best of efforts on the part of the government, education has failed to deliver the goods. (2) It showed how habits die hard and more so when the road to development has not been clearly defined. (3) We have not made the best use of our traditions. (ML 0248)

Sinha, Malati. 1992. **Role of education in social and occupational mobility.** Ph.D., Edu. Patna Univ.

Problem: The study attempts to examine the role played by education in social and occupational mobility after Independence.

Objectives: (i) To explore the extent of change from their caste-occupation among educated persons, and (ii) to determine the nature and extent of social mobility among educated persons.

Methodology: A sample of 150 educated persons was drawn randomly from the population of Patna. An interview schedule was used to collect data. Percentages of responses were calculated.

Major Findings: (1) More than 80% of educated persons changed their caste-profession. (2) The shift in profession has always been upward. [RPSi 0667]

Thakur, Meeta. 1991. **Development of social competence as a function of residential locale, education and socio-economic status of the parents.** Ph.D., Psy. Ravishankar Univ.

Problem: It attempts to study the development of social competence as a function of residential locale, education and the socio-economic status of the parents.

Objectives: (i) To study the effect of locale on the development of social competence, (ii) to study the role of education of parents on the acquisition of social competence by their children, and (iii) to study the impact of the socio-economic status of the parents on the development of social competence in the children.

Methodology: One thousand and two hundred pre-school children, equally and randomly selected from tribal, rural and urban areas of Chhatisgarh, were taken as the subjects. The Ss from each area were selected equally from the two different age-groups, i.e. 30-36 months and 48-54 months. Half of the Ss from each subgroup were males while the other half were females.

Hindi adaptations prepared by the investigator of the Rochester Adaptive Behaviour Inventory (RABI), and the Pre-school Form (revised) by Jones were used. A modified version of Socio-economic Status Scale (form A and B) by Kulshreshtha-Form A, was used for urban Ss whereas Form B was used for rural Ss to measure SES. Cochran's test for testing homogeneity of variance, ANOVA, and graphical presentation were used for analysing the data.

Major Findings: (1) Locale accounted for a very significant main effect on social competence; whereas age as well as sex also showed highly significant effect on it. (2) Both age-groups, i.e.,

the high and the low of urban Ss scored the highest whereas the tribal Ss of both the age groups scored the lowest on social competence. (3) Boys as well as girls from the urban areas scored the highest mean whereas both the sexes from the rural sample scored the lowest means on social competence. (4) When age and sex were combined with SES, age accounted for a highly significant main effect whereas sex showed an insignificant main effect. (5) The Ss from the high age-groups in both the SES groups showed consistently higher means, than those in the low age group of both the SES groups. (6) It is revealing to record that both males as well as females from HSES scored relatively higher than boys and girls from LSES. (7) Three-way ANOVA (education x age x sex) as main source of variance revealed a highly significant main effect for education and age, whereas the main effect of sex on social competence was found insignificant. (8) The mean scores of Ss in the higher age-groups were higher on social competence at both the educational levels, whereas those in the lower age-group scored relatively lower at both the educational levels. Further, both males and females in the highly educated groups showed consistently higher social competence than those having low education group. Another revealing result was that both males and females from the higher age-group scored higher than those in the lower age-group. (VPS 0868)

Toshniwal, S.R. 1991. **Modernisation among the college students of Vidarbha region : A survey.** Ph.D., Edu. Nagpur Univ.

Problem: It attempts to investigate modernisation among college students as a function of education.

Objectives: (i) To find the effect and extent of modernisation in the educated younger generation, (ii) to test if the development of education makes the process of modernisation speedy, and (iii) to observe the social and economical conditions of the students.

Methodology: The sample comprised 900 graduate students from different colleges in the Vidarbha region drawn randomly. The students were selected in equal numbers from arts, commerce and science colleges by the lottery system and included 450 males and 450 females. A Modernisation Scale Battery prepared by Roma Paul and Radha Pande was used to collect the data. Mean, standard deviation, 't' value were calculated for different groups based on sex and faculty. Classification and comparison were done and critical ratios were found.

Major Findings: (1) Female students had more modern ideas than male students in all three faculties. (2) There was not much faculty-wise difference in the modernisation and thoughts related to it. (3) Arts and commerce female and male students showed the same extent of modernisation; this was not so in the case of science students. (GPK 1586)

Verma, B.P. and Nayak, Ranju Lata. 1990. **Effect of socio-economic stratification of alienation of rural adolescents.** *Indian Educational Review*, Vol.25(3): 40-49.

Problem: The present study investigates the effect of socio-economic stratification on alienation of a dolescents' studying in institutions located in rural areas.

