

Sociology of Education

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INTRODUCTION

The discipline – Sociology of Education continues to occupy prominent position within sociological research. Various scholars have contributed to the trend reports of researches done in this discipline during last three decades. So far there have been five such trend reports undertaken and published. The 1st report was prepared by N.V. Tirtha and M. Muckhopadhyay (1974), 2nd by B.V. Shah and S.D. Joshi (1979), 3rd by B.V. Shah (1984), 4th by Karuna Chanana (1991) and 5th by Sachchidanda (1993). Each scholar adopted his or her own classification of the studies dividing them into different themes and sub-themes. However, the broad thematic divisions more or less common to all the survey reports are : (1) Education as a Social System, (2) School as a Social System, (3) Education and Society, (4) Education and (as an agent) change, (5) Dysfunctions of the educational system, and (6) Education and Politics. A few studies have been put in the category of miscellaneous. Finally, in the conclusion part, the scholars gave the methodological flaws, existing gaps and suggested themes-sub-themes to be undertaken for future research.

The first report gave historical brief of the discipline of Sociology of Education in the West and in India. First exhaustive review of research in the field was done by Suma Chitnis for the ICSSR in 1970 covering 83 studies. Most of these studies were devoted to investigation of social background, attitudes, values, achievements, aspirations and patterns of

behaviour of students, socialisation and social change, etc. These studies were descriptive and offered sociographic data on a variety of characteristics about teachers and students. Methodologically, most of these studies showed a common pattern of using survey methods, and questionnaire, interview schedule as tools for data collection. Simple data analysis techniques were used. However, the studies lacked use of sophisticated methods and micro-macro approaches. With regard to gaps, the two identified major gaps – lack of interdisciplinary approach and lack of studies in the area of social problems like delinquency, discipline, student movement, etc. were revealed. *The second report* reviewed the studies retaining broadly the same categories like first report. In all, there were 77 studies covered in the report, out of which 12 were from earlier report span. The thematic approach to the studies has been in two ways:

(1) How the changing society influences the functions of education, and (2) How far education has performed its functions, i.e. socialisation and advancement of knowledge. Methodologically, nearly half the studies used simple tools and techniques like questionnaire, interview, case history, etc. However, a little less than half of them used standardised tests, inventories, scales, etc. With regard to gaps, this report also revealed the absence of micro-macro analysis and interdisciplinary approach. *The third report* by B.V. Shah (1984) gave the similar broad thematical classification of studies as in first and second. The main aim of these studies was to study education as social

phenomenon. This report covered 188 studies dividing them into several sub-themes. As far as research methodology is concerned, in general, simple tools and techniques were used. The use of simple descriptive statistics was most common in data analysis and examination of hypotheses. The existing gaps were identified mainly pertaining to case studies and use of qualitative methods. Karuna Chanana in the *fourth report* (1991) gave a detailed analysis of the studies dividing them into the similar broad thematic classifications. There were 155 studies covered in the report. She found out that there has been a shift in methodological approach from earlier sociographic descriptions to the use of sophisticated statistical techniques; however, it did not lead to the direction of 'explanation' from 'description'. With regard to shortcomings, she summarised that the five research were identified. These gaps were pertaining to the areas like – (1) Level of education that actually becomes effective for change and development. (2) Role of teacher. (3) Job Commitment of teacher. (4) Lack of infrastructural facilities and its impact. (5) Role conflict of women. Another major gap was revealed in the area of educational administration. Finally, certain areas like commercialisation of education, role of community, malpractices in examination, etc. were suggested for future research.

The Present Survey

Our main purpose here is to draw attention to research trends in the field with the efforts to provide an overall survey of themes covered, the methodology and techniques used for sampling, data collection and data analysis. It has been revealed that the studies covered under prior five reports accepted education as a potent instrument of change and development. However, various constraints have been identified that hamper the expected role of education as an agent of change.

The Studies covered in the present trend report do not either make a radical departure from the earlier surveys. Education continues to be relevant as an important mechanism for change and development. It is expected to minimise inequality and achieve the goal of

social justice enshrined in our Constitution. Therefore, access to education and equality of educational opportunity prove crucial in given unequal socio-economic realities. The search for social determinants of educational access and performance, therefore, is relevant and needs further empirical probe. The neo-marxist approach of looking at education as a process of social control and for the reproduction of the class system has not attracted the attention of scholars (Sachchidananda:1993). Experiences during last decade have shown that instead of promoting equality and access, education (especially higher education) generated inequalities on the lines of region, caste, class and gender. Further, the relationship between education and politics is totally missing. Social stratification being an important social reality that supposedly affects educational development and thereby social development. It seems to be missing from the empirical probe during last decade though not in absolute way.

The present survey covers the period from 1993 to 2000. A lot of literature in the area of Sociology of Education has been produced during these years. For obvious reasons it was not possible to access every piece of work. But efforts were made to cover as many works as possible. Departments of Sociology, Education and Psychology in all Universities and Institutions in the country were requested to supply information on the works in the field of Sociology of Education. Response to the request was not satisfactory. Another major source of information on the work was the various issues of the *Journal Indian Educational Abstracts*. Studies relevant to this survey were identified and analysed for the report. In addition, information on the significant number of works used in this survey was procured from libraries and individuals who could be contacted personally.

In all there are 372 studies, 41 universities and 11 institutions (including deemed universities) covered in the report (see Table 1, 2). Out of 372, 216 studies are reported in *Indian Educational Abstract* (Table 3). Table 4 gives distribution of studies with social categories including on foreign countries.

Table 1

Sl. No.	Name of the Universities	Studies	Theses
1.	Alagappa University	-	3
2.	Aligarh Muslim University	-	4
3.	Andhra University	-	3
4.	Annamalai University	-	2
5.	Awadesh Prakash Singh University	-	1
6.	Bangalore University	-	4
7.	Barkatullah Vishwavidyalaya	-	2
8.	Behrampur University	-	1
9.	Bharathiar University	-	3
10.	Bhavnagar University	-	1
11.	Calcutta University	-	1
12.	Calicut University	-	3
13.	Cochin University of Science and Technology	-	1
14.	Dr. Babasaheb Ambedkar Marathwada University	-	2
15.	Gauhati University	-	2
16.	Gujarat University	-	1
17.	Jamia Millia Islamia	1	15
18.	Jawaharlal Nehru University	-	2
19.	Kakatiya University	-	1
20.	Karnataka University	-	6
21.	Kurukshetra University	-	3
22.	M.L. Sukhadia University	-	1
23.	Nagarjuna University	-	2
24.	Nagpur University	-	3
25.	North-Eastern Hill University	-	1
26.	Osmania University	-	13
27.	Punjab Agricultural University	1	1
28.	Punjab University	-	3
29.	Rohilkhand University	-	1
30.	Sambalpur University	-	1
31.	Saurashtra University	-	1
32.	Shivaji University	-	11
33.	Shreemati Nathibai Damodar Thackersey Women's University	-	4
34.	South Gujarat University	-	1
35.	Sri Krishnadevaraya University	-	2
36.	University of Delhi	-	3
37.	University of Kerala	-	3
38.	University of Mysore	-	1
39.	University of Rajasthan	-	1
40.	Utkal University	-	1
41.	Devi Ahilya Vishwavidyalaya	-	2
	Total	2	117

Table 2

Sl. No.	Name of Institutions	Studies	Theses
1.	A.N. Sinha Institute of Social Science, Patna	1	-
2.	Avinashilingam Institute for Home Science and Higher Education for women	-	2
3.	Centre of Social Development, Ranga Reddy (A.P.)	1	-
4.	N.C.E.R.T.	2	-
5.	National Institute of Educational Planning and Administration	3	10
6.	Regional College of Education, Mysore	1	-
7.	Regional Institute of Education, Ajmer	2	1
8.	Regional Institute of Education, Bhubaneswar	1	-
9.	Rural Initiative for Self-reliance and Education	1	-
10.	Shreemati Mai Lele Shravan Vikas Vidyalaya, Nashik	1	-
11.	Tata Institute of Social Sciences	11	-
Total Studies and Theses from Institutions		24	13

Table 3 gives details of university/institutionwise break-up of total studies.

Table 3

		Studies	Theses	Grand Total
Universities	41	2	117	119
Institutions	11	24	13	37
Studies reported in Bulletin		211	5*	216
Total		237	135	372

* These studies are published in *Indian Educational Abstracts* without mentioning names of universities/institutions.

The independent studies are either sponsored by the Government/Non-government organisations or are self-sponsored. In some cases, the sponsors have not been mentioned. Further, Table 2 gives Institutionwise distribution of these studies further breaking them into theses and independent studies. There are 13 Ph. D. theses and 24 independent studies undertaken by the institutions.

We also have categorised these studies into Social Categories. Table 4 gives the frequency of such studies.

Table 4

Category	No. of Studies
General	273
Scheduled Castes	18
Scheduled Tribes	16
Women	37
Handicapped	12
Other minorities	6
Foreign Countries	10
Total	372

Table 5

Sl.No.	Theme	Total
1.0	Education as a Social System	121
1.1	Socio-economic, cultural and psychological variables	12
1.2	Socio-economic, cultural variables and social factor variables	15
1.3	Social background and similar variables	20
1.4	Attitudes, values, perceptions, self-concept, motivation, personality and other psychological and social variables	74
2.0	School as Social System	96
2.1	Teachers as components of the system	70
2.2	School as a system, intra-school relationships	26
3.0	Education and Society	67
3.1	Socialization	10
3.2	Social stratification, equality	8
3.3	Social change and development	16
3.4	Innovation and change	33
4.0	Programmes, Schemes, Facilities, Policies	58
5.0	Dysfunctions	12
6.0	Miscellaneous	18
	Total	372

Thematic Classification of Studies

The studies have been classified into six major themes – 1. Education as a Social System; 2. School as Social System; 3. Education and Society; 4. Programmes, Schemes, Policies; 5. Dysfunctions; and 6. Miscellaneous. These studies are further categorised into sub-themes. As a suitable arrangement, studies on teachers, students and other components of educational system have been clubbed together. All these studies have used survey techniques with an individual as unit of analysis by using structural tests and interviews. The thematic division of studies does not constitute water-tight compartments. However, it may be noted that *departments of Psychology and Education have made a substantial contribution*. Further, quite a few of the studies relating to psychological variables have been incorporated in this report as they are published in the *Indian Educational Abstract*.

Table 5 shows distribution of studies under different themes. It is seen from the Table that nearly 3/4th of the studies have been

conducted on the themes like Education as a Social System and School as Social System.

School as a Social System

Role of educational institutions; especially that of schools play crucial role in the system of education. Educational performance largely depends on overall school environment, infrastructure, teachers and their motivations, circumstances. We have categorised the studies relating to such variables under "The School as a Social System" numbering 96. The studies under this category deal with variety of issues like curriculum evaluation, teachers' attitude, teachers' behaviour, their personality traits, motivation, teacher education, gender, views, adjustment, teaching skills, beliefs, role stress, job satisfaction, effectiveness, intra and inter-school relations, empowerment of teachers, role conflict, school-class management, leadership, perception, etc.

Education and Society

Education functions within society and is bound to have its overall impact on it. Both

education and society are socialising agencies and function with certain processes. While analysing education; it becomes pertinent to see the interrelationship between the other sub-systems, namely, stratification, economy, politics, religion etc., and their functional impact on each other. These functions are socialisation, social mobility, equality, social change, modernisation, development, etc. Role of education in promoting these functions is perceived crucial by developing countries. The studies under this category are 67 dealing with the issues like – socialisation, equality, social stratification, social change and development, innovation and change and education as change agent.

Programmes, Schemes, Facilities and Policies

Education is considered as an important mechanism for occupational and social mobility, especially for the society like India, which has been traditionally based on inequality, hierarchy and deprivation. Significant sections of population have been socially and economically deprived and therefore remained backward. Broadly, these sections of Indian population have been categorised as the SC and ST for their upliftment. Various policies, programmes and facilities have been introduced for their welfare and upliftment. Provision of educational facilities is one such effort since independence. These programmes – schemes can be broadly categorised into two (i) material, and (ii) non-material. In addition, studies on various educational programmes, campaigns and their impact have been incorporated in this category. There are 58 studies covered during the period dealing with these issues examining either their impact or overall evaluation, awareness and access.

Dysfunctions

Education does cause negative impact in the form of educational inequality, social inequality in society. At the same time within its system, education carries inherent drawbacks in the

form of curriculum, objectives, infrastructure and pedagogy, etc. which can be called as 'dysfunctions of education in functional discourse'. Therefore, studies focusing on stagnation dropout, adjustment problems, retention, non-enrolment, indiscipline, etc. have been incorporated in this sub-theme. There are 11 studies in this category.

Miscellaneous

This category includes 18 studies dealing with the issues like drug abuse, future orientation, vocational preference/interest, health education, competency, history and development of education, etc.

1.0 Education as a Social System

Education functions in two ways in any society, first, as a part of the whole system and secondly, as a system in itself. It is bound to have impact on each other, which may be at micro or macro level or at both levels. At macro level, over all socio-economic and cultural conditions in a given society are bound to determine the access, quality and achievements in education. Indian society is based on unequal social patterns that impact upon students, teachers, teaching-learning practices and on over all school setting. Studies revealing such impact and effects have been included in this category. During the period under review there has been stiff rise in number of studies in this sub-area. In all there are 121 studies covered in this category that have been further divided into four sub-themes relating to socio-economic, cultural, social and psychological factors.

1.1 Socio-economic, Cultural and Psychological Variables

- 1. Randhawa, V., 1994:** The prime concern of the study was to induce cognitive behavioural changes among non-formal learners through an educational input in the form of an intervention. The effect of instruction was seen by administering the 10 tests on 15 non-sampled AWWs from

non-sampled AWTCs in Jalandhar District of Punjab. (1) The precognition scores of AWWs with respect to all the capsules of two modules on health and nutrition component was low in both the experimental groups. (2) The precognition scores with respect to knowledge, comprehension, application and total cognition were widely dispersed before the intervention for all the capsules. (3) The mode-wise effectiveness did not indicate significant variation in promoting cognitive learning. However, personal mode retained the top rank followed by impersonal mode, thus, suggesting that while Anganwadi training centres may continue using personal mode but they may also explore the possibility of use of impersonal mode for training of AWWs. (4) The gain of knowledge, comprehension and application (KCA) for all the ten capsules were statistically significant.

2. **Krishnamall, P., 1994:** It attempts to investigate the effect of socio-economic environment on child-care system. *Objective:* To study the effect of socio-economic status as well as socio-cultural factors upon child-care practices. Using the random sampling technique, a sample of 500 mothers was drawn who had children below twelve years of age in their families. A rating scale was used as a tool. *Findings:* (1) Family composition and size did not effect child-care practices of mothers apart from the employment status. (2) Higher the level of education, income and community status greater was the influence on child-care practices of mothers.
3. **Kothari, Saroj, 1994:** The researcher attempts to find out the role of socio-economic status, intelligence and sex in the development of moral concepts among students of VII Grade. *Objectives:* (1) To analyse the difference between different SES students in respect of their moral concept development. (2) To understand the difference between different intelligence level students in respect of their moral

concept development. (3) To analyse the difference between boys and girls in respect of their moral concept development. The sample comprised of 150 students of Grade VII who were randomly chosen from four different schools. The researcher used Kothari's Moral Concept Development Test, Kapoor's Socio-economic Status Scale and Joshi's Test of General Mental Ability. *Findings:* (1) It was found that the students belonging to upper and lower SES groups differed significantly on their moral concept development. (2) Students of different intelligence groups differed significantly on moral concept development. (3) It was also found that the boys and girls differed significantly on their moral concept development in favour of girls.

4. **Chandra Sri, C.N. Daftuar, and Anjuli, 1994:** The study examines the level of aspiration of Harijan students from a socio-psychological perspective. Five high schools and 5 intermediate colleges were randomly selected from Barabanki District of Uttar Pradesh. From these institutions 400 male students of Classes IX to XII were chosen as the sample for the study. The average age composition of these students ranged between 14 to 18 years. *Findings:* (1) When Harijan students were asked to state their hopes and wishes for future, a large number of boys expressed a desire to have opportunity for better employment followed by improvement in socio-economic status, more land and better agricultural facilities, and more facilities for higher education. A smaller percentage wanted opportunities for commerce and trade. (2) It was found that the main obstacle in the way of happiness of Harijan students was money factor, followed by desire of employment, desire of education and desire of bare necessities. (3) A majority of them feared about uncertainty about future employment followed by fear about successful completion of education, economic insecurity and ant of sympathy. (4) On the level of aspiration it was found

that they were neither feeling good nor bad but they looked with confidence to the future and had great aspirations. They wanted to rise and improve their social and economic conditions. (6) There was discrepancy between the achievement and aspiration levels of Harijan students. (7) On Goal Discrepancy Scores of past, present and future, all were found to be positive indicating a complete confidence of Harijan students for their future.

5. **Dani, Veena, 1995:** This study attempts to assess the extent to which co-educational experience and maternal employment influence female stereotypes of adolescent boys and girls. The sample of the study comprised of 120 students, covering 60 boys and 60 girls, studying in Classes IX and XII. Each gender group were equally represented by co-educational and non-coeducational schools (30 each) and further each subgroup of 30 equally comprised children of working mothers and housewives (15 each). The tool used to collect the data were Adjective Checklist of Williams and Best, adapted in Hindi by Abha Rani Bisht. *Findings* : (1) It was found that girls had significantly greater female stereotypes than boys. (2) It was found that while co-education definitely helps to extenuate female stereotypes, mother's employment presence does not seem to have much influence on stereotypes.
6. **Chitra, Uma, at al., 1995:** It is an attempt to study the educational achievement in relation to some of the psycho-social factors of the socially deprived - Harijans. One hundred four Scheduled Castes girl students and 100 non-Scheduled Castes girl students, who pursued their higher secondary course during the year 1990-91 in Tirunelveli Kattabomman District had been selected at random. *Findings*: (1) The SC students did not differ from the N SC group in personality, intelligence, occupational aspiration, social distance and awareness of facilities extended to them but they did differ on their SES. (2) The relationship between social distance and awareness of facilities with the academic achievement of SC respondents was found to be not significant. (3) Significant relationships existed between the personality, intelligence, occupational aspirations, SES and academic achievement of SC respondents., and (4) There was no significant difference between the SC and the NSC.
7. **Biswas, Pares Chandra and M. Mondal, 1995:** This study attempts to analyse reactions and alienation of college students in relation to their mode of participation in college union elections, sex difference therein and also relationship if any between reaction to frustration and alienation. Randomly selected 152 (107 male and 45 female) students studying in two undergraduate colleges of Nadia District, affiliated to the University of Calcutta, served as the sample for the study. To collect data Biswas Alienation Scale and the Verbal Reactions to Frustration Test standardised and developed by the investigators were used as tools. *Findings*: (1) There existed no significant difference between leader and non-leader groups on their direct aggression. (2) The female students were found more alienated than that of the male students. (3) Female leaders showed immaggression and were more alienated than those of the male leaders. (4) The female non-leaders were more alienated than the male non-leaders. (5) The college leaders and non-leaders did not differ significantly in three types of aggression, directions of aggression and alienation. (6) As regards sex differences, it was found that the female college students were more alienated than their male counterparts, and (7) The female leaders were found more comprising in frustrating situation.
8. **Ansari Mehnaz, 1996:** This study attempts to reveal the facts regarding child labour and effect on cognitive-social development of children in Uttar Pradesh. The sample of the present study consisted

of 100 subjects, 50 working children and 50 school going children, working children were taken from the sheds and looms in Bhadohi and school children were drawn from a school in Bhadohi in the age group of 7-12 years (only boys). *Findings:* (1) No differences were found in the cognitive development of working and school going children. (2) Comparison of social development of working and school going children have not revealed any kind of major behaviour difference. The working children had adjusted to their surroundings and had found their happiness accordingly the sense of responsibility was such that they tried to find happiness and security even in their hostel environment and tried to make it a friendly abode for themselves by carrying out orders of the elders. (3) The school going children also were friendly, they listened to their mother and helped her in her households work. Both the groups had illiterate parents and were not aspiring for any high education. The main aim of them was to settle down with some kind of training or apprenticeship. Majority of them were friendly and adjusting but a few in each group were unfriendly, rude and domineering.

9. **Goel, Sushil Kumar, 1996:** The present study attempts to assess the effect of pre-school education on cognitive development of children. The sample consisted of 100 children belonging to two age levels. The first group consisted of 50 children between 3 and 5 years of age and the second group of 50 children between 6 and 8 years of age. Children of each age group were divided into two sub-groups on the basis of their pre-school experience. *Findings:* (1) Children belonging to the upper age group performed better than children belonging to the lower age group in the tests administered. Further, children with pre-school experience performed better than children without pre-school experience on different tests administered. (2) The children belonging to the upper age

group performed significantly better than children belonging to the lower age group in the RCPM test irrespective of their educational background. (3) The children of upper age group performed significantly better than the children of lower age group in FDS test. (4) The children belonging to upper age group performed significantly better than the children belonging to the lower age group irrespective of their educational background. (5) The effects of age and pre-school experience on cognitive development were significant. (6) The children belonging to the upper age group performed significantly better than children belonging to the lower age group irrespective of their educational background.

10. **Kumari, Vijaya, 1996:** It attempts to study the child-care practices and its subsequent impact on growth and development of children in the rural areas. The sample of the study comprised of 500 women from two rural Talukas of Bangalore. Their age ranged from 14 to 45 years. The samples were selected randomly. Various tools used to collect the data included information of index child, general demographic details of the family, child-care practices in the rural areas, Gessell's Development Schedule, Behaviour Problem, Nutrient Adequacy, Anthropometry of child and composite index of child-care. The collected data were treated with central tendency, correlation and regression analysis. *Findings:* (1) The mothers of rural areas faced weaning problem but it was more emotional than physical. (2) It was found that in the rural area, in majority cases mothers handled their children, they spent their lots of time for child-care everyday. (3) There was gender discrimination in case of girls, which was found very high in case of high quality child-care.

11. **Nagpal, S., 1997:** The present study attempts to explore the possibility of developing creativity and cognitive thinking in terms of academic achievements in a rural classroom through

thinking games as advocated by "Genevan approach and objective-based teaching models". The sample comprised of 66 students of Class IV of Antah village, Kota District, Rajasthan. Tools used were Self-made Achievement Test in Science, Coloured Progressive Matrices, Culture Fair Test of Intelligence, Non-verbal Creativity Test of Wallach Kogan, and Socio-economic Status Scale. Data were treated with t-values, ANOVA, ANCOVA, Kruskal Wallis test and Contingency correlation. *Findings:* (1) Students taught with the help of lesson plans prepared on the guidelines of OBT showed greater acquisition of concepts in science than those taught by the textbook method. (2) OBT was the most effective method. (3) Achievement was significantly related to intelligence, SES, verbal creativity groups only. (4) SES was not related to intelligence in the controlled group and in one of the experimental groups (OBT). (5) SES and intelligence were significantly related to the verbal creativity in all the groups.

12. Krishnan, Ahalya and J. Sweeney Christopher, 1997:

This study investigated differences in Asian and non-Asian medical students in terms of achievement-related background variables. Students enrolled in the first two years of a 6 year BS/MD programme in the three Midwestern universities constituted the sample for this study. *Findings:* (1) Asian-Americans seemed to be more attached to science dominated areas. (2) The non-Asians exhibited greater fear of success imagery but scored less on Resultant Achievement Motivation (RAM) than Asians. (3) The two groups differed from each other in terms of parents' educational and professional level.

1.2 Socio-economic, Cultural Variables and Social Factor Variables

1. Annaraja, P. et al., 1993: This study is an attempt to explore the effect of psycho-

socio factors on the academic achievement of the Scheduled Tribe adolescents. Sample comprised of 105 ST and 60 non-ST students drawn from two high schools and two higher secondary schools in Salem District. *Findings:* (1) Regarding personality factors, ST adolescents were better in self-concept, temperament, independence and adjustment than non-STs. (2) STs showed higher occupational aspiration than non-STs. (3) Regarding intelligence, non-ST adolescents were better than STs. (4) Most of the non-ST adolescents belonged to the higher SES group while most of the ST adolescent girls belonged to the higher SES group than non-ST girls. (5) ST adolescents showed favourable attitude towards culture and religion but they were showing unfavourable attitude towards caste and country. (6) With regard to academic achievement, non-STs were better than STs.

2. Verma, Mamta, et al., 1993: It attempts to study the rural elementary education with reference to socio-cultural deprivation. *Objective:* To explore into the socio-cultural deprivation of the students studying in rural elementary schools. The Sample of the study comprised of 13 headmasters, 26 parents, 65 students and 13 community representatives were selected from 13 schools running in the villages of Faridabad and Sultanpur Districts. *Findings:* (1) As regards building and accommodation it was found that only 5 schools out of thirteen had perfect buildings. (2) As regards library facilities, it was found that library facilities were almost nil in all the 13 schools. Newspapers, magazines and books related with the subjects were not available in any school. (3) As regards instructional devices, it was found that no proper instructional devices were available. Teachers were using only blackboard, a few charts and maps. (4) As regards furniture only 5 schools had chairs and tables for teachers, while in other schools even

teachers did not get proper furniture facility. (5) As regards games, sports and recreational facilities, it was found that there was no arrangement and equipment of games in any of the schools except volley ball and football. As far as recreational facilities were concerned only Dholak and Flute were found in 10 schools. Only 10 schools had a few dolls and toys which were also not up to the mark.

3. **Hukku, Sushma, 1994:** The study examines the sex bias in language and social science textbooks of upper primary stage. The upper primary stage language and social science textbooks were used for evaluation. Questionnaires, interview schedules and evaluation formats were used in the study. Content analysis was used in analysing the sex bias in the textbooks. *Findings:* (1) It was found that there were male and female disparities. (2) There was no proportionate representation of equality of status. (3) The English textbooks had more evidence of sex bias and stereotype image of women than those of Hindi textbooks. (4) The geography textbooks were mostly gender neutral.
4. **Sharma, S., 1994:** The study examines the influence of socio-psychological variables, like socio-economic status, dependence proneness, personality need patterns and attitudes towards working women on choice of career among students. It also attempts to study the problems of career decision after and before marriage among students. The sample included under graduate women students of Aligarh Muslim University covering of 350 students. *Findings:* (1) Socio-Economic Status and Attitude Towards Working Women emerged as significant predictors of career choice. (2) High SES group obtained higher mean on career choice as compared to average SES group. (3) The high and low SES groups differed significantly in their career choice. (4) Maximum percentage of women students believed that the career decision will be made after marriage.

(5) Dependence proneness and personality need patterns did not emerge as a predictor of career choice.

5. **Samanataray, Puspanjali and S. Patnaik, 1995:** It attempts to study the gender discrimination among the school students in the field of education. The present study was conducted in Rangailunda Block of Ganjam District, Orissa. Two high schools were randomly selected i.e., one from urban and one from rural area and both the institutions were co-educational. All the students were from Class IX and their age ranged from 14 to 16 years. Out of 100 students, 61 were boys and 39 were girls. Of the 61 males, 22 were from rural and 39 from urban areas and among 39 females, 17 were from rural and 22 were from urban areas. An interview schedule was used by the investigator to collect the data. The collected data were treated using chi-square. *Findings:* (1) On the whole 61 per cent of boys were sent to school, whereas in the case of the girls it was only 39 per cent. (2) Most of the students expressed no differences between boy child and girl child in the home environments of both societies, but however this feeling of differences was little more (38 per cent) in rural areas. (3) Seventy-eight per cent of urban students had expressed that they did not feel any difference between boys and girls in their classroom while 72 per cent of the rural students expressed no difference.
6. **Joshi, Shobhana V., 1997:** This study attempts to reveal the causes of female educational backwardness in rural areas in Beed District of Maharashtra. This study was conducted in three villages including the Taluka headquarters chosen from the nine Talukas in Beed District. *Findings:* (1) The poor economic condition of the parents in rural areas was the prime reason of female educational backwardness. (2) Parents in rural areas were negligent and against the female education. (3) The number of dropouts among the female school-going children

were high. (4) School-going girls were found interested to continue their studies, but they did not find school curriculum of their taste and liking. They showed their interest in languages, drawing, painting and games. (5) Parents wanted their daughters to be trained in housekeeping activities and restricted their study. (6) Inadequate educational facilities and shortage of female teachers were found to be the other main reasons for the dropouts of the school-going female children. There was also an attitude to consider female education as a pre-requisite to get them married. These families, which educate their daughters to find better bridegrooms, prefer their daughter-in-law to be less educated.

7. Shukla, S.K. and Agrawal, A., 1997:

This study attempts to examine the socio-economic status, intelligence, occupational aspiration, self-concept and academic achievement of Scheduled Castes' and non-Scheduled Castes' students. The sample of the study comprised of 225 Scheduled Castes' (150 boys and 75 girls) students of Class X from 14 aided secondary schools of Lucknow. *Findings:* (1) It was found that Scheduled Castes' (SC) students were low for socio-economic status as compared to non-Scheduled Castes' (non-SC) students. (2) No significant difference was found between SC and non-SC students in their level of intelligence. The same pattern was observed for SC and non-SC boys and girls. (3) The boys of both, SC and non-SC, had low level of self-concept as compared to their girl counterparts. SC boys were of low self-concept as compared to non-SC boys, though no significant difference was found in the level of self-concept of SC and non-SC girls. (4) The level of occupational aspiration of SC students were lower as compared to the non-SC students. The SC boys had low occupational aspiration in comparison to non-SC boys, though no significant difference in the occupational aspiration

level of SC and non-SC girls were found. (5) The level of academic achievement of SC students were lower as compared to non-SC students. Boys, both SC and non-SC, had low level of academic achievement in comparison to their girl counterparts.

8. Mukherjee, Chandra, 1997:

It attempts to study the gender bias in mathematics among school students. The sum of 770 students covering of 385 girls and 385 boys from 24-parganas who have taken 'achievement- cum-diagnostic test in mathematics' administered by Centre for Pedagogical Studies in Mathematics were randomly selected from Classes VI, VIII, and X. *Findings:* (1) Boys appeared to be higher achievers than girls in all the aspects of mathematics, i.e. knowledge, skills, understanding, application, arithmetic, algebra, geometry and total score. In all the three classes, i.e. Classes VI, VIII and X. (2) In particular, Classes VI and VII boys achieved significantly higher scores as compared to girls in all the aspects of the test, and (3) The difference between boys and girls were slightly less in higher classes, i.e. Class X..

9. Pal, G.C. and Natarajan, Chitra, 1997:

Present study is an attempt to find out gender differences and relationship on mathematics achievement and mathematics-related variables. The sample comprised of 210 boys and 116 girls of Class IV, selected from five rural (tribal) schools in Maharashtra and one urban school in the city of Mumbai. Of these, 132 were from rural schools and 194 were from the urban schools. *Findings:* (1) The gender differences in favour of girls on mathematics achievement and three of the mathematics concepts were found to be significant. (2) It was revealed that boys and girls did not differ on the support received from peer group and teachers. But the girls received significantly higher support from family members than boys. (3) No significant gender differences were noticed on mathematics attitude, perceptions of mathematics and liking

towards mathematics teaching. The girls, had comparatively more favourable attitude towards mathematics than boys.

10. Bauddha Vineeta, 1997: This study tries to understand the need of increasing educational facilities in slum area and also it analyses different matters of child labour. House hold survey method was used. And 100 families of slum area were surveyed randomly, interview with head of the family, and children of 6-14 years age. Observation of family life, structure daily routine work and customs, etc. were analysed. And also visited primary and upper primary schools to collecting data. Discussion with headmaster and teachers were also used to collect data. *Findings:* (1) The target of Universalisation in the age group of 6-14 years may not be achieved till now. (2) Operation black board has still not come into creation. (3) Hundred per cent enrolment as target was not completed till now. (4) A special educational component for 6-14 years children should be needed immediately for achieving the target.

11. Yamuna, T.V., 1998: It is an attempt to study intelligence of child workers and cohorts attending school and an exploratory attempt at educational intervention of child workers. Following systematic random sampling, 68 child workers from 38 industries were selected. *Findings:* (1) Majority of siblings of CWS worked as compared to siblings of cohorts, who attended school. (2) Parental compulsion and economic need were predominant reasons for joining jobs. (3) There was no significant difference between the sexes of the child workers and cohort in the remunerative workload performed by them. (4) Reasons for not attending school as put forth by the CWS were economic problems, disapproval by parents, disinterest and failure in school examinations. (5) There was no significant difference in pass along Test Performance Scores between the sexes, length of service and the three groups, and (6) Significant

difference was seen in the mean of IQ scores, between the CWS and Cohorts favouring the latter.

12. Kacharayil, Joseph, 1998: Present study is an attempt to find out the causes leading to educational backwardness of the Scheduled Caste and Scheduled Tribe pupils of Kerala. Sample comprised of 1968 SC and ST pupils of secondary level, 734 school teachers, 55 parents of SC and ST pupils and 45 social workers of various districts of Kerala. *Findings:* (1) High illiteracy rate of the parents, lack of job opportunities of the parents, poor wages of the parents, unemployment among educated siblings and coolie work were the socio-economic factors leading to the educational backwardness of the SC and ST pupils. (2) The involvement in traditional jobs, lack of public library facilities, poor exposure to mass media, the non-utilisation of the available media and lack of interest in reading among the pupils were the socio-cultural factor leading to the educational backwardness of the SC and ST pupils. (3) Lack of proper recognition from teachers, disapproval from teachers, disapproval and discriminating behaviour among peers and lack of proper parental attention were the psychological factors leading to the educational backwardness of the SC and ST pupils. (4) Lack of secondary schools in the vicinity of their home, insufficient home learning facilities, inadequacy of governmental financial assistance and lack of enough residential schools were the factors leading to the educational backwardness of the SC and ST pupils. (5) Pupil's irregularity in attendance, language disabilities especially in reading and writing their lessons properly, active involvement in extra-curricular activities, lack of interest in studies and unrelated curriculum affected their educational progress.

13. Nath, Samir, R., 1999: This study identified the level, pattern and determinants of enrolment in formal

schools of the graduates of BRAC's education programme. A sample of 1,259 children, who were graduated from Bangladesh Rural Advancement Committee (BRAC) schools in early 1995, were selected using cluster sampling procedure. *Findings:* (1) The enrolment rate of the graduates was satisfactory, (2) 85% of the graduates of BRAC's education programme were continuing their education in formal schools. (3) No gender variation in enrolment was found. (4) Graduates, who were younger in age, whose mothers had some schooling, and whose households were not eligible for BRAC membership were more likely to get further education in formal schools as to other groups. Availability of formal schools in their own villages was also found as a determinant of girl's enrolment.

- 14. Mishra, Ram Rajesh, et al., 1999:** This study attempts to identify problems and needs of adolescents in Madhya Pradesh. The study was conducted in various regions of Madhya Pradesh. The schools for study were selected by random sampling method. In random sampling name of different schools in Madhya Pradesh are selected one by one from the list provided. From each school students were randomly selected. Parents were also selected by random sampling methods from different areas. Teachers from different schools were taken as a sample. *Findings:* (1) Students in Madhya Pradesh literally need sexuality education. (2) The following responses to survey questionnaires attested to the student's need to improve their knowledge on adolescence, reproductive health and sexuality. Attitude on sex education and topics. (3) An overwhelming majority of students (87.6%) agreed to the necessity of sex education. (4) About two thirds of students felt awkward hearing talks on sex or discussing on their own body changes with their parents. More girls than boys were felt this way.

- 15. Perveen, Nuzhat, 1999:** This study attempts to reveal the relationship of mother's aspiration, involvement level with the scholastic achievement of their children with special reference to the educational status of the mothers. The sample comprised of 500 students studying in the seven government boys' and girls' senior secondary schools of South Delhi. *Findings:* (1) A close affinity was found between mother's aspiration level and child's scholastic achievement as well as the educational status of mothers and their involvement and aspiration level. (2) No close affinity could be found between mother's involvement level and child's scholastic achievement. (3) Involvement level of mothers was very high with the academic career of girls in comparison to boys. (4) A very close affinity was found between the educational status of mothers and their involvement level. Literate mothers of girls and boys were found comparatively highly involved than those were literate. (5) Mothers were found highly aspiring for the academic career of their children and a very strong association was found between the academic excellence of the child and mother's aspiration level. (6) Results could not exhibit much close affinity between the educational status of mothers and the scholastic achievement of their children.

1.3 Social Background and Similar Variables

- 1. Bapat, M.M. and Aspatwar, A.P., 1993:** The present study is an attempt to explore the nutritional status of pre-school and school children in slums of Bombay suburbs. The sample of the study comprised of 253 families from different slum areas of Bombay suburbs, which were selected at random. *Findings:* (1) It has been found that dietary and nutrient intake was low in these children. (2) Common illnesses were reported such as cold, cough, fever and worm infestation.

- 2. Chaudhary, M. and Kaur, Praveen, 1993:** The study attempts to understand the importance of family's role in development of moral values among children. The sample comprised of 100 rural male children of 12 years (+1 month) and their parents from four middle schools of villages namely Syadhwa, Mangali, Ludas and Shahpur in District Hissar. *Findings:* (1) Boys had a free access to TV and Radio. However, the reading of newspaper was limited only to 27 per cent boys. (2) As regards interfamily discussions the major topics reported by the respondents were family problems and moral values. (3) There was also lack of opportunity availed by parents to share their experiences of views with their children as they did not sit together even at meals. (4) The most disliked behaviour of children were found when they told lies, or when they stole. Less objectionable behaviours were quarrelling and disobedience. (5) The social behaviour component showed that parents did take their children along while going to religious places, for shopping or visiting the relatives' houses. (6) Vast majority of the children did not indulge in or enjoy stealing, being cruel to animals, be fooling others, shoplifting, complaining, others being scolding, plucking fruits, vegetables, flowers from others' field/country yard and breaking rules. (7) Majority of them got pleasure while giving food to others. However, the responses were not very favourable on aspects of realising mistakes, retaining others' articles. (8) The child's home environment had a positive impact on their moral value.
- 3. Kaur, Parveen and Kharb, Deepak, 1993:** Present study is an attempt to explore the creative abilities in children brought up in differential home, school and socio-cultural environment. Sample comprised of 144 students with an equal number of boys and girls in the age group of 10 to 12 years from the schools of Hissar District. *Findings:* (1) Urban schools were better than rural schools in terms of physical facilities, school activities and teacher's behaviour. (2) Children of urban schools had scored higher on all the four aspects of creativity than their rural counterparts. (3) A significant positive correlation between creativity and home environment was found. (4) Significant and positive correlation existed between creativity and socio-economic status.
- 4. Ramachandran, K.M., 1993:** The study attempts to identify social and familial variables which cause under achievement in Malayalam in secondary schools of Kerala. Using the stratified random sampling technique, 860 secondary school pupils were drawn from 9 Districts of Kerala. The sample comprised of boys and girls of rural and urban locale studying in different management schools with different levels of efficiency. *Findings:* (1) The boys and girls differed significantly in favour of boys on four social and familial variables which include family environment, parental educational level, parental professional level and socio-economic status. (2) No significant gender difference was found in Malayalam achievement scores. (3) Significant locale differences (rural and urban) existed in 6 social and familial variables which included parental educational level, family size, order of birth, socio-economic status, family culture and total family status. (4) There was no significant locale difference in Malayalam achievement.
- 5. Ameerjan, M. S. and Thimmappa, M.S., 1993:** The study designs to reveal the effect of the socio-economic level and caste affiliation of the subjects on their extraversion and neuroticism dimensions of personality. The sample of the study comprised of 470 students covering 104 students of Scheduled Castes and Tribes and Communities (BCT) and 190 Forward Castes (FC) from the first year students of different degree courses in the University of Agricultural Science, Bangalore. The age of the subjects ranged from 17 to 22 years.

Findings: (1) No significant differences existed among the subjects of different castes as well as SES with respect to their extraversion and neuroticism either due to their caste affiliation or socio-economic level. (2) It was found that the Scheduled Castes and Tribes subjects were socio-economically more disadvantaged group when compared to other caste groups, and did not differ significantly from others in respect of extraversion.

6. **Deka, Nishi Kanta, 1993:** It attempts to study the ethnic variation in female education and fertility in Barpeta District of Assam. The data came from a survey conducted in the year 1990 and information were collected from the specified ethnic groups drawn from different parts of the district. *Findings:* (1) Education of wife and age of marriage were found to be positively correlated in case of Tea labourers, the correlation being significant in case of Assamese and Bengalees. (2) The significantly low level of female literacy among the Tea labourers had no impact on the demographic aspect of the people. (3) Desire for the second child was found to be positively correlated with education of wife in case of all the four groups though insignificant in case of Assamese, Bengalees and Tribals. (5) Education of wife was found to have significant positive correlation in case of Assamese, Bengalees and Tribals while for Tea labourers it was found to be negatively correlated.
7. **Padhi, J.S., 1994:** It attempts to study the effects of socio-psychological environment of family on academic self-concept and achievement in science of junior secondary school students. The sample comprised of 291 students covering 187 boys and 104 girls studying in Class VIII in five different schools of Shahdol District of Madhya Pradesh. *Findings:* (1) 'Control' and 'Protectiveness' dimensions of home environment were positively and significantly related with both academic self-control and academic achievement in science. (2) 'Nurturance', 'rejection' and 'permissiveness' dimensions of home environment were negatively and significantly related with achievement in science whereas 'social isolation' was related with academic self-concept in science. (3) The homes of high academic self-concept students were controlled, protective, socially isolated and less permissive. (4) The homes of high achievers in science were controlled, protective, punishing, less nurtured, less rejected, and less permissive.
8. **Gill, Rippen and Kang, Tejpreet, 1995:** It attempts to study the relationship of home environment with different behavioural problems of pre-school children in urban and rural areas of Ludhiana District in Punjab. The study was conducted on 200 (100 urban and 100 rural) pre-school children and their parents. It was a purposive sample. *Findings:* (1) The withdrawn behaviour of urban children was found to be significantly and highly associated with poor home environment and social problem were also associated significantly with home environment. (2) Somatic complaints and aggressive behaviour were found to be significantly associated with home environment. Problems like withdrawn tendency, anxiety/depression, social problems, thought problems, attention problems of delinquent tendencies and other problems were not associated significantly with home environment. (3) It was found that the association of urban family size with different behavioural problems of pre-school children was significantly high. Whereas thought problems and other problems were found to be non-significant.
9. **Sobha, I.R. et al., 1995 :** It attempts to study the problems faced by girl students in women's polytechnics. The sample comprised of 58 students of Diploma in Pharmacy, 71 students of Diploma in Electronics and Communication Engineering and 34 students of Diploma

in Computer Programme and Commercial Practice of Sri Padmavati Women's Polytechnic. *Findings*: (1) Irrespective of the nature of the technical course, all students faced financial problems in their education. (2) Majority of the students had stated infrastructure facilities to be of least hindrance to their education. (3) Around 57% students expressed psychological problems to be a moderate problem. (4) Administrative problems were expressed to be a moderate one by 65% of the students. (5) More than 65% of the students indicated personal problems to be moderate. (6) Interaction with teachers, medium of instruction, non-existence of guidance and counseling, difficulty in procurement of textbooks in the market, absence of follow up of the laboratory experiments and lack of prescribed textbooks for the courses were associated problems for the students in all three courses.

10. Eswaraih, G., 1996: The location of the study was Integrated Tribal Development Agency (ITDA) of Rampachodavaram of East Godavari District of Andhra Pradesh. The Tribals living in this ITDA were Konda Reddy, Koya Dora, Valmikis, Konda Kammara and Konda Kapus. The data was collected in 20 villages selected at random level. Out of 20 villages, there were 10 remote and 10 road side villages. Households were enumerated in each village to get data on socio-economic variables. 587 family data were collected from the 20 villages, 94 parent schedules, 115 student schedules, 18 school teachers and two ashram school students were covered under the study. *Findings*: (1) Seventy five per cent of the parents wanted to educate their children for higher studies so that jobs could be secured for their children. Around 25 per cent of the parents were aware of reservations in education and job while they also informed that only half of the teachers attended schools regularly. (2) Most of the high school students had knowledge of

government reservations for them in education, training, jobs and promotions. Many students opted for higher studies and most of them faced difficulties in English, Mathematics and Science subjects. (3) In remote villages, the teacher-student ratio was 1:20 while in other places it was 1:40. Teachers suggested the following ways for improvement which included; hostel for each school, repeated coaching, construction of schools and hostels with all the infrastructure and filling up of teachers' posts. (4) Dropouts were high after high school stage. Much absenteeism among students were seen during sowing and paddy seasons, festivals, ceremonies and illness while 25 per cent of the children in the age group 1-15 years were engaged in child labour. (5) Due to lack of extension activities, agriculture and animal husbandry could not make progress. Menace of wild animals, lack of irrigation facilities, kucha roads, etc. were some of the impediments that were faced by the Tribals. Size of Tribal families was high, the Tribal population was growing at a rate of 3 per cent per annum with the percentage of child population (less than 15 years) being 40 per cent, while 80 per cent of the houses were kucha, only 19 per cent had electricity supply. Only 1/5 of the respondents got loans (from the GCC banks and voluntary bodies) in the last five years. 61 per cent of the Tribals were engaged in agriculture and forest labour while income of the families lay between Rs.201-800 per month. (6) Problems of students were that they were either overage, underage, low primary school standards which continued till high school, low attendance at class and low performance at tests. Crowding of classrooms could be prevented to a great extent by the dedicated teachers who could stay in villages to motivate parents and children. (7) The suggestion measures included recommendation of parent health check-ups, orientation on health education, prevention of diseases and

elementary medicine, vocational courses from Class VII onwards, and orientation on resources and development. (8) The problems of never schooled, dropouts and child labour could be prevented to a great extent by the dedicated teachers who could stay in villages to motivate parents and children.

