

Sociology of Education

A Trend Report

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TILL the end of nineteenth century psychology had dominated education in western countries. India which had accepted the educational system from the west was also not free from it. As a result, the curriculum, courses in method of teaching and even school administration in the educational system were based on the psychological concept of the individual. It is only in the twentieth century that a sociological concept of the individual has come to be accepted. Even psychology has moved on to accept it — the individual in the group. Whether an individual is learning within a family or in a school, whether he is working at home or in a factory, whether he is at play in his peer group or elsewhere, he is not an isolated individual, but an individual in interaction with other individuals, influencing them and being influenced by their expectations of him. This has led to the development of sociology of recreation, of work, and of education.

According to this approach any study of the educational system must go beyond the individual and give sufficient consideration to the complex factors of individual – group interactions both within and without the school. The educational process is not a one way process, it is a two way process, a social process wherein two or more individuals with similar or differing conditions interact and interrelate with similar or differing consequences. Sociology of education has evolved out of this acceptance of the social nature of education.

Historically, its roots can be traced as back as 1861, when Herbert Spencer posed an important question regarding the function of education in his essay "What knowledge is most worth?" Since then sociologists as well as educators have begun to recognise the social function of education. Ward (1883) in his Dy-

namic Sociology regarded "Education as the proximate means of progress" of society. Small wrote in 1896: "Sociology demands of educators that they shall not rate themselves as leaders of children but as makers of society. . . .". Another outstanding sociologist, Durkheim, in his lectures at the Sorbonne during the first decade of the twentieth century categorically stated that education is essentially social in its origin as well as its functions. He pointed out that there is no one ideal type of education for all but that it differs from society to society, from group to group within a society and within the same society at different periods because of the differing socio-cultural environment and differing needs of different societies and groups. Educators also joined hands. In 1899 John Dewey in his book 'School and Society' brought out the social aspects of teaching and learning and emphasised that if the school is to be effective, it must be a social institution closely related to the community. Several others followed.

In its early development, sociology of education was regarded by some as a field which provided a basis for solution of social problems and achievement of social progress. Its chief exponent was Ward (1883) followed later by Goode (1926), Ellwood (1927) and Kinneman (1932). Some others like Finney (1927), Clement (1927) and Peters (1935) regarded it as a basis for a scientific analysis of the aims and objectives of education. Some like Payne (1928), followed by Smith (1928) and later by Brown (1947) and Robbins (1953) regard the entire process of socialisation of child as the field of sociology of education.

On the other hand, more recently a narrower and more specific focus is advocated. Some sociologists and social psychologists emphasise it as the study of

* This trend report is based upon 77 studies only. Out of these 66 are given as abstracts in this chapter and abstracts of the other 11 are reported somewhere else in this volume. In addition to this, there are abstracts marked with asterisks in the body of this chapter. These have not been considered in the trend report. It may also be noted that 56 abstracts under Sociology of Education in the earlier publication Buch (1974) have not been reviewed in this trend report.

development of student personality as influenced by the social environment of the school. Another recent approach limits its scope to the study of the pattern of social roles and their interaction within the school and of relationships of groups within the school to the outside groups. Following this approach Waller (1932) analysed the role of teachers in relation to their students as well as to the communities in which they taught. Greenhoe (1941), Znaniecki (1940), Wilson (1942), Caplow and McGee (1958) are some of the earlier followers of this approach. This last approach is being more followed in the last two decades of the development of sociology of education.

Thus, not only educational process is regarded as a social process, but the educational system in which it occurs is also regarded as a social system related to the total social system. The educational system is a subsystem of society performing certain functions for the ongoing of the total society. The goal of sociology of education is, therefore, to observe and analyse the structure of the educational system, describe the pattern of its elements and the role they play in relation to each other and in relation to the educational system as a whole and the achievement of the functions set for it by the society. In this way it attempts to discover how far the structural elements of the educational system are functional or dysfunctional to it and whether the educational system as a whole is functional or dysfunctional for the society as a whole. If the educational system is dysfunctional for the society, the task for the educational sociologist is to find out which elements are dysfunctional and with what results. Thus, broadly speaking, sociology of education is interested in the study of the educational system in relation to the total society. It also studies the educational system itself as a system of social relationships between its human components.

MAJOR AREAS AND SUBAREAS

Taking into consideration the major recent approaches adopted by social scientists studying education as a social phenomenon, as well as the span of the present studies done in India, the whole field can be divided broadly into five major areas.

As education is to be viewed as a subsystem of society, the first major area in which we would be interested is the relation of education and society. This can be studied in two ways. One may examine ways in which society and social changes occurring in it influence the functions of education as well as its structure at different periods of its development. On the other hand as a developing nation we may be more interested in observing how far education has

performed its two major functions — socialisation and advancement of knowledge. This leads us to study the socialisation of the educated generation with respect to new skills, knowledge, attitudes, values, behaviour as well as personality development in consonance with the new needs. We may also like to examine how far education has become instrumental in advancing knowledge in various fields.

In any society, its subsystems are interdependent and interrelated. Consequently the relation of educational subsystem with other major subsystems — economy, policy, stratificatory system and religion — of society becomes the second major area of our interest. We may examine the relation of education with occupational aspirations and choice, nature of employment and economic socialisation, etc. We may study the role of State in education, the degree and nature of its control, impact of education on the nature of political socialisation and development of new political elite, etc. Our attention may be drawn to the study of the relationship of education with the status system of society. Here the study of social background of non-student youths, students, teachers and controllers of education can be very illuminating. As India is moving from being a society dominated by religion to a society that increasingly cherishes and adopts secularism as its goal, interrelationship of education and religion becomes an important area of study. Besides, India is a multi-religion and multi-lingual country and has a substantial proportion of backward groups, scheduled castes and scheduled tribes. Thus the progress and problems of education of minority and backward groups itself can be a focus of study.

In every society, educational motivation, aspirations and performance are affected to a certain extent by social factors. This is more likely to be so in Indian society where the physical and socio-cultural environment of different groups show very wide contrasts. As India has adopted equality of opportunity as its national goal, the study of social factors behind educational motivation, aspirations and performance becomes very important.

Sociology of educational institutions themselves forms a major area of study. Here schools and colleges/universities can be studied as selective and socialising agencies. This may include study of recruitment standards and procedures, wastage and stagnation, evaluation standards and procedures and nature of socialisation. These institutions may have different types of social organisation in terms of their size, sex and socio-economic composition of students and teachers, sponsorship and management, etc. They may

have different organisational climates. These differences may affect the educational process differently. The institutions can be studied as a system of roles and relationships. The degree of role compatibility or role conflict and resulting equilibrium or disequilibrium in their functioning can also be studied. The classroom itself as a social system can become a focus of study. Besides, educational institutions are never static. In course of time they innovate and change under the influence of new social forces and needs. Some of them resist innovations and change for a long time. The sources and nature of educational innovations, forces encouraging or discouraging their adoption and diffusion, direction of innovations, etc., also form an important area of study.

Some elements of the educational system may be dysfunctional for the whole society or may be functional for some groups but dysfunctional for some others. Some social groups may not have enough motivation or means to be able to enter the educational process or may dropout of it at a very early stage or may not pass through it successfully. This may throw up problems. Lack of proper socialisation at home or school may develop juvenile delinquency; lack of diversification of the educational system in terms of differing pupil abilities and aspirations may lead to student unrest. Such problems can become an independent focus of study.

Thus the whole field can be classified into major areas and subareas as follows.

- I. *Education and society*
 - 1 — Impact of society and social change on education
 - 2 — Education and socialisation (in skills, knowledge, attitudes, values, behaviour, personality, etc.)
 - 3 — Education and advancement of knowledge
- II. *Educational subsystem in relation to other subsystems of society*
 - 1 — Education and economy
 - (i) Education, occupation and employment (occupational aspirations, occupational choice, employment, unemployment, etc.)
 - 2 — Education and polity
 - (i) Education and state (state's objectives and policy regarding education, nature of control, educational policy decision making, state as a resource system for educational development, etc.)
 - (ii) Educational and political elite

- 3 — Education and stratificatory system
 - (i) Education and socio-economic status
 - (ii) Social distribution of education
 - (iii) Social origin and background of non-student youths
 - (iv) Social origin and background of (a) primary, (b) secondary, (c) higher secondary, and (d) college/university teachers
 - (v) Social origin and background of social controllers of education at different levels (sex, religion, caste, socio-economic status, rural-urban residence, region, religion, etc., with respect of i to v)
- 4 — Education and religion
- 5 — Education of minority and backward groups
 - (i) Education of minorities
 - (ii) Education of scheduled castes and scheduled tribes

III. *Social factors behind educability, personality development and activism of children and youths*

- 1 — Family environment
- 2 — Caste and socio-economic status of parents
- 3 — Rural-urban residence of parents
- 4 — Peer group influences

IV. *Sociology of educational institutions*

- 1 — Schools
 - (i) Schools as selective and socialising agencies (recruitment, wastage, stagnation, selection, socialisation)
 - (ii) Types of school organisation and implication for educational process (size, sex composition, management, organisational climate, etc.)
 - (iii) School as a system of roles and relationships (roles of student, teacher, principal, management board, etc.)
 - (iv) Classroom as a social system
 - (v) Innovations and change
- 2 — Colleges and universities
 - (i) Colleges and universities as selective and socialising agencies
 - (ii) Types of college/university organisation and implication for educational process
 - (iii) Colleges and universities as a system of roles and relationships
 - (iv) Classroom as a social system
 - (v) Innovations and change

V. *Problems*

- 1 — Juvenile delinquency
- 2 — Student unrest
- 3 — Education of the handicapped

The main objective of this study is to draw a trend report of researches done in the field of sociology of education from the doctoral studies and research projects completed in the departments of sociology and education as well as in other departments of various Indian universities. It also includes research projects conducted in the field by other teaching institutions (hereafter called OTI) as well as by some research institutes (hereafter called RI). It covers published as well as unpublished works. It includes studies done mainly during the years 1971 to 1975. However, some studies that were done in previous

years but which could not be included in the earlier trend report (Thirtha and Mukhopadhyay, 1974) are also included in this review. It has also covered research projects financed by such agencies as ICSSR, NCERT, UGC, state governments and the ministry of education. Thus the coverage is fairly comprehensive.

PERIOD, NATURE AND FINANCING AGENCY OF STUDIES

Data showing the decade and nature of the studies and their financing agency are given in Table 1.

TABLE—1 : *Decade, Nature and Financing Agency of Studies in Sociology of Education*

Content	University Departments						
	Sociology Anthropology*	Educa- tion	Psy- cho- logy	Total	OTI	RI	Total of 5, 6, 7
1	2	3	4	5	6	7	8
I. Decade							
Upto 1960	—	—	—	—	1	—	1
1961-70	6	—	6	12	—	—	12
1971-75	18	21	5	44	10	10	64
II. Nature							
—Ph.D. thesis	7	19	7	33	2	—	35
—Research projects	17	2	4	23	9	10	42
III. Financed by							
—ICSSR	11	1	3	15	5	7	27
—NCERT	2	—	1	3	1	—	4
—UGC	1	—	—	1	1	1	3
—State Govt./Min. of Edu.	1	—	—	1	1	—	2
—University	1	—	—	1	—	—	1
—Foreign	—	1	—	1	—	—	1
—Not financed	8	19	7	34	3	2	39
Total in each of I, II, III	24	21	11	56	11	10	77

Note : OTI : Other teaching institutions, RI : Research institutions.

* Anthropology Dept. has contributed one study.

The previous trend report (Thirtha and Mukhopadhyay, 1974) of studies on sociology of education included fortytwo studies done during 1961-70. If these are added to the present twelve studies done during the same decade and included in this study, the decade 1961-70 can be said to have yielded only fiftyfour studies. As compared to this, only five years (1971 to 1975) of the present decade have yielded sixtyfour studies in this field. This means that the

interest of social scientists in the field of sociology of education has increased a great deal during the seventies. There seems to be a great spurt in project research along with Ph.D. studies. It has yielded fortytwo out of seventyseven studies included in this report. This seems to be due to the establishment of ICSSR as a central agency for financing social research. Out of thirtyeight studies that are financed, twentyseven are financed by ICSSR. Other bodies like

NCERT and UGC have also assisted project research in this area.

University departments of thirtyfour universities share the major part of the work. Nearly three-fourths of the studies (fiftysix out of seventyseven) are done by them. Five other teaching and seven research institutions account for the rest one-fourth of the work. Though major interest is shown by the sociology (twentyfour studies) and education (twentyone studies) departments, the psychology departments have

also shown some awareness (eleven studies) of this area.

Areas and subareas covered by studies

The seventyseven studies are classified into five major areas and several subareas according to the area or subarea mainly studied as shown in Table 2. However, a few studies secondarily deal with other subareas also. Such studies dealing with additional subareas are discussed at relevant places.

TABLE — 2 : Major areas and subareas covered by the studies on sociology of education.

Area : Subarea	Number of Studies	Total	Percent
I. <i>Education and society</i>	..	11	(14.3)
1. Impact of society on education	—		
2. Education and socialisation	11		
3. Education and advancement of knowledge	—		
II. <i>Education and other subsystems of society</i>	..	33	(42.9)
1. Education and economy	3		
2. Education and polity	—		
(i) Education and state	—		
(ii) Education and political elite	—		
3. Education and stratificatory system	4		
(i) Education and socio-economic status	1		
(ii) Social origin and background of non-student youths	2		
(iii) Social origin and background of teachers	1		
(iv) Social origin and background of social controllers of education at different levels	—		
4. Education and religion	—		
5. Education of minority and background group	26		
(i) Education of minorities	1		
(ii) Education of scheduled castes/tribes	25		
III. <i>Social factors behind educability, personality development and activism</i>	..	9	(11.7)
1. Family environment	4		
2. Parents' caste and socio-economic status	3		
3. Parents' rural-urban residence	2		
4. Peer group influence	—		
IV. <i>Sociology of educational institutions</i>	..	13	(16.8)
1. Schools	11		
(i) As selective and socialising agencies	1		
(ii) As organisations	—		
(iii) As systems of roles and relationships	3		
(iv) Classroom as a social system	4		
(v) Innovations and change	3		
2. Colleges and universities	2		
(i) As selective and socialising agencies	—		
(ii) As organisations	1		
(iii) As systems of roles and relationships	1		
(iv) Classroom as a social system	—		
(v) Innovations and change	—		

(Table 2 Contd.)

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Area : Subarea	Number of Studies	Total	Percent
V. <i>Problems</i>	..	11	(14.3)
1. Juvenile delinquency	1		
2. Student unrest	9		
3. Education of the handicapped	1		
Total		77	(100.00)

The distribution of studies in different major areas indicate that social scientists in India have concentrated more on studying the relation of education with society and of the educational subsystem with other subsystems of society. More than half (57.2 percent) the studies pertain to these two areas. Their second major interest seems to be the study of educational institutions themselves; thirteen out of seventy-seven studies (16.8 percent) are found in this area. Though social factors are more likely to influence educability of the younger generation in a developing country like India, this aspect has not received much attention. Only nine studies (11.7 percent) are found in this area. The study of problems has received slightly more attention yielding eleven (14.3 percent) studies.

I. EDUCATION AND SOCIETY

In any given society at any given time the decisions regarding the type, quantity and quality of education depend partly upon the resources available and partly upon the social and political philosophy of the people. Poor and traditional societies are unable to develop even a programme of universal primary education. Rich and industrialised societies provide universal primary and secondary education and expand a broad based programme of higher and adult education. Feudal and aristocratic societies emphasise education for a few, whereas democratic and socialist societies emphasise mass education and equalisation of educational opportunities. Static societies emphasise conservation of culture and traditions, whereas changing societies emphasise conservation of only core culture and in other spheres emphasise preparation for change for future. Thus the needs and goals of society influence education in many ways. The studies covering this area are classified as I.1.

The impact of education on society can be studied by examining the extent to which the educational system of a given society fulfils its major functions — the function of socialisation and the function of advancement of knowledge. The educational system is expected to socialise the younger generation in skills,

knowledge, attitudes, values, behaviour, etc., needed for the society. It is also expected to advance the existing knowledge. The studies pertaining to these two aspects are classified as I.2 and I.3.

The survey has yielded eleven studies in this area. None of these fall in the subareas 'Impact of society on education' (I.1.) and 'Education and advancement of knowledge' (I.3). This means that social scientists in India are not at present interested in analysing these two subareas. They seem to give much greater priority to examining education as an instrument of socialisation. All the eleven studies fall in this subarea (I.2). This is quite natural in a developing country like India which has adopted education as a major instrument of development and change.

These studies examine the socialising influence of education by studying modernisation that might have occurred in the attitudes, values, and behaviour of students, teachers and professionals. Pandey (1973) and Thimotheose (1973) study secondary school students. Pandey studies their attitude to joint family and religion and finds that though a majority have developed an unfavourable attitude to joint family living, a vast majority believe in God as a source of help and guidance. Thimotheose examines the nature and extent of superstitious beliefs among them and finds them highly superstitious.

College/university students are studied by Rajmanickam (1966), Ojha (1968), Ahmad (1973), Baker (1973), Mehta (1974), and Narain (1975). The attitudes studied are mainly attitude to education, joint family, caste, marriage, intermixing of sexes, religion, women doing jobs and family planning. Major variables of these studies are sex, marital status, educational and economic level of parents, rural-urban residence of the respondents and the nature of discipline studied by them.

A majority of college/university students show a positive attitude to education, disfavour joint family living, prefer self selection in marriage, believe in free intermixing of sexes, favour women doing jobs and approve family planning. However, a good majority

of them favour marrying within caste and are religious minded. Rajmanickam (1966) finds only one-third of the students welcoming religious reformation. Ojha (1968) finds a majority of them preferring educated marriage partners, self selection of mate and late marriage. Ahmad (1973) discovers that in spite of urge to modernise, many traditional values still operate among college girls. Baker (1973) examines the value conflicts of women students in respect of their life, studies, career, social life and marriage and finds family restrictions influencing them. Narain (1975) finds that the faith of a large majority of rural students in religion including its rituals and ceremonials had not declined due to urban contacts.

College/university teachers are studied by Pundlik (1970), Singh (1970) and Mehta (1974) and professionals by Rajmanickam (1966). Pundlik and Rajmanickam study their religious beliefs and attitudes and find a majority of them religious minded. Rajmanickam (1966) finds a majority of professionals not welcoming religious reformation and opposing governmental interference in the use of property of religious institutions. Pundlik (1970) finds that in spite of spread of secularism, religious bigotry persists and continues to grow in newer forms among college teachers. Singh (1970) finds that a majority of them have high modernisation and that the degree of modernisation varies directly as commitment and inversely as aspirations. Mehta (1974) finds women college teachers disapproving such traditional institutions as sect and caste and not afraid of breaking socio-religious obligations.

II. EDUCATION IN RELATION TO OTHER SUBSYSTEMS OF SOCIETY

The distribution of thirtythree studies in this area indicates that the relationships between education and polity (II.2) and education and religion (II.4) have not yet drawn the attention of social scientists. The relation of education with economy (II.1 — only three studies) and with stratification (II.3 — only four studies) have also been not studied by many. Most of the studies (II.5 — twentysix out of thirtythree) have concentrated on the education of minority and backward groups like scheduled castes and scheduled tribes. This may be because of the recent readiness of institutions like ICSSR to give priority to finance research in such fields.

II.1 *Education and Economy*

Industrialisation in India is bringing about a change in the occupational structure, which in turn is

influencing the educational system. It requires educational system to function as an agent for the supply of needed variegated manpower. This is reflected in the rise of formal educational qualifications for entry into various professional, administrative and other white collar occupations. The problem of allocation of scarce resources to education in general and to different levels and types of education becomes important. It becomes necessary to study not only the quantity of manpower output of educational institutions, but also to study the social determinants of both its quantity as well as its mobility. Some of the educational and sociological implications of these developments in the west have been studied by Drucker (1959), Floud and Halsey (1956), Halsey (1962) and others.

In India this area has not received much attention. The survey has yielded only three studies in this area. They deal mainly with the relationship of education with occupation and employment. Singh (1973) finds the occupational pattern and its change in rural areas dependent on education and caste. IAMR (1973) studies women in labour force in relation to their educational composition. Parvathamma (1975) studies problems of employment of university graduates and finds that a vast majority of them aspire to white collar occupations and a majority of them are prepared to even go out of their state for such work.

II.2 *Education and Polity*

No study primarily deals with this area though polity in India influences education a great deal directly or indirectly. Such subareas like state's objectives and policy regarding education, nature and extent of its control, social factors behind educational policy decisions, state as a resource system for educational development (II.2.i) are yet to be explored at this level. Though political elite plays a very crucial role in influencing education, no studies exploring the nature, extent and purpose of this influence, areas affected by it and its implication for the educational process have been done. (II.2.ii)

Only one study looking into barriers to change in secondary education (Mukhopadhyay, 1975) examines the role of D.E.O. as resource system for educational development and finds that D.E.O. plays a very marginal role in educational change and least in expertise.

II.3 *Education and Stratification*

Education performs the function of selection in modern societies. Selection of persons for different

social and occupational statuses occurs through education. As a result the study of educational achievements of various socio-economic groups (II.3.i) becomes important. It also necessitates study of social origin and background of non-student (II.3.ii) and student youths as well as of teachers (II.3.iii) and controllers (II.3.iv) of educational system at different levels. Some of the notable studies in this area are those of Glass and Hall (1954), Floud (1954), and Marshal (1962). Research in this area has been influenced by egalitarian ideals, the objective being to find out the extent of achievement of the ideal of equality of opportunity and to discover the degree of discrimination that may be inherent in the system.

Though only four studies have been found in this subarea, the egalitarian stance is found in them also. Desai (1969) finds married women university students predominantly belonging to upper and middle income groups and upper castes with a total absence of any scheduled caste students among them (II.3.i). Reddy and Bhatt (1971) study non-student youths in Indian cities and find their socio-economic condition as the root cause of their educational deprivation. Khandekar (1973) studies disadvantaged pre-schoolers in Greater Bombay and finds their physical environment and resources very unsatisfactory (II.3.ii). Venkatarayappa (1971) finds primary teachers hailing largely from low socio-economic groups (II.3.iii). Social controllers of education (II.3.iv) are studied by none.

II.4 *Education and Religion*

No independent study has been found in this area. A few studies, however, dealing with socialisation have studied attitude of school and college students (Pandey, 1973; Narain, 1975; and Thimotheose, 1973) and college teachers (Rajmanickam, 1965) towards religion and religious and superstitious beliefs.

II.5 *Education of minority and backward groups*

The largest number of studies are found in this subarea. Only one of these studies pertains to education of a minority community (II.5.i) and the rest twentyfive deal with the educational problems of the scheduled castes and tribes (II.5.ii). These studies also reveal the urge for observing how far the gap between the majority and minority or between the scheduled and non-scheduled communities has been bridged and the ideal of equality of opportunity achieved.

The work on minority community (Sharma, 1975) studies equalisation and utilisation of educa-

tional opportunity with reference to muslims and finds them far behind in comparison with others. Bindu (1974), Chitnis (1974) and Desai (1974) examine the progress of literacy and education among scheduled castes or scheduled tribes longitudinally and compare them with the non-scheduled groups. Vyas and Chaudhary (1970) ascertain the extent and magnitude of dropouts among tribal school children. Chattopadhyay (1961) makes a comparative study of intelligence of tribal and non-tribal school children and finds the tribal children backward as a group. Chandrasekharaiah (1969) finds school participation and performance of scheduled caste children adversely affected by the gap between their school and family environment, unfavourable parental attitudes, involvement in domestic duties and poor family economic conditions.

Recently several studies of scheduled caste (SC) and/or scheduled tribe (ST) school students (Adishesiah and Ramanathan, Desai, Desai and Pandor, Gangrade, Pimpley, Rajagopalan, Sachchidananda, Singh and others — 1974; Nayar, Singhi—1975) and college students (Adishesiah and Ramanathan, Chitnis, Dubey, Gangrade, Goyal, Lal, Parvathamma, Pimpley, Rath and Misra, Sachchidananda, Shah and Thaker — 1974) have been reported. They have a common framework. Each of them covers a single state and studies a sample of SC/ST students selected with the help of a multistage stratified random sampling procedure. They study the students' family and socio-economic background, educational and occupational aspirations, student life, study habits and performance, problems of interaction with students and teachers, their friendship circle and experience of discrimination, their outlook on the status of SC/ST and attitude to governmental concessions and their administration.

These studies find that most of these SC/ST students are first generation educated, largely coming from poor and illiterate homes where they have to participate a great deal in domestic work and whose environment is not congenial for study. As a result they are slightly older for the class they study in and largely choose subjects that qualify them for college, where they largely take to arts courses. Though most of them feel they follow classes well, a majority feel the need for free extra coaching and guidance. Their participation in extra-curricular activities remain low, though their educational and occupational aspirations are high. They have politically become aware, yet their overall politicisation is low. A large majority have remained ethnocentric in their friendship pat-

tern. Most of them think that though the status of the SC/ST groups has improved, it is still inferior to that of the non-scheduled groups. Their teachers opine that they are not inherently lower in academic caliber and performance than the other students but their adverse family environment has made them so.

III. SOCIAL FACTORS BEHIND EDUCABILITY, PERSONALITY DEVELOPMENT AND ACTIVISM

It has now been recognised that educability, personality development and activism of different socio-economic and cultural groups are influenced by their society acquired motivations, attitudes and aspirations as well as by the social climate of the educational institutions to which they have access. This subarea includes studies that examine the influence of such social factors as family environment (III.1), parental socio-economic status (III.2) and their rural-urban residence (III.3) and peer group affiliations (III.4). Some of the important contributions to this subarea come in the early period from Warner (1946), Daris (1948) and Holingshead (1949) and later from Sewell (1956), Floud and others (1957), Strodtbeck (1959) and Nisbet (1962).

Nine studies are found in this area. Aphole (1962) finds different levels of education, caste and class correlated with different child rearing practices and ultimately to difference in attitude to education. Das and others (1966) discover caste and economic status negatively correlated with cultural deprivation and positively correlated with cognitive growth of school children. Intelligence and interest patterns of urban, rural and tribal school students are found by Jai Prakash (1972) to be culture oriented. Koranne (1973) shows how family size is negatively and father's education and economic condition are positively correlated with sociability of school pupils, which is further positively correlated with their intelligence, study habits, attendance and participation in extra curricular activities. Gorwaney (1974) shows family composition is correlated with self esteem which is further correlated with active student role performance. Mishra (1974) and Reddy (1974) study activism of college students in relation to their socio-economic status but they come to opposite conclusions. Prakash Chandra (1975) finds economic and family conditions correlated with academic achievement of school pupils and Shah (1975) discovers parents' education and economic status correlated with courses the college students take to. No study is found dealing with peer-group influences (III.4).

IV. SOCIOLOGY OF EDUCATIONAL INSTITUTIONS

IV.1 *Sociology of education institutions — schools*

School has been long recognised as a social institution. Waller's (1932) study is the first qualitative study of the school as a social institution. However, precise and systematic studies of the organisational properties of the schools and their influence on learning are very few.

The functioning of school as selective agencies (Floud and others, 1957), influence of school as an organisation (Barker and Gump, 1964; Corwin, 1966), school as a system of roles and relationships (Siegel, 1955; Gordon, 1957; Gross 1958; Gross and others, 1958; Biddle, 1964) and classroom as a social system (Fianders, 1960; Parsons, 1962; Biddle and Ellena, 1964; Gump, 1967; Smith and Geoffrey, 1968) have been studied to a certain extent.

The present survey has yielded only eleven studies in this subarea. Mahendra (1972) studies dropouts (IV.1.i) and their value patterns. Three studies analyse school as a social system. De'Souza (1973) examines public school system in India with its subsystems, their relations and cleavages and Varma (1972) and Anand (1975) analyse the roles and relationships of teachers and pupils (IV.1.iii). Four studies examine classroom as a social system (IV.1.iv). Pendse (1961) studies leadership processes among school children. Kailash Chand (1973) finds residential school classrooms evidencing more cohesive group structures than day school classrooms, whereas Vyathit (1973) finds more cohesive groups in effective than in ineffective classrooms. Sharma (1974) examines the position of accepted and unaccepted children in the classroom and finds accepted children to be fewer and to be better adjusted than unaccepted children.

Three studies reported on innovations and change in schools (IV.1.v) deal with identification of characteristics of innovations related to their diffusion in schools (Bhagia 1973), factors related to innovation and change (Doctor, 1973) and barriers to change (Mukhopadhyay, 1975) in schools. Doctor (1973) finds most of the school innovations as headmaster centred and Mukhopadhyay (1975) discovers barriers to innovations in the school's poor linkage with resource systems, indifferent and interfering management, lack of leadership in principal and of professional awareness and cohesiveness among teachers.

Thus the analysis of classroom has drawn slightly greater attention than the study of school as a social

system as well as innovations in school. School as a selecting agency has been least studied. Not a single study has been found examining the influence of school as an organisation.

IV.2 *Sociology of educational institutions — colleges and universities*

Sociological studies of higher education dates back to 1918 when Veblen attacked 'the conduct of universities by businessmen'. Max Weber's lecture on 'Science as a vocation' (1947) is also an important contribution to this subarea. Since then colleges and universities have been studied as selective agencies (Knapp and Godrich 1952), as social organisations (Stern 1962 and Pace 1964), and as systems of roles and relationships (Wilson 1942, Merton 1957, and Caplow 1958).

It seems in India the social scientists have not been yet much drawn to the study of higher education. The present survey has yielded only two independent studies and three other studies that subsidiarily deal with some aspects of this subarea.

No study is found examining colleges/universities as selective agencies (IV.2.i) or college classroom as a social system (IV.2.iv) or innovations and change in them (IV.2.v). One study (Chitnis 1973) analyses teacher's role in the college system and discovers that difference in social organisation of college differentiates the teacher's role (IV.2.ii). Four studies examine the roles and relationships in the college system (IV.2.iii). Desai (1969) studies the role of married women university students, the stresses and strains of their role and the nature of their adjustment to it. Singh (1970) examines the tensions and equilibriums in the role structures of university teachers in the context of modernisation. Sharan (1974) studies college student's role conflict and its influence on his role performance. Shah (1975) analyses the relationship between the views of teachers, students and principals on some aspects of college life.