Objectives: To find out the differences in (i) powerlessness of rural adolescents belonging to high, average and low socio-economic status groups, (ii) isolation of rural adolescents belonging to high, average and low socio-economic status groups, (iii) self-estrangement of rural adolescents belonging to high average and low socio-economic status groups, (iv) meaninglessness of rural adolescents belonging to high, average and low socio-economic status groups, (v) normlessness of rural adolescents belonging to high, average and low socio-economic status groups, and (vi) total alienation of rural adolescents belonging to high, average and low socio-economic status groups.

Methodology: A sample of 200 rural adolescents in Classes XI and XII in four colleges of Baleswar District of Orissa were randomly selected for the study. The Socio-economic Status Scale of Koul and the Student Alienation Scale of Sharma, were used. Analysis of variance was used to test the null hypotheses.

Major Findings: (1) There was no significant difference in total alienation of rural adolescents belonging to high and low socio-economic status groups. (2) There was no significant difference between the aforesaid groups with regard to normlessness, meaninglessness, self-estrangement and powerlessness. (SPr 1472)

Verma, S.L. 1988. **Secularism as prevailing among youth undergoing higher education and living in the recognised hostels of the state of Rajasthan.** Independent Study. *Univ. of Rajasthan*.

Problem: The study addresses the problem of empirically studying secularism as prevailing among the youth undergoing higher education and living in the recognised hostels of the state of Rajasthan.

Objectives: (i) To find out the actual pattern of secularism operating in the minds and behaviour of the youth, (ii) to know from the students the features of Indian secularism, (iii) to identify gaps between their perception of secularism and the given constitutional prescription, (iv) to find out the role of religious education on the minds and behaviour of the youth, (v) to find out the extent of the secular components prevailing in the educational system, including the textbooks, and whether the youth would like to make a change in the format of their textbooks, (vi) to determine the people who are non-secular, (vii) to ascertain the attitude of the respondents towards Muslims and other dominant cultures of India, (viii) to highlight the younger generation's perceptions towards the state, the sub-state, the media and the local government, (ix) to study how do they evaluate

fundamental rights for the minorities and reservations meant for Scheduled Castes and Scheduled Tribes, (x) to seek their free and frank opinion on making a choice of a political party or political leaders bearing the secular image, and (xi) to spell out the most important step which, in their opinion, the state should take to bring about communal harmony and also to know whether they want more secularism or less secularism than what prevails at present.

Methodology: The sample consisted of 200 students, 100 each from among the hostellers of Ajmer and Udaipur, belonging to all communities, faiths, faculties, income levels, professions, and to both sexes. They were randomly selected from amongst those staying in hostels for the last two sessions before the 1986-87 session without a break, in the ratio of 1:10. For data collection a questionnaire with three open-ended questions and selective, focused interviews were made use of. Percentages were calculated to present results.

Major Findings: (1) The younger generation was not interested in showing their connections with a particular caste, religion, or income-group. Most of them had not had religious education in a formal manner. There was little impact of these variables on their understanding of secularism. (2) The respondents, much against the general impression, largely understood the nature, contents and impact of Indian secularism as incorporated in the Constitution of India. The majority knew what the Indian State can or cannot formally do for them under the present pattern of secularism. (3) The Indian State, including the State Government of Rajasthan, is largely secular if we include the opinion of those who regard it secular "to some extent". But the latter is considerably large, and requires more efforts on the part of the state to become and look more secular. However, a good number of respondents did not regard the state as secular and find Indian secularism to be the source of communalism, riots, tensions and rivalry. Similarly, another group of respondents did not appreciate the working of the central and state

governments, local institutions, AIR and TV. They want improvement even in the present pattern of education and in the textbooks. (4) The attitude of the respondents towards the minorities was favorable as they only wanted to stop the abuse of the rights given to them under the Constitution of India. A majority of them wanted Muslim culture to be a part of the Indian culture which according to them was largely secular. (5) Boldly enough, some of the respondents did not consider faith or belief in God/Holy Book/particular form of worship as essential to the maintenance of morality. Still, they largely accepted the upholding of morality. They preferred their own house or room, or some religious place to strengthen and realise such belief. (6) On the Ram Janma Bhoomi or Babri Mosque issue, a good number of them wanted it to be settled either by the court or by mutual consultation among all parties concerned or by converting the place into a place of public use. They were all in favour of strengthening Indian secularism and wished to make it more secular than it already is by basing it on the ground of economic equality and by doing away with reservations based on birth alone. (NR 1224)

Vora, Dhairyabala P. 1990. **A study on leisure as understood by school-going children in an urban setting.** Independent study. *Indian Council of Social Science Research.*

Problem: This study addresses the problem of ascertaining as to what exactly leisure time and leisure activities mean to school students and how such activities should be planned by the policy-makers of the school system.