- 11. Mathiyalagan, N., 1996:** This study is an attempt to understand the relationship between television and children with an emphasis on parental control and mediation of children's television viewing. A sample of 397 parents and their children in Grades VI and IX were selected from six schools in Madras. *Findings:* (1) Older children perceived more parental control and mediation when compared to younger children. (2) Parental control and mediation for boys was more than for girls. (3) Children from middle income families perceived more parental control and mediation than children from high and low-income families. (4) There was more parental control and mediation level in families where the parents' educational levels was high. (5) Children of professionals and higher-grade employee perceived more parental control and mediation when compared to children of businessmen and lower grade employees. (6) There was a significant relationship between children's and their parents' perceived parental control and mediation levels.
- 12. Gyanani, T.C. and Gupta, M., 1996:** The present study was carried out to study the problems and their effect on the academic achievement of the backward class students in relation to their educational generation gap. Sample comprised of 100 backward class students (50 first generation learners and 50 onward generation learners) studying in Class XI from Farukhabad District. *Findings:* (1) First and non-first generation learners did not differ in the academic achievement. (2) Two groups were differed in their adjustment with problems related to the school work and problems related to the curriculum and teaching. (3) The problems of the backward class students did not have any significant effect on the academic achievement of first generation learners group, the various problems had significant effect on their academic achievement.
- 13. Aneja, Anju and Kaur, Praveen, 1997:** The present study tries to assess the opinion of the urban youth towards family decision-making. The sample of the study comprised of 400 boys and girls studying in all the three academic years of graduation from co-educational and non-co-educational institutions belonging to Hissar City, were selected through random selection method. *Findings:* (1) It was observed that the majority of the male and female respondents disagreed on six factors with the attitude of adolescents towards family decision-making. (2) Majority of the respondents agreed on discussing all plans with family members. (3) Majority of the respondents strongly disagreed on women's interference, which resulted into unfortunate family decisions.
- 14. Roychaudhury, Paromita and Basu, J., 1998:** It is an attempt to study the impact of parent-child relationship on the school achievement and adjustment of adolescent boys. The sample consisted of 105 boys studying in Class VIII of two government schools of Calcutta. Their age ranged between 13 to 14 years. *Findings:* (1) Intelligence scores were highly related to achievement and moderately to emotional and social adjustment in school. But these were unrelated to educational adjustment and any of the parenting dimensions. (2) Partiality effect of the intelligence did not alter much the nature of the relationship between parenting and adjustment in school. (3) Fathering seemed to have negligible impact in case of school adjustment. The style of mothering was, here, the most salient factor.
- 15. Nair, P.V. and Bindu, T.V., 1998:** This study is an attempt to reveal the

association between certain demographic variables like sex, locale, age, order of birth, caste and discrepant achievement in six school subjects of secondary school pupils. The sample comprised of 879 pupils studying in Class IX of the schools in Kerala. Proportionate stratified sampling giving representation to sex, locale, type of management of institution were used for the selection of the sample. *Findings:* (1) The incidence of discrepant achievements were different in different school subjects. (2) Sex of pupils were found to be associated with discrepant achievement in social studies and mathematics. (3) Locale was associated with discrepant achievement in Malayalam, English, and Social Studies. (4) Order of birth and caste were not found associated with discrepant achievement in any of the six school subjects taken up in the study.

- 16. Chattopadhyay, M.K., 1998:** The study attempts to examine the level of academic achievement and motivational intensity for learning and achievement of Scheduled Castes school students of West Bengal in comparison with Non-Scheduled Castes students. The sample comprised of 400 SC students and 400 other students from Bengali medium secondary schools of Classes VIII and X under the West Bengal Board of Secondary Education, situated in the districts of Hooghly, 24-Paraganas and Nadia, which contained good proportions of both SC and other students. *Findings:* (1) The SC student's group of Class VIII had significantly lower scores on all the four tests as compared to the other students' group. (2) The SC students' group of Class X had significantly lower scores on all the four tests as compared to the other students' group. (3) The SC students of each of the Class VIII and X did not differ significantly from other students of the same grade on knowledge, understanding and application ability of basic algebra. (4) The SC students of Class X were superior to the SC students of Class

VIII on the measure of motivational intensity for learning and achievement. (5) Other students of Class X were superior to the other students of Class VIII on understanding and application ability of basic algebra and motivational intensity for learning and achievement. (6) There was no significant difference between Scheduled Caste secondary school students of Class VIII and Scheduled Caste secondary school students of Class X on the measures of knowledge, understanding and application ability of basic algebra. (7) There was no significant difference between the other secondary school students of Class VIII and other secondary school students of Class X on the measure of knowledge of basic algebra.

17. Koreswara, M.N. and Reddy, B.R., 1998:

The present study attempts to find out the influence of sex, class, locality and region on reading achievement of high school students. A sample of 1296 subjects (equal number of boys and girls) studying in Classes VIII, IX and X among 18 high schools of Andhra Pradesh were selected. *Findings:* (1) Girls were better than boys in reading achievement. (2) Class as a variable affected reading achievement. Subjects of X Class were found to be far better than that of VIII and IX Class subjects. (3) There was locality influence on reading achievement subjects of residential schools performed better than subjects in rural and urban areas. (4) Region and locality have no significant influence on reading achievement of high school subjects.

18. Agarwal, Rekha and Kapoor, M., 1998:

This study attempted to reveal parents' participation in children's academic activities. A sample of parents of 42 children studying in Classes II-V from one primary school of Ghaziabad city for the study. *Findings:* (1) Parents giving direction and guidance at appropriate time contribute towards the better performance of their children in school. (2) Intrusiveness in parents' participation in their academic

activities did not significantly influence children's academic achievement. (3) Parents' neglect and ignoring children's academic activities in relation to their achievement was not conducive for better performance. The study contains eleven references.

19. Trivedi, Sudha, 1999: This study attempts to explore the effect of mother's education on the vocational interest of their children. For the purpose four groups were made, viz. (a) boys of educated mother; (b) girls of educated mothers; (c) boys of uneducated mother, and (d) girls of uneducated mother and tested on ten different vocational fields. *Findings:* (1) The boys of educated mothers were more interested in making household vocational field, their means of livelihood by adopting job of home-manager and expert in cooking in the absence of any other job. No differences were found in the remaining fields such as commercial, agriculture, social, artistic and executive, etc. (2) In case of girls, differences were found as the girls of educated mothers were more interested in the executive, artistic and social fields. (3) Boys of educated mother and girls of educated mothers were found significantly different in commercial, agricultural, artistic, social and household fields. (4) Boys of educated mothers had more interest in commercial, agricultural field whereas girls of educational mothers in artistic, social and household fields. (5) In case of boys of uneducated mothers and girls of uneducated mothers significant differences were found in commercial, artistic, agricultural and household fields.

20. Mohammed, Ahmed Raji, 2000: A comparative Analysis of Participation of Boys and Girls at Secondary and Higher Secondary Levels: In Charari Sharif Zone of District Budgam, Jammu and Kashmir. Questionnaire comprising three parts, one each for student, teachers and parents were devised. In each institution 33% of students, 100% teachers teaching secondary and higher secondary classes

together with 50% parents of those students selected for the study formed the basic bench mark data of the study. The students and the parents were chosen by simple random method of selection. *Findings:* (1) The society was mainly agrarian and economic condition of majority of people were sound. So this was not a reason for dropouts of girls. (2) Involvement of girl child in domestic choices was one reason for their absenteeism. (3) The lack of female teachers have rendered the existing 10 education system a farce, as far as enrolment of girls in such institution was concerned. In absence of female staff, the girls hold back from making best use of school facilities. (4) Lack of community participation for making teaching-learning process in schools relevant and effective. The high illiteracy among the parents robs them of from appreciating the benefits of education. Such parents send their babies to the schools with the only purpose of finding a suitable Government job, after attaining education up to a particular stage. While as contrast of it was true in the case of girl students. The parents feel that investment on the education of girl child may not be beneficial to parents.

1.4 Attitudes, Values, Personality, Motivation and other Psychological and Social Variables

1. Devi, Batani and Kohli, Tehal, 1993: The present study examines the effectiveness of different behaviour modification techniques on aggressive pre-school children. Twenty pre-school children with age-range 3-6 years were going to Anganwadi in U.T, Chandigarh had included in the sample. *Findings:* (1) All the three behaviour modification techniques had adopted successfully and significantly reduced aggressive behaviour. (2) TO was found to be more effective than DRO and combination of DRO and TO were found superior to TO or DRO alone.

- 2. Chunawala, Sugra and Pradhan, H.C., 1993:** It attempts to study the attitudes of students towards school subjects as well as to study the perception of teachers about the students' attitudes. The sample of the study comprised of 411 students covering 224 males and 187 females of Class VII from six schools of Mumbai. Further, 112 teachers covering 92 females and 20 males belonging to different schools also served as sample. *Findings:* (1) It was found that the students' liking of subjects, feeling that a subject was easy or not and the new ideas generated by subject were highly correlated. (2) Both the boys and girls held same attitudes towards their school subjects. (3) Both teachers and students held similar level of attitudes with respect to mathematics, Marathi, English and civics. While there was some disagreement with respect to geography, history, science and Hindi, and (4) Students considered the usefulness of a subject to be an independent category while teachers considered easiness of a subject to be a relatively independent category.
- 3. Sinha, R.K. and Bhargava, Rajni, 1993:** It attempts to reveal the effect of deprivation on students perception of socio-emotional climate in educational institutions. The study was conducted on 200 male and female students of Classes X and XI belonging to government, private and missionary high schools of Chhapra (Bihar) and Dehradun (U.P.). These schools were fairly representative of various dimensions of the organisational (socio-emotional) climate. *Findings:* (1) A comparative picture of the deprivation level of the students of different schools clearly indicated that different types of schools differed in their deprivation scores. (2) The effect of deprivation on student perception of social climate had mostly been found significant. (3) Different components of deprivation had shown significant effect on student perception of socio-emotional climate. (4) As regards the relationship between perception of socio-emotional climate and the different components of prolonged deprivation it was found that in most of the cases for all types of schools, no significant effect was obtained.
- 4. Parimala, K. and Raja Ganesan, D., 1993:** It aims to survey the attitude of college students towards self-employment and also to identify its possible correlates. The sample consisted of terminal year women students in the graduate and post-graduate courses in women's colleges in Madras city. Twenty students from 5 colleges in Madras from various disciplines like B.A., B.Sc., B.Com., M.Sc., and M.Com. were chosen by quota sampling method. *Findings:* (1) The sample, by and large, had a favourable attitude to self-employment. (2) The number of students who were willing to take to self-employment was greater than those who were 'undecided' and 'unwilling' in all the colleges. (3) The post-graduate students' prima facie evinced a more favourable attitude to self-employment as compared to the undergraduates. (4) The differences between the undergraduate and postgraduate students were not statistically significant. (5) As regards parental occupation, more students whose parents were in paid employment had a favourable attitude towards self-employment whereas students whose parents were self-employed as a group had a less favourable attitude towards self-employment. (6) The caste factor seemed to influence the attitude to self-employment, among toward, backward and most backward castes. The forward caste students attitude to self-employment was more favourable followed by the BC students and the least were MBC students.
- 5. Rongali, S.P., 1993:** This study explores the relationship between adjustment, social integration and achievement of residential school children. The sample comprised of students of Andhra Pradesh Residential schools and APSW Residential schools of Visakhapatnam, Vizianagaram and

Srikakulam Districts of Andhra Pradesh. *Findings:* (1) There was no significant relationship between adjustment and social integration. (2) Adjustment, achievement and social integration were significantly related. (3) There was a significant and negative relationship between adjustment and social integration of students of Andhra Pradesh Residential schools. (4) There was a significant and positive relationship between adjustment and achievement of students of Andhra Pradesh Residential schools for general and Andhra Pradesh Residential schools for boys. (5) There was a significant and positive relationship between social integration and achievement of students of Andhra Pradesh Residential schools and APSW Residential schools. (6) There was a significant and negative relationship between social integration and achievement of students of Andhra Pradesh Residential schools for general and Andhra Pradesh Residential schools for girls. (7) In terms of adjustments, achievement and social integration, there were significant differences between Andhra Pradesh Residential schools and APSW Residential schools. (8) Boys and girls differed significantly on adjustment, social integration and achievement. (9) There were significant differences among Scheduled Castes, Scheduled Tribes and other castes in respect of adjustment, social integration and achievement.

6. **Sundararajan, S. and Rajasekar, S., 1994:** It is an attempt to study the extent to which the professional and non-professional college students are favourably disposed towards manual work and also to examine if there is any significant difference between any two categories of college students in respect of their attitude towards manual work. Two hundred and sixty seven college students from the Department of Agriculture, Department of Engineering, Dental College, Department of Botany and Department of Zoology in the Annamalai University in

Tamil Nadu were formed as the sample of the study. Random sampling technique was used in the selection of the samples. *Findings:* (1) There was significant difference between the men and women students in respect of their attitude towards manual work. (2) There was no significant difference between the Forward Community (F.C.) and the Backward Community (B.C.) students in respect of their attitude towards manual work. This difference was significant between the F.C. and the Scheduled Castes (S.C.) and between the B.C. and the S.C. students. (3) Only the agriculture students differed significantly from the Engineering students and also from the M.Sc. students in respect of their attitude towards manual work, and (4) There was no difference at all between the professional students taken as a whole and the non-professional students taken as a whole. And also there were no differences among the non-professional students in respect of their attitude towards manual work.

7. **Jahan Ara, Jabeen, 1994:** The attempts to reveal the perceptions and aspirations of women students studying in two women's colleges of Srinagar and Kashmir University. The sample of the study comprised of 535 graduate, postgraduate and professional courses women respondents who were selected by adopting random sampling method. *Findings:* (1) It was found that very little variations were noticeable in the perception and aspirations of the respondents hailing from graduate classes representing different faculties. (2) There existed slight variations in the perceptions and aspirations of the respondents hailing from post-graduate classes; but the significant variations were not noticed as regards the chi-square value. (3) With regard to the perception and aspirations of the students represented different professional courses of studies revealed that very little variations were visible. (4) With regard to percentage-wise analysis the students hailing from

different economic backgrounds held different perceptions and aspirations. (5) With regard to percentage wise analysis the variations were noticeable in the perceptions and aspirations of the respondents hailing from different parental educational backgrounds, and (6) The value of critical ratio with respect to economic, social, political and educational categories indicated significant variations in perceptions and corresponding aspirations of the respondents. However, no significant variation was noticeable as far as the religious perceptions and aspirations of the respondents were concerned. With regard to chi-square values it indicated that there were some significant variations in the perceptions and aspirations of the respondents.

- 8. Nagtoda, Kiran, K., 1994:** The present study is an attempt to compare the attitude and personality of Vidarbhan women studying and working in medical, law and educational fields. The sample comprised of 255 students from medical college, 175 from law college and 335 from B.Ed. college. *Findings:* (1) The self-concept of women in these three fields about educational status was found to be higher. (2) It has been found that the feeling of educational status, self-concept, mental satisfaction and intellectual capacity of women in these fields were of a higher degree. (3) Their concepts about the habits and behaviour were quite same and higher. (4) Women of medical branch had given much more importance to theoretical, economical and social value while the women of law faculty had given more importance to legal, social and political value and the women from educational training branch had given importance to theoretical, political and social value. (5) The women of medical and law branches had given most importance to theoretical value and the least to religious and aesthetic value.
- 9. Pal, G.C., 1994:** This study addressed the problem of socio-psychological co-variables

of perceptions and attributions of unemployment among graduates. The sample comprised 640 final year graduates selected from two contexts metro (Delhi) and non-metro (Western Orissa) and two course-professional (medical and engineering) and non-professional (biology and non-biology) students. *Findings:* (1) The non-professional graduates were threatened more by unemployment situation whereas unemployment exerted similar experiences for metro and non-metro, and males and females. (2) Feeling of alienation determined one's perceptions and attribution of unemployment to a greater extent. (3) The attributional bias that success is attributed to internal factors and failure to external factors may not always be true. One becomes biased processor of attribution when attributions involve 'ego-evaluation'. (4) The non-metro, non-professional and female graduates blamed external factors as responsible more for unemployment and felt more alienated than metro, professional and male graduates respectively.

- 10. Chandrakumar, P.S. and Arockiasamy, S., 1994:** This is an attempt to study the gender difference in value orientation of the degree course students in Tamil Nadu. The sample consisted of 1,050 undergraduate students from various colleges of Madurai Kamaraj University who were selected randomly. There were 691 boy students and 359 girl students. Out of the total sample of 306 students were from 1st year, 372 were from 2nd year and 372 were from 3rd year. *Findings:* (1) The female students had little better value orientation than the male students. The mean score for all the items for the female students were little higher than the male students. Both the male and female groups had shown a very moderate preference for certain values. (2) Gender did not influence the Value Orientation of the college students. The values preferred by both the male and female students mainly were love, ambition and honesty. (3) There was no consistency

in the preference and values being students in all three years.

11. **Amalraj, A., 1994:** This study attempts to analyse the methods which can promote personal values among Elementary level of education. Textbooks prescribed by the Tamil Nadu Textbook Society for Classes VI to VIII in the schools of Tamil Nadu were selected for the purpose. The textbooks were content analysed for selected value categories. *Finding:* The units in physics in the science textbooks for Classes VI to VIII promotes Intellectual and Personal values but does not promote Social, Economic and Aesthetic values.
12. **Kothari, Saroj, 1994:** It is an attempt to study the impact of religion upon development of moral concepts. A sample of Class VII students were selected for the present study. These students were sampled through stratified random sampling technique. The sample included 833 boys and 416 girls. *Findings:* (1) The students belonging to different religious groups differed significantly from one another in respect of morals like duty, truth, responsibility, judgement, sympathy, obedience, helpfulness and overall moral. (2) The students belonging to different religious groups did not differ significantly from one another in the case of morals like discrimination between good and bad, respect and honesty. (3) On an overall moral concepts it was found that the Hindu, the Jain and the Muslim groups differed significantly in favour of Jain group.
13. **Ujjwalarani, M.V. and Kumari, B.S., 1994:** An attempt is made in the present work to study the effect of age and sex on pupils' perception of their teachers. The sample of the study comprised of 500 pupils covering of 300 boys and 200 girls, ranging in age from 10 to 15 years, from three randomly selected high schools of Tirupati Mandal in Andhra Pradesh. *Findings:* (1) It was found that all the respondents, irrespective of age and sex, like the teachers who taught well. (2) All the respondents of age group 13 to 14 showed higher preference to the teachers who cared and loved them and provided general knowledge along with teaching. (3) No significant sex difference was found except that girls showed higher preference than boys to a teacher who understood their mistakes with kindness. (4) Most of the pupils irrespective of age and sex showed distinct disliking towards the teacher who was always serious, irregular in coming to classes, ill-treated and beat children, didn't clarify the doubts of the pupils and made them to do his personal work. (5) The older male pupils showed more dislike towards the teacher who was partial than their girls counterparts, and (6) It was observed that from a very early age both boys and girls had clear ideas regarding a teacher who was to be liked or disliked and those ideas gave a portrait of an ideal teacher. Irrespective of sex differences, pupils of all age groups longed for a teacher who was good in teaching, sincere in his duties and cared for them.
14. **Dhanda, Bimla and Nath, M., 1994:** The study examines the attitudes of high school boys towards life and humanity in relation to socio-economic status. The present study comprised of 200 boys of Classes IX and X were drawn from three rural high schools of District Hissar of Haryana State. *Findings:* (1) It was found that the attitude of boys towards life and humanity were unfavourable. (2) The association of 'socio-economic variables' with attitude of boys towards life and humanity were not significant. (3) 'Occupation of parents' were found to be an important determining factor in attitude of boys towards life and humanity. The percentage of students from service groups decreased with decrease in attitude score. But this trend was reversed in case of farming occupation and caste. (4) As regards the 'education of fathers' of boys, there were no impact on the attitude of boys towards life and humanity. (5) With regard to the land holdings, there were a significant association implying that the

respondents of middle status with regard to land holdings had more knowledge about life and humanity than those from high and low groups. (6) The material possessed was unfavourably associated with attitudes of boys towards life and humanity. (7) The 'type of family' and the attitude of students towards life and humanity had no significant association.

15. Sharma, Khem Raj, 1994: It attempts to study the educational attitude of tribal students in comparison to non-tribal students. The sample comprised of 380 tribal and non-tribal students who were studying in Class IX, X and XI covering both boys and girls. *Findings:* (1) On educational attitudes of three groups it was found that they differed significantly on sex and caste of students. (2) On educational attitude the three groups were also differed significantly on caste and religion factors. Further, it was found that the caste and religion of students contributed around 6 per cent of the variance. (3) The educational attitudes of three groups were on the basis of the caste and family size, as well as caste and family education, they were also found to differ significantly. (4) On educational attitude of three groups were on the basis of caste and parental occupation the 'F' ratio was found to be significant, and (5) On educational attitudes of three groups were based on caste and family income, as well as on caste and class and they were found to differ significant.

16. Padhi, J.S., 1994: This study attempts to find out the attitude of students towards science classrooms and also tries to find out the environment of science classrooms in Orissa. The sample comprised of 200 students of Class IX of different types of high schools of Orissa, i.e. Navodaya Vidyalaya, Kendriya Vidyalaya, government schools and private schools. They were selected through stratified random sampling. The schools were located in urban and rural areas and one class of each school was selected randomly.

Findings: (1) significant relationship was found between science classroom environment scores and attitude towards science scores of high school students. (2) Boys and girls differed significantly with respect to their attitude towards science. (3) Personalisation and participation dimensions influence students' attitude towards science.

17. Anjuli, 1995: This study tries to find out the important traits of personality of Dalit Students in Uttar Pradesh. A random sample of 400 Dalit students in the age range of 14 to 18 years from 10 schools of Barabanki District of Uttar Pradesh were taken for the study. *Findings:* (1) Majority of the Dalits does not have any negative traits. (2) Money is the main obstacle in the way of Dalit students' progress. (3) Lack of capital and lack of training were the major factors, which were obstructing conservatism and gambling as major evils. (4) Dalit students prefer socialism and elimination of discrimination on the basis of castes.

18. Verma, B.P., 1995: The present study attempts to understand whether Scheduled Castes and non-Scheduled Castes students differ significantly with regard to their personal values. The sample of the study comprised of 120 students studying in Class XII in four senior secondary schools of District Sirsa (Haryana). Out of these 60 students belonged to Scheduled Castes and rest belonged to non-Scheduled Castes. *Findings:* (1) Non-Scheduled Castes male students had significantly more inclination towards economic, hedonistic, power and family prestige. (2) Non-Scheduled Castes female students received significantly more mean score on aesthetic, economic knowledge, hedonistic power and health values than Scheduled Castes female students. (3) Among the Scheduled Castes, male students had more social and knowledge values, and female students possessed more family prestige value. (4) Among the Non-Scheduled Castes,

females had greater mean score on religious, aesthetic and knowledge values as compared to male students.

- 19. Sahoo, F.M., 1995:** This study attempts to explore the situation of helplessness of Scheduled Caste and Scheduled Tribe School Students. Respondents of this study were selected from schools in and around Nilgiri Hill areas of Balasore District in Orissa. From a large number of high schools, a number of students proportional to the total students' strength were randomly selected from each school. Proportionality was maintained with respect to sex ratios as well as SC/ST groups with general students population. Seven hundred and thirty six students (414 boys and 322 girls) were covered in this study. Four hundred students (208 boys and 192 girls) were from general category, and 171 (110 boys and 61 girls) were from ST category. *Findings:* (1) Teachers showed higher expectation from girls' inactivity domains such as students' independent study in class, academic discussion with friends, and seeking information for optional subjects. Only with respect to career consultation, teachers indicated higher expectation from boys than from girls. No difference was shown with respect to other activities. (2) No difference was shown among teachers of three categories so far as their expectation from general, SC and ST students were concerned. The statistical tests did not reveal significant difference across groups. (3) Analysis of variance did not indicate significant group difference on any of the factors (negativistic attitude, autonomy orientation, acceptability of the helpless student, tolerance, and emphasis on effortful). (4) Analysis of variance did not indicate significant group difference of any of the factors (independence training, responsibility training and leniency). (5) Teachers of ST students tended to indicate greater leniency than teachers of SC students, while teachers of SC students tended to show greater leniency than

teachers of general students. (6) Teachers of three groups expressed similar level of positive perception. (7) Girls were more helpless than boys, in view of this, greater degrees of internality, stability, globality for explaining bad events were also observed. (8) SC students as a vulnerable group exhibited greater helplessness and internal, global and stable factors of explaining bad events and failures. (9) Girls scored higher than boys, SC students scored higher than ST and general students. Learned Helpless (LH) participants showed greater insidious attributes compared to mastery oriented (MO) students. (10) SC students indicated greater globality than general and ST students. Furthermore, there were significant effect for orientation - LH students exhibited greater globality than MO students. (11) Helplessness were positively related to internal global and stable dimensions of explaining bad events and stable dimensions of explaining bad events whereas helplessness were negatively associated with internality, globality and stability of explaining good events.

- 20. Bhargava, Mahesh and Sharma, A., 1995:** This study attempts to reveal the Scholastic attainment and career maturity in case of students. The sample of 80 students (40 high achievers and 40 low achievers) based on their total scores obtained at the high school, Uttar Pradesh Board examination. Maharaja Agrasen Intermediate College of Agra was selected for the study. *Findings:* (1) High and low achievers did not differ significantly in career attitude. (2) High achievers and low achievers showed significant differences in total career competence as well as competence in self-appraisal, occupational information, planning and problem-solving. (3) Low achievers showed better competence in goal selection.
- 21. Benno, Michael, A., 1995:** The study examines various correlates of academic achievement (AA) including achievement

motivation (AM), school adjustment (SA), personality adjustment (PA), gender, birth order, socio-economic status, generation, family type, family size and region among Scheduled Caste Students (SCS). *Major Objectives:* (1) To analyse the level of AA, AM, SA, and PA of the SCS in the Union Territory of Pondicherry; (2) To understand the relationship between AA and other educational variables i.e., AM, SA, and PA. (3) To find out the relationship between AA and background variables i.e. gender, birth order, SES, generation, family type, family size and region, and (4) To find out the predictors of academic achievement among the independent variables namely AM, SA, PA, SES, generation, family type, family size, gender, birth order and region. The sample comprised of 604 Scheduled Castes students of Class X representing Karikal and Pondicherry regions of the Pondicherry. *Findings:* (1) Significant differences were found between Scheduled Castes students grouped on the basis of certain independent variables i.e., achievement motivation, school adjustment, region, birth order, SES, and generation on their academic achievement. (2) The Scheduled Castes students grouped on the basis of their adjustment, gender, family type and family size did not differ on their academic achievement. (3) Out of the ten independent variables selected for the investigation the results of the stepwise multiple regression analysis have identified six variables as significant predictors of academic achievement which include, achievement motivation, school adjustment, socio-economic status, generation, gender and region.

22. Panda, Bhujendra Nath and Samal, M.C., 1995: This study compares the personality and academic achievement of adolescent daughters of working and non-working mothers. The sample of the study comprised of 120 adolescent girls, studying in Classes VIII, IX and X selected randomly from high schools of Bhubaneswar. Out of which 60 belonged

to working mothers and 60 belonged to non-working mothers. *Findings:* (1) There existed a significant difference between adolescent girls of working and non-working women in relation to extraversion. (2) It was found that daughters of non-working mothers were more anxious and emotionally tense than the adolescent daughters of working women. (3) The daughters of working women were found to be tough-minded, aggressive and chronic as compared to the adolescent daughters of non-working women. (4) The daughters of working and non-working women were found to be equal in the academic achievement in the subjects like language (Oriya), Sanskrit and social studies. (5) It was also found that there existed a significant difference in daughters of working and non-working mothers in the subjects like mathematics, science and English.

23. Pradhan, Nityananda, 1995: It aims to study the vocational interest of higher secondary girl students in relation to their stream of study. The sample of the study comprised of 150 girls (75 Arts, 54 Science and 21 Commerce) studying in higher secondary classes of three colleges, situated in Urban Puri (Orissa). Incidental sampling technique was followed in selection of the subjects. *Findings:* (1) There was significant difference among higher secondary girl students studying in Arts, Science and Commerce streams with regard to their interest in literacy, scientific, social service, artistic, constructive and home management activities, and (2) There was no significant difference among higher secondary girl students studying in Arts, Science and Commerce streams with regard to their interest in outdoor, mechanical, persuasive, clerical, administrative and teaching activities.

24. Padhi, J.S., 1995: It attempts to study the influence of creativity on academic performance. The sample comprised of 636 students covering 379 boys and 257 girls studying in Class IX in 15 schools (8 urban

and 7 rural) in Orissa. *Findings:* (1) Creativity was found to be significantly and positively related with achievement in all the five subjects, (2) High creative students were found to be superior in achievement in comparison to low creative students.

- 25. Sahoo, P.K. and Mallick, P., 1995:** The present study is an attempt to assess the attitude of primary school children towards ETV. The sample comprised of 90 students, 45 each from Class III and V. Self-constructed Attitude Scale and Technology Acquaintance Scale were used to collect the data. *Findings:* (1) There was no significant difference between the mean attitude scores of upper primary and lower primary stage students. (2) Technology acquaintance had significant effect on attitude of students towards ETV. (3) Sex background of students had significant effect on attitude towards ETV.
- 26. Taj, Haseen and Rekha S., 1995:** This study attempts to reveal the importance of value-oriented activities in School level to develop national integration among children. A sample of 164 boys and girls were selected from four private unaided English medium schools to control the effect of type of school management and medium of instruction in addition to controlling the effect of other chosen intervening variables, i.e., SES, intelligence, social-maturity and academic achievement, on the dependent variable (post-test performance). The present study used the randomised control group post-test only design. This design had two groups, the experimental and control group. Eighty two students in control group and the same number in experimental group were equated on intelligence, socio-economic status, social maturity and academic achievement. The activities designed and adopted included Discussion, Role play (for boys and girls separately), Drama, Community singing, National Anthem, Model making, Cultural activity, Dance and Costume representation and the control group were not exposed to it. *Findings:* (1) There was a significant difference in the level of performance of the experimental and control group students of Class VII in the post-test. (2) There was a significant difference in the level of performance of the experimental and control group boys and girls in the post-test.
- 27. Sahoo, K.C. et al., 1995 :** It attempts to study the perception of university students of Devi Ahilya Vishwavidyalaya about their existing secular value. The sample of the study comprised of 225 students of different schools of D.A.V.V. Indore, who were selected purposively. *Findings:* (1) Secular value was practised among an average number of university students of DAVV, Indore. (2) Practice of neutral secular value was average in number among the university students. (3) Negative secular value was practised by a less number. (4) The scientific and humanitarian secular value was practised by a high number. (5) The practitioner of moral and spiritual secular value was also found high among the university students.
- 28. Barot, Urbashi, 1995:** It attempts to study the attitude of undergraduate college-going students towards English-language teachers and teaching. The studies were conducted on a sample consisting of 85 male/female students of other faculties randomly selected from 11 colleges of Jabalpur and 90 male/female English-medium students and 90 male/female Hindi-medium students randomly selected from these colleges. Self-made questionnaire to measure attitudes and interviews with students were used to collect data. *Findings:* (1) Students of science faculty had a more positive attitude towards English-language teaching and towards their teachers. (2) Attitudes towards English language teaching among English medium and Hindi medium were highly significant in favour of the former group, while there was no significant difference between English medium and

Hindi medium students in their attitudes towards English teachers. (3) Based on the interview it was found that while the overall attitude towards English in all groups was certainly not unfavourable, and in many cases quite positive, it was clear that students of all faculties and both media of instruction were not happy with their teachers nor with the way they were taught.

29. Ranu, Sarbjit Kaur, 1995: This study deals with value dimensions as related to and level of aspiration and intelligence of post-graduate students of three universities of Punjab. The sample comprised of 600 students, 200 from each university. Again, from each university, 100 arts and 100 science students with equal number males and females in each category were included. *Findings:* (1) There were minor deviations in the ranking order of the two most preferred values. While students of Punjab and Punjabi Universities gave first preference to Political and second to Theoretical while GNDU students gave first preference to Theoretical and second to Political. (2) Males were significantly higher on theoretical value, but lower on the aesthetic and social value than the females. (3) Arts students were significantly higher on aesthetic, social and political values than the science students. (4) In order of ranking, values of high level of aspiration and intelligence group were: theoretical, political, economic, social, religious and aesthetic, while for the low group were: political, theoretical, aesthetic, economic, social and religious. (5) High and low aspiration female groups were nearly homogeneous in their value patterns. (6) The high aspiration male group was significantly higher than the low aspiration male group on theoretical and political values while the low aspiration group was higher on aesthetic values. (7) The high intelligence groups of males and females scored significantly higher on theoretical and economic values and low intelligent group of males was significantly higher on

the aesthetic value. (8) Multiple correlation results indicated that level of aspiration and intelligence could be established in predicting theoretical, economic and aesthetic values in males and theoretical, economic and religious values in females. (11) Level of aspiration and intelligence together were predictors of the scores among male and female students.

30. Smulders, A.E.M., 1995: This study explores the perceptions of private companies in Malaysia on 16 values as defined by the Ministry of Education. A sample of 53 private companies of Malaysia and 23 foreign based companies were selected. Data were collected using a questionnaire and a 4-point rating scale. *Findings:* (1) The 16 values were perceived as either highly desirable or desirable for both workers with and without supervisory roles. (2) All companies considered the values more desirable for supervisory workers than for non-supervisory workers. (3) 11 out of 16 values were significantly more desirable for supervisory workers than for non-supervisory workers. (4) Of the 11 values which were considered significantly more desirable for supervisory worker. (5) Domestic as well as foreign companies considered values with an interpersonal focus less desirable and important than values with a personal focus with the exception of honesty. (6) The difference in the degree of desirability between supervisory and non-supervisory workers was smaller for foreign companies than for domestic companies. (7) Primary product companies seemed to perceive the 16 values as more desirable than the manufacturing and services companies.

31. Sinha, Ran Bijay Narayan, et al., 1995: It attempts to study the child-rearing attitudes as a function of sex and modernity among school teachers. The sample of the study comprised of 120 (60 male and 60 female) married school teachers randomly selected from the secondary schools of Samastipur, Bihar.

Findings : (1) Sex was found to be a significant factor only in relation to indulgent dimension of child-rearing attitude. (2) Modernity was not found to be a significant factor in determining the child-rearing attitude. (3) Interaction effects (sex and modernity) were found to be statistically significant only with respect to disciplinarian dimension of child-rearing attitude.

- 32. Paranjpe, Sandhya, 1995:** It attempts to formulate a set of action points to eliminate gender biases within primary classroom based on a case study of classroom dynamics. A case study was carried out using the method of non-participant observation of Classes I to V, in a coeducational public school in New Delhi, over a period of two months, during the regular school hours. *Findings:* (1) The seating arrangement in each classroom was according to a set format and not as per the needs of the teacher or pupils. (2) Children preferred to sit in sex dominated groups of two if given the opportunity to decide their seating arrangement. (3) Mixed seating arrangement was seen only when, enforced by the teacher. The child had trouble or poor eyesight that required him/her to sit close to the teacher or blackboard had unable due to lack of adequate facilities. (4) Girls tended to sit closer to the teacher or in front rows in most classes and moved around the classroom lesser than boys. Most of the teachers hardly moved around. The instead preferred to stand in front of the class, near the blackboard, while teaching. (5) Majority of the tasks were being done individually by children, or two girls/two boys. (6) A higher and neater standard of work was expected from the girls by the teachers. (7) Teachers directed more questions at girls than boys. (8) When reprimanding pupils, teachers scolded boys more than girls. (9) The girls tended to be quieter and they remained in their seats more often than the boys. (10) Boys took the lead more often in doing tasks than girls in most classes, and were also more vocal. (11) Boys disrupted the class more often than girls but were not reprimanded so frequently for this. (12) Teachers found it easier to control girls than boys. (13) Boys came forward to do duties outside the classroom more often than girls. (14) Four categories of action points were developed for the removal of gender discrimination and equality of educational opportunity.
- 33. Tiwari, Jyoti and Joshi, J.K., 1996:** The present study tries to analyse statuses of graduate female students in relation to various socio-familial and educational factors. The sample of the study comprised of 100 graduate female students, aged between 19 to 24 years. The subjects were taken from science, arts and education faculties of Kumaon University Campus, Almora using the purposive sampling method. *Findings:* (1) It was observed that there was no significant difference of caste on the identity scores of graduate female students. (2) The identity scores of the students getting science education were significantly higher than those taking art education. However, no significant difference was observed in the mean identity scores of the science and education, art and education on the academic stream. (3) It was found that there existed a significant difference in the mean identity score of the students born to highly educated and moderately educated parents as well as highly educated and low educated parents. (4) There was no significant difference in the mean identity scores of the students born to moderate and low educated parents. (5) The students belonging to high income group families scored significantly higher than those belonging to low and moderate income group families.
- 34. Budhdev, Preavina V., 1996:** It attempts to study the attitudes of secondary school students towards various school subjects. For cross-sectional method 746 students of Class VIII, 786 students of Class IX and 726 students of Class X were taken as

subjects. For longitudinal method 471 students in the sample who remained present in all the three times of data collection were taken as subjects. For experimental study, 84 girls from Class VIII were randomly selected from the school. *Findings:* (1) Attitude of girls towards Gujarati, Mathematics, Hindi, Social Studies and Sanskrit were more positive than boys. Attitude of boys towards science were more positive than girls. (2) Time did not affect the attitude of students towards Gujarati and Social Studies. Students' attitude at the first time were more positive towards English. At the second time attitude was more positive towards Hindi and Sanskrit and at the third time attitude was more positive towards mathematics and science subject. (3) MLS affected the attitude towards mathematics. Attitude towards mathematics of the experimental group was more positive than that of the control group in the post-test. (4) There was no common factor in attitude towards seven school subjects. Three group factors found were: (i) attitude towards logical subjects; (ii) attitude towards familiar languages; and (iii) attitude towards non-familiar languages.

35. Singh, N. and Bala, S., 1996: This study is designed to assess the role perception of VEC members for effective functioning of schools and its nature of contribution in promoting community mobilisation for the effectiveness of school. The sample of the study comprised 192 VEC members belonging to ten different categories drawn from two blocks randomly selected from Hissar district of Haryana. Role Perception Inventory (RPI) and interview schedule were used to collect the data. The collected data were analysed using frequency, percentage and chi-square. *Findings:* (1) Difference was found in proposed and actual number of VEC members. (2) Members having qualification from Classes VI to VIII had greater perception about the expected roles of VEC, and

lowest was found in case of post-graduates. (3) Members owning agricultural land and members belonging to joint family had greater perception about expected roles of VEC than members belonging to other occupational groups like agriculture labour, government servant and businessman, etc. (4) The greater perception was found to be in case of members below 30 years of age and lowest in case of 51 years and above. It was interesting to note that with the increase in age the perception about expected roles of VEC shifted from VEC to school. (5) The members who were studying in government schools had greater perception about expected roles of VEC than those who were studying in other types of schools. (6) VEC members of Daulatpur and Salamkhara village had perceived the expected roles of VEC more than 50% and above. In case of other fourteen villages it was found less than 40% or between 40% to 50%. (7) VEC members of Fathehabad block had greater perception about expected roles of VEC than members of Hissar-II block. (8) In case of fourteen enlisted roles of VEC in mobilising community participation for UPE it was found 50% and above in case of only three roles, i.e. (i) Motivate villagers to send all the children of 6-11 age group to school, (ii) To keep continuous contact with community for achieving the target of UPE and (iii) Contact the parents of dropouts to regularise them. (9) It was interesting to note that the role like acquaint villagers with functions of VEC developed sense of belongings among villagers towards school. Providing opportunities to villagers for participation in school programmes/activities were perceived more to be performances by school than VEC, and roles like organising community meeting to publicise the expansion of primary education and informing parents regarding NEE/Balwari / Anganwari centres were perceived as the roles of *Grampanchayat* than VEC. (10) The perception regarding

the thirteen enlisted roles of VEC with regard to providing facilities to school/NFEC it was found 50% and above to be performed by *Grampanchayat* than VEC.

36. Khan, Mohammad Ahmad, 1996:

Present study is an attempt to reveal the personality profiles, need achievement and socio-economic status of gifted achievers and underachievers in rural Kashmir. Sample was selected in two stages. In the first stage of 1200 male subjects studying in Classes IX and X from the government higher and higher secondary schools of two Tehsils of District Anantnag were selected as sample. For final analysis of 228 subjects served as the sample retained on the basis of RPM test results. *Findings:* (1) Gifted achievers had high super-ego strength, responsibility, conscientious, persistent, moralistic, emotionally disciplined, dominated by a sense of duty and concerned about moral standard and rules. Whereas gifted underachievers possessed low super-ego strength, self-indulgent, fickle, undependable and disregarded obligations to people. (2) Gifted achievers were untroubled, self-assured, secure, serene, self-confident, insensitive to people's approval and disapproval and had no fears and conversely. Underachievers had guilt proneness tendencies, were insecure, worrying, troubled, anxious, sensitive to people's approval and disapproval and possessed phobic symptoms. (3) Gifted achievers had high need achievement, were optimistic, identified themselves with a successful authority and preferred intrinsic rewards when successful. (4) Underachievers had low need achievement were somehow pessimistic and preferred external reward when successful. (5) Gifted achievers had high socio-economic status in comparison to underachievers.

37. Lakshmi, N., 1996: The sample of the study comprised of 700 girls covering 43 Scheduled Tribes, 209 Scheduled Castes and 448 non-Scheduled Castes from the

secondary schools of Bangalore City. Proportionate stratified random sampling method was used to draw the sample. *Findings :* (1) The Scheduled Castes girls reported significantly more problems than Scheduled Tribes girls whereas Scheduled Tribes girls had more problems than non-Scheduled Castes girls in its seven different dimensions. (2) Girls with high intelligence had more problems than girls with low intelligence in its eight different dimensions. (3) Scheduled Castes girls with high educational aspirations had more problems than Scheduled Castes girls with moderate educational aspirations whereas Scheduled Tribes girls with low educational aspirations had lowest problems in its five dimensions. (4) Scheduled Tribes girls belonging to low socio-economic status had more problems in its three dimensions. (5) Scheduled Castes girls from high socio-economic status had more problems in its two dimensions. (6) Scheduled Castes girls with high intelligence had more problems whereas Scheduled Tribes girls with low intelligence had least problems in its five dimensions. (7) Girls with personality traits of low ascendancy, high responsibility and low emotional stability had more problems than their counter groups in its one dimension. (8) Scheduled Tribe girls with low ascendancy, low emotional stability and high responsibility had more problems in its one dimension only.

38. Siddiqui, Noorjahan, 1996: The sample of the study comprised of 157 adolescent orphan girls from four schools in Delhi. *Findings :* (1) The buildings of the three orphanages were quite satisfactory while the building of the 'Bachion Ka Ghar' was small and improper. (2) The problems of girls as observed included lack of sociability, distrust, mutual jealousies, bossism of the older girls, worries and fears. (3) Majority of the girls were in the age group of 14 to 16 and came from different places. (4) About 60 per cent of the girls sometimes visited their relatives.

(5) Majority of the girls' aspiration was to study up to Class XII and wanted to become beautician. (6) As majority of them did not think of marriage while many other girls aspired to get educated husband. (7) By and large, they had healthy, modern and democratic values. (8) Though a majority of them expressed satisfaction with their school teachers and classmates, a big group felt difficulties in mathematics and English.

39. Kang, T. Kaur and Singh, M.B., 1996:

The present study attempts to reveal the relationship of selected socio-personal factors with the disciplinary techniques used by parents as perceived by urban adolescents. The study was conducted on 100 students from Classes VIII and IX ranging from 13-15 years of age in the government high schools of Ludhiana city. The sample comprised of 50 boys and 50 girls who were randomly selected from two urban schools. *Finding* : The study found that there was no significant relationship in the disciplinary techniques used by urban parents on adolescent boys and girls with regard to socio-economic status of the family, birth order of the child, family type and parents' education.

40. Gore, S.M., 1996:

The study is divided into two sections. Therefore two types of samples were selected. A sample consisted of 100 gifted subjects belonging to different age groups and grades and sub-sample of 11 subjects were drawn for longitudinal case studies. The academic record of the subjects were collected. Besides this, they were referred with EPPS (Edward's Personal Preference Schedule), achievement motivation inventory comprising 22 items, Raven's Progressive Matrices for measuring 15 needs, Achievement motivation Inventory comprising 22 items and Raven's Progressive Matrices for measuring intelligence. In addition to this, unstructured interviews were held with the subjects to make probing into the motivation and to know their socio-economic background. The subjects were

also administered with a word association test. They were also required to maintain a diary of their dreams. *Findings*: (1) The subjects were taken up for case studies had obtained a score of 50 or more on Raven's Progressive Matrices, which implies that they belonged to a rank of 95 percentile or more. (2) The subjects had scored higher on the needs, which are destructive to achievement motive. (3) It was found that there have invariably some individual in the life span of the subject who proved to be a source of inspiration so much that the subject identified with him as an ego ideal. Two of the subjects talked about the supernatural elements in their favour. (4) None of the dreams suggested any early childhood occurrence in the life of cases, which could have the obvious association with the status of the giftedness. The dream contents reveal to a considerable degree the subjects' deep-rooted wish to excel others. (5) There was no apparent communality found in the dream contents of the gifted subjects. (6) Some of the dreams were constituted of contents could be termed as bizarre because neither the subjects nor the expert could explain the symbolic values of such events. (7) All the gifted subjects tended to interpret their dreams whenever such interpretations were forthcoming in greater detail.