V. PROBLEMS

A few studies (11) deal with specific problems like student unrest, juvenile delinquency and education of the handicapped. They have been classified in this subarea.

Only one study (Das, 1975) is reported on juvenile delinquency (V.1); it finds it related mainly to broken homes and lack of needed facilities and contacts in the school environment. One study (Chhazed, 1973) reported on education of the handicapped

(V.3) studies the problems of welfare of institutionalised children.

The remaining nine studies (Mathur, 1958; Sarkar, 1965; Raghavulu and others, 1967; Dasgupta and others, 1972; Sri Chandra, 1971; Vidyarthi, 1972; Bakhshai, 1973; Majmudar, 1974; and Upadyaya, 1975) examine the factors behind student unrest (V.2). The studies are conducted in several states in India and one of them examines the problem in a foreign country. The problem has been examined by studying the views of teachers, students and academic authorities as well as of guardians, political party and community leaders and police officers that are concerned with it. Major factors behind unrest are found to be administrative (unsympathetic and indifferent handling of student matters by authorities) as well as academic (lack of adequate teacher - student contacts, defective teaching methods and inadequate extra-curricular facilities), economic (growing unemployment and consequent feeling of insecurity and frustration) as well as political (interference and instigation by political elements among students and teachers as well as direct or indirect provocation and misguidance by outside political leaders).

The analysis of these studies at the doctoral and research project level as a whole reveal several gaps. No study has been found on the impact of society on education and of education on advancement of knowledge. The relationships of education with polity and education with religion as subsystems have not been studied at all. The influence of peer groups on the educational motivations, aspirations and achievement of pupils has not been examined. Though classroom has attracted some attention, educational institutions as organisations or selective agencies are still to be studied. Primary and higher education have received very little attention.

Areawise and institutionwise distribution of studies

Major part of the studies (fiftysix out of seventy-seven) have been done by university departments and a few by other teaching (eleven) and research (ten) institutions as shown in Table 3. All the three agencies have shown greater interest in studying the relationship of education with society and its subsystem than the educational institutions themselves. Within the universities, only the departments of education and psychology have shown interest in the sociology of educational institutions. The departments of sociology and anthropology have been conspicuous by their lack of interest in it.

Areawise and universitywise distribution of studies

The distribution of studies according to the universities that conducted them is given in Table 4. The Table shows that universities are the largest contributors to research in this field.

The distribution shows that though no university has more than three studies to its credit, as many as thirtyfour universities have contributed to this field. However, the areawise distribution shows that no uni-

versity has concentrated on any particular area or sub-area except Agra University which has all its three studies in the area of sociology of schools. It seems the departments of universities generally do not plan their research studies in terms of the existing needs. This means that if interest in this field is sustained in future, we may witness a more rapid growth of studies in this field without appreciable growth of knowledge about any particular area or subarea of the field in depth.

TABLE — 3 : Areawise distribution of studies according to the type of institutions that conducted them

Type of Institutions	Major areas and subareas								Total of 2 to 9
	I.2 Education and socialisation	II.1 Education and economy	II.3 Education and stratification	II.5 Education of minorities/backward groups	III Social factors behind educability	IV Sociology of educational institutions Schools Colleges	V Problems		
1	2	3	4	5	6	7	8	9	10
I. University Departments									
Soc.	4	1	2	11	3	—	—	2	23
Anth.	—	—	—	—	—	—	—	1	1
Edu.	3	—	1	1	3	8	1	4	21
Psy.	3	—	—	2	2	2	—	2	11
Total :	10	1	3	14	8	10	1	9	56
II. OTI	1	—	1	5	1	1	1	1	11
III. RI	—	2	—	7	—	—	—	1	10
Total :	11	3	4	26	9	11	2	11	77
	11		33		9	13		11	77
	I		II		III	IV		V	

TABLE—4 : Areawise distribution of studies according to the university or institution in which they were conducted

Institutions	I.2	II.1	II.3	II.5	III.	IV.	V.	Total of 2 to 9		
	Education and socialisation	Education and economy	Education and stratification	Educational minorities and backward groups	Social factors behind educability	Sociology of educational institutions	Problems			
	1	2	3	4	5	6	7	8	9	10
Universities										
1. Agra	—	—	—	—	—	3	—	—	—	3
2. AMU	1	—	—	—	—	—	—	—	—	1
3. And.	—	—	1	—	—	—	—	—	1	2
4. Anna.	1	—	—	—	—	—	—	—	—	1
5. APS	—	—	—	—	1	—	—	—	—	1
6. BHU	—	—	—	—	2	—	—	—	1	3
7. Ban.	—	—	—	—	1	—	—	—	—	1
8. Bih.	1	—	—	—	—	—	—	—	—	1
9. Bom.	2	—	—	—	—	—	—	—	1	3
10. Cal.	—	—	—	—	1	—	—	—	—	1
11. Del.	—	—	—	—	—	1	—	—	—	1
12. Dib.	—	—	—	—	1	—	—	—	—	1
13. Gau.	—	—	—	—	—	—	—	—	1	1
14. Gor.	1	—	—	—	—	1	—	—	—	2
15. Indore	—	—	—	—	—	—	—	—	1	1
16. JNU	—	—	—	—	—	—	—	—	1	1
17. Jod.	—	—	—	—	1	—	—	—	—	1
18. Kar.	—	—	—	—	1	—	—	—	—	1
19. Ker.	1	—	—	—	1	—	—	—	—	2
20. Luc.	—	—	—	—	—	—	—	—	1	1
21. MSU	—	—	—	—	—	1	2	—	—	3
22. Mee.	—	—	—	—	—	—	1	—	—	1
23. Mys.	—	1	1	1	—	—	—	—	—	3
24. Osm.	—	—	—	—	—	1	—	—	—	1
25. Pat.	1	—	—	—	—	—	—	1	—	2
26. Pan.	—	—	—	—	2	—	—	—	—	2
27. Poona	1	—	—	—	—	1	1	—	—	3
28. Raj.	1	—	—	—	1	1	—	—	—	3
29. Ran.	—	—	—	—	—	—	—	—	2	2
30. SNDT	—	—	—	1	—	—	—	—	—	1
31. SPU	—	—	—	—	1	—	1	—	—	2
32. Sag.	—	—	—	—	—	1	—	—	—	1
33. Utkal	—	—	—	—	1	1	—	—	—	2
34. Vik.	—	—	—	—	—	—	1	—	—	1
Total :	10	1	3	14	8	10	1	9	—	56
OTI	1	—	1	5	1	1	1	1	—	11
RI	—	2	—	7	—	—	—	1	—	10
Total :	11	3	4	26	9	11	2	11	—	77
	11		33		9	13		11		
	I		II		III	IV		V		

Areawise and statewise distribution of studies

The statewise distribution of studies as shown in Table 5 reveals that most of the states except Jammu and Kashmir and comparatively new states of Manipur, Meghalaya and Nagaland have been covered by one or more studies. This means that these researches have been located in most of the states, and the samples for study have been drawn from them. But this does not mean that the coverage is adequate.

The samples are drawn mainly from one state only. All India studies are very few. Besides, as the samples are drawn from universities, colleges, higher secondary and secondary schools in cities and towns, only urban areas of the states can be said to have been covered. Only two studies, one in U.P. and one in M.P. have drawn samples from institutions located in rural areas. Thus the studies provide a picture of the field in urban areas only.

TABLE — 5 : Areawise and statewise distribution of studies

States and union territories (covered for samples)	I.2 Education and socialisation	II.1 Education and economy	II.3 Education and stratification	II.5 Education of minorities and backward groups	III. Social factors behind educability	IV. Sociology of educational institutions Schools Colleges	V. Problems	Total of 2 to 9	
1	2	3	4	5	6	7	8	9	10
Andhra Pradesh	—	—	1	—	1	—	—	1	3
Assam	—	—	—	1	—	—	—	1	2
Bihar	2	—	—	2	—	—	1	2	7
Gujarat	—	—	—	3	2	3	—	—	8
Haryana	—	—	—	2	—	—	—	—	2
Himachal Pradesh	—	—	—	—	—	—	—	—	—
Jammu and Kashmir	—	—	—	—	—	—	—	—	—
Karnatak	—	1	1	3	—	—	—	—	5
Kerala	1	—	—	1	—	—	—	—	2
Madhya Pradesh	—	—	—	—	2	1	—	1	4
Maharashtra	3	—	2	2	1	1	1	—	10
Manipur	—	—	—	—	—	—	—	—	—
Meghalaya	—	—	—	—	—	—	—	—	—
Nagaland	—	—	—	—	—	—	—	—	—
Orissa	—	—	—	1	1	—	—	—	2
Punjab	—	—	—	2	—	—	—	—	2
Rajasthan	1	—	—	3	1	—	—	1	6
Tamilnadu	1	—	—	1	—	—	—	—	2
Tripura	—	—	—	1	—	—	—	—	1
Uttar Pradesh	2	1	—	3	1	4	—	2	13
West Bengal	—	—	—	—	—	—	—	1	1
Delhi	—	—	—	1	—	—	—	1	2
South India	—	—	—	—	—	1	—	—	1
All India	1	1	—	—	—	1	—	—	3
Outside India	—	—	—	—	—	—	—	1	1
Total :	11	3	4	26	9	11	2	11	77

Most of the studies are uncoordinated efforts of one or more individuals and therefore no cumulative picture arises from them. Only one effort in the area of education of the backward groups (scheduled castes and scheduled tribes) deserves mention here. Nineteen studies (in area II.5.ii) on educational problems of scheduled caste and/or scheduled tribe school and/or college students have been conducted with a common framework and sampling frame, and coordinated by a central coordinating committee. The studies cover as many as twelve states.

Tools and techniques used by the studies

The tools, techniques and sources used by the studies in collecting data can be classified in three categories as follows: (A) Simple tools and techniques like questionnaire, interview, case history, participant observation and personal contact; (B) Standardised tests, inventories, scales, etc.; and (C) Secondary sources, census data, etc.

The distribution of studies according to the institutions that conducted them and one or more of the above type of tools and techniques used by them is given in Table 6.

TABLE—6: Type of institutions that conducted the studies and the tools used by them

Type of tools/techniques used	Type of institutions				Total	OTI	RI.	Total of 5, 6, 7
	Soc. Anth.	Edu.	Psy.					
1	2	3	4	5	6	7	8	
A	20	4	1	25	7	7	39	
B	—	1	4	5	—	—	5	
C	—	1	—	1	1	2	4	
AB	4	15	5	24	2	—	26	
BC	—	—	—	—	—	—	—	
AC	—	—	—	—	1	1	2	
ABC	—	—	1	1	—	—	1	
Total :	24	21	11	56	11	10	77	

The table shows that nearly half the studies have used only simple tools and techniques like questionnaire, interview, case history, participant observation and personal contact. However, a little less than half of them have used standardised tests, inventories, scales, etc., also. It seems that university departments of education and psychology have largely used standardised tools and techniques, whereas departments of

sociology and anthropology as well as other teaching and research institutions have largely used simple tools and techniques.

Statistical techniques used by the studies

Table — 7 provides the distribution of studies according to the statistical techniques used by them.

TABLE—7 : Type of institutions that conducted the studies and the statistical techniques used by them

1	Type of institutions						Total of 5, 6, 7
	University departments			Total	OTI	RI	
	Soc. Anth.	Edu.	Psy.				
2	3	4	5	6	7	8	
A	20	10	4	34	9	9	52
B	4	9	6	19	1	1	21
AB	—	2	1	3	1	—	4
Total :	24	21	11	56	11	10	77

(A) Percentages and averages

(B) Sophisticated statistical techniques

(AB) Both

The distribution shows that nearly two-thirds of the studies have used only percentages and averages to describe or analyse their data. Only one-third have used sophisticated statistical techniques. Here again the departments of education and psychology are much ahead of the other institutions in using sophisticated statistical techniques.

ABSTRACTS : 63-162

- *63. ABRAHAM, A. S., *Occupational Educational Structure of the Labour Force in India, Ph.D. Edu., JNU, 1977.*

The major objective of the study was to identify the role of the stock of unemployed in determining the flexibility of the educational requirement of the labour recruited. The hypotheses of the study were : (i) larger the incidence of unemployment of labour of any category, other factors remaining constant, larger also is its employment; and (ii) larger the incidence of unemployment among a higher category in relation to a lower category, other factors remaining constant, larger also is the employment of the former in relation to the latter as the case with which a higher category can be substituted for a lower is more when the pressure of unemployment in the former is found to be greater in relation to the latter.

The relevant data were obtained from census reports and the registers of employment exchanges. All the measurable economic variables having logical relationship with employment were introduced in the analysis. A time-series analysis was also undertaken.

The following were some of the major findings of the study. (i) The study of the total effect (market reaction and state intervention) confirmed the hypothesis on the positive influence of unemployment on employment on the one hand, downward substitution of educational categories on the other. (ii) The results obtained in the study confirm that lower the educational levels of the labour compared, the higher is the elasticity of substitution.

64. ADISESHIAH, M. S., and RAMANATHAN, S. *Educational Problems of Scheduled Castes and Scheduled Tribes in Tamil Nadu, Madras Institute of Development Studies, 1974. (ICSSR financed)*

The objectives of the study were : (i) to collect reliable and relevant information to assess the types and extent of educational problems of scheduled caste and scheduled tribe school and college students; (ii) to make an objective evaluation of the government policies for the education of scheduled caste and scheduled tribe students; and (iii) to suggest measures, if warranted, to achieve better and quicker results with their implications to the present policy and method of implementation.

The study was conducted on a sample of 1027 respondents selected from forty institutions taking two

schools and two colleges each from the five scheduled caste districts and five scheduled tribe districts of Tamil Nadu. The four-fold break up of the sample was : (i) 232 scheduled caste school students, sixty-nine non-scheduled caste school students, and fifty headmasters and teachers, (ii) 187 scheduled caste college students, fiftythree non-scheduled caste college students, and seventy principals and lecturers, (iii) 174 scheduled tribe school students, fiftyone non-scheduled tribe school students, and fortyeight headmasters and teachers, and (iv) fortyseven scheduled tribe college students, sixteen non-scheduled tribe college students and thirty principals and lecturers. The school students were selected from classes IX to XI and college students from the second and third year B.A./B.Sc./B.Com. classes. The sampling was through multistage randomisation. The data were collected through questionnaires, interview, analysis of census publications, government records and returns, and informations available to the local education officer, school headmaster and college principal. The data were quantified and statistical mapping of the educational conditions of scheduled castes and scheduled tribes was tried.

The study revealed that (i) the percentage of literacy of scheduled castes increased from 14.66 (1961) to 26.00 (1971) showing an increase in the annual rate at 1.26 percent over 0.8 percent for non-scheduled castes; (ii) the wastage was very high at the primary stage, but at the middle school stage the scheduled castes had an edge over the non-scheduled; (iii) majority of students came from illiterate homes (67.22 percent) in difficult financial situation (90.5 percent), put in three to five hours of extra study, engaged in no extra curricular activities and still found it difficult to follow the curriculum; (iv) nearly 78.5 percent opined that the status of scheduled caste had not improved; (v) the scheduled caste girl students, in majority, were in arts courses and they found less difficulty in following the teaching; (vi) the scheduled caste students formed 7.2 percent of the university population; (vii) majority of the parents of scheduled caste students completed primary and high school education; (viii) majority of scheduled caste students (55.6 percent) opted for B.A. course, whereas forty-nine percent non-scheduled caste students opted for B.Sc. course; (ix) women students formed less than five percent of university women students; all except one lived in university hostels; all were encouraged by their parents in their study;

(x) the literacy rate of scheduled tribe in the state was at 5.91 percent; (xi) the scheduled tribe students formed 68.08 percent of total enrolment at primary, 48.04 percent at middle and 95.57 percent at high school in the selected districts which accounted for 81.86 percent of the total state population of scheduled tribes; (xii) the rate of school attendance seemed to vary inversely with the size of the tribe; (xiii) out of 174 fathers, 115 had either school (N = 111) or college (N = 4) education; (xiv) students having higher aspiration and staying in hostels put in four or more hours of private study; (xv) in spite of high rate of repetition, the rate of dropouts was low; (xvi) they did not participate in extra curricular activities; (xvii) girl students had clear educational and professional aspirations and unlike the boys did not find teaching as difficult; (xviii) scheduled tribe students formed 0.07 percent of university population and were comparatively late starters and repeaters and had a higher representation of girls (56.9 percent) than boys (40.4 percent); (xix) smaller tribes had proportionately higher college youth than the larger tribes; (xx) although majority reported of financial difficulties, only 6.4 percent were totally dependent upon state scholarship; (xxi) a higher percentage of scheduled tribe students opted for arts courses; those who opted for science had reportedly a comfortable financial position; (xxii) the scheduled tribe students spent about four hours for private study; (xxiii) the students followed lecture, were helped by teachers as well as mass media in learning and a majority of them planned to continue their postgraduate studies; and (xxiv) the girl students interviewed had never failed, aimed at postgraduation except one, and they wanted to become teachers.

*65. AGGARWAL, Y. P., *A Study of Locus of Control and General Intelligence among Scheduled and Non-Scheduled Castes Students*, Dept. of Edu., Kur. U., 1975. (UGC financed)

The important objectives of the study were : (i) to find out the differences in personality on the dimension of locus of control among students of scheduled castes and non-scheduled castes; and (ii) to find out the differences in general intelligence among the two groups.

Only Balmikis and Harijans were taken as scheduled castes, and Brahmins and Vaishyas were taken as non-scheduled castes. In all 130 scheduled caste students and 145 non-scheduled caste students studying in IX and X standards in urban high and higher secondary schools of Thanesar (Haryana) sub-division constituted the sample of the study. The tools

used were (i) a Hindi version of Rotter's I-E scale to obtain scores on locus of control; and (ii) the Cattell's Culture Fair test (Hindi version) to measure the general intelligence. Data were analysed by employing t test.

The following were the main conclusions of the study : (i) Significant differences in the mean locus control scores existed between the two groups. (ii) The scheduled castes group was found to be more external (believing in systems, luck and chance for its accomplishments) than the non-scheduled castes group. (iii) Significant differences existed between the two groups in the mean intelligence scores, the non-scheduled castes group being significantly more intelligent, on the average, than the scheduled castes group.

66. AHMAD, A., *A Study of Relationship Between Values and Modernity with Special Reference to College Girls*, Ph.D. Psy., Pat. U., 1973.

The present study was an attempt to find out if social changes affected the value system. Choosing modernity as an operating variable the study hypothesised that modernity would be significantly related to fashion mindedness, achievement orientation, approval seeking and nonconformity, and that it would not be related to morality and dependency.

The investigation was a correlational study. In the first phase fifty girls of Magadh Mahila College were randomly selected for construction of the value scale. The prepared inventory was administered on a random sample of 350 girls of different colleges and classes of Patna University in the second phase of the study. From several thousand response statements 118 were finally selected. These were arranged into an inventory and nine point rating scale was provided for estimating the degree of desirability or undesirability of each statement. The Hindi version of the Smith and Inkle's Overall Modernity Scale and a biographical inventory were the other tools of research. Through factor analysis of data by the method of principal axis twenty factors emerged, but only six meaningful factors which accounted for substantial percentage of variance were retained. The reliabilities of the different subscales of the instrument developed were found to range from 0.32 (for nonconformity) to 0.88 (for fashion mindedness).

The study revealed the following in the main : (i) Fashion mindedness, achievement orientation and nonconformity were significantly correlated with one another. (ii) Parental occupation, educational level of the family, and urbanisation affected modernity. (iii) Fashion mindedness was found to be related to

at home after which they were admitted to the preprimary or primary schools at the proper age, (iii) attention was paid to the extra curricular activities of the children and various recreational facilities were made available to them, (iv) child care was shared by the male parents, and in joint families by other members of the family, (v) normally milder forms of punishment were used by the parents, and severe punishment was resorted to only in case of extremely serious offences of children, (vi) children were consulted while purchasing things for them and they were taken to movies; and (D) children in the lower strata families were brought up in all sorts of difficulties arising out of poor economic condition and cultural backwardness and in these families (i) carrying mothers did not take special care of their health, (ii) limited space for living, inadequate facilities for personal hygiene and health, meagre facilities for recreation for the children, not purchasing newspaper or books, were some of the characteristic features of child rearing in these families, (iii) on rare occasions the children could enjoy any festival, (iv) women were not careful to give habit training to their children excepting some elementary instructions about personal hygiene, (v) children were breast fed even upto later childhood, (vi) ordinary illness of the children were generally ignored, (vii) there was hardly any arrangement for education of the children at preschool stage, and the progress of school going children was not properly watched, (viii) mostly the children did not have any help from their parents in their studies, while slightly better off families appointed teachers to coach their children, (ix) the parents did not appreciate the value of play activity in the physical and mental development of children, (x) older children, mainly the girls, were engaged to take care of younger ones even at the cost of their study and play, (xi) male parents occasionally helped in looking after the children, (xii) parents were little aware of possible ill effects of their threatening or beating children, and they used these measures frequently, (xiii) children were disciplined by parents in a handicapped manner and no care was taken to see if the children observed these forms of prescribed behaviour, and (xiv) the child was rarely neglected as regards its feeding time.

70. BAKER, D. M. *A Study of Women Students' Values, Goals and Conflicts regarding Studies, Career, Social Life and Marriage, Ph.D. Soc., Bom. U., 1973.*

The major purpose of the study was to examine the values and value conflicts of women students in respect of their aim in life, studies, career, social life,

and marriage, as well as the areas of conflict with parents as perceived by them.

The study was based on the assumption of traditional values like aimlessness in studies, pattern of arranged marriage, religious beliefs and practices, preferences shown by the family for boys rather than for girls, religious ceremony for marriage, restricted contact with boys and no pattern of working women in the family. The study also assumed the modern values, namely, pragmatic view of college degree, job or career orientation, rationalism regarding religion, social contact with boys, civil marriage and divorce, and regular pocket money arrangement. Social group of the women students, their education, income, independent variables of the study. Peer group, lei-occupation, and medium of instruction were the major sure time activities, ideologies, age of parents, type of family, change of residence and teacher influence, were some of the other independent variables. The dependent variables of the study included (i) aim in getting a degree, (ii) choice of subjects, (iii) attitude towards career, (iv) social life, relationship with other sex, (v) pocket money arrangement, and (vi) pattern of choosing marriage partner. The sample of the study consisted of 130 unmarried women students from the graduate classes of arts, science, and commerce in the city of Bombay, the students of SNDT Women's University being excluded. An interview guide was used in collecting data. Correlation and test of significance were used in the analysis of data.

The following were some of main conclusions of the study : (i) Three-fourths of the fathers and nine-tenths of the mothers had almost no college education. (ii) Nearly seventy percent of the subjects were either first graduate, first woman of the first generation, one of the first generation, or not first generation but first woman graduate in the family. (iii) Some women students came to college without any definite aim, others came to prepare for a job. (iv) Only twelve percent families actively encouraged students to take up a job after graduation. (v) Parents placed restrictions on the relationship and mixing of opposite sexes. This was found to be a source of conflict. The most conservative social group in this regard seemed to be the South Indian Hindus. (vi) Restrictions and opposing views of parents regarding fashion and spending much pocket money were further areas of conflict. (vii) Western literature and films were found to have deeply influenced the value systems of women students. (viii) Students were found quite knowledgeable about outstanding personalities. (ix) Regarding marriage, opinions showed diverse

birth order, organisations, and parental income. (iv) Approval seekers had more dependent orientation. (v) The study indicated that in spite of the urge to modernise, many traditional values were still operating among college girls.

*67. AIKARA, J., *Ideological Orientation of Student Activism in Kerala*, Ph.D. Soc., Poona U., 1974.

The aims of the study were: (i) to examine student activism within the theoretical perspective and to look into its ideological and organisational aspects; and (ii) to see how the revolutionary ideology, with its channels of the Marxist party and communism based student union, is a rallying force in student movement or activism.

The sample consisted of 590 students (450 non-professionals and 140 professionals) and was drawn using simple random method or lottery method depending upon the strength of the college or the university department included, for drawing the sample. A questionnaire was developed and used to collect data. Percentages and chi-square were used for data analysis.

The following were the main findings of the study. Politics was significant to student activism in so far as political ideologies legitimised student activism. Political parties played a significant role in providing ideological orientation to student activism. Marxism or communism was significant to the revolutionary ideological activism of students in Kerala. Student activism in Kerala, therefore, was not simply rambling of frustrated or aimless students. Student union was also one of the important factors in student activism. The leftist student unions acquired both ideology and organisational techniques from the political parties. All the student activists were not ideologically oriented. Most of the participants in a social movement were usually just followers and sometimes were used as instruments by the leaders. The majority of the student activists, lacking in broader vision of the ideologically oriented activities, were susceptible to immediate problems that stimulate them to activism. Student activism in Kerala was ideologically oriented. Student unions supported its translation into action.

68. ANAND, C. L., *Social Structure and Processes in a High School in South India: A Participant-Observer Analysis*, RCE, Mysore, 1975. (NCERT financed)

The main objective of the investigation was to study the social structure and processes in a high

school with special reference to the behaviour and attitudes of pupils and teachers in the school and their relationship with one another.

The sample consisted of pupils and teachers. The value system and the social system of the school were studied by the author as a participant-observer both in informal situation and formal participation in various programmes conducted for the benefit of staff and students.

The findings revealed that (i) in a social organisation, like a school, there was a clear cut distinction between teachers and pupils; (ii) the middle and the low streamed boys were found to be extremely satisfied but expressed resentment when shown interest in them; (iii) a sort of professional jealousy among teachers was observed; (iv) mixing up with the pupils at the playground or in the cafeteria was found to be an attempt to gain cheap popularity; and (v) a careful calculation of role-play would help to combat conflicts in different situations and would pave way for a thorough study and insight into the social system of the school.

69. APHOLE, C. A., *Child in Home and School, (A Study of Upbringing of Children in Maharashtrian Hindu Families in Poona)*, Ph.D. Soc., Poona U., 1962.

The study aimed at finding out how children were brought up in the Maharashtrian Hindu families in Poona.

This was a sociological survey. One child below the age of ten in each of the selected families from different wards of Poona with different economic, occupational, educational and cultural backgrounds was studied. Seven hundred such families were visited for the purpose of the present inquiry. A questionnaire with hundred and twenty statements regarding information about the family and the children, food habits, personal hygiene, health, education, recreation and miscellaneous other aspects constituted the main tool of research.

The following were the major findings of the study: (A) there was no uniformity in child rearing practices in the sampled families; (B) highly educated advanced caste families belonging to rich and middle classes brought up their children in ways different from the practices prevailing in uneducated or slightly educated poor scheduled caste families; (C) in the advanced families (i) children and carrying mothers were given special attention, (ii) parents were keen to give the children some elementary education

trends; about one-fourth of the students would agree to a civil marriage and about two-thirds of the students would take divorce if certain situations arose.

71. *BAKSHAI, N. H., An Investigation into the Causes of Indiscipline among Students of Secondary Schools of Iran with Special Reference to Tehran, Ph.D. Edu., Bom. U., 1973.*

The present investigation was conducted to test the following hypotheses. The hypotheses were that the causes of indiscipline might lie in: (i) the home and its various aspects (economic, social and cultural); (ii) the school and its various aspects (economic, social, cultural, administrative and academic); (iii) the society and its various aspects; and (iv) the Department of Education and the Ministry of Education and their control over the administrative and academic matters of the schools.

The study adopted the survey technique. Schedules were prepared for the students and teachers, questionnaires for the principals and interview schedules for parents. The interview technique was also employed as a secondary tool in the case of principals. Random cluster sampling technique was utilised in selecting 1200 (boys and girls) students, 116 teachers, ten principals and five vice-principals, and thirty parents from different parts of the city of Tehran. For analysing data percentages of responses were computed.

The major findings of the study were as follows: (i) misbehaviour and indiscipline among students were rooted in the stresses and strains of adolescence and unharmonious family conditions and parental relations; (ii) unhappy economic condition of the family also resulted into discontent and ultimately to indisciplined behaviour; (iii) uncongenial physical and social conditions at school were potent factors determining indiscipline among students; (iv) inadequate facilities for games and cocurricular activities made the pupils very unhappy at school and often their discontent found expression in resenting academic activity; (v) incompetency on the part of the teachers had been found to be a pertinent and direct cause of student indiscipline; and (vi) ineffective control and leadership provided by the principals, dissatisfied and disgruntled teachers who cared less about teaching and guiding their pupils, overloaded syllabus, uninteresting methods of teaching, and sometimes unsympathetic and tactless handling of matters concerning the students on the part of the authority, were some of the more important causes of student indiscipline.

72. *BHAGIA, S. N., Perception of Characteristics of Innovations as related to their Diffusion in Schools of Gujarat, Ph.D. Edu., MSU, 1973.*

The study aimed at identifying the characteristics of innovations that influenced the process and degree of their diffusion in schools.

Adoption and diffusion of innovations were studied as the dependent variables. The scores were obtained on the basis of school adaptability of the fourteen different innovations taken together. These innovations were institutional planning, unit planning, objective type tests, educational and vocational guidance, cumulative record card, science club, work experience, cooperative store, special arrangements for backward children, weightage to periodical tests in annual promotions, hobby centres, P.T.A. (functioning), and staff seminar (regular) to discuss academic matters. The intrinsic and extrinsic characteristics of innovations were the independent variables. The intrinsic characteristics included in the study were: adaptability, associability, communicability, complexity, divisibility, efficiency, flexibility, and structuralisation. The extrinsic characteristics were divided into two subdivisions — utility which comprised academic effectiveness, burdensomeness, cost economy, pleasure, prestige, relative advantage and time economy; and situational characteristics comprising compatibility, dependence, facilitation, meaningfulness and practicability. To measure these variables a questionnaire on adoption of innovations and their characteristics was prepared. The data were analysed by using the Kolmogorov-Smirnov test technique. The study was conducted on 120 secondary schools selected by two stage random sampling technique. In the first stage seven districts were selected. Criteria of selecting schools within a district were area, management type and sex.

It was found that coefficients of correlation between diffusion and other independent variables, such as, communicability, simplicity, divisibility, efficiency, structuralisation, academic effectiveness, prestige, relative advantage, facilitation, meaningfulness and practicability, were significant beyond .01 level of confidence, whereas adjustability, associability, flexibility, burdensomeness, cost economy, pleasure, time economy, compatibility and independence were not significantly related to innovation diffusion.