Objectives: (i) To analyse the concept of leisure and leisure activities as understood by school children (age-group 12-14), (ii) to investigate the facilities provided to this age-group of children for activities during non-school hours by the schools in which they are studying, by parents and by the neighborhood in which they stay, and (iii) to assess and evaluate as to how far the activities indulged in and the facilities provided

for the same fit in with the concept of leisure.

Methodology: The sample of the study consisted of 500 school-going children (age-group 12-14) selected from 50 (out of 799) secondary schools from four zones (southern, central, eastern and western) of Bombay, using a simple random sampling technique. Ten per cent of the guardians of the total sample of the students and the head of each school were interviewed to know the attitude of the administrators and guardians towards the importance and availability of facilities to be provided to the students as well as the encouragement they receive from these sources. Data were collected through questionnaires administered to students, parents and administrators. Percentages and means were used for the analysis of the data.

Major Findings: (1) For the student respondents, the concept of leisure (free time) connoted time to relax, enjoy and do nothing. For the guardians, it meant all the hours spent by their wards outside the school room, while to the school system represented by the administrators, it meant hours not planned in academic activities. (2) There was no free time available to student respondents—may it be a working day, a Sunday or vacation time except perhaps an average of an hour per day. The mean of the free time ranged between 1 to 3 hours. (3) The students' responses to free-time activities indicated that very few respondents (26% of the total sample) followed an activity/activities regularly in a planned and organised fashion. Those who followed an activity regularly came from families of educated parents, and belonged to a medium sized family with a sibling position of either first or second. The regularity in pursuing activities was more on the part of female respondents than male respondents. The pursuit of activities was an outcome of factors like parental forces or impact of the peer group, and were not the choice of the respondents themselves. The selection either by guardians or by the respondents under the impact of the peer

group was mostly sex-oriented. (4) Forty-seven schools of the sample offered a variety of leisure-time activities—the sports, games and athletics, swimming, drawing, painting, handicraft and hobby classes, photography, library, visits to zoo and museum, nature clubs, language-appreciation classes, debates, entertainments, music, dancing and drama, scouting, girl guides, social service, elocution, flower making, fancy cooking, etc. The list of activities preferred by the student respondents as compared to the list of activities conducted at the schools by the school authorities, the five activities that topped the list were: games and sports, watching TV and listening to the radio, domestic craft, the performing arts, and reading and writing. Only one of the activities, viz. games and sports, which topped the list, was common while the other activities trailed far behind. (5) The activities indulged in and the facilities provided for the same did not fit in with the concept of leisure as understood by the students. (NR 1236)

Yadav, P.L. 1989. **Anxiety, frustration and neuroticism as functions of socio-economic status and cultural setting in different divisioners and failures of high school students.** Ph.D., Edu. Kanpur Univ.

Problem: The study attempts to investigate the effects of SES and cultural settings on anxiety, frustration, and neuroticism of students having different levels of achievement.

Objectives: (i) The primary aim of the study is to find out how far socio-economic status and cultural setting of different divisioners and failures among high school students determine their anxiety, frustration, and neuroticism, (ii) to study the interaction of these variables while they influence anxiety, frustration and neuroticism, and (iii) to study the impact of anxiety, frustration and neuroticism on different magnitudes of scholastic achievement, socio-economic status and cultural setting by using (2 × 3 × 4) factorial design.

Methodology: The sample in the first instance was 600 rural and 600 urban subjects, but finally it was 720 subjects, drawn through random sampling method. The Anxiety Scale of D.N. Srivastava and Govind Tiwari, the Frustration Test Scale of N.S. Chauhan and G.P. Tiwari, Neuroticism Scale of N.N. Wig and S.K. Verma, and the Socio-economic Status Scale (Urban and Rural) of S.K. Saxena and R.A. Singh, were used in the study. Analysis of variance was used to analyse the data.

Major Findings: (1) High SES achievers had more anxiety, frustration and high SES failures had more neuroticism than their low SES counterparts. (2) Rural high achievers had more anxiety and neuroticism whereas urban failures

had more frustrations than their respective counterparts. (3) Low achievers had more frustration, anxiety and neuroticism than high achievers. (4) Low achievers and failures belonging to low and middle SES had more of frustration than those who belonged to high SES. (5) Rural high achievers had more anxiety than the failure and the low achievers of urban setting. (6) Cultural setting and achievement variations did not interact with regard to frustration. (7) High school failures of rural area had more of neurotic fantasies than those of urban areas whereas urban high achievers had more neuroticism than rural students. (8) There was no significant interaction between cultural setting, SES, and achievement level. [KD 0206]