41. Nehvi, B.A. and Lidhoo, M.L., 1996:

The sample comprised of 413 female students in B.A./B.Sc. final year from the districts of Srinagar, Anantnag and Baramulla by the random sampling technique. Five point attitude scale was used to collect data. *Findings*: (1) On the basis of urban and rural background it was found that the difference between two groups as regards attitude towards modernisation and traditionalism were significant. (2) The high socio-economic group (urban subjects) had shown a progressive attitude towards modernisation as compared to low socio-economic status urban group. (3) Comparing the attitude scores of high socio-economic status urban group and

high socio-economic status rural group, it was found that the high socio-economic status (HSES) urban group was progressive towards modernisation and change as compared to rural high socio-economic status group. (4) The differences between low socio-economic status (LSES) urban and low socio-economic status (LSES) rural had been found to be significant. (5) Low socio-economic status urban group had a positive attitude towards modernisation as compared to low SES rural. (6) The responses of the science subjects were positive and in favour of modernisation whereas the responses of the arts and social science subjects were traditional and ritualistic. (7) The urban educated Muslim women were more progressive and desirous of major change in the traditional mode of life. (8) There was a significant difference between the attitude of educated Muslim women with low socio-economic status (LSES) and urban background as against their counterparts, i.e. the educated Muslim women with low socio-economic status (LSES) and with rural background.

- 42. Jabeen, Jahangir Ara, 1996:** It attempts to reveal the attitude of Muslim parents belonging to different economic classes towards the education of Muslim women. The sample comprised 250 Muslim parents of Srinagar valley. They were randomly selected. The tools used to collect data included interview schedules and questionnaire. *Findings:* (1) The study revealed that income had a great influence on the education of respondents. (2) It was found that although the majority of the parents showed positive response towards women's education but greater variations in the attitude were visible among the parents hailing from different economic backgrounds. (3) The respondents hailing from different economic backgrounds did not differ in their attitudes towards education as a factor in rising social status but differed in their attitudes towards coeducation, personality development,

principal goal of education were reasons for lack of education.

- 43. Dash, S.K., 1996:** This study attempts to reveal the different subjects of secondary school education in order to examine the scope of value education prevalent in school education system at secondary level. The study being philosophically by nature, philosophical methods were used for the data collection. Since analysis of secondary level subjects was the ground work; analytical approach procedure had been used as the major technique. The data were treated with qualitative methods. *Findings :* (1) Nine broad categories of values were obtained from different reports and suggestions of various committees and conferences. (2) Different school subjects had different load of values. All subjects taken together represented 166 values except 4 values, i.e. parent-teacher relationship, a social value; forgiving, a rural value; pastoral care, a spiritual value; and cultivation, a cultural value. (3) There was a positive link and correlation among the values neglected in all the categories. (4) Some values like service to others, common good, cooperation, helpfulness, discipline, universal love, etc. have been over emphasised. (5) There existed imbalance in the prioritisation of values. (6) There has been no direct indication of values in the textbooks of secondary school.
- 44. Reddy, G. Lokanatha and Ramar, R., 1997:** This study examines the effectiveness of multimedia instructional strategy in teaching science to slow learners. A sample of 50 slow learners of Class VIII from S.S.H.N. Higher Secondary School, Muhavur were divided into two matched groups using systematic random sampling technique. A normal group comprising average and above average students were also formed in order to assess how far multimedia instructional strategy enabled the slow learners to cope with normal students. For this group, out of 150 students every sixth students were

selected on the basis of systematic random sampling technique. *Findings:* (1) Achievements of slow learners were higher when they were taught through the Multimedia Instructional Strategy. (2) Multimedia Instructional Strategy enabled the slow learners to cope with normal students to a considerable extent. (3) Multimedia Instructional Strategy facilitated better learning and promoted longer retention.

- 45. Nanda, R.T., 1997:** This study tries to examine the relationship between education and human values and also analyse how education promotes the positives of human values. The sample of the study comprised of twelve Principals of Senior Secondary Schools run by the important religious/contemporary philosophical schools in India. The tools used to collect data were a questionnaire and observation technique. Each of the schools either were inspired by major religions, namely: Jainism, Sikhism, Christianity and Islam, or by teachings of Sri Ram Krishna Paramhansa, Swami Dayanand Saraswati, Sri Dada T.L. Vaswani, Sri Aurobindo, Shri J. Krishnamurti, Sri K.M. Munshi, Sri Chinmayananda and Sri Satya Sai Baba. *Findings:* (1) Education in Human Values should be included as an important element in all the subjects and not to be taught as a separate compulsory or optional subject in the school curriculum by a separate specialized teacher. (2) Common features of these schools are prayers, celebrating festivals and co-curricular activities. (3) Distinctive features of these schools are strict vegetarianism, non-use of leather articles, touching the feet of their teachers daily, visit to deprived sections of the society, hospital, 'Save Oil' collection of funds, keeping fasts, bird feeding, counseling period, meditation, culture classes, concentrating on natural surroundings, etiquette, discipline and free education. (4) Successful schools with respect to their effort in value transmission

had residential approach and adhered to all the principals of their founders. Lack of involvement of teachers and school management and the gap between preaching and practicing their values contributed to the failure of value transmission in some schools.

- 46. Kaur, Kanwaljit and Goyal, Geeta, 1997:** This study attempts to reveal the academic aspirations of Class X among rural girls. The sample of the study comprised of 276 girl students of Class X from Faridkot district of Punjab. The schools were selected randomly. *Findings:* (1) Majority of the students had low academic performance, were born later in order of birth, belonged to high caste and nuclear families. About 77.65% belonged to large families and high-income family group. The mothers of the respondents had low education and were housewives, while the fathers had medium and low education and were agriculturists. Majority of the respondents belonged to the medium socio-economic status category. (2) It revealed that 76.86% students wanted to continue their studies. Almost equal percentages—12.16% and 10.20%—wanted to stay at home or join some service. There were a negligible percentage of students who planned to get married and settle in life. (3) As regards choice of specific areas of study under degree programmes, it was found that B.Sc., B.A., and M.A. occupied the first three ranks of the area of study under the degree programme, respectively. The fourth and fifth choices were M.B.B.S. and B.Ed. Ignorance of the students about the various existing degree programmes were evident. (4) It was found that majority of the students from low socio-economic status aspired for arts degree, whereas majority from the high socio-economic status aspired for science degree courses. (5) It was found that the majority of the students from high caste preferred degree level of education than from the low caste and medium caste categories. But there

were no significant associations between academic aspirations and caste of the respondents. Similarly, family type, family size, family income, parents' education were not significantly associated with academic aspirations but mother's and father's occupations and socio-economic status of the respondents were significantly associated with Academic aspirations.

47. Kaur, Jagdish, 1997: The study deals with the attitude of female postgraduate students towards small family norms in relation to their career plan, employment status of the mother and socio-economic status. The sample comprised of 650 students who were selected from the four universities of Punjab. A specially constructed attitude scale and socio-economic status schedule were used to collect the data. *Findings:* (1) Career-oriented students had more positive attitude towards small family norms than marriage oriented girls. (2) Amongst science and arts students, science students had more positive attitude towards small family norms than arts students.

48. Chakrabarti, Sharmistha, 1998: This study tries to find out the importance and impact of music and sports on primary school children. A sample of 420 students of 42 primary schools in three blocks of Howrah District, where music and sports have been introduced, were selected randomly and their respective parents and all teachers of these schools were included in the study. Nineteen concerned music and sports teachers and three supervisors were interviewed. Opinion schedules for teachers, parents, students and concerned music and sports teachers were employed for data collection. *Findings:* (1) Majority of the teachers, students and parents possessed favourable attitude towards the introduction of music and sports in the schools. (2) All of them gave equal emphasis on the role of music and sports in promoting learning process and also in the development of personality. (3) Students were found very enthusiastic

and full of joy when the subject contents were taught through music. (4) Majority of the teachers, students and parents opined that music and sports were helpful in developing the skills and talents among children. (5) Differences were noticed between teachers and parents in their opinion on development of talent and skills and improvement of attendance.

49. Kaur, Pushpinder and Kaur, Amrit, 1998: This study examine the factors which motivate rural female adult to participate in the Adult Education Programme in relation to the size of their family. The sample comprised of 500 rural female adults of age range from 16 to 45 years who were participating in the adult education programme conducted by the Chandigarh Literacy Council. *Findings:* (1) Rural female adults belonging to small families were more keen than their counterparts belonging to large families about learning the importance of giving education to their children and to learn embroidery and sewing. On the other hand, a rural female adult coming from a large family was more keen to learn about good health, balanced diet, keeping house clean and to discharge family responsibilities. (2) Knowledge about economic factors namely, acquiring knowledge about household accounts, money saving devices, lessons of purchase, learning ways of enhancing income and job efficiency were made proper use of money and motivated small family among adults . (3) Rural female adults belonging to small families were more anxious than their counterparts belonging to large families about acquiring communi-cation skills, living in harmony with the members of the family, solving domestic problems and avoiding social evils. (4) Rural female adults belonging to large families were more interested in knowing about political conditions prevailing in the state and the country. (5) Three educational factors, viz. learning to write, read, and count were motivated large family adults more than

small family adults to participate in adult education programme.

50. Lalit, Kishore, 1998: The guided discussion on gender and STM was attended by the investigator in which forty participants from eight European countries took part. The investigator worked as a participant-observer to note down the main perceptions on the issue as the discussion went on for one-hour. The participants were teacher educators in the age group of 40 to 55 years and 80 per cent were female. The notes of the observer worked as qualitative data for interpretation. The qualitative observations were later on interpreted in order to construct a model addressing to the issue of STM education and gender. *Findings:* (1) The following views were expressed during the group discussion; (a) Gender stereotyping in science participation and employment continues. In 1997, there have been lesser number of girls enrolled for university level physics courses. Boys were outperforming girls in mathematics and technology, (b) Gender stereotyping over ages have produced masculine mindsets for numerary tasks and feminine mindsets for literary tasks, (c) Some studies prove that girls taught physics by male teachers performed far below than those taught by female teachers, thereby suggesting a need for shift towards single sex school. (d) Things required for better learning of science, technology and mathematics were women-friendly learning environment, science learning ethos, a variety of teaching strategies, monitoring and support to building better self-concept among women, (e) Both gender and science have a social construction. (2) Based on the foregoing concerns regarding making STM education gender-sensitive, a model of learning was proposed. (3) Emphasis on collaborative learning was required as it was close to the feminine world-view and can bring in more girls to STM-related higher education courses and jobs.

51. Madhav, Mani, S., 1998: The present study focuses on understanding the level of awareness and attitude of students towards AIDS in India and Libya from the socio-cultural perspectives. The sample comprised 400 youth students selected through sample random sampling from Andhra University in India and Derna University in Libya. The data were collected through epidemiological description, In-depth interviews of knowledgeable persons, and case studies of HIV/AIDS infected youth. *Findings:* (1) The study revealed that the socio-cultural context determined the spread and magnitude of HIV/AIDS in a population. Factors like : demographic, cultural and inadequacy of Governmental response and health services in India provided sharp contrast to the Libyan situation. (2) The distorted knowledge acquired by youth in both the countries were found to be responsible for alarmingly inadequate awareness and misconceptions of the sample. (3) Both India and Libya have some common predisposing factors like: absence of sex education, absence of HIV/AIDS related health services, and subordinate status of women, but the fact that these factors were not operative in Libya to increase the vulnerability of that population to HIV/AIDS and that they were operative in India and supported that poverty increases the vulnerability of the population to HIV/AIDS.

52. Mishra, Sarita and Singh, R.P., 1998: This study attempts to find out the personality adjustment of male and female graduate students belonging to high and low socio-economic status. Two hundred male and female graduates of high SES and 200 male and female graduates of low SES in age range of 17 to 20 years were chosen from Aligarh on the basis of Stratified Random Sampling Method. *Findings:* (1) Male and female graduates of high SES had appropriate facilities and means to cope with environmental conditions. (2) Male and female graduates of low SES

due to poor facilities of accommodation, transportation and communication were unable to make proper adjustment with environmental situations.

53. Kumar, Girijesh and Shankhdhar, R.R.,

1998: This study attempts to reveal self-concept and modes of frustration in Urban and Rural Scheduled Caste female adolescents in Uttar Pradesh. The sample comprised of 262 SC female adolescents (140 belong to urban and 122 to rural) studying in intermediate colleges. Located in urban and rural areas of Moradabad and Rampur Districts. *Findings:* (1) Rural SC female adolescents possessed significantly better self-concept than urban SC girls as they were found superior on temperamental, educational, moral and intellectual self-concept dimensions. (2) SC female adolescent students either belong to rural or urban areas possessed above-average self-concept and only one urban SC girl was possessing below-average physical and temperamental self-concept. (3) Both the groups were highly frustrated and marginally different from each other but the difference was not found statistically significant. (4) Rural SC females were found more aggressive and resigned in behaviour whereas urban SC girls were higher in fixation. (5) SC girls in both the groups had average frustration in regression. (6) It was found that in all the dimensions of self and modes of frustration both the groups, i.e. rural and urban differ with each other, either significantly or insignificantly.

54. Salimkumar, C., 1998:

Present study attempts to explore the impact of factor namely, approaches to studying achievement-motivation, sex and locale on achievement in Biology. A sample of 700 secondary school students studying in IX Standard of Kerala State were selected using proportionate Stratified Sampling Technique. *Findings:* (1) Achievement in Biology was dependent on deep/surface approaches to study and locale, and was independent of the main effect of organised/

disorganised method of study, achievement-motivation and sex. (2) Achievement-motivation, sex and locale and had shown a combined effect on achievement. (3) When Deep/surface approaches to study was combined with achievement-motivation, sex and locale, no joint effect on achievement was noticed.

55. Ayishabi, T.C. and Kuruvilla, M., 1998:

The study attempts to explore the effects of Maternal employment on achievement motivation of school children. The sample comprised of 871 secondary school pupils attending Class IX, from schools of Kottayam, Ernakulum and Kozhikode Districts. *Finding:* Motivation of achievement which was a strong determinant of academic performance was found to be unaffected by maternal employment in Kerala.

56. Jain, Siddharth, 1998:

The present study attempts to assess the social competence among tribal and non-tribal pupils on account of their sex, locale and grade. The sample of the study consisted of 800 pupils (400 tribal and 400 non-tribal) of Class IX and XI randomly selected from 20 higher secondary schools of Bilaspur (MP). *Findings:* (1) Social tolerance of tribal pupils were much higher than non-Tribals pupils. (2) Difference was not very much clear on social maturity. (2) Under cultural group and sex categories non-tribal pupils had shown much clear superiority, however under locale and grade categories of differences were less clear for both the groups. (4) Non-Tribal pupils were significantly higher on social competition, social leadership and composite social competence.

57. Agarwal, Suman and Sharma, Sweta,

1998: It attempts to study the extent and nature of problem behaviours among deaf and dumb children. The sample comprised of 100 children from Classes I to X who were selected from Government school for deaf and dumb located in Agra. *Findings:* (1) Mostly children were from urban area, male in between 7-12 years of age, had

- severe level of deafness and belonged to small sized nuclear Hindu families of middle socio-economic status. (2) Majority of the deaf and dumb children had shown frequent problem behaviours.
- 58. Bindu, C.M., 1998:** This study is an attempt to compare the self-concept and socio-personal adjustment of hearing impaired secondary school student with those of the normal students. *Finding:* Self-concept, Social adjustment, Personal adjustment, and Social-personal adjustment of hearing impaired were found to be significantly different from those of the normal school students.
- 59. Kaur, Ramnik, 1998:** This study attempts to assess how creativity and intelligence are related to physical fitness and to find out if high or low level of physical fitness influences or get influenced by intelligence and creativity. The sample of the study consisted of 400 children of pre-adolescence age group (10 or 12 to 13 or 14 years), 200 boys and 200 girls drawn from 15 urban and rural government and non-government schools of Harayana. This sample was selected by stratified random sampling technique. *Findings:* (1) Boys were superior to girls at all the three levels of physical fitness. (2) Boys had high level of intelligence than girls (3) Girls were superior to boys on total creativity and its dimensions. (4) Intelligence discriminated between high and low physical fitness group and high and moderate physical fitness group in boys and girls. (5) Composite creativity and its dimensions discriminated between high and low level of physical fitness in boys group. Whereas, in respect of girls, the high and low physical fitness groups discriminated only on fluency and flexibility dimensions, while on composite creativity and originally, the two groups of physical fitness did not differ. (6) Physical fitness and intelligence, irrespective of sex were positively correlated. (7) Physical fitness and composite creativity and its dimensions were positively related in respect of boys and girls.
- 60. Mahmood, Ali, 1998:** This study attempts to develop a view of prediction about the children on the basis of their personal values, career aspirations, socio-economic status and academic achievements. The sample consisted of 500 students (250 female and 250 male) of arts, science and commerce streams of senior secondary school and intermediate colleges of Aligarh District and Delhi. *Findings:* (1) The academic achievement correlated significantly and positively with socio-economic status, knowledge value and occupational aspirations and negatively with power value. (2) In the case of arts and science groups, academic achievements were co-related significantly with socio-economic status but in the case of commerce group these variables were found to be uncorrelated.
- 61. Verma, B.P. and Ram Murti, 1998:** This study attempted to reveal the cause of deprivation on values and other related matters among higher secondary students. Descriptive survey research strategy was carried out. A sample consisted of 600 students (371 males and 229 females) studying at senior secondary level in 12 senior secondary schools of Sirsa District (Haryana) selected via random cluster sampling technique. Prolonged deprivation and intelligence were the independent variables. The ten values, ten needs, five types and total adjustment were regarded as dependent variables. *Findings:* (1) In male students group, the main effect of prolonged deprivation was found only in case of social values. Highly deprived male students scored high on social values than low deprived male students. On the other hand there was no significant effect of prolonged deprivation was found on values of the female students. (2) In female students group, there were no effects of prolonged deprivation on values. Religious values were found influenced by intelligence. Low intelligent female students tended to have more religious feelings than high intelligent female students. (3) No significant interaction was found between

prolonged deprivation and intelligence regarding values of male and female students. (4) The effect of prolonged deprivation was found significant only in case of n-abasement of male students as highly deprived male students had greater degree of n-abasement than low deprived male students. (5) In male students group n-exhibition was found significantly influenced by the level of intelligence as the mean score indicated that low intelligent male students seemed to have stronger tendency of n-exhibition than high intelligent male students. (6) In case of female students main effect of intelligence was found significant only with n-dominance as low intelligent female students appeared to have higher level of n-dominance than high intelligent female students. (7) In male students, prolonged deprivation had significant main effect only in case of health adjustment, low deprived male students had better health adjustments than their highly deprived counterparts. (8) In the case of females, the main effect of prolonged deprivation was found to be significant on school/college adjustment, as low deprived female students had better school/college adjustment as compared to high deprived females. (9) Low intelligent male students had better health adjustment than high intelligent male students. (10) Female students with high intelligence were better adjusted in their homes than their counterparts. (11) The interaction effect of prolonged deprivation and intelligence, in case of male students appeared to be significant with reference to school/college adjustment.

62. Azra Razzack, 1998: This study attempts to seek a historical overview of India since 1947, largely on educational discourse for evolution of Muslim identity. Largely secondary literature used for a socio-historical study. The methodology of "Discourse analysis used with political and educational discourses. *Findings:* (1) The political discourse seems to contain

greater recognition of diversity than the educational discourse. (2) The recognition was more of a superficial nature and it was underneath a directive towards an impassive integrated identity formation of India. (3) The Muslim population at one level was shown off as a proof of diverse culture. (4) The educational discourse has projected largely a uniform Indian identity, the basic theme being assimilation and bridging/unacceptance of cultural/sectional identities. (5) The discourse ritualises the 'national' in an attempt to homogenise and hegemonies. (6) The educational discourse shows a compelling 'tilt' towards 'national' system of education to the exclusion of all forms of diversity. (7) Minority education occupies a marginal space in educational discourse.

63. Gupta, Naveen Kumar, 1999: It attempts to study the superstitious behaviour amongst the professional graduates. A sample of 293 professional graduates of Medical, Engineering, Management and Law colleges of Gujarat was drawn using randomised sampling technique. *Findings:* (1) Law students were more prone to superstitions in comparison to other professional students. (2) There was no significant difference in the superstitious behaviour of Medical and Engineering students. (3) No significant difference was found in the superstitious behaviour when Medical and Engineering students were compared with Management students. (4) There was no significant difference amongst the male and female professional graduates in respect of superstitious behaviour. (5) Hostlers were found to be more superstitious than day scholars.

64. Jadhav, M.G., 1999: The study attempts to reveal the problem of understand what is that makes the Part-I students of various degree courses differ in their future orientation. The sample of the study consisted of 300 undergraduate (Part-I) students of Shivaji University belonging to various colleges located in Kolhapur and Sangli Districts. *Findings:* (1) The MBBS/

BE Part-I students tended to be less future oriented than the BA/B.Com and B.Sc Part-I students. (2) Female students tended to be more future-oriented than the male students. (3) All those students who perceived to be high in the need for security tend to be more future-oriented than those who perceived themselves to be low in this need. (4) Students high in the need for self-actualisation had not turned out to be less future-oriented than those low in this need. (5) The need for achievement had turned out to be independent of future orientation. (6) Students with low self-assurance had not differed from students with high self-assurance in future orientation. (7) Intelligence had turned out to be independent of future orientation. (8) The Part-I degree students who were now identified as more future oriented than early stages.

65. Devi, L.Uma and Mayuri, K., 1999: It attempts to study the personality development of rural elementary school children. *Major Objectives:* (1) To analyse various personality dimensions of 8-11 years old rural elementary school children, and (2) To understand the relationship, if any, between the personality dimensions and the selected personal social variables. Three hundred and twenty three elementary school children covering 164 boys and 159 girls in the age range of 8+ to 11+ years constituted the sample. The personality development of the students were assessed by using multi-dimensional assessment of Personality Series developed and published by PsyCom Services. *Findings:* (1) Rural young girls performed better on dimensions like competition, enthusiasm, excitability and tension whereas boys performed better on sensitivity and leadership dimensions. (2) Rural children's performance were below the standard mean scores on important personality dimensions like creativity, general ability, morality, self-control and social warmth. (3) Age and class were significantly and positively

related to adaptability, academic performance and boldness. (4) Socio-economic status was positively related with general ability and social warmth. (5) Mother's education was positively related to children's creative abilities. (6) Father's occupation was positively related with self-control and negatively related with excitability and tension.

66. Agrawal, Kusum, 1999: This study attempted to reveal the psychological attitudes and socio-economic background of parents of unsuccessful adolescents in their academic field. The sample consisted of 400 adolescents (200 failed and 200 passed) selected randomly of the Garhwal region. *Findings:* (1) Passed adolescents received more parental acceptance than the failed adolescents. (2) Too much parental rejection was harmful and significantly affected academic achievement of adolescents. They were found either neglected or rejected by their parents. (3) It was also found that poor socio-economic status affects the education of adolescents.

67. Nair, P.V., 1999: The study attempts to compare certain personality variables of pre-degree students in the regular stream and the correspondence stream in Kerala. The data for the study has been derived from a representative sample of 186 pre-degree students from regular colleges and 344 students undergoing correspondence education. *Findings:* (1) All the personality variables used in the present study discriminated between regular and correspondence pre-degree students. (2) High score in each variables were associated with regular college students except 'general anxiety' and 'examination anxiety'. High scores were associated with correspondence course students.

68. Dubey, S.N. and Mishra, A.K., 1999: Present research is an attempt to study the determinants of academic success of the Scheduled Castes (SCs), Backward Caste (BC), Muslims (MS) and Upper Castes

(UCs) rural high school boys. Sample comprised of 100 students of Class VIII to X belonging to the Scheduled Castes, Backward Castes, Muslims and Upper Castes selected from rural areas of Eastern U.P. *Findings:* (1) There was no consistency in the predictors of academic success across the four groups. (2) In SC and BC boy's sample, none of the SEI and SCQ variables contributed significantly to academic success. (3) In the MS sample only one and in the UC sample two variables were emerged as significant predictors of academic achievement. (4) School environment and self-concept variables were less important predictors of academic success among rural boys.

- 69. Gyanani, T.C., 1999:** This study attempts to understand the self-concept of the adolescents in relation to certain demographic correlates, for example, sex, caste and religion. A sample of 230 students covering 107 girls and 123 boys of Class XI was selected from eight intermediate colleges of Agra City. The *Atambodh Mapni* constructed by Chauhan S. was used to measure the self-concept of the adolescents. The collected data were treated with mean, SD, 't'-test and correlation. *Findings:* (1) Global self-concept of males and females did not differ significantly but there were gender differences on various dimensions of self-concept. (2) Boys were high in physical, intellectual and activity dimensions of the self-concept, while the girls perceived themselves high in moral and ethical, social and emotional aspects. (3) Scheduled and non-Scheduled caste students differed significantly in global self-concept as well as on various dimensions of self-concept. (4) Scheduled caste adolescent students perceived themselves low in all the dimensions of self-concept. (5) The global self-concept of Hindu and Sikh students comparatively higher than that of Muslim and Christian students. (6) In different dimensions of self-concept, Hindu adolescents had high perception in

Intellectual, social, moral and ethical and emotional self-concept, Muslims had high perception in physical dimension, Sikh adolescents had high perception in activity dimension and Christian adolescents had high perception in social aspect of the self-concept.

- 70. Kumar, Girjesh and Singh, Santosh, 1999:** The study examines different dimensions of creativity in relation to locality of Scheduled Castes and non-scheduled caste students. The sample comprised of 607 students covering 160 Scheduled castes and 447 non-scheduled caste students of intermediate classes, both rural and urban, of Rohilkhand region. *Findings:* (1) SC students belonging to the urban locality have been found significantly superior to their rural counterparts in all the dimensions of verbal and figural creativity. (2) In originality of figural creativity also, the mean score of the urban group was higher than that of the rural group. (3) Among non-scheduled caste students also the urban group maintained its significant superiority to the rural group in all dimensions of verbal creativity and figural creativity.
- 71. Kumar, Anil, 1999:** It attempts to study the open university distance learners' attitude towards distance education. The sample comprised of 318 distance learners of the IGNOU Regional Centre, Delhi, Survey method was used to assess the distance learners' attitude towards distance education. *Findings:* (1) Distance learners showed a positive and favourable 'above average' attitude towards distance education irrespective of their background characteristics. (2) Married students possessed significantly higher positive attitude towards distance education as against unmarried ones. (3) A significant difference in attitude existed among the subgroups of learners based on sex, marital status, locale and discontinuity in studies with regard to the part 'General Attitude'. (4) Significant differences in attitude also existed with regard to the

parts of 'Attitude towards Admission Procedures' and 'Self-Instructional Materials' for the learners of different marital status. (5) Significant differences in attitude existed in respect of the part of 'Counselling Sessions' for the subgroup based on academic stream.

72. Afemikhe, Omaze A., 2000: This study examined students attitude towards purchasing of books and collecting other related sources of information. The study used a survey approach. A sample of 258 undergraduates of Nigeria was selected using a stratified multistage sampling technique. *Findings:* (1) A percentage less than fifty bought more than 5 books or handouts in a session. More than fifty per cent made photocopies of documents. (2) Source of information-books, handouts and xeroxed materials were not fully available to university undergraduates, mainly due to the financial constraints. (3) Books were mainly bought through financial assistance of parents and relations. Loans and bursaries were hardly available. (4) Books were bought whenever money was available and might not necessarily be at the beginning of the semester.

73. Mehta, Prem, 2000: The study seeks the future of Indian Society through educating youth, understanding the sociology of youth, changing social values and futuristic perceptions of the college girls. The questionnaire was administered to over 600 college girls randomly throughout Delhi during 1999. Social survey method is used and both quantitative and qualitative data were collected. *Findings:* (1) The girls appear to be progressive, rational bold in their orientations towards economic independence, self-dependence, equality of education and social opportunities, career freedom and decisioning. (2) Their social values have in recent years changed a lot due to the facts of their living in the India's metropolis and their receiving high education. Education is making them

confident, broad minded and progressive. (3) They are conscious of the importance of higher education especially professional and vocational education, which serves as an important instrument of upwards social mobility and progress in life. (4) Perception of personal future : Most girls not able to look ahead into future beyond 2005 very seriously and imaginatively. (5) Futuristic Perspective : These college girls of Delhi are quite aware of the demands of the future of India to face it confidently and captimistically. Higher education has a role in creating this enlightened futuristic vision.

74. Sharma, Anuradha, 2000: This study examines the attitude of rural and urban adult learners towards the literacy campaign. A sample of 200 rural and 165 urban adult learners from 5 urban and 5 rural areas of Mohali subdivision of Ropar District were selected using purposive random sampling method. Data were collected through a questionnaire. Data were analysed using frequencies and percentage. *Findings:* (1) Urban volunteers were proportionally more qualified, i.e. above secondary education than volunteers of rural areas. (2) Rural learners had more favourable attitude as compared to urban towards the concept and processing of total literacy campaign. (3) More urban as compared to rural learners were aware of the issues which were discussed in the literacy classes or having in the primers. (4) Urban and rural learners had some what different sensitivity towards village problems. (5) Community people of rural area motivated the adult learners more as compared to community people of urban area.

2.0 School as Social System

2.1 Teachers as Components of the System

1. Manjulata, 1993: This study attempted to reveal the academic achievements of the

Tribal and non-Tribal pupils of Ranchi city in Bihar. A sample of 400 students covering 200 from Tribal group and 200 from non-Tribal group were selected from 24 senior high schools of Ranchi using stratified random sampling technique. *Findings:* (1) The study reveals that, over 56 per cent Tribal students preferred Hindi. And 57 per cent non-Tribals preferred Mathematics while 54 per cent Tribal students preferred Social Studies. (2) There was statistically significant variation between male and female students of Tribal group with respect to performance in Hindi, Social Studies, Chemistry, Physics and Geography. (3) Significant differences were observed between non-Tribal male and female in the subjects like English, Mathematics, E.P.H., and History. (4) No gender difference was found in the performance in Hindi and Chemistry. (5) In all the subjects taught at high school, the non-Tribal students have shown better performance than their tribal counterparts.

2. **Paranjpe, Sandhya, 1993:** Present study is an attempt to reveal the Quality Working Life (QWL) in the educational setting of special education among teachers. The total sample consisted of 240 teachers serving in 21 institutions for handicapped learners. These institutions were of three types namely special schools for the visually, hearing and mentally handicapped children. *Findings:* (1) Significant correlates of QWL that emerged were physical status of the respondent, sex, years of experience, nature and size of the organisation, job involvement, job satisfaction, need-fulfillment and self-esteem need. (2) Significant predictors of QWL feelings were nature of the organisation and job satisfaction whereas for QWL conditions they were the physical status of the respondent and the size of the organisation. (3) Special education teachers working in three types of institutions for the mentally, visually and hearing handicapped differed significantly in their perception of QWL conditions, importance given to self-actualisation, autonomy and self-esteem needs, job involvement and school environment preference. (4) Special education teachers working in government and voluntary educational institutions for the handicapped varied significantly on QWL feelings, importance given to self-actualisation, autonomy, personal growth, security, need fulfillment and job satisfaction. (5) On doing a micro-analysis of the sixteen job satisfaction factors, ten were found to be significantly related QWL feelings and five to QWL conditions. (6) Factors that emerged, as significant predictors of QWL-F were chance of future promotion, amount of recognition and respect and amount of compensation received for the work done. Predictors of QWL-C were interesting or enjoyable nature of the job, institute's policies, amount of recognition and respect and amount of compensation received for the job done.
3. **Mattoo, B.K., 1993:** The study attempts to identify the problems of teachers in Single/ Two teacher primary schools. The sample for the study comprised of 642 Single/Two teacher primary schools of 16 districts from three States of Bihar, Madhya Pradesh and Rajasthan. *Findings:* (1) A majority of schools were functioning in partly completed buildings. (2) A majority of schools were not having drinking water facility, school-ground facility, school furniture, boxes/trunk, school contingency funds, incentive schemes and school medical check-ups. (3) Approximately half of the schools were not having adequate black boards and library facilities.
4. **Mishra, K.P. et al., 1993:** It aims to study the effect of discipline, sex and their interaction on the teachers' concept of national integration. The sample of the study consisted of 112 secondary school teachers from government and private organisations of Indore City, out of which 68 were from arts discipline and 44 from

science. Out of 68, 22 were male and 46 were females from arts discipline. Similarly, from science discipline 14 were male and 30 were female. *Findings:* (1) The male and female secondary school teachers did not differ significantly on the concept of national integration. (2) The arts and science secondary school teachers did not differ significantly on the concept of national integration. (3) The male arts teachers and female science teachers were significantly higher on the concept of national integration.

5. **Srivastava, Y.V., 1993:** The present study attempts to find out the amount of teacher acceptance influenced by gender and teaching subjects at the secondary level. The sample consisted of 350 teachers from 54 schools drawn through purposive sampling technique, from secondary schools of Raipur Division in Madhya Pradesh. *Findings:* (1) Female teachers were accepted more than male teachers. (2) The acceptance of teacher by their students did not depend upon the subjects taught by them.
6. **Sundararajan, S. and Sabesan, S., 1993:** It aims to study the decision-making patterns of the heads of schools in Tamil Nadu. The heads of schools to the tune of 100 were chosen at random as the sample. *Findings:* (1) The decision-making patterns in heads of schools were influenced by their educational qualifications, both academic and professional, and years of experience. (2) The gender of the heads did not seem to cause any significant difference in the six patterns of decision-making as measured by DMQ-I. (3) The headmasters and headmistresses differed significantly in their use of self-esteem, as a decision-maker (DMQ-I).
7. **Sharma, Y.K. and Kumar, Naresh, 1993:** Present study is an attempt to determine the relative importance of various teaching skills in terms of preferences of practising teachers. A sample of 300 teachers was drawn from 36 secondary schools situated in three Districts of Himachal Pradesh.

Findings: (1) Promoting pupil's participation had been viewed as the most important teaching skill at the secondary level teaching. This was followed by the skill of using teaching aids, questioning, explaining, evaluating, giving assignment, lesson planning, introducing lesson, classroom management, reinforcement, writing, instructional objectives, stimulus variation, set induction, pacing the lesson and closure. (2) The teachers viewed three teaching skills namely, promoting pupil's participation, using teaching aids and questioning. (3) The teachers viewed skills as the least important were: Set induction, pacing the lessons and closure.

8. **Diwan, Rashmi, 1993:** The study attempts to reveal the leadership behaviour and value patterns among school principals. The study comprised of 20 senior secondary school principals of West District of Delhi and 5 teachers from each of the schools selected through stratified random sampling method. *Findings:* (1) Basically school principals resort to either task or relationship or a balance of both in their styles of behaviour management. (2) The leadership behaviour was not influenced either by age or experience. (3) Principals' behave in accordance with the demands of situation. (4) Value patterns possessed by school principals depended upon their liking and disliking of certain things. In the organisational context, they held beliefs specific to the importance they placed. (5) The value patterns possessed by the school principals and the leadership behaviour differed with the nature of institution. (6) The principals of government schools for boys and girls separately showed possession of all the three dimensions of value patterns which are including personal, functional and relationship. They showed a similar kind of behaviour but principals' of girls' school showed excellent performance in carrying out tasks through group involvement in decisions concerning school and maintaining better rapport than the

principals of government boys' schools. (7) All principals exhibited leadership behaviour in accordance with the value patterns they held. (8) The behaviour of principals in making decisions in consonance with their beliefs. Most of the school leaders were successful but not effective. (9) There as no one best style of leadership behaviour suited for all situations. (10) The leadership behaviour was not the possession of traits but was the demonstration of the capacity for carrying work through cooperation till its completion. (11) The principal's satisfaction depended upon how well his values found expression in his daily life style. (12) There was crisis of effective leadership in schools. Most of them were only good administrators but very few of them were good leaders. (13) Four basic internal forces influenced a school principal's leadership style of behaviour. They include leaders value patterns, confidence in group members, leadership inclinations and feelings of security in uncertain situation.

- 9. Sundararajan, S. and Williams, S.S., 1993:** This study intends to find out the percentages of teachers' attitudes towards vocational education. Using random sampling, 421 teachers were chosen from among 1684 M.Ed. students-teachers of the Directorate of Distance Education, Annamalai University. These teachers belonged to various districts in Tamil Nadu. *Findings:* (1) There was a significant difference in the attitude towards vocational education among the government school, private school and matriculation school teachers. (2) There was a significant difference between the teachers of the government, private and matriculation schools regarding attitude towards vocational education. (3) Regarding female teachers there was no significant difference between the female teachers of government, private and matriculation schools, and between male teachers or the private and matriculation

schools. (4) Regarding differences between male and female teachers, there were no significant difference between government school male teachers and female teachers of the private and matriculation schools regarding attitude towards vocational education. (5) As regards teaching experience there were significant difference in the attitudes of the government, private and matriculation school teachers on the basis of years of teaching experience 1-9 years, 10-19 years, and 20 or more years. (6) The government school teachers occupied the last and the matriculation school teachers the first position as regards the attitude towards vocational education. (7) Government school male teaches were the least favourable towards vocational education offered in higher secondary in Tamil Nadu.

- 10. Sharma, Rajni and Gupta, Asha, 1993:** This study attempts to reveal the adjustment and burnout of teachers teaching in high and higher secondary schools of Union Territory of Chandigarh. A sample of 292 female teachers and 108 male teachers teaching in high and higher secondary schools of Union Territory of Chandigarh were selected using purposive and incidental sampling technique. *Finding:* Teachers who were better on their home adjustment, emotional adjustment, occupational adjustment and total adjustment were likely to be less burnt out than other teachers .
- 11. Reddy, P.A., 1993:** The present investigation is an attempt to identify the socio-demographic and psychological variables like sex, age, caste, educational level, marital status, income, mass media exposure, achievement motivation, attitude and personality traits related to instructor effectiveness. The sample comprised of 240 adult education instructors selected from two age groups less than 20 years and more than 21 years and 40 supervisors from the Rayalseema region of Andhra Pradesh. *Findings:* (1) Instructors with high and low viewing were rated as effective

instructors than the medium viewers. (2) Women, young, unmarried, less educated, professional, having moderate land, less income, low cinema watchers, high television viewers, high radio listeners, low newspaper readers, having medium exposure to mass media and low urban pull were found to be more effective instructors.

12. Sapre, M.K., 1993: The present study focuses on teaching skills of the teacher-trainees both in theory and planning. Pre-test post-test control group design was selected for the experiment. The independent variables used were – Standard micro-teaching cycle, mastery over theory, mastery over planning, mastery over theory followed by MT and mastery over planning followed by MT. A sample of 36 student-teachers were selected randomly. The sample was again divided into 3 subgroups randomly and the treatment was assigned also through randomisation. *Findings:* (1) Training for mastery over theory and planning in both the skills is effective in improving GTP and skill performance. (2) Mastery over theory helps in acquisition of Narration skill while mastery over planning helps in acquisition of Reacting skills. (3) There was an interaction between nature of skill and training strategy. (4) For effective acquisition of open skill mastery over planning was essential. (5) Dimensions of openness – closeness from the three dimensional structure of teaching skill was valid. (6) Divergent operations were involved in learning skills.

13. Gaikwad, K.D., 1993: This study investigates the effect on trainees' classroom teaching and their performance in terms of pupils' achievement. The sample of the study comprised of 36 male and female students and teachers, they were randomly selected from a population of 180 students. *Findings:* (1) Independent reading of instructional material on theory of CAM had no significant effect on the teacher trainees' acquisition of theory of

CAM. (2) Focused reading and comment lecture created significant difference in the mean performance of theory (T) and Theory planning group (TP). (3) The treatment of remedial material produced differential effect in the achievement of theory of CAM among the T and TP groups. (4) Peer tutoring, mastery learning strategy was found most effective for acquisition of expected mastery level. (5) Remedial material had very little effect at the lower extreme end. Student teachers at the upper extreme end had gained more after using remedial material. (6) Teaching performance in terms of pupils' achievement of the student teachers from the TP group were significantly higher than that of the control group and theory group. Mastery over both theory and planning favourably affected pupils' concept attainment through increased competency in CAM and trainees from all the groups had almost similar attitude. (7) Among the general mental abilities, symbolic divergent production, semantic cognition were the major operations involved in acquisition of teaching performance. Figural Cognition had some role to play. (8) In-groups T and TP the correlation was curvilinear. The relationship between teaching performance and pupils' achievements were established up to the optimum level, then it decreased.

14. Choudhry, Rama Rohini, 1994: This study attempted to reveal the women participation in higher education, the infrastructural facilities like hostels (women's) and the various problems in the management of women's education. Data were collected on specifically designed questionnaires, using different strategies, from 233 colleges affiliated to 65 universities in 22 states of the country. *Findings:* (1) Hostel expansion is too slow – the gap between demand and supply has been increasing steadily, particularly in rural colleges. (2) There is a universal need for expansion of more hostel accommodation. (3) Finance is the major hurdle in meeting

this felt need of women students. (4) Private colleges seem to provide slightly better facilities than government ones. (5) Within co-ed colleges facilities for men are slightly better than those for women. (6) Nearly 70 per cent of the colleges expressed the opinion that availability of hostel would improve women's enrollment.

- 15. Deousker, Mahesh, 1994:** It attempts to study the knowledge, attitude and beliefs of secondary school teachers and students of Bundelkhand region towards Population Education. Using the random sampling method, 251 teachers and 263 students were taken as sample from the Bastar region of Madhya Pradesh. The students belonged to Classes X and XI. *Findings:* (1) Both the teachers and the students favoured a suitable higher age for marriage of girls and boys. (2) They reported awareness of the population growth, its related problems and the need for control of population through population education. (3) They expressed their choice in favour of two children as an ideal number for every financial group. (4) They preferred teaching of population education at school level particularly at primary and secondary stage by integrating it either with different school subjects or with some specific subject. But at college level, they wished it to be taught/studied as an independent subject. (5) They favoured the use of population methods of family planning. (6) The majority of teachers were in favour of organising population education programmes at different school stages under the Adult Education Programme. (7) As against the teachers, the students expressed a favourable attitude towards a training programme of population education, if organised. (8) The majority of teachers showed favourable attitude towards the integration of knowledge of population education in their teaching subjects. (9) Both the teachers and students possessed positive attitude/belief as regards religious, social and economic aspects of Population Education.

- 16. Paratkar, Shubhada, G., 1994:** The study examines the stress among teachers at different levels of psychosocial perspectives. The sample of the study comprised of 30 teachers each at primary level, secondary level, junior college, senior college and university (post-graduate) level adding up to 150. *Findings:* (1) The amount of role stress varied at different levels. The nature and types of role stresses also differed at different professional levels. As the level of teaching profession increased, the role stress decreased. It was highest among primary and middle level teachers. (2) There was no relationship among the gender, marital status and role stress. (3) Attitude towards teaching profession was significantly and negatively correlated with role of stress. (4) Self-esteem was not significantly found the related to role of stress. (5) Locus of control did not have any relationship with the role of stress. (6) Job involvement did not have any effect on role of stress. (7) The organisational climate was significantly and negatively correlated with role of stress.

- 17. Chandraiah, K., 1994:** It attempts to study the effect of age on job-satisfaction among college teachers. The sample of the study consisted of 150 male teachers categorised into younger (25-40 years), middle aged (41-55 years) and older groups (56 years and above). The sample was selected using random sampling technique. *Findings:* (1) It was observed that the middle aged and older aged teachers were more satisfied with their jobs as compared to the younger group of teachers. There existed no significant difference between middle aged and older aged teachers in their scores on job satisfaction. (2) It was found that age and job satisfaction had significant positive relationship among younger, middle and older aged groups, and (3) It was observed that correlation coefficients obtained for the subjects age and job satisfaction. Tenure of service and age, job satisfaction and tenure of service, were all positive and significant, partially out the effect of age

from experience. Job satisfaction did not change the nature and extent of correlation's significantly.

- 18. Beegam, L., 1994:** This study attempts to examine the role of certain factors/variables presumed to be related to job satisfaction among college teachers. The sample of the present study consisted of 415 teachers covering 204 males and 211 females selected, on the basis of stratified random sampling from the colleges affiliated to the University of Kerala. Teachers, working in Art Colleges and Science Colleges alone were included. *Findings:* (1) Job satisfaction of the college teachers was found related to certain socio-demographic variables such as faculty, locale, religion, caste and community, education of spouse and mode of conveyance. (2) Job satisfaction of the college teachers was found related to certain personality variables like self-esteem, materialism-spiritualism orientation, gregariousness and thoughtfulness.
- 19. Agarwal, Rekha, 1994:** This study attempts to reveal the teachers' effective interaction with their children especially at secondary level of education. The sample of the study constituted of 28 secondary school teachers selected randomly were given Mangal Self-report of Parents Participation in Children's Academics Activities (MSRPPCA) and Teacher Effectiveness Scale for Secondary School Teacher, collectively. *Findings:* (1) The teacher effectiveness of secondary school teachers were significantly influenced by the extreme autonomous participation as parents in their own children's academic activities. (2) The intrusiveness in parental participation of secondary school teachers in their own children's academic activities significantly influences their teacher effectiveness. (3) The secondary school teachers' parental direction in their own children's academic activities significantly influences their teacher effectiveness. (4) The secondary school teachers as

parents they have a normal tendency to neglect their own children's academic activities, irrespective of their teacher effectiveness. (5) Ignoring in secondary school teachers as parents in their own wards' scholastic activities leads to ineffectiveness in their teaching behaviour and vice versa. (6) The teachers rendering unfavourable behaviour in their children's academic activities have not scored high on the teacher effectiveness scale and vice versa. Both the ineffective parental as well as ineffective teachers equally affect disciplinary behaviour in their children's academic activities.