73. *BINDU, R. P., Progress of Education of Scheduled Castes in Uttar Pradesh, Ph.D. Edu., BHU, 1974.*

The major objectives of the study were: (i) to investigate into the progress in literacy and education

of the scheduled castes since independence, specially, during the plan period; (ii) to compare the educational development of the scheduled castes with that of the general population in respect of rate of progress and the areas of gap; (iii) to compare the progress in education of the scheduled castes in U.P. with that of their counterparts in other states; (iv) to study the regional or districtwise disparities as well as intra and inter scheduled caste differences in the rate of progress in education; and (v) to examine the effectiveness in implementation of different welfare schemes and their corresponding contribution to educational development of the scheduled castes.

Methodologically the study followed historical and descriptive approaches in a combined way. All the indices of educational progress of the scheduled castes were studied historically for a definite time period, viz., 1947 to 1971, and through the descriptive approach the present status of education among the scheduled castes was investigated. The study used the secondary data collected either from the published sources or from the official records like the publications of the planning commission, the census reports, etc. The unpublished data were collected from official sources at Delhi, Lucknow and Allahabad. Data were analysed to draw out relevant information taking figures for years at definite intervals.

The major findings of the study were as follows : (i) Literacy among all the scheduled castes in U.P. was lower than in many other states. Districtwise variation in the percentage of literates was very little. Literacy among the scheduled caste females was very low, specially in rural areas. Literacy was highly correlated to urbanisation. Sahariya was the most backward caste in literacy. (ii) The per capita expenditure on welfare of the scheduled castes in U.P. was lower in comparison to that in other states. (iii) The enrolment of the scheduled castes at all stages of education showed an increase after independence. (iv) Preprimary education was not popular with the scheduled castes in U.P. (v) Enrolment growth in primary education during the plan period was higher for the scheduled castes than for other sections of the population. Girls formed only a fifth of this enrolment. Primary education in general had not advanced in the scheduled castes of U.P. (vi) The middle stage of education was still less popular with these people. (vii) At the secondary stage enrolment growth was not found during the plan period; U.P. came almost at the bottom of the list in respect of percentage of girls in the scheduled caste pupil enrolment. (viii) The scheduled castes in a few districts in the western

region of the state showed consistently higher rate of growth at every stage of education.

*74. BOSE, S., *A Socio-Psychological Study of the Adolescent Tribal Children of West Bengal Himalayan Regions for Purposes of National Integration in relation to Co-curricular Participation*, Ph.D. Psy., Cal. U., 1963.

The investigation attempted to study the socio-psychological background of adolescent children of West Bengal Himalayan region for purposes of national integration in relation to cocurricular participation.

The sample consisted of 1000 adolescent school going students of Nepali, Bhutea and Lepcha tribes reading in the hill towns of Darjeeling district. A group of 140 children, selected out of the said population, were processed through a planned physical education programme following group processing technique for a period of two continuous school sessions. A schedule was used to get pre-programme participation scores. After two years programme participation the schedule was administered once again to collect post programme participation scores of these children. A multiphasic inventory consisting of 168 questions with a five-point alternative answer scale was constructed in Nepali language after Darley and McNemar's Minnesota Personality Scale. The study revealed that (i) the children belonged to middle socio-economic class and were found educationally backward, with religious communal feelings and not rigid inter-tribal group relations; (ii) they were found low in morale and fairly communal due to thwarted social need, flexible in the aspects of emotion and temperament and without any cognisable amount of economic frustration; (iii) the efficacy of group processing technique was proved in physical education class in building up a better psychological structure for social and personal adjustment in the formative ages, fourteen to sixteen years, for these tribal children; and (iv) the group processing technique spoke in favour of the regular participation, and effect towards forming a cohesive and cooperative group.

75. CHANDRASEKHARAI AH, K., *Educational Problems of Scheduled Castes*, Dept. of Sociology, Kar. U., 1969. (NCERT financed)

The objectives of the study were : (i) to investigate into the educational problems of scheduled castes in rural and urban societies of Mysore; (ii) to examine how far school participation and school performance of the scheduled caste children were related to factors like school environment, family

background and parental attitudes, and the community structure; and (iii) to examine whether the community structure and the general position of the scheduled castes in different community settings had relevance to explaining possible differences in the school performance of scheduled caste children in rural and urban areas.

The study was conducted on all the scheduled caste families within the municipal limits of Dharwar town (N = 547) and in three selected villages (N = 139). The total sample thus covered was 3079 at Dharwar and 820 in the three villages. In the present study, enrolment and continuance at school represented the index of school participation and withdrawal from and failure in annual examinations represented the index of school performance. The data on other aspects were collected through schedules, maintenance of field diary, school visits and observation and school records. The data pertained to the years 1963-64, 1964-65 and 1965-66. Data were analysed by using percentages.

The major findings were reported under two main heads as school participation and school performance. The participation at the preschool stage was largely affected by the economic conditions of the family which failed to afford the expenditure involved in preschool education and the earnings foregone by the child due to schooling, and the unfavourable attitudes of the parents towards preschool education. Nearly 78.5 percent of scheduled caste students were studying in municipal primary schools, eight percent in private primary schools and the rest in the government primary schools in Dharwar. The low enrolment in private primary schools was attributed to charging of fees in the form of donation, library fees, sports fees, etc., distance from the scheduled caste populated areas, frequent refusal to admission, and discriminatory treatment to the scheduled caste children. The largest number of dropouts in case of boys was in standard II and that for girls between standards III and V. The reasons for the incidence were unfavourable attitude of the scheduled caste parents towards education, low aspirational level of parents, frustrating experience of the pupils at the school, early marriage in case of girls and poor economic conditions. The efforts of the teacher to familiarise the scheduled caste parents with the facilities available in school seemed to work as incentives to send their children to the schools. A large number of scheduled caste parents wished that their children be paid a 'daily wage' on the same term as they would receive if they were employed in remunerative work elsewhere. Girls'

education at the secondary level was not much favoured by their parents and the scheduled caste girls were overtaken by the diverse household activities. The scheduled caste children felt ill about their dress and purchase of books because of their poor economic condition and irregular and untimely government assistance. In case of school performance it was found that (i) the percentage of detention was highest in standard I; (ii) the percentage of failure among scheduled caste pupils was highest in standard X; and (iii) teachers were more optimistic about the performance of scheduled caste pupils in games and cultural activities.

76. *CHATTOPADHYAY, N., A Psychological Study of Intelligence of Tribal and Non-Tribal Children of Tripura, D.Phil. Psy., Cal. U., 1961.*

The main objective of the study was to compare the intelligence of tribal and nontribal boys of school going age in Tripura measured through a battery of performance tests.

The total sample for the study consisted of 500 tribal and 500 nontribal children from different subdivisions of Tripura. With the age ranging from 11+ to 15+ the sample was subdivided into five age groups each of 100 in both tribal and nontribal samples. The purpose of taking five age groups was to see whether achievement changed with age. The children were studying mostly in classes V through VIII. The battery of performance tests included the Alexander's Passalong Test, the Koh's Block Design Test, and the Dearborn's Form Board Test, along with the adaptations of the Cattell's Memory Test and the Bhatia's Picture Test duly modified to make them suitable for Tripura conditions. The data were analysed by computing means, SD, percentiles, and standard scores. Analysis of variance and factor analysis were also utilised for statistical treatment of the data.

The following were some of the salient findings of the study: (i) The tribal boys did not compare favourably as a group with the nontribal boys. (ii) Both the groups were generally backward in Tripura. (iii) Consistently higher score by tribal boys only on the Alexander's Passalong Test showed that the problem solving situation posed by this test might be more akin to the real life environment of the tribal boys than that of the nontribal boys. (iv) Only one significant factor, which might be considered to be of the nature of 'g' was obtained by factor analysis. However, the common elements accounting for the same factor in both the groups might consist of some common specific factors in addition to the general factor 'g' running through the tests.

77. *CHHAZED, S. S., Problems of Welfare of Institutionalised Children in Indore, Ph.D. Soc., Indore U., 1973.*

The present study aimed at finding out the problems of welfare of institutionalised children, i.e., orphans, residing in the orphanages of Indore city.

This was a sociological survey. The problems of orphans residing in two orphanages at Indore were studied with reference to familial background, reason for admission into the institutions, education, habits, discipline, socialisation and health, fulfilment of the children's basic needs, namely, food, clothing and bedding, their daily life routine and relations with authorities, their care after discharge, and institutional matters relating to building, administration, staff and finance. All the children falling under age group one to sixteen were taken for the present study. Primary data were collected with the help of a schedule and interview, taking case studies of hundred orphans. The other data were collected by another schedule developed by the investigator.

The major findings of the study were as follows :

(i) Twenty percent of the children belonged to rural areas, forty percent to urban areas. (ii) Most of the children were deprived of parental love and care. (iii) Quite a few children came from divorced families, some from hospitals and maternity homes and a few from Hindu Bal Seva Sadan. (iv) Large number of children were studying in primary classes, quite a few were in nursery or Montessori classes, some were in middle classes, and only a few were in higher secondary class. (v) Both the orphanages under study were running their own Bal Mandir for their inmates and did not have separate budget for that. (vi) No religious education was imparted in the state orphanage. (vii) Orphans were not looked after well in their respective schools, and they lacked encouragement from the school authorities. (viii) Twentysix percent of the children were excellent at their study, twenty percent were good, twentyone percent were average, and twentyseven percent were below average. (ix) Facilities for indigenous games were provided to the children in both orphanages. (x) Four-fifths of the children were active while one-fifth were inactive; nearly half of the children were careful, the other half being careless. (xi) The problem of sex acts was not found. (xii) Fortyfive percent received physical as well as mental punishment, while thirtythree percent never received any type of punishment. (xiii) It was stated that children were busy from 5 a.m. to 9 p.m. in the routine of daily life in their respective

institutions and the time table chalked out in this respect seemed to be satisfactory.

78. *CHITNIS, S., Literacy and Educational Enrolment among the Scheduled Castes of Maharashtra, TISS, Bombay, 1974.*

The project aimed at finding out : (i) whether the investment done by both the centre and the state enabled the scheduled castes to move nearer to the equality promised to them in the constitution; (ii) whether their percentage-wise representation in schools and colleges matched their percentage in the population; (iii) whether their distribution between different courses and institutions compared with that of non-scheduled caste population; (iv) whether scheduled caste students enrolled in schools and colleges performed as good as the other students; and (v) whether education really equipped the scheduled castes to gain economic and social mobility or whether caste continued to interfere with their advancement.

This survey project used both the primary and secondary data. Primary data were obtained by interview and the secondary data were obtained from the census records of 1971, and the records in the state directorate of education.

The major findings of the study were as follows :

(i) the percentage-wise representation of the scheduled caste at schools and colleges in the state as a whole was larger than the percentage of scheduled caste in the total population of the state; (ii) the extent of the excess of enrolment over population declined at each successive stage of school and college; (iii) in some districts the percentage of scheduled caste enrolment was higher than the percentage of scheduled caste in the population, but in other districts the reverse was the case; (iv) although the scheduled castes were advanced in the matter of formal education, they lagged behind the total population in literacy; (v) the disparity in literacy between scheduled caste population and the total population was more marked in the urban than in the rural sector, and with respect to males than females; and (vi) in certain districts, viz., Nagpur, Bhandara and Chandrapur, progress of the scheduled castes was particularly marked; other districts were markedly backward in this respect.

79. *CHITNIS, S., The Educational Problems of Scheduled Caste and Tribe College Students in Maharashtra, TISS, Bombay, 1974. (ICSSR financed)*

The main objectives of the study were : (i) to assess the status of the scheduled caste (SC) and scheduled tribe (ST) students in the institutions of

learning; (ii) to compare the SC and ST students wherever possible with non-SC/ST students, and (iii) to identify the kinds of discrimination and types of difficulties and obstacles that they face.

The project was a sociological survey. Sampling was done at three stages. As many as 203 scheduled caste students were selected from fifteen colleges in five districts of Maharashtra. In the same state 197 scheduled tribe students were selected from nineteen colleges spread over five districts. Interview schedule was the main tool of research.

The major findings of the study were as follows : (i) there was very little difference in the sexwise and agewise composition of respondents in the two groups of SC and ST students; (ii) among ST students very few women went for higher education; (iii) majority of the students were unmarried; (iv) majority of the students came from disadvantaged homes, most of them having illiterate fathers in rural occupation; (v) it was observed that the scheduled tribes were more disadvantaged than the scheduled castes; (vi) by and large the students were in the arts faculty; (vii) neither the SC students nor the ST students were deeply involved in cocurricular activities, their educational and occupational aspirations being appreciably high; (viii) most of them did not like to follow father's occupation in the village; (ix) most of them were first generation students; (x) the SC and ST students in majority had a very poor opinion of the educational facilities provided to them; (xi) the students seemed to be quite aware of the job facilities for them; (xii) in general, the students found the scheme beneficial, although they said that it was not adequate to their need; (xiii) majority of the students had exposure to mass media; (xiv) level of politicisation was very poor; (xv) mostly they made a choice of a career entirely on their own; (xvi) the SC and ST women were better integrated with persons of other communities than the males; (xvii) according to teachers the SC and ST students were as good as or slightly poorer than other students; and (xviii) younger teachers were the least sympathetic to these students in respect of their academic calibre and the facilities provided to them.

*80. CHITNIS, S., *Problems of the Scheduled Caste College Students of Bombay*, TISS, Bombay, 1976.

The objectives of the investigation were : (i) to study the academic position of the scheduled caste students in higher education; (ii) to examine the social background of the scheduled caste students that was favourable/unfavourable to their academic life; (iii)

to study the financial condition of the scheduled caste students; and (iv) to study the scheduled caste students in comparison with the general students.

A stratified random sample of second year students of Bombay University was drawn on the basis of their performance in the university examinations and on the proportion of scheduled and non-scheduled caste in the population. The sample consisted of 122 non-scheduled caste and 185 scheduled caste students. The data were collected with the help of an interview schedule.

Some of the salient findings of the study were the following : (i) Among the scheduled caste students the females were very poorly represented in higher education. (ii) Non-scheduled caste students did have a superior educational background. Very few scheduled caste students had higher educated parents. (iii) Among the scheduled caste and the non-scheduled caste students, many female students had parents having higher education. (iv) On the one hand scheduled caste students lacked higher occupational and educational background. On the other hand, deficiency of background seemed to be made up by the policies of reservation and other facilities. (v) The students who came to Bombay from rural areas were much more among the scheduled caste students. (vi) The majority of the scheduled caste students were financed partly by scholarship/freeship and partly by parents/relatives; the majority of the non-scheduled caste students were financed exclusively or largely by parents or relatives. (vii) There was not a single scheduled caste student who had obtained a scholarship on the basis of a high percentage of marks. (viii) The failures among the scheduled caste students were conspicuously more than the failures among the non-scheduled caste students. (ix) Among the non-scheduled caste students, a higher percentage of those who aspired for professional degree had higher educated parents.

*81. CHOPRA, M., *Sex Differences in Social Structure and Dynamics of Educational Institutions at the Secondary Level*, Ph.D. Edu., Jammu U., 1978.

The objectives of the investigation were : (i) to find out the exact nature of differences between intra-group and inter-group relations in the boys' and girls' schools, with a view to understanding the underlying causes of tension or tension-free atmosphere; (ii) to investigate sex differences, if any, in formal hierarchical groups of the school, in inter-group relations in the school, in factors which determine acceptance and

rejection of peers as friends among students as well as among teachers, and in sociometric structure of the two large groups in the school; (iii) to find out the differences in institutional climate of boys' schools and girls' schools and also in factors of intra-group tension; and (iv) to study intra-group attitudes and inter-group attitudes.

Sample comprised 407 students, 287 teachers, 8 heads of institutions, 8 clerks and 31 members of helping staff, belonging to four boys' schools and four girls' schools. A sociometric test was constructed which had a stability coefficient of 0.73, 0.67, 0.83, and 0.80 for four groups of a sample of 100 each, over a period of fifteen days. A Remmers Master Attitude Scale with forty items was constructed to measure the inter-group and intra-group attitudes of the five functional groups in the school. The fidelity quotients (Q Values) of the statements ranged from 0.5 to 1.9 with a mean of 1.725 and SD of 0.571. Two tension scales, one for the students and one for the teachers were constructed with six items each. The retest reliabilities (fifteen days) for the tests were 0.83 and 0.82 respectively. The mean of validity indices by item analysis was 0.56. An Institutional Climate Questionnaire with five areas, with six items in each area, was prepared. The K R-20 reliability coefficients for the five areas were 0.72, 0.87, 0.67, 0.88 and 0.72, and 0.81 for the whole test. The mean of validity indices (by item analysis) of items for five areas were 0.25, 0.43, 0.54, 0.52 and 0.40, and the validity index of the whole test was 0.43. Mean, median, SD and significance of differences between means were calculated. Chi-square test of independence was applied. Skewness and kurtosis of distributions were estimated and Kolmogorov-Smirnov test was applied to find out the differences in score distributions of males and females.

The major findings of the study were : (i) There were significant sex differences in structural features of students' groups as well as teachers' groups. (ii) Girls and women teachers tended to form pairs and triadic groups and had a lesser number of stars as well as neglectees, while men teachers and boys formed bigger groups and had a large number of neglectees. (iii) Girls and women teachers had more homogeneous, more favourable intra-group and inter-group attitudes than boys and men teachers who had more or less neutral intra-group attitudes. (iv) Girls and women teachers tended to accept and reject their class fellows and colleagues as friends for personal, subjective, moral and emotional reasons, whereas boys and men teachers showed their acceptance and rejection on

comparatively more objective, intellectual, professional, and ideological grounds. (v) There were significant sex differences in intra-group tension in girls' schools and boys' schools, as well as in the factors leading to such tension. (vi) The institutional climate in girls' schools was found to be more congenial than in boys' schools. (vii) The results based on interviews and content analysis also showed marked differences.

82. DAS, J. P., JACHUCK, K., and PANDA, T. P., *Caste, Cultural Deprivation and Cognitive Growth*, Dept. of Psy., Utkal U., 1966. (NCERT financed)

The major objective of the project was to identify cultural deprivation and its harmful consequences on cognitive growth in Hindu social system.

The investigation was a socio-psychological survey. The cultural milieu under reference in the study was the caste to which the child belonged. Comparisons were made on some cognitive functions such as short term recall and cross modal coding. The final sample for the study, drawn from the municipal schools of Bhubaneswar, included ninety-six children between the ages of nine and twelve, of which fifty-two were Brahmins (twenty-seven were rich and twenty-five poor) and forty-four were Harijans (sixteen rich and twenty-eight poor). The subjects were given four tests, namely, the Raven's Progressive Matrices, the Stroop Test, a test for short term memory and a recognition test. The sequence of taking the first two tests was random for all subjects. Subjects from all four cultural groups were tested individually except for the Raven's Progressive Matrices, which was administered in groups of ten or less. Information regarding the occupation and income of the head of the family of the subjects was obtained through personal interview.

The study in the main revealed the following : (i) in addition to economic status, caste was an important factor in cultural deprivation in the Hindu society; (ii) on the culture fair test of intelligence, i.e., the Raven's Progressive Matrices, the poor Harijan children obtained the lowest scores, and the means of the four cultural samples fell into a meaningful pattern; (iii) Harijans, rich and poor, were found to be backward in word reading speed; (iv) the Brahmin children, even when of comparable economic level, did better than Harijans in short term recall; (v) the Harijans committed a large number of errors in writing auditory material; and (vi) the Harijan children were found to have relatively less facility with cross modal coding than with unimodal coding, although this they shared with poor Brahmin children.

83. *DAS, P. C., Juvenile Delinquency: A Study and Identification of Causative Factors with Special Reference to Assam, Ph.D. Edu., Gau. U., 1975.*

The objectives of the study were : (i) to study the delinquents to identify those factors which are concerned mainly to influence the life of juvenile, and (ii) to study the social implications of the factors in relation to the complexity and structure of other social problems in urban as well as rural settings.

A representative sample of 120 cases of delinquents on simple random sampling were selected. Data were collected through case history, survey of various records, field-study and by personal contact with delinquents' families. Simple statistical treatments, like average, percentage, were used to analyse the data.

The study revealed that (i) the problem of delinquency in Assam was mostly related to current changes in economic, social, cultural and moral life, rapid increase of population, depression of rural economic growth, and unemployment; (ii) delinquency was found more among the age group of fourteen to seventeen years, lower castes, and lower classes; (iii) the homes of delinquents were characterised by their defective family pattern, moral, cultural, and material breakdown; the homes were found broken physically, socially and psychologically; (iv) the present educational system was found responsible to contribute partly and indirectly to the development of delinquency in pupils; (v) special curriculum, proper recreational facilities, play grounds, extra-curricular activities were found to be rare in the schools where delinquents continued their study; (vi) the influence of adult criminals, bad companions, cinema and deteriorated locality were partly but significantly responsible for delinquent behaviour; (vii) delinquents were born and brought up in deteriorated places, and they concentrated their operation of delinquency in urban areas, mainly near the centre of commercial and industrial areas in the city; (viii) delinquents were found to be more involved in crime against properties and least against persons; (ix) delinquents possessed loose temperament, and they were hostile and aggressive, desperate, less self-controlled, impulsive and more frustrated; they were found to have less resistance to crime and were easily instigated to anti-social acts; and (x) most of the delinquents showed early symptoms of delinquency, academic backwardness, and had below average intelligence.

*84. *DE, D. K., A Study of Values of High School Boys of Some Schools in West Bengal, Ph.D. Edu., Kal. U., 1974.*

The main objective of the investigation was to study the development of values of high school boys and their relation to their parents' and teachers' values.

The sample was from industrial, rural and urban strata of Barrackpore subdivision together with Kalyani township. A total of 803 students of V, VII and IX classes, comprising 452 boys of industrial areas, 199 of rural areas, and 152 of urban areas, were selected. Two sets of value tests, one for boys and the other for adults were constructed and standardised. The empirically selected values were dutifulness, sincerity, co-operation, conformity to school rules, honesty, loyalty and respect to seniors. For the test for boys, the difficulty (popularity) value and discriminating value of each item were calculated. Reliability of the test was estimated by using the split-half method, test-retest method and the method of inter-item consistency and the co-efficients were found to be between 0.46 and 0.95. Empirical validity, validity by judgments, intrinsic validity and factor validity were worked out and were found to be between 0.29 and 0.94. Reliability of the test for adults was found by test-retest method, and it ranged between 0.455 and 0.712. Validity of the test was estimated by judgments.

The significant findings of the investigation were : (i) The mean scores of seven values of high school boys were round about 8, i.e., 66.3 percent of the maximum score, except in the case of sincerity. (ii) There was no significant difference in values between boys of class V and class VII. The mean scores of the boys of class V and class VII were significantly higher than those of class IX except in the case of sincerity. As for sincerity, there were no differences among boys of classes V, VII and IX. (iii) The patterns of development of different living areas, viz., urban, rural and industrial, were not alike. There was a difference of values between these areas at class V and class IX levels but such difference was absent at class VII level. (iv) There was no significant relationship between the values of boys and those of their fathers and similarly between the values of boys and those of their mothers. (v) There was no significant relation between the values of the teachers and those of their pupils. (vi) One and only one factor came out of the seven values through the process of factor analysis.

*85. *DESAI, B. G., Social Background of High School Students in Baroda District, Ph.D. Soc., MSU, 1962.*

The present inquiry concerns itself with the students of higher classes of high schools who are pre-

sumed to play an important role in the society. It tries to describe the habits, interests, estimates and aspirations of the students and point out whether there is any relationship between these and their social characteristics such as their city-urban-rural residence, their caste, religion, their family, economic condition and their guardians' education and occupation.

The sample consisted of 540 male students. The sample was selected on a random basis from each of the fiftytwo high schools in the district. A questionnaire was devised in Gujarati and administered to the students of classes X (pre-S.S.C.) and XI (S.S.C.) of the high schools in the district of Baroda. Percentage was used to analyse the data.

The important findings were : (i) The largest percentage of students population belong to the city though it has much smaller percentage of total district population. The percentage of upper caste students is greater though they have a small percentage in total population. (ii) It was found that Baroda city had a high school for an area of half a square mile, the urban area (comprising the taluka towns) had a high-school for an area of four square miles, and the rural area had a high school for an area of 119 square miles. In case of urban area (including Baroda city) there existed one high school for a population of 9006 persons and in case of the rural area there existed a high school for a population of 39,023 persons. (iii) The percentage (7.13 percent) of the illiterate guardians was smaller in the sample as compared to the percentage of illiterates (71.40 percent) in total population. But the city guardian was better educated than either the urban or the rural guardian and amongst the two last mentioned the former was better educated than the latter. The upper caste guardian was better educated than the lower caste guardian. (iv) The single largest occupation of the guardian was agriculture both in case of the urban (39 percent) and the rural (62.88 percent) areas though it was service (56 percent) in case of the city area. (v) Large percentage of families had average or ordinary economic condition, but the city families were better placed economically than the rural families and the economic prosperity of the city guardians was more as compared to the urban or the rural guardians. (vi) The average age of the student in total was 16.77 years, the average age of the city student was 16.43, of the urban student was 16.99 and it was 17.22 in case of the rural student. (vii) A large bulk of students were unmarried, but amongst the married students the higher percentage was in the rural area and it was the lowest in the city area. A large bulk of students found change in

them on account of education. The rural student found intellectual, individual and social changes in him, and the city and the urban students found intellectual and social changes in them rather than individual change. Most of the students felt that they were intellectually well up on account of education and it was education which had taught them to be useful members of the society.

86. DESAI, I. P., *A Profile of Education among the Scheduled Tribes of Gujarat*, Centre for Regional Development Studies, Surat, 1974. (ICSSR financed)

The investigation aimed at developing a profile of education among the scheduled tribes of Gujarat in terms of (i) the state of literacy; (ii) the change in literacy between 1961 and 1971; (iii) change in enrolment at the primary, secondary and higher stages of education; (iv) the distribution of primary and secondary schools; and (v) the utilisation of hostel and scholarship facilities.

For purposes of data collection a profile was developed on the basis of information available in the census reports and other official records of the Department of Education, and of Social Welfare of the Gujarat Government.

The major findings of the study were : (i) the literacy among the scheduled tribes ranged from 11.69 percent to 14.12 percent between 1961 and 1971; (ii) the enrolment in primary schools increased from 2,02,458 in 1961 to 3,50,000 in 1970 with a rise of seventythree percent in nine years; (iii) in the secondary stage the enrolment increased from 6,901 in 1961 to 22,000 in 1970, and the same in higher education increased from 202 in 1961 to 2461 in 1970; (iv) only six percent of the students in primary schools went to the secondary schools and only 11.8 percent of the secondary education population went to the higher education; (v) an important observable trend in enrolment was the increase in the number of women students at the primary and secondary education levels; (vi) 1,736 villages out of 8,732 villages in the tribal districts were without schools in 1970 and these villages were unevenly distributed over different talukas; and (vii) the hostel and scholarship facilities were adequately utilised.

87. DESAI, I. P. and PANDOR, G. A., *The Scheduled Caste and Tribe High School Students in Gujarat*, Centre for Regional Development Studies, Surat, 1974. (ICSSR financed)

The present investigation aimed at : (i) assessing the status of the scheduled caste (SC) and sche-

cluded tribe (ST) students in the institutions of learning, (ii) comparing the SC/ST students, wherever possible, with non-SC/ST students, and (iii) identifying the kinds of discrimination and types of difficulties and obstacles that they faced.

In this project, survey was conducted in respect of bio-social description of the SC and ST students, their academic life, their social outlook and their opinion on the status of their respective castes/tribes as well as on the governmental programmes and facilities provided for them. In a multistage stratified random sampling at the levels of district, institution and students, Vadodara, Mehsana, Sabarkantha and Bharuch were selected for sampling scheduled caste students, while Valsad, Surat, Panchamahals and Bharuch were selected for sampling scheduled tribe students, the capital of the State, Ahmedabad, being included in both the sets of districts. Twenty schools were selected from each group of districts, and 193 SC, 235 ST and 108 non-SC/ST students of classes X and XI were selected. Besides, 156 teachers including headmasters were interviewed. Data were collected through questionnaire, interview and examination of census reports and official records.

The study revealed mainly the following facts : (i) A majority of students belonged to the economic status which was neither so good nor so bad. (ii) In all categories of students certain castes represented largely. (iii) In a large number of cases the SC/ST students were first generation educated, the percentage of primary educated parents being large in other castes/tribes. (iv) Adult education seemed to have made very little impact on spread of literacy. (v) Ideationally the ST students were more nationalistic as indicated by their choice of ideal persons than the SC students who gave the first place to the leaders of their caste and community and the second place to the national leaders. (vi) The SC/ST students participated largely in the cocurricular activities and without any inhibition. (vii) In their general interactions with other students and the teachers the SC/ST students did not feel discriminated. These students were found to cherish the values and norms of their surrounding non-SC/ST society. (viii) A good percentage of SC/ST students believed that their conditions had improved, but their status was still lower than that of their friends in other castes/tribes. (ix) By and large these students felt that governmental policies were helpful to them and should be continued. But, there were some who believed that governmental help was creating a sense of dependency among them. (x) The teachers opined that the SC/ST students were

comparatively low in academic calibre and performance.

88. De'SOUZA, A., *A Sociological Study of the Public School in India*, Ph.D. Edu., Del. U., 1973.

This study attempted to present a systematic and comprehensive sociological analysis of the Indian Public Schools. The central purpose of the study was to explain in sociological terms the social and cultural structure of the public schools as elite institutions of secondary education, and to discuss their relationship with the wider society.

This was a sociological survey. Case study approach was taken here. Nearly thirty public schools including five military schools were selected for the purposes of this inquiry. The main tools of data collection were participant observation and five sets of questionnaires which were mailed to the participating schools. The Doon school (Dehradun) was selected for intensive study.