Also See

- Agrawal, Kusum. 1986. **A study of the effect of parental encouragement upon the educational development of students (secondary stage)**. Ph.D., Edu. *Hemwati Nandan Bahuguna Garhwal Univ.* [KBB 0548] (See in Chapter 16.)
- Amirthalingam, P. 1991. **Involvement of parents of underachievers in government higher secondary schools**. M.Phil., Edu. *Alagappa Univ.* [SM 1769] (See in Chapter 16.)
- Arora, Reeta. 1988. **Role of parent-child relationship and teacher-student relationship in the academic achievement of higher secondary school students of both sexes**. Ph.D., Psy. *Agra Univ.* [SS 0801] (See in Chapter 38.)
- Bagai, R. 1988. **Adult-child interaction in three communities: Implications for children's growth, cognitive and social development**. Ph.D., Home Sc. *Univ. of Delhi*. [GCU 1948] (See in Chapter 14.)
- Chandrika, D.C. 1989. **Role of Anganwadi experience on the cognitive development of children**. M.Phil., Home Sc. *Sri Venkateswara Univ.* [PVD 0114] (See in Chapter 14.)
- Das, S. 1992. **Level I-level II abilities of socially disadvantaged children: Effects of home-environment, caste and age**. Ph.D., Psy. *Utkal Univ.* [KCP 0488] (See in Chapter 30.)
- Datta, Vrinda. 1992. **Group care as a context for child development**. Ph.D., Edu. *Shreemati Nathibai Damodar Thackersey Women's Univ.* [GCU 1936] (See in Chapter 14.)
- Desai, Murali. 1991. **Family dynamics and developmental programmes: Curriculum planning**. Independent study *Bombay: Tata*

- Institute of Social Sciences*. [RJ 0911] (See in Chapter 13.)
- Jain, Shikha. 1991. **Child-rearing practices, adolescence cognitive ability and achievement**. Ph.D., Psy. *Univ. of Lucknow*. [RJS 0676] (See in Chapter 38.)
- John, C.D. 1988. **Familial and school correlates of creativity: A study of Standard IX students**. M.Phil., Edu. *Bangalore Univ.* [MKh 0313] (See in Chapter 11.)
- Joshi, Rambha. 1991. **Study of the rearing-up practices of school-going adolescent girls in relation to their parental education and some socio-familial factors**. Ph.D., Edu. *Kumaun Univ.* [AB 1562] (See in Chapter 31.)
- Khadse, Indira B. 1992. **A comparative study of physical, language and social development of primary school-going children**. Ph.D., Home Sc. *Nagpur Univ.* [GPK 1590] (See in Chapter 15.)
- Lakshamma, T. 1989. **Pregnancy and responsible parenthood**. Ph.D., Pop.Edu. *Sri Venkateswara Univ.* [PVD 0116] (See in Chapter 32.)
- Mukhopadhyaya, Kishore K.; Chakrabarti, Pranab K. and Kundu, Ramnath. 1990. **Creative development of the children: Effects of parental sex, education and hobbies**. *Indian Educational Review*, Vol. 25(3): 75-80. [SPr 1474] (See in Chapter 11.)
- Muralidharan, R. and Mishra, S. 1989. **Home-based programme in child development**. Independent study. *National Council of Educational Research and Training*. [DPSEE 0527] (See in Chapter 14.)
- Narayan, Jayanthi and Ajit, M. 1991. **Development of skills in a mentally retarded child: The effect of home training**. *Indian Educational Review*, Vol. 26(3): 29-41. [SPr 1506] (See in Chapter 27.)
- Padmasri, J.V. 1992. **Stressful life events in school systems and educational development in children**. M.Phil., Home Sc. *Sri Venkateswara Univ.* [AVRR 1605] (See in Chapter 7.)
- Panda, E. 1989. **Developmental changes in sex role differentiation in child-rearing duties**. M.Phil., Psy. *Utkal Univ.* [KCP 0478] (See in Chapter 32.)
- Ray, T. 1989. **A comparative study of a few personality characteristics of creative minds in arts and science and their parental relationship during childhood**. Ph.D., Edu., *Univ. of Calcutta*. [KCP 0395] (See in Chapter 11.)
- Samal, N. 1990. **Relationship between planning and academic achievement of boys and girls: Effect of home environment variables**. M.Phil., Psy. *Utkal Univ.* [KCP 0432] (See in Chapter 38.)
- Sethi, Nirmal Kanta. 1989. **A study of the effect of child-rearing practices of educated and uneducated mothers on personality and achievement of their boys and girls**. Ph.D., Edu. *Agra Univ.* [SS 0769] (See in Chapter 38.)
- Srilatha, G. 1988. **Mother-child interaction during pre-school age in different socio-economic status groups**. M.Phil., Home Sc. *Sri Venkateswara Univ.* [AVRR 1266] (See in Chapter 14.)
- Thind, S.K. 1990. **Effect of parental education and occupation on mathematical problem-solving ability of students of Grades VII and IX**. Independent study. *Punjab Agricultural Univ.* [SPK 0247] (See in Chapter 20.)