- 20. Patil, B.C., 1994:** This study attempts to seek the administrative behaviour of headmasters of secondary schools. The sample comprised of 212 teachers and 54 headmasters from 54 secondary schools of Belgaum Division in Karnataka. *Findings:* (1) School heads were not appointed on the basis of their leadership competencies though they were in prominent positions to exercise authority and expertise in the management and leadership of school affair. (2) Headmasters' behaviour was not conducive to high morale and open climate. (3) Most of the heads were neglecting their responsibilities and their lines of communications were almost closed.
- 21. Mattoo, Mohammad Iqbal, 1994:** It attempts to study the vocational interests, adjustment problems and scholastic achievement of high and low creative students. One thousand students studying in Class X, drawn randomly from high and higher secondary schools of Anantnag District of Kashmir, served as a sample for the present study. The students were in the age group of 16-17 years. *Findings:* (1) High and low creative students differed significantly in the interest areas, viz. fine arts, literary, scientific, technical and household; favouring the high creative group. On the other hand, low creative students in comparison to high creative students were

found to possess significant differences in the interest areas of medicine, agriculture, crafts, and sport. (2) High and low creative groups did not differ significantly in the outdoor interest area. (3) High creative group in comparison to low creative group were found to be socially maladjusted, emotionally unstable and unsatisfied with the household affairs but not on health adjustment. (4) High creative group was found academically bright as compared to low creative group. (5) Sex variation in the highly creative group with regard to social, emotional, home and financial adjustment could not be established. However, in the area of health adjustment, significant difference were found between the two groups. (6) No significant differences were found in the scholastic achievement of high creative boys and high creative girls. (7) Dominant vocational interests and adjustment areas for the high creative group were found to be different in comparison to low creative.

- 22. Nilavar, S.S., 1995:** This is an evaluation study of the instructional programmes of academic staff colleges (ASCs) in the context of college teachers performance. The study was conducted in three phases. Phase I comprised of 37 college teachers for the trial draft version of the College Teacher Training Needs Assessment Scale. Ninety-six college teachers who had joined the ASCs orientation programme constituted the sample for surveying the training needs. Under Phase II and III, out of the four ASCs covered in the needs survey, only three ASCs yielded substantial data at instructional programme evaluation stage. Besides, a sample of 83 college-teacher participants, 38 resource persons and 3 directors concerned were also used a sample to collect information. *Findings:* (1) The teacher participants' own ratings of post orientation status of knowledge and skill capabilities shows improvement as a result of their participation in the orientation programme. (2) In terms of improvement in knowledge and skill

capabilities status, the instructional programme of ASC with the regard to all the 18 components of the teacher performance perspective was effective as perceived by the college teacher participants. (3) It was found that the participants had already had substantial knowledge of the teacher performance expectations and skills. (4) Each ASC was required to be assessed separately using a status scale of the kind used in the study in order to effectively apply corrective measures to improve the instructional programme. (5) College teacher participants' test performance with regard to five performance perspective components namely, instructional planning and preparation, constructive relationships, institutional planning and management, research and community interaction were better than the other 13 components.

- 23. Sharma, C. M. and Pareek, M., 1995:** This is the comprehensive study about 24 Navodaya Vidyalayas in Rajasthan. The sample of the study consisted of 8 Navodyaya Vidyalayas drawn out of a total of 24 Navodaya Vidyalayas located in five major divisions of Rajasthan. An effort was made to select two schools from each division randomly from these 8 schools, 8 principals, 71 teachers and 272 students were interviewed. *Findings:* (1) The existing problems included shortage of reading rooms and unfavourable policy of appointment and salaries of teachers. (2) Teacher co-operation in running the schools were not satisfactory and readily available due to their personal problems, interests and attitudes. (3) Financial grants were often received late. (4) Shortage of teachers existed particularly in English and science. (5) Teachers were not punctual. (6) There was shortage of teaching material and teaching aids. (7) Most of the principals time was consumed in supervision work, meeting with parents, solving problems of students, looking into hostel-mess matters and solving problems related to it. Therefore,

no time was left for looking after the personal matters and for self-improvement. (8) Hostel meals and medical facilities were unsatisfactory. There was no social life, and no scope for future economic progress. (9) Students were mischievous. Teaching aids and reference books were not available. Work load was heavy. Co-operation of the principal was not available in solving academic matters. The syllabus was not completed on time. Good food was not served to the children.

- 24. Rao, Ganeswara, K., 1995:** This study intends to evaluate the effectiveness of primary and secondary level teachers with different potentials of creativity and different nexus of inter-personal relationships. The teacher comprised of the sample which was chosen using simple random sampling method. *Findings:* (1) No significant relation was found between teacher effectiveness and the income or years of service of the teachers. (2) Significant relations were found between teacher effectiveness, creativity and inter-personal relationships. (3) Significant differences were found between rural and urban teachers with reference to inter-personal relationships.
- 25. Shrivastava, Y.V., 1995:** It attempts to study the residential effect on teacher acceptance by students. The sample of the study comprised of 300 teachers (175 urban and 125 rural) drawn from 54 senior secondary schools of Rajpur District in Madhya Pradesh. *Findings :* It was found that the teachers of urban and rural groups did not differ significantly on teacher-acceptance by students.
- 26. Venkataram Reddy et al., 1995:** The study aims to analyse the level of job satisfaction of male and female teachers working in residential and non-residential schools. The sample for the investigation consisted of 400 teachers, equally distributed between the two types of schools and the two sexes selected by a multistage stratified random sampling procedure from residential and non-

residential schools located in S.V. University and S.K. University areas of Andhra Pradesh. *Findings:* (1) Teachers working in residential schools were more satisfied than their counterparts belonging to non-residential schools in the case of overall job satisfaction and on factor 4. On the other hand, teachers of non-residential schools were more satisfied with the job as measured by factors 6 and 8. In the case of factors 1, 3 and 9 both groups were dissatisfied but the dissatisfaction was more in the case of teachers belonging to non-residential schools. The two groups did not differ with regard to the remaining factors, viz. factors 2,5,7 and 10. (2) Considering the sex variable, women teachers exhibited significantly higher level of overall job satisfaction and job satisfaction as measured by factors 8 and 10. In the case of factors 1,3,7 and 9 women teachers were less dissatisfied than men teachers. On the remaining factors, viz. 2,4,5 and 6 there were no significant differences between the two sexes.

- 27. Das, Lakshahira and Panda, B.B., 1995:** This study aims to understand the job satisfaction of college and higher secondary teachers in terms of their gender and work experience. The total sample of 100 male and female teachers (54 from college and 46 from higher secondary schools) for the study was selected from five colleges and the same number of higher secondary schools of Kamrup District of Assam. *Findings:* (1) No significant difference was found in the degree of job satisfaction of college and higher secondary teachers. (2) There was no significant difference in the degree of job satisfaction of male and female college teachers. (3) There was no significant difference in the degree of job satisfaction of male and female higher secondary teachers. (4) There was no significant difference in the degree of job satisfaction of male college and higher secondary teachers. (5) There was no significant difference in the degree of job satisfaction

of female college and higher secondary teachers. (6) Experienced college teachers did not have better job satisfaction than the inexperienced college teachers. (7) It was found that experienced higher secondary teachers did not have better job satisfaction than inexperienced higher secondary teachers. (8) There was no significant difference in the degree of job satisfaction of experienced college and higher secondary teachers, and (9) There was no significant difference in the degree of job satisfaction of inexperienced college and higher secondary teachers.

- 28. Nagaraju, C.S., 1995:** It attempts to study the relationship between two school-related variables, achievement in mathematics, environmental studies and Kannada (language) and total achievement in all the subjects put together of students studying in lower primary classes in rural schools of Tumkur district in Karnataka. The sample consisted of children studying in Classes II to IV numbering 182 lower primary schools representing the rural schools of Tumkur District. Data were collected using a battery of achievement tests and a questionnaire for obtaining information on teacher strength enrolment and standard taught in schools, etc. The data on students' performance in Kannada, Mathematics and Environmental Studies were obtained from the project funded by the Ministry of Human Resource Development, Government of India. *Findings:* (1) Achievement in the three subjects, i.e. mathematics, environmental studies and Kannada were highly intercorrelated. (2) Highly significant negative correlation was found between standard-teacher ratio and each of the achievement variables, i.e. achievement in mathematics, environmental studies, Kannada, and total achievement in all the subjects. (3) Pupil-teacher ratio was not related with any of the achievement scores but was positively related with standard-teacher ratio.
- 29. Jayawant, Meenal and Phatak, P., 1995:** The sample comprised of 30 deaf children of ages 6-12 years studying in Classes I-V of integrated units in the normal schools in Pune. *Findings:* (1) All children were having normal intelligence on both the standardised tests, but 5 out of 6 children having 100 or less IQ on Draw-a-man Test were below the median percentage of the examination marks. (2) Grade-age status appeared to be influenced by condition of the child negativity. (3) The deaf children from integrated units of the normal school under study were emotionally adjusted to the school work supporting their educational integration. (4) The group of children were differed from the normal in their responses to Picture-Frustration Study Tests. There were more children who were higher on blaming others for the frustrating situation and few were low in ignoring it.
- 30. Padmanabhaiah, S. and Kumaraswamy, T., 1995:** The study tries to explore the problems faced by monitors in organising post-literacy centres in Chittoor District. The sample of the study comprised of 140 monitors (80 men and 60 women monitors) organising *Jana Chaitanya Kendras* in four Mandals of Chittoor district. They were randomly selected for the study. *Findings :* (1) It was found that the problems perceived by monitors at three different levels viz. more severe, less severe and moderately severe were found to be significant. (2) With regard to gender difference in perceiving the problems men and women monitors differed significantly on different problems. It indicated that men monitors required more freedom and control over the programme and women monitors needed more involvement of other functionaries.
- 31. Panda, Bijoy, K., 1995:** It attempts to study the functions and organisation of tribal schools in the Koraput District of Orissa. The sample of the study comprised of 20 schools in the tribal areas of Koraput

District. The relevant data were collected using participant observation, communication in vernacular language, field diary, photography and questionnaires. *Findings:* (1) The non-enrolled children were higher than those of enrolled in the village schools. (2) The schools were not equipped adequately with the required facilities such as the condition of the school building, proper lighting, proper ventilation and minimum comforts in order to make the teaching-learning process more effective. (3) There were lack of relevant teaching aids like – charts, diagrams, maps, learning material, community involvement and special teaching classes for the weak learners. (4) It was found that the classroom interaction was very limited and passive. No special efforts were made to improve the classroom teaching. (5) It was found that the school did not pay adequate attention towards the rituals, functions, fairs, festivals and ceremonies relating to the tribal communities. (6) The funds were not available for the school to make minor repairs and even to procure some teaching aids. (7) It was found that many of the teachers did not attend any inservice teacher training after joining the schools. The teaching methods followed also varied from teacher to teacher. (8) Poor economic conditions of the villagers resulted into the lower enrolment, non-participation in the schooling activities and in different attitude towards the schools.

32. Appalwar, S. and Rao, M., 1995: The study attempts to evaluate the administration of secondary schools of Adilabad and Karimnagar Districts of Andhra Pradesh with special reference to Headmaster's role. One hundred Headmasters of secondary schools and 1,000 teachers were taken as sample. Schools were selected using purposive quota sampling procedure. *Findings:* (1) Leadership behaviour of the headmasters influenced the organisation climate of schools in a significant way.

(2) Certain kinds of Headmaster's behaviour generated certain specific kinds of organisational climate in schools. (3) Rural secondary schools differed from urban secondary schools in respect of organisational climate. (4) Government secondary schools differed from Zilla Parishad Secondary Schools in respect of organisational climate. (5) Zilla Parishad secondary schools differed from the private secondary schools in respect of organisational climate.

33. Panda, Bhujendra Nath et al., 1995: The present study attempts to reveal the students' academic achievement in relation to school organisational climate. The sample for the study comprised of 200 secondary school teachers and 400 students of Central, Public, Government Aided and Unaided schools of Orissa. They were selected using random sampling method. *Findings:* (1) Out of three central schools, two schools had paternal and one school had familiar climate. In both types of climates teachers did not work well together and job satisfaction was average. (2) Two public schools had controlled climate and one had open climate. But in both the types of situations, teachers were interested to do work and cooperate with the principal. (3) In government schools it was found that three schools had controlled climate and one each in familiar and closed climates. (4) Out of five aided schools two had paternal type, the other two had closed type and one had familiar type of climate. This situation was neither satisfactory nor conducive to task achievement and social needs satisfaction but in familiar type of climate there was a possibility to keep production satisfactory. (5) Out of four unaided schools, three had closed climate and one had paternal climate. In the closed and paternal climates, the teachers were disengaged and to do a lot of work but obtained little job satisfaction in respect of either task achievement or social need satisfaction. (6) The academic achievement scores of the

students studying in different types of schools revealed that there existed significant difference in performance of students. (7) It was found that students studying in Central and Public Schools got the highest mean score as compared to government, aided and lowest in unaided schools. (8) The result indicated that students' performance in Central and Public Schools differed significantly from all other school students' performance except government schools. (9) It was found that students studying in different types of climates differed significantly in their achievement. The highest mean score of student performance was found out in open climate followed by controlled, paternal, familiar and closed climates. When open climate group of students were compared with controlled, familiar, paternal, and closed climates it was found that except open vs. controlled climate groups all other groups were significant. (10) When controlled climate groups were compared with familiar, paternal and closed type of climates it was found that there existed significant difference and controlled climate groups had secured better percentage of marks than their counterparts.

- 34. Varghese, N.V., 1995:** This study attempts to develop a methodology to empirically analyse and categorise primary schools in India in terms of infrastructural facilities. The sample comprised of 43 government schools, 8 aided private schools and 8 private unaided schools selected from five localities of Madhya Pradesh. The most critical variables for classification and categorisation of primary schools were identified using cluster analysis and correlation analysis. The relationship between academic achievement and infrastructural facilities were examined using mean achievement scores of students and standard deviation. *Findings:* (1) Schools were classified into four categories namely, very poor, poor, good, and very good facility schools based

on three critical variables namely, school building, separate classrooms, and student benches. (2) Out of 150 schools included in the sample, 10 were categorised as having no building, 28 were categorised as having poor infrastructure, and 14 and 7 were classified as good and very good facility schools respectively. (3) Of the 43 government schools 37 (86%) had either poor facility or no facility. (4) Of the 16 private schools, 15 (94%) had either good facility or very good facility schools. (5) The achievement scores showed a systematic improvement with improvement in the facilities of the school. (6) The difference in mean achievement Scores between the learners in the least facility schools and the best facility schools were very large in both Hindi and Mathematics.

- 35. Sushama, R., 1996:** The study deals with the effectiveness of academic bodies in their functioning and also in introducing qualitative changes in the designing and implementing of varied academic programmes in the Universities in Kerala. The sample comprised of 164 University teachers and 21 Academic Administrators. The major tool employed for the collection of primary data, a questionnaire circulated among the selected respondents. Case studies and interviews were also conducted. *Findings:* (1) The academic bodies in the Universities in Kerala were not fully effective in exercising their powers and discharging their duties as envisaged in the laws of the Universities. (2) They did not take enough interest in introducing new and innovative academic programmes in the universities. (3) They did not have a dynamic approach in their functioning. (4) Most of the academicians as well as academic administrators were more or less conservative in their general approach to academic affairs. (5) Effectiveness of the academic bodies in introducing radical changes in the field of higher education was handicapped by interference and pressures from political, social and religious organisations. (6) An evaluation

of study of the various aspects of the different academic programmes of the universities in Kerala revealed that specialised courses relevant to the present times and in response to the demands of the employment market were not designed and implemented. (7) Factors like lack of physical facilities, library facilities, unavailability of trained faculty and bottlenecks caused by the bureaucratic set up in the universities created hurdles in the smooth implementation and running of the academic programmes. (8) Limited scope of employment due to over specialisation or lack of specialisation was a major reason for the failure of courses. (9) Vested interests of persons or groups in the universities which played their role in starting courses also contribute to the failure of courses.

- 36. Kesarkar, Kiran M., 1996:** The study focuses on various issues and factors related to night high schools in Greater Mumbai. Using the multistage sampling technique 47 night schools were selected with 94 teachers, 405 students studying in Classes VIII to X, 37 parents and 15 teachers and management representatives were included in the sample. *Findings:* (1) With regard to the status of night schools, a majority of them were of co-education type with very little female teachers but all were trained. (2) Many students join night schools because of the timing and their economic conditions. (3) The facilities are poor and so is the achievement levels of students. (4) With regard to teacher factor earning more money is the reason for teaching in night school also and they are satisfied in their profession. (5) With regard to student factors, they ranged in their age from 13 to 26 years. (6) Management of school and principal are cooperative and enthusiastic.
- 37. Das, P.K., 1996:** This study addresses the problems of transacting lessons effectively in large size classes at elementary level. Twenty schools with class strength more than 50 students (large size) were covered

in the study. The tool and technique used was observation schedule. *Findings:* (1) There was an overall improvement of pupils' achievement after the administration of intervening strategies in all the five low achieving schools. (2) With regards to sustainability and replicability of these strategies, it was found from the field experience, by judging the pupils' as well as teachers' participation in the process. Five strategies, i.e., alteration in learner's location, partner shuffling, monitorial assistance, co-operative learning and self-learning were the most effective intervening strategies to promote low achieving schools of large size-classes. (3) These five strategies were found to be: (a) an immediately accepted by the teachers and pupils because of their easy maneuverability, (b) create curiosity among the pupils, (c) motivate slow learners and back benchers to come to the forefront, (d) encourage student-student learning, (e) inculcate child-centred learning in place of teacher directed-learning, and (f) be less tedious and more joyful in its accomplishment.

- 38. Clarke, Prema and Bruce Fuller, 1996:** It attempts to study the optimum levels of instructional inputs and universally effective teaching practices which boost students' achievement. The study was conducted of 50 classrooms in the city of Madras selected on the basis of stratified sampling technique. Management of schools were taken into consideration while selecting the sample. All the classroom activities were video taped and analysed qualitatively and quantitatively. *Findings:* (1) Commonalties and variations were found in classrooms and pedagogical practices among three types of schools. (2) All the schools were found using lecture, textbook and question method for teaching. (3) It was observed that private schools had better physical facilities as compared to semi-private and municipal schools. (4) Private schools had greater teacher-student interaction as compared

- to government/ municipal schools. (5) It was found that greater attention was paid to individual students in private schools. (6) Since caste in India was associated with class, this study illustrates the influence of local forms of social stratification. Both quantitative and qualitative variation in pedagogic practices across private, semi-private and state funded schools suggest the subtle impact of SES and caste on classrooms in Madras.
- 39. Rath, K.B. et al., 1996:** This study tries to assess the effect of schooling process on learning outcome. The sample of the study comprised of 96 head teachers, 408 teachers and 1,882 students of Class V drawn from 100 schools of Hissar district of Haryana. *Findings:* (1) Within the school, girls' performances in mathematics and language were not different from boys'. However, it was not consistent across the school in mathematics. (2) Students of BC and SC category were performing lower in mathematics and language than general students within the school but varied significantly across the school in mathematics only. They had lower self-esteem than general students within the school but not consistent across the schools. (3) Family environments of students were as found to have substantial effect on mathematics and language achievement at school level and both were correlated as a contextual variable. (4) At the school level, attribution process was strongly related to mathematics achievement whereas self-esteem was with language achievement. (5) Class size, students' preference to work in-groups, sequential presentation of lesson with comprehensible language and instructional approach in classroom improved the self-esteem of students substantially, whereas closeness among teachers negatively influenced the self-esteem. (6) Head-teacher's cooperation to teachers in the management of academic matters and group feeling among students attributed positively towards the attribution process of students.
- 40. Patel M.R., 1996:** The present study tries to understand the study habits of pupils and its impact upon their academic achievement. The sample of the study comprised of 578 pupils of Class VIII of eight schools each of urban and rural settings of Kheda district (Gujarat). 72 pupils were finally selected through random selection method. *Findings:* (1) It was found that the achievement scores of the pupils having high and low G.A. were significantly different. (2) Those pupils who had good study habits did get significantly more achievement scores than those who had poor study habits. (3) It was found that sex and study habits interacted significantly in the production of achievement scores.
- 41. Khader, M.A., 1996:** The study addresses the problems of classroom transaction based on child-centred activity and based approaches in multigrade and non-multigrade schools which serves to discern the training inputs for empowering teachers for effective classroom transactions. The sample of the study consisted of 10 multigrade and 10 non-multigrade primary schools, both from rural and urban settings, selected from the DPEP district Hissar, Haryana. *Findings:* (1) Classroom transaction dominated by direct presentation and teacher talk. The use of child centred activity based approach was found to be considerably less. (2) At the teacher's training level conventional approach assumed centre stage of the transaction mode. (3) It appeared that teachers suggesting that there should be continuity between training and teaching. (4) Multigrade and non-multigrade school groups were well-differentiated by three factors/functions namely, classroom management, planning instructional activities and instruction for learner involvement. These were emerging from the variables related to child-centred activity-based approaches.
- 42. Balkrishnaveni, D., 1996:** This study examines the domestic and professional role conflict of women teachers. The sample

of the study comprised of 500 women teachers in all, 100 teachers each from colleges, higher secondary, high schools, primary and preprimary schools were selected using random sampling method. *Findings:* (1) There was medium level of domestic role conflict among women teachers. (2) There was high level of professional role conflict among women teachers. (3) Teachers with 31 years of experience and above had low level of professional role conflict. (4) It was found that all teachers had domestic as well as professional role conflict, but the level of conflict varied.

43. Ausekar, Pratibha, 1996: It attempts to study the job-satisfaction among teachers working in government and private secondary schools. The sample of the study comprised of 40 teachers from different schools including 20 from government and 20 from private schools, who were selected through random sampling technique. *Findings:* (1) It was found that only 13 per cent of the school teachers were greatly satisfied with all the sixteen factors. Seventy per cent of the teachers were satisfied and 17 per cent of the teachers were moderately satisfied with all the sixteen factors. (2) Private school teachers and the government school teachers were found to be more satisfied with factors like promotion, recognition, independence, salary, job security, job status and educational policies. Whereas the teachers in private schools were more satisfied with factors like responsibility, achievement, working conditions and personal life.

44. Thaker, M.J., 1996: This study aims to examine the job satisfaction among the secondary school principals of Saurashtra. The sample of the present survey consisted of 900 secondary school principals from Saurashtra region in Gujarat. *Findings:* (1) The attitude towards job satisfaction among the most of secondary school principals of Saurashtra were classified as neutral. (2) The secondary school

principals having experience of 9-16 years were more satisfied and the principals having experience of 0-8 years were least satisfied. (3) The post basic secondary school principals were more satisfied than ordinary secondary school principals. (4) The principals of the schools with higher secondary sections were more satisfied than the only secondary school principals. (5) Among the matters under consideration, the job satisfaction of secondary school principals of Saurashtra did not differ when gender, age, educational qualification, marital status and geographical area were considered.

45. Shamsuddin, Hazi, 1996: It is an attempt to understand socio-economic factors that influence the career of practising teachers. The sample comprised of 200 secondary school teachers (136 males and 64 females) selected through a random sampling method. The schools to which the sample belonged consisted of government schools, semi-government schools, private and missionary schools from Madhya Pradesh. *Findings:* (1) The socio-economic background of teachers revealed that majority of male teachers belonged to lower middle or middle class families. Majority of the female teachers, however, came from upper middle and some from high class families. (2) As regards the marital status of teachers, most of the male teachers were married having three children on an average. As regards female teachers most of them were single with lesser liabilities on them in comparison to male teachers. (3) Regarding the age of teachers, majority of male teachers were between 25-30 years, whereas almost half of the women were below 25 years. In parents' education the teachers on the whole, came from families where parents were not very highly educated. (4) As regards the occupation of parents, among the male teachers, 40 per cent of their fathers were cultivators, 24 per cent belonged to the service class (excluding teacher ship) and the rest were businessmen, pleaders, doctors, etc. Only

- very few of them had teaching as their occupation. Among the female teachers greater percentage of their fathers belonged to the service class and the rest to various other occupations. (5) Regarding the family system, majority of the teachers had joint families with an average of 10 members in their families. (6) The socio-economic background of teachers was not higher than that of lower or middle class status.
- 46. Naik, A.K. and Pathy M.K., 1997:** This study tries to find out and examine the attitude of Secondary school teachers towards teaching some particular subjects. The sample comprised of 20 male and 20 female urban and rural secondary school science teachers of the District of Bolangir in the western Orissa. *Findings:* (1) Science teachers of Orissa were possess positive attitude towards teaching of science. (2) Urban secondary school science teachers have more favourable attitude towards teaching of science than rural secondary school science teachers. (3) The female science teachers have significantly positive attitude towards teaching of science than their male counterparts.
- 47. Singh, Om Prakash, 1997:** It studies about the differences between micro-teaching technique and traditional training as well as it tries to understand its effect on teachers' behaviour. The study adopted experimental design with one control and one experimental group. Forty-four students in science stream of the B.Ed. batch were assigned equally after matching them for age, sex, area and marks in the B.Sc. degree. *Finding:* The two groups differed on pre-test with respect to Pupil Initiation Ratio (PIR) and Teacher Response Ratio (TRR) categories. The experimental group gained on ten categories out of 13 categories.
- 48. Rani, Seema, 1997:** The study centred upon the men and women college teachers' militancy, morale and academic alienation hypothesised to be the resultant of socio-political ecology as perceived by them. The sample comprised of 200 college teachers (150 men and 50 women) drawn from 11 (8 male and 3 female) colleges. *Findings:* (1) The high PSPES group of men college teachers perceived socio-political ecology more negatively as compared to low PSPES group and were found to be more militant. (2) The morale of the high PSPES group of men college teachers were found to be lower than that of the low PSPES group were found to be more alienated academically. (3) In case of women college teachers the high PSPES group as compared to the low PSPES group was found to be more militant, more alienated and having lower level of morale. (4) Male college teachers as compared to female college teachers were found to be more militant. (5) Male college teachers had lower level of morale than that of the female college teachers. (6) Male college teachers were found to be more alienated academically as compared to women college teachers.
- 49. Aminabhavi, V. and Dharanendriah, A.S., 1997:** This study is an attempt to reveal the factors contributing to job involvement of the professionals. A quota sample of 100 professional men including 25 doctors, 25 engineers, 25 lawyers and 25 teachers in the age range of 30 to 60 years were selected from Dharwad, Hubli, Gadag and Belgaum cities of Northern Karnataka, India. *Findings:* Professionals who choose their occupation, who have higher expressed job satisfaction and who come from upper middle stratum of socio-cultural background showed higher job involvement.
- 50. Rao, Sudhakar and Ravi R. Kanth, 1997:** The present study is an attempt to develop strategies of enrolment and attendance with a sample of eight schools in Ranga Reddy district of Andhra Pradesh. The research team decided to select eight out of sixty schools in seven Mandals of Ranga Reddy district of Andhra Pradesh, which were experiencing high dropouts rate for the purpose of study. *Findings:* (1) Poverty, child labour, household work

were some of the prominent reasons for dropouts. (2) Teachers were able to involve community in the activities of the school for its development. (3) Teachers' interaction with pupils, parents and elders had positive impact on enrolment in schools. (4) Regular PTA meeting had positive effect on improvement of enrolment and attendance in schools.

51. Kishore, Lalit and Sharma, R.K., 1997:

This study attempts to reveal the teachers' understanding of the competency-based EVS curriculum through participate in-service training, which emphasised the process skills. Eighteen primary teachers with mean age of 34 years selected from 18 rural schools of Jhalapattan Block, Jhalawar district in Rajasthan for making the sample. The twelve-day training given to the teachers was residential in nature. The methodology of training was basically participate with group discussions and group work as two major training approaches. Three experts evaluated on three-point scale and the understanding of participants about EVS curriculum. *Finding:* Residential participate training was helpful in developing a good understanding of competency-based EVS curriculum among teachers.

52. Kulkarni, V.G., 1997:

This study addresses the problem of classroom management behaviours of teachers with reference to the students over and covert behaviour. The sample of the study comprised of 840 students and 168 teachers of the higher secondary stage from Kolhapur city. The students were selected randomly. *Findings:* (1) It was found that the various factors served purely instructional function were: (a) General Lecturing Competency (GLC) covering questioning for feedback, closure, blackboard work, reaching teacher's interacting personality, mastery over plan and content, (b) teacher's solicitation and reacting, (c) the linguistic competency deficiency, (d) the strict content building tendency, (e) teacher's mastery over plan

and content, and (f) modulating gestures and speech. (2) It was found that the various factors served purely managerial functions were: (a) general classroom management competency, (b) instructive momentum, (c) controlled smoothness, and (d) teacher's status maintenance. (3) It was found that the various factors served both managerial and instructional were: (a) GLC covering act, induction, explaining and stimulus variation (b) B.B. work for organised pacing, (c) socio-emotional permissiveness, (d) timely use of non-verbal media, (e) teacher's purposive physical movement, and (f) teaching flow management deficiency.

53. Mishra, K.N., 1997:

This study attempts to evaluate the effect of teacher training programme on teacher's burnout feeling. The sample comprised of 170 primary school teachers grouped into trained and untrained categories matched on age, sex and teaching experience to nullify its effects on burnout feeling. *Findings:* (1) The untrained teachers were more emotionally drained by their job in comparison to trained teachers with Certificate in Teaching. (2) The personal accomplishment scores of male untrained and B.Ed. trained teachers were low in comparison to Female untrained. In case of C.T. trained teachers it was just opposite.

54. Shukla, Janardan Prasad, 1998:

This study tries to reveal the quality of untrained teachers in higher level of education. A sample of 75 teacher-trainees of MDPG College, Pratapgarh with mean age 23.78 years and 75 experienced teachers having more than five years of experience of different intermediate colleges of the same locality selected through purposive sampling technique. *Findings:* (1) The experienced teachers of the high SES group were found more reserved, submissive, moralistic, shrewd, self-sufficient, conservation and controlled on comparison to teacher trainees of the same category. In the middle SES category the experienced teachers were reserved, sober,

intelligent, shrewd, self-assured, controlled and having better super ego-strength than the teacher trainees of the same category. Low SES group teachers were found significantly more detached, aloof and critical, emotionally less stable, mild, sober, conservative than the teacher trainees of the same category. (2) The impact of experience was found very much related with dynamic traits of personality. Experienced teachers were better in character, emotionally mature, sophisticated, polished, well-behaved and consistently ordered people. But on the other hand they were found less social, more aloof, less dominant, aggressive, competitive, submissive and mild, less enthusiastic, happy-go-lucky and more resurgent, silent, introspective, serious and brooding, less tensed and excitable and more composed. (3) Teacher trainees were found higher on anxiety components. It was noted that the factors that distinguish these two groups of different SES category of experienced teachers and teacher trainees were mainly dynamic factors of personality having environmental impact and socio-economic status and it is possible to train the teacher trainees in the desired direction through well-planned teacher training and in-service programmes.

55. Anand, S.P., 1998: This study attempts to explore the need of motivation among primary teachers. The sample consisted of 880 teachers drawn from 96 randomly selected primary schools. The sample included nine different types of schools such as Central, Convent, Privately managed, DAVs, Government Multigrade, Government Primary Urban and Rural schools and Government Upper Primary High Schools. *Findings:* (1) Teachers of convent schools were found higher in job satisfaction scores, as compared to the teachers of all other schools. Teachers of Central Schools also found satisfied as compared to the teachers of the schools run by the State Government. (2) State

Government school teachers teaching in rural areas scored significantly better in job satisfaction as compared to the teachers working in urban areas. (3) Teachers working in privately managed schools had also been found to have better job satisfaction as compared to the teachers of Government High Schools. (4) Teachers working in convent schools perceived significantly better working conditions in their schools as compared to the rest of all the eight types of schools. (5) Central School teachers had better working conditions other than the teachers working in the schools run by the State Government. (6) Working conditions of teachers working in DAVs and private managed schools found better than all the government schools. (7) In State Government schools, multigrade school teachers had significantly better perception of working condition they work in as compared to high school teachers. (8) It was found that teachers working in different types of schools differ significantly for their personal conditions that matter for their job satisfaction. (9) Teachers of Government urban primary schools in their personal considerations had scored better than the teachers working in rural areas. (10) It was also found that personal consideration of the teachers could keep them intrinsically motivated for their effectiveness at primary level as irrespective of poor working condition perceived by teachers of urban primary school scored better than the teachers of DAVs and privately managed schools in rural areas. (11) Teachers of convent schools have far better perception of their social status as compared to the teachers working in all other types of schools except central and multi-grade school teachers. (12) It was found that teachers working in different schools differ in the perception of their social status that influences their level of job satisfaction accordingly. (13) It was found that convent schools had a significant better administration as compared to the rest of six types

of schools except Central and multi-grade schools.

56. Rajput, Sarla and Agarwal, M., 1998:

This study tries to find out the awareness of teachers regarding continuous evaluation programmes in their schools. A sample comprised 25 primary schools of seven districts of Delhi (six schools from rural area and rest of the schools from urban area), out of them twenty schools were co-educational, four were for boys and one school was exclusively for girls. *Findings:* (1) The heads of Public Schools and Kendriya Vidyalayas were quite aware of CCE. In aided schools only one head out of four knew about it and in NDMC schools the heads of Navyug Schools, MCD schools and private unrecognised schools were totally unaware of CCE. (2) It was assessed that the Central Schools and Public Schools not only evaluate the students on their scholastic areas but give equal weightage to non-scholastic areas as well. (3) Heads of all the schools agreed that evaluation was a continuous process. (4) The heads of government schools, MCD schools, unrecognised private schools and most of the aided schools were unaware with the purpose of evaluation in improving the learning achievement of the children. They thought that the main purpose of the evaluation was only to find out how much the children had learnt. (5) It was found that no conscious effort was made by the teachers for diagnosing the learning gaps. Only one public school had separate teacher for remedial work and in one DTEA School, which was one of the aided school even though the schools were aware of various techniques of testing. But the oral testing techniques used by few schools were quite disorganised and was done on the spur of the moment and its evaluation responses depended on the teachers' impression of the child. Most of the schools were using short-answers and very short-answer type questions and they did not make use of objective type questions. (6) Only public schools and Kendriya

Vidyalayas had given balanced weightage to all the three objectives, i.e. knowledge, comprehension and expression as compared to rest of the schools.

57. Chopra, R.K., 1998 : The study centred upon the working conditions of primary school teachers in rural and urban areas of Haryana. The sample comprised of 180 teachers of 20 primary schools – 10 situated in rural areas and 10 in urban areas of Ambala and Sirsa Districts. *Findings:* (1) Teachers working in rural schools devoted more time to reach to their place of work than their urban counterparts. (2) Urban schools did not differ from rural schools with regard to instructional materials, audio-visual aids and equipment, library facility and level of teacher's professional anxiety and job satisfaction. (3) No performance linked incentive scheme was available for teachers. There was no systematic transfer policy in the State.

58. Julka, Anita, 1998: It attempts to discuss various issues and concerns by which successful mainstreaming of visually impaired children can be achieved. The sample included fifteen people who were actively involved in the field of education of children with special needs covering school administrators, special educators, regular teachers, parents and persons from voluntary organisations. They were extensively interviewed. *Findings:* (1) For successful mainstreaming of visually impaired, the special teachers have to work with many others in partnership. The training of special teachers needed to be revised accordingly. (2) Human resources were being wasted if full range of services is not provided in quantity and quality as required by each individual child. (3) The special needs of the children before they enter regular schools have to be met by parents, anganwadi workers and others under the guidance of special teachers. (4) Successful mainstreaming of visually impaired was only possible with two levels of education – academic and compen-

satory. Those who have to be met by both the classroom and special teacher. (5) If inclusive education was focused to educational policy, the reciprocal role of regular and special teacher would become crucial. (6) Parents need to be counselled before the children have to be integrated in mainstream schools. (7) Children should not be segregated from their community and left at the mercy of rehabilitation services unless and until it is necessary. (8) Appropriate incentives to be given to regular teachers. They were responsible for actually modifying the learning environment for the visually impaired child.

59. Jyothi, M.N. and Reddy, Y.S., 1998: It attempts to study the professional satisfaction of teachers working in the schools for the hearing impaired. The sample for the study comprised of 96 teachers working in 19 schools for the hearing impaired spread over Andhra Pradesh. *Findings:* (1) The teachers in general had significant over all professional satisfaction. However, they were not satisfied with the factor related to academic aspects. (2) Teachers were not satisfied with only one crucial factor, i.e. academic aspects. (3) Teachers were immensely satisfied with their profession on the aspects related to 'student' and on the aspects pertaining to 'interpersonal relationship'.

60. Sharma, Gitanjali, 1998: It attempts to study the teachers' educational intervention in improving academic achievement of the children with learning disabilities. The sample of the study comprised of 42 teachers of learning disabled and non-learning disable pupils from urban and rural areas of Rayalseema in Andhra Pradesh. *Findings:* (1) On pre- and post-intervention testing, it was found that there existed significant positive change in the attitude of teachers. (2) On the basis of the means and SDs of the pre and post-intervention achievement tests scores. It was found that there were no significant differences existed in the test

performance of boys and girls and (3) Significant differences were found in the mean scores of pre- and post-academic achievement tests among learning disabled children.

61. Sinha, Asha, 1998: This study attempted to understand learner's weakness and difficulties in the area of learning English language at Elementary Level. The sample consisted of 38 children of Class V from RIE, Bhopal in the age group of 9 to 10 years. The materials were used for the activities such as pictures, flash cards, real objects, toys and classroom situation. A climate was created for learning through general conversation mixed in mother tongue as well as in English. Various activities related to English Language learning was carried out. Performance tests were given to test children's performance in various activities. *Findings:* (1) Children who were non-achievers could not remember the constituent units or syllables. They had short attention span, health problem, and weak visual motor ability. (2) Most of the children had problems in accuracy and comprehension. Most of the children did not have sound educational and socio-economic background. Elementary Level of Education.

62. Nagarajan, K., 1998: The present study was undertaken to investigate the leadership behaviour of the heads of autonomous colleges in the city of Madras. The sample comprised of 413 college teachers from 6 government colleges and 16 private aided colleges in the city of Madras. They were administered Leadership Behaviour Description Questionnaire developed by Halpin and Winter. *Findings:* (1) Result showed that conferment of autonomy has brought significant changes in the leadership behaviour of Arts and Science colleges only and not in professional colleges. (2) Even in Arts and Science colleges autonomy had resulted in promoting only "Human Consideration" aspect of leadership behaviour and not of "initiating structure".

- 63. Das, B.C. and Mary, V.C., 1998:** This study tries to analyse the accountability between different mediums of curriculum in secondary level of education. The sample comprised of 177 secondary teachers, 96 Assamese medium secondary school teachers and 81 English medium secondary school teachers selected randomly from Dibrugarh town. Normative Survey Method was employed to collect the relevant data. *Findings:* (1) Teachers of both Assamese and English mediums were found equal in their accountability towards their profession. (2) Both male and female teachers of both the mediums were equally accountable. (3) No significant difference was found in the sense of accountability between English and Assamese medium school teachers with respect to their urban/rural locality. (4) The more experienced teachers of Assamese medium were found more accountable than the experienced English medium teachers. In contrast, the less experienced teachers of English medium were found more accountable towards their professional roles than the less experienced teachers of Assamese medium schools.
- 64. Das, B.C., 1999:** It attempts to study the teacher's attitude towards the orientation programme of academic staff college (ASC), Gauhati University. The sample consisted of all the 35 male and female university and college teachers of different disciplines who underwent the orientation programme conducted by the academic staff college was positive and significant. *Findings:* (2) There was no significant difference between male and female university and college teachers, and science and arts teachers with respect to their attitude towards the orientation programme. (2) All the teachers irrespective of their level of qualifications showed favourable attitude towards the orientation programme.
- 65. Arikewuyo, Olalekan, M., 1999:** This study attempts to examine the managerial style of primary school head teachers in Nigeria. A sample of 257 head teachers of the primary schools were selected from four political divisions of Ogun State. The assumptions contained in McGregor X and Y theories were built into a questionnaire, which was used to collect the data. In the questionnaire, the head teachers were requested to indicate the extent to which they agree or disagree with the statements. The modes of responses were presented in a Likert manner. *Findings:* Head teachers preferred the democratic managerial style, as contained in theory Y, over the autocratic managerial style, as described by theory X.
- 66. Taj, Haseen, 1999:** This study explored the concept of teacher freezing by developing and standardising a Teacher Freezing Scale and also studied the effect of teacher freezing on school effectiveness. The sample comprised of 430 secondary school teachers. The causes for teacher freezing were identified through discussions with teachers. The Teacher Freezing Scale was developed by the researcher and used a tool to collect the data. *Findings:* (1) The causes for teacher freezing were broadly categorised as psychological causes, school related causes, physical cause, educational causes, social causes, and situational causes. (2) Five major dimensions of teacher freezing, viz., Intellectual, Psychological, Social, Physical, and Moral were identified. (3) Seventy-four items were finally retained in the Teacher Freezing Scale after tryout. (4) The Teacher Freezing Scale had a split-half and test-retest reliability of 0.80 and 0.77 respectively. (5) Content validity, cross validity, item validity and intrinsic validity were also established for the scale. (6) The type of school management, teaching experience, educational qualification, age, subject specialisation, type of family and size of school had a significant impact on the secondary school teachers' freezing. (7) Except one psycho-social variable, i.e. frustration of teachers which was positively related to teachers freezing, all other variables, viz., leadership effectiveness,

high job satisfaction, high morale, higher organisational climate, teachers' participation in school administration, high self-confidence, and pleasant home environment were found to be negatively related to teacher freezing. (8) Boys perceived their teachers to be more freezed as compared to girls. (9) Students belonging to Government schools perceived their teachers to be more freezed than their counterparts from private aided, and private un-aided schools. (10) Secondary students with English medium, large size of school, small size of the family, High SES, last born in small size of the family and nuclear family backgrounds perceived their teachers to be more freezed than their counterparts. (11) Secondary school students' academic performance was strongly and negatively related to their perception of teacher freezing. (12) There was a negative relationship between teacher freezing and teacher effectiveness.

- 67. Singhal, Sushila and Mohanty, N., 1999:** The present study is an attempt to examine the variations in perceptions of empowerment of tribal and non-tribal teachers on tribal, non-tribal and mixed schools of Phulbani District in Orissa. A two layer ex-post facto design was used to select 120 tribal and non-tribal teachers and a total of 600 children of Classes IV and V. They were selected from 56 schools identified in 9 blocks of Phulbani district. *Findings:* (1) Non-tribal teachers felt more empowered than tribal teachers in all teaching contexts. (2) Non-tribal schools provided better teaching learning contexts than tribal and mixed schools. (3) Class IV children showed better learning achievement than Class V children. (4) Teacher-competency, expectation and teaching orientation correlated significantly with learning achievement of all children.
- 68. Reddy, T.R. et al., 1999:** It attempts to study creativity of teacher-trainees of DIETs. The study was conducted on 120 male and 120 female teacher-trainees

studying in 3 DIET's. For testing the creativity of the subjects a Battery of Creativity Test in Telugu language developed and standardised by Venkata Rami Reddy were used. *Findings:* (1) No significant difference was found between male and female teacher-trainees with regard to their creativity. (2) Significant difference was found among teacher-trainees belonging to different DIETs regarding their creativity.

- 69. Sabharwal, Nirmal, 1999:** The present study is an attempt to identify context variables that can predict performance of students-teachers in the theory, practical and total internal assessment. The sample comprised of 200 student-teachers drawn from eight colleges of education. *Findings:* (1) None of the context variables had emerged as a significant predictor of student-teacher performance in internal assessment of theory. (2) Context variables; anxiety and previous academic attainment had turned out to be the best predictors of internal assessment of practice teaching. (3) None of the selected context variables had emerged as a significant predictor of student-teacher performance in final internal assessment.
- 70. Srivastava, R.K., 2000:** This study analyses the cooperation between teachers and headmaster in the process of decision-making. Normative Survey Research Method was adopted. A sample consisted of 40 teachers up to the age of 30 from art discipline of three Saraswati Shishu Mandir Schools situated in Tehri city areas were selected by purposive sampling technique. *Findings:* (1) Nearly half of the teachers opined that the Headmasters discuss the problems prevailing in the school. But only around one-fourth said that the Headmasters seek the advice of the teachers on all occasions and nearly two-thirds opined that the Headmasters seek their advice on some occasions. (2) More or less same proportions of teachers perceived that their advises were considered in decision-making process.

(3) More than two-thirds of the teachers were satisfied with the decisions only on some occasions and the similar proportion feel that the Headmasters were successful only on occasions in solving the problems.

2.2 School as System, Intra-school Relations

1. **Aikara, Jacob, 1993:** This study attempts to evaluate the functioning of the Shramik Vidyapeeth (SVP) project on adult education in India. The present evaluation covered all the 37 SVPs in the country. The various methods employed for the study of the SVPs included use of documents, personal discussion with various categories of individuals connected with SVPs, group discussion, and personal observation of the programmes. *Findings:* (1) A SVP is managed by its Board of Management constituted of the representative of the DAE and the affiliating agency, and persons from different areas of life. (2) The regular staff of the SVP consists of the Director, POs, APO, Artist, Librarian and administrative and service staff. (3) The multifaceted or the polyvalent components of a course are hardly integrated within the course. (4) Workers and their families were originally identified as the target groups of the SVP, the SVPs have concentrated on the section of the urban society in India that is more deprived than the industrial works in the organised sector, viz. the unemployed who are yet to be gainfully employed. (5) Women constituted 65.5% and scheduled castes and scheduled tribes 24.5% of the total beneficiaries of the SVP courses in the one year under study. (6) Majority of the SVP programmes have been conducted in collaboration with other agencies. (7) The major financial source of the SVP is the grants from the Government. (8) Teachers of the SVP courses are obtained through personal contacts and newspaper advertisement, and from educational institutions. (9) 85% of these programmes were in courses that can be considered as skill oriented or vocational. (10) There

seems to be hardly any serious and systemic course evaluation in the SVPs as a whole; and (11) Many of the beneficiaries of SVP course have not been able to find the sources of employment.