The major findings of the study were as follows : (i) the highly specialised organisation of the public school was composed of several subsystems, namely, "the house", the academic, and games and extra curricular subsystems; (ii) with the exception of the Doon school, the Indian public schools had a feeder unit, a junior school, attached to them; (iii) most of the boys came from the upper strata of society where the patterns of behaviour and social expectations tended to be supportive of those included in the school; (iv) the main cleavage in the formal organisation of the public schools was between the higher and lower participants; to the higher order belonged the headmaster, senior master (vice-principal), housemasters, and the bursar; masters and prefects constituted the lower order; (v) the clientele of the public schools tended to follow a regional rather than a national pattern; very few parents had a public school education themselves, though most of them had higher education; the number of businessmen parents was on the increase, but the professionals and the civil and military elites continued to be well represented at the public schools; (vi) the occupational structure of the old boys showed that the preferred careers were business, engineering, business management, medicine, civil administration and the defence services; (vii) parental influence rather than the school determined the choice of occupations; (viii) among the features of public school education which had a formative influence on the social and personal development of the old boys, the most important were the house system, games and extra curricular activities.

89. DOCTOR, A. N., *A Study of the Factors Related to Innovations and Change in the Secondary Schools of Bulsar and Surat Districts*, Ph.D. Edu., SPU, 1973.

The major aim of the study was to investigate into the innovative practices and change in secondary schools. Objectives of the study, in the main, were : (i) to study the innovative practices in the sample schools of Bulsar and Surat districts; (ii) to study the factors affecting the innovations leading to change; (iii) to find out the institutional factors which affected innovation and change process; (iv) to study the innovativeness in the teachers, the supervisors and the headmasters as the personnel working in the schools and to find out the relationship between the innovativeness of the personnel and that of the school. The following were the two main hypotheses forwarded : (i) the quality of a school would affect innovativeness, i.e., a good school would be more innovative than a weak school; (ii) the present day schools would show more innovation proneness in the present decade than they showed two decades before.

Methodologically, it was a normative survey type of research. Interview and evaluation scale were the techniques used for collecting data. Forty schools were selected from each of Bulsar and Surat districts. Correlation, t test and multiple regression analysis were the statistical techniques used to analyse data.

The following were some of the major findings : (i) the headmasters of the high innovative schools possessed higher innovativeness than those of low innovative schools; (ii) the high innovative schools had significantly lower number of innovative teachers, whereas low innovative schools had higher number of innovative teachers; (iii) with regard to the variable 'total evaluation of schools' Bulsar high schools were superior to low and average Surat schools; (iv) average Bulsar schools differed significantly from Surat high schools and the difference was in favour of Surat high schools; (v) seventyfive percent of the schools were well equipped with the required educational aids; (vi) schools had a tendency to prefer innovative practices in academic area to those in any other area; and (vii) most of the innovations were 'headmaster centred'.

90. DUBEY, S. M., *Study of Scheduled Caste and Scheduled Tribe College Students in Assam*, Dept. of Soc., Dib. U., 1974. (ICSSR financed)

The study was undertaken to investigate the socio-economic background of the SC and ST college students of Assam and see how their education affected

their aspirations and performance, their way of life, their participation in other activities, their feeling and opinion about their status, etc.

The study was conducted on a sample of 246 SC and 223 ST students, and also 129 college teachers selected on the basis of random sampling from two sets of twenty colleges each from five districts, namely, Kamrup, Darrang, Lakhimpur, Nowganj and Sibsagar as SC districts and Kamrup, Lakhimpur, Goalpara, Darrany and Sibsagar as ST districts respectively. Questionnaires and interview guide were the research tools used for the study.

The major findings of the study were as follows : (i) Only thirteen percent of the SC students' fathers were found to be literate. (ii) A large majority (71.5 percent SC and 71.3 percent of ST) students did not find difficulty in following the lectures. (iii) Both the groups had high educational and occupational aspirations. (iv) There was a very low degree of teacher taught relations; only 15.5 percent of SC and 2.6 percent of ST students approached their teachers for help. (v) Both the groups showed interest in extra curricular activities. (vi) A small percentage of SC/ST students participated in political activities. (vii) A majority of them felt that their teachers were helpful to them; they also felt that their conditions had improved. (viii) A majority of them lived in hostels. (ix) A significant number of them were exposed to mass media. (x) Percentage of SC/ST girl students was very low. (xi) Majority of the teachers felt that the SC/ST students had a poor intelligence. (xii) They also maintained that the facility of 'reservation' for them was justifiable.

- *91. EVA SUNDERARAJEN, A., *An Investigation into the Process of Change in the Values, Attitudes and Career Commitment of Students of Hotel Management and Catering Technology, as a result of college experience at the Institute of Hotel Management, Catering Technology and Applied Nutrition, Bombay*, Ph.D. Edu., Bom. U., 1978.

The objective of the study was to investigate the extent of change in values, attitudes and career commitments of students of the three year diploma course in Hotel Management and Catering Technology as a result of their college experience. The hypotheses formulated were : (i) every kind of learning develops values and attitudes which are often more significant than the knowledge and skills required; (ii) the values and attitudes of the students of the three year diploma course in Hotel Management and Catering Te-

chnology drop in the second year but improve in the final year; (iii) maturity has a bearing on positive value and attitude development; (iv) boys and girls differ in their values and attitudes; and (v) the development of desirable values and attitudes would indicate positive career commitment of students.

The sample for the study was the entire population of students undergoing the three year diploma course from 1974 to 1977 at the Institute of Hotel Management, Catering Technology and Applied Nutrition, Bombay. The total number was 767 students comprising 564 boys and 203 girls. The main sample comprised those students who entered the first year during 1974-75 and who were tested in their first, second and third years. The second and third year students of 1974-75 and 1975-76 respectively, and first and second year students of 1975-76 and 1976-77 respectively, constituted the supporting sample.

A Likert-type attitude scale with five response alternatives, having 72 items towards fourteen personality traits was constructed and standardized by the investigator. Pilot study and item analysis were done. The reliability of the scale was determined through test-retest method and the correlations obtained were significant. Validity was determined in terms of internal consistency by ten experts. The inter-correlations indicated positive relationships between trait scores and total score as well as between traits themselves, at varying levels of significance. Factor analysis carried out revealed three common factors that accounted for the obtained correlations. The validity was also ascertained by correlating the attitude scores with scores obtained on the Edwards Personal Preference Schedule and the Bell's Adjustment Inventory. The correlations computed between students' attitude scores and teachers' rating were found to be positive and significant. Fisher's 'z' function was determined in order to establish confidence intervals and defend the significance of 'r'. Means, standard deviations and critical ratios were computed. The attitude scores of the main sample of students were represented on frequency polygons and cumulative percentage curves or ogives.

The major findings of the study were as follows : (i) The attitudes to most of the traits seemed to move towards less favourableness in the second year, but tended to become more favourable in the third year as the students advanced in maturity. This was more clearly indicated by the supporting sample and the difference may be attributed to the variation in sample itself. This sample variation was endorsed by

nine out of fourteen teachers who rated the third year students in the supporting sample slightly better in the general attitudes and behaviour than those in the main sample. (ii) A comparison of attitudes of boys and girls did not reveal significant differences in their attitudes except in the case of empathy in which girls showed a higher degree of favourableness significant at 0.05 level, in the second year. (iii) The evidence pointed to the conclusion that attitudes undergo change during college age.

92. *GANGRADE, K. D., Educational Problems of the Scheduled Castes in Haryana (College Students), Delhi School of Social Work, Del. U., 1974. (ICSSR financed)*

The study was undertaken to investigate the socio-economic background of the SC college students of Haryana and to understand the educational problems of the SC students. The study also aimed at investigating the changes resulting out of the constitutional provision for more facilities and economic assistance provided to them, and seeing what they felt about these facilities.

The researcher selected a sample of 215 SC college students and fortyfive college teachers from sixteen colleges of Rohtak, Ambala, Karnal and Mahendragarh on the basis of threefold sampling at the levels of (i) districts, (ii) institutions and (iii) students. Questionnaires and interview were adopted as tools of investigation.

The major findings of the study were as follows : (i) The SC students, due to certain problems inherent in their social background had not been able to take full advantage of the facilities provided by the constitution. (ii) The home environment of SC students was not found to be congenial for their development, majority of them had illiterate parents and siblings. (iii) Only one-tenth of SC students had high level of participation in extra curricular activities, two-thirds had low level of participation. (iv) Only about one-tenth of them showed participation in political activities. (v) One-sixth of them complained of ill-treatment in society. (vi) The proportion of SC students in the student population was much lower than the proportion of SC population in the whole population. (vii) Majority of the SC students were older for the classes of their study. (viii) Very few were found in science and commerce faculties. (ix) About one-fifth reported difficulties in comprehending lectures in the class rooms. (x) Most of the teachers expressed that the SC students were of a lower calibre than the non-SC students. (xi) Their educational and occupational

aspirations were very low. (xii) A substantial number of them felt that the amount of scholarship was inadequate and one-third of them expressed flaws in the administration of governmental programmes for their benefit.

93. *GANGRADE, K. D., Educational Problems of the Scheduled Castes in Haryana (School Students), Delhi School of Social Work, Del. U., 1974. (ICSSR financed)*

The major objectives of the study were : (i) to assess the status of the scheduled caste students in the educational institutions; (ii) to compare the scheduled caste students, wherever possible, with the non-scheduled caste students; and (iii) to identify the kinds of discrimination and types of difficulties and obstacles that they faced.

The investigation was a sociological survey. The sample was selected at three levels, viz., districts, institutions, and students and teachers. Four districts of Rohtak, Gurgaon, Ambala and Hissar were selected. From these districts sixteen institutions were selected. The sample included 272 (265 males and seven females) scheduled caste students from schools in Haryana along with sixtyfour school teachers who were interviewed in order to get their opinion on the educational problems of the scheduled caste students studying in schools. Questionnaire and interview were the main tools of the investigation. Data were tabulated and frequencies and percentages of responses were computed to draw out any meaningful trend.

The following were some of the major findings : (i) The scheduled caste students of the sample were mostly Hindus by religion and Chamar by caste. A majority of them were older for the classes they studied. Nearly one-fourth of them were engaged or married. (ii) In most cases both the parents were illiterate. (iii) Nearly half of the respondents had average economic condition, and one-quarter of the respondents had difficult economic condition. (iv) Parents of two-thirds of the respondents had to support others besides the respondents. (v) Two-thirds of the respondents were science students and one-third were arts students. (vi) Except one respondent, all lived with their parents. Domestic work came in their way of study. Most of them had hardly any proper place to study. (vii) One-fifth of the respondents had problems in comprehending class lectures. Most of the respondents were satisfied with the attitude of their teachers towards them. (viii) A majority of the respondents had a low level of participation in cocurricular activities. (ix) Educational and occupational as-

pirations of the scheduled caste students were more or less high. (x) Most of the respondents received encouragement from their parents to get education. (xi) The social life of scheduled caste school students of Haryana seemed to be at a transitional stage, gradually undergoing change. Exposure to media of mass communication was of average level, and the level of politicisation low. (xii) The respondents had their ideal figures mainly from national leaders, family/caste members and government members. (xiii) The scheduled caste students had decided about their career on their father's advice and would also care for their parents' choice in case of their marriage. (xiv) The financial position and fathers' education had considerable impact on the social life of the respondents. (xv) Integration of the scheduled caste with the society was still a distant goal as many of the students complained about the adverse attitude of their higher caste class mates, and one-sixth of them reported about the discrimination by the society on account of their castes. (xvi) On the whole, a large majority of the respondents were quite satisfied with the improvement in their status and they gave a positive picture of the facilities provided to them; but there was a good number of them who were of opposite view. (xvii) A majority of the teachers considered the scheduled caste students lower in calibre as compared to their nonscheduled caste peers. (xviii) The policy of reservation for the scheduled caste was considered to be unjustified by some teachers, but supported by many for its usefulness.

*94. *GANGULY, D. L., A Probe into a few Factors Causing Break Down of Social Adaptability amongst School going Population (between 9th through 11th grade) of West Bengal State, Ph.D. Psy., Cal. U., 1969.*

The study was undertaken with the following hypotheses : (i) A few developmental and situational factors of social adaptability have significant differences among themselves and they should be treated separately. (ii) These factors are directly responsible for causing unrest or maladaptability among the higher secondary students of West Bengal.

The study was conducted among the higher secondary students of West Bengal. Questionnaire was the main tool used for the purpose and it was prepared by the investigator with the suggestions, advice and cooperation of a group of experienced teachers working in higher secondary schools. The standardised questionnaire was administered to 500 student respondents. The unrest cases were determined by computing means and corrected standard deviations for

each of the factors. The cases of maladaptability were further studied by using seven T.A.T. cards meant for all age groups (Picture Numbers 1, 4, 5, 10, 11, 14 and 20). Finally, the correlation coefficient between the scores from the original questionnaire and the T.A.T. analysis for highly maladjusted cases was computed for making a further check of the inventory. The value of internal consistency reliability was computed by Kuder Richardson formula.

The following were some of the salient findings :

(i) Such factors as physical state, economic insufficiency, political atmosphere, leisure time activities, home environment, social participation, educational facilities and associational types were regarded to be responsible for student unrest. (ii) Boys of better economic conditions, better home environment, and having better educated parents were better adjusted. (iii) Students of humanities were more maladjusted than those belonging to science or commerce faculties; correspondingly, girls were better adjusted.

*95. GEORGE, E. I., *Educational Problems of the Scheduled Caste and Scheduled Tribe College Students in Kerala*, Dept. of Psy., Ker. U., 1975. (ICSSR financed)

The major objectives were : (i) to study the factors that motivate the scheduled caste and scheduled tribe students to go to the college; (ii) to study the factors responsible for dropout of scheduled caste and scheduled tribe students; and (iii) to study the facilities available to the scheduled caste and scheduled tribe students and their perception about the same.

The study was conducted on 250 scheduled caste and 100 scheduled tribe students selected from twenty-three institutions in six districts of Kerala on a stratified random basis having sex, age, grade, marital status and religion as the bases. The data were collected through two interview schedules and an information proforma.

The study revealed that (i) the reservation on the community basis needs to be changed to considerations like economic backwardness; (ii) the amount of scholarship was inadequate; (iii) the system of distribution of stipends was complicated; (iv) parents needed to be educated about the governmental programme in order to ensure proper utilization of resources; (v) the students needed to be educated about the facilities existing and its purpose; (vi) the system of separate hostels for scheduled caste and scheduled tribe students was considered socially unhealthy as it widened the gaps with other higher caste students; (vii) a considerable number of scheduled

caste and scheduled tribe students suffered from inferiority feeling and they needed to be protected through proper guidance; (viii) these students needed vocational training in order to be self-dependent; (ix) the majority of the students of the present group passed their school leaving examination at a higher age; (x) the scheduled caste and scheduled tribe students did not show high aspiration for technical and professional jobs; (xi) there was no healthy relationship between the scheduled caste and tribe students and those who administered the programme; (xii) the distribution of scholarships was usually delayed; and (xiii) a good number of teachers were found to be always with a helping hand which encouraged the students.

96. GORWANEY, N., *Role Structure and Social Change : A Sociological Study of Female Students*, Ph.D. Soc., Raj. U., 1974.

The main purposes of the study were : (i) to examine the influence of self-esteem on behaviour pattern and attitudes, and (ii) to investigate the inter-relationship between levels of self-esteem and role performance, adjustment pattern, aspirations and social change.

This was a correlational study. It was restricted to the girl students of Rajasthan University, securing education at graduate and postgraduate levels. Three hundred of such female students during the academic year 1969-70, constituted the sample of the study. A questionnaire on role structure, self image and social change was used as the tool of research. Besides this, Self Esteem Scale, Stability of Self Image Scale, Social Adjustment Scale, Dominant-Submissive Role Performance Scale, Level of Aspiration Scale, Social Change Scale, Parental Dominance-Submissive Scale, and Parental Acceptance-Rejection Scale were the other tools used in the study. The data were subjected to correlational and chi-square analyses.

The major findings of the study were as follows : (i) there was a significant degree of consequence between the self image and subjects' perception of the response of others; high degree of consistency existed for all the ten qualities ranging between eightyfive and ninetyfive percent; further, more unfavourable evaluation was more likely to encourage low self esteem; (ii) subjects from nuclear family and semi-joint family tended to show a high level of self esteem except for the "last child" and "only daughter"; (iii) there was a positive linear relationship between parental acceptance and level of self esteem; parental dominance-submission did not affect the self esteem levels; (iv)

high self esteem led to active role performance and low self esteem led to passive role performance; (v) there were no significant differences among self esteem levels and dominant-submissive role performance; (vi) there was a strong positive linear association between level of self esteem and social adjustment; subjects with high self esteem were adequately adjusted, whereas subjects with low self esteem were poorly adjusted; (vii) level of self esteem did not significantly influence the level of aspiration; and (viii) subjects with high self esteem advocated free interaction with opposite sex, and were oriented towards choosing their partner in life themselves.

*97. GOSWAMI, L. C., *Child Rearing in the Jaintia Family: A Socio-educational Study of its Beliefs, Customs, Practices and Attitudes*, Ph.D. Edu., Gau. U., 1977.

The major objectives of the study were: (i) to show how far the Jaintias, both christian and non-christian, had been following the old beliefs and customs in rearing their children, and how the modern civilisation had exerted influence in changing their age-old practices of child rearing; and (ii) to point out some lacunae in the methods of their child rearing in the matriarchal family and to make suggestions for their improvement.

Fifteen villages surrounding Jowai town were chosen at random. Five families from each village and ten families in Jowai town formed the sample. This included christian and non-christian, and poor and rich families. The data were collected through interview and observation. In this regard information were also sought from leading members of the society and school teachers. As an addition, data were also obtained from educated families of Jowai town using questionnaires and schedules. The analysis of the data was mainly descriptive and analytical.

Some of the major findings were as follows: (i) Majority of the parents were following the outdated methods of child rearing which were based on superstitious beliefs and customs. (ii) Girls were considered as assets in the family, while the boys were considered as liabilities. (iii) Child rearing was more a mother's job than father's. (iv) Children did not normally have a very close contact and attachment with fathers. But in christian families, at times, the father looked after the infant. (v) Children did not have opportunity to develop habits of cleanliness from infancy and childhood. (vi) Children were trained from early childhood to work at home daily. During later childhood working at home or field was com-

pulsory. (vii) Girls were trained more to shoulder responsibilities. Boys felt neglected and inferior. They could hardly take any decision independently. (viii) Christian families had started adopting some modern methods of child rearing. They were trying to deal male and female children equally and getting rid of superstitious beliefs and customs. (ix) Both christians and non-christians were influenced by western values of the foreign missionaries. Christianity had not affected the social behaviour or social structure to any considerable extent. Changes had occurred due to changes in values and not because of religious beliefs. (x) Parent-teacher relationship was almost nil. Parents ignored the education of their children due to poverty.

98. GOYAL, S. K., *The Study of Scheduled Caste Students of Colleges in East U.P., Dept. of Soc., BHU, 1974. (ICSSR financed)*

The study aimed at surveying the socio-economic background of SC college students in East Uttar Pradesh, and trying to see how it affected other aspects of life of the SC students, namely, their performance, their aspiration, their outlook in life, their ways of thinking and behaving, etc.

A sample of 230 students and sixtyfour teachers (including heads of institutions) were selected from sixteen colleges of Varanasi, Gorakhpur, Faizabad and Deoria districts of East Uttar Pradesh, on the basis of stratified random sampling. Questionnaires and interview schedules were used as tools for the study.

The study revealed the following: (i) U.P. had a high proportion of SC population. (ii) Literacy was very low as compared to the general population and it was still lower in the eastern districts of U.P. (iii) Literacy of the parents as well as the literacy of the younger generation of SC was low. (iv) Majority of them were from rural areas. (v) Majority of them opted for 'Arts' courses. (vi) The educational aspiration of the SC students was very high. (vii) They were found to be more local and ethnocentric and thus more homophilic in their friendship patterns. (viii) SC students with better education were receptive to the programmes for their upliftment.

*99. HASSAN, M. K., *Social Prejudice among College Students — A Sociological Study*, Ph.D. Psy., Ran. U., 1975.

The major objectives were: (i) to study the relationship of sociological variables like religious affiliation, caste-status and urban/rural origin with social prejudices (pertaining to religion, caste and

etc. (viii) Siblings showed similar attitudes towards ETV. (ix) There was a similarity between viewers and their friends and also between non-viewers and their friends in their attitude towards ETV. (x) ETV viewers engaged themselves more in extra curricular activities. (xi) The majority of viewers showed interest in the main subjects of school curriculum, while others did not. (xii) Students' motivation for seeing ETV was dependent on their aspiration for continuing their studies. (xiii) Regular viewers aspired for greater excellence in scholarships. (xiv) Majority of regular viewers believed in the role of individual efforts, while the other group did not reject the role of 'luck' and 'money'. (xv) Achievement motivation was stronger in regular viewers of ETV, while it was weaker in others.

102. *JAI PRAKASH, A Comparative Study of Urban, Rural and Tribal Higher Secondary Students of Madhya Pradesh with reference to their General Mental Ability and Interest Patterns, Dept. of Psy., Sag. U., 1972. (ICSSR financed)*

The main purpose of the study was to compare the mental abilities and interest patterns of the boys and girls with urban, rural and tribal background. Hypotheses designed to be tested were : (i) the average general mental ability level of urban and rural students does not differ significantly in different regions; (ii) culture, sex and zonal differences do not play a significant role in the average general intelligence level; (iii) the interest patterns of different culture, sex and zonal groups are different from one another; and (iv) the extra curricular interests, viz., hobbies, cultural activities, games, etc., are different in various rural, urban and tribal groups.

For the dichotomic nature of the population three different samples of boys and girls with urban, rural and tribal background were drawn from five different zones of Madhya Pradesh. As many as 2401 students with urban background (1589 boys and 812 girls), 1848 with rural background (1394 boys and 454 girls) and 759 tribal, making a total of 5008 students of secondary schools were selected. Different tools used were : the Jalota's General Mental Ability Test, the Chatterji's Non-verbal Test of Intelligence and the Non-language Preference Record, and questionnaires in order to know the personal bio-data and extra curricular interest.

The investigation revealed that (i) urban students had higher intelligence than the rural and tribal students; (ii) the southern and central zone urban boys were better in intelligence than girls, while the

girls from rural areas of northern zones were better than boys; (iii) the urban boys from eastern, southern and central zones were better than their counterparts in rural areas; same was true for the urban girls of western and eastern zones; (iv) the interest in literature was found to be a feminine attribute while interest in science and technical aspect was a masculine characteristic and these were affected by areas of residence; (v) rural feminine interest turned to be masculine in urban areas; thus intelligence and interest patterns were found to be culture and sex oriented; (vi) football was found to be the most popular game for boys in all zones, while badminton and carom were more liked by girls; (vii) picnic and cinema were the most popular hobbies for all boys and girls alike; (viii) pottery was found as the most popular handicraft for all; and (ix) film music and radio listening were the most popular pastime for all.

103. *KAILASH CHAND, A Comparative Study of Higher Secondary School Pupils in Grades Ninth to Eleventh in Day Schools and Residential Schools, Ph.D. Edu., Agra U., 1973.*

The study had the following objectives : (i) to make a sociometric study of formal and informal groups existing in higher secondary schools — day and residential — of the country; (ii) to analyse the mode of group formation, structure and functions of the groups in the institutions; (iii) to make a sociometric study of attraction and repulsion in groups found to be active in the two types of institutions; (iv) to sort out leaders and to make a comparative study of the traits of leadership in active leaders of the classroom groups in the two types of schools; and (v) to suggest ways and means for the improvement of the group patterns of the schools. The study had the following hypotheses : (i) different types of schools, day and residential, would have varying influences on the formation of groups and emergence of leadership among higher secondary school pupils; and (ii) in residential schools more cohesive group structures would be found.

The sample of the study was taken from two day schools and two residential schools with a total strength of 299 children in twelve classrooms from class IX and class X. Tools used in the study were the Jalota's Group Test of General Mental Ability, the Kuppaswami's SES scale, the Saxena's Personality Adjustment Inventory, the Mann's Classroom Social Distance Scale, the Mann's Scale for Opportunities in Human Relations, the Mann's Social Analysis of Classroom, the Jersield's Interest Finder, the Henry and Guezkow's Group Projection Sketches, and an

sex), allied attitudes (religiousity and belief in caste system), religious information and social stereo-types (religion, caste and sex); (ii) to study the relationships of personality variables, namely, anxiety and authoritarianism with social prejudices and allied attitudes; and (iii) to study the relative influence of sociological versus personality correlates of prejudice by examining the interrelationships of dimensions of prejudice and allied attitudes.

The study was conducted on a stratified random sample of 160 Hindu and 160 Muslim college students from Ranchi and Jamshedpur. Each group was subdivided into equal subgroups based on upper and lower castes and urban and rural origin. The data were collected by using the Sinha's W.A. Self Analysis Form and a comprehensive questionnaire containing items on personal data, religious information, religious prejudices, caste prejudices, sex prejudices, religiousity, belief in caste system, religious and caste stereotypes, sex stereotypes, and authoritarianism, selected from California F Scale Forms 40 and 45. The data were analysed by using t test, chi-square and correlation.

The study revealed that (i) Muslim college students were more prejudiced than Hindu college students; the Muslim students had a higher degree of religiousity and stronger belief in the caste system than the Hindu students; (ii) the personality variables — anxiety and authoritarianism — were more closely related to prejudice than sociological variables (caste status, and urban/rural origin) except for religious affiliation having significant positive relationship with prejudice; (iii) the three sociological variables were interrelated and they were also significantly related to allied attitudes and personality variables; hence prejudice was an extension of personality; (iv) religiousity and prejudice had significant positive relationship; and (v) religious information and prejudice had significant negative relationship.

100. *IAMR, Women in Labour Force and their Educational Composition, New Delhi, 1973.*

The main aim of the study was to analyse all the available data on the education of Indian women in the age group fifteen to fifty-nine, who were either employed or seeking employment.

The time span for the study was 1961 to 1981. Sources of the data were: (i) national sample survey, and (ii) live registers of the director general of employment and training.

Analysis of the data revealed: (i) the number of women in the age group fifteen to fifty-nine would

continue to rise; (ii) the number of women in labour force was on the increase; (iii) the number of women with matriculation education was four millions and might rise to ten millions by 1981; and (iv) the number of women with the educational level of matriculation education and above in the labour force was 1.16 millions in 1971 which might increase to 3.2 millions by 1981.

*101. *JAFAR, S., Sociological Study of Educational Television in Tehran, Ph.D. Edu., Poona U., 1976.*

The purpose of the study was to find out whether there would be any relationship between concern for social mobility and receptivity to and demand for mass communication.

The sample consisted of 1100 boys and girls from forty-five schools. A questionnaire which consisted of two parts was used. The first part was concerned with the personal opinions and views of students on different subjects. The second part was concerned with the family background of the students, which was completed through interview. The relations of viewing educational television (ETV) and family environment like income, occupation, educational level of parents, number of children at home, sex, type of school, school preference, preference of subjects, movie-going habits, reading books and many other factors, which are indirectly related to the aspiration level of the student, were studied. Chi-square technique was used for the analysis of data.

The following were the conclusions of the study. (i) The viewing of ETV was more common among children whose parents were educated. The proportion of child's viewing ETV increased with rise in parents' educational level. (ii) The percentage of ETV viewers increased with the income level of the family. (iii) Regular ETV viewers' fathers were engaged in white collar occupations or were working in high rank business. But father's specific occupation did not seem to play any important role in child's viewing of ETV. (iv) Larger proportion of ETV viewers came from the families having less than three children. Larger proportion of non-viewers were from larger families. (v) Viewing of ETV was a part of viewing the programmes on general TV. (vi) ETV viewers followed the same pattern as non-viewers in going to movies, but differed in their choice of books and contents of magazines. (vii) The larger number of regular viewers of ETV referred to 'self' as a major cause of viewing and occasional viewers mentioned 'lack of any other channel', 'by chance',

opinionnaire and observation schedule prepared by the investigator. The data were analysed in respect of classroom as a unit, subgroups in classrooms, and leadership pattern.

Major findings of the study were as follows : (i) both the types of classrooms, day and residential, were heterogeneous units; (ii) residential schools were superior to the day schools in respect of SES and intelligence level of the pupils; (iii) both types of schools were similar in the mean level of self adjustment among pupils; (iv) there was more cohesiveness and integration in the classrooms in the residential schools than in the day schools; (v) the level of expansiveness of friendship was the same in the two types of schools; (vi) social distance among pupils as rated by the group and as rated by the self, were less in the residential schools than in the day schools; (vii) residential school pupils got more opportunities in human relations and possessed more indirect influence among peers than day school children; (viii) residential schools had less number of isolates than the day schools; (ix) the value attached to opportunities in human relations was equal in both types of schools; (x) school children in the two types of schools were similar in interest, social characteristics, adult control, their confidence, self described traits and needs for self improvement; and (xi) residential school leaders were superior to the day school leaders in SES and IQ.

*104. *KATIYAR, P. C., A Study of Values and Vocational Preferences of the Intermediate Class Students in U.P., Ph.D. Edu., Agra U., 1976.*

The investigation had the following aims and objectives : (i) to study the values of the students; (ii) to compare the values of the students of different (a) courses of study, (b) religions, (c) Hindu caste groups, (d) levels of parents' income, (e) levels of father's education, (f) levels of father's profession; (ii) to study the vocational preferences of the students; (iv) to compare the vocational preferences of the students of different (a) courses of study, (b) religions, (c) Hindu caste groups, (d) levels of parents' income, (e) levels of father's education, (f) levels of father's profession; and (v) to study the relationship between the values and vocational preferences of the students.

The study was conducted on 2158 urban male students of seven cities of U.P. They were selected in a stratified random manner from seventeen intermediate colleges comprising class XI (N = 745) and class XII (N = 1413). The sample consisted of students of science-mathematics, science-biology,

arts, commerce and agriculture courses. It represented Hindu, Muslim, and Christian religions, and twenty-eight castes amongst Hindus. The tools used for data collection were the Personal Values Questionnaire (PVQ) by Sherry and Varma, the Thurstone Interest Schedule for measuring vocational preferences, Personal Data Sheet prepared by the investigator, and the Kuppaswamy's Socio-Economic Status Scale (urban). The data were analysed by employing descriptive statistical techniques like mean, standard deviation, t test and product-moment correlation.