2. **Saini, Nirupma and Chhikara S., 1993:** This study attempts to examine the current status of pre-school education in Hisar. Samples of 50 pre-schools of Hisar city were selected through using random sampling technique. An interview schedule was used to study the current status of pre-schools. *Findings:* (1) Majority of the pre-schools (70%) were located in the crowded residential areas. Most of them (92%) were residences converted into pre-schools. (2) The pre-schools did not have even necessary facilities like proper building, library, medical and first aid, indoor and outdoor facilities. (3) The classrooms were found to be over crowded without any proper lighting and sitting arrangement. (4) The educational environment was found to be very uninteresting. Teacher neither gave first-hand experiences to the children nor did they use any teaching aid. The emphasis was found to be more on the teaching of the three R's—reading, writing and arithmetic. (5) Most of the pre-schools did not have qualified trained nursery teachers. The teachers never visited homes and none of the pre-schools conducted parent-teacher meetings, which were very important for discussing the problems of the children. (6) The pre-schools lacked adequate facilities for extra curricular activities.
3. **Kishore, Lalit, 1993:** The sample consisted of 40 students within the age group of 13-15 years studying at Rajghat Beasant School, Varanasi, belonging to upper-middle economic strata selected for the study. The school problem: "How to improve the school campus?" was taken up as a thinking exercise and the students were asked to write at least three tracks and four ideas across each track of thinking within 15 minutes on the plain paper. The ideas generated along with the

tracks identified were: ideas for security of the school, cleanliness, improving relationship, improving facilities, orderliness and miscellaneous. *Finding:* If given proper opportunity, children can provide generative thinking ideas significantly higher than those expected by their teachers.

4. **Pore, S.K., 1993:** It attempts to study various issues surrounding school timetable. The sample of the study comprised of 75 schools from Pune City. Out of which 38 were municipal corporation schools and 37 were private management schools. The related informations were collected from 75 headmasters, 375 teachers and 1,500 students. The tools used to collect the data included interviews of the headmasters, teachers and students. *Findings :* (1) It was found that 45 periods per week, of each of 35 minutes duration were mentioned in the syllabus. The distributions of these 45 periods normally have eight periods per day from Monday to Friday and five periods on Saturday. This practice was seen in municipal corporation schools but not in private schools where weekly 42 periods had been mentioned in the timetable. (2) The subjects such as language, mathematics and English were given prime importance in the timetable. About seven to nine periods were given to these subjects though less number of periods had been mentioned in the syllabus. These three subjects had been placed in the first half of the timetable. (3) The subjects such as history, geography, work-experience, drawing, music, Hindi and science had been placed in the second half of the timetable. (4) In many schools there were no provision for short recesses in the timetable. According to the majority of the teachers, it was not necessary since school discipline is disturbed. Majority of the students have the opinion that short recesses were very essential. (5) It was observed that because of shift system in the cities many primary schools run four hours and 45 minutes in the morning shifts, while five hours and forty minutes in noon-shift schools. (6) According to a large number of headmasters a large number of schools run for more than 195 days in a year while 132 to 135 days were holidays. Number of holidays should be minimised. There was no need to given two holidays a week unlike many English medium schools. (7) There was one semester system in municipal corporation schools while in some private schools two-semester system was found. (8) There was no uniformity in case of extra periods. (9) Only one type of school timetable was prepared. (10) Because of administrative difficulties schools were not free to prepare their own timetable. There was also hindrance in implementing school timetable because of government office orders. (11) In many private schools teachers got two to three periods free daily, while in municipal corporation schools only one period remained free for the teachers. (12) The Education Officers for the construction of school timetable gave no guidance to schools. Even at the time of yearly school inspection the timetable was not examined. (13) As regards co-curricular activities, there were rigidity in schools with off periods were created due to the absence of the regular teachers.
5. **Biswas, N.B., 1993:** This study tries to explore the importance and facts of Physical Education in Arunachal Pradesh. The sample comprised of 50 schools of five districts of Arunachal Pradesh. A survey was conducted for obtaining information regarding various aspects of physical and health care in these schools. *Findings:* (1) None of the schools had auditorium, five schools had gardens, 34 had indoor game equipments and 20 had outdoor game equipments. (2) Only five schools participated in the tournaments organised by the local clubs or associations or the government. (3) In the year 1988, 20 schools arranged outdoor games although they did not have their own play-grounds

and only two schools arranged indoor games. Only three schools arranged picnics for their students and only one school had its scout troops. (4) The study further revealed that none of the schools provided with the sports equipments like volleyball and rubber-ball, air pump, ring, first-aid kits, etc. and non of them have musical instruments. (5) While the schools have proper ventilation, other sanitation facilities like toilets, dustbins, drainage, etc. were poor and only two-thirds of the school had arrangement for drinking water. (6) There was no regular supply of Mid-day meal in all the schools. Most of the schools did not have any provision of first-aid. (7) Out of 50 schools, only 40 schools had not arranged medical examination of the children and only 10 schools were maintaining cards for medical check-up, provided by the medical department.

6. Gupta, H.P. and Singh, Anupama, 1994:

This study tries to reveal the understanding problems of visually impaired children. One hundred and eighty-nine Integrated Education of Disabled Schools and 407 special setting schools from all over India were used as sample to mail questionnaire. Only 29 schools including both integrated schools and special setting schools returned the questionnaire. *Findings:* (1) Most of the teachers in special setting schools are well-qualified, trained and experienced, except in Uttar Pradesh where the teachers were untrained and with minimum qualifications. (2) In the IED setting schools, most of the teachers were experienced and well-qualified, but they did not have special training for teaching disabled children, except in the two States of Kerala and Tamil Nadu. (3) The teachers teaching in the IED setting schools were mostly male and in the age group 20-35 years. In the special setting schools, most of the teachers were males and in the age group 40-49 years. (4) On an average, the teachers in the special setting schools were teaching science for 40-45 minutes daily in each class for all the states. In the

case of the IED setting schools, in Haryana the time spent on science teaching is one hour daily whereas 35 minutes as far as Maharashtra and Rajasthan were concerned. (5) The special setting schools of Delhi, Haryana, Kerala, Madhya Pradesh, Rajasthan, Tripura and West Bengal were not having resource room and aids/equipment. The IED schools in the States of Mizoram, Meghalaya and Rajasthan also lacked resource, rooms, aids and equipment.

7. Malik, Achal Kumar, 1994:

It attempts to study the needs of training to develop the administrative skills of heads of educational institutions. The sample consisted of 42 principals of Navodaya Vidyalayas. *Findings:* (1) Training and development of teaching and non-teaching staff, institutional planning, interpersonal and leadership skills, hostel management skills, executive decision making ability, personal management skills, financial management skills and time management skills were identified as the training needs of heads of Navodaya Vidyalayas. (2) The training needs identified in this study should be given due consideration for designing and implementing orientation or training programmes for heads of pacesetting schools, particularly heads of Navodaya Vidyalayas. (3) In future all training programmes should be designed on scientific lines making use of the conceptual framework provided in the study. (4) Training research should be made a continuous process, and identification of training needs should be taken again and again after every four to five years for any category of executives, including heads of schools.

8. Rama Devi, G., 1995:

The study focuses on exploring the existence of Parent-teacher Associations (PTA), attitudes of the concerned groups towards PTA and its influence on adjustment and scholastic achievement of adolescent girls. The sample comprised of 50 adolescent girls, 20 school administrators, 80 teachers and

300 parents who were surveyed in urban Bangalore. *Findings:* (1) PTA was existing in 5.47% of schools in urban area of Bangalore District. (2) Parent-teacher interaction focussed only on the scholastic achievement, unless the behaviour of the adolescent girl digressed severely from the normal. (3) Parents, teachers and school administrators showed a favourable attitude towards PTA, their mean score being 3.94, 4.09 and 3.95 respectively on the five point rating scale. (4) Significant difference has been found in the attitude towards role and functioning of PTA specifically on the issue of fund raising. (5) The initial resistance to discuss the adjustment problems of their wards reduced considerably after three sessions of the intervention programme. (6) An improvement was noticed among adolescent girls when their parents participated in the intervention programme from the pre to post-assessment. (7) Significant differences in scores were also observed in social and emotional adjustment.

9. **Khuntia, Basanti, 1996:** It attempts to study the new approach of competency-based teaching-learning in mother tongue. The sample comprised of 25 children, out of 35, who offered Oriya as first language. *Findings:* (1) School-readiness programme, consisting of colourful pictures, action songs, poems, rhymes, games with dialogues, and stories were very helpful to attract the attention of the children to the new surroundings. It motivated them for learning and developed their listening and speaking competencies. (2) The learners actively participated in games, rhymes, stories and songs. This motivated them to tell some new words which were not in the textbook. (3) Repeated drilling of writing words was helpful to all, particularly to some non-masters in that area. (4) Interaction between the learners and the experimenter on immediate environment of the learners were successful and it helped them to develop their competencies in

listening with comprehension and speaking. (5) Formative evaluation during the process of teaching- learning along with individual remedial measures supported by monitoring system paved the progress of both competency and content area. (6) Free and affectionate learning environment stimulated the learner for self-expression. (7) Individual attention and personal care encouraged some non-masters to achieve mastery in some of the competencies. (8) More learners were weak in writing dictation in comparison to other competencies.

10. **Sharma, Neelam and Panna Akhani, 1996:** This study attempts to determine selected problems of college going youths and a suggested programme of extra curricular activities. The sample comprised of 200 college going youths covering 100 boys and 100 girls selected randomly from five different colleges of Udaipur University. *Findings:* (1) The study revealed three outstanding problems in the area of health and physical fitness, economic problems, home and family problems. (2) A significant sex difference was observed in problems related to health and physical fitness. (3) There was no significant sex difference in problems related to self- image and social problems. (4) Females were more severely affected by health and physical fitness problems, home and family problems whereas males were severely affected in the area of economic problems. (5) Background variables, education of parents and colleges of specialised field of study were found to have a significant effect on problems of youth. (6) The size and type of family, ordinal position of youth, occupation of father, income of the family and age of youth did not significantly affect youth problems. (7) A greater percentage of problems other than the five selected problems were in the area of marriage and male selection.
11. **Saki, K.M., 1997:** The sample comprised of 800 undergraduates, 20 students who have completed their graduation from that

university, faculty, staff and parents. Data were collected using document analysis, questionnaires focussed group discussions and prepared interview questions. The collected data were treated with qualitative and quantitative analysis. *Findings:* (1) Younger undergraduates performed significantly better than older ones. (2) The final degree performance was not influenced by the quality of high school attended or the students' performance at A level. (3) Students' study habits had changed significantly from reading for broad understanding to merely preparing to pass tests. (4) Certain teaching styles encouraged students to be narrow and not to read widely enough. (5) Some lecturers did not take their work seriously which was one of the factors influencing performance of students. (6) Students were sometimes hindered from serious study by factors such as financial hardship, inability to balance social, economic and academic activities.

- 12. Patil, S.S., 1997:** The study attempts to reveal the different forms of distance education (DE) in Karnataka at higher education stage and identifies the trend in the context of growth of higher education in Karnataka. The sample of the study comprised of 37 teachers of IGNOU representing all the faculties, 45 counsellors of IGNOU representing all the faculties from two study centres of IGNOU in Karnataka, 173 D.E. learners of U.G. level of ICCCEM representing all the courses, 128 D.E. learners of U.G. level of IGNOU representing all the courses, 189 D.E. learners of P.G. level of ICCCEM representing all the courses, 35 D.E. learners of P.G. Diploma level of IGNOU representing all the courses, 80 D.E. learners of teacher education (B.Ed. and M.Ed.) courses of ICCCEM, 149 D.E. learners of Management courses of IGNOU, and 35 Experts from the higher education. *Findings:* (1) The students' support services of ICCCEM were found mainly to be print-based with short term contact

programmes. The IGNOU had printed-based materials audio-video materials, media like TV, radio and teleconferencing along with occasional counselling sessions. (2) The evaluation system of ICCCEM included term and examinations where in IGNOU had continuous evaluation system. (3) The students of ICCCEM favoured merit as the criterion to admission where in IGNOU students favoured no prior academic qualification, experience and merit being the basis of admission. Teachers of IGNOU stressed on experiences of students. (4) The lesson script/course materials dispatch of ICCCEM and IGNOU were found satisfactory. The students of IGNOU made use of audio-video materials along with print media for their studies. (5) ICCCEM students did not find enough time for referring books in the library where as in the case of IGNOU study centres the students did not find adequate collection of books. The teachers of ICCCEM used lecture method for contact programmes whereas in the IGNOU teachers supplemented discussions with lecture. (6) The teachers of ICCCEM highlighted the role of P.C.P. (Personal Contact Programme) to helping the students for better performance in the examination. The IGNOU teachers emphasised self-evaluation. (7) The average expenditure borne by the students of IGNOU towards completion of course was found comparatively less than that of ICCCEM. The ICCCEM students expenditure towards travelling lodging and boarding was more due to non-availability of study centres in their nearby places. (8) The teachers of ICCCEM found that their D.E. institutions' present status was less open in many of the aspects. They expected it to be moderately open towards 2005. The teachers of IGNOU perceived the status of their institution to be open to some extent. They preferred it to be highly open towards 2005. (9) The experts' views on the normative futures of D.E. in Karnataka revealed that the D.E. system in future

should cope up with the future increase in the enrolment of students. It should incorporate net working with other D.E. institutions and even conventional mode in the areas of instruction, practices and utilisation of infrastructure facilities.

13. Khan Mohd. Saleem, 1997: This study attempts to reveal the importance of Madrasa System to promote elementary Education in Rajasthan. In this study the descriptive survey research method was followed. For survey of Madrasas observations, interviews, Questionnaire techniques is used. Retired teachers, Educational officers, Retired principals, President of madrasa Board were interviewed. Sample is chosen mainly on the basis of stratified random sampling and partly of purposive sampling. The sample has been taken from the Madrasas of Jaipur city of Jaipur district in the State of Rajasthan. *Findings:* (1) About 40,000 minority children are studying in these Madrasas of Jaipur city. They are playing an important role in Universalisation of elementary education for Muslim children. (2) Major problem faced by Madrasas is the traditionalism. Most community people feel that it was necessary to modernise the Madrasas to cope up with modern education. To facilitate the process of modernisation, government, should help financially as well as by providing technical guidance to Madrasas provide financial aid for teachers salary and teaching aid. (3) The community, government and the semi- government body should recognise the efforts made by these institutions in the field of education. (4) The traditional nature of curriculum should be modified according to the latest needs of community.

14. Aikara, Jacob, 1997: This study assessed the level of achievement of the primary school students not only in language and mathematics but also in environment studies including certain contextual variables of the school assuming that several factors are related to achievement of students in different manners. Based on

multiphase sampling technique, 237 primary schools from 16 Talukas/Blocks from eight districts in four States (Bihar, Karnataka, Maharashtra and Rajasthan) have been selected. To test of the achievement in language, mathematics and environment a tests were developed based on the "Minimum Levels of Learning" (MLLs) at primary stage developed by the Ministry of Human Resource Development through the pre-test-after-test process. Analysis of data were made on the basis of age, gender, caste of the students as well as on the basis of classroom facility, teacher management, Mid-day meals and locality of the school. Class V and English medium students were used as control groups. *Findings:* (1) Class IV students of primary schools showed higher percentage of mean score in environmental studies (42.2) followed by language (41.2) and mathematics (34.7) but if the MLLs scheme's norms applied to the same students their score comes down up to 10.1 in environment 10.8 in language and 5.6 in Mathematics. This shows that the MLL norm was much tough and of higher standard than the real ability of the students of Class IV; (2) Some of the basic school factors were found in a much better position then what was a decade ago. (3) Gender, age, caste, classroom facility, teachers facility, management of schools, Mid-day meals were found to be correlated with the achievement of the students. The girl students had shown lower score in mathematics than boys; SCs and STs students showed overall lower performance than general and OBCs students; lower age-groups had slightly better performance than the higher age-groups.

15. Pathy, M.L. and Khadanga, U.P., 1997: This is the study of mastery Learning in language among tribal children in Orissa. The sample comprised of 26 tribal children both boys and girls form Sevashrams and Kanyashrams of Kalahandi districts of Orissa. *Finding:* The study reveals that 77 per cent of the sample turned out to be non-master in language competency test.

- 16. Ramana, K.V., 1997:** The study centred upon the classroom learning environment and its effect on the academic achievement of the pupils. Relevant data were collected from teachers of 49 schools and from students of 39 schools in West Godavary District. *Findings:* (1) Out of 15 dimensions of classroom learning environment, only 5 dimensions contributed for better learning. (2) The relationship between students' opinion and marks, and teachers' opinion and marks were found positively correlated. (3) It was also found that the performance of the students depended upon the classroom learning environment. Where the classroom learning environment was high, the performance of the students was also high.
- 17. Behari, Alka., 1998:** This study tries to understand the requisite abilities of teachers for effective teaching. The sample consisted of 187 student teachers, enrolled at the Central Institute of Education (CIE), University of Delhi, in one session were subjected to the study. *Findings:* (1) The methodology of teaching paper is more helpful than foundation papers taken together in developing abilities, especially skills, but practice teaching or practical skill in teaching is found to be more helpful than the rest of the teacher education programme in developing abilities, especially skills. (2) Dramatic as the activity and discussions as a mode of transaction of programme are found to be more helpful. (3) History of education and health education are less helpful in developing abilities among student teachers. (3) Even though principle of education is found to be very helpful in developing abilities especially personality, the student-teachers did not perceive it to be important in developing abilities required for teaching. (4) It was observed that a theory-practice link is missing in teacher education programme, and therefore, the student-teachers are not able to link what they have learnt. Fourteen references are cited.
- 18. Raja, B., William, D. and Thiagarajan, A.P., 1998:** It attempts to study Teacher-Effectiveness and school organisational climate of boys' higher secondary schools in Tuticorin. The sample comprised of 279 teachers of eight boys' higher secondary schools and four rural schools of Tuticorin. *Findings:* (1) On Teacher-effectiveness, teachers did not differ significantly with respect to their age, marital status, religion, birth order, caste group, cadre, subjects handled, classes handled, medium of instruction, qualifications and nature and locale of the school where they were working. (2) As regards Organisational Climate, only a controlled climate was prevailing in all the higher secondary schools selected for the present investigation, except in one school where autonomous climate was prevailing. (3) Though there were differences and private schools and area of location of the schools, i.e. Urban and Rural, they did not have any impact on the organisational climate. (4) Efficiency of teachers were low in schools having controlled climate whereas it was average or above average in schools having autonomous climate.
- 19. Khan, Intakhab Alam., 1998:** This study aims to explore the relevance of management techniques that can be used in the educational institutions. The study also focuses on the relevance of training programmes for a super ordinate and subordinates that consequently lead to effective management technique for better results. The sample comprised of 540 teachers from 15 schools from each group – government (180), government aided (180), and private type (180). Investigators developed questionnaires for teachers and Interview schedules for principals. *Findings:* (1) There existed no tendency of participation in government and aided schools while in private schools it existed to a considerable extent. (2) There existed no significant difference in the tendency of participation in four aspects – organising, motivating, decision-making

and leadership in each type of school. (3) There existed no significant difference between the tendency of participation in three types of schools. (4) There existed a sharp contrast in the perception towards participational management ascertained through the questionnaire and interview schedule.

20. Kaur, Harbinder, 1999: This study analyses the problems of primary education as perceived by parents in relation to their attitude towards primary education. The sample comprised of 200 parents of public school children and 200 parents of government primary school children from Roper district of Punjab. *Findings:* (1) Parents of public school children perceived maximum number of problems. (2) Parents of government school children perceived maximum number of problems in the area of 'socio-economic factors. (3) In the ward sex has negligible influence on the perception of parents regarding problems of primary school education. (4) Educational level of the parents also had almost similar influence on the parents' perception of problems. (5) Parents of public school children with high income level and high educational level perceived maximum number of problems. (6) Parents of public school children belonging to high income and high educational level wanted good quality of primary school education (7) Others wanted the basic facilities in the schools as these were lacking in most of the government primary schools.

21. Kumudhavalli, S., 1999: This study attempted to understand the relationship between medium of instruction and academic achievement. The sample comprised of 539 students of Classes II, III and IV, selected by simple random sampling from two private schools of the central suburb of Mumbai. *Findings:* (1) The profiles of the two groups of children in relation to family background revealed that parents of children studying in English medium had better education

and income than the other group. (2) The two groups did not differ significantly in the aggregate marks scored. But English medium children had performed better in Mathematics and Gujarati medium had scored higher in Environmental Science. (3) Both the groups scored lower in the examination as they progressed to higher standards. (4) The aggregates scored in the adjustment inventories showed no significant difference between the groups. The study has one hundred eight references.

22. Dhila, B.D. and Yagnik, L.R., 1999: This study examines the pupils' personality differences between two different curricula namely, Sainik and non-Sainik schools. The sample consisted of 160 randomly selected boys of Classes VIII and IX which included 80 from Sainik School, Balachadi and remaining eighty drawn from two non-Sainik schools of Bhavnagar city of Jamnagar District. The students selected were studying in the respective schools for at least three years and they belong to the age range of 11 to 15 years. *Findings:* (1) Sainik school students were more emotionally stable, active, enthusiastic, optimistic and self-confident, placid, self-disciplined, compulsive and have strong control over emotions than non-Sainik school students. (2) On the other hand, the non-Sainik school students were shrewder and less submissive than Sainik school students. (3) The sainik and non-Sainik students were equal in intelligent, outgoing, venturesome, zestful and composed.

23. Bindu, T.V., 1999: The present study attempts to compare the achievements of pupils in DPEP and non-DPEP schools. The sample comprised of 194 DPEP primary school pupils and 260 non-DPEP primary school pupils. *Findings:* (1) DPEP pupils were significantly better than the non-DPEP pupils with respect to achievement in Malayalam and environmental studies but not in mathematics. (2) The achievement of boys in the DPEP schools

were significantly better than those in the non-DPEP schools but not in mathematics. (3) Girls in the DPEP schools were superior to those in non-DPEP schools in their achievement in Malayalam and environmental studies. In mathematics girls did not differ at all. (4) Pupils in the rural DPEP schools and non-DPEP schools differed significantly in their achievement in Malayalam and environmental studies but did not differ in urban schools of DPEP and non-DPEP districts, the two groups differed significantly in their achievement in Malayalam and environmental studies.

- 24. Verma, Saroj and Raj Kumar, 1999:** The study aimed at finding out the relationship between study habits and achievement in five different school courses. A sample of 1,000 students studying in Class X in government and government aided secondary and senior secondary schools of Delhi were selected. *Findings:* (1) Achievement in English, Hindi, mathematics, general science and social studies were found to be positively and significantly correlated with study habits of the students. (2) Overall achievement was significantly and positively related to the study habits of the students.
- 25. Nagpal, S., 1999:** This study attempts to appraise the existing HRD climate of teacher educational institutions which are preparing teachers for elementary education. The sample comprised 154 academic faculty members of 16 DIET's of Punjab, Haryana, Rajasthan, UP and Delhi. *Findings:* (1) The HRD climate of the DIETs of Punjab was the best. The next in the order were Rajasthan, Uttar Pradesh, Haryana, and Delhi. (2) Significant differences were found in the HRD climate of the DIETs of Punjab and Delhi as well as between the DIETs of Rajasthan and Delhi in the factors of responsibility, top support, feedback, supportive HRD climate, collaboration and overall HRD climate. (3) There was significant differences between the HRD climate of

Haryana and Delhi and Uttar Pradesh and Delhi for factors of top-support, supportive HRD climate, Trust and in the total HRD climate. (4) No significant differences were found between the HRD climate of Punjab and Rajasthan, Haryana and Uttar Pradesh, Punjab and Haryana and between Rajasthan and Haryana except in team-spirit, which was better in Rajasthan as compared to that of Haryana. (5) No significant differences were observed among all sampled DIETs for the factors of top-support and feedback. (6) Maximum significant differences were observed for the factors of responsibility, supportive HRD climate and openness versus communication. (7) Team-spirit was not operating properly in the HRD climate of the DIETs whereas collaboration was highly operative. (8) The traits of responsibility, openness versus communication, risk-taking behaviour, top-support were functional in the HRD climate of the DIETs.

- 26. Naidu, G. Venkata, 2000:** This study tries to reveal the different matters regarding the organisation and management of distance education. The sample consisted of 450 students, student counsellors, officials at the study centre and administrative officers at Dr. B.R. Ambedkar Open University. *Findings:* (1) There is a need to evolve strategies by the university to develop better relations with students, meeting the problems of dropouts, meeting the needs of the students through well-organised programmes of counselling and guidance, augmenting new infrastructure facilities for future courses and programmes. (2) Need for establishment of more number of study centres to provide opportunities in remote and backward areas where higher education facilities does not exist or meager. (3) Policy making, student support services including the delivery system should be interrelated with regard to fulfil the goals of the open university learning system in general and Dr. B.R. Ambedkar Open University in particular.

3.0 Education and Society

3.1 Socialisation

1. **Ethiraj, A., 1993:** The study intended to find out the significant difference between sub-samples of rural parents in respect of their opinion towards girls' education. The sample comprised of 133 rural parents who were chosen from among the parents of students studying in the school under the headship of the investigator. The tool comprised an opinionnaire prepared by the investigator. *Findings:* (1) There was a significant difference between men and women parents in respect of their favourable opinion towards girls' education. Men had a more favourable opinion than women in respect of girls' education. (2) There was a significant difference between the illiterate and literate parents in respect of their opinion towards girls' education. The literate parents had a more favourable opinion than the illiterate parents in respect of girls' education. (3) Regarding the pairs of the other sub-samples, CRs were not significant.
2. **Sharma, Vandana and Kohli, J.K. 1994:** It is an attempt to study how age and sex of the individuals interact with the situations and results in social conformity. A total of 72 subjects participated in the experiment. Thirty six were males, 18 each were from 14-16 years and from 21-23 years age groups. The younger subjects were drawn from a public schools of Patiala and older subjects were drawn from the Social Sciences Faculty of Punjabi University, Patiala. *Findings:* (1) The situation was found to be an important factor in determining whether a person would conform or not. The main effect of situation was significant. (2) The main effect of sex was not found to be significant. There was no significant difference in the level of conformity among males and females. (3) The effect of age on conformity was not found to be significant.
3. **Roopa, K.S., 1995:** The sample comprised of 250 adult women in the age group of 20-35 years with children between 0-6 years. The tool used was a Structured Interview Schedule to assess the KAP. The data were analysed using percentage, chi-square and 't'-test. *Findings:* (1) There were significant differences between urban and rural adult women in all the areas except in cooking skills and the attitude towards education for the children. (2) There was a significant difference in KAP of child-rearing between literate and illiterate adult women on all the areas both among urban as well as rural adult women. Literate adult women showed comparatively better scores in all the areas both in the urban and rural groups. (3) Findings revealed the impact of NFE programme and its effectiveness in bringing about desired change in all the groups of adult women. (4) In the area of aspects of nutrition, older group of adult women appeared to be better informed than the younger group of adult women. (5) Among the urban illiterate mothers, those from joint family had better insight into habit formation of children as compared to mothers belonged nuclear family.
4. **Nizamuddin, S. and Sakira, B.K.S. 1995:** It attempts to study the difference in child-rearing practices by parents of aggressive and non-aggressive pre-school children. The sample of the study comprised of 200 children (100 boys and 100 girls) of age ranging from 4-5 years studying in upper kindergarten class were selected from four matriculation schools in the city of Madras. They were selected through random sampling method. *Findings:* (1) There was a significant difference in parent child-rearing practices between aggressive and non-aggressive boys. The parents of aggressive boys showed less warmth, stimulation, training behaviour and play provision as compared to parents of non-aggressive boys. (2) There was a significant difference in parental child-rearing practices between aggressive and non-aggressive girls, i.e. the parents of

aggressive girls showed less warmth, stimulation, training behaviour and play provision as compared to parents of non-aggressive girls.

5. **Davindera, 1996:** This study surveys the socialisation and formal education facilities and problems of children of three nomadic communities in Delhi NCT. The sample comprised of 75 families in all. They included 25 families from each of the three nomadic communities – the Gadia Lohars, the Snake Charmers and the Nats. They were randomly selected from their different camping sites in Delhi. *Finding:* (1) By and large, the nomad parents were unable to provide attention to their children. (2) The socialisation of children in these communities were backward, poor, shabby and centred around their division of labour. (3) There was very little of formal education in these communities. (4) Their value structures were intact so far, but cracks had started coming therein.
6. **Agrawal, Kusum, 1997:** This study attempts to compare the difference in parental encouragement among various educational groups of urban and rural adolescents. The sample of the study comprised of 500 boys of higher secondary schools of the Garhwal region, out of which 250 boys belonged to urban area and 250 belonged to rural locale. They were selected through random selection method. *Findings:* (1) Parental encouragement and educational development were found positively related with each other. (2) The higher development group of the Garhwal region got more amount of parental encouragement than the rural boys of the same category. (3) The urban and rural parents of the middle development group encouraged their sons almost in equal degree. (4) The lower development group of urban boys also received greater parental encouragement than their rural counterparts.
7. **Jain, Shikha and Mishra, Pushpa, 1998:** The present study attempts to assess the impact of socialisation on academic achievement of adolescents. The sample comprised of 108 adolescents of Class VIII to X from various schools of Lucknow and their non-working mothers who were university graduates. The academic achievements of children were measured using school records. *Findings:* (1) Parental responsiveness were the only significant factor with regard to academic achievement of children. (2) The other factors like punishment, discipline by others, encouraging child's aggressiveness, dependency, restrictions with warning and explaining, restrictions regarding routine activities were not found to be significant at all for child's achievement.
8. **Kapoor, Veena, 1999:** This study attempted to reveal the gender inequality in women namely-education, work differentiation and socialisation in Post Independent India and Malaysia. Purposive sampling procedure was used. Structured questionnaire was used for collecting data and in-depth interview schedule for conducting case studies. Both quantitative and qualitative analysis was used for the study. *Findings:* (1) Egalitarian thinking can be fostered only in a social setting which is free of ethnic or religious bonds. Education gives women the means to move from traditional thinking and adopt attitudes and approaches which are more egalitarian in nature. But this cannot be achieved through education alone. The social background enabling factors in conjunction with education constitute a critical amalgamation which fosters egalitarian. (2) The type and level of education an individual or girl receives, does not depend only upon merit. The inherited advantage of each individual influences his or her pattern of upbringing, work aspirations access to a particular type of education and ultimately the position he/she is able to secure in the world of work. (3) The parents educational occupational standing is crucial in

influencing and motivating an individual particularly a girl to be educated and the level of education which she could aspire to reach. (4) Parents who have received quality education and now occupy prestigious position in the occupational hierarchy are in a position to appreciate the intrinsic worth of education and therefore encourage their children to pursue it.

9. Rath, Arundhati and Patnaik, S., 1999:

The present study attempts to explore the role of maternal disciplinary practices on academic achievement and peer social status among adolescents. A total of 150 children of Classes VII, VIII and IX belonging to three types of parental disciplinary practices were selected as samples with 50 children in each group. *Findings:* (1) The adolescents getting induction type of discipline have better family background than their counterparts. (2) The adolescents perceiving induction forms of parental discipline have made better academic achievement than their counterparts. (3) Adolescents perceiving induction form of parental discipline were found to have better social status than their counterparts.

- 10. Ushadevi, M.D., 2000:** This study attempted to see the women participation in distant education. The sample of 46 women studying in Mediated Learning Division for degree courses during 1993-94 were selected randomly from the University of Western Ontario (UWO), London, Ontario (Canada). The sample represented off-campus and on-campus part-time students in equal number as also those using different delivery mode, viz. correspondence, teleconferencing and computer-conferencing course. A descriptive study design was employed and data was collected through personal and telephone interviews and group interviews, conducted at the off-campus of the university. *Findings:* (1) Women who enrolled were self-motivated to upgrade their personal skills in anticipation of

better job prospectus. (2) Women expressed their liking for the distance mode because they found it convenient and flexible in terms of space and time. (3) They felt that this mode enhanced self-esteem, greater self-confidence, better communication skills and greater self-confidence, better communication skills and greater acceptance in friends. (4) They also expressed independent study most rewarding for enhancing their analytical skills. (5) The study also revealed the fact that women's first priority was house and studies generally received lower priority. (6) The situation also indicated that women needed the home-based support services for achieving success in distance learning. (7) As far as learning through mediation was concerned, women preferred the teleconferencing mode because of its interactive nature. Although women also showed their liking for computer conferencing because it offered technological mediation for group discussion on certain sensitive issues, but there was certain amount of inhibition in using this technology for instructional purposes.

3.2 Social Stratification, Equality

- 1. Deka, Nishi Kanta, 1993:** It attempts to study the ethnic variation in female education and fertility in Barpeta district. The data were collected by using survey method in the year 1990 and information were collected from the specified ethnic groups drawn from different parts of the district. *Findings:* (1) Education of wife and age of marriage were found to be positively correlated in case of Tea labourers, the correlation being significant in case of Assamese and Bengalees. (2) The significantly low level of female literacy among the Tea labourers had no impact on the demographic aspect of the people. (3) Desire for the second child was found to be positively correlated with education of wife in case of all the four groups though

insignificant in case of Assamese, Bengalees and Tribals. (5) Education of wife was found to have significant positive correlation in case of Assamese, Bengalees and Tribals while for Tea labourers it was found to be negatively correlated.

2. **Behera, A. Prasad, 1993:** This study tries to find out the Rural-Urban differences among students' intelligence. The sample consists of 80 from Class VI (40 from rural and 40 from urban background) of two Jawahar Navodaya Vidyalayas located at two districts (one rural and one urban) in Orissa. *Finding:* The urban students of Navodaya Vidyalays scored significantly higher on verbal intelligence, but did not show significant difference on Non-verbal measure.
3. **Syed Gasim, 1993:** This study tries to explore the backwardness of Shia Muslims in the level of literacy among them. Several Government departments, social and religious organisations, Educational institutions, Political and Social workers, and individuals of different positions were interviewed for collecting data. *Findings:* (1) One important cause of educational backwardness of Shia-Muslims is the spatial location. There were concentrated in extremely bad pockets. (2) Lack of motivation, lack of educational atmosphere, poverty, orthodoxy, rigidity, particularly about girls education, uncertain job market of educated children, poor means of communication and poor working of Government run schools were other factors affecting literacy rate along with child labour and child marriage among Shia-Muslims.
4. **Reddy, G. Lokanadha, 1993:** This study assessed the nutritional knowledge and educational needs of Unorganised workers. The sample comprised of 350 workers of four unorganised units of Andhra Pradesh. *Findings:* (1) Majority of the unorganised workers possessed low knowledge. There was no significant difference in the knowledge of different categories of unorganised workers in nutrition education. (2) The variables, sex, educational status, marital status and family size of unorganised workers have significantly influenced their knowledge in nutrition education while caste had no influence on the nutritional knowledge of unorganised workers.
5. **Khan, Fareed Ahmad, 1996:** It attempts to analyse social stratification and education among Muslims, comparing a village and a town in Basti District, Utter Pradesh. The data were collected from the heads of thirteen Muslim sub-castes residing in Kausauri village and Basti town. *Findings:* (1) Majority of the respondents from Kausauri and Basti had expressed their opinion about medium of instruction as Urdu, less number of minority educational institutions, less number of educated members in their community and preference towards modern education. (2) Majority of the respondents were not satisfied with the prevailing system of education, and use of available educational facilities, economic condition of community, and practice of *purdha* system among the Muslim community.
6. **Mathur, Kiran, 1996:** This is an attempt to study the pattern of child-rearing methods adopted by employed mothers (EMs) as well as unemployed mothers (UEMs). The sample comprised of 200 mothers out of which 120 were employed and 80 were full-time housewives belonging to middle and upper-middle class socio-economic backgrounds from Bhopal city. *Findings:* (1) The aspects of disciplining such as 'obedience', 'lying' and 'persistence of negative behaviour' showed similar patterns of responses by both the groups. (2) For the child's disobedience, EMs used 'spanking' relatively more frequently, whereas UEMs usually deprived the child from something desired. (3) EMs usually demanded very high level of discipline in their children as compared to their counterparts. Also, they reported relatively higher level of discipline in their children than UEMs. (4) To develop good

or positive habits in their children UEMs usually cited examples of neighbours whereas EMs illustrated more examples of ideals and sometimes of neighbours. (5) The UEMs mostly used the strategies of 'explaining' whereas EMs used 'scolding' and sometimes also fulfilled child's wish on condition. (6) A large number of UEMs showed relatively greater consistency in their 'reaction to child's negative behaviour' whereas EMs reported that they could not 'maintain consistency to a greater extent', they usually responded according to the demands of the situation. (7) Both employed as well as unemployed mothers used mild disciplinary techniques to control the negative behaviour of their children.

7. **Wankhede G.G., 1998:** The main purpose of the study was to reveal the intra-caste educational variations, social and cultural differences among the scheduled caste of Mumbai Metropolis. The methodology adopted for this study was in the form of detailed interviews and secondary data like school records. The study carried out in five major slums of BMC's 'M' ward, where heads of households, community leaders, staff of schools were interviewed. The size of the sample was 180 households (6 castes × 30 households). Besides, 16 selected BMC schools of 'M' Ward were also covered. Findings: (1) In the 'M' Ward the major SC community comprises of Buddhist, Mang, Chambhar, Kankayya, Valmiki, Bhangi, and Mochi/Rohidas. (2) Most of them have migrated to Mumbai in search of employment either from Maharashtra or from one of the three neighboring states. (3) 'M' Ward was a congested area and it lacks basic facilities like drinking water, toilets and open spaces etc. Overall surrounding were unhygienic and polluted. (4) The study revealed that the majority of heads of households were illiterate or educated up to primary. Among the above mentioned six castes Buddhists were slightly at higher level of education. (5) Majority of the sample of respondents

were engaged in traditional occupations like chappal making, safai work and so on. Therefore, occupations like drivers, BMC safai workers, watchmen were respected in this community as they fetch regular incomes. (6) Parents of girl children have a negative attitude towards educating the girl children. (7) Among Bhangi and Mochi the number of school going children were very low. (8) The study revealed that the BMC schools were primarily dominated by pupils residing in adjacent slums and the physical conditions of these schools were not satisfactory. (9) Caste-wise, the SC teachers were over represented in contrast to ST teachers. (10) All these schools were implementing government nutritious food and milk scheme but it lacked proper co-ordination and follow-up. (11) It was observed that parents lack general awareness about important SC/ST issues, but Buddhists have high level of awareness about facilities available to them. (12) The teaching staff opined that there was a wide communication gap between teacher and parent. (13) In 'M' Ward locality all these castes were physically segregated. There were welfare associations who solely cater to the welfare of their own community members only and they were headed by volunteers having affinity with political parties. (14) No significant variations among the scheduled castes residing in the slums of 'M' ward were found.

8. **Agarwal, Archana, 2000:** This study attempts to reveal various educational problems related to Scheduled Caste students in India. The sample consisted of 218 scheduled caste students including both boys and girls of Class X of 14 schools (7 each for boys and girls), selected via purposive random sampling technique. *Findings:* (1) More than half of the Scheduled Caste students possess positive opinion regarding aims and importance of education and also for the education of the girls. (2) They find themselves capable of taking leading role in different classroom activities, but sometimes feel hesitant in

initiating any new work. (3) Students perceived favourable attitude and behaviour of teachers towards them without being biased. (4) It was also noted that they are aware of their weaknesses. (5) They find it difficult to avail provided facilities, guidance and encouragement from their parents because of the illiteracy of their parents. (6) It was also found that a group of SC students still face difficulty and discrimination.

3.3 Social Change and Development

1. **Sarojini, Gopalakrishnan, 1993:** The study examines the impact of environmental education on primary school children. The sample comprised of 1,451 students of Class V. The investigator selected at random 10 primary schools each from Madras, Coimbatore and Nilgiris. From each school 50 children were selected. Most of these schools were co-educational in nature. *Findings:* (1) The distribution of the EETS of the entire sample resembled the normal curve. (2) The children from schools of Madras had scored better as compared to children of Coimbatore and Nilgiris. (3) There was variation between the three areas, i.e. coastal, plains and mountains. (4) The relationship between SES and EETS of the entire sample was significant. (5) The arithmetic means of the experimental study on participatory learning approach (PLA) showed that there was an increased impact. (6) It was found that teachers complained that the time was insufficient to give importance to learner-centred activities and except a few they had expressed that the facilities provided in the institution were inadequate and more funds could have been allotted.
2. **Pandit, P. Vijaylakshmi, 1994:** This study attempts to explore the role of distance education in empowering women learners on the basis of the performance of Dr. B.R. Ambedkar Open University. The study covered Telangana region of Dr. B.R.

Ambedkar Open University. It covered both the rural and urban locales. The total sample consisted of 100 third year under graduate women learners. *Findings:* (1) It was found that the women respondents of Dr. B.R. Ambedkar Open University were aware of the benefits of education in general and specially for the empowerment of women. The positive perception about education among the women learners indicated their high motivation for pursuing higher education despite barriers. A majority of women opted for Open University since this had flexible admission policy and had no restriction of time and space of study. (2) A majority of urban and rural students opined that Dr. B.R. Ambedkar Open University could have diversified the programmes based on the needs of women. (3) A majority of women learners proposed the courses including computer courses, B.Ed. course, textile designing/tailoring, nursing, secretarial courses, child care and development, interior decoration, food and nutrition, women studies, sericulture, beautician course and dietitian course, etc. (4) Interestingly, it was found that most women learners had joined under graduate course because degree has become a minimum respectable qualification nowadays for women.

3. **Gupta, J.L. et al., 1994:** Present research is an attempt to study the impact of literacy on socio-economic conditions of rural poor. The sample of the study comprised of 50 participants, 50 non-participants and 20 executives and instructors who were engaged in NLM programme from 5 villages of Jaunpur District of Uttar Pradesh. *Findings:* After participation in NLM, majority of the participants became capable of recognising and writing Hindi letters and numerical ability along with English language (2) The literacy had a positive effect on the social participation, occupational behaviour, material possession social contact and also had increased the level of income. (3) A

significant relationship was found between social participation, income group and literacy. (4) There was no significant association of occupational behaviour and social contract behaviour with literacy of the respondents. (5) Mostly respondents were facing problem due to the programme not being based on learner's need, poor quality of learning material, untimely supply of teaching materials, lack of mobile literacy and non-involvement of people in the programme.

4. **Patil, Mangala D., 1995:** This study attempted to reveal the different problems regarding development of education among children in Slum areas. Five slum areas were selected from the Kolhapur city by random sampling method. The method applied for the selection of households was quota sampling. Fifty teachers were selected from the various schools established by K.M.C. as well as by private institutions. *Findings:* (1) Almost all families in the respective five slum areas admitted their children to school. (93.5%) and successful children are 83.5%. (2) The children of one-half of the total number of families attended corporation's school. Other children attended private schools. (3) Lack of comprehensive ability and poverty had formed the major reason of failure and droppingouts rate in case of slum children. (4) A very small number of boys in the families under study had discontinued their education, but one-fifth of the total number of families having the girls had discontinued education. (5) Parent's attention to their children's regular attendance of school, to be in the company of school going child, these two factors have proved to be motivational factors. (6) Majority of the families of the total number of families had their children who did not receive any type of educational aid and Mid-day meals from the school (92.5%).
5. **Pandey, M.C., 1995:** It attempts to examine growth of population and literacy among different communities in the

districts of North-Eastern States. The study was based on secondary data. The data used in this: (i) India; 1961; Vol.I; Part VA. (ii) Special Table on Schedule Tribes, Census of India; Castes and Schedule Tribes, Census of India; 1981, and Census of India; Paper-I of 1993; Union Primary Census abstract for Scheduled Castes and Scheduled Tribes. *Findings:* (1) The total population of Scheduled Castes, Scheduled Tribes and other Communities in the North-East as per the 1991 Census was 21.61 lakhs, 81.42 lakhs and 2.12 million respectively. The population in each community in the region has increased over the last three decade, in terms of population. (2) Among the seven States the highest per cent of Scheduled Castes population was in Tripura. The Scheduled Tribes population in Meghalaya, Mizoram and Nagaland were above 85% while in Arunachal Pradesh it was 63.66%. It was lowest in Assam. (3) In each of the communities the literacy has gone up since 1961. (4) In most of the States the literacy rate among the tribal community was much higher than the corresponding figures for the Scheduled Castes in the country and total population of India. (5) Literacy rate among the Scheduled Tribes community in the seven States were significantly higher than the corresponding figures for the Scheduled Tribes population in the country as a whole. (6) 21 districts of the North-Eastern Region have shown a decline in the PGR and increase in literacy. In 30 districts with the increase in literacy there were an increase in the PGR, while in two districts there were a decline in PGR and decline in literacy too.

6. **Nayar, Usha, 1995:** This study attempts to reveal women's empowerment and gender studies in Haryana and aims to analyse the planning for UPE of girls in Haryana. The sample comprised of 999 households from 32 villages and 8 urban slums, 256 dropout girls, 820 were enrolled girls, 117 teachers, 76 educational

administrators and 160 community leaders from four low female literacy districts of Haryana, namely—Kaithal, Jind, Hissar and Sirsa under DPEP. *Findings:* (1) Gender disparities had reduced considerably but caste disparities persisted. (2) Poverty driven household factors like domestic work, sibling care, parental inability to bear extra tuition costs, parental illiteracy and lack of motivation, helping parents in their occupation appeared to be predominant in causing dropout among girls. Early marriage and social taboos at onset of puberty were other constraining factors. (3) Various school factors, like lack of incentives, untimely distribution of incentives, lack of separate schools for girls, no woman teacher in school, no remedial coaching, no toilets for girls, unsuitable timing, etc. also caused dropouts of girls. (4) As regards the non-enrolment, household factors were more pronounced as compared to school factors. (5) Both parents and community members wanted girls to be educated. (6) Various intervention strategies were suggested as against the existing strategies.

7. **Ramadhani Mvugalo, 1996:** This study attempts to formulate an equation for improving the quality of education in primary schools. The study is basically conducted in Dares salaam. Samples of 15 government primary school are selected randomly, which covers the whole city in terms of community status. Geographical position school size and academic performance. The city has three districts, therefore five schools were selected from each of the Districts. *Findings:* (1) The community has been proved to play important role in running schools. (2) The quality of education depends on the efforts of the community. (3) The quality development of education in primary schools depend on full participation of the community, Government staff and pupils.
8. **Reddy, C.H. Narayana, 1996:** The present study centred upon the qualitative

and effective implementation of literacy programmes of future. The researcher used historical-cum-survey method. Various sources of data included review of progress reports of Five-Year Plans of Andhra Pradesh, records and reports of Adult Education Departments at the State and Centre, books, research papers and the interview data were used to supported the study. *Findings:* (1) Towards the end of the 19th century the importance of adult education was realised in Andhra Pradesh. (2) Gadicherla Hariswarathama Rao was the chief contributor of the movement of adult education in Andhra Pradesh. (3) 'Andhra Desa Grandhalaya Sangam' was actively involved in the spread of adult education movement through the library movement in Andhra Pradesh from 1914 onwards. During 1939, Dr. F.C.Laubach, an American Missionary, associated with him actively spread adult education movement. (4) During the First Five-Year Plan, 80,113 adults were enrolled in 2,446 adult schools while 3,48,509 adults became literate. During the Second Five-Year Plan and the Fourth Five-Year Plan 1,44,311 adult learners enrolled. During the Fifth Five-Year Plan 46,000 adults became literate, during Sixth Five-Year Plan 12.20 lakh adults became literate and during Seventh Five-Year Plan 9.70 lakh adults became literate. (5) During 1991-95, 10.70 lakh neo-literates were benefited from the post-literacy campaigns. (6) Most of the missionaries worked to spread adult education to propagate their religious purpose which consequently lead to raise the rate of literacy in Andhra Pradesh. (7) The Library Movement contributed the most in spreading adult education in Andhra Pradesh among all their national movement during the pre-independence period. (8) The public and field missionaries participated in the adult education programmes voluntarily with the service motto.

9. **Budhani, Seema and Singh, B.B., 1996:** It tries to reveal the effect of technical skill

and training given to rural youth in various crafts through the Training Rural Youth for Self-employment (TRYSEM) scheme. This study was conducted on 45 trainees in three trades, i.e. 5 trainees were covered under textile printing, 25 under tailoring and cutting and 15 under hosiery, at the Peoples' College, Haldwani, District Nainital in Uttar Pradesh. *Findings* : (1) It was found that most of the participating trainees were in the lower age group of 18-25 years and were educated up to the level of high school. However 20 per cent respondents were graduates. (2) Most of the trainees did not possess any kind of 'How to Do' knowledge with respect to their trade before joining the training programme. Those who possessed some kind of knowledge belonged to only tailoring and cutting trade. (3) As regards the duration of training, majority of the respondents were satisfied with five months duration. All the trainees favoured to increase the per day training hours from 4 to 5 or 6 hours. (4) Trainees reported lack of audio-visual equipment followed by lack of skilled trainers. (5) As regards the preference of trainees towards communication method/materials, it was found that most of the trainees preferred demonstration followed by lecture with blackboard. (6) The most preferred methods were found to be visuals, question answer session, dictation and lecture with blackboard, discussion and demonstration. However, the least preferred methods were discussion, dictation, question answer session, demonstration and lecture with blackboard.

- 10. Sinha R.P., 1996:** The present study discusses different issues pertaining to the education among Tribals and also discusses the factors leading to constraints to Tribal Education. General and Missionary colleges were sampled. District of Ranchi with 48.5% tribal population with 24 General and 5 Missionary colleges were selected. Two General and two Missionary college were selected from

Ranchi and Khunti town respectively. Students and teachers were selected on the basis of conferment sampling respectively from Arts and Science streams in Ranchi and Gossener colleges. *Findings*: (1) Consequently the percentage enrolment among tribal children in secondary school was consistently and persistently lower than the non-tribal students, Tribal Students forced to do domestic works. (2) The structural correlates such as age, marital status and place of residence and gender distribution has slow and much difference among tribal and non-tribal students. (3) Majority of students opted for Art stream. (4) The students were by and large dependent on the amount of scholarship. (5) In respect of political activities and politicisation, the tribal students were more politically aware. (6) As regard to occupational aspiration, their choice was to grab a government job or semi-government ones. (7) Motivation to education was mainly job-oriented. (8) As regards perception of teachers of the problems that the tribal students encountered in their academic pursuits, poor socio-economic condition, and poor educational inputs and infrastructures were the major problems that slumbered their education.

- 11. Banu, Vaseem, 1996:** It is a critical study of the activities organised by the secondary schools for the development of national integration among students. The sample of the study consisted of secondary schools of both boys and girls of the Hyderabad and Secunderabad cities under different managements. The data were collected using a specifically designed questionnaire developed for the purpose. The collected data were treated appropriately. *Findings*: (1) It was observed that in most of the schools the national songs and pledge were not taken by the students in different languages. (2) It was found that except the birthdays of Mahatma Gandhi, Pandit Jawaharlal Nehru and Dr. Radhakrishnan, other

leaders' birthdays were not at all celebrated in almost all the schools. (3) Almost all the schools had failed to organise religious festivals. (4) It was observed that all the schools were celebrating different days such as Children's Day, Teacher's Day, UNO Day. (5) Most of the schools were found not taking interest in organising such activities. (6) Activities like NCC, ACC and NSS had not at all being organised in most of the schools, and (7) Leisure time activities had been very much neglected in most of the schools.

- 12. Jadhav, M.L., 1997:** This study highlights the major developments in the field of education during the post-independence period in the district of Satara and tries to relate educational advance with the change in the socio-economic life of the rural people. The method used for the study was normative survey method. To interpret the development of education statistical data were collected through different documents. To examine the impact of education on rural socio-economic life relevant data were collected through questionnaire and observation. To select the villages and respondents the purposive and the stratified random sampling methods were used respectively. In all 879 respondents were selected from twenty-two sample villages for the study. *Findings:* (1) There was a significant advance in the field of literacy in the district during the post-independence period, i.e. increased the literacy rate from 20.6 per cent in 1951 to 55.9 per cent in 1991. (2) The decade 1951-1961 showed a high increase in the percentage of literacy in the district mainly due to the strict implementation of compulsory primary education act of 1947, *Janata Saksharta Mohim* and the schooling facilities provided by the well-known Rayat Shikshan Sanstha on voluntary basis in the rural areas of the district. (3) During the post-independence period there was a considerable progress at each level of education in the district in

respect of number of institution, enrolment and the teaching strength. (4) A quite faster decrease is witnessed in the number of single teacher schools in the district during the period of only one year, i.e. 1991-1992, because of the decision of the Government of improving the single teacher schools into two teachers schools. (5) At each level of education there were successive increases in the enrolment of girls as against decrease in the enrolment of boys. (6) A period of 1981-1991 recorded a high increase in the number of institutions, enrolment and in the number of teachers at secondary, higher secondary and collegiate level due to acceptance of non-grant policy in the field of education in 1983. (7) Except in the institution of marriage, in all the aspects of rural social life a change is observed either to some extent or to a great extent due to educational expansion in the district.

- 13. Kumar, J. Prasanth, 1998:** This study tries to identify the effectiveness of distance education system in Andhra Pradesh on instructional process, student support services, reaction of academic counsellors and learners. The sample comprised of 30 faculty members and 400 learners from two distance education institutions in Andhra Pradesh.
- 14. Aikara, Jacob, 1998:** This study attempts to reveal the evaluation of an educational programme, that is the Lok Jambish Project in the State of Rajasthan. It would mean to identifying the factors that affect the functioning of the project both positively and negatively. The primary data for the evaluation have been generated from: (i) the observation of the activities of LJP and of the field settings of the LJP activities, (ii) the interview of, and discussion with the persons who have been connected with the LJP in various ways, and (iii) the test administered to the students. *Findings:* (1) The major activities of the LJP are environment building school mapping and micro-planning, improvement of school facilities, implementation of

the scheme of the minimum levels of learning, training of teachers, non-formal education and women's development. (2) As on 1 January 1998 environment building programmes has been undertaken in 4,003 out of the total 4,395 villages in the 25 LJP blocks of the first phase and core team has been formed in 3,310 villages. (3) The village map, the product of school mapping, has become a symbol of community involvement in education. (4) An important aid provided by the LJP for micro-planning is the retention register. It is a good mechanism to keep track of the school students, in fact the retention register does not seem to have been put to full use. (5) Two salient features of the LJP scheme of construction work are the high level of community participation led by the building construction committee and the good quality of construction. (6) The materials have been supplied on the basis of a fixed quota per school rather than the head of the school. (7) The scheme of additional teachers is that the additional teachers provided may not always function in exactly the intended manner. (8) There is mixed reaction to the textbooks of the MLLs Scheme (Minimum Levels of Learning). (9) Almost all norms of project have been satisfying by its own function.

15. Chandrasekhar, S.F. and Vishweshwar, G.R., 2000: This study attempted to analyse the relevance of N.S.S. and Social integration programmes in Osmania University, Hyderabad. *Findings:* (1) The study revealed that scale developed to measure attitude towards NSS showed desirable psychometric properties. (2) Attitude towards NSS was found positively and significantly correlated with social integration scale items, suggesting that NSS promote national integration. (3) The students of arts and social science scored higher on the attitude towards NSS scales and score on social integration.

16. Sheikh Noor Mohd, 2000: This study attempts to reveal the problems of girl education and social changes, educational

development of women and enrolment of girls in elementary and primary level. Descriptive study design was used for the study. Techniques like observation, interview, questionnaire and statistical techniques were used to collect data. *Findings:* (1) Educational facilities for girls were inadequate to meet their needs, keeping in view the total female population of the district. (2) The over all percentage of enrolment at primary level was low but it was much lower in case of girls particular for Muslim girls. (3) Economic backwardness was more responsible for low enrolment. (4) The need of job-oriented education was also reflected as cause. (5) The main reason for low enrolment was that they were pre-occupied in home with domestic work. (6) Poverty stricken parents cannot afford to send all their children to school they usually prefer to educate the sons and not the daughters. (7) The girls were engaged as a clue of labour for doing the embroidery of applique work and most of the girls are working in their agricultural fields.

3.4 Innovation and Change

- 1. Dubey, Archana and Panda, S., 1993:** The present study is an attempt to avoid the gap between stimulus variation skill, the extraversion dimension of personality and the story-telling ability among nursery student teachers. The sample consisted of 21 student-teachers studying in NTT course in the school of education, Devi Ahilya Vishwavidyalaya, Indore. *Findings:* (1) The means of the story-telling ability scores of the NTT students before and after the treatment when trained without the stimulus variation, were significantly different. The training produced significant effect on the story-telling ability. (2) The means of the story-telling ability scores of the NTT students before and after the treatment, when trained with the stimulus variation were significantly different. The training produce significant effect on the

story-telling ability. (3) The training of the story-telling ability with the stimulus variation skill was more effective than the training without the stimulus variation skill when personality scores were considered as covariant.

2. **Puri H.S., 1993:** The study is aimed at the development of an inexpensive science kit for elementary students. The activities developed by this kit were based on the prescribed syllabi and were so selected that the material for them was easily available from the surrounding rural background. These activities developed in the improvised science kit were tried out in a few rural as well as urban schools and Bathinda in Punjab at primary level. *Findings:* (1) The kit was developed as a self-instructional kit. (2) thirty-three activities were developed for Classes II to V. (3) The improvised Primary Science Kit had the following features: (a) Do-it-yourself activities, (b) Open-ended activities, (c) Use of readily available and inexpensive material, and (d) Easily adaptable to rural as well as urban schools. (4) The children and the teachers reacted positively and gave a good response about the performance of various activities.
3. **Rao, P. Sunanda, 1993:** This study attempts to design a need based English course for the undergraduate students of an open university through distance mode. The sample of the study comprised of 506 distance learners of Dr. B.R. Ambedkar Open University of Andhra Pradesh who were attached to different contact centres at Hyderabad, Secunderabad, Nizamabad, Nalgonda, Kurnool, Cuddapah, Vijayawada, and Visakhapatnam. From each centre there was equal representation of male-female, employed-unemployed and rural-urban learners. The tools used for study include Questionnaires, Interviews and Discussions. *Findings:* (1) Almost all the learners could understand, speak, read and write English. (2) Reading leisure was not popular while, almost all had accessed English Newspaper and learners from urban locale read the Newspaper regularly. (3) Writing in English was again mostly related to work. (4) Some specific language activities rated high were reading advertisements, instructions, notices, magazines and pamphlets. Other needs related to being able to speak English fluently. (5) Most students felt that knowing English was very important for getting a job and some even felt that it affected their social status and marital prospects. (6) Many students felt that English should not be made compulsory at the degree level and yet wanted to learn English. (7) Based on the needs, the need based course was designed. The efficiency of the course indicated a noticeable amount of consensus among the teachers in support of need based courses. Most learners found that the directions, guidance and the language used were easy to follow. They expressed that they were more motivated than before to read Newspapers and Magazines.
4. **Shah, Anupama and Mandal, S., 1993:** This study tries to find out the importance of two strategies (video film and booklet) for teaching the Home Science Students. The sample consisted of 120 students from the first year B.Sc., Faculty of Home Science, M.S. University, Baroda 1991-92. *Findings:* (1) There was significant gain in knowledge as well as development of ability through both the instructional strategies. But the video film was found to be more effective as compared to the booklet. (2) Majority of the respondents had highly positive attitude towards video film. (3) The findings related to English language competence show that the respondents with good English language competence had better scores as compared to their counterparts.
5. **Handa, Ameeta, 1994:** This study tries to find out the need of Sex Education for adolescents in South Delhi. The sample consisted of 180 high school students of Classes IX and X of three public schools of South Delhi. The students were selected

by stratified random sampling technique. *Findings:* (1) High school students have knowledge deficit on human sexuality. (2) The students have high expressed need scores in all the learning need areas. (3) All the students opined that young boys and girls should be imparted sex education. (4) The sex education programme was found to be effective in increasing the knowledge of the high school students on human sexuality.

6. **Vigi, T.S.R., 1994:** The study focuses on identifying the major problems experienced by the adult learners of Tamil speaking minority group in Kerala and developing problem-based-awareness educational programmes for them. The study covered a sample of 446 adult learners of the Tamil speaking minority group from the adult education centres of Chittoor Taluk in Kerala for identifying the problems experienced by them. The learners were selected on the basis of 'proportionate random sampling technique'. *Findings:* (1) The adult learners of Tamil speaking minority group in Kerala experienced major problems in their daily life such as illhealth, oppression of women, environmental degradation, unemployment and child labour. (2) A significant difference was noticed between the sub-samples under comparison (sex and community). (3) The adult learners of Tamil speaking minority group in Kerala had 'low awareness' regarding the different aspects of the problems identified (concepts, causes, consequences, etc.) and solutions to the problems. (4) The problem-based-awareness education programmes were found to be helpful to the adult learners in solving their problems in daily life.
7. **Lele, Vaijayanti and Khaledkar, A., 1994:** The present study attempts to identify the learning problems and remedial measures of hearing impaired children of primary level in language textbook (Marathi). The sample of the study comprised of 9 students of Class IV selected from Smt. Mai Lele Shrawan Vikas

Vidyalaya, Nashik. *Findings:* (1) It was observed that the language comprehension of reading and writing of hearing impaired children were deficient when instructed with the present language textbook prepared for normal children. (2) Hearing impaired children faced many language problems in the learning of language (Marathi) with the textbooks prepared for normal children in the present form. (3) Instructional material from the textbook was developed. Also additional explanatory material, in the form of introductory – explanatory preface, illustrative examples, illustrations, slides, dramatisation, etc. were developed. (4) On comparing the achievement scores of the new groups, it was observed that if textbooks with additional supplementary material were presented to the hearing impaired students, then the language comprehension and vocabulary of the hearing handicapped child can be brought nearest to the expected level. (5) To teach the same lesson to hearing impaired children greater number of periods were required than in the case of normal children.

8. **Lakshminarayanan, T.R. et al., 1994:** This study attempts to reveal the extents of awareness about facts of AIDS among the college students. The sample of the study comprised of 65 (31 boys and 34 girls) students from the P.S.C. College of Arts and Science, Coimbatore selected through stratified sampling method. *Findings:* (1) It was found that the extent of awareness about AIDS/HIV among girls were on moderate level of awareness whereas the boys were distributed evenly in all three levels. (2) It was found that the science students had more awareness than the arts students. Urban students had more knowledge about AIDS than their rural counterparts. First born and last born individuals had more awareness. (3) It was found that economic status had no role to play in deciding the extent of awareness about AIDS/HIV, and (4) There was a close association between extent of

awareness about AIDS with sex, study faculty and area of residence.

9. Swain, Bimal C. and Koul, L., 1995:

The present investigation aimed at studying the functioning of the SUPW programme and suggesting measures for its effective implementation at the secondary stage in Himachal Pradesh. The sample of the study consisted of sixty craft teachers and other teacher providing instruction in SUPW activities selected through purposive sampling technique from 33 government high/senior secondary schools of five districts of Himachal Pradesh namely, Shimla, Solan, Bilaspur, Una and Kinnaur. *Findings:* (1) Community service was not performed under SUPW in 64 per cent of the schools. (2) All the teachers reported that their schools did not have adequate physical facilities for various SUPW activities. (3) About 40 per cent of the teachers imparting instruction in SUPW activities were matriculates and more than 60 per cent of the teachers did not have any technical or professional qualification in SUPW activities. (4) All the teachers stated that there were no provision of orientation courses and refresher courses for them at the State level. (5) All the teachers reported that instructional materials on SUPW in terms of source books, guide books, doing-learning units, unit plans, resource units and manuals, etc., were neither published nor available in the state. (6) Ninety seven per cent of the teachers stated that leisure time was not utilised for SUPW in their institutions. (7) There was no SUPW cell in the SCERT of Himachal Pradesh. (8) All the teachers reported that the State Government has not provided financial assistance to their institutions for the SUPW programme. (9) Twenty-two per cent of the teachers reported that the students of their institutions under the SUPW prepared no articles. (10) Four per cent of the teachers reported that the products of SUPW were sold to the local community. (11) A large majority of teachers reported that the local community/parents were not

involved in SUPW programme in their institutions.

10. Rao, Manjula P., 1995:

The study attempts to develop the curriculum of scientific literacy and to study its effectiveness. Curriculum and the tests were administered on a sample of 65 neo-literates identified from the mandals – Arekere, Koppal and Dornhalli of K.R. Nagar Taluk of Mysore District. *Findings:* (1) On scientific awareness level, the pre-test findings showed that there was no difference between the groups. Further, it was found that 90 per cent of them had a high scientific attitude. (2) It was found that the neo-literates had a great deal of interest in knowing about science in their surroundings and in other scientific matters. (3) Curriculum developed had a great impact over the scientific awareness of neo-literates. (4) Female neo-literates showed a better level of scientific awareness and had higher degree of scientific attitude when compared to male neo-literates. (5) Scientific literacy programmes had a positive effect by developing scientific attitude among neo-literates. (6) Though the pre-test on scientific interest of neo-literates revealed a satisfactory level of interest in science, the post-test showed a still higher degree of scientific interest of neo-literates attributing the enhancement in the level to the effectiveness of scientific literacy curriculum. (7) There was no difference found between males and females regarding their scientific interest. (8) No significant relationships were found between the scientific awareness and scientific interest and between the scientific attitude and scientific interest of neo-literates.

11. Velaskar, Padma and Leena Abraham,

1995: This study is a critical appraisal of Abacus Curriculum of enrichment programme. The approach basically involves a deep and wide ranging examination and observation of the programme. Data collected through intensive observations and interviews. The

recipients of which are children of one class belonging to a Hindi medium municipal school located near the Mahalakshmi Temple, Mumbai and most of this group of children were in Class VI. *Findings:* (1) A major feature of the curriculum was the integration of topics and subjects in a manner that these different areas of knowledge and connections between them would make greater sense to the child. (2) The socio-cultural aspects of food were major part of social interaction so that it should be in curriculum. (3) An important gap one senses at the level of curriculum goal formulation and conceptualisation was the failure to explicate the nature of the educational principles on which the whole exercise was based. (4) Questions about learning which were basic to curriculum development and pedagogic practices do not seem to have been systematically asked. (5) The curriculum was one that would be more appropriate, relevant and essential for middle and upper class children; not suitable for marginalised sections of human society; and (6) An effort could not have been made to raise the social consciousness of the children through curriculum.

- 12. Reddy, G.L. and Ramar, R., 1995:** The present study is an attempt to develop multimedia modules for mathematics for the use of low achievers studying in Class VIII and to measure their effectiveness and also assess their advantage over the traditional lecture method. The sample of the study comprised of 50 low achieving students of VIII Class from SSHN Hr. Secondary School, Muhavoor. They were divided equally to constitute experimental group and the control group following the systematic random sampling technique. The control group was taught through traditional lecture method and experimental group through the multimedia modular approach. A normal group of 25 comprising above average students were also formed and they were taught through traditional lecture method only. After 30 days of experiment an achievement test as

post-test was conducted to all the groups and data were analysed by using mean, S.D. and 't' test. *Findings:* (1) The control group of low achievers performed significantly better in their post test as compared to their pre-test performance and so were the experimental group. (2) On the post-test the experimental group performed better than the control group. (3) The normal group comprising high achievers performed significantly better than the control group subjects as well as experimental group subjects.

- 13. Raina, V.K., 1995:** An attempt is made through this study to find out the various types of instructional media being used by history teachers in the teaching. Sample comprised of 239 history teachers; of these, 189 were from the Government schools and 50 from private schools drawn from urban, semi-urban and rural schools in the state of Rajasthan. *Findings:* (1) Except few teachers who used blackboard occasionally a majority of the sample used blackboard frequently. (2) 43 per cent of the sample used map frequently and 57 per cent of the sample used map occasionally. (3) Only 7 per cent made use of source material such as coins, archaeological find, documents and newspapers, etc. Occasionally used such materials were made by 45 per cent of the sample followed by a large number of total sample who had never made use of these materials in their teaching. (4) Only 20 per cent of the sample teachers made occasional use of the radio. Comparatively T.V. was being used by a greater number of teachers. (5) Teachers used textbooks and other written materials for their teaching. (6) Frequent use of enriched material for the talented students and remedial material for slow learners had been reported by 23 per cent of the sample. (7) Single important reason for not making use of different instructional media was non-availability of different audio-visual aids/material and almost total lack of financial and other resources for the purchase.

- 14. Singh, Bharat, 1995:** It is an attempt to compare the effectiveness of discussion method and traditional method at B.Ed. level. Pre-test, post-test parallel group research design were used to carry out the present study. A sample of 100 students-teachers enrolled for B.Ed. course (Session 92-93) in R.H.S.P.G. College, Singramau, Jaunpur affiliated to Purvanchal University, and Jaunpur was randomly selected. *Findings:* (1) There was no significant difference between the mean scores of experimental and control group at pre-test level. It implied that both the groups were equal in every respect. (2) Both the groups had different mean scores at post-test level and the mean difference was found to be significant. It denoted that discussion method contributed more to the achievement of student-teachers in comparison to the traditional method of teaching (lecture-method).
- 15. Khandai, H.K. , 1995:** This study attempts to reveal the needs of innovation of study material with which the neo-literates can keep up their interest in literacy. Following the descriptive survey method, the sample comprised of 100 neo-literates, 20 instructors, 15 experts, 25 authors, 10 publishers and 10 illustrators. *Findings:* (1) The preference for reading materials by the rural and urban neo-literates included the following in order of preference. The rural neo-literates needed more on agriculture, animal husbandry, health and hygiene, mythology and religion, home science, forestry, cooperation, science and technology, leisure activities, individual and society, industry economics and business. (2) The urban neo-literates needed science and technology, home science, forestry, leisure activities, mythology and religion, cooperation, health and hygiene, economics, individual and society, industry, business, animal husbandry and agriculture. It was almost a reversal trend. (3) As regards the interest of neo-literates, the rural neo-literates were interested in story, comedy, poetry, biography, drama and legend while the urban neo-literates were interested in story, poetry, comedy, biography, essay and satire. (4) With regard to the preference rank of language, the rural neo-literates preferred simple language followed by colloquial and mother tongue, while the urban neo-literates preferred simple language followed by mother tongue and regional language. (5) As regards the problems of neo-literates the rural subjects had educational problem on the priority followed by social, cultural, and economic problems, while the urban neo-literates had cultural problems on the priority followed by educational, social and economic problems. (6) The researcher succeeded in developing a manual based on the needs, interests and problems of neo-literates.
- 16. Sowbhagyalakshmi, C., 1996:** This study tries to find out different components of developing writing skills and learning Telegu as a Second language among students of Class VIII. Sixty-five teachers and 163 students from Telangana region comprised sample for the present study. *Findings:* (1) Socially relevant Telugu language in the second language texts and non-detail textbooks would lead to creation of interest of the students and would be useful for their daily interest activities. (2) Second language textbooks must contain socially relevant lessons and small stories in simple language, the lessons should contain illustrations and pictures. (3) Importance must be given to short-answer questions, writing of sequential pictures, etc. as exercises. (4) Self-contained instructions to teachers were to be provided with each lesson. (5) Second language must be given equal status, on par with other subjects in the timetable.
- 17. Mishra, Susanti, 1996:** It attempts to compare the differences between the outcome of pupils who have undergone

the teaching in traditional approach and competency-based approaches. The subjects of the study were drawn from the sections of Class V. The final sample consisted of 90 students of whom 45 were from section A and 45 from section B. *Findings:* (1) Competency-based teaching approach along with child-centred learning and activity-based teaching showed a significant effect in achieving the gain scores on teacher-made test than that of traditional practice teaching. (2) Pupils taught through competency-based teaching exhibited significantly gains which showed their change of behaviour in the learning outcomes. (3) Competency-based teaching strategy was proved to be best for classroom transaction.

- 18. Rao, Usha, 1996:** This study attempts to find out the effectiveness of drama – activity as a tool in teaching-learning process. Twenty teacher-trainees handling geography, science and mathematics were selected from Gokhale Education Society's College of Education and Research. They were distributed in three schools of Bombay and conducted their lessons in their respective subjects and through environmental education the technique of drama activity in Classes V and VI. *Findings:* (1) Teaching through drama-activity increased pupils' imagination, creativity, co-operative activity, concentration, self-expression, communication, knowledge of organisation, and disciplined behaviour. (2) Pupils' capacity improved in listening attentively, fluency and precision of speech, developing a new kind of teacher-pupil relationship, gaining confidence in editing and their eagerness to learn more. (3) This method of teaching helped students in making their concepts clearer.
- 19. China Appala Naidu, P., 1996:** This is an experimental study of different feedback methods on the performance of students. An experimental study on the effect of different feedback methods on the performance of students. One control group with no feedback and three experimental groups with different feedback methods, namely: (a) feedback with visual presentation of correct answers at the end of the teaching-cum-testing session; (b) feedback with discussing of wrong answers at the end of the testing sessions. The sample comprised of 24 teachers and 814 students selected randomly of Class IX from 24 government and Zilla Parishad schools of Hyderabad and Secunderabad. *Findings:* Intermittent feedback during the lessons consistently reinforces students' performance. The next best method that may work in some situations is to provide feedback through discussion of wrong answers at the end of teaching session. The intermittent feedback also reduces intra-group variations in the performance of the students. The study lists 53 references under bibliography.
- 20. Dave, J.D., 1996:** The present study is an attempt to reveal the effectiveness of three different approaches of English Language Teaching namely, communicative, structural and conventional approaches. A total number of 161 students studying in Class IX were selected as sample. Nine achievement tests and a Standardised Students Opinionnaire were used to collect the data. *Findings:* (1) It has been found from the classroom experiment that the conventional approach was most effective. Further, when communicative approach and structural approach were compared, result favoured communicative approach. (2) It has been found from student's opinion that communicative approach and conventional approaches were favourable.
- 21. Vaijayanthi, R., 1997:** The present study examines the curricular intervention for the growth of environmental awareness at the primary level. The sample comprised of 90 boys and girls from an English medium school. They were equally divided into experimental and control group. Environmental studies books II of Classes

III, IV and V were scrutinised. *Finding:* (1) In every aspect, the experimental group showed greater awareness as compared to the controlled group. (2) Though the textual matters studied by both the groups were same due to activities undertaken by the experimental group children, they showed considerable awareness about the environment.

22. Joshi, Uma et al., 1997: This study attempts to reveal the use of games as interactive methods of reinforcing literacy skills. The sample consisted of 50 neo-literates who attended the first phase of the total literacy campaign launched in the Baroda city of Gujarat State in August 1994. *Findings:* (1) Games were effective in reinforcing the skills in reading, writing and numerical skill. The reactions of the learner, the enthusiasm of the community workers and the members of social service organisations supporting the programme towards the use of games was favourable. (2) A major complaint during and at the end of the Literacy Campaign had been the high dropout rate of learners. (3) The community worker had shown interest in learning the use of games for promoting various concepts under the Total Literacy Campaign. (4) At the project implementation stage, the project worker had experienced that the girls and women had the problem of lack of practice in developing and continuing the writing skills. (5) During the stages of identification of beneficiaries and implementation of project the project worker had also benefited.

23. Arora, G.L. and Singh, A., 1997: Present study is an attempt to explore the training designs developed by different DPEP states for primary teachers. Guidelines were developed for the appraisal of training designs. Two workshops were organised – one at the NIE campus, New Delhi and other at the RIE, Mysore. Training designs developed by the state and it appraised by the evaluators. *Findings:* (1) State had designed in-service education

programmes for primary teachers, head teachers, heads of cluster resource centres (CRCs), coordinators, Block resource centres (BRCs), members of Village Education Committee (VECs), faculty of DIETs and SCERTs. Karnataka and Tamil Nadu were yet to set up cluster resource centres. (2) The study revealed that training needed of different functionaries were identified by states on the basis of the experiences of SCERT/DIET faculty while working with primary teachers and other functionaries. Findings of the baseline learning achievement studies conducted by the NCERT and the NIEPA, and interactions with concerned personnel. States had, however, not identified training needs of these functionaries by conducting research systematically. (3) States had not delineated explicitly objectives of training for different functionaries as revealed from their training designs. (4) The content of training of different functionaries had been identified by the states. It, however, differed from one state to another. (5) Most of the states had planned to provide recurrent training to primary teachers and other functionaries. (6) Activity-based approach and demonstrations were the transactional approaches which had planned to be followed in the training of teachers. (7) Most of the states had drawn up plans to monitor and evaluate the quality of training by seeking trainees' perceptions at the end of the programme either through a questionnaire and/or thorough interview. (8) The review of training designs developed by different states revealed that they had not paid adequate attention to the follow-up aspect of the training.

24. Kumar, K.L., 1997: This study tries to elaborate special features and effectiveness of the video-telecasting course conducted by I.I.T., Delhi in collaboration with IGNOU and ISRO in March, 1996. The one-week video-telecasting course was planned as a participatory and informal face-to-face contact course with ingredients of assignment and hands on experience.

- Findings:* Post-test score improved to 76.4% from the pre-test score of 17.5% showing significant improvement in cognition as a result of video-telecasting course.
- 25. Kannan, V.S.S., 1998:** The present study concerns with analysis of the educational technology inputs in the B.Ed. curriculum of Tamil Nadu Universities. The sample consisted of 95 teacher educators in the colleges of seven Universities in TamilNadu. *Findings:* (1) There was adequate distribution of educational technology inputs in the B.Ed. curriculum of Tamil Nadu Universities. (2) With regard to its subject-wise distribution, there existed variation. (3) There was rare usage of educational technology by teacher educators. (4) The teacher educators working under newly started universities experienced more problems in technology utilization.
- 26. Krishnand, Rohini and Pandey, L., 1998:** This study discusses about different strategies for effective teaching at elementary level. The sample consisted of 34 students of Class IV of D.M. School of RIE, Mysore. *Findings:* (1) An interest amongst the pupils for all the subjects improved in cognitive as well as non-cognitive areas after using soil as a teaching aid. (2) Those who had a liking for one activity gradually started liking other activities also. (3) It was noticed that the students who normally did not show interest in any subject began to take interest in last periods of teaching. (4) By the combination of various activities along with this method of teaching, the children learnt all the lessons effectively and efficiently. They acquired minimum level of competencies.
- 27. Chetanlal, Neera, 1998:** This study attempts to explore the effectiveness of video teaching-learning materials for teaching the subject of home science in secondary level. Instructional material in the selected units of Home Science for three different treatments namely, lesson plan for CT group, two video cassettes for VAI group were produced. The sample comprised of 102 Class XII students, selected from three different schools situated within a radius of one km. *Findings:* (1) Pre-test scores of the three groups belonging to three levels of intelligence and their interaction effects were not found to be significant. (2) Students exposed to video-teaching-learning material and video-aided instruction achieved higher as compared to conventional teaching. (3) Video teaching-learning material and video-aided instruction were not found significantly different (4) On retention test scores, significant differences were observed in three different treatments. Students exposed to video teaching-learning material and video-aided instruction retained more concepts in home science as compared to conventional teaching. (6) Students exposed to video teaching-learning material achieved higher as compared to video-aided instruction on retention test. (7) Majority of students had favourable attitude towards video teaching-learning material. No references.
- 28. Agarwala, Surila, 1999:** The present study attempts to explore the relative effectiveness of word-supply and sentence-repeat methods in the modification of oral reading errors of primary school children. *Findings:* (1) Both word-supply and sentence-repeat procedures were found to be effective. (2) Sentence-repeat method was more effective than word-supply method in the modification of oral reading errors of primary school children. (3) Each group retained their learning of correct words a week after intervention but the retention of group treated with sentence-repeat was better than the retention of group treated with word-supply method. (4) The retention of both the experimental groups was better than the retention of the control group.
- 29. Srivastava, S.S. and Verma, D.P., 1999:** This study attempts to reveal the effect of

Yoga in education. The sample comprised of 411 students with age ranged 14-16 years selected through incidental purposive sampling from eight randomly selected Vidya Bharti schools of Delhi, Uttar Pradesh, Madhya Pradesh and Bihar. *Findings:* (1) The Yogic exercises are helpful in the increase of chest expansion, height and grip strength and the decrease of the bulk in the body. (2) Yogic exercises are extremely helpful in increasing self-confidence. (3) The non-practising Yoga students had not shown any changes in their state of anxiety but a definite shift was found from higher state anxiety to lower state anxiety among Yoga practising student. Thus, it is concluded that Yogic exercises are extremely helpful in improving the mental harmony and peace. (4) The superiority of Yogic practices were also found helpful in increasing the level of adjustment.

- 30. Dangwal, Ritu, 1999:** This study attempted to reveal the construction of children's' learning styles. Learning Style Inventory consisting of 52 items developed for measuring Adult Learning Styles were used to identify 24 items that could be represented by pictures supported by simple text to evolve a Learning Style Inventory for children. *Findings:* (1) It was observed that students of third grade needed more attention than fourth and fifth graders. (2) The concurrent validity between LSI and CPQ were significantly high and test was considered to be highly valid. Reliability of the test was observed to be high and consistent. (3) The children enjoyed giving LSI test rather than the conventional paper-pencil text. (4) The LSI was also found helpful for the teachers not only to understand their class better but also to apply strategy to teach slow learners, children who get distracted easily, etc.
- 31. Khan Ali, Mohsin, 1999:** This study centred upon the problem of introduction of Adolescence Education (AE) in the school curriculum. The sample comprised

of 200 students, 100 teachers teaching to the same student and 100 parents of the same students and 25 educational administrators. *Findings:* (1) All the students, teachers, parents and educational administrators were found well aware of the issues related to adolescence education. (2) All the students, teachers, parents and educational administrators showed favourable attitude towards the introduction of Adolescent Education in the school curriculum.

- 32. Bambara, Ravinder, 1999:** This study attempts to assess the spontaneous drawing ability of children as related to their needs. A sample of 25 girls in the age group of fourth to fifth years who have displayed regularly and punctuality in the kindergarten schools were selected employing random sampling technique. *Findings:* (1) Fourteen needs of kindergarten children namely, need for dominance, achievement, activity, social acquisition, affiliation association, affiliation emotion, play mirth, autonomy freedom, exposition, aggression, counteraction and sentence flexibility were identified in kindergarten children. (2) Common objects drawn by children were house, care, jeep, fruits and natural scenes which indicated that they were secure and attached to their parents, wished for material and physical comforts, had desired of oral gratification and love for natural beauty. (3) Out of 14 needs identified, only seven needs for achievement, affiliation-emotional, activity, affiliation-associative, autonomy freedom and expression were found significantly related with spontaneous drawings.
- 33. Saradha, S., 2000:** This study attempted to reveal the problems and remedial measures regarding Music Education in all levels of educational curriculum. Personal experiences, as student, teacher and researcher of music as primary source and books, informal discussions with students, teachers, musicians and academicians as secondary source were

used for data collection. *Findings:* (1) The issues of music education were varied but are interrelated. (2) Teaching methods, infrastructure, standardisation of tests and measurements are some of the areas in which improvement is expected and needed. (3) Higher education in music needs more creative approach, with special reference to research.

4.0 Programmes/Schemes/Policy

1. **Mydum, Raghavulu, 1993:** The study aimed to understand the level of realisation of the objectives of National Adult Education Programme (NAEP) in different domains, by adult learners of Warangal District. *Findings:* (1) The age of the learners did influence the achievement but not the sex, occupational status, marital status and caste background. (2) The young instructors and instructors with higher educational qualifications brought better results while the caste and income level of instructors did not have any role. (3) Those instructors who were invited and who had the motive of doing social service brought out better results. (4) The placement, allocation, size of the accommodation, timings, composition and strength of the adult education centre did not influence the achievement levels of adult learners. (5) The amenities and the materials available at the centre, which included lighting equipment, charts, blackboards and other learning materials, significantly influenced the achievement levels of learners.
2. **Saldanha Denzil, 1993:** This is an evaluation study of the Latur District Literacy Campaign conducted in 1993. *Findings :* (1) About 82% of the evaluated learners scored 50 marks or more in the test for literacy. (2) In this category of scoring more than 50 marks, one finds 88% of the male learners and 79% of the female learners. (3) The learners scored best in numeracy and then in reading and writing. (4) There was a high degree of personal involvement in the success of the campaign. (5) The campaign has generated a congenial climate for the educational and economic advancement of district.
3. **Thakre, P.G., 1993:** This study attempts to reveal the impact of the adult education programme on the achievement of illiterates who participated in it. The sample of the study comprised of 3,464 subjects, covering 29 principals, 29 programme officers, 30 supervisors, 300 instructors, 76 adults who did not participate in adult education programme and 3,000 illiterate adults who participated in the adult education programme. They were selected randomly. *Findings:* (1) The difficulties faced by the supervisors and instructors and experienced by the principals were non-availability of room/place for running adult education centres, poor attendance of adult learners, lack of co-operation of local persons and adult learners who were senior to instructors. (2) Ninety per cent of the adult learners were able to read and write simple sentences, letters (post-card) and do simple calculations in daily life. (3) Seventy per cent of adult learners became aware of elements of health and hygiene, rights and duties of citizenship and participation in general discussions, opening saving accounts, etc. (4) Fifty per cent of the adult learners started acting independently in taking decisions, in participating in general discussions and opening saving accounts, etc. (5) Interest of female learners were found more towards sewing, embroidery, etc. rather than in literacy. (6) The percentages of attendance of female adult learners were more than that of male adult learners. (7) Most of the adult learners were interested in making query about economic activity.
4. **Salve, R.N., 1993:** This study assesses the impact of government welfare measures on Scheduled Castes. The sample comprised of 200 Scheduled Castes people from rural as well as urban sections and also from different groups among Scheduled Castes. They were selected

using stratified random sampling method.

Findings: (1) Majority of the Scheduled Castes people were not getting adequate facilities in schools. (2) Majority of the respondents were having knowledge about reservation of seats. (3) Majority of the respondents were having service as main occupation. A few respondents were having business or farming activities. (4) Majority of the Scheduled Castes people were landless. (5) The government welfare schemes gave grants for housing but majority of the respondents had not received grants irrespective of their castes background. (6) Majority of the respondents reported that there was no progress due to government welfare schemes.

5. **Rao, Rajeswar A. 1993:** The study examines the impact of in-service programmes for tribal teacher at primary level and their usefulness of Aditabad district in Andhra Pradesh. Survey and questionnaire methods were used to collect the relevant data. The collected data were suitably treated. *Findings:* (1) There existed monitoring and administrative problems. (2) The programmes were irregular. (3) There were lack of coordination between participants, resource persons and organisers. (4) The programmes were not impressive as there was no impact on participants. (5) It was also found that the finances were inadequate. (6) The programme was not up to the mark and did not match the teacher needs. (7) Paradoxically, the syllabus and the course material did not go hand by hand.
6. **Etala, Sammaiah, 1993:** The study examines the awareness of Scheduled Castes (SC) students about the welfare measures provided to them to equalize educational opportunities of the SC students in Andhra Pradesh. The sample comprised of student beneficiaries who were 800 in number, with an equal representation of boys and girls. Functionaries in the Department of Social Welfare who operated at different levels, numbering 100 were also examined.

Findings: (1) Generally the SC students were aware of the welfare measures provided to them. This awareness increased with different levels of education. (2) All the beneficiaries felt that the quantum of money extended to them on various items were inadequate. (3) The students at the secondary and college levels believed that there was a scope for financial mismanagement whereas students at the professional and PG levels did not believe so. (4) The functionaries believed that the SC students and their parents were generally aware of the welfare measures that were meant for them. (5) There was no dispute regarding the passing of information by the Education Department concerning scheduled castes students to the Social Welfare Department. (6) There was a general agreement that there was a communication gap and delay in distribution between authorities that dispense benefits and the beneficiaries. (7) All the sections believed that the staff appointed for the administration of social welfare measures was adequate. (8) There was a general agreement on the inadequacy of the supervision of the distribution of assistance to the SC groups.

7. **Gholop, 1993:** This study attempts to reveal the nature of welfare hostel scheme of Government of India, improving the socio-economic conditions of the Scheduled Tribes and Scheduled Caste students of Dadra and Nagar Haveli. (1) The data was collected through questionnaires, interviews, scheduled field visits and observation. (2) Hostel students, hostel superintendent were interviewed. *Findings:* (1) The study revealed that the welfare hostels have positively helped to improve the socio-economic conditions of the Adivasis of the area in terms of literacy education, employment and income. (2) There was therefore, a need for their continuance in the area. (3) There existing grant-in-aid needs suitably to be revised for providing necessary bare essential facilities to the intimates.

- 8. Suera, Govindbhai S., 1994:** The present study focuses on the contribution of the tribal areas sub-plan in the problems of primary education of Sabarkantha district in Gujarat and the effectiveness of the tribal sub-plan in the problems of all round development of the Adivasis of Sabarkantha District. The sample of the study comprised of 100 primary schools of four Adivasis Talukas of Sabarkantha District, which were selected randomly. Out of these schools 55 Headmasters and 55 teachers of 55 schools were taken for the study. Besides, 8 educational inspectors, 2 educationists and 2 social workers of each Taluk were interviewed. *Findings:* (1) The contribution of the Tribal Sub-plan towards small farmers in agriculture, electricity and self-employment, etc. were benefited. So the enrolment of the students were increased. The benefit of this scheme was not taken by the totally poor, and illiterate Adivasis. (2) The equal impact of the Tribal Sub-plan could be seen in educational progress in four Adivasis Talukas of Sabarkantha District. The Meghraj Taluk was ahead while the Khedbrahma Taluk was far behind. The Bhiloda and the Vijayanagar Talukas were in achieving educational progress. (3) It was found that the progress of educational and physical facilities increased in four Adivasis Sub-plan. (4) The basic needs like sufficient number of teachers, rooms for pupils were not provided by the Tribal Sub-plan. So it was quite natural for scarcity of other facilities.
- 9. Rao, D. B. and Rao, Krishna, G.S.R., 1994:** The present study is an attempt to identify the effective use of Andhra Pradesh Primary Education Project (APPEP) principles by the primary teachers in Santhanutalapadu Mandal. Twenty primary schools covered in Andhra Pradesh Primary Education Project in Santhanutalapadu mandal of Prakasam district were included in the sample using cluster sampling technique. *Findings:* (1) All the teachers of the APPEP covered schools of Santhanutalapadu Mandal were properly using six APPEP principles. (2) Majority of the teachers were providing a good number of learning activities in the classrooms. (3) Majority of the teachers were not promoting the learning by doing. Only two types of activities were being taken up by the teachers, namely, assigning work cards and preparation of aids. (4) Only 60% of the teachers were providing individual, group and whole class learning activities. No teacher has given an example for individual, group and whole class work. (5) The teachers of the APPEP covered primary schools were recognising the individual differences by the methods such as experiments, kits preparation, questioning, recognising physical disorders and conducting fine arts competitions. (6) Majority of the teachers of APPEP schools were utilising the local resources in enriching their instruction. (7) Almost all the teachers were creating an interesting classroom atmosphere through the activities such as preparation of charts, promoting fine arts, word building, drawing and painting, music and songs, and solving of puzzles.
- 10. Patnaik, U. S. and Topps, Pancraties, S.J., 1994:** The present study makes an attempt to examine whether or not the scholarship has any impact on the beneficiaries in the Jashpur Project of Raigarh District. The sample of the study covers the Jashpur Project of Raigarh District, Madhya Pradesh. *Findings:* (1) As regards the pre-metric scholarships, the range of amount falls between Rs.47.87 lakhs in 1975-76 and Rs. 61.79 lakhs in 1989-90. The number of student beneficiaries ranged from 9.8 thousand in 1975 to 22.8 thousand students in 1989-90. The average amount received by per student yearly ranged from Rs. 1 in 1975-76 to Rs.271 in 1989-90. (2) With regard to the post-metric scholarships, it ranged from Rs.1.99 lakhs in 1975-76 to Rs.23.88 lakhs in 1989-90. As regards the annual average amount per student, it

ranged from Rs.663 in 1988-89 to Rs. 1,050 in 1984-85. Hence, each student got on an average between Rs.66 and Rs. 105 per month. (3) The distribution of post-metric scholarship and student beneficiaries had a positive trend with their adjusted growth rates of 18.23 per cent and 19.61 per cent respectively. (4) With regard to the hostel stipend, the annual distributed amount ranged from Rs. 10.25 lakhs in 1975-76 to Rs.30.83 lakhs in 1989-90. The average amount each student received was in between Rs.668 and Rs.1629. Each student got Rs.67 to Rs.163 per month. (5) The yearly hostel stipend distribution and its recipients exhibited a positive trend with their adjusted linear growth rates of 6.45 per cent and 1.30 per cent respectively.