The following were the findings of the study. (i) The students were high in democratic, social and knowledge values; medium in health, religious, family-prestige, and aesthetic values; and low in power, hedonistic and economic values. (ii) The value systems of the students of the five courses were very much similar. Inter-group differences showed that mathematics and biology students were higher in social, democratic, knowledge and aesthetic values than arts, commerce, and agriculture students. They were, also, higher than agriculture students in economic value. Mathematics students were higher than commerce students in hedonistic value. (iii) Hindu students were higher than Muslim and Christian students in health value, and than Muslim students in social value. (iv) Students of high Hindu caste group were higher in power value than upper middle, middle, and lower middle Hindu caste groups except low Hindu caste group. They were higher than the low castes in social, aesthetic, and knowledge values; than the lower middle caste in aesthetic and power values; than the middle caste in social, aesthetic, economic, knowledge and power values; and than upper middle castes in power, family prestige and health values. (v) The students of very high income group were higher than very low, lower middle and middle income groups in aesthetic, economic and knowledge values and they were also higher than upper middle group in economic value. (vi) The students of very high father's education group were higher than that of very low and low groups in social, democratic, aesthetic and knowledge values; than below average, average, and above average groups in aesthetic value; than below average group in knowledge value; and than high group in health value. (vii) The students of very high father's profession group were higher than below average group in social value; than all except very low group in hedonistic value; than very low, low, below-average, and above average groups in aesthetic value; and than low, below average, and above average groups in knowledge value. (viii) With respect to vocational preferences it was found that executive,

physical sciences, and linguistic were highly preferred; biological sciences, humanitarian, persuasive and business were moderately preferred; and computational, artistic and musical were less preferred. (ix) The students' high vocational preferences were directly related with their courses. (x) Hindu students were higher than Muslim students in musical, Muslim students were higher than Hindu students in persuasive, and Christian students were higher than Hindu and Muslim students in musical field. (xi) Executive and physical sciences fields were highly preferred by all the students. (xii) The relationship was found positive and significant of religious value with computational, persuasive, humanitarian, and musical fields; of social value with physical sciences, biological sciences, persuasive, humanitarian and musical fields; of democratic value with physical sciences, biological sciences and humanitarian fields; of aesthetic value with physical sciences, artistic and musical fields; of economic value with computational, and business fields; of knowledge value with physical sciences, biological sciences, and linguistic fields; of power value with computational, business, and executive fields; of hedonistic value with artistic and musical fields; of family prestige value with computational, executive and persuasive fields; and of health value with biological sciences, linguistic and humanitarian fields. (xiii) The relationship was found negative and significant of religious value with physical sciences and biological sciences; of social value with computational and artistic fields; of democratic value with business and artistic fields; of aesthetic value with biological sciences, computational, persuasive, and humanitarian fields; of economic value with physical sciences, biological sciences, linguistic and humanitarian fields; of knowledge value with computational business, and persuasive fields; of hedonistic value with computational and humanitarian fields; of power value with biological sciences and linguistic fields; of family prestige value with physical sciences, artistic, and musical fields; and health value with computational and business fields.

105. *KHANDEKAR, M., The Disadvantaged Pre-Schoolers in Greater Bombay, TISS, Bombay, 1973. (ICSSR financed)*

The study aimed at (i) obtaining data on selected aspects of preschool children in terms of their demographic and physical environment, conditions constituting their health hazards and their nutritional level, morbidity and pattern of care and treatment during illness, community resources, and their parents' understanding of the problems and needs of the pre-

school children; (ii) determining the parents' attitude towards the existing welfare programmes for preschool children; (iii) studying the existing institutional framework for child welfare in the selected areas; and (iv) suggesting guidelines for formulating a minimum programme of integrated services for preschool children in urban areas.

It was a descriptive survey. The entire survey was split up into four parts : (i) to study the preschool children in their home situation, (ii) to ascertain the external situation of the preschoolers, (iii) to ascertain the services for the preschool children, and (iv) to gather opinions of community influentials concerning services for preschoolers. The survey was conducted on 2000 households from two wards — one from the city of Bombay and the other from a suburb. A quota sample of 1000 was drawn from each ward which was selected on the basis of percentage distribution of children population, births, infant death rate, slum dwellers, working children, etc. The community influential sample consisted of sixty doctors, thirty teachers, five social workers, three municipal councillors and two ward officers. Pretested interview schedules were used as tools of research.

The study revealed : (i) housing situation was worse in the city although in both wards it was unsatisfactory; (ii) suburban parents were comparatively more educated; (iii) the city ward contained more nonstudying unemployed youth; (iv) mothers receiving prenatal care were fairly large; and those receiving postnatal care were about forty percent; (v) in health care of mothers and children, the city and the suburb differed sharply; (vi) the suburban householders spent more on food per adult consumption unit; (vii) the most frequent reason why children did not go to a preprimary school was that their mother did not know what such a school was, other reasons being inability to pay for education, and the distance between the school and the residence; (viii) the welfare services were usually underutilised; creches were not common and had a limited clientele; and (ix) the community influentials suggested that regular medical check up, parent education in child care, immunisation, providing nutritional supplements, recreational services and new paediatric centres should be started.

106. *KORANNE, V. V., A Study of Causes of Sociability in the Class, Relationship between Sociability and School Performance, Sociability and Intelligence of Adolescent Pupils of Ahmedabad City, Gujarat Vidyapeeth, 1973. (UGC financed)*

The major objectives of the study were : (i) to

know the relationship between sociability and intelligence, and sociability and school performance; and (ii) to find out the factors affecting the sociability of the pupils.

The study was conducted on a sample of 411 pupils of grades IX and X selected from privately managed schools of Ahmedabad city. The data were collected through the sociometric questionnaire which was prepared by the investigator, the Desai-Bhatt Group Test of Intelligence, and a questionnaire having sixty items on the family background, economic conditions and school activities of the pupils. The school marks were used as the index of achievement. The data on sociability, intelligence and academic achievement were analysed by computing simple linear correlation. For other data percentages were calculated.

The study revealed that (i) the sociability of students in both the classes was significantly related only to the group of average intelligence level; (ii) sociability was positively related to school performance; (iii) the stars were found to come from medium size families and from amongst the first three children in the family; (iv) sociability of children was affected by father's education but not by his occupation; (v) the proportion of isolates increased with the class size; (vi) the stars were characterised by good and cheerful nature, honesty, good conduct, punctuality, industriousness, good study habits, better performance in English and mathematics and participation in extra-activities in the school; (vii) the stars were self sufficient in their studies but the isolates needed help of their friends; (viii) stars remained absent from the school only due to illness but isolates remained absent quite often due to various reasons; (ix) the stars were found to move out with friends, whereas isolates with their family members; and (x) economic condition was found to affect the pupil's sociability in the class.

*107. KUNDU, C. L., *Differential Personality Traits in Juvenile Offenders Belonging to Scheduled Tribes and Other Communities*, Ph.D. Edu., Raj. U., 1966.

The major objectives were : (i) to study the personality traits of tribal and nontribal delinquents and nondelinquents; and (ii) to evolve a suitable educational programme for tribal and nontribal delinquents.

The study was conducted on 120 cases — twenty-five each of tribal and nontribal court convicted delinquents and nondelinquents, ten cases of juvenile murderers belonging to denotified tribes and ten non-delinquent nontribals, of age range eleven to sixteen.

The court convicted cases were selected from Udaipur and Tonk jails. Data were collected through observation, interview, study of jail records and life histories, the Bhatia's Battery of Performance Test, and the Rorschach's Test for studying personality structure. The data were analysed by using chi-square, contingency coefficients, F test, pooled variance and t test.

The study revealed that (i) for the tribals, delinquency was related moderately to instability at home, less degree of satisfaction with self, poor health condition and power of observation, and the relation was low with poor sleeping condition; (ii) for the nontribals the delinquency was related (a) to a high extent with instability at home, unsatisfactory parent-child relationship, hostility from parents, no recreational facilities, and destructive trends; (b) to a moderate extent with desire to be away from home, parents objecting to the kind of companion; and (c) to a low extent with indifference to community, and interest in practical concerns than theorising; and (iii) low general intelligence was related significantly to delinquency of both tribal and nontribal groups; (iv) the nonassociative factors for delinquency in tribals were desire to be away from home, parent-child relationship, parents objecting to the kind of companion, permanence of residence, position in the family, level of general anxiety, feeling of resentment, depressive trends, and originality.

*108. LAKRA, S., *Impact of Education on the Tribals of Ranchi District*, Ph.D. Edu., Pat. U., 1976.

The main objective of the study was to investigate into the damages that have occurred due to education in the tribal people, specially in their socio-economic and political spheres.

The sample included the representative tribes, viz., the Mundas, the Oraons and the Kharias. The data were collected with the help of mailed questionnaires from the educated tribals in the urban and rural areas of Ranchi district. Personal interview, observation and case study were the other methods through which the required data were collected.

The progress of education of these tribes before and after independence and its impact on their social, cultural, political and economic progress have been presented historically.

Before the advent of the missionaries, the tribals groaned under the grinding heels of poverty and debt. The Christian missionaries, having proselytisation as

the objective, did some laudable efforts to spread education among the tribals and protected them from the clutches of money lenders. The education brought threefold benefits, viz., they got their lands back, got emancipation from forced labour and had their self-respect reinforced. During the year 1857 the work of the missionaries was disturbed due to Sepoy Mutiny, but as soon as peace was restored, it was taken up with double vigour. During the year 1863, more impetus was given to girls' education. Though Roman Catholic Church began its work late, it spread a network of schools, hospitals, and churches in the tribal belt of Ranchi district. Conversion reached its peak in 1885. As tribal language was not the medium of instruction, tribals began liking English and forgot their own dialect. By and by they developed a taste for western music and dance and neglected their own heritage of music and dance. The standard of living rose with the level of education, but the economic status did not rise proportionately. Education made them free from poverty, ignorance, social taboos and superstitions. Even though the tribals went upto high school only, there was a change in their outlook of life. They picked up clean habits about food, shelter, dress and the habits of discipline, thrift, hardwork, etc. Gradually the tribals became education conscious and sent their children to schools.

Girls' education made a head way in the first quarter of twentieth century and they were admitted to co-educational institutions. The tribals gradually became politically conscious and fused their several associations into Adibasi Maha Sabha.

With the dawn of independence the educated tribals were at an advantageous position but they were in need of training for specific job skills and more education. Gradually the social distance between Christians and others is disappearing. The intelligentsia among the tribals are highly qualified in the fields of arts, science, medicine, technology, agriculture, law, etc. The less educated youth are gradually becoming delinquents because of various unwanted situations. The primarily agriculturist tribals are gradually migrating to cities, neglecting agriculture, tribal handicraft and traditional mode of living. Recently there has been a re-awakening among more educated and brighter sector for the preservation of all the good in culture of the tribals.

109. LAL, S. K., *Educational Progress and Problems of Scheduled Caste and Scheduled Tribe College Students in Rajasthan*, Dept. of Soc., Jod. U., 1974. (ICSSR financed)

The main objectives of the study were: (i) to

know the social background of the college students of scheduled castes and scheduled tribes; (ii) to identify the types of colleges and the courses that drew large number of scheduled caste/tribe students; (iii) to identify the study habits, participation in extra-curricular activities, educational and occupational aspirations of the scheduled caste/tribe students; (iv) to examine the extent of exposure to mass media of communication, politicisation, their ideals, their outlook on parental authority, friendship circle, and experience of discrimination; (v) to understand their impressions about the status of scheduled castes, tribes, their awareness about reservation of jobs for them, their evaluation of programmes that the government undertook for their welfare; (vi) to find out whether hostels had made any impact on their life; (vii) to understand the progress of education in female population; and (viii) to know the impression of the teachers about the scheduled caste/tribe students including the difficulties faced by the heads of the institutions in this connection.

The total sample consisted of 233 scheduled caste students, 209 scheduled tribe students and twenty heads of the institutions. The scheduled caste students were selected from Jhunjhunu, Jodhpur, Jaipur, Ajmer, and Kota districts, while scheduled tribe students were drawn from Jaipur, Sawaimadhopur, Sikar, Kota, and Bundi districts. The data were collected from the above sample.

The major findings of the study were: (i) according to 1971 census report, the scheduled caste population consisted of 15.87 percent of the entire population of Rajasthan; (ii) a huge majority of scheduled castes and scheduled tribes lived in villages; (iii) the enrolment of scheduled tribe was low at each level of education; however, a very high percentage of scheduled caste/tribe students were more highly educated in comparison to their siblings; (iv) the number of scheduled caste/tribe students was higher than that of other castes in arts and reverse was the situation in science; (v) economic status and participation in extra-curricular activities did not affect significantly the study habits of scheduled caste students, but they immensely affected the study habits of scheduled tribe students; (vi) a large proportion of scheduled caste students and scheduled tribe students participated more in sports/NCC than other activities such as student unions, debates and other literary activities; (vii) encouragement from home and fathers' education also had no significant influence on occupational aspirations of scheduled castes, but encouragement affected significantly the

scheduled tribes; (viii) there was significant interdistrict variation in experience of ill-treatment of scheduled castes but not in case of scheduled tribes; and (ix) scheduled tribe students had awareness of the reservations for their jobs in government institutions.

*110. MAHALE, M. N., *The Family Situations and the Education of the Adolescents*, Ph.D. Soc., Bom. U., 1975.

The objectives of the study were: (i) to investigate the parent-adolescent relationship in different sized families and relate it to the social development of the adolescents; (ii) to study the impact of educational level of parents on the interests of both the parents and the adolescents in school education; (iii) to analyse the relative importance of the economic status of the family to the educational and the vocational aspirations of the adolescents and of the parents for their children; and (iv) to study the academic achievement of the adolescents and relate it to family situation created by the three factors together.

The study followed a descriptive survey method. Data were collected through observation, questionnaire and interview. All the children studying in the standard tenth of all the English medium schools of Santa Cruz area and the parents of these children together formed the sample.

The following were some of the salient findings of the study: (i) Activities like going to a movie or a drama along with their adolescent children seemed to be favoured by the parents of large size families than by those of small size families. (ii) The extent of participation of adolescent sons and daughters in the social activities of the family and sharing the routine household duties of the family depended on the differential attitude of the parents towards their sons and daughters. This sex difference was found to be higher in large size families than in small size families. (iii) Parents exercised greater control over their daughters than over their sons, resulting in frustration among daughters. (iv) Irrespective of the size of the family, almost all the parents extended hospitality to their children's friends who called on them and never ignored them or discouraged their coming home often. (v) Majority of adolescents from small size families discussed their personal problems with both the parents, whereas the majority of adolescents from large size families discussed their problems only with their mothers. Very few children from all the types of families discussed their personal problems exclusively with father. (vi) Majority of children derived that they had been in-

fluenced by parents or teachers or friends in selecting subjects for study. (vii) About ninety percent of the parents did keep themselves informed of their child's progress in school; greater percentage of highly educated parents did this than parents of low education. (viii) About 62.3 percent of the children intended to continue for higher studies. (ix) Higher the income level, higher was the percentage of parents who would motivate the children by explaining the value of higher education to them. (x) The analysis of the parents' occupational preferences for their children showed that the highest percentage of the parents, on the total, aspired their children to become doctors. Least number of them preferred the profession of scientists for their children.

*111. MAHALE, P. V., *Education in Rural Setting: A Study of Mysore Village*, Ph.D. Anthropol., Kar. U., 1975.

The major objectives were: (i) to study how the different facets of culture like religion, economy, occupational caste, behaviour pattern, belief system and formal education contribute to the total educational process including acceptance and increasing facilities in a rural setting; (ii) to study the village schools and the various educational facilities extended to the villagers.

The study was conducted on four communities — Brahmans, Marathas, Harijans and Musalmans as well as on four occupational castes — tradesmen, tailor, goldsmith and barber. The data were collected through participant observation, interview, case studies, scanning of census schedules and other administrative records like annual statistical returns, inspection reports, annual results and district gazettes.

The study revealed that (i) in the rural setting, family was the more important agency of education than schools in transmitting the culture — skills in the family vocation, values, beliefs, behaviour patterns, caste and community consciousness, personal hygiene, ideas of purity and pollution, and the range of permissibility for having physical and social contacts with other caste groups; (ii) the educational facilities were extended to the villagers in the form of primary and secondary schools, but the curriculum, syllabi, books, examination system, scheme of mid-day meal, academic calendar, etc., were prescribed by the State Department of Public Instruction; (iii) the educational facilities available at the village level did not seem to aid the villagers in the betterment of their economic conditions and hence schooling was isolated from the village life; (iv) the different facets of cul-

ture like economy, occupational caste, belief system, etc., affected the extent of acceptance of the increasing educational facilities; (v) in the lower income group, involvement of children in earning family living was very high, hence some did not send their children to school and some withdrew at the age when they should learn the traditional vocation; (vi) some villagers realized that the scope of worthwhile economic pursuits was limited in the village and also recognised that their children were to be educated if they were to compete for non-traditional callings; again, some of them thought that it was not easy to leave the village in search of paying jobs, and thus the family made significant difference in children's schooling, their success in the school, future income and chances of economic mobility.

112. MAHENDRA, U., *Value Patterns of Educational Dropouts, Ph.D. Psy., Agra U., 1972.*

The objective of the present study was to find out and compare the theoretical, political, religious, social, economic, and aesthetic values of the dropouts, failures, and successful students. The study was forwarded on the basis of a few hypotheses : (i) there is no significant sex difference in the dropout behaviour of the students; (ii) the three groups do not differ significantly in their theoretical values, social values, economic values and aesthetic values; and (iii) the three groups differ significantly in their political and religious values.

The study was conducted on 100 dropouts, 150 failures, and 200 successful students selected through stratified random sampling method from high schools and intermediate colleges of Agra City. The tools used for the study were Allport-Vernon-Lindzey Study of Values, and the Tandon's Test of Intelligence. The data were analysed by employing analysis of variance for testing significance of difference between the means.

The study revealed that (i) the dropouts, failures, and successful students had more or less similar theoretical, political, economic and aesthetic values; (ii) the dropouts and failures did not differ significantly in their religious values but there was significant difference between the religious values of dropouts and successful students, and the difference in religious values between failures and successful students was not significant; and (iii) in case of overall value pattern, the difference was not significant between the dropouts and successful students, and dropouts and failures, but it was significant between the successful students and failures.

113. MATHUR, B. B., *An Investigation into the state of Discipline among Students of Rajasthan, Vidya Bhawan Teachers' College, Udaipur, 1958. (MOE financed)*

The main objectives of the study were to assess the existing state of discipline among students in Rajasthan, and to ascertain the causes for this state of discipline.

The study was scheduled to be conducted on 1675 teachers and 1850 students of schools and colleges, both government and private, distributed over five divisions of Rajasthan. But 1389 teachers and 1452 students were the actual respondents. However, responses of only 500 teachers and 500 students were used for analysis. The data on the present state of discipline, political conditions, social conditions, economic conditions, and pedagogical factors affecting student discipline were collected through questionnaires constructed separately for the teachers and the students.

The study revealed that (i) fifty percent teachers and fiftyfive percent students maintained that the students had not developed a tendency of indiscipline; (ii) fortytwo percent teachers held students to be mainly responsible for indiscipline, whereas fiftyone percent students contradicted this idea; (iii) the acts of indiscipline increased with higher levels of education; (iv) according to types, students were more indisciplined in boys', government and traditional schools as compared to girls', aided or religious and vocational schools respectively; (v) irregularity, late coming and taking part in strikes were the major acts of indiscipline; (vi) students' participation in politics was generally held responsible for indiscipline, but eighty percent teachers and sixty percent students thought that students should know the principles of political science and political problems without involving themselves in political movements; (vii) considering economic factors of indiscipline it was opined that the children from scheduled caste, rich families and landlords were most indisciplined; (viii) external interference was expressed to be a cause of indiscipline by eightyeight percent teachers, and seventytwo percent students; (ix) growing unemployment was also held responsible for indiscipline by sixtyone percent teachers and seventytwo percent students; (x) crowded classes, dissatisfaction of teachers, failure to settle minor grievances of students, dissatisfaction about the examination system, and unrealistic syllabi were also held responsible for student indiscipline both by teachers and students; and (xi) close student-teacher and teacher-teacher rela-

tions and religious education for the students were opined to develop better discipline.

114. MEHTA, V., *Women's Attitude towards Social Issues concerning Women and Associated Factors*, Ph.D. Edu., Gor. U., 1974.

The major objectives of the study were : (i) to study women's attitude towards social issues like education, marriage, different professions, participation in political life, social, religious and cultural life, (ii) to verify the conviction that the attitude of women was rarely specific, and (iii) to study the relationship between some of the demographic variables of the women and their attitudes.

The sample included 900 women students and teachers. The independent variables in the study were the socio-economic, educational and psychological background factors of women, whereas the dependent variables were measures of attitudes. The women were classified on the basis of marital status, religion, socio-economic status, family education background, progressive or conservative character of family, age, etc. The major tools of study were attitude scales measuring attitude of women towards (i) family, social and cultural affairs, (ii) education, (iii) marriage, (iv) jobs, and (v) politics. The statistical techniques included factor analysis by the centroid method.

The major findings of the study were : (i) there was no significant difference in the attitudes of (a) married and unmarried women, (b) Hindu and Muslim women, (c) women belonging to higher socio-economic status and those belonging to lower socio-economic status, (d) women with higher family education background and those with lower family education background; (ii) women coming from science group, younger age group, less religious group, and group with more progressive family background were modern and progressive in their attitudes; (iii) women showed a deep sense of identification with their culture, (iv) women were less agreeable to such traditional institutions as sect, caste and community and were not afraid of breaking with the socio-religious obligations; (v) adequate education was considered as an essential prerequisite for economic independence; (vi) women were in favour of professional education; (vii) marriage and jobs were considered equally important; and (viii) women showed a highly favourable attitude towards politics.

115. MISHRA, Y. N., *Factors in Student Leadership Activism : An Empirical Sociological Study*, Ph.D. Soc., APSU, 1974.

The major objectives of the study were : (i) to

find out whether the degree of activism was associated with the level of academic achievement, socio-economic status, attitude towards authority, and the degree of political awareness and affiliation; (ii) to find out the plans, programmes, and future aspirations of student leader activists, their awareness of the problems of the student community as well as national and international problems, their motivational and personality factors in fighting student elections, and their consciousness as to how they could improve the present situation.

This was an empirical study in which a few hypotheses were tested. Based on the above objectives the hypotheses were formulated relating the dependent variable, viz., high and low degree of leadership activism, to the independent variables, namely, academic achievement, SES, attitude towards authority and political awareness and affiliation. The student leaders were sampled from the affiliated colleges of APS University. An activism scale, a SES scale, a semantic differential scale, a questionnaire and an interview guide were used as the tools of research.

The major findings of the study were as follows : (i) academic achievement of high activists was greater than that of low activists; (ii) leaders belonging to upper, middle and lower SES did not differ significantly in terms of activism; (iii) the leaders harbouring favourable and unfavourable attitude towards authority did not really differ in terms of their activism; and (iv) no significant difference was observed between the two groups, high and low, in regard to their political awareness and affiliation; but the two groups differed significantly in their identification with political parties and in their views regarding students' participation in politics.

116. MUKHOPADHYAY, M., *Barriers to Change in Secondary Education*, Ph.D. Edu., MSU, 1975.

The investigation aimed at studying the role of the D.E.O. and other organisations as resource systems, their communication with the schools, the social organisation of the schools and the process of innovation management with a view to locating barriers to educational change. The study was forwarded on the following issues : (i) lack of information input, expertise, incentive and follow up by the D.E.O. retarded the change process; (ii) a few other government and private organisations also worked as resource systems and their inefficient functioning affected the change

process; (iii) infrequent and unidirectional communication between the resource systems and the schools were impediments in the educational change process; (iv) oral, written and mass media of communication were equally effective in innovation diffusion; (v) non-innovative schools differed in their social organisation from the innovative schools; and (vi) the poor management of innovations affected the adoption of innovations.

The study was conducted on two district systems — two D.E.O.s and their staff — one each from Gujarat and West Bengal, and sixteen schools — four innovative and four non-innovative from each district. Sampling was purposive. Within the school, selection of teachers was done through stratified randomisation with age, experience, teaching subjects and the disposition towards school innovative programmes as the basis. In all, fourteen inspectorate staff, twelve school managers (secretaries), sixteen headmasters, one hundred and eighteen teachers, and thirty students formed the composite sample. In this qualitative investigation, case study technique was utilised.

The main findings of the study were : (i) the D.E.O.s played a very marginal role in educational change and least in expertise; information input by them was observable but it was very poor in quality; (ii) while follow up and only psychological incentive were maintained in Gujarat, inspection of schools was nearly absent in West Bengal; (iii) besides D.E.O.s, the extension services, Community Science Centre (Ahmedabad), Bureau of Psychology, and English Institute (both in Calcutta) were also found to play the role of resource system; amongst these the Community Science Centre was found to be the most successful; (iv) the two major barriers pervading the role performance of the resource systems were the lack of cognizance of their role and their inadequate source credibility; (v) communication in West Bengal was very rare; in Gujarat, it was comparatively frequent but unidirectional; (vi) linkage due to communication between the resource systems and the schools was stronger in case of innovative schools than their counterpart in both the states; (vii) at the school level, it was observed that the noninnovative schools differed in social organisation from the innovative ones and were characterized by (a) poor linkage with resource system, (b) indifferent and/or interfering management which did not provide administrative support to the principal, (c) principal with low initiative, poor information input, one way communication, poor ability to control and encourage teachers, and (d) teachers with low professional awareness, initiative, absence of

peer ascribed leader in good terms with the principal or presence of rival leader, and small rival cohesive groups in the staff; (viii) in Gujarat, the noninnovative schools were characterised by low financial support from the management, low professional awareness as well as low democratic leadership of the principal, high sense of job and low sense of professional security, and good interpersonal communication among the staff; (ix) In West Bengal, the noninnovative schools had autocratic and laissez faire leadership of the headmaster, low change proneness, poor interpersonal communication of the staff and closed organisational climate; (x) distortion and rejection of innovation were found to be due to the difficulties like inadequate knowledge base, loss of interest, value conflict, vested interests, student and community resistance, and lack of flexibility in the administrative and organisational structure of the schools; (xi) the concept and process of management of innovation were still dormant; only marginal management steps of power coercive type were observable at the initial phase of innovation adoption, namely, installation and implementation (partly), whereas in the last phase, when the resistances grew stronger and stronger, the management steps and hedging out mechanisms were absent; and (xii) in general, it was observed that (a) inadequacy of management of innovation and change, and (b) lack of systematic view in planning educational change, were the two major barriers in the entire secondary education system.

117. NARAIN, G. K., *Changing Behaviour Pattern of Rural Students in an Urban Setting*, Ph.D. Soc., AMU, 1975.

The major objective of the present investigation was to study the behaviour pattern, attitudes and values of rural students studying in the affiliated colleges of Aligarh.

The present study was an opinion survey. It was based upon the opinions of the students pursuing their studies in degree and postgraduate classes. By random sampling technique 300 students were selected from two colleges of Aligarh affiliated to Agra University. The tool used for data collection was an interview schedule prepared by the investigator.

The study revealed the following in the main : (i) Nearly eightyfive percent of the students thought that the city people were selfish and selfcentred, and about eightyeight percent of them held that the city was dirty, and that there was a feeling of isolation and loneliness. (ii) Majority of the students of both colleges liked the rural environment. They stayed in

the city for higher education and might stay there for service, but they did not like city. (iii) Majority of the students in all groups were torn between tradition and modernity in selecting their marriage partners. (iv) As regards mixing of sexes the students differed sharply from their parents; and about thirteen percent students and fiftyseven percent parents were in favour of segregation of sexes; nearly thirtynine percent parents and fifty percent students were in favour of supervised mixing; nearly thirtyseven percent students as compared to about four percent parents were in favour of free mixing of sexes. (v) As many as sixtyone percent students preferred single family and about thirtynine percent preferred joint family. (vi) About thirtytwo percent parents and seventy percent students approved family planning, and they no longer regarded family planning as immoral or irreligious. (vii) Three-fourths of the students held that marriage should be within the caste. (viii) A large majority of the students opined that caste helped in getting jobs. (ix) Majority of students were of the opinion that their faith in religion had not declined as a result of urban contacts while others had an opposite view. (x) Nearly three-fifths of the students thought that their faith in rituals and ceremonies had not declined.

118. NAYAR, P. K. B., *The Scheduled Caste and Tribe High School Students in Kerala, Dept. of Soc., Ker. U., 1975. (ICSSR financed)*

The objectives of the study were : (i) to assess the types and extents of educational problems of scheduled caste and scheduled tribe school students; (ii) to make an objective evaluation of government policies for the education of scheduled caste and scheduled tribe students; and (iii) to suggest measures to achieve better and quicker results with their implications to the present policy and method of implementation.

Sample was selected through multistage randomisation, the stages being districts, institutions and students. The actual sample consisted of 243 scheduled caste students selected from twenty schools and 193 scheduled tribe students selected from eighteen schools of five districts. The respondent sample also included 120 teachers and thirtyeight headmasters. The data were collected through questionnaires and interview schedules. The quantitative data were coded and tabulated.

The study revealed that (i) the majority of students of both scheduled caste and scheduled tribe were unmarried, older by two to three years for their standard, Hindus and Christians (in minority), and

most educated in their families; (ii) two-thirds of fathers of scheduled caste and three-fourths of the fathers of scheduled tribe students worked in villages, and the occupational mobility was more visible among the scheduled castes; (iii) economically scheduled tribe students were in more comfortable position than the scheduled caste; (iv) more than one-fourth of the scheduled caste and scheduled tribe students studied three to more than four hours daily, and this study habit was found to be promoted by better financial position, higher educational aspiration and nonparticipation in extra curricular activities; (v) the repeaters in the class increased with the higher grade, and both stagnation and wastage were more among scheduled caste than scheduled tribe students; (vi) about three-fourths of the scheduled caste and four-fifths of the scheduled tribe students found difficulty in following their teachers in few subjects; (vii) participation in extra curricular activities was limited to debate and literary activities and was associated with aspiration for white collar professions; (viii) the occupational aspirations were related to fathers' encouragement and education, and self suggestion; (ix) only three scheduled caste and fifteen scheduled tribe students were in the hostels; (x) nearly ninetyone percent of scheduled caste and eightyeight percent of scheduled tribe students considered the scholarship scheme as useful; (xi) nearly 80.65 percent of scheduled caste and 79.2 percent of scheduled tribe students considered the scholarship as inadequate; (xii) the number of scheduled caste girls (25.49 percent) who devoted more than four hours on study was more than that for the boys, but in scheduled tribe students the number of boys and girls were nearly the same in this respect; (xiii) nearly fifty percent of the teachers considered scheduled caste students as poorer in their calibre than other students; (xiv) teachers favoured reservation of admission in the colleges and jobs for scheduled caste and scheduled tribe students; and (xv) fifty percent headmasters faced difficulties with the scheduled caste students while more than one-third of them expressed an opposite view.