11. Gunjal, B.S., 1994: This study evaluated the ICDS scheme in Karnataka focusing on the mother and child health services. The Anganwadi centres and the beneficiaries were selected using a multi-stage stratified random sampling technique. The 132 rural projects had been working in Karnataka were divided on the time scale basis into two groups, i.e. the projects started during 1975-76 and projects started during 1985-86. The respondents for the study included subjects from old ICDS projects, new ICDS projects and non-ICDS area under Belgaum Revenue Division. For each of the two ICDS projects, two villages were selected by using purposive sampling method. Thus, four villages were identified. From each of these villages 35 beneficiaries were selected randomly. Similar exercise was done from the non-ICDS area too. From each of the three groups, 70 beneficiaries were selected. Further, from each of the four selective villages covered by the ICDS area four Anganwadi Workers (AWWs), and two auxiliary nurse midwives (ANWs) from non-ICDS area were interviewed to collect the required information. One lady health visitor (LHV) from non-ICDS (PHC) area and two child development project officers from

the ICDS areas and one medical officer from the non-ICDS area were interviewed to collect the required information. *Findings:* (1) A majority of the beneficiaries were in the age group of the 16-25 years in ICDS area while it was 26 to 35 years in non-ICDS area. (2) A large number of illiterate beneficiaries have availed the ICDS and non-ICDS benefits. (3) In the ICDS projects more than 72 per cent of the beneficiaries came from nuclear families as compared to non-ICDS area. (4) Fifty per cent of AWWs/ANMs were in the age group of 22-33 years and 50 per cent were married. Fifty per cent of them had completed refresher-training courses. (5) On an average, supervisors, LHVs were in the age of 35-39 years and possessed requisite educational qualifications. (6) Child Development Project Officers were around 40 years of age while the medical officers were around 26 years. They had the requisite educational qualification and training. (7) A majority of the beneficiaries came from non-ICDS area followed by new ICDS area and old ICDS area. (8) The impact of health check up and the level of education were found to have a significant association. (9) In old ICDS project area more than 70 per cent of the beneficiaries irrespective of the income had not received the benefits while the reverse was true with the new ICDS project area. In the non-ICDS area, irrespective of the income group, more than 60 per cent beneficiaries had availed this benefit. (10) It was found that a majority of the beneficiaries in the non-ICDS area belonged to nuclear families and in new ICDS project area, 58 per cent beneficiaries came from joint families and in old ICDS project area 83 per cent of the beneficiaries belonged to the nuclear families. (11) A large majority of the beneficiaries in the new ICDS project area had the access to immunisation facility whereas in the old ICDS project and non-ICDS area, more than 52 per cent beneficiaries were benefited by immunisation. (12) Illiterate beneficiaries were more by

immunisation facility in the ICDS project, while the non-ICDS area, high school educated and other category beneficiaries received the immunisation services more. (13) In the non-ICDS area the family type and impact of immunisation were found to have a significant association. (14) Project wise the impact of mother and child health services showed that it was more in new ICDS project area, followed by old ICDS project area and non-ICDS area respectively.

- 12. Ramesan, P.V., 1994:** This study attempts to reveal different levels of equality of educational opportunities, safeguards for the educational interests of Scheduled Tribes, welfare programme for ST students and literacy of STs in Kerala. The study was based on a sample of six lower primary schools in which 50% and above tribal students' study in various part of Wayanad district. *Findings:* (1) Ninety nine per cent of the students speaks tribal dialect in their home, at the same time they used Malayalam language in classroom interactions. The language used by the teacher in the classroom was Malayalam. Majority of the students partly understand the classroom instruction. (2) The interaction between tribal students with teachers and tribal students with non-tribal students were in very proper manner. (3) One of the main causes for tribal students' regular absenteeism was lack of awareness of parents. (4) Hundred per cent of the teachers do not have attended any in-service programmes related to scheduled Tribes education, culture and language. (5) Poverty, lack of awareness of parents to education, infection diseases, family problems and lack of awareness of students were the main causes of dropouts of ST students.
- 13. Sharma, Nishi and Saiyeed, V.V., 1994:** Present study attempts to reveal the differential traits in Total Literacy Campaigns (TLC) of Mangolpuri. Sample comprised of 50 participants and 50 non-participants in TLC, randomly selected

from Mangolpuri, a resettlement colony in north-west Delhi. Standardised scales were used to measure the 13 variables related to socio-personal, socio-psychological and communication traits of adult illiterates. Percentage, Frequency and Chi-square Test were the methods employed for statistical analysis of the data. *Findings:* (1) The participants of TLC differed significantly in terms of their attitude towards adult literacy, achievement motivation and communication behaviour related to adult literacy as compared to non-participants. (2) Significantly more participants as compared to non-participants had favourable attitude towards adults literacy, and had scored higher in achievement motivation level and exhibited better traits of communication. (3) Amongst the participants majority belonged to the younger age group of 15-25 years. (4) Non-participants were mostly those who were in higher age group of 26-35 years. Majority of them were either housewives or employed persons.

- 14. Pillai, P.G., 1994:** Present study is an attempt to find out the involvement of resource persons in the total literacy campaign in Kerala. Sample comprised of 116 resource persons (RPs) (92 males and 24 females) selected on the basis of Stratified Random Sampling from Thiruvananthapuram District. *Findings:* (1) Majority of the resource persons involved in the Aksharakeralam project were male and they were in the age-group of 20-30 years. (2) Majority of the RPs had educational qualifications that 'degree and above' and majority of them had no technical qualification. (3) Majority of RPs reported that they conducted literacy classes in their respective areas. (4) More than 50 per cent RPs were satisfied with the physical facilities available in the literacy centres. (5) Majority of the resource persons reporting dropping-out stated due to family problems and lack of interest. (6) Majority of the resource persons adopted both oral and written methods for

- evaluating learners. (7) The major measures adopted to motivate learner's were squad work, street processions discussion of learners problem, film show, newspapers reading, house to house campaign and community meetings. (8) Seventy-six per cent resource persons contacted literacy programmes and organised academic councils in their areas. (9) Majority of the resource persons received full support from instructors, Master Trainers, Assistant Project Officers and Project Officers. (10) Social commitment and teaching illiterate as a noble task were the two major reasons for serving as resource persons.
- 15. Menon, M.M., 1994:** This study aimed at the critical analysis and evaluation of the Total Literacy Campaign of the Ernakulam Literacy Campaign Programme. The sample consisted of 2,000 neo-literates and illiterates, 400 volunteer instructors, 330 master trainers, 332 elected representatives of local bodies, 75 government employees, 150 volunteer workers, ten MLAs and two MPs. *Findings:* (1) Apart from making 1,60,000 people literate, the total literacy programme of Ernakulam district resulted in overall development and all-round progress of the people. (2) The total involvement of voluntary agencies and organisation in the campaign had special significance in making the programme a success. (3) Cultural activities such as Kala-Yatras, street plays, dramas, etc. helped the programme in propagating the idea of literacy as a mass movement and kept the neo-literates continuously interested in the programme. (4) The programme was cost-effective, having spent only Rs.80 lakhs in all. (5) The establishment of a society registered under the Societies Registration Act was an innovative device to facilitate better and easier handling of the funds collected locally through voluntary efforts. (6) In spite of the above success, the programme suffered from certain drawbacks. They include: (a) the primers and the teaching material of the programme were generally beyond the easy comprehension of the neo-literate, (b) a particular political party and a particular political ideology were associated with the programme as a whole. (c) it was alleged that the instructors were drawn to the programme on a false hope that they would be suitably remunerated.
- 16. Raina, B.L., 1994:** The present study is an attempt to review the continuing educational programmes offered by the M.S. University of Baroda, Gujarat and understand the background of the candidates going in for the programme and their perceptions of continuing education. The sample consisted of students of the 1992-93 batch, admitted in different courses offered by the centre of Continuing Education of M.S. University, Baroda. In addition randomly selected ex-students of the previous two batches, (5 per cent) candidates of each of the long term courses and short summer course formed the sample for the study. *Findings:* (1) About 70 per cent of the students and about 60 per cent of the faculty felt satisfied about the conduct of the short summer courses. (2) Enrolment percentage of men was more than women in all the courses except Interior Decoration course. (3) Most of the students joining these courses were young, i.e. between the age group of 18 and 26, mainly with graduate and post-graduate qualification. (4) The majority of the students were from middle class with monthly earning of about Rs. 5,000. (5) The majority of the students had joined these courses for enhancing their job prospects in different areas. (6) Mostly students were satisfied with course content and they had expressed after completion of the course they had good chances of getting a better employment. (7) The majority of the students expressed the need of such courses and satisfaction on the course content taught. (8) About 30 per cent students in different courses were from higher age group, married and employed people. (9) Mostly the courses were run

during summer holidays from April to July.

17. Saldanha, Denzil, 1994: This was an evaluation study, has been discussed in detail on the Sindudurg and Wardha literacy campaigns in Maharashtra and in Goa. The essential features were a participatory approach with an attention to both literacy campaign process and to its impact, in social and literacy terms. Group discussions at identified levels of villages/wards, talukas and the districts, individual interviews, testing the literacy outcomes of the learners in groups; together with observations, secondary data analysis and meetings with informed observers/participants constituted sources/methods of data collection were used. *Findings:* (1) Extensive literacy is generally possible in the context of a major politico-economic transformation, as in the case of most literacy campaigns in other countries. (2) The study shows that the literacy campaigns have been able to reach out to woman, to the weaker sections and the economically disadvantaged classes of society, in a major way. (3) It stimulated a significant degree of voluntarism among within the local communities. (4) The literacy campaigns have provided an important on the Job-training for the government officials in integrated and flexible approaches to issues. (5) The formal schooling community of teachers and students were the major activists in the literacy campaigns. (6) An important gain from the literacy campaigns have been the prominence given to education at decentralised levels. (7) The study point to the integrative potential of literacy campaigns with respect to different religious, caste and linguistic communities. (8) A sense of communal integration has been fostered more through cross cultural communication and inter-dependence, than through the literacy primers or the messages in the environment building programmes.

18. Masih, Aejaz, 1995: This study attempts to asses the effectiveness of science

curriculum in promoting scientific literacy among students. The sample consisted of 1,147 students of Class VIII selected from twenty-eight different schools of three districts of Madhya Pradesh. The tools were used to collect the data were a Concept Attainment Test, Test of Science-related Attitudes (TOSRA) by Fraser, and Test of Understanding Science Form EV developed by Klopter. The collected data were analysed using mean, standard deviation and mean percentage scores. *Findings:* (1) Though the students showed a favourable attitude towards dimensions of science but it was not so strong that it could be regarded as positive. This was also true in case of composite scale. (2) Majority of students had some chronic difficulties in understanding the nature of science and scientists, like, they failed to realise the sceptical nature of scientific knowledge, were unable to differentiate the nature and function of science from that of technology and believed that scientists were extraordinary or abnormal. (3) The conceptual understanding of three different science subjects, viz., physics, chemistry and biology when considered separately, as measured by three different sub-scales, was also found to be poor. (4) The poor performance of students in the three tests revealed that the present science curriculum has failed to promote 'scientific literacy' among the young learners.

19. Govindappa, K., 1995: This study attempted to analyse the impact of national literacy mission in adult education in Andhra Pradesh. The sample consisted of 320 learners who had successfully completed adult literacy course drawn from different learning centres. *Findings:* (1) Enrolment in each community was limited to 30 learners of which around 20-25 learners were undergoing education for duration of nine months. Out of these only 2 or 3 learners on an average from each centre were able to reach the expected standards. (2) The government agencies played a dominant role in organising the adult education programmes. (3) The

involvement of the university was limited to the communities around the university.

(4) The functionaries in the university project were relatively young and more qualified than their counterparts in government and voluntary organisations.

- 20. Srivastava, Manjulika, 1995:** This study attempts to examine the effectiveness of distance education in Karnataka. The sample was selected from the batch of students who had registered for postgraduate and under-graduate courses during 1992. The total of 2,553 students (2,044 students from the Institute of Correspondence Education of Mysore University and 509 students of the Indira Gandhi National Open University) were selected from the batch through stratified random procedure representing different categories of age. While selecting the samples due weightage were given to Women, Scheduled Castes and Scheduled Tribes. *Findings:* (1) Even though the first correspondence institute was established in 1962 in India. The distance education in the form of correspondence courses and open education has grown rapidly in recent decades. The distance education grew five times faster than the conventional education in the seventies. The growth rate of distance education was four times more than the growth rate of the conventional system in the eighties. (2) In Karnataka State, during 1985 to 1992 the growth of enrolment in distance education as compared to conventional system is two times higher. Bulk of the increase in enrolment belongs to the post-graduate course. (3) Proportion of female students has increased considerably in distance education whereas the proportions of females have stagnated in conventional education in 1992 as compared to 1985. (4) A similar picture emerges in the case of participation of SC/ST in higher education through distance education mode. (5) The students from rural areas out-numbered the urban students in the distance education during the period under consideration. (6) Most of the students

pursuing higher studies at IGNOU and ICCCE with the purpose of improving their qualification, to get better jobs and to get promotion and some students pursuing their higher studies to improve their social status. Majorities of the students have sought admissions in distance education of their own choice.

- 21. Laso, B.L., and Laltanpuia, B., 1995:** This study attempts to seek the literacy status of Mizoram with reference to Chhimtuipui District. Literacy survey was conducted in Chhimtuipui District and information was collected from Headmen, Primary School Teachers, Administrators and Adult Learners regarding promotion of literacy in the district. *Findings:* (1) Literacy rate was low in Chhimtuipui District of Mizoram. (2) Fifty three per cent of respondents pointed out that the reason for low literacy in Chhimtuipui District was due to the existence of a good number of minority groups who speak different dialects. In addition, the difficult terrain, poor transport and communication also stood on the way of the all round development of the district. (3) Chhimtuipui District has 242 primary schools, 84 middle schools and 36 high schools. In addition to this there were 100 Adult Education Centres run under RFLP. (4) The percentage of dropouts in primary schools were significant for the last five years.
- 22. Awasthi, Pratima, et al., 1995:** It is a preliminary survey which aims to study the status of girls' literacy in selected villages of Nainital District. The sample comprised of 150 girls in the age group of 8-16 years selected randomly from ICDS villages and university farm labour blocks. An exploratory survey using interview method was used. *Findings:* (1) Majority of the girls were not exposed to any schooling. (2) Majority of the girls had left school after reaching Class II, and 17.3 per cent had left school after completing Class V. (3) Majority of the girls were not able to attend school because they were required

to help with the household work. (4) More than half of the girls, i.e. 55.4 per cent wanted to go to school if given the opportunity, whereas 44.6 per cent of girls preferred to stay at home. (5) Due to heavy workload at home and care of siblings the girls were not able to attend school.

23. Baskaran, J., 1995: This study attempts to reveal the different obstacles of achieving universal primary school enrolment and also tries to understand different methods to overcome such obstacles. Study undertaken in the Taluk of Thiruvallur of the M.G.R. District. Ten schools were selected as sample; 6 schools from Panchayat union and 4 from Adi Dravida Welfare Primary School for study. The primary data was collected from the information given by the headmaster of primary school. Hundred samples were selected from the scheduled caste communities from which students were enrolled in the sample schools. The primary informations were gathered through the analysis of school records. Guided Questionnaires were prepared separately for parents, Organisers, Teachers, Headmasters and Administrators. *Findings:* (1) Introduction of Mid-day meal scheme was one of the important factors for improving enrolment of scheduled caste students in schools of Thiruvallur Taluk. (2) Numbers of drop outs were decreasing that is below 10%. (3) Because of good nutrition the children have energy to digest what the teacher teaches in the classroom. (4) Most of the parents felt that because of Mid-day meal scheme they send their children to the school.

24. Thombare, V.V., 1995: This is the critical study of the Ashram Schools in Maharashtra. The sample comprised of 280 pupils, 181 teachers, 23 headmasters, 23 coordinators and 280 parents of all the Ashram schools, whether run by the private agencies on behalf of the Government Department or run by the Tribal Development Department itself.

Findings: (1) The weaker sections have not been able to derive full benefits from the special measures meant for them. (2) The literacy rate of these classes remains very low. (3) The socio-political conditions in the sampled district have helped in spreading education among backward classes. (4) The grant-in-aid pattern for Ashram schools is expected to change at every three years. But in reality, the estimated cost remained much behind actual costs due to high-rise in price. (5) The Ashram schools do not facilitate education of girls. Lady teachers are rarely found. Sanitary and toilet facilities were not satisfactory. (6) Residential facilities for staff and headmasters were rare. (7) Payments were irregular. (8) Teachers carry out clerical duties. (9) There was no proper coordination in regard to supervision and inspection of the schools. (10) Average attendance was not satisfactory. (11) Locations of the Ashram schools were not proper. (12) Curriculum does not match with the lifestyles of tribal population. (13) Very few schools were converted into secondary schools. There is no dearth of suitably trained teachers but trained teachers belonging to tribes were not available. (14) Parent-teacher relations were rarely established.

25. Sahoo, H.K., 1995: This study addresses about the content, presentation and effectiveness of the UGC T.V. programmes. The sample of the study consisted of 25 country-wise classroom ETC programmes telecast from 21st September 1992 to 11th December 1992 which were recorded by the investigator. Ten such programmes of Humanities groups out of the twenty five recorded programmes were selected to analyse the effectiveness of the programmes which were studied on the basis of responses of all humanities among B.Ed. students. Data in relation to the content and presentation aspects of UGC ETV programmes were collected through an observation schedule. The students' achievements were assessed by ten achievement tests. *Findings:* (1) Majority

of the programmes were quite well in all respects. (2) All the ten programmes, selected for studying effectiveness, had positive effect on students learning. (3) The programmes had equal effect on learning of both male and female students.

26. Khandai, Hemanta, 1996: The study attempts to seek the impact of Total Literacy Campaign (TLC) in awakening an urge among the masses for provision of facilities at primary school. Data were collected from the participants whose children were going to primary school especially in the age group of (6-15), head of the primary school and leader of the Panchayat. Secondary data were collected from the school office, block headquarters and district headquarters. *Findings:* (1) A majority of headmasters responded that the parents were very much conscious regarding their children's education after TLC. Further, headmasters accepted that *Zilla Saksharta Samiti* workers worked well and they put in special efforts towards high enrolment in primary school. Headmasters also opined that TLC helped in health and sanitation awareness among adult learners. Moreover, a majority of headmasters suggested that sufficient staff, rooms and teaching-learning equipments needs be provided in schools in order to achieve high enrolment. (2) A majority of parents were highly influenced by the activities like, Kalajatha, Nukkad Natak and rally undertaken by *Zilla Saksharata Samiti*. Further, a majority of parents responded to educational messages and were very much concerned about their children's education, health of the family and economical improvement in family. Parents also suggested that financial assistance, free books, dress, Mid-day meals and recreational facilities would favour high enrolment in schools. (3) The secondary data analysis indicated an increase in the enrolment, and a decrease in dropout rate.

27. Arora, S., 1996: The present study was undertaken with an aim of educating the

school going adolescents about AIDS through a comprehensive AIDS awareness education programme and also examine its impact on their knowledge, attitudes and beliefs about AIDS and sexuality. All the adolescents studying in Classes IX and X of four schools were taken as the sample for the study. The total sample consisted of 300 adolescents in the age range of 13-16 years, of which 200 were females and 100 were males. *Findings:* (1) There was a considerable lack of awareness among the adolescents about AIDS and sexuality, specially the female adolescents before the implementation of AAEP. (2) The AAEP had a significant positive impact. There was an overall gain in knowledge scores with greater increase among girls. The score of enhancement was 88% for girls and 87% for boys.

28. Reddy, P.A. and Reddy, G.R., 1996: This study attempts to coordinate suggestions of the functionaries for improving the programmes in the backward areas. The sample of the study comprised of 120 field functionaries belonging to the Chittoor District of Andhra Pradesh. They were selected randomly. *Findings:* (1) As regards sex, it was found that there were more men as compared to women. (2) As regards age it was found that majority of them were younger followed by middle aged and elders. (3) As regards education it was found that there were equal number having Inter and graduation educated and less number with SSC qualification. (4) As regards experience, it was found that half of them had less than five years of experience and one fifth of them had more than ten years of experience. As regards castes, a majority of them belonged to forward castes followed by backward castes, Scheduled Castes and Scheduled Tribes. (5) Some major suggestions included effective motivation of illiterates, providing adequate infrastructural facilities at the centres, provision of incentives to the participants, provision of the honorarium and incentives to the field

functionaries, supply of teaching-learning materials in time, creating awareness about benefits of education among the masses and utility of audiovisual aids in the centre-activities were made.

- 29. Prakash, Ved and Pandey, S., 1996:** The present study attempts to re-analyse the findings of the baseline assessment studies carried out for the purpose of assessing learners achievement at the end of primary school cycle in the States of Assam, Orissa, Haryana, Tamil Nadu, Maharashtra and Madhya Pradesh. The sample comprised of 1,710 students of Class IV from Assam, 2,516 students of Class IV from Haryana, 1,366 students of Class V from Orissa, 2,146 students of Class V from Tamil Nadu and 8,771 students of Class V from Madhya Pradesh. *Findings:* (1) Comparison of average performance of students of Class IV/V in mathematics across the states revealed that the overall performance of students at the end of primary school cycle were abysmally low. (2) The boys and girls of Class IV/V did not differ significantly on mathematics achievement in any of the states considered under the study. (3) As regards the language achievement, the boys and girls differed significantly in favour of boys only in Maharashtra and not in any other state. (4) As regards achievement in mathematics of Class IV/V students, belonging to different area, the boys and girls did not differ in any of the states. (5) As regards language achievement of urban and rural students of Classes IV and V, they did not differ in any state. (6) Students across the states showed better performance in language than in mathematics irrespective of category. (7) As regards the performance of students of various categories in language the category did not show any significant influence except in the States of Orissa and Madhya Pradesh wherein the performance of general category students were found to be significantly higher than their Scheduled Castes and Scheduled Tribes counterparts.
- 30. Nagpal, Vivek, 1996:** It attempts to study the importance and different matters of continuing education through universities. The sample of the study comprised of 103 universities/deemed universities. The relevant data were collected through a questionnaire. The collected data were treated with percentages. *Findings :* (1) More than 80% of universities under this study were found implementing the programme. About one third of them took more than eighty years to begin the programme. (2) Post-literacy and follow-up work was being carried out by 78% of the universities. Only 30% of them were able to start this activity within two years of start of literacy work. (3) Jan Shikshan Nilayams (JSN) were allocated to 73% of universities. Out of these, 21 had established JSNs. On an average, each university established eight JSNs, Charcha Mandals, post literacy, sports and adventure activities were found to be important activities of JSNs. (4) The number of courses organised at university level reduced by 23% and community level by 19% during the year 1992-93. (5) Among the clientele studied under the JSNs, more importance was paid to rural and Scheduled Castes population. Based on the family roles, more importance was given to housewives. (6) Very few extra curricular programmes were organised for illiterates and professionals.
- 31. Elahi, Nizam, 1996:** This study attempts to evaluate different aspects of in-service teacher education programmes of various educational functionaries organised by the State Council of Educational Research and Training, Delhi. The sample comprised of 350 educational functionaries like principals, vice-principals, PGTs who were selected by random method of sampling from the five districts of Directorate of Education, NCT of Delhi. *Findings:* (1) It was found that 44% each PGTs and TGTs, 40% Principals and 72% Vice-Principals were not satisfied with the weightage given to the general awareness aspects. (2) About

41.33% PGTs and 37.33% TGTs considered that the pedagogical aspects was one of the weaker areas in the programmes. (3) About 74% PGTs and 62.67% TGTs observed that the resource persons were dominating the proceedings. 72.67% PGTs and 64.67% TGTs, 72% principals and 60% vice-principals opined that they were satisfied to some extent with the approaches adopted by the resource persons. (5) 59.33% PGTs and 33.33% TGTs, considered that the material distributed was irrelevant and 64% principals and 72% vice-principals observed that some of the material distributed were useful. (6) 42% PGTs and 46.67% TGTs, 52% principals and 64% vice-principals considered the duration of the programme too short. (7) 76.67% PGTs, 76% TGTs, 52% principals and 72% vice-principals were happy with four sessions held in a day. (8) Regarding the duration of lecture, 81.33% PGTs, 78% TGTs, 60% principals and 52% vice-principals considered one hour and twenty minutes time as appropriate. (9) 83.33% PGTs, 95.33% TGTs, 88% principals and 52% vice-principals suggested that emphasis should be laid on group discussion and panel discussion respectively. (10) Regarding overall rating of the programmes 34.67% PGTs, 52% principals and 60% vice principals and 60% vice-principals opined average quality while 43.33% TGTs observed good quality. (11) With regard to follow up of in-service education programme, 92% PGTs, 96% TGTs, 52% principals and 64% vice-principals realised that they would be using new ideas/techniques learnt in the programmes.

32. Syed Nurus Salam, 1996: This study seeks different aspects of women education, non-enrolment and dropouts in primary stages and removal of women illiteracy. Data collection were conducted through survey and questionnaire, questionnaire based interview and some statistical tools. The sample included

representative selected were of one block and one municipality consisting of 6 educational circles, 89 parents, community members 25 headmasters and 50 teacher 120 first generation enrolled girl students and six circle sub-inspector of schools. *Findings:* (1) The responses of neo-literates indicates that vast majority of them have been able to achieve considerably in the area of social awareness. High level political consciousness, Equality of sexes, changes in attitude towards government. (2) The total literacy campaign (TLC) had a lower impact in case of rural artisan belongs to both higher caste and SC, ST. (2) Minority community Minority religious group on those without previous schooling experience. Some caste general classes like Sadgop (chases). Even, taking consideration of above drawback or defects of TLC one can reasonably interpretate from the present study that the campaign has made them aware of the appropriate channel of communication to express their needs also has instilled in them the confidence to express their demands.

33. Wankhede G.G., 1996: This study tries to explore the strength and weakness of Vocationalisation scheme at +2 level of education and also attempts to provide a comprehensive picture of vocational education programme. This study covers the Western Zone comprising of three states, i.e. Goa, Maharashtra and Gujarat. Throughout the survey achieved districts were Maharashtra 8, Gujarat 6 and 3 Talukas in Goa. Apart from that number of schools were surveyed; 277 in Maharashtra, 102 in Gujarat and 12 in Goa. Head of the Schools, Teachers, Students and Officials of State, and District of schools also were interviewed. In this study both qualitative and quantitative techniques have been used for data collection. *Findings:* (1) The scheme has been formu-lated with objectives by the central and implementation responsibility was given to the state administration. (2) This was found as a major set back to

the scheme because the MCVC has become additional responsibility to Directorate of Technical and Vocational Education. (3) At the state level, state owned programmes were given much attention and priority and the MCVC was at last priority. (4) Without expansion of staff administration at different levels of the state, it is difficult to expect the smooth functioning of the scheme. (5) The state level administration was not uniform in all three states and it was one of the major reasons for poor functioning of the scheme. (6) The district level as well as the Directorate level officials strongly commented that the staff was insufficient and hence the functioning affected adversely. (7) The officials at Ministry level felt that the additional staff was not at all needed for MCVC scheme. (8) In the case of Maharashtra, it was found much better and the functioning of the MCVC was smooth though there was rift between the ministry and Directorate. (9) Physical infrastructure facilities at school level were found available in almost all schools in these states; but they were found inadequate in many schools. (10) In the selection of schools, the norms prescribed by scheme were not strictly followed. (11) The schools authorities conveniently said that the building grants were very insufficient by ignoring the rules of the scheme while acquiring sanction. (12) In case of Goa, almost all schools had good facilities in this regard. (13) Normally, the guidance of district vocational education officer in the selection of courses was completely overruled by school managements. This was another major setback in popularity of the scheme. (14) The syllabus for MCVC was not framed properly. (15) The State Institute of Vocational Education (SIVE) was expected to develop curriculum/syllabus for locally relevant vocational courses by involving subject experts, classroom teachers and professionals so far in Goa and Gujarat. In Maharashtra it is established but not functioning effectively. (16) The teachers

qualifications and training for them was not impressive. For many trades teachers have been appointed without prescribed qualifications. (17) The poor training of the teachers was also contributing factor for poor quality of performance. (18) Instructional and study materials were poorly available in all three states except few schools in each state.

- 34. Wankhede, G.G., 1997:** This study attempts to reveal the nature and scope of the District Resource Unit (DRU), the actual functioning of DRU and opinions and views of officials from various departments involved in literacy programmes and NFE/AE activities. The study is restricted to the DRU located in Pune District in Maharashtra State. The study is based on the purposive sampling. Within the district of Pune, three Talukas (Velha, Mawal and Bhor) were purposely selected for DRU activities. Fourteen villages were selected on random basis wherein the learners have been living. Even the learners, dropouts and potential learners were selected randomly and as many as possible. The qualitative data was collected through direct observation, in-depth interviews, focus group discussions and information from DRU, etc. The secondary data was collected from DRU. *Findings:* (1) The DRU has been functioning very much within the framework of the guidelines provided by the Ministry of Human Resource and Development (MHRD), both structurally and functionally. (2) The material produced, training undertaken and academic support extended has been of good quality and directly relevant for adult education and non-formal education. (3) The DRU achieved good networking with other voluntary agencies, officials of education department, resource persons, etc. (4) The centre is making basic contributions in the field of Total Literacy Campaign, adult education and non-formal education and has got good report. (5) All infrastructural facilities have been adequate, of good quality with maximum

utilisation. (6) The budget provisions were found to be very limited and thereby the centre seeks financial support from the parent organisation i.e., IIE. (7) Staff was found to be inadequate and there has been discontinuity among the staff due to low remuneration. (8) Delay in grant was a main problem that affected over all functioning of the DRU. (9) The Programme Advisory Committee (PAC) meeting were not held regularly and the members did not show interest and commitment. (10) The DRU, as a whole, was found to be committed for adult education/non-formal education.

35. Wankhede, G.G., 1997: This study attempts to seek the nature and scope of the District Resource Unit (DRU), the actual functioning of DRU and opinions and views of officials from various departments involved in literacy programmes and NFE/AE activities. The study is restricted to the DRU located in Mumbai in the Maharashtra State. The study is based on the purposive sampling since the state and the district wherein the DRU was located were known. *Findings:* (1) The DRU has been very much within the framework of the guidelines provided by the Ministry of Human Resource Development (MHRD), both structurally and functionally. (2) The DRU, in collaboration with CORO, produced, conducted trainings and extended academic support for Total Literacy Campaign (TLC), that have been of good quality and directly relevant to its objectives. (3) It was revealed that the DRU has been successful in building-up good rapport and network with various government and non-government organisation. (4) Except for space, all infrastructural facilities were found to be adequate in good condition. (5) The staff was found to be well-trained, committed with full co-operation and coordination with the DRU and in the field. (6) The budget estimates were found to be quite inadequate in order to all necessary expenses. The DRU has to take temporary

loan, from time to time, from other sources. (7) Utilisation of grants has been proper and within the rules. (8) The staff has been inadequate affecting the on going programmes negatively; in addition the dropping out of staff due to low remuneration and insecurity of job. (9) Delay in grant has been another major problem faced by the DRU affecting its routine activities. (10) It has been revealed that the Programme Advisory Committee (PAC) members do not show much of interest and do not attend meetings because most of them are from high positions and give last priority to such meetings. (11) The Non-Formal Education Programme need to be reconsidered since it has been thoroughly neglected by this DRU.

36. Joshi, Rajani, 1997: This study examines the effectiveness of individualised language programme for language disorders. The sample comprised of 80 students studying in Class I who were selected through purposive sampling technique from MCD schools. *Findings:* (1) Group A1, which was exposed to individualised language programme (ILP) obtained higher mean than the group A2, which was taught through conventional method of teaching (CMT). (2) The effect of intervention strategy (ILP) on all the four sub-components namely, knowledge, understanding, comprehension and expression revealed that Group A1 achieved higher scores as compared to A2.

37. Bhat, V.D. and Bawane, J., 1997: Present study is an attempt to identify the nature and extent of discrepancy that exists between the competencies considered to be developed among the teacher-trainees and those which the teacher educators claim to have developed through the teacher education programme. The sample consisted of 16 teacher educators, who were involved in the pre-service training of elementary school teachers of the DIET, Mysore. Data were collected with the help of interview and

were treated with frequencies and percentages. *Findings:* (1) Comparing the list of competencies expected to be developed and those actually developed among the trainees, a considerable discrepancy had been observed. (2) The training input provided in the teacher education programme even when the teacher educators expected to develop competencies were either inappropriate or insufficient for the purpose. (3) Out of the seven categories four categories, namely, planning and preparation, inter-personal, community related and research competencies were such that none of the competencies listed under them and they were perceived as attained by the majority of the teacher-trainees. (4) Remaining three categories which were actually accounted for 74 per cent out of the total competencies listed, 14 per cent of the competencies were not attained by the majority, 26 per cent of the competencies were attained by the minority and 34 per cent competencies were attained by the majority.

38. Ravindranadham, D., 1997: The present study is an attempt to evaluate the scheme of environmental orientation to school education in the State of Andhra Pradesh. The sample of the study comprised of 230 subjects (Professors, Lectures, Principals, Headmasters, Mandal Education Officers from SCERT Hyderabad, District Institutes of Education and Training, and Primary and Upper Primary Schools). *Findings:* (1) The Government of Andhra Pradesh had established a state level cell at SCERT, Hyderabad and four project level cells at offices of District Education Officers at Ranga Reddy, East Godavari, Visakhapatnam and Chittoor Districts. (2) The expenditure made at state level and project level cells was strictly according to the specified norms. (3) Three orientation training programmes were organised for the Science and Social Studies faculty members. (4) Several workshops in different spells were organised to develop

enrichment material in environment material in environmental education for Classes III to VII. (5) Programmes were held at the state level cells to edit the material produced during the scheme period, the language subject experts had edited the material. (6) All the 150 schools selected for study had made arrangements to study flora and fauna, ecological problems of respective villages, and visits to zoo, parks and wild life sanctuaries. (7) About 60 Mandal Educational Officers from four districts were consulted through questionnaire. All had expressed their satisfaction in the implementation of the programmes. (8) The SCERT, Andhra Pradesh, Hyderabad, developed a handbook for teachers and 20 supplementary readers on environmental education to implement in the districts of East Godavari and Chittoor. (9) During the period of the scheme, the Government had spent an amount of Rs.73,66,004/- on several programmes at the project level cells and state level cells. It could, however, cover only 1,461 schools as against 11,573 total schools, and could train only 2,624 teachers against 31,935 total teachers in the four selected districts.

39. Rajalakshmi, S., 1997: The present study attempts to assess the impact of the action programme to propagate the science and technology to a selected band of rural homemakers in Coimbatore District. The sample comprised of 300 homemakers who were selected by random sampling method from three villages. An Interview Schedule was used as a tool. Data were analysed using percentages. *Findings:* (1) Forty two per cent of homemakers were illiterates. A majority of the families belonged to nuclear families and 60 per cent belonged to medium size and there were 10 per cent belonging to large families. Sixty five per cent of the homemakers had owned houses. (2) The average monthly income of the selected families were Rs. 2,389. (3) Only 31 per cent of the sample had known about the

smokeless *Chulah*, but after imparting education, a large majority of them became aware of the smokeless *Chulah*, kitchen gardening, mud water filter and hay box. (4) A majority of homemakers who were given education on low-cost technologies adopted the practice of raising kitchen gardens in their yards, besides adopting smokeless *Chulah*, hay box, bio-gas and soak pit. (5) A majority of them stated that the time so conserved as a result of adopting new household technologies provided mental rest and satisfaction. (6) After imparting education, it was found that 75 per cent of families had developed the habit of planning their budget by keeping daily accounts. (7) After imparting education homemakers were spending only 38 per cent for food as compared to 48 per cent before.

- 40. Subrahmanyam, S., 1998:** The study attempts to assess the impact of Academic Staff Orientation Programme (ASOP) on the university and college teachers. Hundred and fifty lecturers belonging to arts and humanities and 150 lectures belonging to pure and applied science constituted the sample for the study. *Findings:* (1) The ASOPs were found useful to the participants. (2) The teachers considered these programmes very necessary for them to improve their teaching skills. (3) The programmes were more beneficial to the science teachers compared to their counterparts in arts and humanities. (4) The teachers with more than 10 years of experience were not highly benefitted by the ASOP. (5) The ASOPs were found to be more useful to the lecturers working in the colleges located in deriving the benefits of ASOPs between the lecturers belonging to government colleges and those of private colleges.
- 41. Vanaja, M., 1998:** It attempts to study the willingness of teacher educators to implement Inquiry Training Model (ITM) and the student teachers' theoretical understanding, reaction and willingness to implement ITM. The sample of the study

consisted of 51 teacher educators who were selected through incidental sampling techniques from the nine teacher education colleges of Nagarjuna University. Apart from this, 233 student teachers of teacher education colleges of Nagarjuna University were also selected through random sampling technique. *Findings:* (1) The overall responses of the teacher to the willingness scale was possible. (2) Both men and women teacher-educators had shown a similar response pattern to the willingness scores. (3) Teacher-educators with M.Phil., Ph.D. obtained a higher mean in the willingness scale than those with only P.G. Degree. (4) The teaching experience of the teacher-educators did not influence the trend of opinions expressed. (5) The teacher-educators who handled method courses obtained higher mean in the willingness scale than those teaching foundation courses. (6) Teacher-educators who attended in-service programmes obtained a higher mean than those who did not attend. (7) There was a significant trend of opinion in teacher-educators on thirteen of the sixteen statements on the willingness scale. (8) The ANOVA on theory check-up scores on large and small group student teachers revealed that there were no significant variations with regard to the training strategies. (9) There were no significant differences between the large and small groups in their theoretical understanding. (10) Only ten per cent of the student teachers had secured low scores on the theory check-up. (11) The ANOVA reaction scores revealed significant variation in small and large groups, the tendency being a weightage towards the modular group. (12) There was no significant difference between the large and small groups in their reaction scores. Only nine per cent of the students had shown negative reaction. (13) The ANOVA on the willingness scores revealed significant variation in the large and small groups, the tendency being a weightage towards the modular group. (14) There were no significant difference between the large and small groups in their willingness scores.

- 42. Chand, Ramesh, 1998:** It is an attempt to reveal the effectiveness of print media to teach science at school level. The sample comprised of 260 science students and 60 science teachers from government, government aided and public schools of Delhi. Standard Jallota Intelligence Test, Self-developed Criterion Test, Attitude Scale developed by the researcher, and an adopted version of Teacher Admission Inventory were used as tools to collect the data. The pattern of studying science-based articles by students and teachers of secondary level were determined by using survey method. The collected data were treated with mean, SD and 't'-test. *Findings:* (1) A good number of students preferred to read newspapers and magazines with the purpose of receiving news information as a positive educational input. (2) Science teachers exposed to newspapers and journals were more inclined to study and view science based articles and programmes on the mass media for educational purposes. (3) The students taught through science news based articles did improve their performance. (4) Science teachers who were more inclined towards science based articles were more effective.
- 43. Gupta, J.P., 1998:** It attempts to study the impact of adult literacy programmes on people's empowerment. Sample of the study comprised of 1,669 adults who were selected through systematic random sampling procedure from three districts, namely Bilaspur, Birbhum and Dumka. *Findings:* (1) The parents of children irrespective of their literacy status had a positive attitude towards education of both boys and girls. (2) The enrolment of boys and girls in the age group (6-15 years) were significantly higher in neo-literate households compared to the children in the non-literate household. (3) School dropout rate of children was marginally higher in the case of non-literate households. (4) Overwhelming differences were found between neo-literates and non-literates in knowledge levels and attitudinal disposition towards minimum age of marriage for boys and girls, problems of early marriage and small family norms. (5) Better awareness of health practices prompted more neo-literates to collect safe drinking water from community hand pumps. (6) Use of family planning methods was higher in the case of neo-literates compared to non-literates. (7) A high number of neo-literates reported that they had given up alcohol consumption since completion of TLC. (8) Acquisition of literacy skills appeared to had a wide ranging effect on the personality development of neo-literates. (9) A majority of neo-literate women had reported that their status in the family had improved after acquisition of literacy skills. (10) Fourteen per cent of neo-literate women interviewed had received loan from different sources and had set up individual enterprises.
- 44. Kumar, Rekha V., 1998:** The present study has tried to assess the impact of the programme on rural women in matters concerning small family norm, maternal child health and hygiene. Sample comprised of 300 females (150 learners and 150 non-learners) from three villages selected through random sampling method. Standardised Interview Schedules and Participant Observation Method were used to collect the relevant data. Statistical techniques used were Chi-square, 't' test, Z-test, and ANOVA. *Findings:* (1) There was no significant difference between the learners and non-learners with respect to method of family planning adopted and sources of information about the family planning techniques. (2) The impact of the AEP on the learners were more than the non-learners when the learners were totally illiterate or dropouts. (3) The impact of AEP was more with respect to the learners coming from different income groups. (4) The adult rural female literates had more knowledge of the benefits of small

family norm than the non-learners. (5) Adult rural female literates had a better knowledge and practice of immunisation. (6) There was no significant difference between the learners and non-learners with regard to knowledge of the benefits due to breast feeding and practice of breast feeding. (7) There was a significant difference between the learners and non-learners with respect to visiting clinic for prenatal check-up, preference of hospital/PHC as place of delivery attended by specialised persons. (8) The impact of the programme on the learners was highly significant with respect to the importance and benefits of maternal care. (9) The adult rural female literates had better health and hygiene awareness than the non-learners. (10) There was a significant difference between the learners and non-learners with respect to social awareness, economic awareness, political awareness and decision-making. (11) There was a significant difference in the status of learners and non-learners with respect to village, age, religion, caste, type of family, occupation and annual income.

45. Omoruyi, Francis E.P., 1998: The present study is an attempt to assess the impact of the National Literacy Programme on the participants in the Mid-western part of Nigeria. The sample of the study consisted of 250 respondents from mid-western part of Nigeria which included participants of literacy programme, instructors and administrators. While the learners or participants were randomly selected, no sampling was done for the literacy instructors and administrators because, relatively, their number were small. *Findings:* (1) There was a general consensus among the views of participants, instructors and administrators on the impact of literacy programme on the participants. (2) The study revealed that the effect of literacy on the participants included increase in literacy skill, acquisition of communication skills, job efficiency, better understanding of their

own society and greater involvement in societal activities like franchising. (3) The respondents recorded that it enabled them to acquire the literacy skills which they used in their day-to-day lives where they engaged themselves in various activities without having someone's support. They could do their domestic activities better unlike when they were illiterates. (4) It has also been demonstrated that the programme had only concentrated on the social aspects and had not yet had done anything to enable the graduates or participants to engage in economic activities that would improve their standards of living and status.

46. Kenchappanavar, R.N., 1998: The study attempts to measure the importance of Health Modernity Education Intervention Programme (HMEIP) on the health modernity of women. The sample of the study comprised of 200 educated and uneducated rural women who were further divided into married and unmarried women in the age group of 15-45 years. They were selected through random sampling technique. *Findings:* (1) It was found that the sample on the whole was very low on health modernity. (2) Educated women had higher health modernity than uneducated women. (3) Women belonging to high socio-economic status were significantly higher on health modernity than women belonging to low SES. (4) There were no significant influence of marital status on the health modernity of educated women. (5) However in case of uneducated women marital status had a significant influence on the health modernity. (6) There were many areas of ignorance and misconceptions in all the 10 dimensions of health modernity, however they were more in the dimensions of physical health, mental health, mental retardation, childcare and AIDS. (7) HMEIP had a significant impact on the health modernity of the women exposed to it. (8) The health modernity of women exposed to HMEIP had significantly

increased on the total health modernity as well as on all the dimensions of health modernity.