119. NCERT, *Teachers' views on National Integration, 1969-70, Data Processing and Educational Survey Unit, NIE, New Delhi, 1972.*

The investigation aimed at studying the teachers' awareness of the problem of national integration, reasons for existence of the problem as viewed by the teachers, and solutions to be suggested for promotion of national integration.

The study was conducted on teachers working in all secondary schools of a rural community deve-

lopment block, five percent of schools within the municipal limits of grade III and grade IV towns, and from five percent secondary schools within the municipal limits of grade I or grade II cities. Teachers of five percent secondary schools of Kanpur and Bangalore were included for studying the special problems of highly industrialised cities. The data were collected through one questionnaire for the headmaster, and another questionnaire and an interview schedule for teachers. The interviews were conducted on a limited sample of twenty percent of the sampled teachers. The subsample amounted to 1,500. The data for the headmaster and the teachers were analysed separately.

The study revealed that (i) more than sixty percent teachers were not aware of the existence of National Integration Council; (ii) some of the respondents considered the political parties as agencies for national integration and further this awareness was influenced by regional biases; (iii) the respondents felt that the reasons for national disintegration were cultural background (54.2 percent), religious organisations (41.8 percent), and political parties (81.2 percent); (iv) nearly eightyone percent of the respondents held that the communal disturbances created national disintegration; (v) according to majority (60.4 percent) reorganisation of states on linguistic basis had not helped in promoting national integration; (vi) the regional imbalances would lead to national disintegration; (vii) labour class had been said to be the worst victim of communal disturbances; (viii) reservation of seats for scheduled castes, scheduled tribes and backward classes in educational institutions had also been suggested to be the reason for national disintegration; and (ix) although the communal disturbance was the reason for national disintegration, ban on religious preaching and conversion as a solution had not been agreed upon by teachers.

120. OJHA, R. S., *Attitudes of College Students towards Certain Social Problems, Ph.D. Psy., Bih. U., 1968.*

The major objectives of the present investigation were to find out (i) whether there were significant differences in the attitudes of the students towards college education, marriage, religion and war; (ii) whether economic status of the students' parents had a significant influence on the attitudes of the subjects; and (iii) whether such factors as educational level of the students' parents had a significant influence on the attitudes of the subjects under study.

In the first stage of the study a five point Likert type attitude scale was constructed. Out of initial 400

statements pertaining to certain aspects of college education, marriage, religion and war, only sixty statements were finally retained on the basis of item consistency and discriminatory power. The final form of the scale had split-half reliability of 0.85 after Spearman-Brown correction. This scale was then administered to a sample of 200 college students randomly selected from the different colleges of the University of Bihar. The age of the subjects ranged between eighteen and twentyfive. Besides this scale, a schedule was also prepared and used to assess economic status and educational level of the students and their parents.

The following were some of the major findings of the study : (i) It was found that students held favourable attitude towards college education. A majority of them stressed college role in helping for better job, providing vocational training, and creative thinking. They also stressed that coeducation should be there and English should be an optional subject. (ii) Majority of the students preferred healthy, younger and educated marriage partner and they liked love marriage and late marriage. (iii) Majority of the students held favourable attitude towards religious activities and unfavourable attitude towards war. (iv) The poorer section of the students favoured the goal of college education and the status of English as an optional subject, while the richer section held the opposite view. (v) The students of high and low socio-economic classes differed significantly with regard to their attitude towards marriage. Educated marriage partner and choice of the partner by themselves were favoured by richer section of the students. (vi) Students coming from low economic class had more favourable attitude towards religiousness and less favourable attitude towards war. (vii) Undergraduate students from illiterate families favoured the idea of vocational training as the goal of college education; postgraduate students from literate families did not hold this view, and they favoured sex education more than their peers from illiterate families. (viii) The students from literate and illiterate families alike were of opinion that war was inhuman.

121. PANDEY, K. K., *A Comparative Study of Adolescents belonging to Different Communities in Greater Bombay, Ph.D. Edu., Bom. U., 1973.*

The main objective of the study was to examine the various aspects of adolescents' life, namely, socio-economic, vocational, recreational and religious, and the views of the adolescents in relation to their academic life. A sexwise and communitywise comparison of the above mentioned areas of adolescent life was

also aimed at.

Methodologically the study took normative survey approach. It was conducted on a sample of 550 boys and 550 girls from twentyfive schools of ninety-two postal zones of Greater Bombay. These sampled adolescents belonged to Hindus (N=400), Muslims (N=200), Christians (N=200), Parsees (N=100), Sindhis (N=100), Punjabis (N=50), and Sikhs (N=50), with equal number of boys and girls from each community. Observational techniques, interview, questionnaire and free composition were used as tools of research.

The major findings of the study were as follows : (i) Majority (70.6 percent) of adolescents did not come from joint families; nor did they (59.2 percent) like to live in joint families. Most of the children had five to six members in the family. (ii) Majority of the parents belonged to middle class and they accommodated themselves in rented houses (59.3 percent). (iii) Regarding vocational aspect, nearly thirtyfive percent of the fathers of the children were businessmen, about thirtythree percent were in service and only in a few cases (12.2 percent) mothers were also working. Adolescents (89.3 percent) usually resented their mothers going to work. (iv) When both the sexes of adolescents opted for medicine (24.7 percent) or engineering (71.8 percent) as the occupational preference, boys' choices were very much scattered than those of their counterparts. (v) On recreational aspect, adolescents engaged themselves in reading (55.5 percent), playing games (9.8 percent), painting (2.8 percent), and listening to radio (1.8 percent). Adolescents were keen on organised and group games like cricket, football, etc. (vi) Regarding social aspect, adolescents (72.6 percent) declined to care what community thought about them. (vii) A majority of the adolescents (66.3 percent) liked to be with the fashion of the time and paid more attention to such matters as personal grooming and style of dress (60.3 percent). (viii) On religious aspect, vast majority of adolescents believed in God and prayer which they considered as a source of help and guidance. (ix) On academic aspect, the youngsters (eighty percent) showed clear preference for coeducation. (x) They maintained good opinion about their teachers and enjoyed a harmonious relationship with them. (xi) Nearly fortytwo percent of the parents had secondary education.

*122. PARMADI, S., *The Relationship Between General Higher Education and Job-aspiration, Job Satisfaction and Job-efficiency of Non-professional Job Holders, Ph.D. Edu., MSU, 1978.*

The objectives of the study were to find out in

what way (i) the general higher education and job aspirations were related, (ii) the general higher education and the clerical job satisfaction were related, (iii) the general higher education and the clerical efficiency were related, (iv) the pre-job aspirations and the clerical job satisfaction were related, (v) the pre-job aspirations and clerical efficiency were related, (vi) the clerical job satisfaction and clerical efficiency were related, (vii) the clerical efficiency was related to length of education and length of service, and (viii) the clerical job satisfaction was related to length of education and length of service.

The sample drawn on a stratified random basis consisted of 641 (571 males and 70 females) clerical workers having varying levels of educational attainments and was drawn from the Life Insurance Corporation of India (L.I.C.) and the State Bank of Hyderabad. The data were collected with the help of personal data blank, job aspirations inventory, job satisfaction questionnaire, which were constructed for the purpose, and job efficiency tool which was adopted from that of the L.I.C. Statistical techniques like mean, standard deviation and correlation were used in analysing the data.

The following were the results of the study : (i) Job aspirations escalated with the levels of education. (ii) Educated persons were generally less inclined towards occupations involving physical work. Whatever slight inclination they had towards such occupations was in the initial stages, and that inclination seemed to thin out with more education. (iii) Educated persons did not seem to have any inclination towards the non-salaried self-employing occupations either. Whatever little inclination was there during the early stages of education, tapered off into zero with the advancement of education. (iv) Only twelve percent of clerical workers ever thought of becoming clerks at the various stages of attainment of their education. (v) The levels of education had a progressively negative association with the job satisfaction of the clerical workers. The negative association tended to intensify when the academic merit got added to the length of schooling. (vi) The length of schooling had a positive correlation with the measures of job efficiency. But when the academic merit was considered along with schooling, a clear trend was not obtained on the relationship between education and clerical efficiency. (vii) The relationship between the levels of pre-job aspirations and the levels of job satisfaction of the clerical workers was found to be negative. (viii) The relationship between the levels of pre-job aspirations and the levels of job efficiency of the clerical workers was not significant. (ix) The relationship between the measures of job satisfaction and the job efficiency of the clerical workers was not significant. (x) Length of service was a better predictor of clerical

efficiency than the length of schooling (education). (xi) Education was a more potent predictor of clerical dissatisfaction than the length of service.

123. *PARVATHAMMA, C., The Study of Scheduled Caste and Scheduled Tribe College Students in Karnataka, Department of Post-graduate Studies and Research in Sociology, Mys. U., 1974. (ICSSR financed)*

The major aims of the study were: (i) to study the socio-economic background of the SC and ST college students of Karnataka, and (ii) to see how it affected their performance, their feeling of social distance, their opinion about governmental facilities and finally their educational aspirations.

The author had selected thirtythree colleges from the districts of Bangalore, Kolar, Mysore, Belgaum, Bijapur, Tumkur, Chitradurga and Dharwar of Karnataka State. In all 260 SC and 109 ST students of final B.A./B.Com. and B.Sc. classes were selected on random basis. Similarly, 113 college teachers were also selected to know their opinion about the SC/ST students studying under them. Questionnaires were administered and interviews were held to elicit opinion on the various aspects of the SC and ST students.

The study brought out the following facts: (i) SC/ST students remained in colleges more than the normal time required. (ii) Many of the SC/ST student youths were still to come to education. (iii) A bulk of them lived in villages, whereas the colleges were in towns. So they mostly stayed at hostels or if possible, studied as day scholars if the college was within their reach. (iv) Hostels were crowded. (v) All the girls except one out of the forty-nine under study, stayed with their parents. (vi) They felt that their teachers were sympathetic. (vii) They were also aware of the reservation of jobs for them. (viii) They were exposed to mass media. (ix) Some of them had experienced discrimination. (x) Some of them did have 'mixed' friendship — within and outside their community. (xi) In spite of their higher education the SC/ST students had to depend on their parents. (xii) Their opinion about their status was also 'mixed'; some felt that it had improved, while others did not agree to it. (xiii) They had some discontent about the amount and the disbursement of the scholarship. (xiv) There was no teacher from the ST on the college staff.

124. *PARVATHAMMA, C., A Sociological Analysis of Problems of Employment of University Graduates in Mysore, Dept. of Post-graduate Studies and Research in Sociology, Mys. U., 1975. (Govt. of Mysore financed)*

The major objectives of the present investigation

were: (i) to find out the views of the students on the causes of unemployment in India and the role of formal education in relation to employment and unemployment; (ii) to find the differences of response, if any, between the professional and non-professional students; (iii) to study how the graduates' status was affected at home, and the status of the family was affected in the community; (iv) to study vocational interests of the students and the basis on which job preferences were made; and (v) to study the remedies the students offered for solving unemployment.

The investigation was a sociological survey and was exploratory in nature. In all, a sample of 2,617 students was selected at undergraduate and postgraduate levels from the faculties of arts, science, engineering, medicine and agriculture in the universities of Bangalore, Karnataka, and agriculture universities of the State. A questionnaire was administered to these students to gather information. Responses were coded, tabulated and examined.

The following were some of the significant findings of the study: (i) The general characteristics of the sample showed that there were more men students than women students. Science and technical courses had preponderance of men while arts subjects seemed to be the favourites of women students. The sample was of predominantly Hindu, urban background, Kannada speaking, and single or unmarried college students. Brahmins were the largest single group followed by Lingayats and Okkaligas. (ii) Four-fifths of the respondents felt that education was necessary for employment. This view was held generally by the sons of white collared fathers. (iii) About ninety percent of nonprofessional students, specially the girls, liked to continue for higher studies even if they failed to get a job. (iv) Students felt that overpopulation, lack of job oriented education, overcrowding of the universities, industrial under-development, and improper educational policies of the government were the causes of unemployment among the educated youth. (v) About seventy-eight percent favoured English as the common official language and fourteen percent favoured Hindi. (vi) Only one-third nonprofessional and one-fifth professional students wanted Kannada as the medium of instruction. (vii) Opinion of the students was divided as to the use of Kannada in promoting job opportunities. (viii) About half of the students held that employment of both husband and wife created problems. (ix) Nearly half of the sample favoured government jobs, only a few favoured private concerns, and the remaining preferred independent professions. About sixty-five percent lik-

ed to go out of the State to do some work. (x) A majority of professional and nonprofessional students were willing to take up manual job. (xi) About half of the students did not mind being unemployed. A majority of the students were willing to take up jobs in the defence forces. (xii) A good percentage of students were willing to make arrangement for self employment. (xiii) Students felt that employment would bring them prestige and status. Without this they would be evaluated unfavourable by their families. They also felt that unemployment would cause increased unrest in general and would provide incentives to student unrest in particular.

*125. PATEL, A.S., *Social Background of High School Students in Kaira District, Ph.D. Soc., MSU, 1960.*

The main objectives of the study were: (i) to investigate some personal features of the student and some aspects of his behaviour and ideology in the light of such variables as caste, rural-urban habitation, occupation and education of the guardian; (ii) to find out the student in his family in relation to his attachment to the family and his interpersonal relation with the members of his family; and (iii) to find out growth and spread of secondary education and some aspects of the secondary school system of Kaira district.

The sample consisted of 580 students of standards X and XI of fortyeight high schools from Kaira district. A questionnaire was prepared and administered to know some personal characteristics of the student, his attachment to the family and some aspects of his behaviour and ideology.

The findings were: (i) Traditional social structure acted as a sieve in the spread of secondary education in Kaira district. Along with political and economic factors the traditional social structure was largely responsible in moulding the secondary school system in Kaira district. (ii) Caste, rural-urban habitation, education of the guardian and his occupation were having significant relations with them. A large number of students belonged to the three upper castes, viz., Brahmins, Baniyas and Patidars. (iii) Seventytwo percent of the population were the residents of rural area. The number of students whose guardians were illiterate was very small. Only 34.2 percent students belonged to agriculture occupational group. Guardian's education was found to be higher in upper caste. Large majority of the students participated in the work around home. They did it not out of the fear of consequences but with a sense of duty to help the family and out of the feeling for the family. (iv) Students were hav-

ing a relation of love with their guardians and they spoke freely with them as with other members of the family. Interpersonal relationship of the students with the head of the family was not authoritarian. One-fourth of the students had shown their preference for both village and city. A large majority of students liked the occupation of their guardians. A large number of students intended to study further after passing higher secondary. (v) A trend to form friendship in the caste was found in all the castes.

*126. PATHAK, B., *Students' Unrest: A Sociological Study with Special Reference to the State of Orissa, Ph.D. Soc., Pat. U., 1975.*

The study was an attempt to investigate into the problem of student unrest in Orissa in the period January, 1973 to December, 1974. The specific objectives were: (i) to study the aspirations of students and their perception of the prospects of their fulfilment; (ii) to measure the degree and extent of change in the norms and values with respect to religion, rituals, caste and marriage among the student leaders; (iii) to study how student power manifests itself with regard to techniques of struggle adopted, relationship between the student and politics, and the role of students' union; (iv) to find out how the prevailing system of teaching and examination is perceived by students; and (v) to study the relative importance of some of the causes and remedies of the problem of students' unrest.

The sample of the study consisted of 150 students from the faculties of arts, science and commerce of a Cuttack college. These students were of two categories — leaders and non-leaders. Non-leader students were best performers in the previous examination as well as average students. Tools were a questionnaire and an intensive interview. Besides, informal discussion with a cross-section of the students was held. Mean, SD and percentage were computed for analysing data.

The major findings were as follows: (i) There was some change in norms governing marriage. The respondents showed inclination to accept love-marriage and inter-communal marriages. Majority of them had faith in religion, worship and prayer. Most of the upper caste students did not have any reservations in interacting with the people on any plane except establishing marital relations. (ii) All the leaders and non-leaders were found to have a high level of aspiration. (iii) All sorts of methods of direct action were taken recourse to and most of the respondents participated in demonstrations and strikes, etc. Most of the respondents liked the idea of permanent exist-

ence of students' union in the college and getting representation in the decision making bodies. (v) Students in general were found to be dissatisfied with the system of education, courses of study and the system of examination, the dissatisfaction being greater among the leaders than among the non-leaders. (v) The respondents felt that the most important cause of student unrest was the faulty examination system. The second major cause was the lack of guidance and advice; economic difficulties, use of students by political parties, and lack of employment opportunities were also other potent causes of student unrest.

127. *PENDSE, V. V., An Experimental Study of Leadership Process among Secondary School Children of Greater Poona, Ph.D. Psy., Poona U., 1961.*

The main objectives of the study were : (i) to find out the possibility of an intermediate personality pattern which could bridge the gap between authoritarian personality and the to-be-achieved democratic personality; (ii) to study the effects of three patterns of leader personality, namely, democratic, authoritarian and consultative, on members working under them in general, and to test the efficacy of consultative personality in particular; and (iii) to examine the effects of the three leadership techniques in general and of consultative techniques in particular.

Methodologically, this study was a combination of experimental and descriptive research. In the first part of the study four experimental series were arranged to investigate into a few specific problems regarding different aspects of leadership personality and interpersonal relation among group members. In the first and the fourth experimental series equated groups of six and eight children respectively were used, while in the second and the third experimental series thirty-six students were randomly distributed into six groups. In different experimental conditions the styles of leadership and the leadership climate were varied which affected the pattern of choice, mode of reaction and decision making process of the group members. Change in each of these aspects was measured either by sociometric technique, or by administering a relevant questionnaire, or by marking the number of correct responses in decision making. Chi-square analysis and significance test were utilised in analysing the data. To supplement the findings of the experiment further data were collected through observational and survey methods. Accordingly investigations were carried out in fiftyfive secondary schools of Poona and the data concerning the state of education in general, and the processes of development of leadership qualities in

particular, were collected. The necessary data were sought from (a) informal open ended interview with the principal and one senior knowledgeable teacher of fiftyfive schools; (b) school records; (c) returns of questionnaire sent to ten percent sample of teachers of Poona secondary schools; (d) information regarding the working of pupils' governments, and of house and prefect systems in schools in which these were in practice; and (e) opinions of authorities on different qualities concerned with secondary education.

The major findings of the study were as follows : (i) under some of the experimental conditions, the three leader personalities did not differ in popularity with members in a statistically significant way; (ii) the quality of the articles produced by the authoritarian group members was the best; (iii) the production rate of the members of the consultative group was roughly double that of the authoritarian group; (iv) the leader in the consultative role was most popular and was admired and respected; (v) the pressure for positive unanimity was comparatively weak in the authoritarian groups and strong in the consultative groups; (vi) in general, consultative leaders were more cohesive than of the other two groups; the authoritarian leaders ranked second and the democratic leaders ranked third in cohesiveness; (vii) no one leadership climate showed statistically significant differences in the number of correct group decisions when set to work on a difficult problem; (viii) the three leadership climates did not differ significantly from one another in respect of unchanged conformers among members, i.e., among members who conformed to group discussions as well as to their prediscussion answers; (ix) the authoritarian climate created significantly more unchanged deviates among members than the two other climates; the difference between the scores of democratic and consultative climates in the same respect was not significant; (x) all was not well with the secondary education in Poona and it was a field of deep discontents and dynamic changes; (xi) there was a breakdown in social and economic conditions which led to the disappearance of old values from the social mind without giving place to new ones; (xii) the majority of students lacked discipline, fiftyeight percent of teachers lacked leadership qualities, thirty-nine percent of principals were unsatisfactory leaders; (xiii) two-thirds of the sample teachers felt that teaching had become a business without idealism and nearly four-fifths of the sample teachers felt the future of the country as either doubtful or dark; (xiv) it appeared that there was little conscious effort at producing leadership in secondary schools, that the schools were crowded and that the cocurricular activities were mis-

understood; (xv) the schools were not inspiring idealism among students; and (xvi) the school education could deal with a student, in parts only; it could not cater for education of the whole personality.

128. PIMPLEY, P. N., *Educational Problems of Scheduled Caste Students in the Punjab : College Students, Dept. of Soc., Pan. U., 1974. (ICSSR financed)*

The study was undertaken to investigate the educational problems of the scheduled caste (SC) college students of Punjab. The author tried to see how their education affected their aspirations and performance, their life style, their social outlook, their attitude towards government assistance and finally their opinion about the status of SC, in general.

A sample of 233 SC students (219 male and fourteen female) was drawn from all the colleges in the five districts (Chandigarh, Jullunder, Hoshiarpur, Gurdaspur and Kapurthala) for the study. Questionnaire and depth interview were the research tools.

The major findings of the study were as follows : (i) The SC college students were mostly overaged; male students were over represented in the sample; about ninety percent of them were unmarried and mainly Hindus rather than Sikhs. (ii) In most cases, their parents were illiterate and had meagre financial resources and the students had to spend a lot of time in domestic duties. (iii) Most of them could follow the class and wastage was not very high. (iv) Their educational as well as occupational aspirations were very high. (v) Exposure to mass media was quite high and national leaders and government servants were the most popular reference persons. (vi) Behaviour of other students towards them was determined by their status, yet many of them had non-SC friends. (vii) They had no experience of ill treatment. (viii) Most of them considered endogamy and parental authority as most important. (ix) A large number of them felt that the government policy of providing facilities was useful but the programme was not administered satisfactorily. (x) They also felt that the status of SC had improved, but was still inferior.

129. PIMPLEY, P. N., *Educational Problems of Scheduled Caste Students in the Punjab : School Students, Dept. of Soc., Pan. U., 1974. (ICSSR financed)*

The study aimed at surveying the socio-economic background of the scheduled caste (SC) students from the Punjab. The author tried to assess the status of the SC students — their performance at school, their feeling of social distance, their opinion about the faci-

lities for them, and thereby tried to show how these could be problematic in their educational aspirations.

The study covered 254 students from twenty schools from the five districts of Chandigarh, Jullunder, Hoshiarpur, Amritsar and Patiala. Four schools from each of the above districts were selected in a random manner. Questionnaire and interview schedule were used as tools for the collection of data.

The major findings of the study were as follows : (i) SC school students were mainly male, unmarried and belonged to four major castes namely, Ad-dharmi, Balmiki, Majhabi and Ramdasia. (ii) Parents were almost illiterate, economic condition of the family was 'difficult' and the father's occupation was mainly farming. (iii) SC students mainly spent a fair amount of time for studies, they could follow the class, their educational aspirations were very high and they aspired for white collar jobs, yet their dropout rate was quite high. (v) They were inferior in their academic caliber as opined by their teachers. (vi) Government servants and national leaders were most popular to SC students. (vii) They were not much exposed to mass media and, therefore, politicisation was low. (viii) Their participation in extra curricular activities was low. (ix) They felt that economic, social and educational status were important considerations for the choice of spouse. (x) They had no experience of ill-treatment and their caste status did not become a barrier in communicating with other students. (xi) About sixty percent maintained that their condition had improved but they continued to have inferior status than that of non-SC section of population. (xii) They were aware of the facilities provided for them but in general a large number of them of the educable age group had not availed of those facilities.

*130. PREMI, K. K., *Protective Legislation and Equality of Education Opportunity : A Study of Scheduled Castes in Punjab, Ph.D. Edu., JNU, 1977.*

The important objectives of the study were : (i) to measure the extent of equality for the scheduled castes vis-a-vis non-scheduled castes in respect to equality within educational system and to study the trend with regard to it over the last two decades, from 1950-1951 to 1970-1971; (ii) to estimate the extent of equality for the scheduled castes vis-a-vis others in terms of post-school performance; and (iii) to assess the role of protective privileges in the educational advancement of the scheduled castes as perceived by them and explain the emerging inequalities in the context of privileges.

Primary data were collected for assessing the role of privileges from the scheduled caste students who were studying in colleges, professional institutions and university teaching departments in the union territory of Chandigarh. The secondary data were collected from population censuses, reports on the progress of education in Punjab, 27th round of the National Sample Survey, and data from a survey conducted by the Director General of Employment and Training.

The findings of the study pointed out that equality of educational opportunity for scheduled castes as compared to the non-scheduled castes was still a distant goal, even in terms of equal access to educational institutions. The aspects of equality in terms of equal inputs had not so far been accepted in principle. Education, to a certain extent, at higher levels, had been able to bridge the gap in the earnings of the two groups, but was incapable of erasing the influence of social origin. A distinct caste and class pattern in the use of educational facilities at the higher stage was observed. A critical examination of assumptions underlying the scheme of educational facilities as well as structure of facilities revealed that (i) education among the scheduled castes might not filter down as advocated by Ambedkar; (ii) equal access for unequal groups was not true equality; (iii) free tuition did not mean free education to the majority of the scheduled castes who were extremely ill-fed and ill-clad; besides, the opportunity cost was much higher for them; (iv) partial help tended to benefit the 'haves' rather than the deprived sections of the scheduled castes; and (v) administrative delays and official indifference tended to tell more heavily on the poorer groups among the scheduled castes.

131. PUNDLIK, V. G., *Religion in the Life of College Teachers*, Ph.D. Soc., Poona U., 1970.

The main aims of the study were: (i) to study some aspects of the nature and structure of religious beliefs and its manifestation in the individual and social life of the modern educated Hindus; and (ii) to examine some changing trends in institutional Hinduism with reference to the impact of three forces acting on it, namely, Christianity and Islam, the new movement of reformism that emerged during the last century and a quarter, and the process of secularization.

This was a descriptive survey study. The sample comprised 610 Hindu college teachers from nineteen colleges and other institutes of higher learning of Poona covering faculties of arts, commerce, law, social sciences, science, engineering and medicine. Questionnaire and interview were the main tools of research.

The salient findings of the study were as follows:

(i) To the Hindu college teachers God was a world-creating and world-governing power, or a principle or an entity. The relationship between science and religion was also considered by them in the context of this view. (ii) The metaphysical view of God did not consciously operate in the religious thinking of the respondents. Generally, the Law of Karma was accepted. (iii) The family was the crucial determinant of the religiosity of the respondents in all its important aspects. (iv) In all the spheres of institutionalization and reform of Hinduism, there existed a considerable gap between the precepts and the actions. (v) Regarding religious observances, the power of religiously oriented traditionalism was dominant. (vi) The orthodoxy of the Brahmins was in a moribund state. The urban and the industrial ways of life were contributing to the attenuation of some religious observances. Rites and rituals were getting abridged and their social and cultural features were getting prominence. (vii) In spite of spread of secularism, religious sensibility persisted and continued to grow in newer forms. (viii) Life of the Hindus, in general, and the middle class Brahmins, in particular, in the academic fields had not undergone cataclysmic changes that shook both religious beliefs and institutions in the west to their very roots.

132. RAGHAVULU, C. V., REDDY, V. E., and RAO, R. M., *The Study of the Problems of the Andhra University Students*, Dept. of Soc., And. U., 1967.

The main objective of the study was to examine the attitude and behaviour patterns of students, their interaction with the education system, and then relate these, wherever possible, to the issues of indiscipline and unrest.

The investigation was an exploratory survey. Post-graduate students were selected for this study on the basis of stratified random sampling method. The sample consisted of eighty-six students selected randomly from the departments of the Andhra University after these departments were initially categorised into three groups, namely, natural and physical sciences, social sciences, and humanities. Interview and questionnaire were the main tools of collecting data. About one-fourth of the sample students were interviewed to gather data of the participants in activities of indiscipline. Besides, a select group of students who had been playing major role in campus activities were interviewed. Over and above the questionnaire and interview techniques of data collection, two check lists were used to know the pattern of utilization of time by students and their attitude towards the present system of examination.

The major findings of the study were as follows:

The study was conducted by employing a sample of 397 students and 292 professionals from Andhra, Kerala, Madras and Mysore, although the target sample was 1400—700 students and 700 professionals belonging to teaching, medicine, law, engineering and people from government and other offices. The data were collected through a set of three questionnaires, the Vetter's Attitude Scale and a Religious Attitude Scale. The data were analysed by using product-moment correlation and Thurstone's centroid method of factor analysis.

The study revealed as follows: (i) Thurstone's centroid method yielded Religionism, Overt Religionism and Spiritism to explain students' religious attitude, and Rational Theism, Spiritualism and Transcendentalism as factors explaining professionals' religious attitude; (ii) religious attitude was correlated with conservatism in both the groups, and it was highest for the arts students; (iii) the professional students, and women students and professionals were more religious than their respective counterparts; (iv) moral and religious instruction, rural and urban background, size of the family, caste, and parental occupation influenced religious attitude of the students; (v) for the professionals age, nature of home town — city, town or village, economic status, caste, and moral and religious education affected their attitude towards religion; (vi) students were more religious than professionals; (vii) men students went to places of worship more than the women students; (viii) religious reformation was welcomed by only one-third of the total sample; (ix) students and professionals were not in favour of properties of religious institutions to be taken up by the government; and (x) parents and teachers seemed to be the main sources of religious knowledge for students and professionals.

135. RATH, R. and MISRA, S. K., *The Study of Scheduled Caste and Scheduled Tribe College Students in Orissa*, Dept. of Psy., Utkal U., 1974. (ICSSR financed)

The major objectives of the study were: (i) to assess the types and extent of educational problems of scheduled caste and scheduled tribe college students; (ii) to make an objective evaluation of government policies for the education of scheduled caste and scheduled tribe students; and (iii) to suggest measures to achieve better and quicker results with their implications to the present policy and method of implementation.

A multistage random sampling technique was used at three levels — district, institution and students. The scheduled caste sample was selected from

five districts and scheduled tribe from four districts, but both included Puri, the capital district. In all, 247 scheduled caste, 171 scheduled tribe students, twentyone heads and seventynine readers or lecturers, selected from twenty institutions having scheduled caste students and fifteen having scheduled tribe students, formed the sample of respondents. The questionnaires and interview were the main tools.

The study revealed that (i) the majority of the scheduled caste college students were Hindu, unmarried, males, poor, and first generation of people having collegiate education; (ii) stagnation and dropout phenomena were also there; (iii) ninetythree percent of the students were from rural areas, thirtyeight percent lived in hostels and they mostly opted for arts courses; (iv) the scheduled caste college students were self dependent in taking decisions about marriage and future career; (v) ninety six percent of the students favoured the government programmes meant for their benefit; (vi) they did not feel neglected either by the teachers, or by the students of other communities; (vii) among the scheduled tribe students, majority were unmarried; (viii) the scheduled tribe students included Hindus (twentyeight percent) and Christians (twenty nine percent), and the rest belonged to other tribal religions; (ix) the scheduled tribe students usually had a poor economic and educational background; (x) about seventyfive percent of them lived in hostels and were in good terms with students from other communities; (xi) ninetyfour percent felt that the scholarship amount was inadequate; many considered the educational facilities as inadequate and not useful; (xii) scheduled tribe students understood their teachers less than the scheduled caste and they felt neglected; (xiii) some scheduled tribe students believed that there was some kind of discrimination against them; (xiv) eightyone percent did not want to go back to their family profession; (xv) only two to five percent of teachers belonged to scheduled caste or scheduled tribes; (xvi) some of the teachers considered these students as equally intelligent, poor achievement as being due to poverty; and (xvii) most of the principals felt that scheduled caste and scheduled tribe students did not create any problem for them.

*136. REBECCA, V. P., *A Study of Ethnic Group Influences on Socialization of Primary School Children in Age-group 8-12 years in the City of Mysore*, Ph.D. Edu., Mys. U., 1976.

The prime objective was to study the ethnic group influences on socialization of primary school children in the age group 8-12 and to examine their social relationships in relation to (i) caste with caste/religion

(i) Teacher-student communication had a vital bearing on the student morale. (ii) Students were not fully satisfied with the class lectures. (iii) In many instances of unrest, there was no relation between the immediate grievance and the amount of anger and violence let loose. (iv) Nearly half of the students joined the postgraduate class unwillingly in want of a suitable job, and they had no sense of commitment to the educational process. (v) It was found that the employment opportunities were the lowest in the social sciences; consequently, the leaders in activities of unrest mainly came from this area, although the extent of non-availability of employment opportunities could not always be correlated to the degree of indiscipline. (vi) Leaders of student unrest were very often characterised by rich family background, influential connections, excellence in extra-curricular activities and strong affiliation with political parties. (vii) A large majority of the students felt that their grievance got a better hearing from the authorities when represented by groups rather than by a single or few individuals. (viii) The students did not have faith in the existing cultural frame of the society since the normative values governing the behaviour of members of the society were not followed by the leaders. A large majority of the students felt that the standards of public conduct had been deteriorating, more so, in case of political leadership at various levels. (ix) A majority of the students did not have any serious commitment to the educational process. The examination system, the standards of teaching and the extent of teacher-student communication were decisive factors that shaped the students' attitude towards the pattern of utilisation of time.

133. RAJAGOPALAN, C., *Educational Progress and Problems of Scheduled Castes and Scheduled Tribes Students in Karnataka (High Schools)*, Dept. of Soc., Ban. U., 1974. (ICSSR financed)

The study aimed at surveying the conditions of scheduled caste (SC)/scheduled tribe (ST) high school students of eight districts of Karnataka. The author tried to assess the status of the SC/ST students, their socio-economic conditions, their performance at school, their participation in other activities — social or political, their involvement with other groups, their feelings about social distance, etc. The researcher also tried to know the opinion of their teachers about their performance, etc.

The author selected twenty schools for the selection of each of the SC and ST groups and divided the eight districts into two according to the significance of the SC or ST population, Bangalore, Belgaum, Mand-

ya, Chitradurga and Bidar being SC districts and Bangalore, Dharwar, Bijapur, South Kanara and Chitradurga being ST districts. From the two sets of schools a sample of 196 SC and 113 ST students and 134 teachers were selected randomly. Questionnaires and interview schedules were used as research tools.

The study revealed that (i) thirty percent of the students lived in hostels while their parents lived in villages; (ii) economic condition of the students was 'uncomfortable'; (iii) domestic work seemed to come in their way; (iv) most of the students felt the need for private tuition; (v) home encouragement from parents was there; (vi) the influence of mass media seemed to be very little; (vii) also influence of and participation in politics was almost negligible; (viii) they were inspired mostly by national leaders; (ix) SC students showed a great degree of attachment to their family and community; (x) most of the SC students felt that they were not discriminated by their fellow students on the ground of their caste; (xi) SC students had a favourable opinion of the scholarship scheme and the educational facilities provided to them; they wanted it to be extended to the private sector also; (xii) some ST students complained that they were not getting scholarship due to their father's high salary; (xiii) most of them said that the amount of scholarship was not adequate; (xiv) the educational aspiration of the ST students was very high, yet in many other respects they did not differ much from the SC students; (xv) they felt that though there was some improvement in their status it continued to be inferior on the whole; (xvi) they also felt that the hostel accommodation was inadequate; (xvii) more SC girls came for education than the ST girls; and (xviii) the ST students were more liberal in their outlook on marriage and friendship pattern than their SC counterpart.

134. RAJAMANICKAM, M., *A Psychological Study of Religious and Related Attitudes of the Students and Professional Groups in South India*, Ph.D. Psy., Anna. U., 1966.

The objectives of the study were: (i) to assess the attitude of students and professionals towards the institution of religion and God, their belief about the immortality of soul and future life, their opinion regarding the priests, their understanding about the spirit world, and their religious activities; (ii) to find out the difference in religious attitude of students of humanities and science and professional courses; and (iii) to find out whether age, sex, marital status and size of the family influenced religious attitude of the students and professional groups.

and vice-versa; (ii) social class with caste/religion; (iii) age with caste/religion; (iv) sex with caste/religion; (v) the parents' influence on children in their social relationships with other children; and (vi) the teachers' attitude towards children from different religions and caste-groups.

The data for the study were collected from 750 boys and 750 girls, 200 parents of these children and seventyfive teachers of twentyfive primary schools. Sociometry, interview, questionnaire and attitude-opinionnaire were used to collect the data.

The major findings were: (i) children of all the caste groups and also religious groups did not socially interact freely among themselves; (ii) excepting Kshatriya, Lingayat, Vaishya, and Harijan groups, the highest preference indicated by each of the other remaining five groups was for the children of their own communities; (iii) second highest preference indicated by the children of all the caste and religious groups was for Brahmin children and the least preference was for Harijan children; (iv) the children of all the five social class groups expressed their willingness to socially interact with all the caste and religious groups, but classwise also the highest preference went to Brahmins and the least for Harijans; (v) in all the five age groups, i.e., 8 years, 9 years, 10 years, 11 years, and 12 years, majority expressed the preference to have social relationships with Brahmins and the least number with Harijans; (vi) only fifty-nine percent of the parents selected for the study expressed their willingness to allow their children to play with children of other castes and religions; (vii) the teachers' attitude towards the children of each of the caste and religion groups did not differ much with regard to the item 'non-cooperative', though they expressed that the Harijan children were non-cooperative to a greater extent than the children of the other groups included in the study; (viii) with regard to the behaviour of the children, the teachers opined that while fiftyfive to sixty percent of Brahmins, Kshatriyas, Vaishyas, Lingayats, Vokkaligas, Christians, Muslims, Sudras and others were well behaved, only fortyfive percent of the Harijans were well behaved; and (ix) the teachers' attitudes towards the children of all the social class groups did not vary much.

137. REDDY, M. M., *A few Selected Socio-Psychological Correlates of Student Activism*, Ph.D. Edu., Osm. U., 1974.

The major objective of the investigation was to study the relationships of student activism to socio-economic status, aspirational levels, degree of alienation, value patterns, and academic training of the stu-

dents. The study was forwarded on the basis of five hypotheses, namely, (i) the lower the level of socio-economic status of the respondents, the greater would be the degree of their activism; (ii) the greater the level of aspiration, the higher would be the degree of activism; (iii) the greater the level of alienation, the higher would be the degree of activism; (iv) the greater the degree of traditionalism, the lower would be the degree of activism; and (v) students of social sciences and humanities would profess a greater degree of activism than the rest of the student population.

The study was designed as a qualitative empirical study. It was conducted on 1127 male and female students, selected through clustered and multi-stage sampling techniques, representing the rural and urban background and the various academic divisions and colleges of the Osmania University. The data were collected through five tools. These were Activism Scale (Verbal Situation Test), Socio-Economic Status Scale, Cantrils' Ladder technique (to measure level of aspiration), Alienation Scale and Traditionalism versus Modernism Scale. Both simple linear correlation and multiple correlation were computed.

The study revealed that (i) the socio-economic status of students had significant positive relationship with student activism indicating greater student activism at higher socio-economic status; (ii) aspirational level of students was also significantly and positively related to their activism; (iii) degree of alienation had positive relationship with student activism but it was not significant; (iv) the degree of traditionalism showed a significant negative relationship with the activism; and (v) level of activism had no significant relationship with student activism meaning thereby that students of social science and humanities did not show higher degree of activism than their counterparts in natural and physical sciences or the professional courses.

138. REDDY, V. E. and BHAT, K. S., *Study of Youth in three Indian Cities — An Inquiry into the Determinants of Educational, Employment and Personality Status*, Dept. of Edu., And. U., 1971. (U.S. Department of Health Education and Welfare financed)

The aim of this study was to highlight the socio-economic factors such as education, employment, income, etc., which determined the life chances of the out-of-school youth from the three Indian cities, namely, Delhi, Hyderabad and Vishakhapatnam.

The investigation was carried out in two phases. In the first phase a census type household question-

naire, designed to ascertain a set of independent variables was canvassed to all the households in the selected areas of the cities chosen for this study. This kind of census survey helped to identify the non-student youth and to get the basic data on youth; at the same time it was useful in drawing a sample for the second phase. In the first phase, 20152 youth were covered from all regions of urban and rural Delhi, Jhuggis (slum area of Delhi), urban Hyderabad, urban and rural Vishakhapatnam. Hyderabad could not be covered in the second phase. From amongst these 20152 youth, a sample of 2397 youth was drawn representing the urban, the rural and the Jhuggis on the basis of cluster-cum-stratified sampling. Questionnaires, structured as well as open ended, and depth interviews were the research tools.

The major findings of the study were as follows : (i) Socio-economic conditions were the root cause of education deprivation. (ii) Educational status was dependent on one's own social class. (iii) The dropouts including the culturally deprived youth had high valuation for education. (iv) Lives of the dropouts were largely disorganised—they were not able to spend their time in an organised and useful manner. (v) Most of the youth came to seek employment though they had not acquired the minimum functional level of education. They were willing to undergo technical training of shorter duration. (vi) Most of them tried to seek employment through the informal channels — kin groups, friends, neighbours, etc. (vii) The mass media — cinema, radio and newspapers — had positive impact on these youth influencing their attitudes, aspirations, etc. (viii) Both family and the environment influenced their attitudes towards outgroups. (ix) The upper caste youth were more conservative than the youth of lower caste. (x) The inter-generation conflict over the choice of occupation was negligible. (xi) A significant majority of these youths had inclination towards achievement and social mobility. (xii) Non-student youth were more alienated from the society than the student youth. (xiii) The lower class youth were more alienated than the upper class youth. (xiv) Their political preference was the Congress, the Jan Sangh and the Communist Parties.

*139. REDDY, V. N. K., *Education as a Medium of Integration of Value and Effective Value Changes, Dept. of Phil., Osm. U., 1976. (NCERT financed)*

Education as a transforming ideal tends to integrate the values in a given society. That there is an 'anarchy of values' and the present man is panting for

valuational existence is true. But his aspiration is not fulfilled through the present medium of education. For this reason, we need to develop new strategies in our lives to integrate the diverse claims into one consistent flow of ideas and, thus, assimilate the same and absorb into our being so that we may strive towards wholistic goals in life. If we want to integrate the world, we must first learn to integrate the various parts of our being through conscious awareness called education.

The present study was conducted on the basis of a questionnaire. The questionnaire was intended to find out the negative and positive values in education. A case for natural synthesis in the values was put forward. As the study was based on the questionnaire method, the findings are not applicable to the class which is not able to read and whose social status is lower than the middle class. This limitation is unintended.

The study revealed the following : (i) Education which is not significant and real cannot effect value changes. (ii) The present system of education cannot be considered as relevant to the present needs of society and so cannot be called as ideal. (iii) Values are not the same values all the time. They have to undergo basic changes in their patterns and structures. The value-conceptions are changeable. (iv) The present system of education has failed to deliver the real goods because of its innumerable imperfections at every level. Education and values are interpenetrating mechanisms.

140. SACHCHIDANANDA, *Education among the Scheduled Castes and Scheduled Tribes in Bihar (College Students), A.N.S. Institute of Social Studies, Patna, 1974. (ICSSR financed)*

The major objectives of the study were : (i) to assess the status of the scheduled caste students in the colleges, (ii) to compare the scheduled caste and scheduled tribe students, wherever possible, with other classes of students, and (iii) to identify the kinds of discrimination and types of difficulties and obstacles that they faced.

The present study was a sociological survey. By the method of stratified random sampling, selection of the sample was done at three levels, viz., district, institutions, and students and teachers. As many as 225 scheduled caste college students were sampled from the districts of Patna, Monghyr, Muzaffarpur, Singhbhum and Shahabad, and 243 scheduled tribe college students were selected from the districts of Patna, Ranchi, Singhbhum, Santal Pargana and Bhagalpur.

The students were selected from twenty colleges in the group of five scheduled caste/scheduled tribe districts. These were second and third year students of B.A., E.Sc. and B.Com. courses, and their ages were fifteen years and beyond. In addition to this, another sample of 144 teachers of the selected colleges were drawn for giving their views on the academic and other aspects of the sampled students. Questionnaire and interview were the tools used for collection of data. In analysing the data, responses were coded and tabulated.

The following were some of major findings of the study : (i) Girl college students were twentyfive percent among the scheduled tribe, and only 0.4 percent among the scheduled caste. (ii) Nearly thirty percent of the scheduled caste college students were married. (iii) Three-fourths of the students in both communities went in for arts courses. Science claimed only seventeen percent. (iv) At college level the students were not much burdened by household duties and responsibilities. (v) In general, the teachers had helpful attitude towards them. (vi) Most of the students had high academic and occupational aspirations. (vii) Most of them were exposed to mass media of communication. (viii) Bulk of the students were politicised. (ix) They had friends mostly from their own caste or tribe. (x) Very few had experienced discrimination. (xi) Most of them were aware of the reservation of government jobs for them. (xii) A large number of students felt that their status had improved but not as much as that of the caste Hindus. (xiii) By and large male and female students did not differ in the choice of their courses of study. (xiv) Educational aspiration of both male and female students was nearly the same as also their pattern of social interaction. (xv) Most of the teachers regarded their scheduled caste and scheduled tribe students as inferior, the reason being the absence of conducive atmosphere at home.

141. *SACHCHIDANANDA, Education among the Scheduled Castes and Scheduled Tribes in Bihar (School Students), A.N.S., Institute of Social Studies, Patna, 1974. (ICSSR financed)*

The present investigation aimed at (i) assessing the status of the scheduled caste and scheduled tribe students in schools of Bihar, (ii) comparing these students, wherever possible, with the students of other castes in general, and (iii) identifying the kinds of discrimination and types of difficulties and obstacles that they faced.

In this sociological survey, sampling was done at three levels, viz., districts, institutions, and students and teachers. The scheduled caste students were selected

from the districts of Patna, Monghyr, Muzaffarpur, Singhbhum and Shahabad, and scheduled tribe students were sampled from the districts of Patna, Ranchi, Singhbhum, Santal Parganas, and Bhagalpur. Students were selected from twenty institutions in each of the districts. Thus, finally, 174 scheduled caste and 224 scheduled tribe students of classes X and XI were included in the sample along with 144 teachers who were interviewed for giving their opinion about the educational problems of these students. Questionnaire and interview were the tools used for collecting data. In analysing the data, frequencies and percentages of responses were computed and tables were prepared.

The following were some of the major findings of the study : (i) Scheduled tribe girls were more for education than the scheduled caste girls. (ii) In the absence of facilities for studying science, majority of the respondents offered arts subjects. (iii) The level of father's education and his income were not generally helpful in determining the students' option in case of scheduled tribe students, but not so in case of scheduled caste students. (iv) In general, these students needed coaching, and they did not take much part in cocurricular activities. (v) Educational aspiration was higher in scheduled tribe students than their scheduled caste peers. (vi) But, the occupational aspiration showed an opposite trend. (vii) Most of the students were not very well aware of the reservation of jobs for their caste. (viii) The scheduled tribe students were more exposed to mass media of communication than the scheduled caste students. (ix) National leaders were regarded as ideal persons by a majority of the respondents. (x) The respondents in general did not feel inhibited in social interaction. (xi) Majority of the students did not have any experience of discrimination. (xii) The level of politicisation of the respondents was very low. (xiii) On the whole the scheduled caste and scheduled tribe students regarded government policy in operation as useful. (xiv) But, some opined that scholarship scheme was not working satisfactorily. (xv) In the students' perception teachers were helpful and sympathetic. (xvi) Reason for poor performance of these students, as opined by the teachers, was the lack of proper educational atmosphere at home.

*142. *SAKHARE, S., A Sample Survey of Women's Opinion and Behaviour relating to Family Life as Correlates of Educational Status, Ph.D. Edu., Nag. U., 1977.*

The important objectives of the study were : (i) to highlight the relationship (and implied influence)

of education through all its stages to worthwhile changes in the views and the way of life in a community; (ii) to reveal how changes in opinion and behaviour of women varies with their educational levels; and (iii) to define the possible role of education in social advancement of Indian womanhood.

The sample consisted of 1000 women selected randomly on the basis of educational strata from eight districts of Vidarbha region of Maharashtra. Sample survey method was employed to collect the data. A questionnaire covering satisfaction towards married life, family planning, upbringing of children, general health of the family, social freedom of women, etc., was administered. Personal visits were also made and persons were interviewed to collect the additional data. Chi-square technique was used. Comparisons were made between the two groups, namely, having upper level of education and having lower level of education.

The major conclusions of the study were : (i) a large majority of women held marriage as a matter of obligation; (ii) majority of them considered marriage to be a religious bond, but this support fell with the change in levels of education; (iii) 21-25 was the age range preferred for girls' marriage in opinion and behaviour; (iv) education greatly contributed to minimise the age difference of the life partners both in opinion and behaviour; (v) the sample largely supported intracaste marriages, which happened to be a matter of social and religious obligation in India both in opinion and behaviour.

*143. SAMANT, P. A., *A Critical Study of the Professional, Familial, Social and Economical Conditions of Women Teachers Working in the Primary Schools of Greater Bombay Municipal Corporation*, Ph.D. Edu., SNTD, 1976.

The main objectives of the study were : (i) to study critically the professional, familial, social and economical conditions of women teachers working in primary schools of Greater Bombay Municipal Corporation; (ii) to locate the problems of women primary teachers; (iii) to suggest, on the basis of the findings, practical measures for helping to solve the problems.

The sample consisted of randomly selected 1035 women teachers and eightyfour head teachers from various beats of primary schools of Greater Bombay Municipal Corporation. Normative survey method was used for the study. Data were collected through : (i) questionnaires for (a) women teachers and (b) head teachers; (ii) interviews conducted on (a) women tea-

chers, (b) head teachers, (c) parents, and (d) librarians; (iii) observations of 300 schools with regard to the daily work and buildings; and (iv) discussions with (a) the research officer, (b) superintendents, and (c) beat officers of Greater Bombay Municipal Corporation.

The important findings of the study were as follows : (i) Women teachers could not prepare properly for their teaching due to want of time. They needed more guidance from higher authorities. (ii) Co-curricular activities were not planned in proper manner. (iii) Opportunities for getting the inservice training were not same for all the teachers. The teachers were not enthusiastic to utilise them. (iv) Annual inspection fell short of evaluating correctly the teacher's work during an academic year. (v) The teachers did not get sufficient co-operation from parents. This created many difficulties in the progress of children. (vi) There was no provision of pre-primary classes in municipal schools. So good habits were not cultivated among the children in the beginning itself. (vii) Teachers were displeased as there was no definite and proper policy for the transfer of teachers from school to school. (viii) The women teachers took more leave than expected and no substitute was provided in place of a teacher on leave. Proportion of leave reserve teachers was insufficient. (ix) The children of the women teachers could not be looked after properly. They had to be entrusted to servants or neighbours or improperly run creches.

144. SARKAR, S. N., *Student Unrest in Bihar — Factors underlying It*, Ph.D. Psy., Ran. U., 1965.

The major objective of the present investigation was to draw out all possible environmental factors supposed to be responsible for student unrest and then to survey opinions of teachers, administrators (academic), students and their guardians in terms of their agreement or disagreement on the factors identified.

The present study was an opinion survey. Questionnaire, interview, observation and information data sheet were the tools used in the study. At the preliminary stage, 104 opinion items were collected through interview, open ended questionnaire and survey of available literature. After screening, only thirtysix items were retained, which were then formed into a Likert type five point scale and tried out. After tryout the final questionnaire had thirtyfive items. The test-retest reliability of this scale was found to be high enough. After tryout stage a few hypotheses were reformulated pertaining to the different causal factors of student unrest. The final sam-

ple of the study consisted of 400 respondents including 100 college/university teachers, 100 academic administrators, 100 guardians of college/university students and 100 college/university students of which fifty were from professional and fifty from non-professional institutions of Bihar. In order to substantiate the findings of the opinion survey of different subsamples, student personal information data sheet was applied to a group of eighteen indisciplined and eighteen disciplined students. Observation and reports obtained from authorities or interviewees also served as important sources of data for the study. In statistical analysis of the data mean, standard deviation, and correlation coefficient (r) were computed and chi-square test and t test were applied in testing the hypotheses.

The following were some of the major findings of the study : (i) There was appreciable difference of opinions about relative importance of some factors causing student unrest. (ii) The respondents rated high those statements that were objectively most salient for them. (iii) In most of the items students of professional and nonprofessional colleges did not differ significantly. (iv) The absence of a full fledged and properly organised system of coeducation was one of the contributory factors leading to unrest among college students. (v) The socio-economic and academic factors were considered by the sample as more important than the administrative factors in contributing to the development of student unrest in the state of Bihar; of course, the administrative factors were also held partially responsible.

*145. SAYEED, S. M., *Politicization of the Student Leaders — A Study of the Leaders of the Lucknow University Union from 1948 to 1970*, Dept. of Pol. Sc., Luc. U., 1973. (Luc. U. financed)

The study attempted to investigate : (i) whether the student leaders were drawn from politicized families and whether the participation or non-participation of their parents had any bearing upon the emergence of student leadership; (ii) why did the student leaders get interested in politics and what motivated them to take part in unionism; (iii) whether the student leaders had really a natural inclination towards politics or they emerged as student leaders incidentally; (iv) what was the political standing of the student leaders when they entered the university and what were the forces which stimulated them to take part in active politics at the university stage; (v) what factors contributed to their emergence as student leaders and enabled them to capture the union office.

The sample consisted of twenty-six persons who were holding the offices of the president and secretary of the Lucknow University Union during the period 1948 to 1970. Information from the respondents was collected through personal interviews on the basis of a schedule prepared in accordance with the objectives of the study. Descriptive statistical techniques were employed to analyse the data.

The findings were : (i) The majority of the student leaders were drawn from impoliticized families. Student politics was not an end but a means to help the attainment of independence. Most of them took no interest in student politics during the college life. The majority of the student leaders entered union politics incidentally and they had never planned to be leaders in the student world. (ii) Most of the student leaders confessed that they hardly thought of entering union politics before reaching the university. The student leaders belonging to the first decade from 1947, unanimously contended that the merit of the student used to be primary condition for his success in politics. They attached secondary importance to the role of the youth organisation and the professionals in getting the student's prominence in politics. (iii) Almost all the respondents who held the offices after 1957 declared that leadership had little to do with the capacity of the student as the leaders were manufactured by the professionals. (iv) Student leaders were of the view that it was the professionals who recruit union members, impart the political training and convert them into leaders. The respondents were of the view that the success of a student would depend upon the factors other than his own merit. Student politics became a costly affair and it would be beyond the limit of a poor student to take part in unions. (v) The student leaders were undergoing a change since 1957. The professionals assumed the role of the king makers in student politics. Most of them were found to have affiliation to one or another political party. They had every opportunity to be in touch with the prominent leaders of the political parties and in most of the crucial occasions they acted according to the directions of their party leaders.

146. SHAH, B. V. and THAKER, J. D., *Educational Problems of Scheduled Caste and Scheduled Tribe College Students in Gujarat*, Dept. of Soc., SPU, 1974. (ICSSR financed)

The study was undertaken to investigate the demographic characteristics and the socio-economic background of the scheduled caste (SC) and scheduled tribe (ST) college students of Gujarat and see how their education affected their aspirations and perfor-

mance, life style, participation in cocurricular activities, social outlook, attitude towards the government facilities and concessions, and feeling and outlook on the status of SC and ST.

The study was conducted on a sample of 205 SC and 195 ST students of second and third year B.A./B.Sc./B.Com. from nineteen colleges from seven districts of Gujarat, where SC and ST population was numerically significant. The sample was drawn on the basis of multistage stratified random sampling. Ninetysix teachers and thirtytwo principals were also included in the study in order to know their opinion about their SC and ST students. Questionnaires and interview schedules were used as research tools.

The major findings of the study were as follows : (i) With the entry of SC/ST students at the college level our education system had to cater to the needs of different socio-economic groups with widely differing abilities, aspirations and facilities. (ii) The governmental assistance for education to the SC/ST groups created inequalities of utilization between different SC/ST groups within the state. (iii) As the SC/ST students were largely the first generation educated, motivated not by self or their family but by the governmental encouragement, they were likely to lack strong motivation, ability, good study habits, good performance, etc., required for study. (iv) The SC/ST college students being exposed to a new type of social, economic and political environment, felt shy of exposing themselves more to mass media and modernising their attitudes and behaviour, and participated less in the politicization process; they showed ambivalent attitudes in several areas and sought shelter in their traditional group ties by sharing rooms with members of their own caste/tribe or groups and showing high homophily in their friendship pattern. (v) As these students came up, sheltered under the governmental umbrella, for education as well as for jobs, the non SC/ST groups developed a negative attitude towards them. As a result the final assimilation of SC/ST groups in the main stream of Indian social life began to face obstacles.

*147. SHAHANI, S., *High School Students of Baroda — A Sociographic Study of Students of the Xth and XIth Classes of Gujarati and Marathi High Schools in Baroda, Ph.D. Soc., MSU, 1961.*

The main objective of the study was to enquire into the relationship between social stratification and the educational system, as illustrated by the high school students of the S.S.C. and Pre-S.S.C. classes of Baroda city.

The sample consisted of 515 students of standards X and XI from nineteen secondary schools of Baroda city. Out of the nineteen secondary schools, ten were Gujarati, three provided for both languages (Gujarati and Marathi) and the remaining included Muslim, Methodist and Catholic schools. For the pilot study the questionnaire was administered on a few secondary Gujarati schools. The final questionnaire was administered in both Gujarati and Marathi languages. Descriptive statistical techniques were employed to analyse the data.

The findings of the study were : (i) In Baroda three-fourths of all Gujarati high school students belonged to three castes while in the case of Maharashtra two-thirds of the students were Brahmins. High school education was dominated by a few castes who ranked high in the caste hierarchy. There existed an essential relationship between education and white collar jobs. (ii) Girls were found to be educated because it was honourable to do so. (iii) The difference in caste structure between Gujaratis and Maharashtra was accompanied by a difference in occupations. Service was the only occupation for Maharashtra. The Gujaratis had a more diversified pattern of occupation. (iv) In Baroda, one half of the 'Patidar' students travelled daily from surrounding villages to attend school. Thirty percent of Gujarati students were not the residents of Baroda. The Maharashtra non-resident students, consisting only twelve percent, were non-rural. (v) There was a close relationship between caste and occupation. Each caste had a certain range of occupation open to it, while agriculture was open to all.

148. SHARMA, K. D., *Equalization and Utilization of Educational Opportunity with Special Reference to the Muslim Community in Delhi, Ph.D. Edu., JMI, 1975.*

The study was undertaken to test the following hypotheses : (i) other things being equal, the Muslim community would tend to have less than its proportional share of educational opportunities as compared to the majority community; (ii) there would be something inherent in the educational programmes itself which discourages Muslims from taking advantages of the opportunity in an equal measure with non-Muslims; and (iii) the comparative backwardness of Muslims in the social, economic, and cultural fields would make them to utilise educational opportunities to a lesser degree than non-Muslims.

The sample consisted of fourteen Urdu medium and nine Hindi medium girls' and boys' schools selec-

ted randomly from Delhi. All the three boys' and girls' Urdu medium higher secondary schools and two Hindi medium higher secondary boys' and girls' schools were included. In addition to this all the principals, headmasters and teachers of the institutions and fifty Muslim parents were also included as respondents. A total number of fortyfive persons representing political leaders, educationists and social workers were interviewed on various problems pertaining to the Indian Muslims. The data were collected on the following variables : (i) neighbourhood — its general background; (ii) educational, occupational, economic, social, cultural and ecological background of each family; (iii) institutional environment of the school attended by children, curricular and co-curricular programmes and practices, and attitudes of teachers towards them; (iv) social distance and hurdles in their social interaction; and (v) typical problems faced by Muslims as minority community in India. The tools used were : (i) questionnaire, (ii) interview, and (iii) the Cattell's Culture Fair Intelligence Test.