- 47. Nogas J. Mohanbhai, 1998:** This study attempts to identify the extent to which Mid-day meal programme helped to the Scheduled Tribe students in school enrolment in Gujarat. Study undertook in the Taluk of Danta of the Banaskantha District. Ten schools selected as sample (1 in rural area 1 in urban). Information given by the primary Headmaster, 100 parents Mid-day meal organisers and District and Block level officers were interviewed. *Findings:* (1) There is positive impact of the Mid-day meal scheme among the Scheduled Tribe students. (2) Enrolment has been increasing, Dropouts rate was decreasing. (4) Average attendance has been increasing in Danta Taluk of Banaskantha District in Gujarat.
- 48. Chopra, Greeta, 1998:** The study assesses the possibility of developing and assessing an innovative training module to the Anganwadi Workers (AWW) to impart necessary knowledge and skills to undertake the task of prevention and early detection of disabilities amongst children in their area. Using purposive sampling technique of 19 Anganwadi Workers from two ICDS projects of South Delhi, screened 3,560 children in the age range of 0-6 years. Finally, they could screen 536 normal children and 219 impaired/disabled children. *Findings:* (1) The knowledge test administered as a pre-test and post-test, before and after the training course showed an average knowledge gain of 27 per cent for 19 trainees. (2) The number of 3,560 children (0-6 years) screened in 9 urban slums of South Delhi by the trained AWW, 245 were screened as having an impairment/disability. (3) On comparing the rate of impairment between the 0-1 year and 5-6 year's age group, impairment was found to be significantly higher in the older age group. (4) Mother's education above Class X was a significant factor in reducing the chances of
- impairment in children. (5) Results showed that the trainees were able to identify impairment free children accurately in 93 per cent cases. They could screen children with impairments accurately in 95 per cent cases. (6) The validity of the Disability Screening Schedule (DSS) was assessed. The specificity of the DSS was found to be 0.98, implied that if the DSS screens the 0-6 years old child as impairment free, there was a 0.98 probability of the child being normal. The sensitivity of the DSS was found to be 0.89. This implied probability of the DSS screens the child as having impairment; there was a 0.89 probability of the child having impairment.
- 49. Patel, Vinod, 1998:** The present study is an attempt to assess the impact of Operational Research Technique of Network Analysis (ORTNA) for learning science. The sample comprised of 100 students of Class IX drawn from a high school at Surat. They were equally divided into experimental and control group. The investigator had selected a few units of Class IX science textbook to analyse the content on the basis of ORTNA and experimental group were subjected to this treatment for twelve weeks. *Findings:* (1) The learning of physics through the networks was found better than the traditional method in terms of the achievement of the pupils. (2) In the attainment of knowledge, comprehension, application, skill and ORTNA were found better than the conventional textbook. (3) Two groups were differed significantly under all the 4 categories of objectives and experimental group was better than the control group in realising the select objectives.
- 50. Saldanha Denzil, et al., 1999:** It studies the effectiveness and efficiency of 'Reflect' as a comprehensive educational and poverty alleviation programme in Bangladesh. Group discussion, field visits, meetings, observations, interviews, secondary data analysis and Testing PRA process were used to collecting the

informations. *Findings:* (1) The MIS of most RIOs (36%) revealed no drop-out while 40% had dropout above 10% and 20% had dropout above 20%. (2) Attendance statistics showed prevalence of precarious situation demanding priority attention. (3) Reflect predominantly covered rural target population (97%). Participants represent all age groups, mostly married women (69%), engaged pre-dominantly in house keeping and poultry rearing. (4) The participants were the poorest in the community (65%) indicating Reflect serves the poorest of the poor. (5) The MIS system was very weak as regards providing statistics on Facilitators. (6) It was understood that Reflect process was carried out in all the circles, but how effectively – the MIS has no response to this question. (7) More than 60% participants were benefited from Reflect. (8) There were needs to update and standardise the monitoring system.

51. Dangi, K.L. and Intodia, S.L., 1999: The present study is an attempt to find out the choice of the youth regarding different agricultural vocational educational programmes and to invite their suggestions for developing need-based vocational curriculum for better employment opportunities, which can be also included in the 10+2 curriculum. Three hundred and fifty youths covering 175 tribal and 175 non-tribal constituted the sample. *Findings:* (1) There was a highly significant correlation between overall tribal and non-tribal youth regarding their assignment of ranks to different vocations under agriculture aspects for developing vocational curriculum at the school level. (2) There was an existed significant relationship in ranking the different areas of agricultural vocations between the groups of tribal and non-tribal educated rural youth. (3) The top-most agri-based vocations for inclusion in the course curriculum realised or suggested by the tribal respondents. (4) The prioritisation of agricultural vocation for new vocational

syllabi suggested by non-tribal educated rural youth were observed to be crop production, dairying establishment of agro service centres, seed production technology, fruit and vegetable preservation technology and horticulture. (5) Sericulture was the least preferred vocation as suggested by all the groups of youth for its inclusion in developing the vocationalised curriculum.

52. Wankhede, G.G. and Velaskar, P., 1999:

This study attempted to reveal overall comparison of the socio-economic status of scholarship beneficiaries, educational background of the students in Maharashtra and Goa. Eighty one institutions were covered in the State of Maharashtra and Goa, and 1,523 general and 648 professional students constitute the final sample of beneficiary. Also 283 general non-beneficiaries and 251 professional beneficiaries were part of the study. A number of secondary and primary sources of data were tapped. *Findings:* (1) The social background of the beneficiaries – the majority of beneficiaries were SC (63.8%). (2) Male beneficiaries outnumber female beneficiaries to a substantial extent. (3) A substantial incidence of educated unemployed was found. Thus educational improvement was not linked to higher individual occupational achievement and status and has not led to the occupational enhancement of the educated. (4) All the 58 students covered in the study appreciated the scheme but felt urgent need to modify the scheme in terms of policy and implementation.

53. Srivastava, P.F.N. and Aggarwal, L.P., 1999:

The present study focuses on the existing pattern and restructuring of secondary teacher training programme. The study of the existing practice teaching was conducted on the four Regional Institutes of Education (NCERT); 12 Institutes of Advanced Studies in Education (IASE) and University Departments of Education; 22 Colleges of Teacher Education (CTEs) and other

Teacher Training Institutions of the 16 states of India. *Findings:* (1) Micro-teaching, Herbartian pedagogy, simulated teaching, Lesson planning and Teaching with aids constitute the existing pattern of teaching in RIEs. (2) More RIEs emphasise on questioning, explaining, stimulus variation, and reinforcement than other training skills provided. (3) More number of IASEs focus on introduction of the lesson as an important training skill. (4) University Departments of Education emphasise more on introduction of the lesson, writing of instructional objectives, questioning and explaining as training skills to be provided in practice teaching. (5) In majority of the RIEs demonstration lessons were conducted by teacher educator and in each teaching subject in real classroom. (6) Teacher educator conducted demonstration lessons in majority of the university departments of education and other teaching training institutions. (7) Majority of the RIEs gave preparation of achievement tests and teaching materials as assignments. (8) In case of IASEs preparation of achievement tests constitute majority of assignments whereas in case of university departments of education, textbook analysis, study of science laboratory and preparation of teaching material constitute majority of assignments have given. (9) In IASEs, university departments of education and other training institutions the teacher educator discussed lesson plan. In RIEs lesson Plan was discussed both by the teacher educators and school teachers. (10) An improved model of teacher training was developed with specific guidelines to restructure the programme.

54. Goswami, Dulumoni, 1999: The study attempts to review the experience of total literacy campaign (TLC) and its implementation in Jorhat District of Assam. A group of 400 adult learners, 100 volunteer teachers and 100 local leading people have been selected for the study on random basis. *Findings:* (1) Implemen-

tation of total literacy campaign in Jorhat District could not be considered as totally successful programme. (2) There was no considerable impact of environment building and consequently there was lack of community participation in the programme. (3) Attendance of the learners in literacy centre was quite unsatisfactory and about 10% to 20% learners were dropout. The main reason for irregularity as found were family burden, lack of spare time, lack of interest, shyness, lack of enthusiasm of volunteers, etc. (4) Most of the learners were still not well-acquainted with three R's which was the basis for education. (5) Natural calamities like flood had impeded the smooth organisation of the campaign. (6) There was negligence in the supply of teaching-learning materials. (7) There was no proper super-vision of the centre and there was no fixed timetable and holidays for the centre. (8) Vocational course for productive work and occupational development of the learners was not introduced. (9) Training of volunteer teachers was neglected. (10) Most of the learners had also relapsed into illiteracy due to lack of post literacy programme.

55. Sharma, Anuradha, 1999: This study examines the efficacy of training programme of volunteers in the total literacy campaign. The sample comprised of 360 volunteers from 8-10 villages from Patiala District. Data were collected using a questionnaire developed by the investigator. The collected data were treated with percentage analysis. *Findings:* (1) Majority of the volunteers were teenagers. Most of them were students. There were more female volunteers than male volunteers. (2) In the training programme they got primer book and guide book of the primer. No other reading material like charts, flash cards, pamphlets, audio-visual material were available to them. (3) Majority of the volunteers said that only black board as a teaching aid had used in the training

programme. (4) Only 43.89% volunteer said they had attended the training programme for four days. (5) 100% of the volunteers came in the literacy campaign with self-motivation. (6) Majority of the volunteers told that in the training programme, distribution of the material, matching and patching, discussion on lessons, how they can motivate the learners, and numeracy type of curriculum were covered. (7) Only 24.44% volunteers said in the training programme they like each lecture. (8) Majority of the volunteers were of the opinion that there were insufficient organisational facilities. (9) Volunteers emphasised some shortcomings in the training programme. (10) 74.44 per cent volunteers said that in the literacy centres they used to teach the learners with traditional method, i.e. through alphabets.

56. Shukla, V.K., 2000: This study attempted to seek the latest efforts in the field of Universalisation of Primary Education. The sample comprised of hundred headmasters, hundred students, hundred teachers, hundred guardians and seventeen block education officers were selected from 100 government primary schools, 50 each from Rewa and Sidhi Districts. Forty-eight schools of rural area and two schools of urban area were selected out of these schools. *Findings:* The tendency of dropouts in girls, especially SC and ST girls, were more as compared to boys. (1) The progress of primary education was slow especially in Sidhi District. (2) The non-formal education centres were inactive and failed to fulfil their objectives. (3) The enrolment of girls were less than boys at primary level in both the districts. The enrolment of girls in Sidhi District were far less as compared to Rewa District. (4) Launch of District Primary Education Programme (DPEP) resulted in improvement in enrolment of both girls and boys in both Districts. (5) Minimum levels of learning in the students of Class V were found very poor in both of the districts.

57. Denzil Saldanha, et al., 2000: It attempts to explore the effective approaches to adult education in India. The three organisational/regional cases for study were selected through discussions with the Department Internal Development (DFID) India and the Central and Regional offices of Action Aid. The three sites were Andhra Pradesh, East Godavari district, with the initiative of Girijan Deepika, Yakshi and Andhra; Orissa, Sambhalpur district, Manav Kalyan Prathisthan (MKP); and Bihar, Sitamarhi district, with the involvement of Adithi. Group discussion, interviews, observation were the tools used to collect the primary data. The source of secondary data was the extensive published and unpublished documentation of reflect with the organisations. *Findings :* (1) A stark feature in all three cases was the extreme condition of poverty and marginalisation. Landlessness, deprivation from other sources of stable and secure livelihood, and exploitation in various spheres of economic activity by the upper caste traders and landlords were observed in tribal areas. (2) Apart from the concept of 'dropouts', there was a need for a concept of 'drop in' to capture the phenomenon of late entrance. (3) One of the distinctive features of the reflect process in adult education is the use of graphics as a transition to literacy. Translation from different orders of reality, lived experience and representation would also suggest the importance of viewing literacy as one among several other pre-literate and/or non-literate communicative strategies. The significant point, both for pedagogy and action, is that in the reflect process the word and its scripting get charged with context relevance in relation to basic needs; tend to get emotionally loaded through dialogue, awareness and solidarity in learning and action. (4) Positive outcomes were observed in terms of health (increased awareness about immunisation), gender and women's education cultural revival and children's education. In addition, given

that most of the literacy campaigns are today formally in the post-literacy and continuing education, phases, while in reality at least 50% of the literacy task remains to be completed. Reflect in Orissa has visualised and initiated a process of scale up to cover 3 districts. (5) Reflect was found to be an approach that would be suitable for translating the Micro Level Plans into action.

- 58. Pillai, P. Gopinadhan, 2000:** This study attempts to reveal the status of adult-continuing and extension services in Indian Universities. The study used qualitative approach to collect and analyse informations. The source of informations consisted of 46 Project Officers working in different universities, few experts and Directors attached to the programme of adult-continuing education and extension departments. *Findings:* (1) The Project Officers are expected to perform a wide variety of programmes involving planning, organisation, monitoring, supervision and evaluation. (2) They worked in collaboration with colleges affiliated to the universities. (3) The Project Officers rated participation of college students in adult-continuing education and extension services as proper. (4) The Project Officers do not have adequate status and support even though their role is crucial to the success of adult-continuing and extension activities. (5) They face numerous administrative and financial problems. (6) The response of the Project Officers also indicated that the universities accorded very low priority towards adult, continuing and extension services.

5.0 Dysfunctions

1. **Srivastav, Usha, 1993:** The study aims at exploring the nature of structural and functional relations between various bodies with specific reference to non-government colleges of Madhya Pradesh. Using the historical-analytical method, relevant information were collected. *Findings:* (1) It was revealed that 80 per cent of the colleges were running without any regular principals. (2) Around 50 per cent of principals did not take any teaching work. (3) The nominations of the office bearers of the student union had killed the initiative and awareness towards the extra curricular activities of the college that had adversely affected the academic standards. (4) The anarchy was prevailing due to the conflicting roles of the higher educational bodies.
2. **Solanki, H.P., 1993:** It attempts to reveal the causes of dropouts and backwardness among Scheduled Tribe students in Dadra and Nagar Haveli. Descriptive or survey method was used for the study. Fifteen primary schools in 15 different habitations located in different corners of the territory. While selecting these schools the population of the habitation was taken into consideration. *Findings:* (1) In spite of substantial financial resources made available to the Education Department by the Central Government the children of scheduled tribes have not been able to catch up with children of non-ST or children of STs residing in Urban areas. The dropout rate was very high. During the decade (1971-81) the literacy rate increased by 6% at the all India level while it increased by just 2% in the territory. (2) The major cause of school dropouts in this territory was related to the social and economic conditions of the 5-7 people. Poor economic conditions and particular lifestyle of the Adivasis were major factor. Medium of instruction in the school in the area different from Ikur dialect, which the children find it difficult to follow specially at the primary stage. (3) They look upon modern education as an attack on their way of life. If they do send their children to school it was with great reluctance. Very often poor Adivasis enroll their children in schools not for education but for some facilities given by the Government. The Adivasi parents would rather want their children to help them in domestic chores.

as the Adivasis are ignorant and superstitions lot.

3. **Verma, S. L., 1993:** The present study focuses on different dimensions of dropout among girls students at elementary education in Rajasthan. The district of Ajmer was the universe of the study. Droppedout girl students and their parents have been intervened to know the cause of dropouts. Heads of the schools have been contacted and information regarding dropouts has been collected through questionnaires. Local leader's meetings have been contacted to know their opinion and suggestions. *Findings:* (1) The study has shown that girl child dropouts rate was higher in rural areas than in urban areas. (2) Social cause of drop- outs of rural girls from school were illness of parents, accident of relative (brother), divorce of parents, death of parents, looking after younger brother/sister, helping mother in domestic work, parents unfavourable attitude for girl child education in rural areas, early marriage and common feeling of girl as the other man's property. (3) Helping the mother in selling vegetables, looking after goats on the field and working on agricultural field working in factories for ten rupees per day were the economic causes of dropouts among girl children at Ajmer district in Rajasthan.
4. **Chakrabarti, Sharmistha, 1994:** The present study is an attempt to reveal the socio-economic background, literacy development and retention among female ex-learners. The sample for the study consisted of 166 female ex-learners selected randomly from 12 Adult Education Centres of the seven villages. *Findings:* (1) The overall performance in total literacy achievement was very poor. Only 7.8 per cent ex-learners could retain their literacy skills, 92.16 per cent ex-learners scored below 70 per cent marks of which 79.85 per cent scored below 50 per cent. (2) The main occupation of ex-learners and their family members was agricultural labour. The achievement of literacy of ex-learners was not dependent on the occupation and income level of the family. (3) The performance of ex-learners in total literacy achievement whose family members were attending school was better than the ex-learners whose family members were not attending school. (4) The major reasons of poor performance were lack of practice of literacy skill after completion of training programme in Adult Education Centre, irregular attendance in literacy classes, fatigue after day's work apart from family and occupational pressure. (5) Very few ex-learners were very eager to continue further education. (6) The reading and writing materials were not available to ex-learners after completion of the training in Adult Education Centre.
5. **Ananda, G., 1995:** A study on the rate of wastage and stagnation among the children of tribal population. The sample was selected from three districts, namely Kurnool, Mahaboobnagar and Prakasham. The rate of absenteeism, stagnation and dropouts information were collected from school attendance registers. *Findings:* (1) The absenteeism rate decreased in Classes II to V, and it was highest in Class I. (2) The mean stagnation of Class I was more than all other classes. (3) The average dropouts were higher in lower classes and lower in higher classes.
6. **Nayar, Usha and Raj Rani, 1995:** This study aims to identify the causes of non-enrolment and dropout among girls and to assess the situation of girls and women regarding equality and empowerment. In all 1,015 households (only those households were selected which had girl/girls) were visited in 24 villages and four urban slums in three blocks, one each in South Arcot, Thiruvannamalai and Dharmapuri. A total of 120 dropout girls, 76 never enrolled girls, 82 primary teachers, 22 institutional heads, 28 community leaders and nine educational administrators were interviewed. In all, 28 group discussion, one each in a sample village/urban slum, were conducted in

which 297 persons (male and female) actively participated. Fifty-three case studies of drop-out/never enrolled girls were also carried out. *Findings:* (1) Tamil Nadu has achieved the goal of universal provision of primary schools. (2) Regarding access of 82 per cent of the habitations had primary schools and 97 per cent were within one kilometer distance. (3) Most of the primary and upper primary schools lacked drinking water facilities and toilet facilities including separate toilet. (4) The GER of girls were lower than that of the boys in all the districts, especially in Dharmapuri. (5) The dropouts rate at the primary level had declined steadily but that of the girls were considerably higher than the boys. (6) Parental education, provision for incentives for school going children and better socio-economic conditions were cited as the main reasons for continuance of girls' schooling by parents, educational practitioners and community members. (7) Household factors were found dominating among the reasons for non-enrolment of girls in schools. (8) Household and community as well as school related educational practitioners, parents and community members as contributing towards dropouts of girls from school perceived factors. (9) Majority of the educational practitioners, parents and community members were in favour of restricted freedom for girls after puberty. (10) There was no gender bias in textbooks and teacher training curriculum. (11) Regarding support services, there were Mothers-Teachers Association (MTAs) in all the districts. A majority stated the availability of health facilities too. But, there was no coordination between the anganwadi and primary school. (12) Majority of the head teachers and all educational administrators stated that the incentives given by the Government of Tamil Nadu were inadequate. (13) The participation of women in educational administration at district and block levels was almost nil.

7. **Vanka, Sita, 1995:** It attempts to study the problem of dropouts among women in Hyderabad District. The sample was drawn from three implementing 41 agencies from government centres, 40 from UGC sponsored Osmania University's "Centre for Adult, Continuing Education and Extension" (CACEE) and 20 from voluntary agency to the cause of women – MARPU. Data were collected with the help of an informal interview with the respondents. Percentages were calculated to analyse the data. *Findings:* (1) A majority of women indicated that they had joined the AEC with the objective of learning reading and writing skills. (2) Four major reasons emerged for respondents' dropping out from the programme, viz. lack of time for educational activity due to the compulsions of labour outside home, social inhibitions and discouraging environment in the family, household work and non-utility of learning. (3) Inconvenient timings was the only reason cited related to AEC.
8. **Malathi Madhav, J., 1996:** An attempt has been made to study the hindrances faced by rural girl children for not joining the schools in Andhra Pradesh. The sample comprised of 220 respondents. The data were collected through interview, case study of 32 persons and discussions with elite. *Findings:* (1) The economic factor played a predominant role on the problem taken up for the study and it was also inter-linked with other dependent factors like organisational, physical and educational factors. (2) Social, historical and cultural factors were interrelated and physiological and psychological factors to rural girl education for not joining schools. Whereas, political factor had less influence on the problem. (3) The physical and organisational factors had played role in same place both rural as well as urban areas.
9. **Pandya, Rameshwari and Bora, S., 1997:** It is an attempt to study the problem of drop-out in the municipal schools of

Baroda. One hundred dropouts during the academic session 1994-95, 50 parents, and 25 teachers were taken as sample for the study. *Findings:* (1) Among the school dropouts, 57 per cent of the respondents were female and 43 per cent of the respondents were male. (2) A higher percentage of non-Hindi respondents dropped out of school in comparison to Hindu respondents. (3) A higher percentage of the respondents dropped out from the school in Class III-IV and VI-VII in comparison to Class V. (4) A very high majority of the respondents had both the parents living in the family. (5) The dropouts lived in nuclear families. (6) Percentage of respondents from the lower income group was higher in comparison to the middle and higher income groups. (7) Poverty, unhealthy home environment and lack of parental support for the child's education were the main home-related causes for school dropouts. (8) Major reason for dropping out of school children were the result of "boring teaching style" followed by reasons like physical punishment given by teacher, fear of failure in the school, lack of interest in studies and inability to follow classroom instruction. (9) Lack of facilities like toilet and drinking water were reported by some of the dropouts students as the reasons for dropping from the school.

10. Ahluwalia, Manjeet and Sharma, A., 1997: This study investigates the factors responsible for dropout phenomenon in the total literacy campaign being implemented in Hoshiarpur and Faridkot Districts of Punjab and Chandigarh Union Territory. The sample of the present study comprised of 205 learners (dropouts) from the two Districts viz. Hoshiarpur and Faridkot and Union Territory of Chandigarh. *Findings :* (1) As regards occupational distribution of dropout, a large majority of them belonged to the agricultural labour force. (2) It was found that age had nothing to do with the adult withdrawal as majority of dropouts came

from the age group of 15-25 years. (3) It was found that most of the dropouts were unskilled and casual workers. (4) As regards rankwise distribution, dropouts were due to household work, family circumstances, financial problems, reluctance to go to classes and due to various personality traits.

11. Kumar, S. and Mehta, A.K., 1998: An attempt is made to study the enrolment, family background, and stagnation in case of SC and ST students in a technical institute of education. The sample comprised of 33 SC and ST students from faculty of technology and engineering of the M.S. University of Baroda. *Findings:* (1) Almost 6.7 per cent of students belonged to SC and ST category in the faculty of technology and engineering. (2) These students were belonged to families where about 70 per cent of parents belonged to low status and had low income generating occupations. (3) During the course, 75% of students did not face problems related to accommodation and finance. (4) Eighty per cent of students faced problems in understanding instructions in the classroom. (5) Sixty per cent of students failed in their respective classes and the main reasons emerged were language difficulty, teaching methods, lack of sympathetic attitude of teachers, lack of confidence and psychological fear.

12. Vanlalhrui, 1999: This study reveals the facts which correlated to social and psychological dimensions of the Drug Abusing dropouts between the age of 13 and 18 years in the State of Mizoram. Case study schedule, Drug data sheet, Junior – Senior High School Personality Questionnaire (HSPQ), Questionnaire for Parents, Information bank for de-addiction and rehabilitation centres, Frequency count converted into percentage responses. *Findings:* (1) The psychological dimension tested through the HSPQ showed that drug abusing dropouts were having reserved personality (s-sten of 4.523); Low intelligence (s-sten

of 4.313); average emotional stability and excitability (s-sten of 5.868) and self-sufficiency. (2) Drug related dropping outs of academics were more prevalent in males. (3) All subject reported urban upbringing and a significantly higher percentage was not satisfied (x^2 of 5.310, $p < .05$) with the type of accomodation, with majority reporting lack of desired standards and privacy in the houses as the reasons for dissatisfaction. (4) Parental deprivation due to death (22.07%) divorce (23.45%), alcoholism was found among them. (5) Mother was the caretaker for the parental deprived ones in majority of the cases. (6) Families of middle and lowincome groups were most affected. (7) Event leading to educational disruption included high frequency of punishments received ($x^2 = 25.786$, $p < .01$); interpersonal conflicts ($x^2 = 58.032$, $p < .01$); and feelings of animosity towards the institution (23.45%). (8) Prior to dropping out, high degree of peer association was found among subjects with almost hundred per cent involvements in gang activities. (9) Proxivon was the most highly abused drug (87.17%). (10) Friends reportedly initiated 85.51% users into drugs with curiosity being reported by 46.20% subjects as the immediate factor for experimenting with drugs. (11) The problem reported by the De-addiction and Rehabili-tation Centres because of there were shortage of staff, financial hardship, transport and communication problem.

6.0 Miscellaneous

1. Sundararajan, S., 1993: This study is an attempt to relative the importance given by the higher secondary students to their vocational preferences. Random sampling technique had been used. The number of 560 first year higher secondary students from 8 higher secondary schools in Chidambaram District were chosen. *Findings:* (1) The boys and girls did not differ significantly with regard to their preference on three vocations namely the

medical, engineering and the district collector. (2) In respect of the aided and government school students, no significant difference was found in respect of first two vocations but significant difference was seen in respect of the third vocation, viz. District Collector. (3) In respect of the other categories of students, significant differences in the percentages were found with regard to all the three vocations. (4) There were no associations between the gender and most preferred three vocations. (5) As regards the aided and government school students, there were no association between them and their most preferred third vocation viz. the district collector but not in respect of the first two vocations.

2. Rema, M., 1993: This is a comparative study of the educational thoughts of Sri Swamy Vivekananda and Mahatma Gandhi. For the purpose of the study, historical-cum-comparative analytical methods were followed the bases of library resources that included books, journals, articles of Swami Vivekananda and Mahatma Gandhi. *Findings:* (1) Swami Vivekananda's edu-cational thoughts were based on Vedic education character-building, 'Guru-raha-vasa system', importance of character of teacher and Brahmacharya. His educational philosophy also gives stress on value of religion, moral education, spiritual growth, importance of emancipation of women and upliftment of the masses through education. (2) On the other side Mahatma Gandhi's educational philosophy was more objective and experimental in nature. Gandhiji's educational ideas were based on natural environment, social environment and values of productive work. He stressed on the importance of universal primary education, free and compulsory and craft-centred system of education. Gandhiji's basic education aims at utilising the creative and natural urges of child, productive labour, education through mother tongue and secularism as the basic principles. (3) Both Swami Vivekananda and Mahatma Gandhi believed that the

solutions to the problems of education in India lie in her own culture and language. Both emphasised the moral and spiritual development of the child.

3. **Yadav, S.B., 1994:** The present study attempts to investigate the cost effectiveness of three training modalities in population of education, namely, face-to-face interaction mode, Self-learning individual mode and Self-learning paired mode. The sample comprised of 96 secondary school teachers from rural schools in Gurgaon District. For the two modalities one teacher from one school, whereas for the third modality two teachers from one school were selected. *Findings:* (1) Teachers' awareness on population issues improved after training under all the three modalities significantly. (2) Face-to-face modality was found to be most effective. (3) There was no significant difference in the change of attitude of teachers trained under the three modalities. (4) No significant difference was seen among the male and female teachers trained under the three modalities. (5) Professional qualification of teachers grouped under the three modalities was not related to post-training awareness level of teachers regarding population issues. (6) There was no significant difference in the attitude of male and female teachers towards population related themes and messages under the three modalities. (7) Self-learning paired mode was the least costly modality and face-to-face interaction mode was the most costly modality. (8) Self-learning paired mode was the most cost effective modality.
4. **Goela, Sarla, 1994:** This study evaluates the degree, character, level and scope of the technical education in India during the period of first five Five-Year Plans. This puts light on the factors leading to improvement and development of technical education during the period under review. The work is based on secondary data. *Findings:* (1) Before the introduction of Five-Year Plans (1950-51) in India there were forty-nine colleges with an annual capacity of 4,120 students for first degree courses, eighty six polytechnics admitting 5,903 students to diploma courses and fifty it is offering craftsmen training to 7,238 students annually in India. (2) During the Fifth Plan (1978-79) there were facilities to admit 25,000 students for first degree courses in 140 colleges, 51,000 students to diploma courses in 324 polytechnics and nearly 1,50,000 students to certificate courses in 395 it is. (3) Facilities for research in engineering were practically non-existent and there were only six institutions for admitting nearly 200 students for post-graduate technical education before the start of the Plans (1950-51). (4) After the end of the Fifth Plan (1978-79) there was a well-established base with facilities existing in 37 institutions for doctoral work and 65 institutions for Master's degree programme in engineering and technology. Also there were five it is of national importance to train high grade technical personnel in India. (5) Efforts were made by all the concerned authorities in the process of expansion and development of technical education in India. Yet there were some deficiencies that required correction. The system, to begin with, lacked the environment necessary for nurturing the innovative and creative talent of its students. (6) The burden of enormous course work left very little scope for the expression of talent. Perhaps, an optimal mix of engineering science and engineering technology were required to provide ample scope for inter-disciplinary and cross-disciplinary pursuits.
5. **Abraham, Leena, 1995:** This study attempted to critically evaluate the historical context of medical training in India. *Major Objectives:* To examine the social science inputs in medical education in India in terms of: (a) content (b) relevance (c) contribution to health development. This is an exploratory study. The methodology used for this study includes extensive

review of literature, key informant interviews and group discussions. One training institution of nursing from Mumbai was selected for case study. Number of group discussions were held with doctors and nurses who are presently undergoing training in a postgraduate course in Hospital and Health Administration in another institution in Mumbai. *Findings:* (1) The stubborn death and disease profile of the country, the international migration of doctors and the WHO's emphasis on primary health care along with a number of other factors led the government to examine its training of medical professionals in the early 1970s. (2) The identification and location of the problem within the curriculum, the setting up of the committees and the solutions suggested and implemented were all part of the development discourse which was gaining quick ground in India. (3) As a result the solutions to health problems did not look beyond the dominant medical paradigm for the anomalies in the quality of health care available to Indian people. (4) The great leaps in medical research that relentlessly conquered microbe after microbe provided not only the impetus for health care planning based on a curative model in India and other third world countries, it also was instrumental in reinforcing the search for causes of health problems and their solutions within a technological framework. (5) The construct of science to transcend such influences and thus be 'neutral' and 'universalistic' did not allow for a scrutiny of the structural features of medicine in India.

6. **Anjilivelil, Mathew, 1996:** The study aims at identifying the learner needs in studying English as second language at tertiary level.
7. **Visvanathan, G., 1996:** Present study attempts to assess the influence of several non-intellectual factors associated with the achievement of pupils in history studying in Class XI at the higher secondary schools of Tamil Nadu. By using cluster sampling

technique, 10 per cent of the higher secondary schools located in six districts of Tamil Nadu were selected. *Findings:* (1) The achievement of the pupils at the Class XI level was not satisfactory, though there was a wide disparity in the mean and S.D. of the different sub-samples. (2) The girls performed better than the boys in the case of those were: (a) studying in urban schools, (b) studying in government schools, (c) belonging to backward caste, (d) belonging to most-backward caste, and (e) belonging to SC and ST pupils in history. (3) There was no significant difference in the achievement of pupils of those studying in: (a) rural and urban schools, and (b) government and private schools. (4) There was a significant relationship between social extraversion and achievement in history. (5) There was a significant relationship between personal integration and achievement in history.

8. **Tarkasband, Ujwala, K., 1996:** The study attempts to critically analyse the facilities provided by the school for guidance and counselling in Mumbai. Using the multistage sampling technique the researcher selected 77 headmasters of 77 schools, 70 counsellors/guidance workers, 80 students and 80 parents. The tools used included questionnaires and interview schedules. The collected data were treated using percentages. *Findings:* (1) The average number of students guided with non-test technique by the guidance workers were more per year and per guidance worker than the students guided with test. (2) The percentage of exceptional children guided by guidance workers 'private' was more than the guidance workers from school. (3) It was found that 39 per cent schools had funds available for conducting guidance and counselling activities. (4) Offering vocational guidance comprised the major chunk as compared to educational and personal guidance. (5) Not a single guidance worker had unfavourable attitude towards guidance and counselling services in secondary

schools, and a large majority of principals had favourable attitude, and (6) As regards the awareness and perception of the parent a majority were quite inclined towards guidance and counselling services.

- 9. Rajhans S.S., 1996:** The major objective of the study to explore the educational thoughts and work of Dr. B.R. Ambedkar. Historical methods have been adopted to understand the nature of data. The researcher brought out the educational thoughts were expressed by Dr. Ambedkar through ; the letters written to many significant persons, the speeches delivered by him at various occasions, his writings (books), journals edited by him, essays written by him, his interviews with important persons, his other writings, the other ancillary documents related to his work, and the debates which delivered in Constitutional Assembly and Parliament. *Findings:* (1) Progress followed at the wake of education. (2) Learning has described as a companion. (3) Modernisation in education has to be implied. (4) Material negligence and indifference towards knowledge were the reasons behind the backwardness of the Indian people. (5) Social milieu should be necessary for educational development. (6) Education should be brought within the reach of every man. (7) Higher education can bring about social change. (8) University should be a teaching universality. It has to be a concern of intelligentsia. (9) Formal education should capable to help the transmit of all the resources and achievement of the complex society. (10) Technical education should be necessary. (11) Legal education should be started after matriculation. (12) Old literature should be preserved. (13) Dr. Ambedkar's intentions behind general educational institutions were to raise the level of consciousness of the serf-like people. (14) The students should not give up sacred lore. (15) The teacher has to be a charioteer, and (16) The professor should absorb himself in research and sacred lore.

- 10. Shinde J.B., 1996:** This study attempts to reveal the greatest contributions of Chhatrapati Shahu Maharaj of Kolhapur. The research method used for study was the historical research method and techniques therein. *Findings:* (1) Chhat. Shahu's work and thoughts about primary education were innate and fundamental. (2) Chhat. Shahu's decision to educate masses was very comprehensive and meaningful. (3) Chhat. Shahu tried his level best to educate women and make them self-supported. (4) In his administration Chhat. Shahu adopted reservation policy to motivate backward classes for taking education, (5) Chhat. Shahu started Boarding movement and opened cast-wise boarding in Kolhapur city. (6) Chhat. Shahu established educational conferences at All-India level. (7) Chhat. Shahu prepared education-oriented Budget system. (8) He began to give awards, free ships and scholarships to the clever and needy students and also gave educational loans for those students who went abroad for higher education. (9) Chhat. Shahu gave many concessions and grants to develop libraries. (10) Chhat. Shahu adopted new system of school inspection which was very useful and effective. (11) Chhat. Shahu ordered to make flexible syllabus.

- 11. Abraham, Leena, 1997:** This study is mainly focussed on themes such as colonial policies towards western medicine in India. Sources of data for this study include archival material, documents of Five-Year Plans, reports of various committees and materials from Ministry of Health were used. Personal discussions were also used for collecting informations. *Findings:* (1) Colonial and post-colonial period provides insights in to the shaping of discourse and the transformations within ISM. (2) The Social support for ISM has also come as a by-product of the failure of Modern Medicine. (3) The ISM, especially Ayurveda had a glorious past. (4) The higher professional status of Western

Medicine is not an outcome of a 'Superior' epistemology, but is achieved through means of professi-onalisation. (5) The process of 'professi-onalisation' as it has come to be referred to, that was underway in Britain had a direct influence on the medical situation in India. (6) ISM received little support from the nationalist movements in the initial stages but later it got well support. (7) The struggle of ISM was also characterised by internal conflicts. (8) The erosion of the political power of Allopathic profession, with state undermining the role of Indian Medical Council as an indirect legitimising affect on ISM.

12. Lali, S., 1997: The study attempts to compare the scholastic achievement of visually handicapped pupils and the normal pupils studying under the integrated system. Data were collected from 41 visually handicapped pupils from eight schools having integrated system of education. For comparison, similar groups of normal pupils studying under the integrated system were identified after equating for intelligence, SES, sex and place of residence. *Findings:* (1) The visually handicapped pupils were found to be significantly different in scholastic achievement in all subjects except Malayalam. (2) In levels of cognition, the visually handicapped pupils seemed to be disadvantageous more at the application level than at knowledge and understanding levels in all subjects.

13. Bharali, Leena Dutta, 1997: The present study focuses on the historical development of higher secondary education in modern Assam during 1968-1990. The survey method was used to study the historical aspects of the past and present status of higher secondary education. Availability of physical facilities for improving academic quality such as maintaining vocational status, language implications, medium of instructions, achievements, utilisation of curriculum, effectiveness of syllabus contents, its administrative status, professional

requirements and its shortfall and future demands, etc. were analysed. *Findings:* (1) The logical setting of higher secondary education was yet to be decided and implemented. (2) The curriculum for higher secondary education was rigid and not fitted in different situations prevailed in different environments. (3) The vocational bias so far stressed and implemented was more on theory than on practice. (4) The existing system of examination was not sound and needed to be transformed to effect of better quality and standard of education. (5) Many items of educational policy both at national as well as state level were not implemented in all seriousness causing failure of objectives. (6) The educational planning so far made and implemented failed to incorporate the factors influencing development of educational system with its objectives such as social demand, economic and political needs, etc. (7) The higher secondary schools of Assam were being run with poor facilities of building, equipment and untrained personnel. (8) The present administrative system has not so effective and needed to be re-examined and re-constructed. (9) Did not implement the sufficient effort by the state government to train teachers for higher secondary education on the basis of new system of teaching, evaluation and administration.

14. Anis, Ahmad and Sen, A.K., 1998: The present study aimed to investigating the prevalence rate of drug abuse covering soft and hard drugs among the university students. The sample consisted of 200 students staying in hostels and localities of Jamia Millia Islamia, New Delhi. They ranged in their age between 17 to 27 years, who were studying in General Stream, Engineering Stream and Engineering Diploma Stream. *Findings:* (1) Cigarette/Bidi smoking was seen among 36 per cent of the sample followed by alcohol, cannabis, tranquilizers and sedatives. (2) The parents and family members of the addicts were also found to be addicts of tobacco and alcohol.

- 15. Vallury Chandra, 1998:** This study attempts to reveal the significance of different matters like communication and socialisation of children. Study is confined to upper and middle class (or income group) of Delhi city. Questionnaire distributed to 350 persons categorised into students, teachers, professionals, media person, housewives, elders, community leaders and religious leaders. *Findings:* (1) TV advertisements and film based songs (43% and 41% respectively) effect psychological distortion greater than TV films and drama/serials (37% and 31%). (2) Students cited psychological distortion (54.4%) while teachers mainly focused on demoralisation.
- 16. Srivastava, Noma Sedwal, 1998:** The study centres up on the development of university education in India from 1920 to 1947. Data were mainly collected from printed official reports and surveys. In analysing the development of higher education in India. The methodology adopted was obviously historical and the problem was looked at from the point of view of relevant social science disciplines and there was an attempt to write it in the light of new history of education that has emerged in the west. *Findings:* (1) The university system was strongly influenced by the British model. (2) In 1925, Indian higher education began to change from a system which served almost exclusively as an adjunct of the British administration network. The establishment of Inter-University Board in 1925, had given the educational rebirth of higher education in India.
- 17. Mohanty, P.K., 1999:** This study attempts to analyse and discuss the educational development in the state between 1947-95. The study was the result of multifaceted work. Data had been collected from official records, ordinance rules, regulations, responses from three hundred fifty persons linked with education and educational administration. Interviews with fifteen selected administrators, twelve bureaucrats, thirty parents/guardians, twelve educational and social activists, six political leaders were also used to collect data. Case studies of decisions of courts and tribunals on educational matters, field study of thirty institutions and personal observation of events were also taken place. *Findings:* (1) There were lack of sound policy, effectiveness machinery, suitable and efficient educational bureaucracy, perspective planning and corollary structure. (2) No considerable achievement had yet been done to improve the standard of education. (3) Educational expansion has taken place mainly on political considerations. (4) New and unconnected structures were created without the role-relation and institutional basis. The institutional environment was not attractive and healthy. (5) The administration of education and especially the educational administration in Orissa badly lacked coordination between teacher and students, parents and teachers, teachers and administrators, educational administrators and law and order authorities, various branches of examining bodies, Inspectors and Directorates, etc.
- 18. Vasava, M.B., 1999:** This study addresses the progress and problems of higher education in the State of Gujarat. Sample comprised of 7 head of various university departments, 70 college principals and 630 teaching staff members of affiliated colleges. *Findings:* (1) There were 4 universities, 83 colleges, 2,896 teaching staff members and 38,327 students during the academic year 1960-61, while there were 8 universities, 418 colleges, 10,271 teaching staff members and 4,00,361 students in the year 1993-94 in the State of Gujarat. (2) There was only 1 college of arts, science and commerce, 22 staff members and 1,070 students in Dang District which was the last district, while there were 80 colleges, 2,509 teaching staff members and 9,02,876 students only in Ahmedabad District during the year 1993-94

in the State of Gujarat. (3) There were 5,585 girls in the academic year 1960-61 under the five year plan, whereas 1,71,178 girls in higher education during the year 1993-94. (4) There were 2,208 scheduled castes students in post graduate departments during the academic year 1991, whereas 3,049 in the year 1993-94. (5) There were 1,937 scheduled tribes students in post-graduate section in the year 1960-61, while 2,500 students in the year 1993-94 in the State. (6) There were 22 government colleges, 20,222 boys and 7,522 girls students and 692 teaching staff in the State of Gujarat during the year 1993-94. (7) Problems of higher education in the region were inadequate teaching staff, poor attendance due to tuition classes, teacher's unfamiliarity with effective reference books, teaching only through lecture method and lack of funds.

Concluding Remarks

Going through the works on Sociology of Education during 1993-2000, one finds that the research was concentrated in three major areas. They are : (1) Education as a Social System, (2) School as a Social System, and (3) Education and Society. In addition, a sizable number (58) of studies have been undertaken in the area of programmes, schemes, facilities and policies— mostly evaluative in nature. In the area of Education as a Social System; wide range of issues have been researched under each sub-theme. However, there are very few studies under the sub-themes like-dysfunctions, education and social change, social stratification and socialisation. Considering the relevance of modern fast changing society heading towards adopting modern technology, education seems to lag behind both contentwise and structurewise. Barring few studies, over all trend shows that there is no major shift in the thematic coverage. However, gaps in research that were identified in earlier reports have been filled in by these studies pertaining to teacher's role, job satisfaction and commitment. There are quite

a few studies that explored the impact of education in general. A substantial number of studies have been done beyond formal education—innovation, non-formal, literacy, adult education, etc. As compared to earlier studies in the area of programmes and policies – the number has substantially increased during the period. In the case of miscellaneous category, significant number (18) of studies have been undertaken relating to the issues like drug abuse, health education, future orientation, vocational education and competency. With regard to studies on foreign countries, 10 studies have been undertaken pertaining mainly to management of education, literacy and students' academic performance. These countries are – Bangladesh, Nigeria, Libya, Malaysia, and Africa.

Methodology

A large majority scholars adopted survey method of data collection by using simple tools like interview schedule, questionnaire. Further, these studies are based on sampling and adopted quantitative approach. There is a need for researchers to systematise their methods of selection of samples to suit the nature of problem and hypothesis being examined (K. Chanana : 1991). For data analysis sophisticated statistical techniques have been used by most of the researchers. However, these studies are based on mainly quantitative analysis (barring one by Lalit Kishore: 1998) and lack in-depth qualitative analysis of the problems they studied. Further, the micro-macro level analysis is totally missing from the studies. Case study method gives in-depth understanding of the issues with holistic view. In sum, methodological parameters are found to be not at par with current-modern methods and techniques. The findings in general are found to be of descriptive nature instead explanation. At the same time, linkages between various sub-systems got ignored.

Existing Gaps and Agenda for the Future

Role of education is being consistently reviewed in the light of development. Sociological

research on education has been steady and repetitive to respond to the existing newer challenges. The existing challenges of inequality and deprivation, stratification and heterogeneity need detail probe in relation to education. The gap revealed by Sachchidananda (1993) pertaining to how exactly and what level does education influence development and change continues to be existing. Issues like equality, social-occupational mobility, modernisation-change, education as change agent, education and politics also need in-depth probe.

In the light of liberalisation, privatisation and globalisation, the newer issues competence, excellence and performance have come up and need fresh and organised efforts to research in these areas. Higher education is closely linked to all these issues that are directly affecting the employment opportunities of youth. During the last decade, the problem of religion, communalism and politics have entered into education in big way. Its high time to undertake systematic research on these issues. Another major area that needs fresh look is that of Reservation Policy and the weaker sections in the light of privatisation and globalisation.

The studies under review show the trend of thematic repetition confined mainly to Education as a Social System, School as a Social System and Education and Society. The researchers have covered wide range of issues within each theme. In addition to this, more

areas like dysfunctions of educational system and policies and programmes, schemes also have been covered. However, the studies conducted during the span do not show any major shift in the themes and also the approach to the studies has been conventional quantitative one which does not really give us new insights into the problems. At the same time, theoretical/conceptual perspective seems to be missing across the studies.

Earlier report (1993) identified the major gap in research pertaining to commercialisation of education that directly affects the access and quality of education. This gap continues to exist. Chanana (1991) identified the gap relating to linkage between education and politics. This gap also deserves serious attention in research. Further, school curriculum, school relationship, religion, culture and change also need to be considered for future research. Social and national relevance of education, minority education are yet another few areas that require probe. In the current situation, technical-professional education, information technology in globalisation process should also be the prospective areas. Case studies and qualitative methods along with interdisciplinary approach should give us full insights to the problem. It is strongly suggested that the research agencies create the data bank so that one can have easy access to research studies across the country. A need for national level study like ICSSR (1970) is strongly felt.

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