The findings were : (i) The Muslim community was far behind in comparison to the others. The coefficient of equality came to seventyfour and 23.6 at the primary and higher secondary levels of education which corroborated the backwardness of the community in the field of education. (ii) Some of the deterrent factors in availing the educational opportunities were : scarcity of Urdu medium books, inadequate provision of Urdu medium schools and nonavailability of religious education. (iii) Schools attended by Muslim children were overcrowded, understaffed, housed in dirty and ill equipped buildings and lacking in library facilities. (iv) No significant difference was found between the Muslims and the non-Muslims in their socio-economic status.

149. SHARMA, M., *A Study of Correlates of Sociometric Status in High School Classes*, Ph.D. Edu., Mee. U., 1974.

The study was designed to find out the sociometric status of children in different schools, in terms of cognitive and noncognitive factors such as intelligence, personality, interest, family life, school life and social skills and to analyse the relative positions of accepted and unaccepted children. In consonance with the objectives the following hypotheses were formulated : (a) Accepted and unaccepted children do show a significant difference in the areas of cognitive and noncognitive characteristics. (b) The interest in activities and adjustment problems in home and school for accepted and unaccepted children are not identical.

For testing the above hypotheses a sample was selected from three types of schools — boys, girls and coeducational — from the states of Uttar Pradesh and Himachal Pradesh, each type containing seven schools. Thus twentyone schools were included in the study representing in terms of class, size and location. The study was conducted on class VII students only. The researcher used the Raven's Progressive Matrices to understand the cognitive factor of intelligence and the Vyaktivva Parakh Prashnawali, interest inventory, and a questionnaire, to measure the non-cognitive factors like personality characteristics, interest, family life, school life and social skills. At the preliminary stage a sociometric questionnaire was administered to 713 students of class VII in these twentyone schools out of which ninetyone accepted and 178 unaccepted students were identified by using Brenner's fixed frame of reference. After identifying accepted and unaccepted students, tests for cognitive and noncognitive characteristics were administered.

The results indicated that (i) the number of unaccepted students was greater than that of accepted ones which showed a need for proper guidance and assistance; (ii) intelligence played an important role in making the students accepted in the group; (iii) the accepted students showed better adjustment; (iv) home and health adjustment were significant while emotional and social were not at the predetermined level of confidence; (v) the accepted and the unaccepted students differed in their most liked interest areas but were unanimous over the best liked and the least liked ones; (vi) the accepted students reported more problems in three areas of family life; (vii) the most popular skills among both the groups were outdoor games; and (viii) the least liked skills and activities for both the groups were indoor games, religious activities and mechanical work.

*150. SHARMA, R. N., *Mechanism of Power Maintenance in Student Union Leadership*, Ph.D. Psy., Pat. U., 1976.

The study was designed to investigate the various dimensions of leadership behaviour and power maintenance. The specific objective was to study as to how a student leader behaves and manages to stay in power.

A total of seventy student leaders and seventy non-leaders and potential leaders in the faculties of arts, science and commerce in the Patna University comprised the sample of the study. The tool used was a questionnaire called 'Leadership Power Syndrome' which included items covering various aspects

of the leadership behaviour and power maintenance. A modified facet analysis helped in screening and selecting 125 items constituting the final form of the questionnaire. Factor analysis by principal axis method with varimax rotation was employed to analyse the data.

Major findings of the study were as follows : (i) Factor analysis gave six factors of behavioural description and nine of power maintenance. They were named as follows : Sociability, Political Orientation, Sincere Behaviours, Exploitative Behaviour, Pseudo Leadership, Diffused Behaviour, Caste Oriented Generalized Manipulation, Lack of Commitment, Manipulativeness, Deception and Exploitation, Eccentric and Independent Style, Unpractical Approach, Political Affiliation and Money Politics, Image Management and Leadership Style. (ii) Compared to non-leaders, leaders and even potential leaders were found to be more manipulative, exploitative and selfish. (iii) The leaders were low on neuroticism and high on extraversion and the preferred level of activism. Non-leaders were high on neuroticism and low on extraversion and activism. The potential leaders were in a position in between. The three groups did not differ on authoritarianism. (iv) The self report of the respondents revealed that the leaders came from families with higher socio-economic status than did the potential leaders and the non-leaders. (v) The student leaders were more exposed to urban life and they came from families which were politically active and which provided a climate of political awareness. (vi) The leaders were more outgoing, more involved in social and religious functions and were less involved in studies, while non-leaders spent their time in academic pursuits. (vii) The profile of the student leaders was strikingly similar to the one that could be generally seen in our political arena.

*151. SHARMA, S., *Some Personality Characteristics of Female College Students of Different Socio-Economic Backgrounds, Ph.D. Psy., Pat. U., 1975.*

The present investigation attempted to study the relationship between socio-economic status and personality characteristics, values, and intelligence of female college students.

The sample for the study consisted of 300 randomly selected female students of Magadha Mahila College, Patna. The study used the Guilford Zimmerman Temperament Survey for measuring personality characteristics, the Allport-Vernon Scale for measuring values, and the Standard Progressive Matrices

for measuring intelligence. A personal data blank was used, and a socio-economic scale was also constructed for data collection. The odd-even and test-retest reliabilities of the SES scale were found to be 0.94 and 0.97 respectively. Data were analysed by employing product moment correlation, t test, and chi-square test.

The major findings of the study were as follows : (i) Significant and positive relationship was found between SES on one hand and ability, sociability and political valuation on the other. (ii) The relationship between SES, and thoughtfulness and emotional stability was found to be positive. (iii) Significant differences were found among different social classes in respect of expressed interest, cocurricular activities, expectations, importance attached to academic achievement, fatalistic ideas about success, and liking for the system of government. (iv) The social classes studied were not found to differ significantly in respect of leisure time activities, goal, self-concept of academic ability, cooperativeness and leadership role. (v) General activity, restraint, ascendance, objectivity, friendliness, personal relations, and different categories of values (theoretical, economic, aesthetic, social and religious) were not found to be related to SES.

152. SINGH, S. N., *A Study of the Pattern of Education and Occupation of Persons living in Varanasi (Rural) with special reference to Scheduled Castes, Demographic Research Centre, BHU, 1972. (ICSSR financed)*

The present study aimed at investigating the pattern of occupation and education in the rural areas of Varanasi in various socio-economic groups, whether there had been any change in this pattern over time and, if so, whether the change was uniform in different groups. It also tried to see how far the goal of universal primary education had been achieved and thereby tried to pinpoint the factors which caused 'dropout' of the children below fifteen years of age.

About 2200 households in Varanasi Tehsil (rural) were selected following a two stage stratified random sampling procedure — the village being the first and the household being the second stage unit — in such a way that the overall sampling fraction was uniform for each stratum. The data from the selected households were collected by personal interview method.

The study revealed the following facts : (i) The percentages of male workers, aged fifteen and over, in agricultural and non-agricultural sectors were fortyfive and fiftyfive respectively. The relatively small percentage in agriculture and especially in rural areas, was

an indication of a shift in occupation. (ii) The non-agriculture workers' distribution was sixteen percent employed in private service and fourteen in household industry. The remaining twentyfive percent were engaged in business, government service or factory work. (iii) The distribution of workers in various occupations differed from caste to caste. (iv) The percentage of workers engaged in agriculture decreased with increase in education. (v) The percentage of workers in government service increased with education. As many as eightyfour percent of workers in the highest education group were employed in non-agricultural sector and about half of them were in government service. (vi) The main occupation for the more educated group varied from caste to caste. It was government service for the upper castes and scheduled caste, cultivation for the middle castes, business for the business and functional castes. Thus the occupation pattern depended on caste and education. (vii) There was a gradual shift in occupation over time from agriculture to non-agriculture. A shift was also observed among the occupations in the non-agricultural sector. (viii) Change in occupation over time also depended on caste and education.

153. SINGH, T. P., PANDEY, B. P., DUBEY, G. S. and YADAV, D. R., *The Study of Scheduled Castes and Scheduled Tribes students of Secondary Schools in U.P. East, Dept of Eco., Gandhian Institute of Studies, Varanasi, 1974. (ICSSR financed)*

The study aimed at surveying the conditions of education amongst the scheduled caste (SC) and scheduled tribe (ST) students of secondary schools in eastern districts of U.P. The investigators tried to assess the status of the SC and ST students, their socio-economic background, their performance at school, their feeling of social distance, if any, their views about the special programmes for them and their teachers' opinion about their intelligence and thereby tried to identify the types of difficulties and obstacles faced by them.

The study covered 240 students and sixtyfour teachers from sixteen institutions of the eastern districts of Deoria, Gorakhpur, Faizabad and Pratapgarh — the major SC and ST districts of eastern U.P. Interview schedule was used as a tool for data collection.

The study revealed the following findings: (i) Girls' education appeared to be in a very poor condition. Out of the 240 students only one was a girl student. (ii) The literacy of the parents of the SC students was also poor. (iii) Sixtyeight percent of the

SC students were in economically difficult conditions. (iv) Eightyfive percent of the SC students were supported by their parents. Only nine percent received scholarships. (v) In the rural areas untouchability was observed. A number of cases of humiliation, exploitation, terrorisation, and victimisation were reported. (vi) A majority of SC students did not have congenial home atmosphere for proper study. (vii) Eighty percent of the SC students did not participate in extra-curricular activities. (viii) A major proportion of students were found to do well at school in spite of adverse socio-economic background. A majority of them did not express difficulty in comprehending the lessons in the classroom. (ix) Social distance was not found to be a barrier in teacher-taught relations. (x) Some students (fifteen) expressed that special programmes for them were damaging their self-respect. (xi) No teacher of SC was found from the sample. About sixtythree percent of the teachers felt that the SC students were poorer in intelligence than the other students.

154. SINGHI, N. K., *Educational Problems of the Scheduled Caste and Scheduled Tribe School Students in Rajasthan, Dept. of Soc., Raj. U., 1975. (ICSSR financed)*

The major purpose of this investigation was to evaluate the extent to which social legislation as well as other forces of modernisation were successful in eradicating sources of inequality and in generating a process of healthy growth of Indian society. The specific objectives were: (i) to assess the status of the scheduled caste/scheduled tribe (SC/ST) school students of Rajasthan; (ii) to identify the kinds of discrimination and the types of difficulties they faced; and (iii) to know the opinion of these students about the official measures taken for their betterment.

The SC/ST students were studied with respect to their demographic characteristics, family background, academic life, social life and outlook, and the impression of their teachers about them. Sampling was done at three levels, viz., district, institution and student, on a stratified random basis. The SC students were selected from the districts of Ajmer, Jhunjhunu, Kota, and Nagaur, while the ST students were selected from the districts of Sawai Madhopur, Banswara, Bharatpur and Tonk, the capital district Jaipur being common to both the groups of districts. Twenty institutions were selected from each of the above district groups. In all, 187 SC students and 173 ST students were selected for the study. Besides, 159 teachers including headmasters/principals were interviewed for giving their views about the SC/ST students under

their care. Questionnaires and interviews were the tools for collecting data. Data were coded and analysed.

The following were some of the salient findings : (i) girls came for education in comparatively less proportion; (ii) the SC/ST students were comparatively of higher age; (iii) awareness of these students about scholarship was low; (iv) heavy concentration of SC/ST students in arts subjects showed their lack of awareness of future prospects; (v) these students had low level of aspiration for technical and professional education; (vi) the SC/ST students felt that they required coaching in their studies; (vii) the participation of these students showed their general lack of enthusiasm for cocurricular activities; (viii) the hostellers among the SC/ST students were found to be more studious; the hostellers also participated more in cocurricular activities; (ix) the SC/ST students did not have adequate exposure to mass media; (x) although they had positive attitude towards governmental programmes, they expressed dissatisfaction with regard to implementation of these programmes; and (xi) in general, teachers held that the SC/ST students were comparatively low in calibre and performance.

*155. *SWATANTER, M. D., A Study of the Problem of Juvenile Delinquents with regard to its Extent, Nature, Causes and the Provisions for Handling it in the State of Haryana, Ph.D. Edu., Kur. U., 1977.*

The major objectives of the study were : (i) to know the determining causes which propelled the juveniles to take course of delinquency; (ii) to make an effort to analyse various provisions for handling the problem of juvenile delinquency in the State of Haryana in order to assess the correctional treatment being given at various stages to the juvenile delinquents so that they may be properly rehabilitated.

Survey and case study methods were used in the study. As many as 200 juveniles detained at various institutions and jails of Haryana and the various authorities dealing with delinquents were contacted. The Department of Employment and the Department of Industries and Industrial Training were approached through correspondence to know the steps taken to rehabilitate the delinquents. The University and the School Examination Board in the State were approached to find out the provisions made for the juvenile delinquents who wanted to appear in various examinations. The sample of 200 delinquents was interviewed and asked to write biography. The Raven's Progressive Matrices and the Saxena's Adjustment Inventory were also administered.

The following were the findings of the study : (i) The extent of juvenile delinquency in the State of Haryana was found to be higher as compared to the extent of juvenile delinquency in India as a whole. The various types of anti-social acts committed by them were murder, theft, vagrancy, pick-pocketing, intoxication, various sex offences, violence and smuggling. (ii) The chief factors causing the delinquency were found to be maltreatment at home, broken home, over-protection, poverty, neglect, maladjustment in the school, bad company, revenge, exploitation, temptation, maltreatment by the employer and unemployment. (iii) Among the provisions for handling juvenile delinquents there existed legislative provisions which included the Haryana Children Act (1974) and the Punjab Borstal Act (1926). (iv) The provision for correctional treatments included the police, observation homes, probation services, children courts, and institutional treatment like the special school, Borstal institution and juvenile jail. (v) The after-care and follow-up services were quite inadequate in the State. There was little coordination between the State departments of Prison, Social Welfare, Education, Employment, Industries and Industrial Training, which could help in making joint efforts for rehabilitation of the released ex-delinquents.

*156. *THAKRAL, M. M. S., A Comparative Study of Locus of Control, General Intelligence and Level of Vocational Aspiration of Scheduled Castes and Non-Scheduled Castes High School Students, Ph.D. Edu., Kur. U., 1977.*

The major objective of the study was to make the comparison of scheduled castes and non-scheduled castes high school students on locus of control dimension of personality, vocational aspiration level, general intelligence, idealistic vocational aspirations, and realistic aspirations.

The sample consisted of 1113 male students belonging to both scheduled castes and non-scheduled castes (Brahmins and Vaishyas only) and studying in classes IX and X in government and privately managed high and higher secondary schools which were selected randomly one each from eleven districts of Haryana State. The Cattell's Culture Fair Test of Intelligence, the Rotter's I-E scale (Hindi version) and the Haller and Miller's Occupational Aspiration Scale (Hindi version) were used to collect the data. Factorial designs of analysis of variance with unequal replications in different treatment along with t test and Pearson's product moment correlation were used to analyse the data.

The important findings were : (i) significant dif-

ferences existed between scheduled castes and non-scheduled castes on the locus of control dimension; (ii) high, middle and low vocational aspiration groups differed significantly on locus of control scores; (iii) significant differences existed among high, middle and low intelligence groups on locus of control dimension; (iv) the interaction between general intelligence and vocational aspirations was found to be significant; (v) scheduled castes on the average were low in intelligence than the non-scheduled castes; (vi) scheduled castes on the average had low level of vocational aspirations as compared to non-scheduled castes; (vii) scheduled castes on the average were low in idealistic vocational aspiration as compared to non-scheduled castes; (viii) scheduled castes on the average were low on the realistic vocational aspiration than the non-scheduled castes; (ix) internals and externals (I-E scale) did not differ significantly on the idealistic vocational aspirations but differed significantly on realistic vocational aspirations; and (x) the coefficient of correlations showed significant but low relationship between general intelligence and locus of control, between locus of control and vocational aspirations and between general intelligence and vocational aspirations.

157. THIMOTHEOSE, K. G., *An Investigation into the Relationship between Superstitious Beliefs and Family Background among the High School Pupils, Ph.D. Edu., Ker. U., 1973.*

The study was conducted with the following objectives : (i) to find out the nature and extent of superstitious beliefs prevalent among the high school pupils in Kerala; (ii) to find out whether the superstitious beliefs prevalent in Kerala are shared by other cultures and nations; (iii) to find out whether there is any difference in the degree of popularity of the superstitious beliefs in the three major areas of Kerala; (iv) to find out the nature and degree of relationship between superstitious beliefs and family variables, such as, parental income, education and professional status; (v) to find out the nature and degree of relationship between caste, community, and religious and superstitious beliefs of high school pupils; (vi) to find out the nature of relationship between religious practices in the family and superstitious beliefs of high school pupils; (vii) to find out sex differences and rural-urban differences with regard to superstitious beliefs; and (viii) to find out how do pupils perceive the causal factors behind superstitious beliefs.

In this survey type of research, a two level sample was selected. Fortyfour high schools were selected on a stratified random basis covering the southern,

central, and northern regions of Kerala. Any one standard out of standards VIII, IX and X was selected at random from each selected schools. The sample comprised 5544 high school pupils. A total number of 610 superstitions were pooled together. Out of this pool, 120 superstitious beliefs were selected to constitute the Superstition Inventory. This draft was administered to a sample of 300 high school pupils and sixty items were finally retained. The inventory also included items on family background, age, socio-economic background, a short scale to measure religiousness of parents, and a check-list consisting of six probable causal factors behind superstitious beliefs. The final form was administered to 1600 high school pupils from thirteen schools selected on a stratified random basis from the Tiruvandrum Revenue District. The reliability of the tool was found to be 0.93 which was significant beyond 0.01 level of confidence. Validity was also established. The statistical techniques used to analyse the data were mean, product moment correlation and contingency coefficient.

The main findings of the study were as follows :

(i) Out of the sixty superstitious beliefs included in the inventory, more than fortytwo statements were supported by above fifty percent of the participating pupils. The most heard superstition was, "The sight of a cat on getting out of bed or crossing one's path when one sets out for a journey, will bring ill-luck". The least heard belief was, "If a jackfruit touches the earth in its natural growth, the death of someone in that family is foreshadowed." The pupils strongly believed that if one stamps the books incidentally with his leg, it is harmful to his educational career. The least favoured item by the pupils was — "If one happens to see one myna, it is well and good but to see two mynas is bad". (ii) Girls were found to be more superstitious than boys. (iii) The mean difference between urban forward Hindu boys and girls was significant at 0.01 level. (iv) There was a low but negative relationship between superstitious beliefs of high school pupils and their socio-economic background and superstitious beliefs and parental education.

158. VARMA, R. P., *A Study of Relationship between the Patterns of Interpersonal Relations and the Values of Teachers and Students in Secondary Schools, Ph.D. Edu., Agra U., 1972.*

The objectives of the study were : (i) to find out the extent to which values are related to the patterns of interpersonal relations; (ii) to find out the extent to which one's values are related to one's socio-econo-

mic status; (iii) to find out the value system of teachers and students; and (iv) to construct and standardise a tool to assess the personal values in the Indian conditions.

The sample consisted of teachers and students of urban higher secondary schools. The tools administered were : (i) the Personal Values Questionnaire, and (ii) the Interpersonal Relations Questionnaires.

The important findings were as follows : (i) The value systems of the teachers and students were found to be quite different from each other and teachers were found to be more concerned with their status and power and less with knowledge and social virtue. (ii) Friendly interpersonal relation between pairs of individuals were found to be unrelated to the value systems of the paired members. (iii) The unfriendly interpersonal relation between the pairs of individuals were not found to be related to the value systems of the paired members. (iv) The role of a value, in its individual capacity as a correlate of interpersonal relation, was found to be dependent on its own nature such as affiliative or competitive, and on its position in the value system of the group. (v) A competitive value was found to be a correlate of paired friendly relations when it was low, average and not high. An affiliative value was found to be a correlate of paired friendly relations when it was high or average and not low. (vi) Dominant values did not differentiate between high and low SES groups. (vii) The popular teachers were found to be helpful and cooperative in achieving the students' goals and making their school life a pleasant experience, while the unpopular teachers were likely to produce the reverse effect.

159. VIDYARTHI, L. P., *Student Unrest in Chhotanagpur (1969-70)*, Dept. of Anthropol., Ran. U., 1972. (UGC financed)

The major aim of the present study was to identify the factors which were of crucial significance in causing and promoting students' unrest.

The investigation was a social anthropological survey. Sampling was stratified and random. A total of 422 students from eight colleges and institutes of higher learning at Ranchi formed the main stratum of the sample. Two colleges, one at Chaibasa and the other at Daltonganj, were studied intensively as systems. In addition to studying the attitude of the students towards social, moral, professional, religious and political issues, certain student leaders were interviewed at depth, and the functioning of their unions also was studied at length. Besides interview, question-

naire was the other tool of research used. Over and above studying the community of students, opinion about student unrest was sought from sixtyfive guardians, fifty-nine teachers (including principals of the colleges and heads of university departments) and fortyeight civil servants and police officers, by means of questionnaires developed by the investigator himself.

The following were some of the major findings of the study : (i) Although the students deviated from certain norms of traditional culture, by and large they adhered to it. (ii) Most of the students gave a wide berth to political matters, disfavoured Naxalite activities and were appreciative of governmental interest in student welfare. (iii) Attitude of the students spoke of their awareness and optimism about future career. It was interesting to note that a majority would like to take up the profession of a teacher. (iv) The students did not get help from their teachers in academic and personal problems. (v) Most of the students felt that college/university authorities were inactive in serving the cause of the students. (vi) In general, the students' link with their union was very loose, but, by and large, they did not like that outside agencies should interfere in their own union affairs. (vii) The guardians opined that political parties made the students restive. They did not approve of agitational methods of the university students, and wanted stricter control over their wards by the teachers, at the same time more intimate teacher-pupil relationship. (viii) The teachers located the causes of student unrest in interference and instigation by political elements both in teacher and student communities, tactless handling of police and magistracy, and in overall frustration of the young generation due to economic and political conditions prevailing in the country. (ix) According to the majority of the administrators instigation by the political leaders, mismanagement of the affairs of examination and evaluation, and resentment and grievance against authorities were the most potent causes of student unrest. The general impression of the administrators regarding the student unrest were (a) that only few students engineered disturbances and their militant attitude threatened other students to join them; (b) that the strikes and disturbances were launched on the genuine grievances of the students, which were not redressed in time; and (c) in strikes the students were provoked and misguided by outside elements including the political bosses. (x) In the background region of Chhotanagpur, student unrest was caused generally by disintegration of academic values and sinister influence of the politically motivated students.

*160. *VYAS, N. N. and BHIL, R. S., The Backward Classes Hostels in Rajasthan: A Study in Socio-Cultural Aspects, Tribal Research Institute and Training Centre, Udaipur, 1969.*

Assuming that mixed hostels act as centres of culture change and such hostels would go a long way in achieving integration, an attempt was made to study hostels in Rajasthan. Percentages were computed to the backward classes hostels.

The study was conducted in the backward classes hostels in Rajasthan. Questionnaire was the main tool used for the data collection. The data were collected through mailed questionnaire, and wherever possible through personal visits. The study was based on the data collected from eightysix government run hostels in Rajasthan. Percentages were computed to analyse data.

The major findings of the study were as follows :

(i) The broad policies of the hostel programme were formulated by the government, but the actual programme in the case of the government run hostels was implemented by the superintendents under the direct control and supervision of the District Probation and Social Welfare Officer. (ii) Provision of free boarding and lodging to the backward class students was extended in these hostels. With the increasing number of backward class students the hostel facilities were becoming inadequate. (iii) Some castes, like, Chamar, Meghwal, Balai availed themselves of the hostel facilities more and were educationally advancing than the castes Bhangi, Khatik, Bavri, etc., which did not avail of the hostel facilities to the same extent. (iv) The hostelwise caste/tribe composition of inmates revealed that in scheduled tribe boys' hostels, 16.11 percent scheduled caste, 0.41 percent denotified tribe and 0.07 percent nomadic tribe inmates were residing with 83.41 percent of the scheduled tribe inmates. In scheduled caste boys' hostels, 4.95 percent scheduled tribe, 3.93 percent denotified tribe and 0.09 percent nomadic tribe inmates were residing with 91.03 percent of scheduled caste inmates. In denotified tribe boys' hostels, 31.42 percent scheduled caste and 10.93 percent scheduled tribe inmates were living with 57.65 percent of denotified tribe inmates. In nomadic tribe hostels, 29.17 percent scheduled caste and 4.16 percent scheduled tribe inmates were living with 66.77 percent of nomadic tribe inmates. In scheduled tribe girls' hostels there were no scheduled caste girls and vice-versa. In denotified tribe girls' hostels, twentyfour percent inmates were from scheduled castes and seventysix percent from denotified tribes but none either from schedul-

ed tribes or from nomadic tribes. (v) In scheduled caste hostels there were two scheduled tribe hostel superintendents. In denotified tribe hostels, there was no hostel superintendent from scheduled tribes. (vi) Out of eightysix government hostel superintendents, only forty-nine were residing in the hostels. (vii) Out of the 531 students who left the hostel at the primary stage, 52.20 percent took to their parental occupation of agriculture, 35.03 percent were continuing their higher education elsewhere, and 2.45 percent were in services, while nearly twelve percent could not respond. (viii) Students who left the hostels after graduation or post-graduation, joined services and not agriculture. (ix) Despite the government efforts of allowing twenty percent of the scheduled caste students in scheduled tribe hostels and the vice versa, the feeling of segregation in the hostels did not reduce. On the contrary, these hostels maintained their own way of life.

161. *VYAS, N. N. and CHAUDHARY, N. D., The Drop-outs in a Tribal Situation, Tribal Research Institute and Training Centre, Udaipur, 1970.*

The major objectives of the study were : (i) to ascertain the extent and magnitude of wastage and stagnation amongst students belonging to scheduled tribes, scheduled castes and other castes, and (ii) to analyse the factors responsible for wastage and stagnation in education among the students. The working hypotheses adapted for the study were : (i) the incidence of wastage and stagnation in education among the students would vary according to the area they inhabit; (ii) within the area, incidence of wastage and stagnation in education would be positively related to the socio-economic status of the parents and their cultural background.

The study was conducted extensively and intensively. The extensive study covered the primary stage of education in Kotra and Jhadol Panchayat Samitis. The intensive study covered primary, middle, secondary and higher secondary stages of education in a sample of schools in the same Panchayat Samitis. In the extensive study, the sample covered all the primary schools in the two Panchayat Samitis, whereas the intensive study was confined to ten primary schools, three middle schools, one secondary and one higher secondary school from the two Panchayat Samitis. Questionnaire was used for the extensive study, whereas interview technique was used for the intensive study. Wastage was measured by calculating the total number of dropouts, whereas stagnation was measured by the percentage ratio of stu-

dents who failed in a class to the total number of students who took the examination in the same class.

The important findings were : (i) In class I, the percentage of dropouts and stagnation among the students in Kotra Panchayat Samiti was very high compared to that in class I in Jhadol Panchayat Samiti (in Kotra Panchayat Samiti the tribals formed the majority, whereas in Jhadol Panchayat Samiti tribals and nontribals were in equal number). (ii) The diminution in number of students in class II onward was very pronounced in both the areas. (iii) The gap between the number of boys and girls in each group widened in higher classes. (iv) The incidence of dropouts and stagnation occurred among students belonging to scheduled tribes, scheduled castes and other castes and there was no evidence to show that it occurred more amongst a particular group of boys and girls. (v) At times, the percentage of dropouts and stagnation was found more among students of other castes as compared to students of scheduled tribes and scheduled castes. (vi) In higher classes (class VI to class XI) the extent of stagnation was more and the incidence of dropout was not high. (vii) The parents of the scheduled tribe students were engaged only in agriculture, whereas the parents of scheduled caste students were engaged in agriculture and also in their traditional occupations. The parents of students belonging to other castes were engaged in business, agriculture, traditional occupation, and service. (viii) The mobility of literate parents was more than that of illiterate ones; the mobility was more frequent among the parents whose children had dropped out or failed in higher educational stage as compared to the parents whose sons and daughters had dropped out or failed in lower educational stage.

162. VYATHIT, J. J. R., *A Comparative Study of Interpersonal Relations in Effective and Ineffective Classroom Groups*, Ph.D. Edu., Vik. U., 1973.

This investigation was mainly concerned with the comparison of interpersonal relations in the effective and ineffective classroom groups with regard to sociometric cohesiveness, social distances, social perception, social cohesiveness and social attitudes of pupils towards their classroom groups and class teachers. The secondary aim was to evolve various instruments for the purpose of the study.

The tools devised for selection and differentiation of two types of classroom groups were : (i) the School Assessment Proforma, Form A; (ii) the School Assessment Proforma, Form B; (iii) Classroom Observation Schedules; and (iv) Achievement Tests in History for classes VII and VIII. The instruments for data gathering were : (i) Sociometric Test; (ii) Social Distance Scale; (iii) Guess Who Test; (iv) Classroom Group Cohesiveness Inventory; (v) Classroom Group Rating Scale; (vi) Class Teacher Rating Scale; and (vii) Teacher Pupil Relationship Test. Eighteen effective and eighteen ineffective classroom groups were selected for the final analysis. The number of pupils in effective type for boys', girls' and coeducational classroom groups included in the sample were 198, 269 and 169 respectively, whereas the corresponding samples of pupils in ineffective type were 201, 124 and 145 respectively. In addition to pupils of eighteen effective and eighteen ineffective classroom groups, fiftyfive classroom teachers including thirtyone males and twentyfour females were also included in the investigation. Classroom groups along with their class teachers were selected from various middle schools of Bhopal city. The data were analysed by means of factorial analysis and employing chi-square technique.

The major findings of the study were : (i) the interpersonal relations in effective classroom groups were found to be superior as compared to those of ineffective ones; (ii) the social acceptability for each other as playmate in the effective classroom groups was superior to that in ineffective ones; (iii) the number of stars was larger in effective classroom groups than in ineffective ones; (iv) the number of neglectees and isolates was smaller in effective classroom groups than in ineffective ones; (v) coeducational classroom groups had better interpersonal relations than boys' or girls' ones for playmate criterion only; similarly, the pupils of coeducational classroom groups had better social attitudes towards their teachers than those of girls' or boys' ones; the perception of pupils of one another in coeducational classroom groups was also superior to that of girls' and boys' ones; the number of isolates was smaller in coeducational classroom groups than in boys' and girls' classrooms for private-mate criterion only; (vi) the number of stars in the girls' classroom groups was smaller than that of boys' and coeducational ones for private-mate criterion only.